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some и any	
some [sʌm] / any [eŋi] – какой-то, какая-то, какое-то, какое-то, какой-нибудь, какой-либо	
somebody и anyone , anybody – синонимы, имеющие одинаковый смысл (похожее явление наблюдается и в русском языке).	
Мн произвдные с body, thing, one:	
somebody ['sʌmbədi] / someone ['sʌmnuːmən] – кто-то (В основном в утвердительных предложениях)	
something ['sʌmθiŋ] – что-то (В основном в утвердительных предложениях)	
anybody ['enɪ,bʌdi] / anyone [enɪ,juːn] – кто-нибудь, кто-либо, кто-то (В основном в общих вопросах и отрицаниях)	
anything ['enɪðiŋ] – что-нибудь, что-либо, что-то (В основном в общих вопросах и отрицаниях)	
Производные местоимения всегда употребляются в качестве местоимений-существительных и к ним применимы те же правила употребления в разных типах предложений, что и для some и any .	
В именительном падеже они употребляются в функции подлежащего или дополнения – на неопределенное количество или качество, а в роли подлежащего или дополнения – на неопределенные или неизвестные предметы и лица.	
Some и его производные употребляются в утвердительных предложениях (а также в специальных вопросах и общих вопросах, выражаящих просьбу или предложение).	
Например:	
I have some books. У меня есть несколько книг.	
There is something in the box. В коробке что-то есть.	
Do you have some apples? У тебя есть яблоки ?	
Where can I buy some cheese? Где я могу купить сыр?	
Give me some water, please. Дай мне, пожалуйста, воды.	
Would you like some coffee, please? Не хотите кофе?	
Any и его производные употребляются в отрицательных предложениях any и его производные употребляются в утвердительных предложениях any и	
приведенных примерах:	
I don't have any friends, and I have no friends. У меня нет (никаких) друзей.	
Do you have any friends? У вас есть (какие-нибудь) друзья?	
Is there anything in the box? Что-нибудь есть в коробке?	
There isn't anything on the table, and there is nothing on the table. На столе нет ничего.	

Неопределенные местоимения

some и any – это местоимения, образованные с помощью **-one** и **-body**: **someone**, **somebody** и **anyone**, **anybody** – синонимы, имеющие одинаковый смысл (похожее явление наблюдается и в русском языке).

Мн произвдные с body, thing, one:

somebody ['sʌmbədi] / **someone** ['sʌmnuːmən] – кто-то (В основном в утвердительных предложениях)

something ['sʌmθiŋ] – что-то (В основном в утвердительных предложениях)

anybody ['enɪ,bʌdi] / **anyone** [enɪ,juːn] – кто-нибудь, кто-либо, кто-то (В основном в общих вопросах и отрицаниях)

anything ['enɪðiŋ] – что-нибудь, что-либо, что-то (В основном в общих вопросах и отрицаниях)

Производные местоимения всегда употребляются в качестве местоимений-существительных и к ним применимы те же правила употребления в разных типах предложений, что и для **some** и **any**.

В **именительном** падеже они употребляются в функции **подлежащего** или **дополнения**. В функции подлежащего они сочетаются с глаголом-сказуемым в единственном числе.

Местоимения, образованные с помощью **-one** и **-body**, употребляются только в отношении **людей** и могут иметь форму притяжательного падежа, выступая в функции **определения**: **someone's**, **somebody's**, **anyone's**, **anybody's**.

Местоимения, образованные с помощью **-thing**, употребляются только в отношении неодушевленных предметов и понятий.

Вопросительные слова

What? — Что? Какой?

Who? — Кто?

Where? — Где? Куда?

Where ... from? — Откуда?

How? — Почему?

How many? — Сколько?

How much? — Сколько?

a — исчисляемыми

the — с существительными, о которых слышим **не** первый раз

the — определенный артикль, употребляется:

the — с прилагательными в превосходной степени

the — в единственном числе

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- Пособие направлено на совершенствование навыков работы с текстами профессиональной тематики, развитие навыков устной речи, позволяет овладеть необходимыми навыками диалогического общения на изучаемом языке – ведением деловых переговоров, бизнес-презентаций, переговоров по телефону. Структура пособия позволяет комбинировать языковой материал разделов в соответствии с целью занятия, рабочей программы и уровнем подготовки студентов. Каждый раздел включает практический материал, направленный на закрепление грамматики и профессионально-ориентированной лексики.
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Артикли

неопределенный артикль, употребляется только с существительными.

a — исчисляемыми

the — с существительными, о которых слышим **не** первый раз

the — определенный артикль, употребляется:

the — с прилагательными в превосходной степени

the — в единственном числе

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Время	Личные местоимения	Глагольная форма	Случаи употребления
		Вспом. гл. Смысл. гл.	
	Действительный залог		
Future in the Past	I, we he, she, it, you, they	should have been would have been	IV Употребляется в придаточных предложениях вместо простого Future тогда, когда сказуемое главного предложения стоит в прошедшем времени

I said that I **should have been waiting** for you for three hours before she comes. – Я сказал, что я **буду ждать тебя уже в течение трех часов до того, как она придет.**

Слово	Значение
"front-benchers"	"переднескамеечники" – рядовые члены политических партий, представленных в парламенте
"back-benchers"	"заднескамеечники" – руководящие члены обеих парламентских партий
Speaker	спикер (председатель палаты общины)
Government	правительство
opposition	оппозиция
"Shadow Cabinet"	"теньевой кабинет" (комитет главной партии оппозиции в парламенте. В него входят ведущие деятели парламентской фракции этой партии, которые занимаются теми же вопросами, что и члены кабинета)
Chamber	палата (парламентская)
Chaplain	канцлер
Solicitor-at-Arms	парламентский пристав
mace [mæs]	– язвы
Lords Temporal	светские члены палаты лордов
Lords Spiritual	– "духовные лорды" в палате лордов

UNIT 2. THE INSIGHT INTO THE BRITISH POLITICS²

4. Monarchy	c) a monarchy governed according to a constitution that limits and defines the powers of the sovereign
5. Absolute monarchy	d) a social order or system of government established by a ruling Communist Party, esp in the former Soviet Union
6. Constitutional monarchy	e) rule of a despot; arbitrary, absolute, or tyrannical government
7. Plutocracy	f) absence of organized government
8. Anarchy	g) a monarchy without constitutional limits
9. Communism	h) government by the people or their elected representatives
10. Democracy	i) government by a dictator or dictators
11. Polyarchy	j) a government where officials are politically corrupt and financially self-interested
	k) a state or government characterized by the rule of the wealthy

- b) **What form of the government is there in Russia? What is the name of the main Russian law that includes the fundamental political principles on which a state is governed?**
2. Read the text and find the answers to the following questions:
- what was Russian government during the Soviet Union like?
- what changes did Russia undergo after the collapse of the Soviet Union?
- what is the present structure of Russian government?
- what is the government responsible for?

Russian Government

The Government of the former Union of Soviet Socialist Republics (USSR), officially known as the Union Government, was established by the

Советский Союз и Советская Федеративная Социалистическая Республика.

В 1991 г. президентом был подписан указ о создании министерственных органов.

1. Верховный Суд Российской Федерации является высшим судебным органом по гражданским, уголовным, административным и иным делам.
2. Правительство бывшего советского союза состояло из двух палат – Совета Союза и Совета Национальностей.
3. После возвращения Российской Федерации правительства структура претерпела изменения.
4. Одна из задач правительства – принимать меры по обеспечению государственной безопасности.
5. Юридическая власть в России принадлежит федеральной ассамблее.
6. Президент является гарантом соблюдения прав и свобод граждан.

1. draft and submit the federal budget to the State Duma; ensure the implementation of the budget and report on its implementation to the State Duma;
 2. ensure the implementation of a uniform financial, credit and monetary policy in the Russian Federation;
 3. ensure the implementation of a uniform state policy in the areas of culture, science, education, health protection, social security and ecology;
 4. manage federal property;
 5. adopt measures to ensure the country's defense, state security, and the implementation of the foreign policy of the Russian Federation;
 6. implement measures to ensure the rule of law, human rights and freedoms, the protection of property and public order, and crime control;
 7. exercise any other powers vested in it by the Constitution of the Russian Federation, federal laws and presidential decrees.
- Notes:**
1. "On reorganization of the government bodies of the RSFSR" – "О реорганизации центральных органов государственного управления РСФСР".
 2. RSFSR abbreviation for (formerly) Russian Soviet Federative Socialist Republic – Российская Советская Федеративная Социалистическая Республика.
- 3. Translate the following words paying attention to the meaning of the prefix "re":**
- Reorganization, reshuffle, reconstruction, restructuring, relocation, remake, recast, reinvent.
- 4. Find all the examples of Participle I and Participle II. Say what function they perform.**
- 5. Translate the sentences into English.**

- Личные местоимения в английском языке имеют два падежа: **именительный** (обычно в роли подлежащего) и **объектный** (в предложении в роли дополнения).
- Лично́й (кто? что?) Объектный падеж (кто? что? кому? чему?)**
- Единственное число*
- | | |
|----------------------|-----------------------------|
| 1 I [aɪ] я | me [mi:] мне, меня |
| 2 you [ju:] ты | you [ju:] тебе, тебя |
| 3 he [hi:] он | him [hɪm] его, ему |
| | she [ʃi:] она |
| | her [hər] ее, ей |
| | it [ɪt] оно, она, они |
| | it [ɪt] его, ее, ему, ей |
- Множественное число*
- | | |
|------------------------|-----------------------|
| 1 we [wi:] мы | us [ʌs] нам, нас |
| 2 you [ju:] вы | you [ju:] вам, вас |
| 3 they [ðeɪ] они | them [ðem] их, им |
- Личные местоимения в объектном падеже выполняют функцию:
1. **прямого определения:** (винительный падеж, отвечают на вопрос кто? что?)
 2. **всюду**. Я вижу **это** везде.
 3. После возникновения Российской Федерации правительства
- He loves me. Он любит меня.**
- Forget it! Забудь это!** (например, неприятность)

Constitution of the Soviet Union, and was the governing authority of a union of 15 Soviet Socialist Republics, collectively called the Union of Soviet Socialist Republics (USSR). The government was seated in Moscow, the capital of the USSR.

The government comprised three branches: the executive, the legislative and the judiciary. The executive branch headed by the President, who was the Head of State and exercised his power directly or through officers subordinate to him. The Legislative branch or the Parliament consisted of the two chambers, literally the Soviet of the Union and Soviet of Nationalities, as well as the premier, numerous civil, criminal and family courts at the district level.

The basic civil and criminal laws that governed the citizens of the Soviet Union were set down in major parliamentary legislation. The All-Union and individual republic governments consisted of executive, legislative and judicial branches. The legal system as applicable to the All-Union and individual republics governments was based on socialist law.

Since the Russian Federation emerged in 1991, the government's structure has undergone several major changes. In the initial years, government bodies, primarily the different ministries, underwent massive reorganization as the old Soviet governing networks were adapted to the new state. Many reshuffles and renaming occurred.

On 28 November 1991 President of the RSFSR Boris Yeltsin signed presidential decree № 242 "On reorganization of the government bodies of the RSFSR".

In 28 July 2004 President Vladimir Putin signed the Presidential Decree (with later corrections) "On the structure of the federal executive bodies". This split some ministries, turned some ministerial offices into agencies and established some new services as government bodies. In total there were 17 ministries, 7 federal services and over 30 federal agencies.

At present the RF is a democratic state with republican form of governing. The power in the country is divided into three branches: executive, judicial and legislative. The executive power belongs to the Government of the RF, judicial belongs to the Federal Assembly of the RF, and legislative power belongs to the Constitutional Court of the RF, Supreme Court and Supreme Arbitrate of the RF. The President of the RF is the guarantor for the observance of rights and liberties of citizens and the Constitution of the RF. The federal system of Russia is based on its state integrity, unity of the state power, division of the objects of authority and plenary powers between the organs of power of the RF and the subjects of the RF power. The RF unites 89 subjects.

The government is the subject of the 6th chapter of the Constitution of the Russian Federation. According to the constitution, the government of the Russian Federation must:

Местоимения

1 I —Я	→ My [maɪ] —Мой
He — Он	→ His [hɪz] —Его
She — Она	→ Her [hɛr] —Её
It — Оно	→ Its [ɪts] —Его
We — Мы	→ Our [aʊr] —Наш
You — Ты, Вы	→ Your [jɔ:r] —Твой, Ваш
They—Они	→ Their [ðeər] —Их

Объектный падеж личных местоимений

Личные местоимения в английском языке имеют два падежа: **именительный** (обычно в роли подлежащего) и **объектный** (в предложении в роли дополнения).

Лично́й (кто? что?) Объектный падеж (кто? что? кому? чему?)

Единственное число

1 I [aɪ] я	me [mi:] мне, меня
2 you [ju:] ты	you [ju:] тебе, тебя
3 he [hi:] он	him [hɪm] его, ему
	she [ʃi:] она
	her [hər] ее, ей
	it [ɪt] оно, она, они
	it [ɪt] его, ее, ему, ей

1 we [wi:] мы	us [ʌs] нам, нас
2 you [ju:] вы	you [ju:] вам, вас
3 they [ðeɪ] они	them [ðem] их, им

Притяжательные местоимения

2. **беспреложного косвенного дополнения:** (латентный падеж, отвечающий на вопрос кому?).

Tell **her** to call **him** up right away. Вели **ей** позвонить **ему** сейчас же.

Show **me** the CD. Покажите мне **этот** CD.

В последнем примере "CD" – прямое дополнение. Местоимение без предлога, отвечающее на вопрос whom? – кому?, является беспреложным косвенным дополнением и всегда стоит перед прямым дополнением (в отличие от местоимения с предлогом).

3. местоимений в коротких репликах:

Who did it? – Not **me!** / **Me**. Кто это сделал? – Не **я!** / **Я**.

I am feeling tired. – **Me** too. Я (очень) устал/(чувств. уставшим). – **Я** тоже.

Лично́й (определяет существительное) Абсолютная форма

Б в английском языке у каждого личного местоимения имеется соответствующее притяжательное местоимение. Притяжательное местоимение определяет принадлежность и отвечает на вопрос whose? – чей?

Прилагательные местоимения имеют две формы.

Первая (основная) форма местоимений является **определением** и стоит всегда перед существительным.

Абсолютная (вторая) форма местоимений заменяет само существительное (т.е. определяемое слово).

Лично́й (определяет существительное) Абсолютная форма

Единственное число

1 my [maɪ] мой, моя, мое, мои	mine [maɪn] мой, моя, мое, мои
2 your [jɔ:r] твой, твоя, твое, твои	yours [jɔ:z] твой, твоя, твое, твои
3 his [hɪz] его	his [hɪz] его
her [hər] ее	hers [həz] ее
its [ɪts] его, ее	its [ɪts] его, ее

1 we [wi:] мы	us [ʌs] нам, нас
2 you [ju:] вы	you [ju:] вам, вас
3 they [ðeɪ] они	them [ðem] их, им

Множественное число

Личные местоимения в объектном падеже выполняют функцию:

1. **прямого определения:** (винительный падеж, отвечают на вопрос кто? что?)

I see **it** everywhere. Я вижу **это** везде.

He loves **me**. Он любит **меня**.

Do you know **him**? Ты знаешь **его**?

Forget **it!** Забудь **это!** (например, неприятность)

Местоимения

2. **беспреложного косвенного дополнения:** (латентный падеж, отвечающий на вопрос кому?).

Tell **her** to call **him** up right away. Вели **ей** позвонить **ему** сейчас же.

Show **me** the CD. Покажите мне **этот** CD.

В последнем примере "CD" – прямое дополнение. Местоимение без предлога, отвечающее на вопрос whom? – кому?, является беспреложным косвенным дополнением и всегда стоит перед прямым дополнением (в отличие от местоимения с предлогом).

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Who did it? – Not **me!** / **Me**. Кто это сделал? – Не **я!** / **Я**.

I am feeling tired. – **Me** too. Я (очень) устал/(чувств. уставшим). – **Я** тоже.

Лично́й (определяет существительное) Абсолютная форма

Единственное число

1 my [maɪ] мой, моя, мое, мои	mine [maɪn] мой, моя, мое, мои
2 your [jɔ:r] твой, твоя, твое, твои	yours [jɔ:z] твой, твоя, твое, твои
3 his [hɪz] его	his [hɪz] его
her [hər] ее	hers [həz] ее
its [ɪts] его, ее	its [ɪts] его, ее

1 we [wi:] мы	us [ʌs] нам, нас
2 you [ju:] вы	you [ju:] вам, вас
3 they [ðeɪ] они	them [ðem] их, им

Множественное число

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1. **прямого определения:** (винительный падеж, отвечают на вопрос кто? что?)

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He loves **me**. Он любит **меня**.

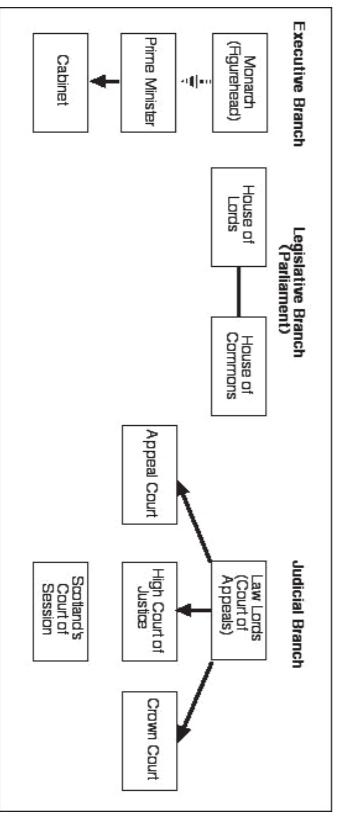
Do you know **him**? Ты знаешь **его**?

Forget **it!** Забудь **это!** (например, неприятность)

Лично́й (определяет существительное) Абсолютная форма

Единственное число

What do you know about the British Monarch? There is an additional material about Elizabeth II.



3. Look at the scheme of the British government. What haven't been mentioned in the text. Complete the text using the information from the scheme.

4. Make a plan of the text. Then using your plan speak about the system of British government.

Optional activity

readings in the House of Commons. If the majority of MP's vote for the bill, it is sent to the House of Lords for discussion. If the Lords agree to the bill, it is sent to the Queen for signature. If any bill passes through three readings in the House of Commons, a discussion in the House of Lords and the Queen's signature it becomes an **Act of Parliament** or a **Law of the Land**.

2. Read the text thoroughly. Then say whether the sentences are true or false. Correct them if it is necessary.

1. At first every bill has three readings in the House of Commons and only after that it is discussed in the House of Lords.
2. The House of Lords is the real governing body of the UK.
3. The speaker sits on the throne upon the Woolsack.
4. Britain established tense relationship with major Commonwealth countries.
5. The upper Chamber is responsible for the revision of bills from the Commons.
6. The Opposition is the Party which obtains the majority of seats in the House of Commons.
7. At the beginning of the election the Queen appoints the Prime Minister.
8. MP's are elected by open vote.

bill – законопроект
right of inheritance – наследное право
peerage – портвоя
Lord Chancellor – лорд-канцлер (председатель палаты лордов)
woolsack – досл. шерстяной мешок (набитая шерстью подушка, на которой сидит председатель лорд-канцлер) в палате лордов
the Conservative Party ("Tory") – консервативная партия ("Тори")
the Liberal Party ("Whigs") – либеральная партия ("Виги")
the Party of Liberal Democrats – либерально-демократическая партия
proportional representation system – избирательная система пропорционального представительства

1. a) Complete the test and find out what do you know about the UK political system

1. Britain is
 - a) a parliamentary democracy b) democratic state c) absolute monarchy
2. The executive branch is represented by
 - a) the Cabinet b) The Queen c) people of the UK
3. Does Britain have a written constitution?
 - a) Yes b) No
4. Which members are not elected?
 - a) members of the House of Lords b) MP's c) Members of the House of Commons
5. How many Lords Temporal are there in the House of Lords?
 - a) 23 b) 830 c) 50 %
6. The function of the House of lords is
 - a) to revise bills b) to choose the Prime Minister c) to choose the Lord Chancellor
7. The House of Commons is more powerful than the House of Lords?
 - a) right b) wrong

b) Now skim the text and check your ideas.

The British Government

The UK is a highly developed country, a member of the Group of Eight (G8), member of the European Union (EU), is a founding member of the North Atlantic Treaty Organisation (NATO), the United Nations (UN), where it holds a permanent seat in the Security Council.

The UK has close relations with such EU nations as France and Germany, and, of course, with major Commonwealth countries (former British colonies): Singapore, South Africa, Canada, Australia and New Zealand. The relations between the USA and member nations of the Commonwealth of Nations are some-

Английские времена группы Continuous (Progressive)

Время	Личные местоимения	Глагольная форма		Случаи употребления
		Вспом. гл.	Смысл. гл.	
Present	Действительный залог			
	I	am		Действие совершается сейчас , в настоящий момент (или настоящий период времени). А также для обозначения намерения или уверенности в совершении будущего действия (пример: <i>пойду сегодня вечером</i>)
	he, she, it	is		
	we, you, they	are		
	<i>I am (I'm) going. – Я спрашиваю (сейчас). Am I going? I am not going.</i>			
	Страдательный залог			Действие совершается сейчас , в настоящий момент (или настоящий период времени). А также для обозначения намерения или уверенности в совершении будущего действия (пример: <i>пойду сегодня вечером</i>)
	I	am being		
	he, she, it	is being		
	we, you, they	are being		
	<i>I am being called. – Меня сейчас зовут. Am I being called? I am (I'm) notbeing called.</i>			
Past	Действительный залог			
	I, he, she, it	was		Незаконченное длительное действие, которое совершалось в указанный момент в прошлом (в 8 часов, с 5 до 8 часов, весь день, летом, когда он пришел и т.д.).
	we, you, they	were		
	<i>I was going – (в то время как) Was I going? I was not going.</i>			
	Страдательный залог			
	I, he, she, it	was being		
	we, you, they	were being		
	<i>I was being called when he came. – Меня позвали, когда он пришел. (в то время как) Was I being called? I was notbeing called.</i>			
	Формы глаголов прошедшего времени			
	I, we, you, they	have been		
Future	I, we, you, they	shall be		
	he, she, it, they	will have		
	we, you, they	shall have been		
	he, she, it, they	shall have been		
	<i>I shall be waiting for you for three hours before she comes. – Я буду ждать вас три часа, прежде чем она придет.</i>			
	Формы глаголов будущего времени			
	I, we, you, they	shall		
	he, she, it, they	will		
	we, you, they	shall have		
	he, she, it, they	shall have		
Present	I, we, you, they	am		
	he, she, it, they	is		
	we, you, they	are		
	<i>I am (I'm) going. – Я спрашиваю (сейчас). Am I going? I am not going.</i>			
	Формы глаголов будущего времени			
	I, we, you, they	have		
	he, she, it, they	has		
	we, you, they	have been		
	he, she, it, they	has been		
	<i>I have (I've) been waiting for you for three hours before she comes. – Я уже ждал вас три часа, прежде чем она пришла.</i>			
Bpmra	I, we, you, they	will		
	he, she, it, they	will have		
	we, you, they	will have been		
	he, she, it, they	will have been		
	<i>I will be waiting for you for three hours before she comes. – Я буду ждать вас три часа, прежде чем она придет.</i>			
	Формы глаголов будущего времени			
	I, we, you, they	shall		
	he, she, it, they	shall have		
	we, you, they	shall have been		
	he, she, it, they	shall have been		

Английские времена группы Perfect Progressive (Present Perfect Continuous)

The main function of the upper Chamber, the House of Lords, is to examine and revise bills from the Commons. But the Lords cannot reject a bill. They can only delay it for a maximum of one year. Financial bills (i. e. bills related to money) cannot be delayed by the House of Lords. If the Lords approve a bill it is sent to the Queen for signature.

The members of the House of Lords are not elected. The House of Lords is the only non-elected chamber of Parliament in the world.

The House of Lords

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of Lords and the House of Commons).

The executive branch is represented by the Government – **the Cabinet** headed by **the Prime Minister**. Her Majesty's Government governs in the name of the Queen.

The legislative and the executive branches are combined by the Queen. In fact, the Parliament is controlled by the executive branch, as all the bills pass to the Parliament by the decision of the majority party.

Judicial system is represented by **courts**. So there is practically no separation of powers. The majority party has the real power in the country.

At the end of the election the Queen appoints the **Prime Minister (PM)**. Normally the leader of the party who wins the election becomes the PM.

The office of the Prime Minister was introduced in 1720's. The first PM was Robert Walpole.

The PM chooses about 20 Members of Parliament from his or her party to become **the Cabinet of Ministers** (or simply **the Cabinet**), they are called the Secretaries of State. The Ministers are almost always the members of the Commons, also a few are Lords. Cabinet meetings are held in private while the Parliament is sitting.

The British Parliament is of great significance in the political life of the country. It consists of two Houses (or Chambers): **the House of Lords** and the **House of Commons**.

times called "the special relationship", meaning the warm political, diplomatic, historical and cultural relationships.

Britain is a parliamentary democracy what can be seen through free elections, freedom of speech and open and equal treatment before the law.

Britain still does not have a written constitution. And the laws have never been brought into a single document.



The legislative branch is in the hands of **the Queen and the Parliament** (which is **the House of Lords and the House of Commons**).

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It consists of **Lords Temporal** and **Lords Spiritual** and includes more than 1,000 members. Lords Temporal are 830 Lords by **the right of inheritance** (hereditary peers), 270 members are given **life peerage** (life peers). Lords Spiritual are 26 members of the House of Lords and they are spiritual peers (bishops and archbishops).

The House of Lords is represented by people of different grades of nobility: dukes, marquises, earls, viscounts and barons.

The Lord Chancellor is the Chairman of the House of Lords. He sits on the throne upon the **Woolsack**, a large bag of wool covered with red cloth. The Woolsack is a reminder of the times when Britain's commercial prosperity was founded on her wool exports.

The House of Commons

The House of Commons, the lower Chamber of the Parliament, is the real governing body of the UK. It has greater powers than the second, upper parliamentary Chamber, the House of Lords.

Their main function is to make laws by passing **Acts of Parliament**, as well as to discuss current political issues.

The House of Commons is made up of 630 Members of Parliament who are called **MP's** for short. Each member of Parliament represents a **county** or a **borough** of the UK.

MP's are elected by voters for a period of five years. The election is held in the form of the voting by **secret ballot**. The system when the winner is the candidate who gets more votes than any other single candidate is known as **the-first-past-the-post-system**. The Party which obtains the majority of seats in the House of Commons is called the Government and the others – **the Opposition** and its leader forms the so-called "**Shadow Cabinet**". The leader of the opposition is a recognized post in the House of Commons.

The House of Commons has seats for only about two thirds of its 630 members. The first two rows of seats are occupied by the leading members of both the Government and the Opposition. According to their seats' location, they are called "**front-benchers**". The back rows of seats belong to the rank-and-file MP's (the so-called "**back-benchers**").

The House of Commons is presided over by the Speaker. He sits on the Speaker's chair.

Before every sitting of the House the Speaker walks to the Chamber from his residence within the Royal Palace.

He is wearing a wig and a gown and is accompanied by his Chaplain, Secretary and Sergeant-at-Arms carrying the Mace.

Every **bill** (a law in the process of making) has to go through several stages in order to become an **Act of Parliament**. First of all every bill has three

Английские времена группы Perfect (Завершенное)

Время	Личные местоимения		Глагольная форма		Случай употребления			
	Вспом. гл.	Смысл. гл.						
Действительный залог								
Present	I, we, you, they	have	III		Показывает действие, законченное к моменту речи. Результат этого действия непременно связан с настоящим. (На русский язык переводится глаголом совершенного времени)			
	he, she, it	has						
<i>I have (I've) gone. – Я ушел. (уже). Have I gone? I have (I've) not gone.(haven't)</i>								
Страдательный залог								
Present	I, we, you, they	have been	III		Прошедшее действие, закончившееся до указанного момента / к указанному моменту в прошлом (к 5 часам, к субботе, когда он пришел и т. д.).			
	he, she, it	has been						
<i>I have been called today. – Меня позвали сегодня.</i>								
Действительный залог								
Past	I, he, she, it, we, you, they	had	III		Прошедшее действие, закончившееся до указанного момента / к указанному моменту в прошлом (к 5 часам, к субботе, когда он пришел и т. д.).			
	I had (I'd) gone.- Я уже ушел. (к; прежде чем) Had I gone? I had (I'd) not gone. (hadn't)							
Страдательный залог								
Past	I, he, she, it, we, you, they	had been	III		Будущее действие, которое будет закончено до определенного момента в будущем , на него указывает время или действие, совершившееся раньше будущего			
	I had been called when he came. – Меня уже позвали, когда он пришел. (прежде чем)							
Действительный залог								
Future	I, we	shall have	III		Будущее действие, которое будет закончено до определенного момента в будущем , на него указывает время или действие, совершившееся раньше будущего			
	he, she, it, you, they	will have						
<i>I shall have gone. – Я уже уйду. (прежде чем). Shall I have gone ? I shall (I'll) not have gone.</i>								
Страдательный залог								
Future	I, we	shall have been	III		Будущее действие, которое будет закончено до определенного момента в будущем , на него указывает время или действие, совершившееся раньше будущего			
	he, she, it, you, they	will have been						

Bpmra	Jinhye Mecronmehna	Jaroljbaa fopma	Cyaran yhotpejejhna	Bchom, r.l.	Cmhcic, r.l.	I shall will	Korah pehp nher o nercbrin (ohho- pece correpuntrae b gyiyuen I shall not go. I shall (lly) go - A nooty, dydy xolumne. Shall I go? I shall not go.	Cpratejhbin 3ajor shall be will	I, we she, it, you, they he, she, it, you, they I shall be called - Mher noo3oym.	I said that I should go. - A cracaai, amo noo3oym.	Brpakeret gyiyume nercbre no or- homenho k momeety. Votopgejterca b npnatohipax	I, we she, it, you, they he, she, it, you, they I, we she, it, you, they I said that I should go. - A cracaai, amo noo3oym.	Cpratejhbin 3ajor should be will	I, we she, it, you, they he, she, it, you, they I, we she, it, you, they I said that I should go. - A cracaai, amo noo3oym.	Brpakeret gyiyume nercbre no or- homenho k momeety. Votopgejterca b npnatohipax	I, we she, it, you, they he, she, it, you, they I, we she, it, you, they I said that I should (ld) be called. - A cracaai, amo noo3oym.	Future in the Past
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The tradition of an official birthday for the Sovereign was begun for practical reasons. Monarchs who had their birthdays in the winter months often had problems because of cold, wet weather which spoilt parades and other outdoor celebrations. King Edward VII, who was born on November 9th, was the first Monarch to mark his official birthday on a separate day to his actual birthday throughout his reign, holding celebrations in either May or June. The Queen continues the tradition.

Trooping of the Colour is actually the Horse Guards Parade near St. James's Park. Earlier the regiments of the Commonwealth and the British Army trooped the flags in the battles. Now Trooping of the Colour has become a ceremony for regiments to display their past military achievements to the general public.

There is also such official ceremony as the State Opening of the Parliament, which takes place in October or November. On this occasion the Queen

The British monarchy in this country has been for many centuries and it is known as a constitutional monarchy (or parliamentary monarchy). Under the British Constitution the Monarch remains the head of the state but the power of He Majesty the Queen of the UK is limited by the British Parliament. That is why they often say that the monarch in this country reigns but does not rule.

Although the British Sovereign no longer has a political or executive role, he or she continues to play an important part in the life of the nation.

First of all, it is, of course, the official birthday of the Monarch. It is remarkable that there is one Queen in the UK, but she has two birthdays. The Queen celebrates her actual birthday on April 21st, which is spent privately at Windsor's' with friends and family. She also celebrates her official birthday on either the first or the second, and sometimes the third, Saturday in June.

The Queen turned 80 on April 21st, 2006, and celebrated her official birthday on June 17th, 2006.

The interesting historical facts...

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The British Monarch

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Queen Elizabeth II

A system of "checks and balances"

The Constitution provides for three equal and separate branches but each is to some extent dependent on the other two and there is a partial interweaving of their functions.

The President:

- suggests legislation to Congress
- issues executive orders, rules and regulations with the force of legislation
- may veto legislation passed by Congress
- appoints federal judges
- may grant pardons from punishment for offices against the US

Legislative Branch:

- appropriates for Executive may create or abolish Executive Departments
- may impeach and try members of the Executive Branch
- may override a Presidential veto the Senate must approve Presidential appointments and treaties
- appropriates funds for the Judiciary may create or abolish lower federal courts may impeach and try members of the Judiciary
- decides how many justices may sit in the Supreme Court

Judicial Branch:

- may declare Congressional legislation unconstitutional
- may declare any Presidential or Executive action unconstitutional

The national government's power is not limited by states' power. The only powers the states have are those the Federal government has not reserved for itself. But in a dispute the Federal government can and will use military force if necessary, e. g. integration of schools in Little Rock, Arkansas in the 1850s.

The powers of the national and state governments are limited by certain constitutional guarantees of civil liberties for individual citizens. These guarantees are known as the Bill of Rights. They are amendments to the original constitution. They forbid the government from restricting or limiting such civil liberties as freedom of speech, religion and of the press and they guarantee to all citizens (at least in principle) certain legal procedures and rights.

The powers of the federal (national) government include the right to declare war; the right to tax; the right to borrow and coin money and to regulate its value; the right to regulate commerce between the states; the right to maintain a postal system.

The letter of application you send with your CV is sometimes called a covering letter. It is usually the first direct contact between a candidate and an employer, so make sure it is well-written and presented. It should normally contain 3-4 paragraphs.

Here is a list of points you should include:

- Say that you would like to apply
- Say where you found out about the job
- Say why you would like the job
- Say why you are qualified to do the job
- Say you can provide more information if necessary
- Say when you would be available for interview

2. Select the correct words in the boxes so that this covering letter is in good English.

Dear Mr Saleh,

I am writing to (apply, ask, request) for the position of Editorial Assistant which was (shown, advertise, presented) in the latest edition of Gulf News.

I am currently (worked, employed, used) by a Market Research company as a research assistant, but am keen to (want, pursue, take) a career in publishing, because I enjoy reading and write my own poetry.

As you will notice on the (included, mentioned, attached) CV, I graduated in European Literature. At University I gained considerable (experiment, expression, experience, working) on the student magazine, so I am (familiarized, familiar, familiar) with editing techniques. I work well under (anxiety, demands, pressure) and enjoy working in a team. In addition, I speak English (excellently, fluently, strongly).

A. 1) interweave; 2) veto; 3) overrule; 4) amendment; 5) imprison; 6) execute; 7) governor; 8) treasury; 9) census; 10) legislation / legislature; 11) bureaucracy; 12) adjourn; 13) guarantee; 14) ruling; 15) convict; 16) approve; 17) overlap; 18) ambiguous; 19) rule; 20) counterfeit; 21) treason.
B. 1) copy (handwriting, coins, etc.) in order to deceive; 2) official counting of the population; 3) a person being punished and imprisoned;

To overlap
To overrule
Legislature, n
Amendment
Ambiguous, adj
Executive
Ruling
Convict
Census
Bureaucracy

2. Match the word in A with its definition in B:

1. Translate the following words and write down their transcription.

To rule (on a case)

To imprison

To govern

To amend

To execute

To refer(to)

To adjourn

To conform(to)

To guarantee

2. Translate the title of the Queen of the UK.

The Queen's title in the UK is **Elizabeth the Second, by the grace of God, of the United Kingdom of Great Britain and Northern Ireland and of Her other realms and Territories Queen, Head of the Commonwealth, Defender of the Faith etc.**

UNIT 3. THE STRUCTURE OF GOVERNMENT IN THE USA

1. Translate the following words and write down their transcription.

To rule (on a case)

To imprison

To govern

To amend

To execute

To refer(to)

To adjourn

To conform(to)

To guarantee

rides in a state carriage from Buckingham Palace to the Palace of Westminster (House of Lords) and reads her speech from the throne there.
The Remembrance Day is held in November. It is the service in the White Hall for the dead of World War II. In June the Queen is present at the Derby at Epsom and at the Royal Ascot in Windsor.

There are three official residences of the Monarch — Buckingham Palace in London, Holy rood house in Edinburgh, Windsor Castle in Windsor.
In addition to these state duties, the Queen has a less formal role as "the Head of Nation". This role of the monarch is symbolic. She embodies national identity, unity and pride, gives a sense of stability and continuity.

Using the dictionary try to translate the Queen's official title. Compare your variant with given one in a key section (page).

4) weave together (one with another); 5) constitutional right to reject to forbid; 6) refuse to agree with or accept; 7) put a convict into prison; 8) carry out a plan, a command; 9) a person ruling a country or directing public affairs; 10) govern a country; 11) having more, than one interpretation; 12) partly cover or coincide; 13) department of state controlling public revenue; 14) assembly making laws; 15) ensure; 16) privileged stratum of higher officials intertwined with the ruling class; 17) stop or be stopped for a time; 18) decision made by a person in authority; 19) agree or confirm; 20) change proposed or made to a rule; 21) betray of a country or its ruler.

3. Read and translate the following text.

US Government

The operation of the US government is based on the US Constitution which was adopted by Congress in 1789.
Under the federal system of government some of the most important powers are given to the federal (or national) government. The rest of the powers are exercised by the states. The national government is composed of three branches: the executive, the legislative and the judicial. Certain powers are given to each of the branches but these powers overlap in such a way that the powers of one branch are limited by the powers of the others. This arrangement is known as the system "of checks and balances". It is the basic part of the structure of the American governmental system. No person or institution can have unlimited authority. Each branch of the national government shares or limits some of the powers of the other branches.

The system of "checks and balances" is clearly illustrated by the president's relations with the Congress. The president proposes legislation but the Congress does not have to enact it. He cannot put a treaty into effect without approval by two-thirds of the Senate. In 1973 the legislature limited the President's powers as commander-in-chief by prohibiting commandment of armed forces abroad for combat without specific congressional approval. The Senate must approve most of the president's appointments to the executive and judicial branches.

Another example of "checks and balances" is that the Congress must authorize money that is used to pay for programs which are administered by the executive branch. In this way the legislature exercises an important check on the executive branch and the power of the president. The financial authority or spending power of the legislature checks the spending power of the president.

I would be (available, around, accessible) for interview from next week. Meanwhile, please do not (hesitate, wait, stop) to contact me if you require further information.

I look forward to hearing from you.

Yours sincerely,

Margaret

3. Decide whether the following tips for writing covering letters are true or false.

1. The letter should be as friendly and informal as possible – True / False?
2. You should avoid slang & idiomatic language – True / False?
3. Your sentences should be long and complex – True / False?
4. It is fine to use contracted forms (e.g. I'm, it's) – True / False?
5. Emotive words (wonderful, great, terrible) should be avoided – True / False?

4. Here are some common phrases you might use when applying for a job. However, the prepositions are missing - type out the correct ones choosing words from the table below.

I would like to apply _____

the position _____

If you would like to discuss this _____ more detail _____

I enjoy working _____

Pressure _____ –

I was _____ charge _____

I was responsible _____

With reference _____

5. Write a covering letter for your CV.

Время	Личные местоимения	Глагольная форма		Случаи употребления	
		Вспом. гл.	Смысл. гл.		
Действительный залог					
Present	I, we, you, they	---	I		
	he, she, it	---	I-s		
	I go. – Я хожу (обычно, часто): Не goes. Do I go? I do not go. Does he go?				
Страдательный залог					
	I	am		Действие совершается в настоящем времени регулярно, обычно, часто, редко, но не в данный момент. В действ. залоге вопросительные и отрицательные формы образуются с помощью вспомогательного глагола do (does – 3-е лицо ед. ч.)	
	he, she, it	is			
	we, you, they	are			
I am called. – Меня зовут.					
Действительный залог					
Past	I, he, she, it, we, you, they	---	II	Действие совершилось в прошлом, обычно с указанием прошедшего времени. В действ. залоге вопросительные и отрицательные формы образуются с помощью вспомогательного глагола did	
	I went. – Я ходил (пошел). Did I go? I did not go.				
	Страдательный залог				
	I, he, she, it	was		Действие совершилось в прошлом, обычно с указанием прошедшего времени. В действ. залоге вопросительные и отрицательные формы образуются с помощью вспомогательного глагола did	
	we, you, they	were			
	I was called yesterday. – Меня позвали вчера.				

5. Multiparty Systems – This system has many parties competing for a majority of seats in a parliament. Often times, the parties must work together in a coalition to make their government work.

1. Read the text and render it in Russian.

Background of political parties in America

Political parties have a long and complicated history in the United States. Arguably, the first political parties came with the framing of the Constitution when the Federalists and Anti-federalists disagreed on the amount of power that ought to be given to the national government. George Washington, most famously in his farewell address, warned against the rise of political parties. Washington saw the beginnings of what would become the two-party system we now have in America.

Washington despised the idea of political associations, because he believed they would bring one group of citizens against another and would be “destructive” to the “fundamental principle” of a democratic government.

Most historians cite the beginning of political parties with the rise of Andrew Jackson and the Jacksonian Democrats in 1828. Prior to this there were certainly factions and regional differences, but this is considered by many to be the rise of the political party structure we are familiar with today. Formed in the 1850s, the Republican Party established itself as a major political force with the election of Abraham Lincoln. Although the Republican and Democrat parties have gone through vast changes and realignments since the 1860s, the Republican and Democrat parties are the most active and powerful parties in the United States today. There have been many other parties throughout US history. The Whigs, Populists, Greenbacks, Progressives and many others have left their mark on US policy. Currently, US politics are primarily dominated by two political parties, leaving other parties unrepresented and struggling to garner any significant support. Many blame the winner-take-all system of voting and the Electoral College for the lack of third party representation and point to the absence of third parties to explain the gridlock and extreme partisanship often evident in Congress today.

2. What do you know about main political parties in your country?

Do the research and present the information that you have found.

3. What is the purpose of political parties? Are they necessary and useful?

Read the answers of 5 Americans to the previous question. Do you agree with them or not? Explain your opinion, using the following words and phrases:

Every state has its own constitution. It also has the three-branches-of-government structure. State chief executives are called governors, and state legislators are usually known as representatives and senators.

The powers of the state are to control education, regulate corporations and businesses within the state, determine most election procedures, and regulate local governments. The states also make and administer civil (citizens' private rights) and criminal laws.

The Constitution has been amended 26 times. An amendment may be proposed by the federal legislature or by a constitutional convention, or a meeting of representatives from two-thirds of the states. In either case the amendment must be approved by three-fourths of the state legislature.

The Executive Power

The President as chief executive is the most important government figure. He commands the armed forces, sends and receives diplomatic officials. In effect, he makes foreign policy. As head of the executive branch he sees to it that laws enacted by the legislature are carried out. He is also the leader of his political party. The president and the vice-president are the only officials chosen in a nation-wide election. According to the Constitution a president's office is limited to two terms of 4 years each. It also describes how a president can be removed from office (impeachment procedure). The executive branch consists of 13 departments and many independent agencies. The department heads (most of them called secretaries, except the Attorney General) form the president's cabinet.

The president has many sources of advice and assistance both private and public, including representatives of the departments and agencies. He also relies very much on members of his own White House staff.

The Legislature

The legislative branch of the federal government is represented by Congress. There are two houses of Congress: the Senate and the House of Representatives. The Senate is composed of 100 voting members, two from each of the voting states. They are elected for a six-year term and the number of their terms is unlimited. The House of Representatives has 435 voting members in addition to two representatives from Puerto Rico and the Districts of Columbia who are not entitled to vote. The members of the House are called representatives or congressmen (or congresswomen). They are elected for two-year term. Many members of the Congress are regularly reelected, and so some of them serve for over 20 years. The number of representatives from each state depends on the state population. Every 10 years the U.S. Census rewards the distribution of the population throughout the entire country. The congressional seats are then re-

impact – to have an important or noticeable effect on someone education schools, university, other training and qualifications
referees – former bosses, teachers or other people who would be willing to confirm that you are a good candidate
personal details – nationality, age, etc.
profile – a few lines summarising who you are, what you're good at and what makes you special
additional skills – things you can do that weren't part of your formal training, such as languages, computer skills etc.

CV stands for curriculum vitae – a Latin expression meaning 'life story'. (In American English it is called a resume.) It summarises your education, achievements and job history for prospective employers and so it should be carefully prepared. A CV is usually sent with a covering letter.

1. The following sentences represent the different stages of compiling a CV, but in each sentence the words are in the wrong order. Re-arrange the sentences putting the words in the correct order.

1. about the involves. Think what job
2. sort of chosen about. Think it be what person would to do
3. your job Identify the that skills description, match
4. a Decide on layout.
5. previous your experience. Review
6. describe Find language your suitable to experience.
7. the CV, version first of Draft your
8. for your CV Check mistakes.

2. Listen to this advice from a recruitment consultant on how to produce a good CV.

3. Decide whether the following sentences are true or false based on the audio.

1. Employers don't care what CVs look like. (True / False)
2. Companies only receive a few applications for each position. (True / False)
3. You should spread your points out on the page. (True / False)
4. You should include as much information as possible. (True / False)
5. It is better to focus on key facts. (True / False)
6. The most important features are that it is easy to read and looks good. (True / False)
7. A good CV will guarantee a good job. (True / False)

In search of work

- Why don't you send in your CV with a **covering letter**? – Почему бы тебе не отправить свое резюме с сопроводительным письмом (в таком письме обязательно обозначается общий вакантно-занятойной должности)?
- Look carefully at the **job spec**. – Внимательно ознакомьтесь с должностными обязанностями.
- I've been **shortlisted**. – Я отобран для участия в конкурсе по итогам первоначального отбора.
- I'm **down to the last three!** – Я в числе трех основных претендентов!
- I'm doing **work experience** – Я прохожу практику (стажировку).

Hard working routine

- Fancy a coffee break? – Как насчет небольшого перерыва на кофе? – Я бы с удовольствием, но сейчас я просто занята работой.
- I'd love to but I'm totally **snowed under** at the moment! – Я бы с удовольствием, но сейчас я просто занята работой.
- I'm **working like a dog!** – Я пашу как лошадь!
- I'd better just press on. – Я лучше продолжу работать.
- How long until **pay day**? – Сколько еще придется ждать зарплаты?
- I've done a lot of **overtime**. – Я отработал много сверхурочных (часов, смен).
- to sack / fire / dismiss – увольнять
- to take a career-break – Я беру длительный отпуск за свой счет.
- He's taking early retirement. – Он уходит на пенсию раньше времени.

distributed accordingly. California claims the largest delegation. New York ranks second. Alaska, Nevada and some others have only one representative. Within Congress there exist party leaders who are selected by congressional party caucuses (party meetings).

Either house – the Senate or the House of Representatives – may offer a bill (but only the House proposes finance bills). All bills are immediately referred to a legislative committee. These committees are organized by special areas such as education, agriculture, and foreign affairs. Each committee is made up of representatives of both parties and each committee has its own staff.

The Judicial Branch

There is a Supreme Court of the United States, the members of which are appointed for life by the president with Senate approval and federal courts which are created by Congress.

The Supreme Court is composed of nine judges, who are called justices. It is the highest court in the nation. It interprets the laws and reviews them to determine whether they conform to the U.S. Constitution. Federal courts have the power to rule on both criminal and civil cases. Criminal action under federal jurisdiction includes such cases as treason, destruction of governmental property, counterfeiting, hijacking, and narcotic violations. Civil cases include violations of other people's rights, such as damaging property, violating a contract, or making libelous statements. If found guilty, a person may be required to pay a certain amount of money, called damages, but he or she is never sent to prison. A convicted criminal, on the other hand, may be imprisoned.

The Bill of Rights guarantees a trial by jury in all criminal cases. A jury is a group of citizens – usually 12 persons – who make the decision on a case. The lowest federal court is the district court. Each state has at least one district court. Cases from such a court may be reviewed by the next higher court, and the U.S. Court of Appeals.

4. Translate the following words and word combinations:

To pass a constitution, federal system of government, to exercise power, the legislative branch, the judicial branch, a system of checks and balances, to govern, to amend, to execute, to refer(to), to adjourn, to conform(to), to guarantee, to put a treaty into effect, to draw a widespread attention, to negotiate a treaty, to appoint government heads, to command the armed forces, to gain importance, to be entitled to vote, to propose / enact / veto legislation, to create / abolish departments, declare legislation, to Carry out law, to be made, to perform one's duties properly, to become invalid.

6. Decide whether the following sentences are true or false based on

Carmen's CV.

- She is married. (True / False)
- She started working full-time when she left school. (True / False)
- She was not very successful at Hotel Primavera. (True / False)
- She worked during her vacations. (True / False)
- She had financial responsibility when she worked for Eurostudy. (True / False)
- She isn't interested in politics. (True / False)
- She has never committed a driving offence. (True / False)
- She speaks French better than English. (True / False)

7. Write your own CV.

4. a) Organising Information is very important. Although there are different views on how to organise a CV, most prospective employers would expect to see the following headings. Read them.

b) Jasper Bergfeld, a German graduate, is compiling his CV. He has collected the relevant details but now he must organise them. Look at the following points and decide which heading Jasper should put them under.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| University of Stuttgart – degree in Business Information Management:
<u>'Education'</u> | Fluent in English: _____ |
| Nationality – German: _____ | Concept AG – Assistant Project Manager: _____ |
| In charge of escorting groups of foreign students, Arranging schedules, planning social events, Organising sports activities, managing a budget.
Employee of the Year, 2001. | Excellent communication skills: _____
Full driving license: _____
Diploma in English with Business Studies: _____
Skating and windsurfing: _____
Computer literate: _____
Able to work on own initiative and under pressure: _____
Responsible for customer service: _____
Dr H. Mayer, University of Bath: _____ |

5. Here is Carmen's CV. Read through it closely and then try to answer the following questions about Carmen and her experience.

Carmen Lopez Duran

Profile

I am keen to follow a career in Tourism or Hotel Management. I am well-organised, highly motivated and have excellent communication skills. In addition I am reliable, flexible, and quick to learn.

Personal details

Address	Avenida de la Plata 47 Grenada 18 752 Spain
Tel	123 456 789
Email	Carmello@etc.com
Date of birth	25 Nov 1980
Marital status	Single

5. Find in the text the English words and phrases corresponding to the following Russian equivalents:

Приять конституцию, исполнительная власть, законодательная власть, судебная власть, осуществлять контроль над какой-либо ветвью власти, гражданские права и свободы, снимать с поста, иметь право голоса, открытое голосование, выбирать президента, назначать глав ведомств, пересмотр принятого решения, наносить ущерб чьей-то собственности, находиться в ведении законодательства штата.

6. Give answers to the following questions:

- What document is the operation of the US government based on?
- How are the powers of the government distributed between the federal government and the state governments?
- What are the three branches of the national government?
- What is the system of "checks and balances"? How is it exercised?
- What limits the powers of the national and state governments?
- What is known as the "Bill of Rights"?
- What are the duties of the President?
- What are the functions of the Senate and the House of Representatives?
- How does the Supreme Court function?
- What crimes are called "civil"?
- What is the structure of the state government?

7. Look through the text again. Explain the underlined grammatical phenomena.

8. Draw a scheme showing the operation of the US government. Try to present the interdependence of the powers exercised by each branch. Speak about it.

UNIT 4. POLITICAL PARTIES

Vocabulary

- Political Parties: Organized groups of people with similar ideas about government.
 - Federalists: Originally, people who supported ratification of the Constitution.
 - One Party System – a democratic group excludes or attempts to exclude political competition from participating for the struggle of power.
 - Two party system – where competition is continual between parties.
- This is the type we have in the United States.

hand at the beginning of July, compared to the combined DNC and Obama camp total of \$92m.

With similar amounts of cash at their disposal going into the summer, neither candidate will be able to outflank his rival financially in the battleground states.

3. All of these collocations were taken from the text about Barack Obama you've just read. Can you match the collocations? Notice how many of the terms are military in origin – a campaign (a series of battles), to outflank (to attack from the side or rear), a battleground (where a battle takes place).

a marked Obama's (election) to raise to outflank a battleground

- 1 state
- 2 campaign
- 3 improvement
- 4 a rival
- 5 money

4. Different ways of reading

Think about how you read different texts. You don't approach a newspaper article in the same way as you might the flight information board at an airport or a recipe for baking a cake.

Basically, there are three different ways of reading - reading for general meaning or gist (known as skimming), reading for specific information (scanning), and reading for detailed knowledge.

Studies seem to show that although we automatically select the appropriate reading style in our first language, most learners only ever read for detail in a second language, and never fully develop effective skimming and scanning techniques. The next exercises will practice above mentioned ways of reading.

The text A. Skimming

The prime minister should give more than a month's notice if he is calling a general election, a watchdog has suggested in a report.

The Electoral Commission recommends extending the parliamentary election timetable from 17 to 25 working days – in line with that of local government.

It says extra time is needed for printing and processing postal votes.

Elsewhere in the report it raised some concerns about electronic counting in the 2008 London elections. The current notice period is 17 working days before polling day.

2. It's a good idea to wait until the end for people to _____.

4. What word or phrase means to be seen that our sales have increased by 25 % in the last year

**A feedback
B feed back
C feed
D fed up**

Mike: political parties do serve a purpose besides triggering 95 % of all arguments ever started since time began. Political parties help define potential voters' beliefs and positions on important issues and use that strength in numbers to get candidates who share those views elected into office. Currently the United States has two major political parties, the progressive Democratic party and the conservative Republican party. There are also various "third party" political parties, but their political clout is generally considered marginal at best.

Graham: Roughly speaking, political parties serve the same purpose in the political world as denominations or sects serve in the religious world. If an individual were the only person alive on an island, his or her word would be considered law. Once a second person arrives, however, differences of opinion would almost inevitably arise. As more and more people arrive, these differences could divide inhabitants into different camps of thought. Living together on the island would still be a priority for all, but differences of opinion on how to accomplish that goal would always exist.

Nick: The purpose of political parties represent all of those different camps of thought. Some political parties are composed of very liberal members who believe a larger national government has an obligation to provide essential services for all citizens. Other political parties are composed of very conservative members who believe a smaller national government should allow the private sector to provide such assistance. It is political differences such as this which create the need for at least two political parties, one more progressive and the other more conservative in nature.

Sarah: I think the main purpose for political parties is strength in numbers. The United States is not a true democracy but more of a representative republic. Instead of a logistical nightmare of 300 million individuals running for elected office every few years, different political parties actively seek out qualified candidates with the necessary skills and belief structure to represent their party's platform while serving their terms. Not all political candidates agree completely with their political parties' stances on individual issues, but it would be fair to assume a Democratic candidate would be of a moderate to liberal bent, while a Republican candidate would be moderate to conservative in his or her thinking. Voters with allegiances to the two political parties could rally behind their particular candidates.

Clip 1
"If you have a look at this first graph, you can see that our sales topped 50 million the year before last. Then last year sales dropped to 40 million, with a slight recovery at the end of the financial year. However, this year sales have continued to drop to an all time low of 30 million. Now let's look at our market share. As you can see, we have 25 % of the market share, 10% down on last year."

Clip 2
"A good example of how important internal communications are is shown by some findings from research that we have recently undertaken. Good communications is a very key factor in staff motivation. If you look at this slide, you will see how important it is to get the basics in place. You need to identify your communication requirement, agree your objectives and success criteria, identify your target audiences, define the content of your message and determine the style of delivery. A good illustration of the communication process is when all those basics fall into place naturally."

4. Finish the sentence by choosing the correct words and writing them into the empty boxes.

1. _____ this first graph, you can see that our sales have increased by 25 % in the last year

take / see / look / watch / if / you / at

2. _____ , we have a large percentage of the market share.

see / watch / you / as / know / they / can

3. We find that good communication is a _____ in improving staff morale.

key / point / thing / factor / reason

4. _____ can be seen here

example / in / a / of / soon / at / good

5. At the end of your presentation, you may wish to open the floor to questions – to ask if anyone has any questions about your presentation. Imagine it is the end of your presentation and you are asking if there are any questions. What phrases might you use or hear?

6. Write down the following phrases.

CHAPTER III⁷

Writing a CV

Vocabulary
an achievement – something important that you've managed to do
first impressions – the immediate views and feelings that people have about you
job history – a list of the different jobs you've done
a layout – the way you've arranged information to draft something – to write something that you will improve on and finish later on
a recruitment consultant – someone who helps people to find jobs and companies to find staff
first impressions – the immediate views and feelings that people have about you
to stand out from the crowd – to be more noticeable than other people
concise – short and to the point because it has only necessary words and information
relevant – directly relating to the job you're applying for
clarity – the quality of being clear and easy to understand

4. Imagine that you are going to create your own political party: the Great New Party. In groups you must decide which issues are the most important for the Party, create the party platform and determine which segments of the voting population would support your party most. The following guidelines will help you:

History of the Party and Party Symbol

- How did your party begin? Reference other historical parties when telling the history of your own.
- What is your party symbol? Why? Do you explain the meaning of your symbol?

People/ Groups

How are you going to appeal to various groups? Some groups include women, minorities, seniors, youth, and the LGBT community. You could also include groups like rural citizens, veterans, or particular religious groups to name a few. You must prove to these groups that your party will benefit them in some way. You must choose a minimum of 3 groups.

Issues

This is the most important part of your work. This is the part that defines your party and what it stands for. You must clearly explain your party's stance on at least six issues. You may discuss more than six if you'd like. Everyone will prepare a summary of their party's position on the economy and national security. The other four are up to you and your group. Here are some suggestions:

Campaign and Political Reform, Education, Energy, Environmental Issues, Foreign Policy, Healthcare, Immigration, Social Security (Retirement), Tax Reform and Women's Issues.

5. Make presentations of the results of your work.

UNIT 5. ELECTIONS³

Vocabulary

1. A swing – is a rapid change in favour of a particular political party.
2. Floating voters – haven't decided who to vote for yet.
3. Popularity ratings are the results of surveys of public opinion showing how popular politicians are with the people who are going to vote – the electorate.
4. Joined-up government is the idea that different government departments should work together effectively.

Part XIII. What makes a good presentation?

Introduction

So what makes a good presentation? In this unit, we hear some tips from people who have made presentations about how to make yours more effective and enjoyable for your audience.

Discussion

1. a) In groups think about the characteristics of the good presentation? Write down your ideas.

b) Present your ideas to your group mates and discuss them.

Listen

2. Now listen to some tips. Compare your ideas with the tips from the recording. How close were you. What tips haven't been mentioned in class?

Male: With a presentation, I think the aims and the structure need to be clear.

Male 2: I like to wait until the end of the presentation before people feed back on what I've just said, rather than interruptions throughout the presentation.

Male 3: I think of a presentation ... If you're standing up in front of a group of people, you need to make sure you're entertaining, make sure you're engaging, make sure you're interesting, make sure you're relevant, make sure you're talking to the right audience.

Female: Don't make it too long, otherwise people fall asleep! Be short, precise and to the point, definitely.

3. Finish the sentence with the correct phrase.

1. The aims and the structure should be _____.
3. What word describes a presentation that is about a topic the audience is interested in?

- A concise
- B clear
- C entertaining
- D long
- A relevant
- B concise
- C precise
- D entertaining

5. To roll out a programme is to implement, launch or introduce a programme, particularly if it is going to be done at slightly different times in different places.

1. Journalists might use various terms to refer to different kinds of politicians. See if you can match the vocabulary with the definitions (not all of the definitions should be used).

- | | |
|-----------------------------------------------------------------|-------------------|
| a) | b) |
| - The person who currently holds a position. | - A reformer |
| - A supporter of aggressive foreign policy. | 2 a lame duck |
| - A politician anxious to change society or a political system. | 3 a hawk |
| - Someone who doubts if a policy will work. | 4 a skeptic |
| - A president with little power left. | 5 the incumbent |
| - Another word for a political conservative. | 6 a moderate |
| - A politician who does not support extreme views. | 7 a left winger |
| - Any British MP who does not hold a ministerial post. | 8 a back bencher |
| | 9 hard liner |
| | 10 a right winger |

Collocations are words which are frequently used together – word partnerships. Knowing which words are often used together can help you to build vocabulary more quickly and effectively.

2. Read and translate the following text.

Campaign finance

Barack Obama's campaign revealed that the Illinois senator raised \$52m in the month of June, a marked improvement on his May fundraising total, and his second-biggest monthly haul of the campaign so far (he raised \$55m in February).

John McCain's June total was £22m, which, although considerably lower than his competitor, was his best ever monthly figure. But the gap between the two candidates disappears if money raised by the Democratic and Republican National Committees (DNC and RNC) is taken into account.

The RNC has been much more successful than the DNC at raising money in recent months, and although the DNC managed to raise \$22m to the RNC's \$26m in June, the combined DNC and McCain camps had some \$95m cash on

1. If you have any questions, _____ to answer them now.	3. Can you _____ ...?
A I would like to be able B I would be happy C I would have been happy D I was happy	A tell me! B tell to me? C explain to me? D explain me?
2. Can I _____ ...?	4. Yes, a very _____ .
A just ask?... B you ask?... C only ask?... D ask it?...	A good question B question C obvious question D lovely question

8. Finish the sentence with the correct phrase.

If you have any questions, _____ to answer them now.	Can you _____ ...?
A I would like to be able B I would be happy C I would have been happy D I was happy	A tell me! B tell to me? C explain to me? D explain me?
2. Can I _____ ...?	4. Yes, a very _____ .

you to show who you are. Anonymous electors need to take their polling card to the polling station. The people at the polling station will give you a list of the people you can vote for. This is called a ballot paper. Go into a polling booth and put an "X" by the name of the person or party you want to vote for. The top of the ballot paper will tell you how many votes you can make or you can ask a member of staff at the polling station. Fold the ballot paper and put it in the ballot box. If you do not know what to do, you can ask the people at the polling station to help you.

3. Speak about the procedure of voting in Britain.

4. Comment on the following quotations:

"We would all like to vote for the best man but he is never a candidate." **- Frank McKinney Hubbard**

"Nothing can so alienate a voter from the political system as backing a winning candidate." **- Mark B. Cohen**

5. Compose a dialogue on one of the following situations:

a) An Englishman is talking with a Russian student. They are discussing how people in their countries vote.

b) Two friends are discussing their first voting experience.

c) You are at the British polling station. Ask people here for a help.

London's new Mayor: goodbye Ken, hello Boris

6. a) You will hear the report about the results of London elections.
Before you listen, read the following explanations of phrases from the text.

mayor – somebody elected to be head of government in a city, town or borough;

Conservative Party candidate – somebody who is a member of the British political party which opposes sudden social change, high taxation and government involvement in industry, and who is competing to get an official job or an elected position;

Labour – the political party in Britain that believes in social equality, a more equal sharing out of wealth, and the rights of workers self-deprecating;

humour – when someone speaks in a funny manner that shows they are not too serious and slightly critical about themselves;

2. The _____ of today's presentation is to discuss my findings. **4. I'd be very happy to you to ask questions at the end of the session.**

- A purpose
B reason
C cause
D points
- 5. You're going to hear the prediction of a political commentator speaking the night before the election about the US election in 2008. In the opinion of the speaker, why is it unlikely that John McCain will win the election?**

Text B. Scan reading

It is also important to be able to read a text in order to find particular information quickly. On the next page you'll see a short article about a by-election (an election for one Member of Parliament because the current MP is resigning or unable to continue). Read the text and decide if these statements are true or false.

1. The election will take place in Glasgow West.
2. The election is happening because the current MP is not well.
3. Mr. Marshall has been an MP since 1979.
4. The current MP is not a member of the Labour Party.
5. The current MP has a majority of more than 13,000.
6. The election will take place on July 24th.

By-election looms after MP quits. The resignation of Glasgow East MP David Marshall, who has been in the Commons since 1979, is set to trigger a by-election in a government safe seat. This has opened up a vacancy in the constituency, where Labour holds a 13,507 majority. Mr. Marshall is standing down due to problems with his health. Labour strategists were understood to have penciled in July 24 as a possible date for the by-election. A party spokesman said it was still deciding when to officially start the contest. He said: "The National Executive Committee will consider the timetable in due course but at this time our thoughts are with David Marshall and his family. Read quickly – you'll only have a minute before the text disappears!"

Part XII. Presentations: body and questions

Introduction

After you have greeted your guests, you will begin to go through the main body of your presentation. It's very useful to have some visual aids - some slides, pictures or graphs that help explain what you are saying. Sometimes they can also help to keep your audience interested in your presentation!

Think

1. Imagine you are giving a presentation and using some visual aids. What phrases might you use to draw your audience's attention to these slides?

- If you look at this first graph
Now let's look at...

As you can see...

a good example of

a key factor

If you look at this slide

a good illustration of...

Listen

2. Books closed. Now listen to two examples of people giving presentations. As you listen, see if you can hear some of the phrases above.

3. Listen and check your comprehension.

Presentations: body

What is the best summary of the text?

1. The prime minister will now tell people that there will be an election 25 days before it takes place.
2. An independent group has suggested that we should be told that there will be general election there.
3. More notice should be displayed on public places telling people there will be an election.
4. People will now be given longer to send postal votes in general elections.

Angela: Right, I'm sorry for that wait. I don't know what the problem was.

You mentioned a delayed flight there. **As you can imagine**, you probably weren't the only family on the coach waiting, and to ferry people to

and from resort to the airport would have been a lot of extra work and

they like to try and keep everybody together who are going on the same flight. **I can actually look into that for you ...**

Clip 2

Karen: Hello!

Mark: Hello, can I speak to despatch, please?

Karen: You're through to despatch.

Mark: Right. Well, I phoned two days ago to say that I hadn't received delivery of my order and I'm ringing again to say it still hasn't arrived.

Karen: Can I just take your name please?

Mark: Yes, it's Mark Anderson.

Karen: Ah! I think there's been a problem with that order, Mr Anderson.

Mark: What kind of problem?

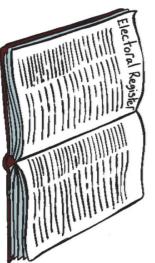
Karen: Oh, I don't know offhand. **Let me check for you.** Yes, part of the order

didn't arrive here at the depot, so I couldn't send it out until we'd received everything.

Mark: Well, surely that was your problem to sort out without my having to call you back – again. I did phone and draw your attention to this a couple of days ago. Look, I placed this order weeks ago. I'm sorry, it's just not good enough.

Karen: Yeah, **I'm sorry about this, Mr Anderson. I'm sorry for the inconvenience**, but **I can assure you** we'll do everything we can to send it out to you today.

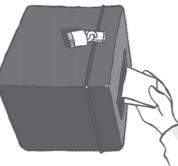
- 3. Read and translate the dialogs.**
4. Finish the sentence by choosing the correct words and writing them into the empty boxes.
- 1. I know that you were delayed for well over 2 hours and _____ wait / sorry / I'm / very / the / for**
- 2. If you give me all the relevant information about the problems you had on your holiday, _____ can / into / look / for / it / you / I _____**



- B) Make sure your name is on the
Electoral Register



- E) Put a ballot paper into the box



- A) Tell the people at the polling station D) Get a ballot paper
- B) Make sure your name is on the E) Put a ballot paper into the box
- C) Go into a polling booth and put an X by the name of the person or party you want to vote for.

UNIT 6. VOTING

- What is voting?
Who can vote in your country?
Do you think it is necessary to vote? Why?
How can you make sure that you can vote?
Have you ever voted?
How do people vote in Russia?

1. Do you know anything about the procedure of voting in England?

There are some pictures describing it. Put them in the correct order.



- Clip 1
“**Ladies and gentlemen, thank you very much for coming along here today.** I hope my presentation isn’t going to take too long and that you will find it interesting. **The purpose of today’s presentation is to discuss how we can improve internal communications within our company.** Now let me begin by explaining that I’d like to talk about the business case for better communication; **secondly**, I want to cover different styles and methods; **and finally** I would like to finish off by talking about some of the basics we need to have in place to deliver good quality, consistent communications across the company. **I’d be very happy to invite you to ask questions at the end of the session** and I’m sure there’ll be plenty of time for us to discuss some of the points that have been raised.”
- Clip 2
“Good afternoon, ladies and gentlemen. Thank you for finding the time to come and join me for this presentation this afternoon. My name is Tim Mason, I’m a retail consultant, and many of you will have seen me shadowing you in your jobs and looking through the accounts and so on in the company over the last week. **I’ve invited you here today to have a look at my findings.** First, I’d like to have a look at the performance of the company, the sales of the company over the last three years; then I’d like to have a look at our market share in the womenswear market and look at our competitors; and thirdly, I’d like to suggest some improvements in our range of womenswear. **At the end I’d be happy to answer any of your questions.**”
5. Finish the sentence with the correct phrase.

- 1. Which sentence might you hear at the beginning of a presentation? 3. Now, _____ begin by introducing myself.**

- A** Ladies and gentlemen, thank you for arriving today
B Ladies and gentlemen, thank you for appearing today
C Ladies and gentlemen, thank you for coming today
D Ladies and gentlemen, thank you for showing your faces today

- 3. _____ we can to ensure that this situation never happens again.** we’re doing every-
thing we can to ensure that this situation never happens again.
you / assure / can / I

- 4. There was a technical problem on Saturday and, _____**
_____ , you weren’t the only one affected.
imagine / can / as / you

5. Role play one of the following situations:

Your business partner comes in to complain. He tells you that they experienced a bad delay in payments and want to break the contract.

The manager: You should resolve the situation so that all party would benefit.
The client: You are very dissatisfied with their work and that’s why you are hard to please.

Part XI. Presentations: opening

Introduction

In this part, we’ll be looking at some useful words and phrases for giving presentations. We have units on the main stages of presentations and a unit with tips on delivering effective presentations. Let’s start with opening presentations.

Think

1. Imagine that you are starting a presentation. What phrases might you use?
2. Write down the following words and phrases. Translate them.

- | | |
|------------------------------------------------------------------------|---------------------------------------------------|
| Ladies and gentlemen, thank you very much | for coming along here today |
| The purpose of today’s presentation is to discuss how we can... | |
| I’ve invited you here today to have a look at my findings | |
| Now let me begin by... | Secondly... |
| I’d be very happy to invite you | to ask questions at the end of the session |
| At the end I’d be very happy to answer any of your questions | |

The guidelines to voting in Britain.⁴

It is very easy to vote. Make sure your name is on the Electoral Register for your area. This is a list of everyone who can vote. You can contact your local council to make sure you are on this list. The phone number is in the phone book under your local council. The local council sends a form to every home every autumn to check who should be on the list. You or someone else in your home must fill in the form and send it back to the local council.

But you can give the council your details at any other time if you want. If you move make sure the electoral register has your new address. Contact your local council to find out how to give your details. The council will send you a card just before an election. This is called a polling card. The card tells you where and when to vote. On Election Day, you go to the polling station.

The polling station is usually a school, local hall or public building near where you live. Polling is another word for voting. Tell the people at the polling station your name and address. If you like, you can take your polling card with

- Listen**
3. Books closed. Now let’s hear two ways of opening presentations. As you listen, see if you can hear some of the phrases above.

⁴ URL: <http://www.dopolitics.org.uk>

I believe we Americans do not wish to see a permanent extension of purely Government operations carried to the extent of relieving us of our individual responsibilities as citizens, and it is with that thought in mind that very early in this Administration we laid down in regard to one portion of this great picture a somewhat simple rule.

When we came to the problem of meeting the emergency of human needs, we did not rush blindly in and say, "The Government will take care of it." We approached it from the other angle first. We said to the people of this country, "When you come to the problem of relief, you face the individual family, the individual man, woman and child who lives in a particular locality and the first objective and the first necessity are that the citizens of that community, through the churches, the Community Chest, the social and charitable organizations of the community, are going to be expected to do their share to their utmost extent first."

- Franklin Roosevelt's Address before the Conference on Mobilization for Human Needs**
- September 8, 1933
- ...As you know, the many Governments in the United States the Federal Government, the forty-eight State Governments, and the tens of thousands of Local Governments are doing their best to meet what has been in many ways one of the most serious crises in history. On the whole, they have done well. The Federal Government cannot, by any means, accomplish the task alone. The Government has, during these past months, entered into many fields of human endeavor that it has never participated in before.
1. **List, in your opinion, the three greatest Presidents of the United States. Put a reason beside each name.**
2. **Read the speech of Franklin Roosevelt and discuss the following questions:**
- When problems arose in a community, who did President Roosevelt believe had the first responsibility to try to solve the problem or come to the community's aid?
 - When citizens and their organizations cannot solve the problem, who is next in line to come to their aid?
 - When is it necessary for the Federal Government to step in?
 - Why did President Roosevelt feel that everyone, without exception, had to help solve the problem?

UNIT 7. SOCIAL PROGRAMS AND GOVERNMENT RESPONSIBILITY

1. List, in your opinion, the three greatest Presidents of the United States. Put a reason beside each name.

2. Read the speech of Franklin Roosevelt and discuss the following questions:

When problems arose in a community, who did President Roosevelt believe had the first responsibility to try to solve the problem or come to the community's aid?

When citizens and their organizations cannot solve the problem, who is next in line to come to their aid?

When is it necessary for the Federal Government to step in?

Why did President Roosevelt feel that everyone, without exception, had to help solve the problem?

3. Listen

4. Listen again and complete the gaps in the text

Negotiations: tricky conversations

Sean: Okay, well,

who deserved to get the job. Clearly, the person who was appointed was the right person for the job. _____ is look at your work and what you're doing and where that's taking you in your career. _____ that you are still employed to do a job and _____ do that job with a certain attitude. You're meeting members of the public quite regularly – _____ aren't unhappy, or at least that you don't show it. This meeting is really just to let you know _____

You can explain to me what actually is the problem...

Can I take your name?

I understand you are having a few problems

Would you like to just explain from the beginning what's happened?

I'm sorry for that wait I don't know what the problem was

As you can imagine... I'm sorry about this, Mr Anderson

I can actually look into that for you I'm sorry for the inconvenience

I can assure you... Let me check for you

You've got to snap out of it I know it's difficult...

Think

1. Imagine you are unhappy with the behaviour of a member of your team. You have decided to raise the issue with this person and tell him or her that you would like to see an improvement. What words or phrases might be useful in this tricky conversation? Make your own list.

2. Compare your list of phrases with this given above. Complete your list with these

I'm not going to get into a discussion about... Clearly...

What you need to do... But bearing in mind...

I expect you to... It's important that you...

I'm not happy with the effort that you've made

I really want to see some improvement

I know it's difficult...

You can explain to me what actually is the problem...

Can I take your name?

I understand you are having a few problems

Would you like to just explain from the beginning what's happened?

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You can explain to me what actually is the problem...

Can I take your name?

I understand you are having a few problems

Would you like to just explain from the beginning what's happened?

I'm sorry for that wait I don't know what the problem was

As you can imagine... I'm sorry about this, Mr

8. It's been two weeks since the conversation between Sean and Michelle. Think about the second warning. If work or attitude is not of a high standard, what would you say? To hear the phrases above, raise this with her. As you listen, try to hear the phrases above.

Sean thinks that Michelle's attitude still hasn't improved, and she has decided to raise this with her.

Frankly...

Despite what you say...

I don't want to jump to any conclusions

I'm afraid that...

We'll...

I'll come straight to the point

I've seen very little change

I wasn't particularly happy with...

I'm afraid that...

I don't want to jump to any conclusions

Well...

I'm afraid that...

I don't want to jump to any conclusions

I'm afraid that...

I don't want to jump to any conclusions

I'm afraid that...

I don't want to jump to any conclusions

I'm afraid that...

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I don't want to jump to any conclusions

I'm afraid that...

I don't want to jump to any conclusions

c a u n d i b a e r b n	i f c e o c a p e l i	m a y o n a a i t s u	b o r g d a o g b	s i m i l b a e r b n
a e f t u f a e r b n	m b i t i b n m g i f v	e o n u n a a i t s u	o g r q m	a e f t u f a e r b n
w c h a r i s m a t i b n	m a r i s m a o e r	m a o e r	b o r g d a o g b	w c h a r i s m a t i b n
a m b i t i o n s a t i b n	m i n g r q n	b o r g d a o g b	s i m i l b a e r b n	a m b i t i o n s a t i b n
b u n d l i n g a t i b n	g r q n	s i m i l b a e r b n	c a u n d i b a e r b n	b u n d l i n g a t i b n

12. Word search. Try to find the words associated with London's mayoral election in the puzzle below. There are ten words to find. Words can be written horizontally, vertically or diagonally.

mayor Labour candidate gaffes
chairwoman controversy cannibalism
bundling ambitious left-wing

5. Boris Johnson wants to be _____ on crime.
a) rough b) enough c) tough

11. Complete the summary with words from the box.

London's new _____ is Boris Johnson. He was the _____ Party candidate, and defeated the _____ Party candidate Ken Livingstone, who had been London's mayor for eight years. Mr. Johnson has been a figure in British politics over the years, and frequently caused by rather forgiveable mistakes when he described people from Papua New Guinea as 'to win'. Now he is mayor, Boris Johnson says he will be tough on _____. La- boor controlled surprised headlines from conservative columnists labelled mayor vic-

6. Think about the second warning. If work or attitude is not of a high

standard, what would you say? To hear the phrases above, raise this with her. As you listen, try to hear the phrases above.

5. Finish the sentence with the correct phrase.

Sean: ... and I really want to see some improvement. I know it's diffi-

cult. I know that it's difficult to get a job, but I'm trying to do my best.

Michelle: Yeah.

Sean: At that point, I wasn't particularly happy with the way that you were behaving in the office, the way that you were being uncooperative, a little bit surly with people. And since then, frankly, I've seen very little change.

Michelle: Well, I mean, I think I've made an effort, trying to be helpful like I normally am with people, and I feel that I'm still doing my job - not that the job's very interesting. I think it's become less interesting since Sarah got the promotion. I think she's getting some more of the interesting work.

Sean: Okay, well I'm afraid that, despite what you say, it hasn't come across. I don't want to jump to any conclusions, but you have taken quite a bit of time off... and...

Michelle: Yeah, but you're allowed to take leave, aren't you?

Sean: You are allowed to take leave. Hopefully you come back from leave refreshed and you leave your problems at home.

9. Practice a good reading of any dialogs above.

10. Think about any situation when you may be unsatisfied with someone from your team. Compose your own dialogs about these situations using new phrases.

Part X. Negotiations: difficult clients

Introduction

If your company offers a service, you may find that you have to deal with complaints from customers and clients. In this unit, we look at some phrases that may be helpful in this situation.

1. The following phrases can be used to respond a complaints of your cli-

1. Boris Johnson's hair is _____.
a) tidy b) black c) wild
2. When someone eats other people, it is called _____.
a) carnivore b) cannibalism c) carnival
3. Boris Johnson is known as a _____ politician.
a) colour-blind b) colourful c) multi-coloured
4. Ken Livingstone is _____.
a) left-wing b) right-wing c) left-handed

- slow, measured in inches and feet, not miles, but we will progress. It is time to reawaken this industrial giant, to get government back within its means, and to lighten our punitive tax burden. And these will be our first priorities, and on these principles there will be no compromise...
- 4. Define the grammatical tense and voice of underlined sentences.**
- 5. Compose 10 questions to the text.**
- 6. In pairs discuss your questions.**
- 7. Review the viewpoints of each President and, in an imaginative mode, write and essay speculating about what might have happened if each President had not taken the action he did, hypothesizing about the importance of individual and community philanthropy in hard times.**

UNIT 8. POVERTY AND HUMAN RIGHTS

- 1. What comes to your mind when you here the word “poverty. Think about your own definitions of the term. Compare your definition with the definitions of your group-mates. Discuss.**
- 2. Now read some recent statistics on poverty in the United States.**
- Poverty Statistics**
- 34.9 million people—including 13.1 million children—live in households that experience hunger or the risk of hunger. This represents approximately one in ten households in the United States (11.1 percent).
 - 3.5 percent of U.S. households experience hunger. Some people in these households frequently skip meals or eat too little, sometimes going without food for a whole day. 9.3 million people, including 567,000 children, live in these homes.
 - 1 percent of U.S. households are at risk of hunger. Members of these households have lower quality diets or must resort to seeking emergency food because they cannot always afford the food they need. 25.5 million people, including 12.5 million children, live in these homes.
 - Preschool and school-aged children who experience severe hunger have higher levels of chronic illness, anxiety and depression, and behavior problems than children with no hunger, according to a recent study.
- People facing hunger are increasingly turning to the Food Stamp Program for assistance in feeding their families.**

Then we come to this second need or objective and that is the participation of local government in the additional need. We demand that local government shall do its share to the utmost, and then, if that is not sufficient, if those two features do not meet the needs, we come to the next nut, the State, and if that still is not enough, if the State has done everything it reasonably should do, then obviously the Federal Government must step in, because, while it's written in the Constitution, nevertheless, it is the inherent duty of the Federal Government to keep its citizens from starvation. . .

...The point I want to make is this: You have a very great opportunity, not merely to keep people from starving. You have a further opportunity of inculcating the understanding that we have to build from the bottom up -- not merely to supply food from the top down. There will be a tendency this year in obtaining the wherewithal for local relief for people to say, "We can't do it." I believe they can do it, bigger this year and more generously, more successfully this year than they could last. Taking it by and large, the country is in a much more hopeful frame of mind. People have more money to spend and more time in which to do it. It isn't only the fact that a great many people have already been put back to work, the fact that people of property have been getting more from rents; there are fewer defaults on bonds and mortgages. . .

...I think you must go into this campaign with the right to expect greater success this year than last. Tell everybody that we are a little bit like the old railroad train that has to travel up a long grade. The first thing to do is to get that train started and the more we can accelerate the pace of that train, the more certain it is that it is going to get over the top. We have got the train started and it is running, let us say, twenty miles an hour. We must get that train to go forty miles an hour and then there is an assurance that it will go over the top.

All of this Community Chest work, all of this uniting in the cause of meeting human needs, is based on that old word "cooperation" . . . The point I wish to make is that there are a great many people in this country who are going to say, "Oh, I have given, I am helping through such and such an organization, through such and such an individual. Leave me out." There is no such thing as being left out. They can't be left out. They have to join you. Because, unfortunately, we know the frailty of a certain type of human nature that says something like that as an excuse for not doing his or her part.

The Government cannot get along without you. The Federal, State and Local Governments can't. The whole period we are going through will come back in the end to individual citizens, to individual responsibility, to private organization, through the years to come. We are going to have unemployed throughout the United States and we know it. I hope, though, the time is going to come when Government will not have to give relief. I hope the time is going to come soon, when everybody who naturally wants a permanent job is going to get it. And so I like to think of Government relief of all kinds as emergency relief.

- Clip 1**
- Sarah: **Right then, Alex, let's get down to business. On the agenda today** for our public relations meeting are the research project, the launch of the website, the timeline for press releases, and the secretary of the year award. Are you quite happy with those points?
- Alex: Yeah, that's fine. If you could **go through them in order**, that'd be great.
- Clip 2**
- Alex: Okay everybody, thanks for coming. Let's keep this meeting fairly brief, really just a couple of things on the agenda. First of all, as you can see, the news on the book re-launch; and secondly, the office move; and finally, we'll have a little bit of time for any other business.
- Just three things on the agenda today.
- First of all we need to discuss our aims for the project.
- Right let's start with item number one.
5. The following sentences are in the wrong order. Cut them out and rearrange them, or simply write them in the correct sequence so they all make sense.
- Secondly we want to have a look at the production budgets.
 - And then we'll see if there's any other business.
 - OK, everybody thank you all very much for coming today.
 - If we could go through each of them in order.
 - And finally we need to look at the staffing levels for the project.

3. Books closed. Now you're going to listen to two audio clips about setting agendas for meetings. Both clips are from the start of meetings and feature a chairperson listing the points on the agenda. As you listen, see if you can hear some of the phrases above.
4. Now listen again and follow in your book. Check your comprehension.
- Meetings: agreeing and disagreeing**
- Sean: The office move, as you know, the plans have been up by the main exit for a week now. **I just wanted to see what kind of feedback you've got.**
- Tim: Yeah, Sean, I'm sorry, but **I really strongly disagree** with the new floor plan. I think it's divisive to separate the secretaries and the assistants out from the editors and managers. **I'd be much happier** if we could be located in teams.
- Carrie: **Actually, I think Sean is right.** I've been chatting to some of the secretaries and they're quite keen to all be sitting in the same area, and **peaking as an editor**, I think I'd like to be with other editors so that we can bounce ideas off each other and things. **So I think Sean's floor plan is right.**
5. Complete the following sentences by underlining the correct word from the options given. Scroll down for the answers.
- During the meeting, the managers asked everyone present to give them **[agreement / feedback / information]** on the presentation that they'd just seen. Some people said that they strongly **[disagreed / unhappy / prohibit]** with the new direction that the media company was taking. They said that they would be much **[comfortable / happier / prefer]** if there were more opportunity to discuss the plans before any final decision was reached. In his role as **[fireman / editor / director]**, Tim Peacock said that he would look into the possibility of holding workshops to allow more time for discussion between staff.

6. Compose your own short dialog using new phrases and act it out.

Part IX. Negotiations: tricky conversations

Introduction

All leaders sometimes have to have difficult conversations with people working under them. What is the best way to give negative feedback?

Your work has a two-fold purpose. You are meeting the emergency and at the same time you are building for the future. Community Chests are going to keep on just as long as any of us are alive – and a mighty good thing they are too.

I tell you very simply that you have a great responsibility on your shoulders and I know that you are going to fulfill it. You are going back to your States and your communities and give them this message from me: this work is an essential part of the Government's program, the program of the people of the United States to bring us back to where this country has a right to be. So, go to it, and make a record not only of money but a record of service of which we shall all be very proud.

3. Comment on the speech of Ronald Reagan. What has created economic problems in the USA?

"The alarming rate of inflation and the rising toll of unemployment all stem from a single source: the belief that government, particularly the Federal Government, has the answer to our ills, and that the proper method of dealing with social problems is to transfer power from the private to the public sector, and within the public sector from state and local governments to the ultimate power center in Washington. This collectivist, centralizing approach, whatever name or party label it wears, has created our economic problems." (Ronald Reagan)

Inaugural Address

January 20, 1981

The business of our nation goes forward. These United States are confronted with an economic affliction of great proportions. We suffer from the longest and one of the worst sustained inflations in our national history. It distorts our economic decisions, penalizes thrift and crushes the struggling young and the fixed-income elderly alike. It threatens to shatter the lives of millions of our people.

Idle industries have cast workers into unemployment, human misery and personal indignity. Those who do work are denied a fair return for their labor by a tax system which penalizes successful achievement and keeps us from maintaining full productivity.

But great as our tax burden is, it has not kept pace with public spending. For decades we have piled deficit upon deficit, mortgaging our future and our children's future for the temporary convenience of the present. To continue this long trend is to guarantee tremendous social, cultural, political and economic upheavals...

...In this present crisis, government is not the solution to our problem; government is the problem. From time to time we've been tempted to believe that society has become too complex to be managed by self-rule, that govern-

ment by an elite group is superior to government for, by, and of the people. Well, if no one among us is capable of governing himself, then who among us has the capacity to govern someone else? All of us together, in and out of government, must bear the burden. The solutions we seek must be equitable, with no one group singled out to pay a higher price.

I tell you very simply that you have a great responsibility on your shoulders and I know that you are going to fulfill it. You are going back to your States and your communities and give them this message from me: this work is an essential part of the Government's program, the program of the people of the United States to bring us back to where this country has a right to be. So, go to it, and make a record not only of money but a record of service of which we shall all be very proud.

Your work has a two-fold purpose. You are meeting the emergency and at the same time you are building for the future. Community Chests are going to keep on just as long as any of us are alive – and a mighty good thing they are too. We hear much of special interest groups. Well, our concern must be for a special interest group that has been too long neglected. It knows no sectional boundaries or ethnic and racial divisions, and it crosses political party lines. It is made up of men and women who raise our food, patrol our streets, man our mines and factories, teach our children, keep our homes, and heal us when we're sick – professionals, industrialists, shopkeepers, clerks, cabbies and truck drivers. They are, in short, "We the people," this breed called Americans...

...So, as we begin, let us take inventory. We are a nation that has a government – not the other way around. And this makes us special among the nations of the Earth. Our government has no power except that granted it by the people. It is time to check and reverse the growth of government, which shows signs of having grown beyond the consent of the governed.

It is my intention to curb the size and influence of the Federal establishment and to demand recognition of the distinction between the powers granted to the Federal Government and those reserved to the States or to the people. All of us need to be reminded that the Federal Government did not create the States; the States created the Federal Government.

Now, so there will be no misunderstanding, it's not my intention to do away with government. It is rather to make it work - work with us, not over us; to stand by our side, not ride on our back. Government can and must provide opportunity, not smother it; foster productivity, not stifle it...

...It is no coincidence that our present troubles parallel and are proportionate to the intervention and intrusion in our lives that result from unnecessary and excessive growth of government...

...We have every right to dream heroic dreams. Those who say that we're in a time when there are not heroes, they just don't know where to look. You can see heroes every day going in and out of factory gates. Others, a handful in number, produce enough food to feed all of us and then the world beyond. You meet heroes across a counter, and they're on both sides of that counter. There are entrepreneurs with faith in themselves and faith in an idea, who create new jobs, new wealth and opportunity. They're individuals and families whose taxes support the government and whose voluntary gifts support church, charity, culture, art and education. Their patriotism is quiet, but deep. Their values sustain our national life...

...In the days ahead I will propose removing the roadblocks that have slowed our economy and reduced productivity. Steps will be taken aimed at restoring the balance between the various levels of government. Progress may be

Part VII. Meetings: interruptions

Introduction

In business meetings it is sometimes necessary to interrupt a speaker. This is possible but it should be done politely. We'll be looking at some ways you can do this.

Think

- Imagine that you are in a meeting, and you want to interrupt to ask a question or make a comment. How might you do it?
- Write down the translation of the following words and phrases.

First of all

Can I just ask you?

Sorry to hold the meeting up

I do feel quite strongly that...

I don't think we've got any choice at all

Any other thoughts?

4. Listen again and follow in your book

Meetings: interruptions

Sean: **First of all**, the book re-launch. I just wanted to remind everybody that we will be re-launching the fairy-tales range with new modern covers, and that this is going to happen at the beginning of next month. It's important that we get this right and there have been quite a few...

John: Actually Sean, can **I just ask you** – sorry to **hold the meeting up** – can I ask you about those dates, because I thought that this was going to be published the month after next, and I understand that everybody has got their dates, but **I do feel quite strongly** that we're bringing this out too soon.

Sean: Well, any **other thoughts** before I comment on that?

Carrie: I **don't think** we've got **any choice at all** about it. If the radio programmes are going out at the beginning of next month, we've got to launch the book at the same time if we're going to have any sales impact.

5. Practice reading the dialog. Compose your own short dialog using new phrases and act it out.

6. Finish the sentence with the correct phrase.

- I would like to begin by saying that the company profit is up on last year's figures.**
- about the plans for next month's meeting?**
- members should have an opportunity to give their opinion about the company review.**

- A Sorry to hold the meeting up
- B Sorry to hold the meeting down
- C Sorry to hold the meeting around
- D Sorry to hold the meeting along

A To begin at

B First of all

C And start with

D And for starters

2. **about the plans for next month's meeting?**

A Sorry to hold the meeting up

B Sorry to hold the meeting down

C Sorry to hold the meeting around

D Sorry to hold the meeting along

3. **members should have an opportunity to give their opinion about the company review.**

A Sorry to hold the meeting up

B Sorry to hold the meeting down

C Sorry to hold the meeting around

D Sorry to hold the meeting along

4. **members should have an opportunity to give their opinion about the company review.**

A Sorry to hold the meeting up

B Sorry to hold the meeting down

C Sorry to hold the meeting around

D Sorry to hold the meeting along

Part VIII. Meetings: agreeing and disagreeing

Introduction

Inevitably, people will agree and disagree with one another during meetings. It's important to make your position in a debate clear, while being polite to people you disagree with.

1. You are in a meeting and you disagree with someone over an issue. How might you make your point politely?

2. Read and translate the following phrases.

I just wanted to see what kind of feedback you've got

I really strongly disagree

I'd be much happier

Actually, I think Sean is right

Speaking as an editor...

I think Sean's floor plan is right

5. In what way is a terrorist act the same as other violent crimes? /seun?
6. In what way is a terrorist act different from other crimes?
- 2. Match the following notions with the definitions:**
- terrorism – extreme force in action; use of physical force on others
 - guerrilla – serious damage removing a part (especially a person's body)
 - violence – the use of violence or threat of violence to obtain political demands
 - assassination – a sudden rise, a sudden appearance of strong feeling
 - scourge of terrorism – murder of a politician or other important person
 - upsurge – a cause of great harm or suffering
 - physical mutilation – extreme fear; violent action for political purposes
 - terror – a member of an unofficial military group which attacks its enemy in small groups unexpectedly.
- 3. Give equivalents to the following expressions:**
- execute terrorism; hinge on several factors; instill fear and great concern; a form of guerrilla warfare; a new breed; similar to general deterrence; an onslaught on society; the fear of the unknown and unknowable; vague and unexpected menace; in response to the invasion; more devastating; a direct threat to people's human rights; become paramount, in the name of.
- 4. Use the proper words and expressions from the active vocabulary:**
1. There exist a lot of methods of ... terrorism.
 2. In the early 19th century a major global phenomenon was terrorism in the form of political.
 3. The fight against colonial ... was not considered as a form of terrorism.
 4. The philosophical ... of present-day terrorism can be observed in the mid19th century.
 5. In some agrarian countries terrorism was revealed in the form of
 6. The ... of terrorism was observed not only in Europe and Asia but also in the USA.
 7. Terrorism can be considered as a vague and unexpected....
 8. The purpose of a terrorist act in general....

Reading II

Types of terrorist acts

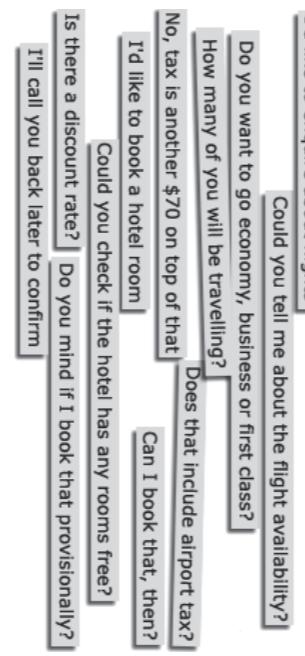
The most common types of terrorist incidents include:

Bombings

Bombings are the most common type of terrorist act. Typically, improvised explosive devices are inexpensive and easy to make. Modern devices are smaller and harder to detect. They contain very destructive capabilities.

6. Following years of decline, participation in the food stamp program has been on the rise over the past two years. In October 2003, over 23 million people participated in the food stamp program.
- While it is not possible to determine what caused the increase in participation from the data available, the Center on Budget and Policy Priorities argues it is likely that the majority of the increase can be attributed to the economic downturn. Due to loss of employment and income, more families probably became eligible for the food stamp program.
- Churches and charities are straining to serve rising requests for food from their pantries and soup kitchens, especially from working people.**
- The U.S. Conference of Mayors reports that in 2003 requests for emergency food assistance increased an average of 17 percent. The study also found that 59 percent of those requesting emergency food assistance were members of families with children and that 39 percent of adults requesting such assistance were employed. High housing costs, low-paying jobs, unemployment and various employment-related problems led the list of reasons contributing to the rise.
 - 56 % of the cities surveyed in the Mayors' report said they are not able to provide an adequate quantity of food to those in need. And just over half of the cities reported they had to decrease the quantity of food provided and/or the number of times people can come to get food assistance. An average of 14 percent of the demand for emergency food assistance is estimated to have gone unmet in the survey cities.
- 3. Work with a partner to come up with a list of identifiable characteristics that might identify poverty. In teams report on the characteristics you identified.**
- 4. With the same partners discuss your understanding of what events cause people to become impoverished. Write your answers on the board. You should indicate things like: family history, lack of education, job loss, discrimination, number of people in the family, state of the economy, whether there are individuals with disabilities and/or mental illness in the family, whether there are addicted behaviors in the family, etc.**

- 5. Compare the situation in USA with the situation in your country.**
Be ready to give some facts an statistics.
- 6. Make a list of organizations in your country that work with and aid impoverished and homeless people. Are they non-profit or for profit?**
- 7. Choose on of the organizations and make a research on it. Share the most useful information with a class.**



Africa, and Asia in their struggle for independence. In predominantly agrarian societies, this terrorism took the form of guerrilla warfare, with China and India as the classic examples.

The new terrorists are less hierarchically organized than their secular predecessors and, consequently, more difficult to spot, track, and intercept. In the past, terrorist groups organized themselves like a large corporation, that is, pyramidally and linearly, with a discernible descending or ascending power structure. Knowing the structure of the terrorist group made fighting terrorism easier. Law enforcement and intelligence agencies could contain terrorist organization by infiltrating them at either the top or the bottom. It is much more difficult for today's law enforcement agencies to infiltrate militant Islamic groups, such as Al Qaeda, that are fluid and not structured the same way as secular groups of earlier periods.

However, the lack of obvious hierarchy does not mean that the work of this new breed is less devastating than earlier generations of terrorists — indeed, the willingness of members of terrorist groups such as Al Qaeda to participate in suicide attacks opens up unknown possibilities for devastation. The destructive capabilities of this new breed of terrorists will exceed terrorist events of the past and will be considerably enhanced by new opportunities created by innovation and invention.

New terrorist organizations live and operate in a world made smaller by cheap airline tickets and carriers that circumnavigate the globe in hours rather than days. Their global reach is further enhanced by instantaneous financial transactions, economical telecommunication systems, and continuous worldwide media coverage. Unfortunately, extraordinary technological advances that further enhance humankind's capabilities also open up new venues for terrorist use and abuse. Cyberspace is particularly illustrative of this new frontier of vulnerabilities.

Innovation and invention in the 21st century clearly necessitates international cooperation to deal with the scourge of terrorism. The use of the Internet to recruit potential terrorists is widely practiced throughout the world. No longer is it possible to withdraw into political or geographical isolation. Communicating, or for that matter, tampering with cyberspace, affects the world in the same way as the threat of nuclear or radiological terrorism. This is the reality as well as the alarming reach of the new terrorism.

1. Answer the following questions:

1. Where does the word “terrorism” come from?
2. Is terrorism just brutal, unthinking violence?
3. Do you consider terrorism to be a new phenomenon?
4. What is terrorism aimed at?

After-reading activity

UNIT 9. TERRORISM

Reading I

Warning up

1. Could you name the urgent problems modern society faces nowadays?
2. Which of them draw(s) the increasing attention of the governments and the public?
3. Could you give any definition to the word “terrorism”? Compare your definition with that given in the text.
4. What should be borne in mind while defining terrorism?
5. What causes terrorism?
6. What are the aims of terrorism?
7. Is terrorism a modern form of warfare?
8. Where do terrorists get their funding?
9. Are terrorist acts understandable and justifiable?
10. Why is some terrorism carried out against “soft” (i.e. civilian) targets as opposed to military or political ones?
11. What do terrorist attacks actually achieve?

The origin of terrorism

Terrorism, in various forms, has been practised throughout history and across a wide variety of political ideologies. There are as many definitions for the word terrorism as there are methods of executing it; the term means different things to different people, and trying to define or classify terrorism to everyone's satisfaction proves impossible. However, most definitions of terrorism hinge on three factors: the method (violence), the target (civilians or the government), and the purpose (to instill fear and force political or social change).

Terrorism as a practice is thought to have begun in first-century Judea, where Jewish men would use a short dagger (sica) to slit the throats of occupying Romans and their collaborators in full view of the public. Sicari, as these dagger-men were called, were among the group known as Zealots, who opposed Roman occupation. Hidden in crowds, the Zealots would also attack wealthy Jews and kidnap their servants for ransom. Later on in seventh-century India, members of the thuggee cult ritually strangled their victims in an apparent act of sacrifice to the Hindu goddess Kali.

The philosophical antecedents of modern-day terrorism were also formed by the Russian revolutionary Mikhail Bakunin in the mid-19th century. At the turn of the 19th century, terrorism in the form of political assassination became a major global phenomenon. In the post-World War II years, other types of terrorism became strategies of choice for nationalist groups in the Middle East, North

Dolores: Can I help you with anything else?

Tim: Yes, I'd like to book a hotel room too, for the full five nights. Could you check if the Regency Hotel has any rooms free?

Dolores: Yes, they do.

Tim: And is there a discount rate for conference delegates?

Dolores: Yes, there is. I think it's 10% but I can check that for you.

Tim: Okay, do you mind if I book it provisionally for now and I'll call you back later to confirm? I just need to check one or two details.

Dolores: That's fine, sir. Can I help you with anything else?

Tim: No, that's all for now. As I said, I'll call you back.

5. Practice reading the dialog. Compose your own short dialog using new phrases and act it out.

6. Finish the sentence with the correct phrase.

1. I'd like to _____ about 3. I'd like to book a hotel room _____. flights.

- A proficiently
B provisionally
C professionally
D prescriptively

2. Tax is \$50 on _____ of that. A speak
A plus B assure
B end C confirm
C bottom D certify
D top

Part V. Telephone: appointments

Introduction

Making an appointment can be complicated if two people are very busy. How do you find a time that is convenient for both of you?

Think

1. Once again, imagine you are making a telephone call. This time you are arranging an appointment to see someone. What phrases might you use or hear?
2. Read and translate the following phrases.

host – пост, должность
hostile – враждебный
hostile government jobs – правительственные посты, государственные должности
hostile civil servant = an administrator = a public official – государственный служащий, чиновник

hire – нанимать на работу
make decisions = to make decisions – принимать решение
carry out (orders) = to fulfill – выполнять указания, приказы
make distinction – различать
fire – увольнять (слэнг)
higher-up – старший по чину, занимающий более высокое положение
executive – руководитель высшего звена
executive agency – исполнительный орган власти

term of office – срок полномочий

limited terms – ограниченные сроки полномочий
initiate a policy – начать проведение политики

direct – направлять, руководить

fill a position = to hold a post – занимать должность

elect – выборы

appoint – назначать

enforce laws – проводить законы в жизнь, насаждать законность

promotion – продвижение по службе, назначение

advanced – передовой

merit – заслуга, достоинство

merits = qualities – качества

voter – избиратель

support – поддержка, помощь

transfer support – отдать свои голоса другой партии

party affiliation = political affiliation – партийная принадлежность, политическая принадлежность

preference – предпочтение; то, чему отдается предпочтение

What are your preferences? – Что вы предпочитаете?

2. Learn to pronounce the words:

science – scientist – scientific: legal – legislator – legislation, serve – service – servant; govern – government – governmental; major – majority; prefer –

UNIT 10. THE ADMINISTRATIVE PROCESS

1. Study the vocabulary:

government jobs – правительственные посты, государственные должности

a servant – служащий

a civil servant = an administrator = a public official – государственный служащий, чиновник

to hire – нанимать на работу

make decisions = to make decisions – принимать решение

carry out (orders) = to fulfill – выполнять указания, приказы

make distinction – различать

fire – увольнять (слэнг)

higher-up – старший по чину, занимающий более высокое положение

executive – руководитель высшего звена

executive agency – исполнительный орган власти

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direct – направлять, руководить

fill a position = to hold a post – занимать должность

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party affiliation = political affiliation – партийная принадлежность, политическая принадлежность

preference – предпочтение; то, чему отдается предпочтение

What are your preferences? – Что вы предпочитаете?

Kidnapping and Hostage-Takings

Terrorists use kidnapping and hostage-taking to establish a bargaining position and to elicit publicity. Kidnapping is one of the most difficult acts for a terrorist group to accomplish, but, if kidnapping is successful, it can gain terrorists money, release of jailed comrades, and publicity for an extended period. Hostage-taking involves the seizure of a facility or location and the taking of hostages. Unlike kidnapping, hostage-taking provokes a confrontation with authorities. It forces authorities either to make dramatic decisions or comply with the terrorists' demands. It is overt and designed to attract and hold media attention. The terrorists' intended target is the audience affected by the hostage's confinement, not the hostage.

Armed Attacks and Assassinations

Armed attacks include raids and ambushes. Assassinations are the killing of a selected victim, usually by bombings or small arms. Drive-by shootings is a common technique employed by unsophisticated or loosely organized terrorist groups. Historically, terrorists have assassinated specific individuals for psychological effect.

Arsons and Fire bombings

Incendiary devices are cheap and easy to hide. Arson and fire bombings are easily conducted by terrorist groups that may not be as well-organized, equipped, or trained as a major terrorist organization. An arson or firebombing against a utility, hotel, government building, or industrial centre portrays an image that the ruling government is incapable of maintaining order.

Hijackings and Skyjackings

Hijacking is the seizure by force of a surface vehicle, its passengers, and/or its cargo. Skyjacking is the taking of an aircraft, which creates a mobile, hostage barricade situation. It provides terrorists with hostages from many nations and draws heavy media attention. Skyjacking also provides mobility for the terrorists to relocate the aircraft to a country that supports their cause and provides them with a human shield, making retaliation difficult.

Other Types of Terrorist Incidents

In addition to the acts of violence discussed above, there are also numerous other types of violence that can exist under the framework of terrorism. Terrorist groups conduct maimings against their own people as a form of punishment for security violations, defections, or informing. Terrorist organizations also conduct robberies and extortion when they need to finance their acts and they do not have sponsorship from sympathetic nations. Cyberterrorism is a new form of terrorism that is ever increasing as we rely on computer networks to re-

Part II. Telephone: wrong number

Introduction

If you dial the wrong number it can be confusing and embarrassing. But how do you find out that you've made a mistake? And how can you check to be sure?

1. Imagine you've dialled the wrong number. What might the person who answers your call say? What would you say in reply?

2. Read and translate the following phrases.

You must have the wrong number

Is that not 555 8790?

Sorry about that

I must have dialled the wrong number

No it's 555 8790

Can I help you?

I'm sorry, you've got the wrong number

His direct number is...

I'll try and put you through

Sorry to have troubled you

Think

1. Imagine you've dialled the wrong number. What might the person who answers your call say? What would you say in reply?

2. Read and translate the following phrases.

You must have the wrong number

Is that not 555 8790?

Sorry about that

I must have dialled the wrong number

No it's 555 8790

Can I help you?

I'm sorry, you've got the wrong number

His direct number is...

I'll try and put you through

Sorry to have troubled you

3. Choose the correct word: "Please

person answering the phone may ask you a question. Which is the correct question?

A Who's calling please?

B Who calls?

C Who it is?

D Who called?

A stop

B stay

C talk

D hold

A hang on a moment!

B I'm sending you through

C I'm putting you through

D I'm talking you through

A Just a second

B I'll put you on

C Go ahead

D I'm ready

A He's not in his office at the moment,

B Later / call / can / back / you / soon / message

C Can I speak to June Wilkinson please?

D meeting / afraid / I'm / she's / a / in / at / on

A She'll be back in the office this afternoon,

B I'll be back in the office this afternoon,

C I'll be back in the office this afternoon,

D I'll be back in the office this afternoon,

A and I'll put you through.

B and I'll put you through.

C and I'll put you through.

D and I'll put you through.

A and I'll put you through.

B and I'll put you through.

C and I'll put you through.

D and I'll put you through.

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C and I'll put you through.

D and I'll put you through.

A and I'll put you through.

B and I'll put you through.

C and I'll put you through.

1. Study the vocabulary:

an employer – работодатель, наниматель
 unemployed – безработный
 to keep out – не пускать, не позволять
 to insulate – изолировать, отделить
 interference – вмешательство, помеха
 to interfere in – вмешиваться в ...
 efficiency – работоспособность, высокий профессиональный уровень,
 высокая производительность труда
 to prohibit – запрещать, не давать делать что-либо
 to voice one's opinion – высказывать свое мнение
 private – частный, личный
 privately – в частной беседе, в узком кругу
 a rally – массовый митинг
 a spectator – наблюдатель, зритель
 to solicit – ходатайствовать, способствовать
 to solicit funds – содействовать сбору средств, созданию фонда
 to hold political office – возглавлять политические организации
 to engage in – заниматься, быть вовлеченным, быть занятым

2. Translate into Russian the following phrases:

To master an up-to-date speciality, my future speciality; I major in, to be good at major subjects; specialization in state and municipal management; a well-educated man, our graduates are well-educated specialists; to have practical training at various enterprises, senior students have practical training, a wide range of theoretical and practical knowledge; to attend lectures and tutorials, to miss a lot of lectures; to be closely connected with further speciality, to be a well-paid specialist, to be of great value for future specialists; to meet requirements of employers; junior students deal with common subjects, to put into practice theoretical knowledge; qualified teaching staff; to earn an enormous amount; to pay great attention to special subjects; to work hard to master a speciality; to be equipped with computers; to work in the trend of management, fan-tastic career.

3. Render in English:

- удовлетворять требованиям;
- насыщенная учебная программа;
- хорошо знать общие предметы;
- быть студентом младших курсов;
- учиться на социальном факультете;
- овладевать современной специальностью;
- иметь дело с высококвалифицированными специалистами;
- применять на практике теоретические знания;
- быть ценным для дальнейшей карьеры;
- посещать консультации.

4. Translate from English:

- to study at the Social Faculty;
- to specialize in State and Municipal Management;
- to have practical training;
- to comprise in the course of study;
- complicated curriculum;
- to graduate from the University,

6. Say it in English:

- Государственные служащие – это люди, которые занимаются во-площением в жизнь законов, принятых законодателями на высоком уровне.
- Мы сталкиваемся с государственными служащими (чиновниками) каждый день и часто получаем информацию об их работе из первых рук.
- Политические деятели высокого ранга не воспринимаются как реальные люди, потому что мы их видим по телевидению и читаем о них в газетах, но не сталкиваемся каждый день лицом к лицу и не работаем с ними непосредственно.
- Чиновники – это люди, которых назначают на работу в исполнительных органах власти, и которые делают карьеру благодаря профессиональному качествам, а не партийной принадлежности.
- Их основной функцией является проведение в жизнь законов и осуществление политики тех руководителей, которые находятся у власти.
- Чиновники будут лояльно продолжать выполнять свои функции поддержания порядка в государстве.
- Партийная принадлежность или политические предпочтения чиновников не должны служить поводом для их принятия на работу или увольнения.

UNIT 11. STATUS AND SELECTION OF ADMINISTRATORS

preference; loyal – loyalty; distinct – distinction; initiate – initiative; affiliation; bureaucrats; however; whenever; therefore.

3. Read and translate the text.

The Administrative Process

What kind of people work in government jobs? How are they hired and fired? How good are they? Are they only servants who carry out the orders of the higher-ups, or do they make a lot of decisions on their own?

Political scientists usually begin their answers to these questions by making some important distinctions.

Let's talk about distinction between executives and administrators. Executives are political heads of executive agencies who are elected or appointed for limited terms to initiate policies and direct the work of administrators. Administrators are persons appointed to executive agencies to enforce laws and carry out policies. Their terms of office and promotion depend on professional merits rather than political affiliation.

In any advanced industrial state, the real government consists of what political scientists call administrators or bureaucrats, not the top-level legislators, executives and party leaders. 99 per cent of all the people who work for the government fall in this class.

Members of Congress, members of Parliament (MP's), presidents and prime ministers are not the people that we meet face to face or deal with directly. We know them only from what we see on television or read in the newspapers.

But we know first hand what post-office clerks and bank officials look like and how they do their jobs. Administrators are often called "civil servants" and some political scientists believe that many administrators play major roles in policy making. Therefore they argue that all public officials should be replaced whenever a majority of the voters transfer their support from one political party to another.

However, most continue to believe in a permanent, professional civil service loyally doing the bidding of political legislators and executives, but not to be hired, promoted or fired because of their party affiliations or policy preferences.

Notes to the text:

- ... therefore they argue that... – ... поэтому они выдвигают аргумент; высказывают мнение ...
- ... most continue to believe in a permanent, professional civil service loyally doing the bidding of political legislators and executives. – ... большинство продолжает верить в профессиональный постоянный аппарат России -

муниципальное управление – state and municipal management (administration) – государственное и муниципальное управление

city council – мэрия, администрация города, городской совет

municipality – муниципалитет

trend – направление

saturated – насыщенный, сложный

to deal with – иметь дело с

career – карьера



3. Shut your book and listen to two conversations. In the first conversation Richard Davies is calling the marketing department of a company and wants to be put through to Rosalind Wilson. In the second conversation Mike Andrews wants to talk to Jason Roberts in the marketing department. As you listen, see if you can hear some of the phrases above.

4. Now listen again and follow in your book. Check your comprehension.

Michelle: Hello, you've reached the marketing department. **How can I help?**

Male: Yes **can I speak to Rosalind Wilson, please?**

Michelle: **Who's calling please?**

Male: It's Richard Davies here

Michelle: Certainly. **Please hold and I'll put you through.**

Male: Thank you.

Michelle: Hello, marketing. **How can I help?**

Male: **Could I speak to Jason Roberts please?**

Michelle: Who shall I say is calling?

Male: My name's Mike Andrews.

Michelle: Just a second - I'll see if he's in. Hello, Jason, I've got Mike Andrews on the phone for you ... OK - I'll put him through. **Hang on a moment**, I'm just putting you through.

5. Practice reading the dialog. Compose your own short dialog using new phrases and act it out.

6. Choose the correct answer.

- жных, преданно исполняющих указания политических законодателей и руководителей.
- 4. Find in the text the answers to these questions:**
1. What is the main difference between executives and administrators?
 2. Who does the real government consist of?
 3. What is the role of the top-level legislators, executives and party leaders?
 4. What do we know about top-level executives?
 5. Why are administrators closer to common people?
 6. How else are administrators called?
 7. Why do some scientists think that administrators should be replaced whenever a new party comes into power?
 8. What are the main things we want to know about the people who work in government jobs?
 9. On what basis should administrators be hired, promoted and fired?
 10. What are the main functions of administrators?
- 5. Translate into Russian without using the vocabulary list:**
1. Administrators are the people who enforce laws and carry out policies on everyday life level.
 2. Administrators are sometimes called "civil servants".
 3. Their terms of office and promotion should depend on professional merits and not on their political affiliation.
 4. It is vital for people to know first-hand what kind of people work in government jobs.
 5. Some scientists continue to make a clear distinction between polities and administration.
 6. The top-level legislators, executives and party leaders do not really carry out the policies they initiate.
 7. Executives are elected or appointed for limited terms to initiate policies and direct the work of administrators.
 8. They are political heads of executive agencies.
 9. Administrators often play major roles in policy making too.
 10. They provide a permanent, professional civil service and loyally follow the directions of political legislators and executives.
 11. There is no sense in replacing experienced administrators each time when a new party comes into power.
 12. They should be hired, promoted or fired because of their professional merits but not because of their political preferences.
 13. Some political scientists argue that real government consists of administrators or bureaucrats.

- 6. Say what you have learned from the text:**
- the distinctions between executives and administrators;
 - the role of public officials in a contemporary advanced state;
 - the views of political scientists on party affiliations of civil servants.
- 7. Think and answer:**
1. What do you think of the role of administrators in contemporary societies?
 2. Do you agree that administrators are more important to common people than top-level executives? Why (not)?
 3. How much depends on professional merits of administrators? What exactly depends on their attitude to their jobs?
 4. Do you agree that party affiliations of administrators are not essential? Why (not)?
 5. What is the most important quality of a public official? Give your reasons.
 6. In what case administrators should be replaced?

8. Choose the correct answer:

1. The man ... came yesterday is a civil servant.
a) he b) who c) has d) when
2. John ... as an administrator since he left the University.
a) was working b) works c) has been working d) will be working
3. When I was young I ... another political party.
a) use support b) support c) used to support d) am used to support
4. ... this law? “ – “ Yes, I read it last night.”
a) did you read b) have you read c) will you read d) do you read
5. I think you would better ... to the supervisor.
a) to go b) go c) going d) to going
6. Would you mind ... me about the next appointment?
a) remember b) remembering c) remembered d) having remembered
7. I wish I ... a division manager.
a) was b) am c) shall be d) should be
8. If you ... active and quick, you would have had more voters' voices.
a) were b) would be c) are d) should be
9. He ... the position of the Governor for 5 years in September.
a) shall fill b) will fill c) will have been filling d) will be filling
10. Imagine you ... in the elections again. Would you change your political views?
a) will take part b) took part c) taking part d) will have taken part.

- 5. Make up sentences with words and word combinations from the above exercises.**
- 6. Subjects you study:**
- | | |
|------------------------------------|-------------------------------------|
| History | Statistics |
| Foreign Language | Budget system of Russian Federation |
| Culture Studies | Enterprise economics |
| Logics | Economic-mathematical modeling |
| Philosophy | Taxation |
| Roman Law | Regional economics |
| Contemporary Law | Insurance |
| History and Theory of State | Foreign taxation |
| Principles of State Administration | Microeconomics |
| History of economics | Organizational management |
| Theory of economics | Innovational management |
| Introduction to the specialty | Project management |
| Macroeconomics | History of management |
| World economics | Theory of management |
| Finance | System management research |
| Economic geography | |
- 7. Answer the following questions:**
1. Where do you study?
 2. Are you a senior student?
 3. What faculty do you study at?
 4. Do you have a saturated curriculum?
 5. Do you think tutorials are of great value?
 6. Do you study hard to master your speciality?
 7. Why have you chosen your present speciality?
 8. What subjects are you good at?
 9. Where would you like to have your practical training?
 10. What subjects do junior students study?

8. Render in English:

1. Я студент второго курса социального факультета.
2. Студенты младших курсов изучают такие общие предметы, как: культуроведение, история, иностранный язык, философия, информатика и др.

3. Любимый предмет моего друга – логика, а мой – политология.
4. Учебная программа курса очень насыщенная, но позволяет получить широкий диапазон знаний по многим предметам.
5. Преподавательский состав университета – профессора, доценты, высококвалифицированные специалисты.
6. Мой друг – студент четвертого курса социального факультета и уже проходит практику в муниципалитете.
7. По окончании университета я бы хотел получить интересную и высокоплачиваемую работу.
8. Учебная программа включает проведение практических и теоретических исследований.
9. Он пропустил много лекций по высшей математике и не посещал семинары по философии.
10. Сессии проводятся 2 раза в год – в январе и в июне.

9. Choose the correct word, read and translate the sentences:

1. I (made\did) only one mistake. The other students (made\did) many more.

2. I was (making\doing) my homework when you called me.
3. We have to work hard to (make\do) well in English.
4. I shall (make\do) my best to help her.
5. He (made\did) a very important statement.
6. He is (making\doing) many efforts to master his English.

10. Compose the topic about your future speciality using the material, words and word combinations from all the above-mentioned texts.

CHAPTER II⁶

Part I. Telephoning: connecting

Introduction

This section features phrases you might hear when you telephone a company hoping to talk to someone.

Think

1. Imagine you are calling a company and want to speak to someone who works there. Can you think of any phrases you might use, or that you might hear?
2. Read and translate the following phrases.

been made absolutely important for an up-to-date manager, administrator, economist and businessman.
The problems of training and improving the skills of the managerial personnel are central for our Academy.

10. Find in Ex. 5 and Ex. 9 verbs in Passive Voice.

11. Compose a dialogue on the following theme:

What skills are important for an up-to-date specialist?

UNIT 12 (ADDITIONAL). MY SPECIALITY

1. Study words and word combinations:

a course of study – курс обучения

major – главный

to major in = to specialize in – специализироваться по

area – область

to pay great attention to – уделять большое внимание

to master a speciality – овладевать специальностью

to acquire the qualification of – приобретать квалификацию

to be connected – быть связанным

to meet requirements – удовлетворять требованиям

to put into practice – применять на практике

to have practical training – проходить практику

tutorial – консультация

to be good at smth = to be good at doing smth – хорошо знать (уметь)

что-либо

junior student – студент младших курсов

senior student – студент старших курсов

a graduate – выпускник

to train a highly qualified specialists – готовить высоко квалифицированных специалистов

teaching staff – преподавательский состав

assistant-professor – доцент

to be of great value – быть ценным

subject – предмет

to attend – посещать

to miss – пропускать

to earn = to be paid – зарабатывать

a wide range of knowledge – широкий диапазон знаний

a well-paid job – хорошо оплачиваемая работа

enterprise – предпринятие города

to canvass – быть агитатором, собирать голоса перед выборами
impartial – беспристрастный
competitive – конкурсный
expected service – целевое направление на службу

2. Learn to pronounce the words. Translate them into Russian.

Employ – employer – employee; train – trainer – trainee; select – selector
– selection; administer – administrator – administration; insulate – insulator – insulation; efficiency; achieve; impartial; officially; personnel; equal; quality;
qualification; competitive; spectator.

3. Read and translate the text.

Status and Selection of Administrators

In most democratic countries today, all or nearly all civil-service employees are selected by some kind of examination and their term of office is independent of their party affiliations.

Most up-to-date democratic systems try to keep politics out of administration. It means they try to insulate civil servants from interference and control by political parties so that they may serve with equal loyalty and efficiency the leaders of any political party that may at the moment control the legislative and executive policy-making agencies.

The most common way of achieving this aim is to protect civil servants from losing their jobs when one party replaces another in power.

In the United States, for example, members of the national civil service and state and local employees are forbidden by law from taking an active part in politics.

They may vote, privately voice their political opinions and even attend party rallies as spectators. But they may not solicit funds for a party or candidate, make public speeches, hold party office, or work for a party in any other way.

In Great Britain the rules prohibit “policy-making” civil servants from engaging in political activities, such as canvassing, making public speeches, or standing as candidates. Such activities might conflict with their roles as impartial servants of all parties.

At present about 60 per cent of all federal civil servants are under what is officially called the competitive service. Employees in this classification are appointed after they have passed written examinations drawn up and administrated by the office of Personnel Management (OPM).

The remaining 40 per cent are under what is called the expected service.

However, they are also selected on merit-system principles because they have

special qualifications and skills needed for the jobs they fill, and the agencies that hire them run their own merit systems.

4. Find in the text answers to these questions:

1. How are civil-service employees selected?
2. What does their term of office depend on?
3. How do democratic systems keep politics out of administration?
4. Why is it necessary to insulate civil servants from interference and control by political parties?
5. What is the best way to do it?
6. What are the rules for civil servants in the United States?
7. How are political activities of civil servants regulated in Great Britain?
8. What is the “competitive service”?
9. How many administrators serve under the expected service?
10. What is needed for this job?

5. Translate into Russian without using the vocabulary list:

1. The term of office of civil-service employees depends on their efficiency and loyalty.
2. They are selected by some kind of examination which is drawn up and administered by the office of Personnel Management.
3. In many countries civil servants are insulated from interference and control by political parties.
4. They are forbidden by law from taking an active part in politics.
5. They may vote; privately voice their political opinions and not allowed to solicit funds for a party or a candidate, make public speeches or hold party office.
6. Such activities might conflict with their civil service.
7. Administrators should serve with equal loyalty and efficiency the leaders of any political party in power.
8. The legislative and executive policy-making agencies are headed by executives but administrators carry out the policies initiated by political leaders.
9. Administrators are selected on merit-system principles and they have special qualifications and skills needed for the jobs they fill.

6. Say what you have learned from the text about:

- a) ways to select civil-service employees in democratic countries;
- b) how democratic systems try to keep politics out of administration;
- c) “competitive” and “expected” service.

7. Think and answer:

1. How are civil servants selected for their jobs?
2. Do you try to keep politics out of administration? Why (not)?

3. Are there any rules for civil-service employees in our country?
4. Do you think the rules in the US and Great Britain help improve civil service? How?

5. What new rules do we need for our civil-service?

8. Say it in English:

1. Управление кадровой службы составляет и проводит письменные экзамены для отбора государственных чиновников.
2. Для целевого направления на государственную службу нужны определенные навыки и специальная подготовка.
3. Современные демократические государства пытаются защитить государственных чиновников от вмешательства и влияния политических сил.
4. Чиновники могут участвовать в выборах и посещать политические митинги в качестве наблюдателей, но им запрещено принимать активное участие в политической жизни.
5. Они не имеют права быть агитаторами, содействовать сбору средств, выставлять свою кандидатуру на выборах и выступать с политическими речами.
6. Политические деятели не могут позволить себе специализироваться в каком-то вопросе, потому что они должны заниматься массой разнообразных дел.
7. Значительную часть своего времени они тратят на подготовку и проведение следующей избирательной компании.
8. Таким образом, у политических деятелей нет достаточного времени и возможности, чтобы приобрести необходимый професионализм в проведении в жизнь той или иной политики.

9. Read and translate the text without a dictionary.

Specialists of a new type

Every society has its own attitude towards education and it is clearly reflected in the way the society prepares its specialists.

As Russia is in a period of qualitative changes of its economy, we are badly in need of highly qualified specialists of a new type. We need managers and administrators who will be able to combine a fundamental knowledge of the latest achievements in science and technology with a high level of professionalism and practical training in the specific field of the national economy. But specialists of a new type cannot be separated from modern production, science and technology.

That's why a far greater emphasis is placed on training highly qualified specialists at all levels of education. Specialists of a new type are trained at our Academy as well. A good command of a foreign language, business English has