

Министерство сельского хозяйства Российской Федерации  
ФГБОУ ВО «Красноярский государственный аграрный университет»

*Ж.Н. Шмелева, С.А. Капсаргина*

# АНГЛИЙСКИЙ ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ

*Рекомендовано учебно-методическим советом федерального  
государственного бюджетного образовательного учреждения высшего  
образования «Красноярский государственный аграрный университет»  
для внутривузовского использования в качестве учебного пособия  
для обучающихся по направлению подготовки 38.03.04  
«Государственное муниципальное управление», направленность (профиль)  
«Управление муниципальными образованиями»*

*Электронное издание*

Красноярск 2023

ББК 81.432.1

Ш 72

*Рецензенты:*

*В.И. Литовченко*, канд. филол. наук,  
доц. каф. делового иностранного языка СибГУ им. М.Ф. Решетнева

*О.А. Гринева*, канд. филос. наук,  
доц. каф. английского языка КГПУ им. В.П. Астафьева

Ш 72 ***Шмелева, Ж. Н.***

**Английский для профессиональных целей** [Электронный ресурс]: учебное пособие / *Ж. Н. Шмелева, С. А. Капсаргина*; Красноярский государственный аграрный университет. – Красноярск, 2023. – 160 с.

Цель учебного пособия – помочь будущим государственным служащим овладеть профессиональной лексикой, сформировать навыки устной речи, аудирования и письма для применения в профессиональной деятельности. Предлагаемые авторами лексический материал и комплекс упражнений ориентированы на формирование и совершенствование лингвистических, коммуникативных, информационных знаний, навыков и умений для обеспечения высокого уровня практического владения английским языком, а также развития у обучающихся критического и аналитического мышления.

Предназначено для обучающихся по направлению подготовки 38.03.04 «Государственное и муниципальное управление», направленность (профиль) «Управление муниципальными образованиями».

ББК 81.432.1

© Шмелева Ж. Н., Капсаргина С. А., 2023

© ФГБОУ ВО «Красноярский государственный аграрный университет», 2023

## ОГЛАВЛЕНИЕ

|   |     |
|---|-----|
| Введение .....  | 4   |
| Unit 1. Career of a civil servant. Professional qualities and ethics...                                 | 6   |
| Unit 2. Management (conflictology, personnel management, marketing, public relations, mass media) ..... | 14  |
| Unit 3. The evolution of public administration.....   | 21  |
| Unit 4. The state structure of the Russian Federation.....  | 29  |
| Unit 5. The system of public administration of foreign countries...                                     | 38  |
| Unit 6. Fundamentals of economics .....   | 45  |
| Unit 7. E-government .....  | 54  |
| Unit 8. State and municipal finances .....  | 62  |
| Unit 9. Levels and branches of state and municipal administration .....                                 | 69  |
| Unit 10. Infrastructure of the municipality .....   | 77  |
| Unit 11. Social protection .....  | 84  |
| Unit 12. Counteraction of corruption .....  | 92  |
| Грамматический справочник .....   | 100 |
| Заключение .....  | 147 |
| Литература .....  | 148 |
| Приложения .....  | 149 |

## ВВЕДЕНИЕ

Учебное пособие предназначено для обучающихся 3–4-го курсов бакалавриата (направление подготовки 38.03.04 «Государственное муниципальное управление», профиль «Управление муниципальными образованиями»). Рекомендовано для студентов, изучавших английский язык на младших курсах бакалавриата и имеющих базовые знания английского языка.

Данное пособие построено на основе Федерального государственного образовательного стандарта высшего образования в соответствии с рабочей программой для направления подготовки 38.03.04 «Государственное муниципальное управление».

Цель учебного пособия – помочь будущим государственным служащим овладеть профессиональной лексикой, сформировать навыки устной речи, аудирования и письма для применения в профессиональной деятельности. Освоение дисциплины «Английский для профессиональных целей» в системе ГМУ позволяет будущим государственным и муниципальным служащим расширить свои профессиональные знания и навыки посредством приобретения и развития: способности осуществлять межличностное общение посредством реализации письменной и устной коммуникации на иностранном языке; освоения терминологии, необходимой для расширения специальных познаний посредством анализа иностранной литературы, перевода иностранных текстов; способности реализации публичных коммуникаций, в том числе публичных выступлений; способности к ведению деловой переписки, в том числе посредством информационных технологий для решения задач коммуникациям с лицами, не владеющими русским языком; способности реализации групповых, массовых коммуникаций посредством выстраивания обоснованной, ясной, конкретной устной и письменной речи на английском языке для решения задач ГМУ.

Учебное пособие состоит из 12 тематических уроков (Units). Все уроки имеют единую структуру. Пособие предполагает последовательную работу над уроками.

В учебном пособии представлены тексты для изучающего и ознакомительного чтения, система упражнений на снятие семантических и лексических трудностей. Кроме того, упражнения и тестовые задания предназначены для контроля усвоения лексико-грамматического материала, для проверки и оценки понимания содержания

текста. Представленные в пособии тексты информативны, профессионально ориентированы.

Реализация компетентностного подхода при работе с данным пособием позволяет актуализировать у обучающихся интерес к освоению новых знаний и обеспечивает высокое качество подготовки будущих специалистов. Результатом обучения является овладение компетенциями, которые дают возможность использовать различные формы и виды обучения, наиболее эффективные для определенных групп обучающихся.

## UNIT 1

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

#### Read and learn the active vocabulary:

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

|                        |                           |
|------------------------|---------------------------|
| to inform management   | информировать руководство |
| to fulfill the duties  | исполнять обязанности     |
| to take care of        | заботиться                |
| to provide information | предоставлять информацию  |
| to respect the rights  | уважать права             |
| to accept gifts        | принимать подарки         |
| to become a member     | стать членом              |

**Exercise 1. Read the international words and translate them:**

Federal, professional, position, budget, career, progress, public, training, administration, sphere, sect.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                   |                      |
|-------------------|----------------------|
| 1. federal        | a. civil service     |
| 2. professional   | b. progress          |
| 3. federal        | c. structure         |
| 4. monetary       | d. civil servant     |
| 5. successful     | e. career            |
| 6. functional     | f. official activity |
| 7. organizational | g. requirement       |
| 8. horizontal     | h. remuneration      |
| 9. moral          | i. area              |

**Exercise 3. Read and translate the text:**

**Text**

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

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

A state civil servant of a subject of the Russian Federation is a citizen who carries out professional official activity in the position of a state civil service of a subject of the Russian Federation and receives a monetary re-

muneration at the expense of the budget of the relevant subject of the Russian Federation.

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

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

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

*An inter-organizational career* means that a public civil servant goes through all stages of development consistently, working in various positions in various executive authorities. This career can also be specialized and non-specialized.

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

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

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

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

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

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



- moral norms of the relationship with the commanding staff.

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

- to faithfully follow the oath and moral requirements of public administration;
- to bring to the attention of the direct management all the circumstances and facts relating to the personality of a civil servant and affecting his moral authority;
- to respect human dignity, individuality, experience and efficiency of employees, to provide them with the necessary assistance, not to shift their mistakes and miscalculations to them, not to appropriate other people's success and merits; the obligation to promptly and accurately execute the instructions of the management within the boundaries of the law;
- to thoroughly inform management about all the facts and phenomena directly related to the work; not to let third parties into the alleged contradictions in the field of professional competencies;
- to fulfill the duties, comply with the rule of law and legal norms, improve professional knowledge, engage in self-education;
- to take care of the authority of the public service, respect the rights of the individual and the dignity of citizens, not to provide information of the individual nature that is not directly related to their official duties;
- not to accept gifts (including relatives) from people or organizations officially associated with them;
- not to become a member of an organization pursuing prohibited goals, illegally operating political parties, religious sects.

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

#### **Exercise 4. Complete the following sentences:**

1. The word "career" in French means ... .
2. An intra-organizational career means ... .
3. He goes through these stages ... .
4. A specialized career is characterized by the fact ... .
5. A vertical career involves climbing ... .
6. A horizontal career can also ... .

7. The list of the moral requirements that are imposed on civil servants of the Russian Federation includes: moral requirements for self-education ... .

**Exercise 5. Match the parts of the sentences:**

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

**Exercise 6. Match the words and their definitions:**

| <b>Word</b> | <b>Definition</b>   |
|-------------|---|
| 1. budget   | a. someone who legally belongs to a particular country and has rights and responsibilities there. |

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

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

*a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

*b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

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

2. The word "career" in French means "failure".

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

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

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

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

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

### **Exercise 8. Make up the plan of the text and retell it.**

### **Exercise 9. Translate into English:**

1. Федеральный государственный служащий добросовестно осуществляет профессиональную служебную деятельность.

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

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

4. Карьера государственного служащего может быть специализированной и неспециализированной.

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

6. Необходимо следовать присяге и моральным требованиям государственного управления.

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

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

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

10. Вам следует уважать права личности и достоинство граждан.

## Exercise 10. Choose the correct variant:

### Test 1

1. The civil servant is good ... solving conflicts.
  - a. in
  - b. of
  - c. about
  - d. at
2. We would like ... to climb the corporate ladder.
  - a. his
  - b. he
  - c. him
  - d. hims
3. The word "career" in French means ... .
  - a. successful progress
  - b. great achievement
  - c. climbing the ladder
  - d. successful work
4. How many employees ... in your Department?
  - a. is it
  - b. are they
  - c. are there
  - d. is there
5. The civil servant ... respect human dignity.
  - a. musts
  - b. can to
  - c. should
  - d. ought
6. It is necessary for the civil servant .... the duties with responsibility.
  - a. fulfilling
  - b. to fulfill
  - c. fulfilled
  - d. does fulfill
7. A ... career involves climbing to a higher level of the structural hierarchy.
  - a. vertical
  - b. horizontal
  - c. specialized
  - d. inter-organizational

## UNIT 2

### MANAGEMENT (CONFLICTOLOGY, PERSONNEL MANAGEMENT, MARKETING, PUBLIC RELATIONS, MASS MEDIA)

#### Read and learn the active vocabulary:

|                            |                                 |
|----------------------------|---------------------------------|
| management                 | менеджмент                      |
| definition                 | определение                     |
| art                        | искусство                       |
| science                    | наука                           |
| type                       | тип                             |
| marketing                  | маркетинг                       |
| production                 | производство (производственный) |
| distribution               | распределение, сбыт             |
| goods                      | товары                          |
| a service                  | услуга                          |
| financial                  | финансовый                      |
| a balance sheet            | балансовый отчет                |
| an income statement        | отчет о доходах                 |
| a statements of cash flows | отчет о движении наличности     |
| planning                   | планирование                    |
| organizing                 | организация                     |
| coordinating               | координирование                 |
| directing                  | направление                     |
| controlling                | контроль                        |
| a level                    | уровень                         |
| strategic thinking         | стратегическое мышление         |
| day-to-day activities      | повседневная деятельность       |
| escalation                 | эскалация                       |
| resolution                 | разрешение (решение)            |
| analysis                   | анализ                          |
| scientific research        | научные исследования            |
| observation                | наблюдение                      |
| description                | описание                        |
| statistical data           | статистические данные           |

|                                     |  |
|-------------------------------------|--|
| sociological research               | социологическое исследование             |
| advertising                         | реклама                                  |
| responsibility                      | ответственность                          |
| to supervise people                 | контролировать людей                     |
| to motivate people                  | мотивировать людей                       |
| to hire                             | нанимать                                 |
| to fire                             | увольнять                                |
| to protect the reputation           | защищать репутацию                       |
| to develop                          | развивать                                |
| to maintain the positive image      | поддерживать положительный имидж         |
| to maintain the financial viability | поддерживать финансовую жизнеспособность |
| to include                          | включать (в себя)                        |
| to achieve mutual understanding     | достичь взаимопонимания                  |
| to form public opinion              | формировать общественное мнение          |

**Exercise 1. Read the international words and translate them:**

Practice, organization, positive, image, function, planning, coordination, vice-president, company, department, group.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |               |                   |
|---------------|-------------------|
| 1. different  | a. thinking       |
| 2. financial  | b. part           |
| 3. financial  | c. types          |
| 4. different  | d. opinion        |
| 5. strategic  | e. document       |
| 6. integral   | f. institution    |
| 7. political  | g. enterprise     |
| 8. industrial | h. viability      |
| 9. public     | i. responsibility |

### **Exercise 3. Read and translate the text:**

#### **Text**

### **MANAGEMENT (CONFLICTOLOGY, PERSONNEL MANAGEMENT, MARKETING, PUBLIC RELATIONS, MASS MEDIA)**

“Management” has as many definitions as there are managers.

Many people consider it to be an art of how to motivate people to give off their best. Others think that management is a science. In practice business management is the art and science of getting things done through other people.

There are different types of management: human resources management, PR management, marketing management, financial management, production management and others.

HR manager supervises people in the organization, hires, fires and recruits people. PR manager builds, maintains and protects reputations, develops and maintains positive images, creates positive, clear and satisfying communications with customers. Marketing manager is responsible for distribution of goods and services with the help of promotion and advertising. Financial manager’s function is to maintain the financial viability of the company and to deal with different types of financial documents (such as balance sheets, income statements, statements of cash flows). Production manager is involved with the planning, coordination and control of manufacturing processes.

There are 5 kinds of tasks which are generic to all management jobs. They are planning, organizing, coordinating, directing and controlling.

There are three management levels in the organization: top management, middle management and operating management or first level management. Top management includes the president, vice-presidents and general managers. Middle management includes department managers, plant managers, and production superintendents. Operating management includes supervisors, foremen, etc. Each of the levels has different responsibilities. Top managers are responsible for strategic thinking and overseeing the whole company. Middle managers are responsible for major function or department. First level managers are responsible for day-to-day activities of a group of employees.

Conflictology is a branch of science that studies the causes of the origin, development, escalation, resolution of conflicts at all levels with



their subsequent completion. The subject of conflictology is conflicts that are considered as contradictions between subjects, confrontations. There are four main types of conflicts: intrapersonal conflict, interpersonal conflict, conflict between an individual and a group, and intergroup conflict.

As a function of management, public relations (PR) are an integral part of any management system – political institutions, industrial and commercial enterprises, self-government bodies, education, culture, healthcare, the army, public organizations, etc. PR includes:

1. Analysis of the state and choice of means of forming public opinion.
2. Planning PR campaigns.
3. Study of the possibilities and conditions of PR campaigns, using for this purpose the methods of scientific research: observation, description, analytical review of the press and statistical data, sociological research, etc.
4. Involvement of mass media in order to form public opinion.
5. Creating advertising, conducting propaganda and information events.
6. Advising all levels of management structures on strategic communications (awareness, the state of public opinion, the communicative situation, the conditions for PR campaigns, etc.)
7. Choice of means to achieve mutual understanding and mutual agreement between the interaction subjects – organizations and its members, between organizations, parties (both inside and outside, both horizontally and vertically)

A prerequisite for public relations activities is the observance of law and order, moral responsibility and a high level of professionalism.

#### **Exercise 4. Complete the following sentences:**

1. In practice business management is ... .
2. HR manager supervises people in the organization, ... .
3. Marketing manager is responsible for ... .
4. Production manager is involved with ... .
5. There are 5 kinds of tasks which are generic ... .
6. Operating management includes ... .
7. The subject of conflictology is conflicts ... .

**Exercise 5. Match the parts of the sentences:**

- |   |  |
|---|--|
| 1. "Management" has as many definitions                   | a. develops and maintains positive images, creates positive, clear and satisfying communications with customers            |
| 2. There are different types of management:               | b. top management, middle management and operating management or first level management                                    |
| 3. PR manager builds, maintains and protects reputations, | c. intrapersonal conflict, interpersonal conflict, conflict between an individual and a group, and intergroup conflict     |
| 4. There are three management levels in the organization: | d. as there are managers   |
| 5. Middle managers are responsible                        | e. analysis of the state and choice of means of forming public opinion   |
| 6. There are four main types of conflict:                 | f. human resources management, PR management, marketing management, financial management, production management and others |
| 7. PR includes:   | g. for major function or department  |

**Exercise 6. Match the words and their definitions:**

| Word                | Definition   |
|---------------------|--|
| 1. science          | a. a document showing a company's financial position and wealth at a particular time, often the last day of the financial year |
| 2. balance sheet    | b. the whole system of rules that people in a particular country or area must obey   |
| 3. income statement | c. the activity or business of advertising things on television, in newspapers   |
| 4. employee         | d. knowledge about the world, especially based on examining, testing, and proving facts  |

|                   |  |
|-------------------|--|
| 5. law            | e. someone who is paid to work for someone else  |
| 6. advertising    | f. a duty to be in charge of someone or something, so that you make decisions and can be blamed if something bad happens |
| 7. responsibility | g. a statement showing the amount of money earned and spent in a particular period of time by a company                  |

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

*a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

*b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. "Management" has 10 definitions.
2. There are different types of management.
3. HR manager builds, maintains and protects reputations.
4. PR manager is responsible for distribution of goods and services with the help of promotion and advertising.
5. Production manager is involved with the planning, coordination and control of manufacturing processes.
6. There are 5 kinds of tasks which are generic to all management jobs.
7. Middle management includes supervisors, foremen, etc.

**Exercise 8. Make up the plan of the text and retell it.**

**Exercise 9. Translate into English:**

1. Задача эффективного менеджера состоит в том, чтобы мотивировать людей выкладываться на все сто.
2. Я бы хотел изучать маркетинг, а также его компоненты – рекламу и продвижение.

3. Ты собираешься сделать карьеру в области управления персоналом?

4. PR-технологии позволяют создавать, поддерживать и защищать репутацию, а также формировать положительный имидж.

5. Нам потребуется около года, чтобы сформировать общественное мнение.

6. Какие виды конфликтов ты знаешь?

7. Функции управления включают планирование, организацию, координацию, направление и контроль.

8. Менеджеры первого уровня отвечают за повседневную деятельность группы сотрудников.

9. Трудно ли достичь взаимопонимания?

10. Как управленец, вы должны понимать причины возникновения, развития, эскалации, и способы разрешения конфликтов.

### **Exercise 10. Choose the correct variant:**

#### **Test 2**

1. Everybody in our company ... the positive image.

- a. maintains
- b. is maintain
- c. maintain
- d. are maintain

2. It is difficult to be a manager because you need ... .

- a. to make decisions
- b. to make coffee
- c. to translate different contracts
- d. to clean the office and wash the floor

3. Management has got ... levels.

- a. three
- b. the three
- c. an three
- d. a third

4. He .... in this company for 5 years.

- a. work
- b. working
- c. have worked
- d. has been working

5. There are four main types ... conflicts: intrapersonal, interpersonal, intergroup and a conflict between an individual and a group.

- a. about
- b. of
- c. with
- d. between

6. A ..... manager supervises people in the organization, hires, fires and recruits people.

- a. public relations
- b. marketing
- c. human resources
- d. production

7. .... are responsible for day-to-day activities of a group of employees.

- a. top managers
- b. first level managers
- c. middle managers
- d. department managers

### UNIT 3

#### THE EVOLUTION OF PUBLIC ADMINISTRATION

##### Read and learn the active vocabulary:

|                                 |  |
|---------------------------------|--|
| ancient                         | древний                                |
| enormous                        | огромный                               |
| government                      | правительство                          |
| trusted councilors and advisers | доверенные консультанты<br>и советники |
| day-to-day activities           | повседневная деятельность              |
| a judge                         | судья                                  |
| a tax collector                 | сборщик налогов                        |
| civil service                   | гражданская служба                     |
| transfer of power               | передача власти                        |
| health                          | здоровье                               |
| welfare                         | благополучие                           |
| defense                         | защита                                 |
| agriculture                     | сельское хозяйство                     |

|  |  |
|--|--|
| taxes  | налоги   |
| trade  | торговля   |
| transportation                                       | транспорт  |
| to rely on   | полагаться на  |
| to give the orders                                   | отдавать приказы   |
| to carry out   | выполнять, исполнять                                       |
| to organize public affairs                           | организовывать общественные дела                           |
| to report back                                       | отчитаться   |
| to employ  | нанимать   |
| to create a hierarchy                                | создать иерархию   |
| to examine candidates for civil service              | проверять кандидатов на государственную службу             |
| to prove practical skills and professional qualities | доказывать практические навыки и профессиональные качества |
| to lose the post                                     | потерять должность   |
| to be in charge of                                   | нести ответственность за                                   |
| to separate the civil service from politics          | отделить государственную службу от политики                |
| to introduce selection on merit                      | ввести отбор по заслугам                                   |
| to embrace the power                                 | принять силу   |

**Exercise 1. Read the international words and translate them:**

Administration, soldier, service, pyramid, engineering, project, pharaoh, civilization, structure, parliament, figure.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                  |                   |
|------------------|-------------------|
| 1. ancient       | a. link           |
| 2. sophisticated | b. responsibility |
| 3. centralized   | c. times          |
| 4. government    | d. service        |
| 5. important     | e. life           |
| 6. territorial   | f. administration |
| 7. civil         | g. factor         |
| 8. modern        | h. system         |
| 9. key           | i. department     |

### **Exercise 3. Read and translate the text:**

#### **Text**

### **THE EVOLUTION OF PUBLIC ADMINISTRATION**

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

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

Gradually, as civilization developed, governments began to employ specially trained people to carry out the tasks of government. The Romans developed a sophisticated system of administration under their empire. They created distinct administrative hierarchies for justice, military affairs, finance and taxation, foreign affairs, and internal affairs, each with its own principal officers of state. This elaborate administrative structure covered the entire empire. Officers reported back through their superiors to the emperor. This structure was later imitated by the Roman Catholic Church. After the fall of the Roman Empire in Western Europe in the 5<sup>th</sup> century, this sophisticated structure disappeared but many of its practices continued in the Byzantine Empire in the East. By the Middle Ages, there was some form of civil service in most countries of Europe.

The Chinese built up a centralized administration and a well-organized civil service which was undoubtedly the longest lasting in history and which ran the Chinese empire for 2,000 years. The Chinese came to the idea of examining candidates for civil service. Only one candidate out of every 100 was successful. A candidate for civil service position had to know the Chinese classics and to prove practical skills and professional qualities by different testing methods. Examination papers were copied by

clerks, examinees were identified by number only, and three examiners read each paper to ensure fairness in grading. Examination grades were decisive in admission to the civil service and in career promotion. The idea of civil service examinations was imitated by civil services in many other countries.

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

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

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

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

Apart from justice and treasury departments, which originated in old court offices, modern ministerial structures in Europe developed out of the



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

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

As governments became more complex, it became clear that civil servants must be properly qualified. Reforms were brought in to separate the civil service from politics, and to introduce selection on merit, through examinations open to all. Today, almost all civil servants are chosen in this way.

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

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

#### **Exercise 4. Complete the following sentences:**

1. Public administration has ... .
2. The Egyptian civil servants were responsible for ... .
3. Royal councils were powerful bodies of ... .

4. In France the distribution of territorial responsibilities among secretaries of state was even more complex until 1789, ... .

5. Reforms were brought in to separate the civil service from politics, and to introduce selection on merit, ... .

6. As modern life has become more and more complex, ... .

7. Organization and innovation are key factors in helping ... .

### **Exercise 5. Match the parts of the sentences:**

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

### **Exercise 6. Match the words and their definitions:**

- | <b>Word</b>   | <b>Definition</b>  |
|---------------|--|
| 1. government | a. a group of countries that are all controlled by one ruler or government           |
| 2. king       | b. the system of charging taxes  |
| 3. empire     | c. the group of people who govern a country or state                                 |
| 4. justice    | d. a new idea, method, or invention  |
| 5. taxation   | e. the system by which people are judged in courts of law and criminals are punished |

6. reform f. a man who rules a country because he is from a royal family
7. innovation g. a change or changes made to a system or organization in order to improve it

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

a) *The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) *Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

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

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

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

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

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

6. Public administration is an ever evolving area.

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

**Exercise 8. Make up the plan of the text and retell it.**

**Exercise 9. Translate into English:**

1. Государственное управление имеет древние корни.

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

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

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

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

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

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

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

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

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

### **Exercise 10. Choose the correct variant:**

#### **Test 3**

1. Public administration ... ancient origins.

- a. haves
- b. has
- c. does
- d. is

2. The Egyptian pharaoh ... the orders in ancient times.

- a. gave
- b. give
- c. was give
- d. did gave

3. The Romans developed a sophisticated system of administration under their ... .

- a. office
- b. monarchy
- c. empire
- d. kingdom

4. The idea of civil service examinations was imitated ... civil services in many other countries.
- by
  - in
  - with
  - at
5. In medieval times, civil servants depended ... the king.
- on
  - in
  - at
  - between
6. Great pyramids were built in ... .
- Rome
  - Egypt
  - Babylon
  - Greece
7. The fall of the Roman Empire in Western Europe took place in the ... century.
- sixth
  - seventh
  - ninth
  - fifth

## UNIT 4

### THE STATE STRUCTURE OF THE RUSSIAN FEDERATION

#### Read and learn the active vocabulary:

|   |  |
|---|--|
| a democratic federal rule-of-law state  | демократическое федеральное правовое государство |
| a republican form of government         | республиканская форма правления                  |
| a republic                              | республика                                       |
| a territory                             | край   |
| a region                                | регион, область                                  |
| a city of federal significance          | город федерального значения                      |
| the ideological and political diversity | идеологическое и политическое разнообразие       |

|  |   |
|--|---|
| a multiparty system  | многопартийная система  |
| a secular state  | светское государство  |
| an official language   | государственный язык  |
| the basic law  | основной закон  |
| legislation  | законодательство  |
| a subject  | субъект   |
| legislative authorities  | законодательные органы  |
| executive authorities  | органы исполнительной власти                                  |
| judicial authorities   | судебные органы   |
| independent  | независимый   |
| A military doctrine  | военная доктрина  |
| the guarantor of the Constitution                                | гарант Конституции  |
| to be separated  | быть отделенным   |
| to establish official languages                                  | установить официальные языки                                  |
| to contradict  | противоречить   |
| to ensure  | гарантировать, обеспечивать                                   |
| to coordinate  | координировать  |
| to define the main directions of the domestic and foreign policy | определять основные направления внутренней и внешней политики |
| to dismiss   | уволить   |
| to adopt the law   | принимать закон   |
| to develop and submit the federal budget                         | разработать и представить федеральный бюджет                  |
| to provide   | обеспечивать  |
| to manage federal property                                       | управлять федеральной собственностью                          |
| to implement measures  | осуществлять меры   |

**Exercise 1. Read the international words and translate them:**

Republic, territory, region, system, religion, association, constitution, guarantor, formation, doctrine, assembly.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |               |          |
|---------------|----------|
| 1. republican | a. state |
| 2. autonomous | b. form  |
| 3. equal      | c. power |

4. multiparty
5. secular
6. official
7. state
8. judicial
9. legislative

- d. body
- e. subject
- f. power
- g. region
- h. language
- i. system

### **Exercise 3. Read and translate the text:**

#### **Text**

### **THE STATE STRUCTURE OF THE RUSSIAN FEDERATION**

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

Russia recognizes ideological and political diversity, multiparty system.

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

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

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

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

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

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

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

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

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

Judicial power in the Russian Federation is exercised by courts.

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

The main powers of the President of Russia include:

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

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

- appointment of judges of all other federal courts;

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

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

- approval of the country's military doctrine;

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

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

- introduction of draft laws to the State Duma;

- signing and publication of federal laws;

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

- the exercise of clemency.

### **The Federal Assembly**

The Federal Assembly – the Parliament of the Russian Federation is the highest representative and legislative body of the country. The Federal Assembly consists of two chambers – the Federation Council (upper house) and the State Duma (lower house).



Draft federal laws are first submitted to the State Duma. The federal law adopted in the State Duma is submitted to the Federation Council for consideration. After the approval of the federal law by the Federation Council, it is considered to be finally adopted.

### **The Federation Council**

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

The jurisdiction of the Federation Council includes:

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

### **The State Duma**

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

The State Duma is responsible for:

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

## **Government of the Russian Federation**

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

The Government:

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

### **Exercise 4. Complete the following sentences:**

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

### **Exercise 5. Match the parts of the sentences:**

- |   |  |
|---|--|
| 1. The Russian Federation (RF) is a democratic federal rule-of-law state                            | a. is Russian.   |
| 2. Russia recognizes ideological and  | b. 24 republics, 9 territories, 48 oblasts, 3 federal cities, 1 autonomous region, 4 autonomous districts. |
| 3. The official language of the Russian Federation throughout its territory                         | c. with a republican form of government.   |
| 4. The basic law of Russia is   | d. political diversity, multiparty system.   |
| 5. The following constituent entities of the Russian Federation are part of the Russian Federation: | e. its Constitution.   |

6. The Head of State is the President of the Russian Federation,      f. one from the representative and executive bodies of state power.
7. The Federation Council consists of two representatives from each subject of the Russian Federation –      g. who ensures the coordinated functioning and interaction of all state authorities.

**Exercise 6. Match the words and their definitions:**

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

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

a) *The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) *Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. The Russian Federation is a secular state.
2. The following constituent entities of the Russian Federation are part of the Russian Federation: 25 republics, 19 territories, 46 oblasts, 5 federal cities, 1 autonomous region, 4 autonomous districts.

3. State power in the Russian Federation is exercised on the basis of the division into legislative, executive and judicial.

4. The highest legislative body of the country is the State Duma of the Russian Federation.

5. The President of Russia is elected for five years.

6. The Federation Council consists of three representatives from each subject of the Russian Federation.

7. The State Duma consists of 450 deputies.

### **Exercise 8. Make up the plan of the text and retell it.**

### **Exercise 9. Translate into English:**

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

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

3. Имеют ли республики право устанавливать свои официальные языки?

4. Каков основной закон Российской Федерации?

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

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

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

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

9. Кто управляет федеральной собственностью?

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

### **Exercise 10. Choose the correct variant:**

#### **Test 4**

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

a. are

b. is

c. does

d. has

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

## UNIT 5

### THE SYSTEM OF PUBLIC ADMINISTRATION OF FOREIGN COUNTRIES

#### Read and learn the active vocabulary:

|  |   |
|--|---|
| interaction                                    | взаимодействие                                    |
| local and state authorities                    | местные и государственные органы власти           |
| free management                                | свободное управление                              |
| rigid centralization of management             | жесткая централизация управления                  |
| a presidential republic                        | президентская республика                          |
| a colony                                       | колония   |
| a structure                                    | структура   |
| a parliamentary republic                       | парламентская республика                          |
| a unitary state with a constitutional monarchy | унитарное государство с конституционной монархией |
| a presidential-parliamentary form              | президентско-парламентская форма                  |
| local self-government bodies                   | органы местного самоуправления                    |
| democracy                                      | демократия  |
| authoritarianism                               | авторитаризм                                      |
| totalitarianism                                | тоталитаризм                                      |
| dictatorship                                   | диктатура   |
| genocide                                       | геноцид   |
| apartheid                                      | апартеид  |
| a local level                                  | местный уровень                                   |
| decentralized                                  | децентрализованный                                |
| vividly  | ярко  |
| to form the model                              | сформировать модель                               |
| to strive for                                  | стремиться к                                      |
| to regulate the activities                     | регулировать деятельность                         |
| to belong to                                   | принадлежать                                      |
| to be limited by                               | быть ограниченным                                 |
| to be elected                                  | быть избранным                                    |

### **Exercise 1. Read the international words and translate them:**

Administration, result, arena, model, management, republic, system, structure, variant, colony, decentralization, monarchy.

### **Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                   |                   |
|-------------------|-------------------|
| 1. public         | a. economy        |
| 2. constitutional | b. variant        |
| 3. state          | c. administration |
| 4. land           | d. community      |
| 5. local          | e. country        |
| 6. federal        | f. monarchy       |
| 7. optimal        | g. population     |
| 8. world          | h. form           |
| 9. foreign        | i. power          |

### **Exercise 3. Read and translate the text:**

#### **Text**

#### **THE SYSTEM OF PUBLIC ADMINISTRATION OF FOREIGN COUNTRIES**

In Western countries, the system of public administration was formed in the XIX century. In each country, the interaction between local and state authorities has developed differently. As a result, the world arena is represented by a variety of models of public administration. Different countries have formed models of public administration, ranging from the free management of individual entities and small territories to the rigid centralization of management. The world community has always strived for an average, optimal variant of public administration. The processes of formation of state power in unitary states (France, Great Britain) and in federal states (Germany, USA) are most vividly presented.

Public administration in the United States is represented by the presidential republic. The state system was created as a decentralized one, in which the colonies were independent and independent. In the USA, it was finally formed in the XVII–XVIII centuries. The structure of the US state system consists of 50 states and 82 thousand local governments, consisting

of counties, municipalities, school and special districts. Each state has its own constitution, powers and structure. Local authorities are subordinated to the states and can manage the budget.

Germany is represented by a parliamentary republic of public administration, which is characterized by the decentralization of state power and the absence of official local self-government bodies. The entire territory is represented by lands headed by representative presidents with broad powers. The lands unite cities and districts. Each land has the right to its own constitution, which regulates the activities of the land population. Local authorities (they are not specified in the Federal Law of Germany) are created on the basis of structural federal laws.

Great Britain is a unitary state with a constitutional monarchy. The main difference of this system is the late formation of the Department for Local Government Issues. Until 1871, there were no authorized representatives of local self-government in the UK. After that, the local economy was transferred to the Ministry of Local Self-Government.

In France, public administration is represented by a presidential-parliamentary form. In the process of reforms, local disparate governance is being replaced by centralized governance. The principle of electability of executive authorities was restored in 1938 at the local level (in communes), then in departments, which led the state administration to decentralization.

| The state system of the countries of the world (forms)   | Types | Examples of countries   |
|--|-------|---|
| <b>1. Territorial and state structure</b>  |       |   |
| <b>A federal form</b> is a form of government in which parts of a federal state are state entities with independence.  |       | Russia, the USA, Canada, Brazil, Australia, Argentina, India, Germany |
| <b>A unitary form</b> is a form of territorial organization in which its parts are administrative-territorial units and do not have the status of a state entity. There are unified supreme state authorities for the country, a single constitution, a single legal system. |       | Poland, Belarus, France, Mongolia, Chile, Denmark (most states)       |



| <b>2. Form of government</b>  |   |                                      |
|---|---|--------------------------------------|
| <p><b>A republic</b> is a form of government in which all the highest State authorities are either elected or formed by national representative institutions (for example, parliaments), and citizens have personal and political rights.</p> | <p><b>Presidential</b> - broad powers of the president, the president himself heads the government.</p> | <p>USA, Argentina, Iran, Brazil</p>  |
|   | <p><b>Parliamentary</b> - the head of state is actually the head of parliament.</p>                     | <p>Germany, Italy, India, Israel</p> |
| <p><b>Monarchy</b> is a form of government in which the supreme state power partially or completely belongs to one person – the monarch.</p>  | <p><b>Constitutional</b> - the power of the monarch is limited by the Constitution or parliament.</p>   | <p>Belgium, Norway, Thailand</p>     |
|   | <p><b>Absolute</b> - the power of the monarch is relatively unlimited.</p>                              | <p>Saudi Arabia</p>                  |
| <p><b>3. State regime</b><br/>The main forms of the regime: democracy, authoritarianism, totalitarianism, dictatorship, genocide, apartheid</p>   |   |                                      |

**Exercise 4. Complete the following sentences:**

1. In Western countries, the system of public administration was formed ... .
2. The world community has always strived for ... .
3. Public administration in the United States is represented by ... .
4. Germany is represented by ... .

5. Local authorities are created ... .
6. Great Britain is a unitary state ... .
7. In France, public administration is represented by ... .

**Exercise 5. Match the parts of the sentences:**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. In each country, the interaction between local and state authorities</li> <li>2. The processes of formation of state power in unitary states (France, Great Britain)</li> <li>3. In the USA, it was finally formed</li> <li>4. The entire territory is represented</li> <li>5. Until 1871, there were no authorized representatives</li> <li>6. In the process of reforms, local disparate governance is being replaced</li> <li>7. A federal form is a form</li> </ol> | <ol style="list-style-type: none"> <li>a. by lands headed by representative presidents with broad powers.</li> <li>b. by centralized governance.</li> <li>c. of government in which parts of a federal state are state entities with independence.</li> <li>d. has developed differently.</li> <li>e. and in federal states (Germany, USA) are most vividly presented.</li> <li>f. of local self-government in the UK.</li> <li>g. in the XVII–XVIII centuries.</li> </ol> |
|---|--|

**Exercise 6. Match the words and their definitions.**

| <b>Word</b>     | <b>Definition</b>   |
|-----------------|---|
| 1. democracy    | a. the former political and social system in South Africa, in which only white people had full political rights and people of other races, especially black people, were forced to go to separate schools, live in separate areas etc |
| 2. colony       | b. government by a ruler who has complete power   |
| 3. monarchy     | c. the deliberate murder of a whole group or race of people   |
| 4. apartheid    | d. a system of government in which every citizen in the country can vote to elect its government officials  |
| 5. dictatorship | e. the system in which a country is ruled by a king or queen  |

- |                    |   |
|--------------------|---|
| 6. genocide        | f. based on a political system in which ordinary people have no power and are completely controlled by the government |
| 7. totalitarianism | g. a country or area that is under the political control of a more powerful country, usually one that is far away     |

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

*a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

*b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. In Western countries, the system of public administration was formed in the XX century.

2. Public administration in the United States is represented by the presidential republic.

3. The structure of the US state system consists of 30 states and 102 thousand local governments, consisting of counties, municipalities, school and special districts.

4. Germany is represented by a parliamentary republic of public administration.

5. The entire territory in Germany is represented by lands headed by representative presidents with broad powers.

6. Great Britain is a unitary state with a constitutional monarchy.

7. In France, public administration is represented by the presidential republic.

**Exercise 8. Make up the plan of the text and retell it.**

**Exercise 9. Translate into English:**

1. Множество моделей государственного управления представлено на мировой арене.

2. Государственное управление в Соединенных Штатах представлено президентской республикой.

3. Гарантировано, что каждый штат имеет свою собственную конституцию, полномочия и структуру.

4. Парламентская республика характеризуется децентрализацией государственной власти и отсутствием официальных органов местного самоуправления.

5. Может ли земля в составе Германии иметь право на свою собственную конституцию?

6. Великобритания – унитарное государство с конституционной монархией.

7. Местные власти подчинены штатам и могут управлять бюджетом.

8. Мировое сообщество всегда стремилось к среднему, оптимальному варианту государственного управления.

9. Унитарная форма – это форма территориальной организации, при которой ее части являются административно-территориальными единицами и не имеют статуса государственного образования.

10. Монархия – это форма правления, при которой высшая государственная власть принадлежит одному лицу – монарху.

### **Exercise 10. Choose the correct variant:**

#### **Test 5**

1. In Western countries, the system of public administration ... in the XIX century.

- a. is formed
- b. was formed
- c. formed
- d. was form

2. Public administration in the United States ... by the presidential republic.

- a. is represent
- b. is represents
- c. is represented
- d. represented

3. The structure of the US state system consists of ... states.

- a. sixty
- b. seventy

- c. forty
- d. fifty
- 4. In ... the entire territory is represented by lands headed by representative presidents with broad powers.
  - a. Germany
  - b. Great Britain
  - c. the USA
  - d. France
- 5. ... is a unitary state with a constitutional monarchy.
  - a. Germany
  - b. Great Britain
  - c. the USA
  - d. France
- 6. Each state ... its own constitution, powers and structure.
  - a. does
  - b. have
  - c. has
  - d. is
- 7. The Great French bourgeois Revolution ... in 1792 and led to the destruction of the old order and absolute monarchy in the country.
  - a. take place
  - b. took place
  - c. takes place
  - d. is take place

## UNIT 6

### FUNDAMENTALS OF ECONOMICS

#### Read and learn the active vocabulary:

|                                 |                                |
|---------------------------------|--------------------------------|
| economics                       | экономика                      |
| society                         | общество                       |
| material and spiritual benefits | материальные и духовные блага  |
| ever-growing needs              | постоянно растущие потребности |
| production                      | производство                   |
| sale                            | продажа                        |
| distribution                    | сбыт, распределение            |

|  |   |
|--|---|
| consumption                            | потребление                             |
| limited resources                      | ограниченные ресурсы                    |
| resource allocation                    | распределение ресурсов                  |
| benefits                               | льготы                                  |
| capital                                | капитал                                 |
| agriculture                            | сельское хозяйство                      |
| industrial revolution                  | промышленная революция                  |
| animal husbandry                       | животноводство                          |
| gross domestic product                 | валовой внутренний продукт              |
| life expectancy                        | ожидаемая продолжительность жизни       |
| quality of medical care                | качество медицинской помощи             |
| level of education                     | уровень образования                     |
| shorter working hours                  | более короткое рабочее время            |
| cognitive                              | когнитивный                             |
| practical                              | практический                            |
| predictive                             | прогностический                         |
| ideological                            | идеологический                          |
| critical                               | критический                             |
| theoretical                            | теоретический                           |
| to discover                            | открывать                               |
| to develop                             | развивать                               |
| to create                              | создавать                               |
| to find new directions                 | находить новые направления              |
| to provide                             | обеспечивать                            |
| to meet the needs of a person          | удовлетворять потребности человека      |
| to support and develop a person's life | поддерживать и развивать жизнь человека |
| to depend on                           | зависеть от                             |
| to receive the profit                  | получать прибыль                        |

**Exercise 1. Read the international words and translate them:**

Economics, economy, management, problem, resource, function, farming, principle, method, capital, category.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                           |               |
|---------------------------|---------------|
| 1. material and spiritual | a. revolution |
| 2. main                   | b. system     |
| 3. constant               | c. benefits   |
| 4. final                  | d. economy    |
| 5. industrial             | e. problem    |
| 6. industrial             | f. economy    |
| 7. economic               | g. stage      |
| 8. market                 | h. growth     |
| 9. mixed                  | i. society    |

**Exercise 3. Read and translate the text:**

### **Text**

## **FUNDAMENTALS OF ECONOMICS**

The term "economics" is divided into two meanings:

Economics as an economy is a management system that provides society with material and spiritual benefits.

Economics is a science that studies ways to meet the ever-growing needs of society in conditions of limited resources.

In short, economics is a system that covers the production, sale, distribution, and consumption of goods and services. The main problem of the economy is the limited resources available to us and the constant growth of people's needs.

Functions of the economic theory are:

- cognitive – it discovers new principles and methods in the process of science development;
- practical – it develops existing approaches to farming, searches for solutions to important problems;
- predictive – it creates various models of the development of the economy of the state and the world or a separate economic entity;
- world-view forming – in the process of studying economics, a person learns new facets of the surrounding world, patterns of processes;

- methodological – it reflects the ability of science to create new concepts and theories;
- ideological – it forms a model of worldview in the process of studying science;
- critical – it sets questions any phenomena to create new theories;
- theoretical – the science is constantly evolving to find new directions.

There are two levels of economy: macroeconomics studies the behavior of the general economy of the state and the world, as well as market systems; microeconomics studies the behavior of individual consumers and businesses.

The main issues of the economy:

*What to produce?*

*How to produce?*

*For whom to produce?*

### **Basic concepts of economics**

**Production** is the process of making a material good with the help of factors of production, which has a certain value in given circumstances.

**Resource allocation** is the provision of limited resources to various subjects of production activity. If we are talking about the distribution of profits, then it means the transfer of the finished product or monetary equivalent to the co-owners of the enterprise.

**Consumption** is the final stage of the product or service cycle, their use to meet the needs of a person.

**A need** is a necessity for something to support and develop a person's life and society as a whole. Satisfaction of needs is the main motive for the implementation of economic activity.

**Benefits** are the means by which needs can be met. The categories of benefits are:

*Economic benefits* are limited means that are necessary to meet the needs of people. In order to acquire economic benefits, we have to give up other benefits. To create them, certain costs are needed.

*Free benefits* are goods that exist in open unrestricted access. For example, sunlight, air, water in the river.

**Capital** is a set of human-created production resources. There are two types of capital:



*Physical capital* is presented by the equipment, buildings, tools, highways, that is, everything that really relates to the production or transportation process.

*Financial capital* is securities or money that is used as part of the production process, that is, for enrichment.

### **Economic history**

In primitive society, the level of economic development was low, namely on the verge of physical survival. At first, primitive people hunted and were engaged in gathering, but as a result of the Neolithic revolution, agriculture and animal husbandry appeared. The development of society led to the division of labor and social inequality, social strata and the state appeared, and later – slavery.

Gradually, commodity exchange developed which appeared in the form of natural exchange, and then turned into trade with the help of money. In the Ancient World and the Middle Ages, subsistence farming prevailed.

At the end of the XV century, the era of Great Geographical Discoveries began, which led to the formation of the world economy and the era of initial accumulation.

In the last quarter of the XVIII century, the industrial revolution began, which led the population to work in the field of industry. Capitalism became the predominant social system – this was the process of transition from a traditional society to a modern one, from an agrarian to an industrial society.

In the XX century, an administrative-command economy was formed in some countries. In other countries, a market economy developed. In the second half of the XX century, the scientific and technological revolution began, as a result of which industrial society began to turn into a post-industrial one.

### **Types of economics**

The type of economic system of a country depends on how resources are distributed in it. There are four types of economic systems.

#### *Traditional type of economics*

The oldest type of economy in the world is the traditional economy, according to which some countries still operate. Basically, these are the countries of the world in which agriculture prevails. With this type of system, the state economy spends more than it receives.

### *Command type of economics*

The command economic system is also called centralized or command-planned. Such an economy was the basis for communist philosophy. It works like this: the state has an economic development plan, according to which industries produce goods and services. This plan dictates what to produce, in what volumes and at what price to sell. So, for example, it was in the USSR.

### *Market type of economics*

The market economy is also called free, since firms and households act in their own interests. This type of economy is the opposite of a command economy, when the central government receives the profit.

In a pure market economy, there is no state intervention; the government is separated from the market. In fact, this is not always the case: there is not a single type of market economy in its pure form in the world.

### *Mixed type of economics*

A mixed economy is a combination of different types of economic systems, most often a market economy and a command economy. Most often, the market is free from government regulation, except for several key industries: transport, defense and railway.

**Economic growth** is a long-term trend. Short-term fluctuations in the framework of the theory of economic growth are not studied; they belong to the theory of business cycles.

Unlike economic development, economic growth is a quantitative indicator. The volume of output of goods and services is usually understood as real GDP.

**Gross domestic product (GDP)** is the market value of all goods and services produced in a country that are intended for consumption and not for the production of other goods or services. GDP can be calculated as the total income of citizens, companies and the state for a certain period.

Economic growth is closely related to the growth of general well-being: life expectancy, quality of medical care, level of education, shorter working hours and other factors.

**Three figures have made a significant contribution to the development of economic theory:**

Adam Smith (1723-1790),

Karl Marx (1818-1883),

John Maynard Keynes (1883-1946).

#### **Exercise 4. Complete the following sentences:**

1. Economics as an economy is a management system ... .
2. In short, economics is a system that covers ... .
3. Production is the process of making ... .
4. Consumption is the final stage of the product ... .
5. Benefits are the means by ... .
6. Physical capital is presented by ... .
7. The type of economic system of a country depends on ... .

#### **Exercise 5. Match the parts of the sentences:**

- |   |   |
|---|---|
| 1. Economics is a science.  | a. as part of the production process, that is, for enrichment.                                    |
| 2. The main problem of the economy is the limited resources available to us | b. in some countries.   |
| 3. A need is a necessity for something                                      | c. that studies ways to meet the ever-growing needs of society in conditions of limited resources |
| 4. Financial capital is securities or money that is used                    | d. centralized or command-planned.  |
| 5. In the XX century, an administrative-command economy was formed          | e. to support and develop a person's life and society as a whole.                                 |
| 6. The oldest type of economy in the world is the traditional economy,      | f. and the constant growth of people's needs.   |
| 7. The command economic system is also called                               | g. according to which some countries still operate.   |

#### **Exercise 6. Match the words and their definitions:**

- | <b>Word</b>     | <b>Definition</b>  |
|-----------------|--|
| 1. sale         | a. the official system for providing something, especially something that everyone in a country needs to have, or the official organization that provides it |
| 2. distribution | b. an idea of how something is, or how some-   |

- |            |  |
|------------|--|
| 3. growth  | thing should be done<br>c. when you sell something or a period of time when shops sell their goods at lower prices than usual                        |
| 4. goods   | d. an idea or set of ideas that is intended to explain something about life or the world, especially an idea that has not yet been proved to be true |
| 5. service | e. the act of sharing things among a large group of people in a planned way  |
| 6. concept | f. things that are produced in order to be sold  |
| 7. theory  | g. an increase in amount, number, or size  |

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

*a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

*b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. Economics as an economy is a management system that provides society with material and spiritual benefits.

2. There are two levels of economy: macroeconomics and microeconomics.

3. Macroeconomics studies the behavior of individual consumers and businesses.

4. Resource allocation is the process of making a material good with the help of factors of production, which has a certain value in given circumstances.

5. The categories of benefits are: economic benefits free benefits.

6. There are five types of economic systems.

7. GDP can be calculated as the total income of citizens, companies and the state for a certain period.

**Exercise 8. Make up the plan of the text and retell it.**

## **Exercise 9. Translate into English:**

1. Сколько значений имеет термин «экономика»?
2. Экономика обеспечивает общество материальными и духовными благами.
3. Основная проблема экономики заключается в ограниченности имеющихся ресурсов и постоянном росте потребностей людей.
4. Методологическая функция экономики отражает способность науки создавать новые концепции и теории.
5. Общеизвестно, что макроэкономика изучает поведение общей экономики государства и мира, а также рыночных систем.
6. Современное общество часто называют «обществом потребления».
7. Потребление – это заключительный этап цикла продукта или услуги, их использование для удовлетворения потребностей человека.
8. Удовлетворение потребностей должно являться основным мотивом осуществления экономической деятельности любого государства.
9. Ученые называют командную экономическую систему централизованной или командно-планируемой.
10. Валовой внутренний продукт (ВВП) – это рыночная стоимость всех товаров и услуг, произведенных в стране, которые предназначены для потребления, а не для производства других товаров или услуг.

## **Exercise 10. Choose the correct variant:**

### **Test 6**

1. In short, economics is a system that covers the production, sale, distribution, and consumption of ... .
  - a. food and wood.
  - b. goods and services.
  - c. oil and gas.
  - d. money and credits.
2. The ... function of economics discovers new principles and methods in the process of science development.
  - a. cognitive
  - b. ideological
  - c. practical
  - d. critical

3. The ... function of economics forms a model of worldview in the process of studying science.
- cognitive
  - ideological
  - practical
  - critical
4. Benefits are the means by which needs can ... .
- meets
  - be meet
  - be met
  - is met
5. The main problem of the economy is the ... resources available to us.
- limited
  - limit
  - limits
  - limitation
6. What ... the basic issues of the economy?
- do
  - are
  - has
  - is
7. There are two types of capital: ... and ... .
- external and internal
  - limited and unlimited
  - physical and financial
  - extended and developed

## UNIT 7

### E-GOVERNMENT

#### Read and learn the active vocabulary:

|   |   |
|---|---|
| e-government  | электронное правительство   |
| an interaction  | взаимодействие  |
| an electronic document management system              | система электронного документооборота                               |
| information technologies                              | информационные технологии   |
| a nationwide distributed public administration system | общенациональная распределенная система государственного управления |
| optimization  | оптимизация   |

|                               |                                 |
|-------------------------------|---------------------------------|
| support                       | поддержка                       |
| democracy                     | демократия                      |
| responsibility                | ответственность                 |
| a fundamental change          | фундаментальное изменение       |
| the Social Insurance Fund     | Фонд социального страхования    |
| the Pension Fund              | Пенсионный фонд                 |
| the Federal Migration Service | Федеральная миграционная служба |
| an advocacy                   | адвокатура                      |
| a notary                      | нотариат                        |
| legal proceedings             | судопроизводство                |
| a budget                      | бюджет                          |
| finance                       | финансы                         |
| taxes                         | налоги                          |
| housing and communal services | жилищно-коммунальное хозяйство  |
| the active use                | активное использование          |
| to provide the information    | предоставлять информацию        |
| to ensure services            | обеспечивать услуги             |
| to improve the efficiency     | повышать эффективность          |
| to reduce the costs           | сократить затраты               |
| to reduce the impact          | уменьшить воздействие           |
| to be in demand               | быть востребованным             |
| to define                     | определять                      |
| to distinguish                | различать                       |

**Exercise 1. Read the international words and translate them:**

Information, automation, process, administration, efficiency, document, agency, communication, optimization, qualification, company.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                |                  |
|----------------|------------------|
| 1. public      | a. technology    |
| 2. personal    | b. networks      |
| 3. information | c. service       |
| 4. social      | d. goal          |
| 5. fundamental | e. communication |
| 6. traditional | f. forms         |
| 7. social      | g. interaction   |
| 8. main        | h. change        |
| 9. various     | i. government    |

### **Exercise 3. Read and translate the text:**

#### **Text**

#### **E-GOVERNMENT**

E-Government is a way of providing information and ensuring an already formed set of public services to citizens, businesses, other branches of government and government officials, in which personal interaction between the state and the applicant is minimized and information technologies are used as much as possible.

E-government is an electronic document management system of public administration based on the automation of the entire set of management processes across the country and serving the purpose of significantly improving the efficiency of public administration and reducing the costs of social communications for each member of society. The creation of e-government involves the construction of a nationwide distributed public administration system that implements the solution of a full range of tasks related to the management of documents and their processing processes.

The tasks of e-government are:

- the creation of new forms of interaction between government agencies;
- the optimization of the provision of government services to the public and business;
- the support and expansion of citizens' self-service opportunities;
- the growth of technological awareness and qualifications of citizens;
- increasing the degree of participation of all voters in the processes of leadership and governance of the country;
- reducing the impact of the geographical location factor.

E-government provides:

- efficient and less costly administration;
- a fundamental change in the relationship between society and the government;
- improving democracy and increasing the responsibility of the authorities to the people.

In the context of the development of information and communication technologies, all spheres of activity of state bodies in electronic form are in



demand by citizens and organizations of various forms of ownership. The relevance of this direction is emphasized by the dynamism of the development of such areas as social (Social Insurance Funds, Pension Fund, Federal Migration Service), legal (advocacy, notary, legal proceedings), economic (budget, finance, taxes), cultural (science, education), medical, municipal (housing and communal services), etc.

The purpose of e-government is as follows. E-government is not a supplement or analogue of traditional government, but only defines a new way of interaction based on the active use of information and communication technologies (ICT) in order to improve the efficiency of public services.

Levels of e-government interaction are as follows.

Here we can distinguish the following levels of interaction of the above-mentioned parties: C2B (customer-to-business) – between citizens and private companies; B2B (business-to-business) – between private companies; G2C (Government-to-citizen) – between public services (at the level of government, departments and regions) and citizens; G2B (Government-to-business) – between the state and private companies; G2G (Government-to-government) – between public authorities. E-government provides automation of interaction at the G2C, G2B and G2G levels.

In the future, e-government – “one window” will become more relevant than today. This trend will be a consequence of the development of social networks web 2.0. These technologies significantly expand the possibilities of political communication and allow achieving new forms of integration between government, business and citizens.

The most popular platform of e-government in Russia is gosuslugi.ru.

#### **Exercise 4. Complete the following sentences:**

1. E-Government is a way of providing information and ensuring an already formed set of public services to citizens, ... .

2. The creation of e-government involves the construction of a nationwide distributed public administration system ... .

3. In the context of the development of information and communication technologies, ... .

4. E-government is not a supplement or analogue of traditional government, ... .

5. In the future, e-government “one window” will become ... .

6. These technologies significantly expand the possibilities of political communication ... .

7. The most popular platform of e-government in Russia is ... .

**Exercise 5. Match the parts of the sentences:**

- |   |  |
|---|--|
| 1. E-Government is a way of providing information and ensuring an already formed set of public services to citizens, businesses, other branches of government and government officials, | a. but only defines a new way of interaction based on the active use of information and communication technologies (ICT) in order to improve the efficiency of public services.              |
| 2. E-government is an electronic document management system of public administration based on the automation of the entire set of management processes                                  | b. in which personal interaction between the state and the applicant is minimized and information technologies are used as much as possible.   |
| 3. The creation of e-government involves the construction of a nationwide distributed public administration system  | c. more relevant than today.   |
| 4. In the context of the development of information and communication technologies,   | d. across the country and serving the purpose of significantly improving the efficiency of public administration and reducing the costs of social communications for each member of society. |
| 5. E-government is not a supplement or analogue of traditional government,  | e. gosuslugi.ru.   |
| 6. In the future, e-government “one window” will become   | f. all spheres of activity of state bodies in electronic form are in demand by citizens and organizations of various forms of ownership.   |
| 7. The most popular platform of e-government in Russia is   | g. that implements the solution of a full range of tasks related to the management of documents and their processing processes.  |

## Exercise 6. Match the words and their definitions:

| Word            | Definition  |
|-----------------|---|
| 1. advocacy     | a. the process of teaching and learning, usually at school, college, or university  |
| 2. notary       | b. an amount of money that you must pay to the government according to your income, property, goods etc. and that is used to pay for public services                        |
| 3. education    | c. is the use of technological communications devices, such as computers and the Internet, to provide public services to citizens and other persons in a country or region. |
| 4. science      | d. public support for a course of action or way of doing things   |
| 5. tax          | e. someone who buys goods or services from a shop, company etc.   |
| 6. e-government | f. someone, especially a lawyer, who has the legal power to make a signed statement or document official  |
| 7. customer     | g. knowledge about the world, especially based on examining, testing, and proving facts   |

## Exercise 7. Agree or disagree with the following sentences according to the information from the text:

### Model:

a) *The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) *Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. E-Government is more convenient for citizens.
2. E-Government doesn't have future.
3. The purpose of e-government is to increase personal interaction between the state and the applicant.
4. E-government is an electronic document management system of public administration.

5. The creation of e-government involves the construction of a nationwide distributed public administration system.

6. The e-government has the following main goal to intensify the impact of the geographical location factor.

7. In the future, e-government “one window” will become more relevant than today.

### **Exercise 8. Make up the plan of the text and retell it.**

### **Exercise 9. Translate into English:**

1. Электронное правительство предоставляет информацию и обеспечивает набор государственных услуг гражданам, бизнесу и властям.

2. Электронное правительство – это система электронного документооборота государственного управления.

3. Для функционирования электронного правительства построена общенациональная система государственного управления, которая решает полный спектр задач, связанных с управлением документами и процессами их обработки.

4. Одна из задач электронного правительства – поддержка и расширение возможностей самообслуживания граждан.

5. Очевидно, что электронное правительство обеспечивает эффективное и менее затратное администрирование.

6. Период пандемии и развитие информационно-коммуникационных технологий способствовали оказанию услуг в электронном виде.

7. Какой самый известный портал по оказанию государственных услуг в электронном виде в России?

8. Электронное правительство должно основываться на активном использовании информационно-коммуникационных технологий и повышать эффективность государственных услуг.

9. Какие уровни взаимодействия электронного правительства вы знаете?

10. На портале государственных услуг можно записаться к врачу, получить загранпаспорт, записать ребенка в детский сад, проверить и оплатить штрафы или судебную задолженность.

## Exercise 10. Choose the correct variant:

### Test 7

1. E-Government is a way of ... information.
  - a. provide
  - b. provides
  - c. providing
  - d. to provide
2. The creation of e-government ... the construction of a nationwide distributed public administration system.
  - a. involves
  - b. is involve
  - c. does involves
  - d. involve
3. The task of e-government is the creation of new forms of interaction between government agencies, ... ?
  - a. doesn't it?
  - b. hasn't it?
  - c. wasn't it?
  - d. isn't it?
4. Let's ... citizens' self-service opportunities!
  - a. support
  - b. to support
  - c. supporting
  - d. supports
5. E-government provides a fundamental change in the relationship ... society and the government.
  - a. about
  - b. between
  - c. instead of
  - d. because
6. In the context of the ICT ... , all spheres of activity of state bodies in electronic form are in demand.
  - a. develop
  - b. developed
  - c. development
  - d. to develop
7. In the future, e-government – ... will become more relevant than today.
  - a. "one window"
  - b. "two windows"
  - c. "first window"
  - d. "second window"

## UNIT 8

### STATE AND MUNICIPAL FINANCES

#### Read and learn the active vocabulary:

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| state finances                        | государственные финансы             |
| a lever                               | рычаг                               |
| production                            | производство                        |
| distribution                          | сбыт, распределение                 |
| public finance system                 | система государственных финансов    |
| monetary relations                    | денежные отношения                  |
| a state loan                          | государственный заем                |
| a borrower                            | заемщик                             |
| a lender                              | кредитор                            |
| a guarantor                           | гарант                              |
| state revenues                        | государственные доходы              |
| extra-budgetary funds                 | внебюджетные фонды                  |
| national income                       | национальный доход                  |
| national wealth                       | национальное богатство              |
| public expenditures                   | государственные расходы             |
| direct expenditures                   | прямые расходы                      |
| stabilization of production           | стабилизация производства           |
| regional finance                      | региональные финансы                |
| municipal education                   | муниципальное образование           |
| healthcare                            | здравоохранение                     |
| public utilities                      | коммунальное обслуживание населения |
| construction and maintenance of roads | строительство и содержание дорог    |
| strengthening                         | укрепление                          |
| participation                         | участие                             |
| placement of federal orders           | размещение федеральных заказов      |
| financial support                     | финансовая поддержка                |
| financial assistance                  | финансовое содействие               |
| internal                              | внутренний                          |
| external                              | внешний                             |
| to exert influence                    | оказывать влияние                   |

|                                       |   |
|---------------------------------------|---|
| to meet national and social needs     | удовлетворять национальные и социальные потребности |
| to meet territorial needs             | удовлетворять территориальные потребности           |
| to ensure the unity                   | обеспечить единство                                 |
| to have a serious impact on           | оказывать серьезное влияние на                      |
| to solve problems of local importance | решать проблемы местного значения                   |

**Exercise 1. Read the international words and translate them:**

Finance, process, production, distribution, fund, role, guarantor, institution, nature, policy, component.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                   |               |
|-------------------|---------------|
| 1. important      | a. source     |
| 2. leading        | b. lever      |
| 3. public finance | c. impact     |
| 4. state          | d. system     |
| 5. municipal      | e. support    |
| 6. financial      | f. role       |
| 7. main           | g. finance    |
| 8. serious        | h. assistance |
| 9. financial      | i. loan       |

**Exercise 3. Read and translate the text:**

**Text**

**STATE AND MUNICIPAL FINANCES**

State finances are the most important lever by which the government exerts influence on the entire process of production and distribution. Public finance can be defined as a set of centralized and decentralized monetary funds managed by government agencies in order to meet national and social needs.

Inter-budgetary relations play a leading role in the public finance system. A separate link in the composition of public finances is formed by extra-budgetary funds. A specific part of public finance is the monetary relations that make up the content of the state loan. A state loan is understood as a set of economic relations between the state and individuals and legal entities, in which the state acts as a borrower, lender and guarantor.

State revenues represent the financial relations of the state with individuals and legal entities regarding the formation of centralized funds. Budget revenues occupy a leading place in the composition of centralized state revenues. Centralized state revenues, in addition to budgetary ones, include the resources of state extra-budgetary funds. Extra-budgetary funds in our country are independent financial and credit institutions.

The main source of state revenue generation is the national income. All sources of government revenue can be divided into two groups: internal and external.

Internal sources include national income and part of the national wealth. External sources of state revenue are understood as national income and, in exceptional cases, the national wealth of another country.

Public expenditures represent the financial relations of the state, conditioned by the use of centralized and decentralized state revenues. State expenditures are understood as direct expenditures of the state, which it carries out through the system of budgetary and extra-budgetary funds, as well as state enterprises, institutions and organizations. The content and nature of public spending is determined by the functions of the state.

State finances are a tool for mobilizing funds for public policy and have a serious impact on the socio-economic and foreign policy life of the country.

One of the most important components of the financial system of the state is regional finance, covering the budgets of administrative-territorial units, and the finances of business entities used to meet territorial needs.

On the basis of the provision of funds to territorial authorities for their budgets, financing is carried out: municipal general and vocational education, healthcare, public utilities, construction and maintenance of roads.

The funds of economic entities are also an integral and important part of territorial financial resources.

The main objectives of the regional financial policy of the Russian Federation are:

- stabilization of production and ensuring economic growth;



- ensuring the foundations of budgetary federalism in the Russian Federation in the single economic space;
- ensuring uniform minimum social standards and equal social protection in all regions;
- strengthening local self-government and ensuring its guarantees.

One of the main conditions for the implementation of regional financial policy is to ensure the unity of the country's economic space, determined by the commonality of monetary, tax, fiscal and financial systems, coordinated development of the main financial and economic institutional structures.

The following forms are used:

- participation of the state's financial resources in the most effective investment projects using competitive and contractual systems for their implementation;
- placement of federal orders for the supply of products for national needs;
- financial support for high-tech industries and the development of high technologies;
- creation of financial conditions for the formation of free economic zones and technopolises in regions with high scientific and human potential, as well as developed infrastructure;
- financial assistance to small and medium-sized businesses.

Municipal (local) finance is a set of socio-economic relations arising from the formation, distribution and use of financial resources to solve problems of local importance. Municipal finances include funds from the local budget; state and municipal securities owned by local self-government bodies; other funds owned by the municipality.

Municipal finances are based on the principles of: independence; state financial support; publicity.

#### **Exercise 4. Complete the following sentences:**

1. State finances are the most important lever by ... .
2. Inter-budgetary relations play a leading role ... .
3. A state loan is understood as a set of economic relations between the state and individuals and legal entities, ... .
4. Extra-budgetary funds in our country are ... .

5. All sources of government revenue can be divided into two groups: ... .

6. Public expenditures represent the financial relations of the state, conditioned by ...

7. One of the most important components of the financial system of the state is ... .

**Exercise 5. Match the parts of the sentences:**

- |   |   |
|---|---|
| 1. Public finance can be defined as a set of centralized and decentralized monetary funds managed | a. the functions of the State.  |
| 2. A separate link in the composition of public finances is formed                                | b. by government agencies in order to meet national and social needs.                         |
| 3. State revenues represent the financial relations of the state                                  | c. the national income.   |
| 4. The main source of state revenue generation is   | d. of territorial financial resources.  |
| 5. Internal sources include national income   | e. by extra-budgetary funds.  |
| 6. The content and nature of public spending is determined by                                     | f. and part of the national wealth.   |
| 7. The funds of economic entities are also an integral and important part                         | g. with individuals and legal entities regarding the formation of centralized funds of funds. |

**Exercise 6. Match the words and their definitions:**

- | <b>Word</b>  | <b>Definition</b>  |
|--------------|--|
| 1. influence | a. an amount of money that you borrow from a bank etc                                |
| 2. finance   | b. a person or organization that promises to repay a loan if the borrower defaults   |
| 3. loan      | c. something that you are trying hard to achieve, especially in business or politics |
| 4. borrower  | d. the management of money by governments, large organizations, etc                  |

- |              |  |
|--------------|--|
| 5. guarantor | e. the power to affect the way someone or something develops, behaves, or thinks, without using direct force or orders |
| 6. objective | f. the money that you earn from your work or that you receive from investments, the government etc.                    |
| 7. income    | g. someone who has borrowed money and has not yet paid it all back   |

**Exercise 7 Agree or disagree with the following sentences according to the information from the text:**

**Model:**

*a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

*b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. Public finance can be defined as a set of centralized and decentralized monetary funds managed by government agencies in order to meet national and social needs.

2. Inter-budgetary relations play a leading role in the public finance system.

3. Budget revenues are not significant for composition of centralized state revenues.

4. The main source of state revenue generation is the national income.

5. All sources of government revenue can be divided into five groups.

6. State finances have a light impact on the socio-economic and foreign policy life of the country.

7. Municipal finances include funds from the local budget.

**Exercise 8. Make up the plan of the text and retell it.**

### **Exercise 9. Translate into English:**

1. Правительство оказывает влияние на весь процесс производства и распределения при помощи государственных финансов.
2. Межбюджетные отношения играют ведущую роль в системе государственных финансов.
3. Государственный заем – это экономические отношения между государством и физическими и юридическими лицами.
4. Известно, что основным источником получения государственных доходов является национальный доход.
5. Государственные финансы оказывают серьезное влияние на социально-экономическую и внешнеполитическую жизнь страны.
6. Региональные финансы используются для удовлетворения территориальных потребностей.
7. Региональный бюджет распределяется на образование, здравоохранение, коммунальное хозяйство, строительство и содержание дорог.
8. Основная цель региональной финансовой политики Российской Федерации – это стабилизация производства и обеспечение экономического роста.
9. Финансовые ресурсы государства используются в наиболее эффективных инвестиционных проектах.
10. Муниципальные финансы основаны на принципах независимости, государственной финансовой поддержки, гласности.

### **Exercise 10. Choose the correct variant:**

#### **Test 8**

1. Public finance can ... as a set of centralized and decentralized monetary funds.
  - a. be defined
  - b. to be defined
  - c. defined
  - d. be define
2. A state loan ... as a set of economic relations between the state and individuals.
  - a. is understood
  - b. understood
  - c. understand

- d. understands
3. State revenues represent the financial ... of the state with individuals and legal entities.
- relating
  - relate
  - relations
  - relative
4. One of the most important components of the financial system of the state is ... .
- regional finance
  - shops and supermarkets
  - salaries
  - currency
5. The government exerts ... on the entire process of production and distribution.
- crisis
  - influence
  - expenses
  - conflict
6. What ... the sources of the national income?
- do
  - have
  - are
  - will
7. ... information was received by the financial experts yesterday.
- Many
  - Much
  - A lot
  - The more

## UNIT 9

### LEVELS AND BRANCHES OF STATE AND MUNICIPAL ADMINISTRATION

**Read and learn the active vocabulary:**

|          |         |
|----------|---------|
| a level  | уровень |
| a branch | ветвь   |
| a basis  | основа  |

|                                    |  |
|------------------------------------|--|
| a link                             | связь                                  |
| a social institution               | социальный институт                    |
| division of territorial entities   | разделение территориальных образований |
| an executive activity              | исполнительная деятельность            |
| an effective mode                  | эффективный режим                      |
| protection                         | защита                                 |
| reproduction                       | воспроизводство                        |
| branches of government             | ветви власти                           |
| a "bottom-up" direction            | направление «снизу вверх»              |
| a priority direction               | приоритетное направление               |
| arbitration                        | арбитраж                               |
| defense                            | защита                                 |
| civil society institutions         | институты гражданского общества        |
| satisfaction of municipal interest | удовлетворение муниципальных интересов |
| a prerequisite                     | обязательное условие                   |
| separation of powers               | разделение властей                     |
| protective                         | защитный                               |
| social                             | социальный                             |
| legal                              | юридический (правовой)                 |
| economic                           | экономический                          |
| political                          | политический                           |
| executive                          | исполнительный                         |
| legislative                        | законодательный                        |
| judicial                           | судебный                               |
| to divide                          | разделять                              |
| to indicate                        | указывать                              |
| to define                          | определять                             |
| to depend on                       | зависеть от                            |
| to contain                         | содержать                              |
| to differ                          | отличаться                             |
| to regulate social relations       | регулировать общественные отношения    |
| to assume                          | предполагать                           |
| to perform several functions       | выполнять несколько функций            |
| to adapt                           | адаптироваться                         |
| to consist                         | состоять                               |
| to contribute                      | способствовать                         |

### **Exercise 1. Read the international words and translate them:**

Basis, administration, system, structure, region, municipality, nature, rank, delegation, subordination, transmission.

### **Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

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

### **Exercise 3. Read and translate the text:**

#### **Text**

#### **LEVELS AND BRANCHES OF STATE AND MUNICIPAL ADMINISTRATION**

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

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

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

The number of levels indicates the degree of subordination in managerial decision-making and the order of transmission of command information. The levels of government define a way to divide administrative re-

sponsibility between official functions in the organizational structure. Moreover, the number of levels depends on the number of these functions and the degree of their specialization.

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

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

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

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

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

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

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

#### **Exercise 4 Complete the following sentences:**

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



2. The levels of power are vertically ordered ranks of executive activity, ...
3. The number of levels indicates the degree of subordination in managerial decision-making and ... .
4. Moreover, the number of levels depends on ... .
5. The SMA system contains two main levels of management: ... .
6. State administration is designed to regulate social relations ... .
7. The vector of municipal government has a "bottom-up" direction, ... .

**Exercise 5. Match the parts of the sentences:**

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

## Exercise 6. Match the words and their definitions:

| Word            | Definition  |
|-----------------|---|
| 1. protection   | a. the act of living in a place   |
| 2. authority    | b. the process of judging officially how an argument should be settled  |
| 3. separation   | c. when someone or something is protected   |
| 4. municipality | d. how good or bad something is   |
| 5. habitation   | e. a town, city, or other small area, which has its own government to make decisions about local affairs, or the officials in that government |
| 6. arbitration  | f. when something separates or is separate  |
| 7. quality      | g. the power you have because of your official position   |

## Exercise 7. Agree or disagree with the following sentences according to the information from the text:

### Model:

a) *The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) *Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

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

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

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

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

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

6. State administration is designed to intensify social relations.

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

### **Exercise 8 Make up the plan of the text and retell it.**

### **Exercise 9. Translate into English:**

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

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

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

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

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

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

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

8. Государство имеет право реализовывать общественные интересы.

9. Какие уровни государственного управления вы знаете?

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

### **Exercise 10. Choose the correct variant:**

#### **Test 9**

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

a. about

b. at

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

## UNIT 10

### INFRASTRUCTURE OF THE MUNICIPALITY

#### Read and learn the active vocabulary:

|   |   |
|---|---|
| infrastructure  | инфраструктура                            |
| vital activity  | жизнедеятельность                         |
| spatial placement                                     | пространственное размещение               |
| residential buildings                                 | жилая застройка                           |
| urban facilities                                      | объекты городского хозяйства              |
| social services                                       | социальная сфера                          |
| urban economy   | городское хозяйство                       |
| housing and communal complex                          | жилищно-коммунальный комплекс             |
| transport complex                                     | транспортный комплекс                     |
| construction complex                                  | строительный комплекс                     |
| public security services                              | службы общественной безопасности          |
| consumer market complex                               | комплекс потребительского рынка           |
| trade   | торговля                                  |
| catering  | общественное питание                      |
| consumer services                                     | бытовое обслуживание населения            |
| management systems                                    | системы управления                        |
| a sub-sector  | под-сектор                                |
| maintenance   | обслуживание                              |
| repair  | ремонт                                    |
| engineering support                                   | инженерное обеспечение                    |
| cold and hot water supply                             | холодное и горячее водоснабжение          |
| sanitation  | водоотведение                             |
| heat supply   | теплоснабжение                            |
| gas supply  | газоснабжение                             |
| electricity supply                                    | электроснабжение                          |
| road management                                       | дорожное хозяйство                        |
| street lighting                                       | уличное освещение                         |
| sanitary cleaning                                     | санитарная очистка                        |
| collection, removal and processing of household waste | сбор, вывоз и переработка бытовых отходов |
| green economy   | зеленое хозяйство                         |
| to meet the needs of the popula-                      | удовлетворять потребности                 |

|  |   |
|--|---|
| tion   | населения                                   |
| to include                                     | включать                                    |
| to ensure environmental safety                 | обеспечивать экологическую<br>безопасность  |
| to combine                                     | объединять                                  |
| to be called upon                              | быть призванным                             |
| to promote the rational placement              | содействовать рациональному раз-<br>мещению |
| to ensure the accessibility for res-<br>idents | обеспечивать доступность для жи-<br>телей   |

**Exercise 1. Read the international words and translate them:**

Infrastructure, municipality, basis, organization, territory, economy, sector, sphere, transport, industry, construction.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                  |                   |
|------------------|-------------------|
| 1. vital         | a. complex        |
| 2. urban         | b. sphere         |
| 3. common        | c. activity       |
| 4. social        | d. importance     |
| 5. environmental | e. economy        |
| 6. communal      | f. object         |
| 7. art           | g. goal           |
| 8. social        | h. safety         |
| 9. local         | i. infrastructure |

**Exercise 3. Read and translate the text:**

**Text**

**INFRASTRUCTURE OF THE MUNICIPALITY**

The infrastructure of the municipality ensures its vital activity. The basis of the organization of spatial placement of residential buildings, urban facilities and social services on the territory of the city is the urban infrastructure.

Urban economy is a complex of various sub-sectors, closely related to each other and united by a common goal of meeting the needs of the population in its services.

The structure of the urban service sphere includes:

- 1) housing and communal complex (housing and communal services);
- 2) transport complex;
- 3) construction complex (housing and civil engineering and construction industry of local importance);
- 4) public security services that ensure environmental safety in the territory of the municipality, including environmental safety (these services can also be attributed to the social sphere);
- 5) consumer market complex (trade, catering, consumer services);
- 6) management systems, communications, information and other organizations serving urban needs.

The most important and the largest component of the urban economy is the housing and communal complex, which, in turn, includes a number of sub-sectors:

1. Housing, i.e. residential and non-residential buildings with a network of maintenance, repair and construction and other enterprises and organizations serving them;
2. Engineering support (resource supply) of the city: cold and hot water supply, sanitation, heat supply, gas supply, electricity supply;
3. Citywide communal services that combine the systems of external improvement and maintenance of the city territory (road management, street lighting, sanitary cleaning of the city, collection, removal and processing of household waste, green economy, etc.), as well as bath and laundry, hotel, ritual and other facilities.

Social infrastructure of the city includes:

- healthcare facilities: polyclinics, hospitals, pharmacy chain, sanitary-epidemiological and veterinary supervision services, other medical and preventive institutions;
- objects of social support for certain groups of the population: orphanages, homes for the elderly and disabled, social service centers, social shelters, etc.;
- objects of education and science: general education schools, pre-school institutions, institutions of secondary and higher professional education, specialized educational institutions, scientific organizations located on the territory of the city;

- cultural and art objects: libraries, museums, cinemas, theaters, houses and palaces of culture, circuses, concert halls, philharmonic halls, specialized educational institutions of culture and art, historical and cultural monuments in large cities;
- physical culture and sports facilities: stadiums, sports grounds, swimming pools, specialized sports schools;
- recreation and leisure facilities: parks, squares, beaches.

Most of the social infrastructure facilities of cities are in municipal ownership. Their maintenance is the largest item of expenditure of local budgets. Local self-government bodies are called upon to promote the rational placement of social infrastructure facilities on the territory of the city, to ensure their accessibility for residents.

#### **Exercise 4. Complete the following sentences:**

1. The infrastructure of the municipality ensures its vital activity.
2. Urban economy is a complex of various sub-sectors, closely related to each other and united by a common goal of meeting the needs of the population in its services.
3. The most important and the largest component of the urban economy is ... .
4. Social infrastructure of the city includes healthcare facilities; objects of social support for certain groups of the population; ... .
5. Most of the social infrastructure facilities of cities are ... .
6. Their maintenance is the largest item of ... .
7. Local self-government bodies are called upon ... .

#### **Exercise 5. Match the parts of the sentences:**

- |   |   |
|---|---|
| 1. The infrastructure of the municipality ensures                               | a. housing and communal complex (housing and communal services);<br>2) transport complex; etc.    |
| 2. The basis of the organization of spatial placement of residential buildings, | b. healthcare facilities; objects of social support for certain groups of the population; etc.    |
| 3. Urban economy is a complex of various sub-sectors,                           | c. its vital activity.  |
| 4. The structure of the urban service sphere includes:                          | d. urban facilities and social services on the territory of the city is the urban infrastructure. |



- |  |  |
|--|--|
| 5. The most important and the largest component of the urban economy is the housing and communal complex | e. in municipal ownership.   |
| 6. Social infrastructure of the city includes  | f. closely related to each other and united by a common goal of meeting the needs of the population in its services. |
| 7. Most of the social infrastructure facilities of cities are  | g. the housing and communal complex  |

**Exercise 6. Match the words and their definitions:**

| <b>Word</b>       | <b>Definition</b>   |
|-------------------|---|
| 1. infrastructure | a. a building where important cultural, historical, or scientific objects are kept and shown to the public                                  |
| 2. stadium        | b. clothes, sheets etc that need to be washed or have just been washed  |
| 3. museum         | c. the basic systems and structures that a country or organization needs in order to work properly, for example roads, railways, banks etc  |
| 4. hospital       | d. a room or building containing books that can be looked at or borrowed  |
| 5. pharmacy       | e. a large building where sick or injured people receive medical treatment  |
| 6. laundry        | f. a building for public events, especially sports and large rock music concerts, consisting of a playing field surrounded by rows of seats |
| 7. library        | g. a shop or a part of a shop where medicines are prepared and sold   |

**Exercise 7. Agree or disagree with the following sentences according to the information from the text.**

**Model:**

*a) The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

*b) Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. The infrastructure of the municipality ensures its profit.
2. Urban economy is a complex of various sub-sectors.
3. The most important and the largest component of the urban economy is the industrial complex.
4. Citywide communal services that combine the systems of external improvement and maintenance of the city territory as well as bath and laundry, hotel, ritual and other facilities.
5. Healthcare facilities include polyclinics, hospitals, pharmacy chain, sanitary-epidemiological and veterinary supervision services, other medical and preventive institutions.
6. Cultural and art objects are libraries, museums, cinemas, theaters, houses and palaces of culture, circuses, concert halls, philharmonic halls, specialized educational institutions of culture and art, historical and cultural monuments in large cities.
7. Physical culture and sports facilities are parks, squares, and beaches.

### **Exercise 8. Make up the plan of the text and retell it.**

### **Exercise 9. Translate into English:**

1. Инфраструктура муниципалитета обеспечивает его жизнедеятельность.
2. Городское хозяйство представляет собой комплекс различных подотраслей, тесно связанных друг с другом.
3. Наиболее важная и крупнейшая составляющая городской экономики – жилищно-коммунальный комплекс.
4. Структура городской сферы обслуживания также включает комплекс потребительского рынка.
5. Общегородские коммунальные службы объединяют системы внешнего благоустройства и содержания городской территории.
6. Социальная инфраструктура города включает в себя объекты здравоохранения.
7. Бюджетные деньги выделяются на строительство дорог.
8. «Безопасные качественные дороги» – это национальный проект, реализуемый в 84 регионах страны.
9. В каждом крупном городе присутствует туристская инфраструктура, рассчитанная на приезжающих из других городов, стран.

10. Зеленые насаждения, парковые зоны имеют огромное культурно-бытовое значение для повышения качества жизни.

**Exercise 10. Choose the correct variant:**

**Test 10**

1. The infrastructure of the municipality ensures ... vital activity.
  - a. his
  - b. her
  - c. its
  - d. it's
2. Urban economy is a complex of various sub-sectors, closely related ... each other.
  - a. without
  - b. above
  - c. in front of
  - d. to
3. Public security services ... environmental safety in the territory of the municipality.
  - a. ensure
  - b. ensuring
  - c. insurance
  - d. are ensure
4. The most important and the largest component of the urban economy is the ... .
  - a. consumer market complex
  - b. housing and communal complex
  - c. transport complex
  - d. management systems complex
5. Healthcare facilities include:
  - a. orphanages, homes for the elderly and disabled, social service centers, social shelters
  - b. laundry, hotel, ritual facilities
  - c. polyclinics, hospitals, pharmacy chain, sanitary-epidemiological and veterinary supervision services
  - d. libraries, museums, cinemas, theaters, houses and palaces of culture, circuses, concert halls, philharmonic halls

6. Cultural and art objects include:

a. orphanages, homes for the elderly and disabled, social service centers, social shelters

b. general education schools, preschool institutions, institutions of secondary and higher professional education

c. polyclinics, hospitals, pharmacy chain, sanitary-epidemiological and veterinary supervision services

d. libraries, museums, cinemas, theaters, houses and palaces of culture, circuses, concert halls, philharmonic halls

7. Physical culture and sports facilities include:

a. stadiums, sports grounds, swimming pools, specialized sports schools

b. parks, squares, beaches

c. circuses, concert halls, philharmonic halls, educational institutions of culture and art, historical and cultural monuments

d. polyclinics, hospitals, pharmacy chain, sanitary-epidemiological and veterinary supervision services

## UNIT 11

### SOCIAL PROTECTION

**Read and learn the active vocabulary:**

|                             |                               |
|-----------------------------|-------------------------------|
| social protection           | социальная защита             |
| policy                      | политика                      |
| place of residence          | место жительства              |
| nationality                 | национальность                |
| gender                      | пол                           |
| age                         | возраст                       |
| population                  | население                     |
| a living standard           | уровень жизни                 |
| unemployment                | безработица                   |
| loss of breadwinner         | потеря кормильца              |
| a socially vulnerable group | социально уязвимая группа     |
| social security             | социальное обеспечение        |
| social insurance            | социальное страхование        |
| social assistance           | социальная помощь (поддержка) |
| a benefit                   | льгота                        |

|                                 |                                   |
|---------------------------------|-----------------------------------|
| a tax benefit                   | льгота по налогообложению         |
| a tax exemption                 | освобождение от уплаты налогов    |
| satisfaction                    | удовлетворение                    |
| a labor right                   | право на труд                     |
| supply and demand               | спрос и предложение               |
| inflation                       | инфляция                          |
| an income                       | доход                             |
| an expense                      | расход (издержки)                 |
| a market economy                | рыночная экономика                |
| an insurance principle          | принцип страхования               |
| to ensure constitutional rights | обеспечивать конституционных прав |
| to be responsible for           | нести ответственность за          |
| to get rid of                   | избавляться                       |
| to provide material assistance  | оказывать материальную помощь     |
| to maintain                     | поддерживать                      |
| to lead to                      | вести к                           |
| to be awarded                   | быть награжденным                 |
| to make a decision              | принимать решение                 |
| free of charge                  | бесплатно                         |

**Exercise 1 Read the international words and translate them:**

Guarantee, person, residence, nationality, policy, standard, minimum, economy, adaptation, group, federation.

**Exercise 2 Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                   |               |
|-------------------|---------------|
| 1. social         | a. right      |
| 2. constitutional | b. mechanism  |
| 3. living         | c. form       |
| 4. state          | d. protection |
| 5. basic          | e. economy    |
| 6. main           | f. standard   |
| 7. main           | g. direction  |
| 8. market         | h. standard   |
| 9. operational    | i. objective  |

### **Exercise 3. Read and translate the text:**

#### **Text**

### **SOCIAL PROTECTION**

Social protection is the policy of the state to ensure constitutional rights and minimum guarantees to a person regardless of his place of residence, nationality, gender, age. In Russia, the Ministry of Health and Social Development of Russia is responsible for social protection.

Social protection is the appropriate policy of the state to ensure rights and guarantees in the field of living standards, satisfaction of human needs: the right to minimum sufficient means of life support, work and rest, protection from unemployment, health and housing, social security for old age, illness and in case of loss of breadwinner, for raising children, etc. Professional social workers working in the field of social protection of the population for at least 15 years are awarded the honorary title "Honored Worker of Social Protection of the Population of the Russian Federation".

The main objectives of social protection are:

- getting rid of absolute poverty;
- providing material assistance to the population in extreme conditions;
- assistance in the adaptation of socially vulnerable groups of the population to the conditions of a market economy.

Social protection consists of social security; social insurance; social assistance (support).

Forms of social protection are legally defined social guarantees and their satisfaction on the basis of basic standards and programs; regulation of income and expenses of the population; social insurance; social assistance; social services; targeted social programs. State forms of social protection are benefits.

A benefit is a discount, granting benefits to someone, full or partial exemption from the fulfillment of established rules, duties, or easing the conditions for their fulfillment.

A tax benefit is a full or partial tax exemption for legal entities (less often individuals).

The main directions and forms of social protection are as follows:

- protection of labor rights and labor protection;
- social support for the unemployed;
- pension provision;

- development of social services;
- social support for citizens laid off in the reserve;
- social support for women, children and youth, etc.
- social security of the disabled population;
- pensions and benefits;
- natural issues;
- public services, etc.
- optimization of the structure of the monetary form of provision for pensioners and the disabled;
- strengthening insurance principles in social security practice;
- forms and methods of social support for the unemployed;
- regulation of employment in the direction of ensuring a balance between the supply and demand of labor and preventing mass unemployment;
- state employment service.

**Principles of social protection are:**

*incentive* – the power structures for the purpose of socio-political resonance on those or other socially significant events that have received a public assessment, or to support important state actions, decisions are made focused on social support of individual social groups, strata of the population;

*declarativeness* – social assistance is provided to a citizen in need as soon as the applicant or a person representing his interests applies in writing;

*paternalism* – denotes state guardianship ("paternal care") in relation to less socially and economically protected strata and groups of the population.

The main function of social protection is maintaining the real preservation of the monetary unit in conditions of inflation; an operational mechanism for protecting certain segments of the population from innovations that lead to a decrease in their standard of living. Legal support methods include:

- pensions for children in case of loss of the breadwinner;
- maternity leave with the payment of benefits that reimburses in full the lost earnings;
- maintenance and maintenance of preschool children in nurseries and kindergartens for a small fee or free of charge;
- free medical care for young children;
- additional social protection measures for large families;
- provision of other social services to families with children.

#### **Exercise 4. Complete the following sentences:**

1. Social protection is the policy of the state to ensure constitutional rights . . . .
2. In Russia, the Ministry of Health and Social Development of Russia is . . . .
3. Professional social workers working in the field of social protection of the population for . . . .
4. Social protection consists of . . . .
5. State forms of social protection are . . . .
6. A tax benefit is a full . . . .
7. The main function of social protection is . . . .

#### **Exercise 5. Match the parts of the sentences:**

- |  |   |
|--|---|
| 1. In Russia, the Ministry of Health and Social Development of Russia is                         | a. are benefits.  |
| 2. Social protection consists of   | b. incentive, declarativeness, paternalism.   |
| 3. State forms of social protection  | c. responsible for social protection.   |
| 4. A benefit is a discount, granting benefits to someone,  | d.  |
| 5. A tax benefit is a full or partial tax exemption for legal entities (less often individuals). | e. social security; social insurance; social assistance (support).  |
| 6. Principles of social protection are   | f. the real preservation of the monetary unit in conditions of inflation.   |
| 7. The main function of social protection is maintaining   | g. full or partial exemption from the fulfillment of established rules, duties, or easing the conditions for their fulfillment. |

#### **Exercise 6. Match the words and their definitions:**

- | <b>Word</b>    | <b>Definition</b>   |
|----------------|---|
| 1. nationality | a. a disease of the body or mind, or the condition of being ill |
| 2. protection  | b. the number of people in a particular coun-                   |



- |                 |  |
|-----------------|--|
| 3. illness      | try or area who cannot get a job   |
| 4. work         | c. the state of being legally a citizen of a particular country          |
| 5. unemployment | d. the situation or experience of being poor                             |
| 6. poverty      | e. a continuing increase in prices, or the rate at which prices increase |
| 7. inflation    | f. when someone or something is protected                                |
|                 | g. to do a job that you are paid for                                     |

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

a) *The term "corruption" came from Greek law. Do you agree with me? No, I don't agree, it's false. The term "corruption" came from Roman law.*

b) *Law is the whole system of rules that people in a particular country or area must obey. – Do you agree with me? Yes, I do, it's true.*

1. Social protection is the policy of the state to ensure constitutional rights and minimum guarantees to a person depending on class affiliation.

2. In Russia, the Ministry of Health and Education of Russia is responsible for social protection.

3. Social protection is the appropriate policy of the state to ensure rights and guarantees in the field of living standards, satisfaction of human needs.

4. Social protection consists of social security; social insurance; social assistance (support) and protection of private property.

5. Forms of social protection are legally defined social guarantees and their satisfaction on the basis of basic standards and programs.

6. A benefit is a discount, granting benefits to someone, full or partial exemption from the fulfillment of established rules, duties, or easing the conditions for their fulfillment.

7. The main function of social protection is to increase the monetary savings of the population in conditions of inflation.

## **Exercise 8. Make up the plan of the text and retell it.**

## **Exercise 9. Translate into English:**

1. Социальная защита – это политика государства по обеспечению конституционных прав и минимальных гарантий человеку независимо от его места жительства, национальности, пола, возраста.

2. Социальное страхование – это система компенсации населению последствий социальных рисков, связанных с потерей трудоспособности и доходов.

3. Социальные программы являются организационной основой системы социальной помощи.

4. Стимулирующая функция льгот заключается в побуждении к отдельным видам общественно полезной деятельности.

5. Государственные формы социальной защиты включают: доступное здравоохранение и образование, пенсионное обеспечение, предоставление льгот и меры социальной поддержки.

6. На территории Красноярского края действуют два нацпроекта, направленные на поддержку семей при рождении детей и повышение качества жизни старшего поколения.

7. Формы государственной социальной помощи включают: денежные выплаты (социальные пособия, субсидии, компенсации) и натуральную помощь (топливо, питание, одежда, обувь, медикаменты).

8. Социальная помощь должна быть адресной.

9. Для того чтобы защитить отдельные социальные категории населения государство использует разные виды мер помощи и поддержки.

10. Структура социальной помощи включает обязательную и дополнительную социальную помощь.

## **Exercise 10. Choose the correct variant:**

### **Test 11**

1. Social protection is the policy of the state to ensure constitutional rights to a person ... his place of residence, nationality, gender, age.

- a. in spite of
- b. regardless of
- c. without of

- d. in front of
2. In Russia, ... is responsible for social protection.
- the Ministry of Foreign Affairs of the Russian Federation
  - the Ministry of Defense of the Russian Federation
  - the Ministry of Science and Higher Education of the Russian Federation
  - the Ministry of Health and Social Development of the Russian Federation
3. .... of absolute poverty is one of the basic goals of social protection.
- Getting rid
  - Losing
  - Increasing
  - Purchasing
4. Social workers assist in the adaptation of socially ... groups of the population.
- vulgar
  - vulnerable
  - volcano
  - vulgarly
5. A ... is a full or partial tax exemption for legal entities (less often individuals).
- loan
  - credit
  - tax benefit
  - income
6. The main directions and forms of social protection include social support for the ... .
- employment
  - employed
  - unemployed
  - unemployee
7. Legal support methods include pensions for children in case of loss of the ... .
- breadwinner
  - broadcaster
  - breadgrower
  - breadseller

## UNIT 12

### COUNTERACTION OF CORRUPTION

#### Read and learn the active vocabulary:

|   |                                       |
|---|---------------------------------------|
| corruption                                  | коррупция                             |
| social life                                 | общественная жизнь                    |
| an illegal action                           | незаконное действие                   |
| behavior                                    | поведение                             |
| subordination                               | подчинение                            |
| existence                                   | существование                         |
| anti-corruption                             | борьба с коррупцией                   |
| counteraction of corruption                 | противодействие коррупции             |
| dictatorship of the law                     | диктатура закона                      |
| fair competition                            | честная конкуренция                   |
| The Criminal Code of the Russian Federation | Уголовный кодекс Российской Федерации |
| to penetrate                                | проникать                             |
| to break                                    | ломать                                |
| to spoil                                    | портить                               |
| to destroy                                  | разрушать                             |
| to falsify                                  | фальсифицировать                      |
| to bribe                                    | подкупать                             |
| to violate the duties                       | нарушать обязанности                  |
| to obtain                                   | получать                              |
| to distinguish                              | выделять                              |
| to influence                                | влиять                                |
| to conceal                                  | скрыть                                |
| to fight corruption                         | бороться с коррупцией                 |
| to strengthen the government                | укреплять правительство               |
| to tighten                                  | ужесточать                            |
| to expand                                   | расширять                             |
| to eliminate gaps                           | устранять пробелы                     |
| to abolish the privileges                   | отменить привилегии                   |
| to direct opportunities                     | направить усилия                      |
| to unite the efforts                        | объединить усилия                     |
| to establish                                | учреждать                             |

to achieve

ДОСТИГАТЬ

**Exercise 1. Read the international words and translate them:**

Corruption, phenomenon, sphere, person, secrecy, subordination, interest, criterion, legalization, generation.

**Exercise 2. Make up word combinations with the following words. Make up your own sentences (2) with the word combinations:**

- |                     |                |
|---------------------|----------------|
| 1. complex          | a. life        |
| 2. social           | b. phenomenon  |
| 3. criminal         | c. programs    |
| 4. various training | d. legislation |
| 5. professional     | e. action      |
| 6. illegal          | f. association |
| 7. private          | g. decision    |
| 8. available        | h. sector      |
| 9. state            | i. opportunity |

**Exercise 3. Read and translate the text:**

**Text**

**COUNTERACTION OF CORRUPTION**

Corruption is a complex phenomenon of social life that has penetrated into the economic, political, spiritual and other spheres. The term "corruption" came from Roman law, in which the phenomenon of "corrupture" was understood in the most general way: to break, spoil, destroy, falsify, bribe and denoted an illegal action. "Corruption is bribery and any other behavior of a person with responsibility in the public or private sector who violates his duties and is aimed at obtaining undue advantages of any kind for him or another person".

The following signs of corruption can be distinguished:

- conscious subordination of state interests to personal interests;
- secrecy of execution of decisions;
- the existence of mutual obligations between those who make state decisions and those who benefit from it;

- interaction between those who need to make a certain decision and those who can influence the adoption of such a decision;
- the desire to conceal the act of corruption by legal justification;
- the performance of dual functions (public and private).

Researchers distinguish two main forms of corruption: low-level (small, everyday); top-level (large, elite).

In Russian reality, corruption actions can be classified according to the criterion of their reflection in criminal legislation. The Criminal Code of the Russian Federation provides for the following types of corruption:

- Legalization of funds or other property acquired illegally (Article 174);
- Abuse of official powers (Article 285);
- Receiving and giving a bribe (articles 290-291);
- Official forgery (Article 292)
- Negligence (Article 293).

Anti-corruption is the main method of influencing the misconduct of representatives of government bodies, entrepreneurs, and other legal entities.

**The 1<sup>st</sup> way to fight corruption** is to oppose corruption with power and force. The key to solving the problem is to strengthen the government, raise its authority, to tighten legal norms and responsibility of the perpetrators.

Specific actions are:

1. to tighten the legislation.
2. to achieve the realization of the principle of inevitability of punishment.
3. to expand the powers of law enforcement agencies.
4. to appoint the heads of "power structures" to key government posts.
5. to update and eliminate gaps in legislation.
6. to arrange show trials.
7. to cooperate with public organizations, business circles, educational institutions that support the principle of the "dictatorship of the law".
8. to fight "oligarchs" of any level.
9. to introduce a strict censorship system when applying for leadership positions.
10. to increase the salaries of civil servants at the same time as strengthening their responsibility.

11. to abolish all privileges that provoke a sense of social injustice among the public.

**The 2<sup>nd</sup> way to fight corruption** is education and upbringing of citizens. Only active educational activities, focused primarily on working with the younger generation, will help here.

Specific actions are:

1. to create educational anti-corruption programs.
2. to introduce anti-corruption internet resources for each student.
3. to develop and publish textbooks for schools and universities.
4. to make the anti-corruption direction an integrative part of various training programs.

5. discussions, debates in schools and universities on anti-corruption topics (together with parents, representatives of the media, judicial and law enforcement agencies, business and civil society).

6. to direct all available opportunities of Russian education to the education of the adult population.

**The 3<sup>rd</sup> way to fight corruption** is the consolidation of efforts of civil society and business. Supporters of the approach propose to unite the efforts of Russian businessmen and public organizations, unions, professional associations and act as a united front in the fight against evil.

Specific actions are:

1. to create anti-corruption consortia.
2. to adopt codes of "clean business" and "fair competition".
3. to establish by joint efforts a permanent dialogue with the authorities, including encouraging the adoption of the necessary anti-corruption laws.

4. to achieve openness in the activities of state, non-governmental and business structures and organizations.

5. to build a system of general anti-corruption interaction with the media, educational institutions and science.

6. to seek the revocation of licenses and the closure of organizations, firms, companies, etc., noticed in corrupt activities.

7. to fight for the openness of all forms of non-governmental activities of organizations that declare the public nature of their activities.

8. to develop relationships "from predatory to fair and open competition".

**Exercise 4. Complete the following sentences:**

1. Corruption is a complex phenomenon of social life ... .
2. The term "corruption" came from ... law.
3. Researchers distinguish two main forms of corruption: ... .
4. In Russian reality, corruption actions can be classified according

....

5. Anti-corruption is the main method of ... .
6. The 1<sup>st</sup> way to fight corruption is to oppose corruption with ... .
7. The 2<sup>nd</sup> way to fight corruption is ... .

**Exercise 5. Match the parts of the sentences:**

- |   |   |
|---|---|
| 1. The term "corruption" came from  | a. conscious subordination of state interests to personal interests; secrecy of execution of decisions; etc.  |
| 2. Corruption is bribery and any other behavior of a person with responsibility in the public or private sector | b. efforts of civil society and business.   |
| 3. The following signs of corruption can be distinguished:  | c. Roman law.   |
| 4. Researchers distinguish two main forms of corruption:  | d. who violates his duties and is aimed at obtaining undue advantages of any kind for him or another person." |
| 5. The 1 <sup>st</sup> way to fight corruption is to oppose corruption with                                     | e. education and upbringing of citizens.  |
| 6. The 2 <sup>nd</sup> way to fight corruption is   | f. power and force.   |
| 7. The 3 <sup>rd</sup> way to fight corruption is the consolidation of  | g. low-level (small, everyday); top-level (large, elite).   |

**Exercise 6. Match the words and their definitions:**

- | <b>Word</b>   | <b>Definition</b>   |
|---------------|---|
| 1. obligation | a. a good and acceptable reason for doing something                                       |
| 2. desire     | b. the way that your parents care for you and teach you to behave when you are growing up |



- |                  |   |
|------------------|---|
| 3. justification | c. the whole system of rules that people in a particular country or area must obey                      |
| 4. researcher    | d. a moral or legal duty to do something  |
| 5. upbringing    | e. to give official permission for someone to do or produce something, or for an activity to take place |
| 6. law           | f. a strong hope or wish  |
| 7. license       | g. someone who studies a subject in detail in order to discover new facts or test new ideas             |

**Exercise 7. Agree or disagree with the following sentences according to the information from the text:**

**Model:**

*a) The UK is a federal republic. Do you agree with me? No, I don't agree, it's false. The UK is a constitutional monarchy.*

*b) The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. – Do you agree with me? Yes, I do, it's true.*

1. Corruption is a tool that increases the development of the state.
2. The term "corruption" came from Greek law.
3. Researchers distinguish three main forms of corruption.
4. Anti-corruption is the main method of influencing the misconduct of representatives of government bodies, entrepreneurs, and other legal entities.
5. The key to solving the problem of corruption is to increase the number of police officers.
6. The 2<sup>nd</sup> way to fight corruption is education and upbringing of citizens.
7. The 3<sup>rd</sup> way to fight corruption is the consolidation of efforts of civil society and business.

**Exercise 8. Make up the plan of the text and retell it.**

**Exercise 9. Translate into English:**

1. Коррупция – это сложное явление общественной жизни.
2. Какие причины возникновения коррупции вы знаете?

3. Известны следующие виды коррупции: коррупция в сфере государственного управления, парламентская коррупция, коррупция на предприятиях.

4. К сожалению, коррупция поражает практически все сферы жизни общества.

5. Какие способы борьбы с коррупцией вы можете назвать?

6. Определение понятия «коррупция» дается в Федеральном законе от 25.12.2008 № 273-ФЗ «О противодействии коррупции».

7. Взятка является основным коррупционным деянием.

8. Злоупотребление – это использование коррупционером своего служебного положения вопреки интересам службы.

9. За последние годы в Российской Федерации было создано антикоррупционное законодательство.

10. Важно формировать нетерпимость к коррупционному поведению в обществе.

### **Exercise 10. Choose the correct variant:**

#### **Test 12**

1. The term "corruption" came from ... law.

- a. British
- b. German
- c. French
- d. Roman

2. The following sign of corruption can be distinguished: conscious subordination of state interests to ... interests.

- a. federal
- b. managerial
- c. personal
- d. international

3. Researchers distinguish ... main forms of corruption.

- a. three
- b. four
- c. five
- d. two

4. ... defines different types of corruption.

- a. The Labor Code of the Russian Federation
- b. The Criminal Code of the Russian Federation
- c. The Administrative Code of the Russian Federation

d. The Housing Code of the Russian Federation

5. The government ... to tighten the legislation.

a. going

b. went

c. go

d. is going

6. We should organize a discussion at the university ... anti-corruption topics.

a. on

b. of

c. above

d. from

7. It will take a fortnight ... a permanent dialogue with the authorities.

a. to establish

b. established

c. have established

d. to be established

# ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

## GRAMMAR SUPPLEMENT

### 1. СТРУКТУРА АНГЛИЙСКОГО ПРЕДЛОЖЕНИЯ

#### 1.1. Утвердительные предложения

Как правило, в повествовательном предложении на первом месте стоит подлежащее и его определители, на втором – сказуемое. За ним следуют все остальные члены предложения: косвенное и прямое дополнение, обстоятельство и т. п.

Обстоятельства места и времени могут, однако, стоять и перед подлежащим, особенно если конец предложения перегружен другими обстоятельствами или определениями.

e.g. Yesterday the teacher was explaining a new grammar rule about the use of tenses in modern English. Вчера учитель объяснял новое грамматическое правило об употреблении времен в современном английском языке.

Подлежащее в предложении может быть выражено существительным, местоимением, числительным, неличными формами глагола (герундий, инфинитив), субстантивированным прилагательным, формальными элементами, заменяющими подлежащее или вводящими его в предложение (it – в безличных предложениях, there – в конструкции there is/are, one – в неопределенно-личных предложениях, it, this – в назывных).

e.g. The station was not far away. Вокзал был недалеко.

Nobody saw him yesterday. Никто не видел его вчера.

Smoking is not allowed here. Курить здесь не разрешается.

To smoke here means to violate the rule. Курить здесь – значит нарушать правило.

Сказуемое выражается глаголом в личной форме, который может употребляться как самостоятельно, так и в сочетании с другими частями речи.

e.g. I shall come home at 5 o'clock. Я приду домой в 5 часов.

He has finished packing his things. Он закончил складывать свои вещи.

Подлежащее согласуется со сказуемым в числе и времени. Общее правило таково: с подлежащим в единственном числе глагол употребляется также в единственном числе и наоборот.

Специфической для английского языка является синтаксическая конструкция *there is/are*, которая употребляется при необходимости подчеркнуть наличие или отсутствие предмета в каком-то месте. На слово, называющее этот предмет, обычно падает логическое ударение, однако предложение переводится с конца, т. е. с обстоятельства места. Если в предложении отсутствует указание на место нахождения объекта, то перевод можно начинать словами *есть, имеется, существует*.

e.g. *There is a book on the table.* На столе книга.

При наличии в предложении более одного подлежащего сказуемое согласуется с первым из них.

e.g. *There is a table and five chairs in the room.* В комнате есть стол и пять стульев.

Неисчисляемые существительные согласуются с глаголом всегда в единственном числе.

e.g. *There is much money in his purse.* В его кошельке много денег.

## 1.2. Отрицательные предложения

Наиболее распространенным способом выражения отрицания в английском языке является употребление частицы *not*. В предложении она ставится непосредственно после глаголов *to be* и *to have* в *the Present* и *the Past Indefinite*, после модальных глаголов, а также после первого вспомогательного глагола, если сказуемое выражено сложной аналитической формой.

e.g. *This is not a girl, it's a boy.* Это не девочка, это мальчик.

*I haven't got any friends in England.* У меня нет друзей в Англии.

*You needn't hurry.* Тебе не надо торопиться.

*He will not (won't) speak to you now.* Он не будет с тобой теперь разговаривать.

*I don't know him.* Я его не знаю.

Кроме частицы *not* в английском языке имеется ряд слов, способных выражать отрицание своим лексическим значением:

1) отрицательные местоимения *nobody, nothing, nowhere, no one, neither of, none*.

e.g. *I have no flowers with me.* У меня с собой нет цветов.

There is no salt on the table. На столе нет соли.

Nobody can help me. Никто не может мне помочь.

2) союз neither ... nor:

e.g. They had neither children nor relatives. У них не было ни детей, ни родственников.

3) наречия never, hardly:

e.g. She never helps anybody. Она никогда никому не помогает.

4) предлог without:

e.g. She left without saying good-bye. Она ушла не простившись.

5) отрицательные приставки in-, im-, un-, dis-:

e.g. He is incapable of doing this. Он не в состоянии сделать это.

He is unaware of the fact. Он ничего не знает об этом.

### 1.3. Вопросительные предложения

#### I. General (общие) questions.

Задаются ко всему предложению и требуют ответа «да» или «нет». Если в состав сказуемого входят глаголы "to be", "to have", "shall", "will" или модальные – они выносятся на 1-е место, если в состав сказуемого входят только смысловые глаголы, то на 1-е место выносятся глаголы "Do", "Does" или "Did".

e.g. Are you a student? Are you reading now? Have you got a flat? Will you go home? Can you speak English? Do you work? Does he work? Did you go to Moscow?

#### II. Special (специальные) questions.

Начинаются со специальных слов "who", "what", "when", "where", "why", "how many", "how long", etc. после которых ставят вспомогательный глагол "do", "does", "did" или глаголы "to be", "to have" и т. д.

e.g. What do you do in the evening? Why are you late? When did you go to Moscow? How many lessons a week do you have?

#### III. Alternative (альтернативные) questions.

Задаются как общие, но дополнительно имеют противопоставление, которое выражается частицей "or" – «или».

e.g. Do you work or study? Did you go to London or to Paris? Are you a student or a teacher? Have you got a flat or an apartment? Can you speak English or French?

#### IV. Disjunctive (расчлененные) questions.

Имеют приложение, которое образуется путем повторения сказуемого, но в отрицательной форме, которое переводится «не так ли?». Если первая часть предложения утвердительная, то вторая часть отрицательная; если первая часть отрицательная, то вторая часть положительная.

e.g. You are married, aren't you? You aren't married, are you? You have a flat, haven't you? You haven't a flat, have you? You live in Paris, don't you? You don't live in Paris, do you? You went to London, didn't you? You didn't go to London, did you?

1. Неправильная форма с "I am".

e.g. I am late, aren't I? I am busy, aren't I?

2. Неправильная форма с "Let's".

e.g. Let's go, shall we? Let's eat, shall we?

3. Предложения со следующими словами являются отрицательными и требуют в приложении утвердительную форму: neither – никакой, nothing – ничто, no – ни, seldom – редко, nobody – никто, hardly – едва ли.

e.g. Nothing was said, was it? No salt is allowed, is it?

4. Когда подлежащее выражается словами: anyone – кто-либо, none – никто, anybody – кто-либо, neither of them – никто из них, no one – никто в приложении употребляется подлежащее "they".

e.g. I don't think anyone will come, will they? Neither of them complained, did they?

5. Отрицательные полные (без сокращений) формы возможны, но у них другой порядок слов:

e.g. They saw him, did they not? She will come at 5, will she not? They met her, did they not?

## **2. СУЩЕСТВИТЕЛЬНОЕ (The Noun)**

### **2.1. Общие сведения**

Существительные обозначают предметы (a window), вещества (milk), живые существа (a man, a bird), отвлеченные понятия и явления (rain, work, beauty).

Все существительные делятся на имена собственные (Ann, Minsk) и имена нарицательные, которые в свою очередь подразделяются на исчисляемые (table, problem) и неисчисляемые (water, time), вещественные (wood, oil) и отвлеченные (impression, surprise). Кроме

того, имеется класс собирательных существительных (team, group, army, party).

Наиболее употребительные суффиксы и префиксы существительных.

а)

|         |                        |       |                       |
|---------|------------------------|-------|-----------------------|
| -er, or | teacher, writer        | -ess  | actress, hostess      |
| -ist    | scientist, artist      | -ence | conference            |
| -ant    | assistant              | -ment | movement, development |
| -ism    | heroism                | -ty   | cruelty, activity     |
| -ure    | culture                | -ance | importance, distance  |
| -(t)ion | translation            | -ity  | majority, complexity  |
| -ing    | building               | -dom  | freedom               |
| -y      | difficulty, energy     | -ian  | Russian, politician   |
| -ssion  | discussion             | -sion | revision              |
| -hood   | childhood, brotherhood | -ure  | pressure              |
| -ness   | happiness              | -age  | marriage, passage     |
| -ship   | friendship, leadership | -ness | backwardness          |

б)

|     |                       |      |                           |
|-----|-----------------------|------|---------------------------|
| re- | reconstruction        | dis- | disarmament, distribution |
| in- | information           | un-  | unemployment              |
| co- | coexistence, coauthor | mis- | misunderstanding          |
| im- | impossibility         | il-  | illiteracy                |

Существительные могут иметь при себе слова – определители. К ним относятся: артикли (a, an, the), местоимения, прилагательные, а также другие существительные в притяжательном и общем падеже, которые в этом случае соответствуют по значению прилагательным.

В предложении существительные могут выполнять следующие функции:

1) подлежащего

e.g. **Moscow** is the capital of Russia.

2) дополнения (прямого или косвенного)

e.g. The teacher gave **the book** to his **pupils**.

3) предикатива, т. е. именной части составного сказуемого

e.g. This is **my brother**. He is **a student**.

4) различных обстоятельств

e.g. I am busy in **the evening**. I went to **the cinema**.



5) определения

e.g. We were in the town park yesterday.

В английском языке существительные имеют грамматические категории числа, падежа, но не имеют категории рода. Существительные, обозначающие лиц мужского пола, заменяются местоимением he (он), женского пола – местоимением she (она). Названия животных, птиц, а также все неодушевленные предметы обозначаются местоимением it (он, она, оно).

## 2.2. Категория числа существительных

Исчисляемые существительные, как правило, имеют форму и единственного, и множественного числа. В единственном числе существительные не имеют никаких окончаний. Форма множественного числа образуется с помощью окончания -s (-es), которое произносится как:

1. [z] после гласных и звонких согласных: e.g. boys, tables,
2. [ɪz] после глухих согласных: e.g. cats, books,
3. [ɪʒ] после шипящих и свистящих: e.g. benches, bushes.

На письме конечная буква -y, стоящая после согласной, принимает окончание множественного числа -es, а сама изменяется на букву i: e.g. a story – stories. Если буква -y стоит после гласной, то при прибавлении окончания -s она останется без изменений: e.g. a day – days.

Исключения:

|                   |                                  |
|-------------------|----------------------------------|
| а) man – men      | мужчина, человек – мужчины, люди |
| woman - women     | женщина – женщины                |
| child – children  | ребенок – дети                   |
| tooth – teeth     | зуб – зубы                       |
| foot – feet       | ступня – ступни                  |
| mouse – mice      | мышь – мыши                      |
| goose – geese     | гусь – гуси                      |
| б) swine – swine  | свинья – свиньи                  |
| sheep – sheep     | овца – овцы                      |
| fish – fish       | рыба – рыбы                      |
| deer – deer       | олень – олени                    |
| в) knife – knives | нож – ножи                       |
| life – lives      | жизнь – жизни                    |
| wife – wives      | жена – жены                      |

leaf – leaves            лист – листья

Некоторые существительные могут употребляться в форме только единственного либо множественного числа.

В единственном числе употребляются неисчисляемые существительные, такие как money – деньги, sugar – сахар, hair – волосы, business – дело, information – информация, сведения, fruit – фрукты, progress – прогресс, успехи, news – новость, новости, peace – мир, love – любовь, knowledge – знание, знания. Все они согласуются с глаголом в единственном числе.

Только во множественном числе употребляются обозначения предметов, состоящих из двух и более частей: trousers – брюки, glasses – очки, scissors – ножницы, shorts – шорты, а также clothes – одежда, goods – товары, riches – богатства. Все они согласуются с глаголом во множественном числе.

Собирательные существительные, обозначающие группу как единый коллектив, согласуются с глаголом в форме единственного числа. Если же такие существительные обозначают отдельных представителей группы, то глагол-сказуемое употребляется в форме множественного числа.

e.g. His family is not very large. Его семья не очень большая.

His family are at the table. Его семья (все члены) – за столом.

Однако такие собирательные существительные, как people – люди, police – полиция и cattle – скот, всегда употребляются с глаголом только во множественном числе:

e.g. The police are looking for the thief. Полиция ищет вора.

### **2.3. Категория падежа существительных**

В английском языке имеется два падежа: общий (the common case) и притяжательный (the possessive case).

Притяжательный падеж обозначает принадлежность предмета кому-либо и употребляется преимущественно с одушевленными существительными и именами собственными. Существительное в притяжательном падеже является определением к другому существительному и всегда ставится перед ним. Оно соответствует в русском языке существительному в родительном падеже или притяжательному местоимению.

В единственном числе притяжательный падеж образуется путем прибавления -'s к форме существительного общего падежа:

e.g. my sister's book – книга моей сестры. При этом -'s произносится по тем же правилам, что и окончание -s множественного числа существительных.

Форма притяжательного падежа множественного числа образуется прибавлением только апострофа после слова во множественном числе, причем в произношении никакого звука не добавляется: my parents' house.

Слова, образующие множественное число не по общему правилу, принимают в притяжательном падеже -'s: e.g. children's toys – детские игрушки, игрушки детей.

Кроме одушевленных существительных притяжательный падеж может употребляться:

а) с существительными, обозначающими названия стран, городов, судов, самолетов:

e.g. Moscow's underground, the ship's crew.

б) с существительными, обозначающими единицы времени и расстояние: minute, hour, year, day, week, moment:

e.g. an hour's rest, today's news, a mile's distance.

в) с существительными, обозначающими вес, стоимость, место:

e.g. a kilo's weight, at the baker's.

г) с собирательными существительными: party, army, government, family:

e.g. Government's proposals, party's property.

д) с существительными: country, city, town, nature, the world, the sun, the moon, the earth, the sea, the ocean:

e.g. the town's park, the world's first artificial satellite.

Отношения принадлежности могут быть также выражены с помощью оборота с предлогом of со всеми одушевленными и неодушевленными существительными, кроме имен собственных: my sister's book – the book of my sister, this year's events – the events of this year; но: Ann's book, Peter's friend.

В целом значения русских падежей передаются в английском языке сочетаниями предлогов of, to, for, by, with, about с существительными в форме общего падежа, а также порядком слов – определенным расположением слов в предложении и словосочетании.

е.г. И. п. Моя сестра – студентка. My sister is a student.

Р. п. столица страны the capital of the country

Д. п. Передай привет своей сестре. Give my regards to your sister.

В. п. Я перевел текст. I have translated the text.

Т. п. Эта статья была написана Робертом. This article was written by Robert.

П. п. Они говорят о новом фильме. They are talking about the new film.

### 3. АРТИКЛЬ (The Article)

#### 3.1. Общие сведения

Артикль – это служебное слово, поясняющее существительное.

В английском языке два артикля: неопределенный a (an) и определенный the. Форма **a** употребляется перед существительными единственного числа, начинающимися с согласной буквы, форма **an** – с гласной:

e.g. a season, an apple.

Артикль the употребляется с существительными как единственного, так и множественного числа.

Артикль относится непосредственно к существительному, но если у существительного есть определители, то артикль ставится перед ними: e.g. an old man.

Неопределенный артикль при существительном обычно обозначает, что имеется в виду какой-то неопределенный, любой предмет из класса однородных предметов.

Определенный артикль при существительном обозначает, что имеется в виду определенный конкретный предмет или явление, выделяемое из ряда подобных ему предметов или явлений.

#### 3.2. Употребление неопределенного артикля

1) с исчисляемыми существительными, когда они упоминаются впервые;

2) с существительным, являющимся частью составного именного сказуемого;

3) с существительным после оборота there is ..., а так же после it is..., this is ...;

4) после слов such, quite, what;

5) с существительными в роли приложения;

6) перед числительными a dozen, a hundred, a thousand, a million;

7) в выражениях a lot (of), a great many of;

8) в некоторых оборотах: it is a pleasure, as a result, as a matter of fact, as a rule, to be in a hurry, it's a pity;

9) в сочетаниях с глаголами to have, to take, to give:

e.g. to have a cold, to have a good time, to have a toothache, to have a rest, to have a smoke, to take a shower, to give a hand.

### 3.3. Употребление определенного артикля

Определенный артикль употребляется:

1) с существительными в единственном и множественном числе, когда говорящему ясно, о каком предмете идет речь;

2) с существительным, которое упоминается в контексте второй раз;

3) когда перед существительным стоит:

а) порядковое числительное;

б) прилагательное в превосходной степени;

в) одно из прилагательных: following, last, next, same, very, only (единственный), но: next door, last week, last year;

4) когда существительное имеет при себе уточняющее или ограничивающее определение;

5) с существительными, обозначающими предметы, единственные в своем роде: the sun, the moon, the earth, the sky, the world, а также в словосочетаниях: in the morning, in the afternoon, in the evening;

б) с исчисляемыми существительными, обозначая весь класс однородных предметов, а не выделяя один предмет из ряда ему подобных;

7) со следующими именами собственными:

а) названиями водных бассейнов, горных цепей, островов, пустынь;

б) названиями некоторых стран, местностей;

в) названиями некоторых исторических зданий (учреждений), музеев, театров, библиотек, организаций, английских газет, за исключением названий университетов и колледжей;

г) названиями сторон света: the North, the South, the East, the West, но без артикля: from North to South, from East to West;

д) с фамилиями для обозначения всей семьи в целом.

### 3.4. Отсутствие артикля

Артикль не употребляется:

1) если у исчисляемого существительного имеется определение, выраженное местоимением (притяжательным, указательным, вопросительным, неопределенно-личным), именем собственным в притяжательном падеже или количественным числительным;

2) с существительным во множественном числе, которые являются частью именного сказуемого;

3) с неисчисляемыми существительными, если они не имеют ограничительных или уточняющих определителей;

4) если существительное является обращением;

5) перед словами *father, mother, uncle, aunt* в высказываниях членов семьи;

6) с названиями дней недели, месяцев и времен года;

7) перед существительными *breakfast, dinner, lunch, supper*, но в конкретных ситуациях эти существительные также как и названия дней недели, могут употребляться с определенным артиклем;

8) с именами собственными;

9) с существительными, обозначающими названия наук и учебных предметов;

10) в ряде устойчивых словосочетаний: *in time, for example, to be at home, to go home, by bus (train), at work, at night, at dinner, by heart, for instance, to leave (finish) school, to go to bed, to be out of town, by name, by mistake*.

## 4. ПРИЛАГАТЕЛЬНОЕ (The Adjective)

### 4.1. Общие сведения

Прилагательные обозначают признаки, качества или свойства предметов. По своему составу они делятся на простые (e.g. *fine, sharp*), производные (e.g. *homeless, unhappy*) и сложные (e.g. *first-class, good-looking*), по значению – на качественные (e.g. *big, heavy*) и относительные (e.g. *wooden, square*).

Основные словообразовательные суффиксы и префиксы прилагательных.

|       |                         |                                 |
|-------|-------------------------|---------------------------------|
| a)    |                         |                                 |
| -ful  | careful, useful         | -ing interesting, disappointing |
| -ible | possible, horrible      | -less hopeless, useless         |
| -ant  | important, distant      | -ary revolutionary, ordinary    |
| -able | hospitable, eatable     | -al cultural, agricultural      |
| -ous  | famous, dangerous       | -ent dependent, different       |
| -ic   | historic, poetic        | -ive impressive                 |
| -ed   | strong-willed, talented | -ish Polish, Spanish            |
| -y    | rainy, sunny, dirty     | -ian Belarusian                 |

|        |                        |                                  |
|--------|------------------------|----------------------------------|
| б)     |                        |                                  |
| un-    | unhappy, uncomfortable | im- impossible, immoral          |
| ir-    | irregular, irrational  | pre- pre-revolutionary           |
| inter- | international          | dis- discouraging, disappointing |
| in-    | independent, indirect  | non- non-governmental, non-      |
| post-  | post-war               | persistent                       |

В предложении прилагательные выполняют следующие функции:

1) определения:

e.g. This is a very difficult question. Это очень трудный вопрос.

2) предикатива:

e.g. This question is very difficult. Этот вопрос очень трудный.

Особенностью прилагательных английского языка является то, что они не изменяются по падежам, лицам и числам. Для качественных прилагательных характерна, однако, грамматическая категория степеней сравнения.

## 4.2. Степени сравнения прилагательных

В английском языке различают три степени сравнения прилагательных: положительную (the positive degree), сравнительную (the comparative degree) и превосходную (the superlative degree).

Положительная степень – исходная, не имеющая никаких окончаний:

e.g. cold, interesting.

Сравнительная и превосходная степени одно- и двусложных прилагательных образуются с помощью суффиксов -er, -est соответственно, а многосложных – прибавлением слов more и most (с артиклем the).

e.g. cold – colder – the coldest

interesting – more interesting – the most interesting

Исключения составляют:

Good – better – the best;

Bad – worse – the worst;

Far – farther – the farthest (о расстоянии)

many (much) – more – the most

little – less – the least

Для выражения сравнения существует также целый ряд конструкций, таких как as ... as (такой же ... как ... ), not so ... as (не такой ... как ... ), more (less) ... than (больше (меньше) ... чем), the ... the ... (чем ... тем), the more ... the less (чем больше ... тем меньше) и др.

## 5. МЕСТОИМЕНИЕ (The Pronoun)

### 5.1. Общие сведения

Местоимение – это часть речи, которая употребляется вместо имени существительного или других частей речи, которые определяют существительное.

По своему значению местоимения делятся на несколько групп: личные (personal), притяжательные (possessive), возвратные (reflexive), указательные (demonstrative), неопределенные (indefinite), вопросительные (interrogative) и другие.

### 5.2. Личные местоимения

Личные местоимения могут употребляться в объектном и притяжательном падежах, принимая следующие формы:

| Именительный падеж<br>Кто? |     | Объектный падеж<br>Кому? |      | Притяжательный падеж<br>Чей? Чья? Чье? |      |
|----------------------------|-----|--------------------------|------|--|------|
| I                          | Я   | Me                       | Мне  | My                                     | Мой  |
| You                        | Ты  | You                      | Тебе | Your                                   | Твой |
| He                         | Он  | Him                      | Ему  | His                                    | Его  |
| She                        | Она | Her                      | Ей   | Her                                    | Ее   |
| It                         | Оно | It                       | Ему  | Its                                    | Его  |
| We                         | Мы  | Us                       | Нам  | Our                                    | Наш  |
| You                        | Вы  | You                      | Вам  | Your                                   | Ваш  |
| They                       | Они | Them                     | Им   | Their                                  | Их   |



Личные местоимения «ты» и «вы» в английском языке передаются одной формой *you*, которая согласуется со сказуемым во множественном числе.

Личное местоимение *it* заменяет существительные, обозначающие неодушевленные предметы, названия птиц и животных. Кроме того, оно может употребляться как указательное местоимение в значении «это» и быть формальным, непереводаемым подлежащим в безличных предложениях и эмфатической (усилительной) конструкции *it is ... that, it is ... who*.

e.g. *It is a book.* Это книга.

*It is warm.* Тепло.

*It was she who helped me.* Именно она помогла мне.

### 5.3. Притяжательные местоимения

Притяжательные местоимения указывают на принадлежность предмета лицу и имеют формы *my, your, his, her, its, our, their*, образованные от соответствующих личных местоимений *I, you, he, she, it, we, they*. В отличие от русского местоимения «свой», употребляемого со всеми лицами, английские притяжательные местоимения используются строго в соответствии с личными местоимениями:

e.g. *I read my book, you read your book.*

Притяжательные местоимения употребляются в функции определения к существительным.

e.g. *His friend made some mistakes in his dictation.* Его друг сделал несколько ошибок в своем диктанте.

В случае употребления притяжательного местоимения без существительного используется специальная форма, называемая абсолютной:

| Притяжательные местоимения<br>Чей? Чья? Чье? |      | Абсолютная форма<br>Куда? К кому? |      |
|--|------|-----------------------------------|------|
| <i>My</i>                                    | Мой  | <i>Mine</i>                       | Мой  |
| <i>Your</i>                                  | Твой | <i>Yours</i>                      | Твой |
| <i>His</i>                                   | Его  | <i>His</i>                        | Его  |
| <i>Her</i>                                   | Ее   | <i>Hers</i>                       | Ее   |
| <i>Its</i>                                   | Его  | <i>Its</i>                        | Его  |
| <i>Our</i>                                   | Наш  | <i>Ours</i>                       | Наш  |
| <i>Your</i>                                  | Ваш  | <i>Yours</i>                      | Ваш  |
| <i>Their</i>                                 | Их   | <i>Theirs</i>                     | Их   |

e.g. *This book is not mine, it's yours.* Это не моя книга, это твоя.

## 5.4. Указательные местоимения

К числу указательных местоимений относятся *this, that, these, those, such* и *same*. Местоимения *this* (этот) и *that* (тот) указывают на предмет в единственном числе, *these* (эти) и *those* (те) – во множественном числе.

Указательные местоимения могут употребляться в функции

а) определения:

e.g. *This city is very beautiful.* Этот город очень красив.

б) подлежащего:

e.g. *This is a very beautiful city.* Это очень красивый город.

в) дополнения:

e.g. *We know this already.* Мы уже знаем это.

## 5.5. Возвратные местоимения

В английском языке возвратные местоимения образованы от личных:

|      |            |
|------|------------|
| I    | myself     |
| You  | yourself   |
| He   | himself    |
| She  | herself    |
| It   | itself     |
| We   | ourselves  |
| You  | yourselves |
| They | themselves |

Имеется также возвратное местоимение *oneself*, образованное от неопределенного местоимения *one*.

Возвратные местоимения показывают, что действие направлено на лицо, выраженное подлежащим. Как правило, они переводятся частицей *-сь (-ся)*, которая присоединяется с глаголам.

e.g. *Be careful! Don't cut yourself!* Будь осторожен! Не порежься!

## 5.6. Вопросительные местоимения

К числу вопросительных местоимений относятся *who (whom), whose, what, which, how many, how much*. Они употребляются при образовании вопросительных предложений или в качестве союзных слов при присоединении придаточных предложений к главному.

Местоимение *who* употребляется по отношению к лицам и может иметь форму объектного падежа *whom*, характерную для письменной речи.

e.g. *Who(m) do you see there?* Кого ты видишь там?

Местоимение *which* (который) может употребляться как прилагательное и как существительное.

e.g. *Which of you knows the answer?* Кто из вас знает ответ?

*Which orange would you like best?* Какой апельсин тебе больше нравится?

Местоимения *how many* и *how much* употребляются соответственно с исчисляемыми и неисчисляемыми существительными.

e.g. *How many pupils are there in your class?* Сколько учеников в твоём классе?

*How much chalk is there in the box?* Сколько мела в ящике?

### **5.7. Неопределенные местоимения**

Наиболее употребительными неопределенными местоимениями являются следующие: *some, any, no, many, much, few, little, one, other, (another), both, all, every, each* и производные от них *somebody, somewhere, something, anybody, anything, anywhere, nobody, nothing, nowhere, no more*.

Местоимения *some, any* могут употребляться с исчисляемыми существительными во множественном числе и с неисчисляемыми существительными со значением «некоторое количество, немного, сколько-нибудь». В этом случае они обычно не переводятся. Форма *some* и производные от нее употребляются в утвердительных предложениях, форма *any* и ее производные – в отрицательных и вопросительных. Местоимение *any* в утвердительных предложениях имеет значение любой.

e.g. *Give me some water, please!* Дай мне, пожалуйста, воды.

*Is anybody absent today?* Сегодня кто-нибудь отсутствует?

Местоимения *many, few, a few* употребляются с исчисляемыми существительными, *much, little, a little* – с неисчисляемыми.

e.g. *Many students study here.* Много студентов учатся здесь.

*I have little time left.* У меня осталось мало времени.

Местоимение *one* употребляется только с исчисляемыми существительными. Предложение, где оно выполняет функцию подлежащего, является неопределенно-личным. Выступая в роли существи-

тельного, one может иметь форму множественного числа (ones) и притяжательного падежа (one's).

Местоимение other (другой, иной) употребляется как существительное и прилагательное. В первом случае оно имеет форму множественного числа (others), а также притяжательного падежа (other's); во втором случае – не меняет свою форму.

e.g. The others came later. Другие подошли позже.

Местоимение either имеет утвердительное значение – один из двух, оба; neither – ни тот, ни другой.

## 6. ЧИСЛИТЕЛЬНОЕ (The Numeral)

### 6.1. Общие сведения

Именем числительным называется часть речи, которая обозначает количество или порядок предметов при счете.

Выделяют количественные, отвечающие на вопрос «сколько?» и порядковые числительные, отвечающие на вопрос «который?».

Количественные числительные от 13 до 19 образуются прибавлением суффикса -teen к основе. Числительные, обозначающие десятки, прибавляют к основе суффикс -ty. Порядковые числительные кроме первых трех (e.g. first, second, third) образуются прибавлением суффикса -th к соответствующим количественным числительным. Они употребляются с определенным артиклем.

Обратите внимание, что числительные hundred, thousand, million не принимают окончания -s, когда перед ними стоит другое числительное. Если же эти числительные обозначают неопределенное количество, они употребляются во множественном числе с окончанием -s, за которым следует предлог of.

e.g. hundreds of sportsmen или five hundred sportsmen

Для обозначения номеров домов, комнат, транспорта, страниц, глав, параграфов, частей книг употребляются не порядковые, а количественные числительные. Существительные в этих случаях употребляются без артикля:

e.g. house 8, flat 16, bus 85, chapter 3, page 166, paragraph 7.

## Количественные числительные

| 1–12 |        | 13–19 |           | 20–90  |            | 100 и далее   |  |
|------|--------|-------|-----------|--------|------------|---------------|--|
| 1    | one    | 13    | thirteen  | 20     | twenty     | 100           | a (one) hundred                                      |
| 2    | two    | 14    | fourteen  | 21     | twenty one | 101           | a (one) hundred and one                              |
| 3    | three  | 15    | fifteen   | 22     | twenty two | 110           | a (one) hundred and ten                              |
| 4    | four   | 16    | sixteen   | etc... |            | etc...        |  |
| 5    | five   | 17    | seventeen | 30     | thirty     | 200           | two hundred  |
| 6    | six    | 18    | eighteen  | 40     | forty      | 300           | three hundred  |
| 7    | seven  | 19    | nineteen  | 50     | fifty      | 400           | four hundred   |
| 8    | eight  |       |           | 60     | sixty      | etc...        |  |
| 9    | nine   |       |           | 70     | seventy    | 1,000         | a (one) thousand                                     |
| 10   | ten    |       |           | 80     | eighty     | 1,001         | a (one) thousand and one                             |
| 11   | eleven |       |           | 90     | ninety     | 1,250         | a (one) thousand two hundred and fifty               |
| 12   | twelve |       |           |        |            | 100,000       | a (one) hundred thousand                             |
|      |        |       |           |        |            | 1,000,000     | a (one) million                                      |
|      |        |       |           |        |            | 1,000,000,000 | a (one) milliard (Britain);<br>a (one) billion (USA) |

## Порядковые числительные

| 1-й – 12-й |          | 13-й – 19-й |             | 20-й – 90-й |               | 100-й и далее |   |
|------------|----------|-------------|-------------|-------------|---------------|---------------|---|
| 1st        | first    | 13th        | thirteenth  | 20th        | twentieth     | 100th         | a (one) hundredth                         |
| 2nd        | second   | 14th        | fourteenth  | 21st        | twenty first  | 101st         | a (one) hundred and first                 |
| 3rd        | third    | 15th        | fifteenth   | 22nd        | twenty second | 102nd         | a (one) hundred and second                |
| 4th        | fourth   | 16th        | sixteenth   | etc...      |               | etc...        |   |
| 5th        | fifth    | 17th        | seventeenth | 30th        | thirtieth     | 200th         | two hundredth                             |
| 6th        | sixth    | 18th        | eighteenth  | 40th        | fortieth      | 300th         | three hundredth                           |
| 7th        | seventh  | 19th        | nineteenth  | 50th        | fiftieth      | 400th         | four hundredth                            |
| 8th        | eighth   |             |             | 60th        | sixtieth      | etc...        |   |
| 9th        | ninth    |             |             | 70th        | seventieth    | 1,000th       | a (one) thousandth                        |
| 10th       | tenth    |             |             | 80th        | eightieth     | 1,001st       | a (one) thousand and first                |
| 11th       | eleventh |             |             | 90th        | ninetieth     | 1,250th       | a (one) thousand two hundred and fiftieth |
| 12th       | twelfth  |             |             |             |               | 100,000th     | a (one) hundred thousandth                |
|            |          |             |             |             |               | 1,000,000th   | a (one) millionth                         |

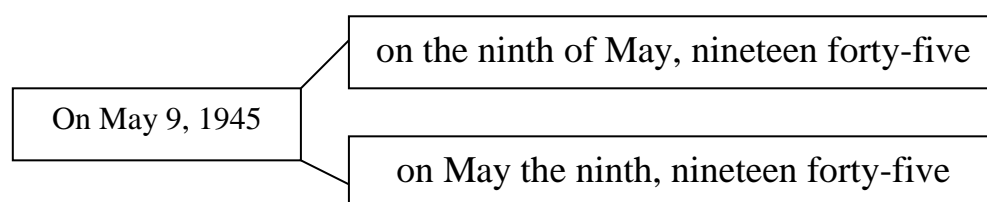
## 6.2. Хронологические даты

Годы в английском языке обозначаются количественными числительными. Слово *year* после указанного года не употребляется, но возможно употребление фразы *in the year* перед указываемым годом. Числительное, обозначающее год, разбивается на две части – сначала произносится число сотен, а затем – число десятков и единиц.

e.g. 1900 – *nineteen hundred*

*in the year 1991*

Даты обозначаются порядковыми числительными и читаются следующим образом:



## 6.3. Употребление числительных

Дробные числительные

$1/2$  – a (one) half;

$1/4$  – a (one) quarter;

$2/3$  – two thirds

$1 \frac{1}{2}$  – one and a half

0.1 – 0 [ou] point one

2.45 – two point four five

35.25 – three five (или: thirty-five) point two five

Для обозначения возраста употребляется следующая конструкция:

e.g. I am seventeen (years old).

Для обозначения времени употребляются следующие структуры:

e.g. It is eleven sharp. Ровно одиннадцать.

It's ten past eleven. 10 минут двенадцатого.

It's a quarter past eleven. Четверть двенадцатого.

It's half past eleven. Половина двенадцатого.

It's ten to twelve. Без десяти двенадцать.

It's a quarter to twelve. Без четверти двенадцать.

## 7. НАКЛОНЕНИЕ (The Mood)

### 7.1. Общие сведения

Наклонение – это форма глагола, при помощи которой говорящий показывает отношение действия к реальности. Это отношение может быть представлено как реальное, проблематичное, нереальное, а также в виде просьбы или приказа.

Действия, представленные как реальные, выражаются в форме изъявительного наклонения (the Indicative Mood), видовременные и залоговые формы будут рассмотрены в пунктах 7, 8.

Просьбы и приказания выражаются в форме повелительного наклонения (the Imperative Mood).

Воображаемые или желаемые действия (the Subjunctive Mood).

### 7.2. Повелительное наклонение

Утвердительная форма повелительного наклонения совпадает с инфинитивом глагола без частицы to:

e.g. Be careful while crossing the street. Будьте внимательны, переходя дорогу.

Отрицательная форма образуется при помощи вспомогательного глагола do и частицы not (do not или don't):

e.g. Don't cry! Не плачь!

При обращении просьбы или приказания к 3-му лицу употребляется глагол let (пусть), а к 1-му лицу let's (давайте):

e.g. Let Ann read the text. Пусть Аня читает текст.

Let's go for a walk. Давайте пойдем на прогулку.

### 7.3. Сослагательное наклонение

Сослагательное наклонение обозначает воображаемые или желаемые действия и употребляется в условных придаточных предложениях. В английском языке существует несколько типов условных придаточных предложений:

1) реальное условие, относящееся к настоящему или будущему времени

**If + подлежащее + Present Simple, подлежащее + Future Simple**



e.g. If I have money, I will go to the cinema. Если у меня будут деньги, я пойду в кино.

If I buy a book, I will give it to you. Если я куплю книгу, я дам ее тебе.

2) нереальное условие, относящееся к настоящему или будущему времени

### **If + подлежащее + Past Simple, подлежащее + Future in the Past Simple**

e.g. If I bought a book, I would give it to you. Если бы я купил книгу, я бы дал ее тебе.

If I were you, I would buy a car. Если бы я был на твоём месте, я бы купил машину.

3) нереальное условие, относящееся к прошедшему времени

### **If + подлежащее + Past Perfect, подлежащее + Future in the Past Perfect**

e.g. If you had phoned me yesterday, I would have met you. Если бы ты позвонил меня вчера, я бы тебя встретил.

4) смешанный тип придаточного предложения

### **If + подлежащее + Past Perfect, подлежащее + Future in the Past Simple**

e.g. If you had bought tickets yesterday, we would go to the cinema now. Если бы ты вчера купил билеты, мы бы сейчас пошли в кино.

If + подлежащее + Past Perfect, подлежащее + Future in the Past Continuous

e.g. If you had bought tickets yesterday, we would be going to the cinema now. Если бы ты купил билеты вчера, мы бы сейчас шли в кино.

5) I wish...

### **Wish + Past (Simple, Continuous)**

e.g. I wish I were in London now. Жаль, что я сейчас не в Лондоне.

### **Wish + Past (Perfect, Perfect Continuous)**

e.g. I wish I had been in London. Жаль, что я не был в Лондоне тогда.

Сослагательное наклонение может также употребляться в некоторых других типах придаточных предложений:

1) подлежащих, после главного предложения типа It is (was) necessary; It is (was) important; It is (was) desirable; It is (was) recommended, etc. (с глаголом should для всех лиц):

e.g. It is necessary that he should come. Необходимо, чтобы он пришел.

2) дополнительных, если сказуемое главного предложения выражено глаголами suggest, propose, demand, order, request, insist, etc. (с глаголом should для всех лиц):

e.g. He suggests (suggested) that I should take a leave. Он предлагает (предложил), чтобы я взял отпуск.

3) определительных, со словом time в главном предложении:

e.g. It is time we should go home. Пора идти домой.

Если сказуемое главного или придаточного предложения содержит модальный глагол can или may, то в сослагательном наклонении употребляются формы could или might.

## 8. ГЛАГОЛ (The Verb)

### 8.1. Общие сведения

Глаголы обозначают действия, процессы, состояния, имеют грамматические категории времени, вида, залога, наклонения, лица и числа.

В английском языке глаголы употребляются в четырех основных формах:

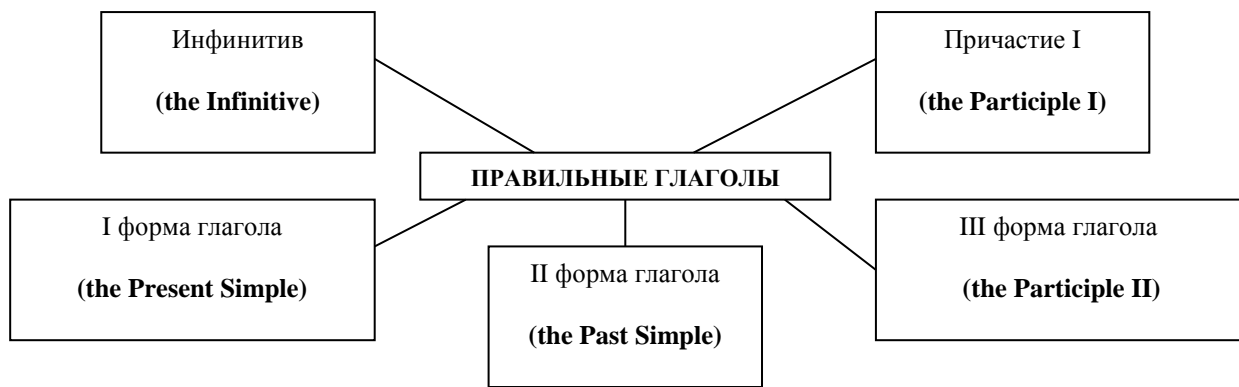
1. Инфинитив, т. е. начальная форма глагола; формальным признаком которой является частица to.

2. Совпадает с простым прошедшим временем (the Past Indefinite).

3. Participle II, т. е. причастие прошедшего времени.

4. Participle I, т. е. причастие настоящего времени (-ing форма глагола).

В зависимости от способа образования второй и третьей форм все глаголы делятся на правильные (regular verbs) и неправильные (irregular verbs).



Правильные глаголы образуют указанные формы при помощи суффикса *-ed*, который прибавляется к основе глагола. Неправильные глаголы образуют формы прошедшего времени и причастия любым другим способом, кроме прибавления суффикса *-ed*. Основные формы этих глаголов заучиваются.

## 8.2. Глаголы **TO BE**, **TO HAVE (HAVE GOT)**, **TO DO**

Наиболее распространенными глаголами английского языка являются *to be* и *to have (have got)*, *to do*. В отличие от других глаголов они имеют несколько форм настоящего и прошедшего времени, а также могут выполнять в предложении несколько функций: смыслового глагола, вспомогательного и модального. Кроме того, *to be* употребляется как глагол-связка.

Как смысловой глагол *to be* переводится «быть, находиться», *to have* – «иметь», *to do* – «делать».

Как заменители модальных глаголов *to be* и *to have* употребляются с частицей *to* и обозначают: *to be* – планируемое действие в

будущем; to have – долженствование, необходимость совершить действие в силу каких-то обстоятельств.

Как вспомогательные глаголы to be, to have, to do не переводятся. Они служат для образования видовременных форм глаголов настоящего и прошедшего времен, в будущем времени используются вспомогательные глаголы shall, will. При образовании вопросительной формы глаголы to be, to have, to do, а в будущем времени shall, will выносятся на первое место и согласуются с подлежащим в лице и числе. При образовании отрицательной формы частица not прибавляется к соответствующей форме вспомогательного глагола.

Глаголы to be и to have могут входить в состав устойчивых глагольных сочетаний типа:

e.g.:

to be single – быть холостым (не замужем)

to be married – быть женатым (замужем)

to be from – быть из

to be British (Russian) – быть британцем (русским)

to be engaged – быть помолвленным

to be of military age – быть призывного возраста

to be of marriageable age – быть в возрасте вступления в брак

to be of age – быть совершеннолетним

to be in – быть в

to be out – быть вне

to be away – быть далеко

to be busy – быть занятым

to be sorry – сожалеть

to be a banana head – быть глупым

to be a couch potato – быть ленивым

to be fond of – увлекаться

to be keen on – страстно (фанатично) увлекаться

to be in charge of – быть ответственным за

to be in a hurry – спешить, торопиться

to be worth doing smth – стоит сделать

to be sure – быть уверенным

to be over – закончиться

to be afraid of – бояться

to be tired – устать

to be on pension – быть на пенсии

to be thirsty – испытывать жажду

to be hungry – быть голодным  
to be at home – быть дома  
to be wrong – быть неправым  
to be right – быть правым  
to be on(in) time – приходить вовремя  
to be late – опаздывать  
to be acquainted with – быть знакомым с  
to be glad – радоваться  
to be interested in – интересоваться  
to be free – быть свободным  
to be ill – болеть (плохо себя чувствовать)  
to be up – заканчиваться  
to be well – хорошо себя чувствовать  
to be ready (for) – быть готовым к  
to be good at – хорошо разбираться в  
to be absent – отсутствовать  
to be back – вернуться  
to be present – присутствовать  
to be going to + Infinitive – собираться что-то сделать  
to be about to + Infinitive – собираться что-то сделать  
to have a good time – хорошо проводить время  
to have a rest – отдыхать  
to have classes – заниматься  
to have a headache – испытывать головную боль  
to have tea – пить чай  
to have coffee – пить кофе  
to have meals – есть  
to have breakfast – завтракать  
to have dinner – обедать  
to have supper – ужинать  
to have shower – принимать душ  
to have bath – принимать ванну

Вопросительные и отрицательные предложения в подобных словосочетаниях с глаголом to have образуются при помощи вспомогательных глаголов do (does), did.

## To be

| Present  |              |           | Past      |               |            | Future       |                  |               |
|----------|--------------|-----------|-----------|---------------|------------|--------------|------------------|---------------|
| +        | -            | ?         | +         | -             | ?          | +            | -                | ?             |
| I am     | I am not     | Am I?     | I was     | I was not     | Was I?     | I will be    | I will not be    | Will I be?    |
| You are  | You are not  | Are you?  | You were  | You were not  | Were you?  | You will be  | You will not be  | Will you be?  |
| He is    | He is not    | Is he?    | He was    | He was not    | Was he?    | He will be   | He will not be   | Will he be?   |
| She is   | She is not   | Is she?   | She was   | She was not   | Was she?   | She will be  | She will not be  | Will she be?  |
| It is    | It is not    | Is it?    | It was    | It was not    | Was it?    | It will be   | It will not be   | Will it be?   |
| We are   | We are not   | Are we?   | We were   | We were not   | Were we?   | We will be   | We will not be   | Will we be?   |
| You are  | You are not  | Are you?  | You were  | You were not  | Were you?  | You will be  | You will not be  | Will you be?  |
| They are | They are not | Are they? | They were | They were not | Were they? | They will be | They will not be | Will they be? |

## To have (got)

| Present         |                     |                  | Past           |                    |                 | Future               |                          |                       |
|-----------------|---------------------|------------------|----------------|--------------------|-----------------|----------------------|--------------------------|-----------------------|
| +               | -                   | ?                | +              | -                  | ?               | +                    | -                        | ?                     |
| I have (got)    | I have not (got)    | Have I (got)?    | I had (got)    | I had not (got)    | Had I (got)?    | I will have (got)    | I will not have (got)    | Will I have (got)?    |
| You have (got)  | You have not (got)  | Have you (got)?  | You had (got)  | You had not (got)  | Had you (got)?  | You will have (got)  | You will not have (got)  | Will you have (got)?  |
| He has (got)    | He has not (got)    | Has he (got)?    | He had (got)   | He had not (got)   | Had he (got)?   | He will have (got)   | He will not have (got)   | Will he have (got)?   |
| She has (got)   | She has not (got)   | Has she (got)?   | She had (got)  | She had not (got)  | Had she (got)?  | She will have (got)  | She will not have (got)  | Will she have (got)?  |
| It has (got)    | It has not (got)    | Has it (got)?    | It had (got)   | It had not (got)   | Had it (got)?   | It will have (got)   | It will not have (got)   | Will it have (got)?   |
| We have (got)   | We have not (got)   | Have we (got)?   | We had (got)   | We had not (got)   | Had we (got)?   | We will have (got)   | We will not have (got)   | Will we have (got)?   |
| You have (got)  | You have not (got)  | Have you (got)?  | You had (got)  | You had not (got)  | Had you (got)?  | You will have (got)  | You will not have (got)  | Will you have (got)?  |
| They have (got) | They have not (got) | Have they (got)? | They had (got) | They had not (got) | Had they (got)? | They will have (got) | They will not have (got) | Will they have (got)? |

## To do

| Present  |              |           | Past     |              |           | Future       |                  |               |
|----------|--------------|-----------|----------|--------------|-----------|--------------|------------------|---------------|
| +        | -            | ?         | +        | -            | ?         | +            | -                | ?             |
| I do     | I do not     | Do I?     | I did    | I did not    | Did I?    | I will do    | I will not do    | Will I do?    |
| You do   | You do not   | Do you?   | You did  | You did not  | Did you?  | You will do  | You will not do  | Will you do?  |
| He does  | He does not  | Does he?  | He did   | He did not   | Did he?   | He will do   | He will not do   | Will he do?   |
| She does | She does not | Does she? | She did  | She did not  | Did she?  | She will do  | She will not do  | Will she do?  |
| It does  | It does not  | Does it?  | It did   | It did not   | Did it?   | It will do   | It will not do   | Will it do?   |
| We do    | We do not    | Do we?    | We did   | We did not   | Did we?   | We will do   | We will not do   | Will we do?   |
| You do   | You do not   | Do you?   | You did  | You did not  | Did you?  | You will do  | You will not do  | Will you do?  |
| They do  | They do not  | Do they?  | They did | They did not | Did they? | They will do | They will not do | Will they do? |



### 8.3.оборот there is/are

Оборот или конструкция there is/are употребляется для выражения наличия или отсутствия какого-либо предмета, лица или явления в определенном месте.

e.g. There some people in this room.

There are some ideas in my head.

Выбор формы глагола to be зависит от числа, следующего за ним существительного:

e.g. There is a table and two chairs in the room.

There are two chairs and a table in the room.

Вопросительные предложения с оборотом строятся следующим образом:

1. Общий вопрос:

e.g. Is there anything in the bag?

2. Специальный вопрос:

e.g. How many pens are there in the box?

3. Разделительный вопрос:

e.g. There are some pupils in the classroom, aren't they?

Отрицательные предложения строятся с помощью отрицательной частицы not, которая ставится после глагола to be.

e.g. There is not any milk in the fridge.

## 8.4. СИСТЕМА ВИДОВРЕМЕННЫХ ФОРМ ГЛАГОЛА

|                                | <b>INDEFINITE<br/>(SIMPLE)</b><br>Обычное, привыч-<br>ное, повторяющее-<br>ся действие  | <b>CONTINUOUS<br/>(PROGRESSIVE)</b><br>Длительное в определен-<br>ный момент времени<br>действие  | <b>PERFECT</b><br>Законченное к определенному<br>моменту времени действие  | <b>PERFECT CONTINUOUS</b><br>Начатое, но не законченное<br>действие   |
|--------------------------------|---|---|--|---|
|                                | Настоящее<br>простое<br>{V/Vs}  | Настоящее<br>длительное<br>{am/is/are V <sub>ing</sub> }  | Настоящее<br>завершенное<br>{have/has V <sub>ed</sub> /V <sub>3</sub> }  | Настоящее завершенно-длительное<br>{have/has been V <sub>ing</sub> }  |
| <b>PRESENT<br/>(настоящее)</b> | Usually – обычно<br>Always – всегда<br>Often – часто<br>Seldom – редко<br>Sometimes – иногда<br>Every day – каждый<br>день<br><br>+ I ask.<br>– I don't ask.<br>? Do you ask? | Now-сейчас<br>At this moment –<br>в данный момент<br>While – пока<br>At 2 o'clock – в 2 часа<br><br>+ I am asking.<br>– I am not asking.<br>? Are you asking? | Already – уже<br>Yet – уже (в вопрос.)<br>– еще (в отр.)<br>Just – только что<br>Never – никогда<br>Ever – иногда<br>Recently – недавно<br><br>+ I have asked.<br>– I have not asked.<br>? Have you asked? | For – в течение<br>Since – с тех пор как<br>All this year – все в этот год<br>Already – уже<br>Yet – уже (еще)<br><br>+ I have been asking.<br>– I have not been asking.<br>? Have you been asking? |
|                                | Простое<br>прошедшее<br>{V <sub>ed</sub> , V <sub>2</sub> }   | Прошедшее длительное<br>{was/were V <sub>ing</sub> }  | Прошедшее завершенное<br>{had V <sub>ed</sub> , V <sub>3</sub> }   | Прошедшее завершенно-длительное<br>{had been V <sub>ing</sub> }   |
| <b>PAST<br/>(прошедшее)</b>    | Yesterday – вчера<br>Last ... – на про-<br>шлой<br>Long ago – давно<br>... ago – назад<br><br>+ I asked.<br>– I didn't ask.<br>? Did I ask?                                   | At 6 o'clock - в 6ч.<br>when she came - когда<br>она пришла<br>While – как/пока<br><br>+ I was asking.<br>– I was not asking.<br>? Was I asking?              | By -к<br>Before he came-до того как он<br>пришел<br><br>+ I had asked.<br>– I had not asked.<br>? Had I asked?   | Already-уже<br>For more than 5 hours-более 5 часов<br>Since-с, с того как<br><br>+ I had been asking<br>– I had not been asking.<br>? Had I been asking?  |

|  | Простое будущее<br>{will V}  | Будущее<br>длительное<br>{will be V <sub>ing</sub> }   | Будущее<br>завершенное<br>{will have V <sub>ed</sub> , V <sub>3</sub> }   | Будущее завершенно-длительное<br>{will have been V <sub>ing</sub> }   |
|--|--|--|---|---|
| FUTURE<br>(будущее)  | Tomorrow – завтра<br>Next ... –<br>на следующей<br>In 2 days – через<br>2 дня<br>Soon – скоро<br><br>+ I will ask.<br>– I will not ask.<br>? Will you ask? | Tomorrow at 3 o'clock –<br>завтра в 3 часа<br>While – в то время как,<br>пока<br><br>+ I will be asking.<br>– I will not be asking.<br>? Will you be asking? | Tomorrow by 3 o'clock – завтра<br>к 3 часам<br>By – к<br><br>+ I will have asked.<br>– I will not have asked.<br>? Will you have asked? | Already – уже<br>For<br>Since<br><br>+ I will have been asking.<br>– I will not have been asking.<br>? Will you have been asking? |
| FUTURE IN<br>THE PAST<br>(будущее<br>в прошедшем)<br>(He said ...) | {Would V}<br><br>+ He would ask –<br>он спросит  | {Would be V <sub>ing</sub> }<br><br>+ He would be asking –<br>он будет спрашивать<br>(в определенное время)  | {Would have V <sub>ed</sub> , V <sub>3</sub> }<br><br>+ He would have asked – он<br>спросит (к определенному<br>моменту)                | {Would have been V <sub>ing</sub> }<br><br>+ He would have been asking – он будет<br>спрашивать                                   |

## 9. СТРАДАТЕЛЬНЫЙ ЗАЛОГ (The Passive voice)

### 9.1. Общие сведения

Глагол в страдательном залоге выражает действие, которое направлено на предмет или лицо, выраженное подлежащим.

|            | Present   | Past   | Future  | Future in-the-Past   |
|------------|---|--|---|--|
| Simple     | Letters are written every day.<br><br>(am, is, are + V3)<br><br>Письма пишут каждый день.       | The letter was written yesterday.<br><br>(was, were + V3)<br><br>Письмо писали вчера.  | The letter will be written tomorrow.<br><br>(shall, will + be + V3)<br><br>Письмо будет написано завтра.                                      | (He said that) the letter would be written the next day.<br><br>(should, would + be + V3)<br><br>Он сказал, что письмо будет написано завтра.  |
| Continuous | The letter is being written now.<br><br>(am, is, are + being + V3)<br><br>Письмо пишут сейчас.  | The letter was being written at 5 o'clock in the evening yesterday.<br><br>(was, were + being + V3)<br><br>Письмо писали в 5 часов вечера вчера. | —————   | —————  |
| Perfect    | The letter has already been written.<br><br>(have, has + been + V3)<br><br>Письмо уже написано. | The letter had been written by 5 o'clock yesterday.<br><br>(had + been + V3)<br><br>Письмо было написано к 5 часам вчера.                        | The letter will have been written by 5 o'clock tomorrow.<br><br>(shall, will + have been + V3)<br><br>Письмо будет написано к 5 часам завтра. | (He said that) the letter would have been written by 5 o'clock the next day.<br><br>(should, would + have + been + V3)<br><br>Он сказал, что письмо будет написано к 5 часам завтра. |

## 10. МОДАЛЬНЫЕ ГЛАГОЛЫ (The Modal Verbs)

### 10.1. Общие сведения

1. Модальные глаголы обозначают отношение к действию.
2. Не имеют -s в 3-м лице единственном числе.
3. Не образуют неличных формы (причастие, инфинитив, герундий).
4. В предложении действуют как глаголы to be, to have.
5. Не употребляются с частицей to (за исключением ought to).

### 10.2. Модальные глаголы и их эквиваленты

|         | <b>can</b>  | <b>may</b>                     | <b>must</b>                         | <b>ought to</b> | <b>should</b>                           | <b>need</b>                       |
|---------|---|--------------------------------|-------------------------------------|-----------------|---|-----------------------------------|
|         | физическая или умственная возможность выполнения действия | разрешение выполнения действия | долженствование выполнения действия | моральный долг  | совет, рекомендации выполнения действия | необходимость выполнения действия |
| Present | can   | may                            | must                                | ought to        | should                                  | need                              |
| Past    | could   | might                          | —                                   |                 |   |                                   |
| Future  | —   | —                              | —                                   |                 |   |                                   |

Вместо “—” используются заменители.

#### Заменители

|         | для can           | для may                                | для must  |
|---------|-------------------|--|---|
|         | to be able to     | to be allowed to<br>to be permitted to | to have to<br>to be to  |
| Present | I am able to      | I am allowed to                        | I have to ...<br>Do I have to ...<br>I don't have to ...        |
| Past    | I was able to     | I was allowed to                       | I had to ...<br>Did I have to ...<br>I didn't have to ...       |
| Future  | I will be able to | I will be allowed to                   | I will have to ...<br>Will I have to ...<br>I won't have to ... |

### 10.3. Модальные глаголы в сочетании с Perfect infinitive

Перфектный инфинитив после модальных глаголов обычно используется для того, чтобы показать прошедшее действие.

- **Could/may/might + Perfect Infinitive (have + Participle II)**  
выражает предположение, относящееся к прошлому с небольшой степенью уверенности, переводится вводными словами может быть, возможно.

e.g. It **may have snowed** last night, but I'm not sure. Возможно, вчера ночью был дождь, но я не уверен.

The cause of death **could have been** bacteria. Причиной смерти, возможно, стала бактерия.

You **might have left** your book somewhere yesterday. Может быть, ты вчера оставил где-то свою книгу.

- **Should + Perfect Infinitive (have + Participle II)**  
выражает упрек или порицание.

e.g. John **should have prepared** for the exams. (He did not prepare)  
Джону следовало готовиться к экзаменам.

- **Must + Perfect Infinitive (have + Participle II)**  
означает логический вывод о прошлом, переводится вводными словами должно быть, вероятно.

e.g. Sabrina looked happy yesterday. She **must have passed** the exam. Сабрина выглядела счастливой вчера. Должно быть, она сдала экзамен.

- **Needn't + Perfect Infinitive (have + Participle II)**  
выражает то, что, лицу, о котором идет речь, не было необходимости совершать действие.

e.g. You **needn't have bought** milk, I bought it. Тебе не надо было покупать молоко, я купил его.

## 11. СОГЛАСОВАНИЕ ВРЕМЕН (The sequence of Tenses)

Правило согласования времен в английском языке представляет определенную зависимость времени глагола в придаточном предложении (главным образом дополнительном) от времени глагола в главном предложении. В русском языке такой зависимости не существует.

Основные положения согласования времен сводятся к следующему:

1. Если сказуемое главного предложения выражено глаголом в настоящем или будущем времени, то сказуемое придаточного предложения может стоять в любом времени, которое требуется по смыслу:

e.g. He says he studies English. Он говорит, что он изучает английский.

He says he will study English. Он говорит, что он будет изучать английский.

He says he studied English. Он говорит, что он изучал английский.

2. Если сказуемое главного предложения стоит в прошедшем времени, то сказуемое придаточного предложения должно стоять в одном из прошедших времен. Выбор конкретной видовременной формы определяется тем, происходит ли действие в придаточном предложении одновременно с главным, предшествует ему либо будет происходить в будущем:

e.g. He said he studied English. Он сказал, что изучает.

He said he would study English. Он сказал, что будет изучать английский.

He said he had studied English. Он сказал, что он изучал английский.

В ряде случаев правило согласования времен не соблюдается:

а) если сказуемое придаточного предложения выражено модальными глаголами *must*, *should*, *ought* и инфинитивом:

e.g. I knew he must visit his sick friend. Я знал, что он должен навестить своего больного друга.

He told us that he should leave immediately. Он сказал, что должен уехать незамедлительно.

б) если сказуемое придаточного предложения выражает общеизвестный факт:

e.g. The pupils were told that the Earth goes round the Sun, and the Moon goes round the Earth. Ученикам сказали, что Земля вращается вокруг солнца, а Луна вокруг Земли.

в) в придаточных определительных, так же в предложениях, которые вводятся союзом *than*, *as ... than*, *as ... as*, *less ... than*.

e.g. Yesterday I read the book which you are reading now. Вчера я читал книгу, которую ты сейчас читаешь.

Last year I worked less than I work now. В прошлом году я работал меньше, чем работаю сейчас.

## 12. ПРЯМАЯ КОСВЕННАЯ РЕЧЬ (Direct and Indirect Speech)

Правило согласования времен особенно часто соблюдается в косвенной речи, т. е. когда мы своими словами пересказываем содержание того, что было сказано другими. Сравните:

e.g. John said to me, "I worked at this office". Джон сказал мне: «Я работал в этом учреждении».

John told me that he had worked at that office. Джон сказал мне, что работал в этом учреждении.

При преобразовании утвердительных предложений из прямой речи в косвенную производятся следующие изменения:

1) может употребляться союз that;

2) изменяются времена глаголов в соответствии с правилами согласования времен;

3) заменяются местоимения по смыслу;

4) глагол to say, за которым следует дополнение, заменяется глаголом to tell (без предлога to);

5) заменяются наречия места и времени:

now на then, ago на before, today на that day, here на there, tomorrow на the next day, yesterday на the day before, these на those.

Общие вопросы вводятся союзами if, whether (частица «ли»), порядок слов вопросительного предложения заменяется порядком слов утвердительного предложения:

e.g. He asked me, "Do you know my telephone number?" Он спросил меня: «Ты знаешь мой телефон?»

He asked me if (whether) I knew his telephone number. Он спросил меня, знаю ли я номер его телефона.

Специальные вопросы вводятся тем же вопросительным словом, с которого начинается прямая речь, порядок слов заменяется порядком слов утвердительного предложения:

e.g. He asked me, "When will you come?" Он спросил меня: «Когда ты придешь?»

He asked me when I would come. Он спросил меня, когда я приду.

При преобразовании из прямой речи в косвенную глаголов в повелительном наклонении они остаются в форме инфинитива:

e.g. He said to me, "Give me your book". Он сказал мне: «Дай мне свою книгу».

He asked me to give him my book. Он попросил меня дать ему мою книгу.



## 13. ИНФИНИТИВ (The Infinitive)

### 13.1. Общие сведения

Инфинитив – неопределенная форма глагола, формальным признаком которой является частица *to*.

В английском языке инфинитив имеет следующие формы временной отнесенности и залога:

|                    | Active              | Passive            |
|--------------------|---------------------|--------------------|
| Indefinite         | to ask              | to be asked        |
| Continuous         | to be asking        | –                  |
| Perfect            | to have asked       | to have been asked |
| Perfect Continuous | to have been asking | –                  |

The Indefinite Infinitive (простой инфинитив) выражает действие, происходящее одновременно с действием глагола-сказуемого или непосредственно следующее за ним.

The Continuous Infinitive подчеркивает длительность действия, происходящего одновременно с действием глагола-сказуемого.

The Perfect Infinitive выражает действие, которое произошло раньше действия, выраженного глаголом-сказуемым.

В предложении инфинитив может выполнять следующие функции:

1. подлежащего

e.g. **To study** English is difficult.

2. части сказуемого

e.g. The task **is to study** English.

The problem **was to find** the key.

3. прямого дополнения

e.g. I would like **to drink** something.

I told him **to come** at 5 o'clock.

4. обстоятельства цели

e.g. In order **to earn** money, I worked hard last year.

**To buy** a flat, I worked hard.

5. определения

e.g. The book **to read** is very difficult.

The road **to be built** will be finished next year.

Инфинитив может также употребляться в функции сложного дополнения и сложного подлежащего, образуя при этом соответствующие обороты: объектный инфинитивный оборот (the Objective-with-the-Infinitive Construction) и субъективный инфинитивный оборот (the Subjective-with-the-Infinitive Construction).

### 13.2. Инфинитивные обороты

1. Объектный инфинитивный оборот включает в себя объект (существительное в именительном падеже либо местоимение в объектном) и инфинитив. Причем действие, выраженное инфинитивом, выполняет сам объект, а не подлежащее главного предложения:

После таких глаголов как to want, to expect, to consider, to wish, to prefer, to know, to ask, should (would) like инфинитив употребляется с частицей to.

После глаголов, выражающих физическое восприятие (to see, to watch, to hear, to feel), а также to make, to let частица to не употребляется.

e.g. I would like you (him, her, them, us) to drink something.

I saw her (him, them, you, us) cross the street.

2. Субъектный инфинитивный оборот состоит из субъекта (существительного или личного местоимения в именительном падеже) и инфинитива, следующего за сказуемым. Действие, выраженное инфинитивом, выполняет субъект, который является в предложении подлежащим. Сказуемое может быть выражено глаголами to think, to know, to suppose, to hear, to see, to say, to report, to describe, to order и некоторыми другими в страдательном залоге, а также глаголами to seem, to happen, to appear, to prove в действительном залоге. Предложения с субъектным инфинитивным оборотом соответствуют русским неопределенно-личным предложениям типа «говорят, что ...; думают, что ...; сообщается, что ...; известно, что ...» и т. д.

e.g. He is said to study at the University.

He seems to work at a plant.

He is sure to become a good specialist.

They are known to have worked at this plant.

He is said to be translating the text now.

3. В английском языке имеется также инфинитивный оборот с предлогом for. Он состоит из существительного (или местоимения), перед которым стоит предлог for, и инфинитива. Этот оборот может

употребляться в качестве сложного подлежащего (с вводным *it*), именной части сказуемого, сложного дополнения, определения и обстоятельства.

e.g. *It is difficult for me to learn English.* Мне трудно учить английский язык.

## 14. ПРИЧАСТИЕ (The Participle)

### 14.1. Общие сведения

Причастие – это неличная форма глагола, сочетающая свойства глагола, прилагательного и наречия. В английском языке различают два причастия: Participle I и Participle II. Participle I соответствует русскому причастию с суффиксами -ущ, -ющ, -ащ, -ящ (*asking* – спрашивающий, *writing* – пишущий), а также деепричастию несовершенного вида с суффиксами -а, -я (*going* – идя, *crying* – плача) или совершенного вида с суффиксом -в (*seeing* – увидев). Participle II является страдательным причастием прошедшего времени (*a forgotten song* – забытая песня). Participle I, как и инфинитив, может иметь формы относительного времени и залога.

| Причастие          | Active              | Passive                  |
|--------------------|---------------------|--------------------------|
| Present Participle | <i>asking</i>       | <i>being asked</i>       |
| Perfect Participle | <i>having asked</i> | <i>having been asked</i> |
| Participle II      | <i>asked</i>        |                          |

Формы Present Participle употребляются для обозначения действия, одновременного с действием глагола в личной форме.

e.g. **Being** late I took a taxi. Так как я опаздывал, я взял такси.

Формы Perfect Participle употребляются для обозначения действия, предшествующего действию глагола в личной форме.

e.g. *Having done* home task he went for a walk. Сделав домашнее задание, он ушел гулять.

Как и прилагательное, причастие может выполнять функцию определения и стоять перед определяемым словом или после него.

e.g. *That dancing* girl is his sister. Та танцующая девушка его сестра.

Как и наречие, причастие может выполнять в предложении функцию обстоятельства.

e.g. Coming home I phoned him. Придя домой, я позвонил ему.

Причастие в сочетании с существительным или местоимением может образовывать причастные обороты: объектный, субъектный и абсолютный.

## 14.2. Причастные обороты

1. «Объектный падеж с причастием настоящего времени» (Objective-with-the-Present-Participle) представляет собой сочетание существительного или местоимения в объектном падеже с причастием настоящего времени. Этот оборот употребляется после глаголов: to feel, to find, to hear, to listen, to look, to notice, to see, to watch.

Этот оборот аналогичен объектному инфинитивному обороту, но причастный оборот показывает действие в процессе его совершения, а инфинитивный оборот только указывает на действие.

e.g. They watched the children playing in the garden. Они наблюдали, как дети играли в саду.

Оборот «Объектный падеж с причастием прошедшего времени» (Objective with-the-Past-Participle) представляет собой сочетание существительного или местоимения в объектном падеже с причастием прошедшего времени. Этот оборот употребляется после глаголов: to have, to get, to want, to wish, to watch, to hear, to see, to find.

Этот оборот с глаголом to have (to get) означает, что действие совершается не самим подлежащим, а другим лицом для него или за него.

e.g. I want to go abroad. Я хочу поехать за границу.

2. «Субъектный причастный оборот» (Nominative-with-the-Participle) представляет собой сочетание существительного в общем падеже или местоимения в именительном падеже с причастием настоящего или прошедшего времени. Употребляется после глаголов, выражающих восприятие.

e.g. He was heard playing guitar. Слышали, как он играл на гитаре.

3. «Абсолютный причастный оборот» (The Absolute Participial Construction) – это оборот, в котором причастие имеет свое собственное подлежащее, выраженное существительным в общем падеже или местоимением this, it или словом there.

На русский язык данный оборот переводим придаточным предложением с союзами так как, после того как, если, когда. Если оборот

стоит в конце предложения, то переводим его самостоятельным предложением с союзами *and*, *because*, *while*.

e.g. *The weather being fine, we went for picnic.* Так как погода была хорошая, мы отправились на пикник.

*My mother was cleaning the house, I helping her.* Моя мама убиралась в доме, а я помогала ей.

## 15. ГЕРУНДИЙ (The Gerund)

### 15.1. Общие сведения

Герундий – это неличная форма глагола, сочетающая свойства глагола и существительного. Соответствующей формы в русском языке нет. По значению к герундию близки такие русские отглагольные существительные, как чтение, ожидание (e.g. *reading, waiting*) и т. п. К глагольным свойствам относится наличие форм залога и относительного времени (таких же, как и у причастия), возможность иметь дополнение и определяться наречием. Как и существительное, герундий может быть в предложении подлежащим, частью составного сказуемого, прямым и предложным дополнением, определением, обстоятельством. Ему могут предшествовать определители: местоимения и существительные в притяжательном падеже, предлоги, что не характерно для причастия.

|            | Active              | Passive                  |
|------------|---------------------|--------------------------|
| Indefinite | <i>asking</i>       | <i>being asked</i>       |
| Perfect    | <i>having asked</i> | <i>having been asked</i> |

Герундий как прямое дополнение употребляется после таких глаголов, как *to like, to need, to prefer, to remember, to enjoy*.

e.g. *I prefer doing this right now.* Я предпочитаю сделать это прямо сейчас.

Герундий как предложное дополнение может употребляться после любого глагола с предлогом: *to thank for, to be responsible for, to be fond of, to be tired of, to look forward to, to be interested in*.

e.g. *We are interested in buying your goods.* Мы заинтересованы в покупке ваших товаров.

Герундий как определение употребляется после абстрактных существительных с предлогами: the idea (of), importance (of), way (of), experience (in), interest (in), reason (for).

e.g. There is big importance of getting higher education. Есть большая необходимость получить высшее образование.

Герундий как обстоятельство употребляется всегда с предлогом. В функции обстоятельства времени он употребляется с предлогами after, before, on, образа действия – by, without, instead of, besides.

e.g. Before having meal you must wash your hands. Перед едой необходимо мыть руки.

Герундий как часть сказуемого употребляется после глаголов to stop, to finish, to continue, to go on, to keep on, to begin, to start.

e.g. Go on reading the book, I answer the phone. Продолжай читать книгу, я отвечу по телефону.

После следующих глаголов и сочетаний возможно употребление как герундия, так и инфинитива: to like, to begin, to start, to continue, to hate, to prefer, to forget, to remember, to stop, to intend, it is (of) no use, it is useless, it is no good.

После глаголов to finish, to go on, to keep on, to enjoy, to excuse, to forgive, to mind, to imagine, to give up, а также после словосочетаний: it's worth, can't help, to feel like, to look like употребляется только герундий.

Из вышеприведенных примеров видно, что герундий может переводиться на русский язык отглагольным существительным, неопределенно-личной формой глагола, деепричастием и придаточным предложением.

## 15.2. Герундиальный оборот

Герундий в сочетании с существительным в общем или притяжательном падеже или местоимением в притяжательном или объектном падеже образует герундиальный оборот (The Gerundial Complex), выполняющий любую функцию в предложении, свойственную герундию. На русский язык данный оборот переводится придаточным предложением с союзами что (чтобы) с предшествующими ему местоимениями то, тем что, как.

e.g. Thank you for your helping me. Спасибо за то, что помог мне.

## 16. НАРЕЧИЕ (The adverb)

### 16.1. Общие сведения

Наречием называется часть речи, которая обозначает признаки или обстоятельства, при которых совершается действие (как, где, когда и т. д.).

По структуре наречия делятся на простые (here, now, soon, then); производные, образованные от прилагательного при помощи суффикса -ly (slowly, quickly); сложные (sometimes, somewhere) и составные, представляющие собой сочетания с предлогами или другими наречиями (till now, from where).

Наречия могут относиться:

1) к глаголу:

e.g. I get up early. Я встаю рано.

2) к прилагательному или другому наречию:

e.g. He is a very good engineer. Он очень хороший инженер.

3) к предложению в целом:

e.g. Unfortunately, I don't know anything about it. К сожалению, я ничего об этом не знаю.

4) могут служить вопросительным словом:

e.g. Why were you absent? Почему ты отсутствовал?

5) могут соединять предложения:

e.g. I was ill, so I stayed in bed. Я был болен, поэтому остался в постели.

### 16.2. Классификация наречий по значению

По своему лексическому значению наречия делятся на следующие разряды:

а) места:

here – здесь, there – там, somewhere – где-нибудь, куда-нибудь, где-то, куда-то, nowhere – нигде, far – далеко, near – близко, inside – внутрь, внутри, outside – наружу, снаружи, above – наверху, выше, below – внизу, ниже.

б) времени:

always – всегда, often – часто, usually – обычно (как правило, стоят перед глаголами, за исключением to be); ever – когда-нибудь, never – никогда, just – только что (стоят между вспомогательным и

смысловым глаголом); yet – уже; lately, recently – в последнее время, before – прежде, since – с тех пор, как (как правило стоят в конце предложения); now – сейчас, today – сегодня, tomorrow – завтра, yesterday – вчера (могут стоять как в начале, так и в конце предложения);

в) меры и степени:

very – очень, too – слишком, so – так, rather – довольно, hardly – едва, quite – совсем, enough – достаточно, almost, nearly – почти, much – много, little – мало;

г) образа действия:

well – хорошо, fast, quickly – быстро, slowly – медленно, quietly – спокойно, easily – легко.

Ряд наречий употребляются для придания словам дополнительных смысловых оттенков: too, also, as well, either – тоже, также, else – еще, even – даже, only – только, just – просто.

Для соединения независимых самостоятельных предложений используются наречия so – поэтому, итак, таким образом; then – затем; however – однако; besides – кроме того; otherwise – иначе.

Для присоединения придаточного предложения к главному употребляются такие наречия как when – когда; where – где, куда; why – почему; how – как.

## 17. ПРЕДЛОГИ (The Preposition)

### 17.1. Предлоги направления

**to** – движение по направлению к предмету (лицу), протекающему процессу:

e.g. Let's go to Moscow. – Поедем в Москву.

**from** – движение от предмета (лица), удаление от протекающего процесса:

e.g. Take this book from the table. – Убери книгу со стола.

I come from Australia. – Я из Австралии.

**into** – движение внутрь ограниченного пространства:

e.g. Come into the office. – Войдите в офис.

**out of** – движение из ограниченного пространства:

e.g. Take it out of the table. – Достань это из стола.

**on(to) / onto** – движение на поверхность:

e.g. He stepped onto the platform. – Он сошел на платформу.

**through** – через, сквозь:

e.g. I was passing through the hall. – Я проходил через холл.



## 17.2. Предлоги места

**at** – местонахождение у предмета (лица), а также там, где протекает определенный процесс:

e.g. I am sitting at the table. – Я сижу у стола.

I work at the factory. – Я работаю на фабрике.

The children are at the lesson. – Дети на уроке.

**in** – местонахождение внутри ограниченного пространства:

e.g. The boss is in the office. – Босс в офисе.

The pencils are in the box. – Карандаши в коробке.

**on** – местонахождение на поверхности:

e.g. The folder is on the desk. – Папка на столе.

**under** – местонахождение под другим предметом:

e.g. The box is under the table. – Ящик под столом.

**across** – через:

e.g. The bank is across the street. – Банк находится через дорогу.

**above** – местонахождение над другим предметом:

e.g. There is a lamp above the table. – Над столом висит лампа.

**between** – между:

e.g. Between you and me. – Между мною и тобой.

**in front of** – местонахождение предмета (лица) впереди другого предмета (лица), перед:

e.g. There is a telephone in front of him. – Перед ним стоит телефон.

**behind** – местонахождение предмета (лица) позади другого предмета (лица), за:

e.g. My house is behind the post-office. – Мой дом находится позади почты (за почтой).

**around** – местонахождение одного предмета вокруг другого предмета:

e.g. We are sitting around the table. – Мы сидим вокруг стола.

**beyond** – по ту сторону:

e.g. The city is beyond the mountain. – Город – по ту сторону гор.

**over** – над, через, сверх:

e.g. The book costs over 5 dollars. – Книга стоит больше пяти долларов.

**near** – вблизи, около, рядом с:

e.g. I am sitting near the window. – Я сижу около окна.

**up** – вверх:

e.g. Up the river. – Вверх по реке

**down** – вниз:

e.g. Down the river. – Вниз по реке.

### 17.3. Предлоги времени

**in** – внутри временного отрезка:

e.g. In September, in 1997. – В сентябре, в 1997 году.

**in** – через некоторое время:

e.g. in an hour, in two days – через час, через два дня

**at** – в (точка во времени):

e.g. at 5 o'clock, at midnight – в 6 часов, в полночь

**on** – в (с названием дней недели, датами):

e.g. on Monday, on the 21st of May – в понедельник, 21 июня

**by** – к определенному моменту:

e.g. by 5 o'clock tomorrow – к 5 часам завтра

**from... till/from ... to...** от... до:

e.g. from 5 till 6 o'clock/from 5 to 6 o'clock – с 5 до 6

**for** – в течение (отрезок времени):

e.g. for an hour – в течение часа

**during** – во время (чего-либо):

e.g. During the meeting – во время встречи

**after** – после (чего-либо):

e.g. after work – после работы

**before** – перед (чем-либо):

e.g. before breakfast – перед завтраком

**within** – внутри, в рамках:

e.g. within a year – в течение года

### 17.4. Другие предлоги

**by** – при, около, посредством:

e.g. by the river, by train – около реки, поездом

**with** – с, вместе с:

e.g. with a friend – с другом

**for** – для:

e.g. I do it for you. – Я делаю это для тебя.

Ряд английских предлогов многофункционален, т. е. один и тот же предлог в разных областях применения (движение, место, время) может иметь разные значения:

on Wednesday – в среду

on the table – на столе и т. д.

## ЗАКЛЮЧЕНИЕ

Данное учебное пособие предназначено для обучающихся 3–4-го курсов направления подготовки 38.03.04 «Государственное и муниципальное управление». Рекомендовано для студентов, изучавших английский язык на младших курсах бакалавриата и имеющих базовые знания английского языка. Основная задача – помочь будущим государственным служащим овладеть профессиональной лексикой, сформировать навыки устной речи, аудирования и письма для применения в профессиональной деятельности.

Пособие имеет практическую и профессиональную направленность и способствует обучению различным видам чтения, овладению общеупотребительной и профессиональной лексикой в соответствии с отобранными темами. Тестовые задания направлены на проверку не только знаний грамматики, но и помогают оценить уровень понимания текста. Все тестовые задания имеют ключи для самоконтроля.

Приобретенные умения и навыки являются базой для дальнейшего изучения иностранного (английского) языка в магистратуре/аспирантуре и эффективной профессиональной деятельности.

## ЛИТЕРАТУРА

1. Административно-территориальное деление России. URL: <https://infoselection.ru/infokatalog/obuchenie-i-znaniya/geografiya/item/789-administrativno-territorialnoe-delenie-rossii> (дата обращения: 30.01.2023).
2. Антонова, Н.В. English for managers: учебно-методическое пособие / Н.В. Антонова, Ж.Н. Шмелева; Краснояр. гос. аграр.ун-т. – Красноярск, 2012. – 95 с.
3. Левченко, В.В. Английский язык для изучающих государственное и муниципальное управление (А2-В2): учебник и практикум для вузов / В.В.Левченко, О.В. Мещерякова, Е. Е. Долгалева. – Москва: Юрайт, 2023. – 391 с. (Высшее образование).
4. Органы власти в РФ: структура и полномочия. URL: <http://duma.gov.ru/news/49137/> (дата обращения: 30.01.2023).
5. Суркова С.А. Сущность концепции «e-government» (электронное правительство) URL: [http://www.rusnauka.com/26\\_WP\\_2013/Gosupravlenie/2\\_143882.doc.htm](http://www.rusnauka.com/26_WP_2013/Gosupravlenie/2_143882.doc.htm) (дата обращения: 30.01.2023).

# ПРИЛОЖЕНИЯ

## Приложение 1

### KEYS to TESTS

#### Test 1

|    |   |
|----|---|
| 1. | d |
| 2. | c |
| 3. | a |
| 4. | c |
| 5. | c |
| 6. | b |
| 7. | a |

#### Test 2

|    |   |
|----|---|
| 1. | a |
| 2. | a |
| 3. | a |
| 4. | d |
| 5. | b |
| 6. | c |
| 7. | b |

#### Test 3

|    |   |
|----|---|
| 1. | b |
| 2. | a |
| 3. | c |
| 4. | a |
| 5. | a |
| 6. | b |
| 7. | d |

#### Test 4

|    |   |
|----|---|
| 1. | b |
| 2. | b |
| 3. | c |
| 4. | a |
| 5. | a |
| 6. | c |
| 7. | d |

### Test 5

|    |   |
|----|---|
| 1. | b |
| 2. | c |
| 3. | d |
| 4. | a |
| 5. | b |
| 6. | c |
| 7. | b |

### Test 6

|    |   |
|----|---|
| 1. | b |
| 2. | a |
| 3. | b |
| 4. | c |
| 5. | a |
| 6. | b |
| 7. | c |

### Test 7

|    |   |
|----|---|
| 1. | c |
| 2. | a |
| 3. | d |
| 4. | a |
| 5. | b |
| 6. | c |
| 7. | a |

### Test 8

|    |   |
|----|---|
| 1. | a |
| 2. | a |
| 3. | c |
| 4. | a |
| 5. | b |
| 6. | c |
| 7. | b |

### Test 9

|    |   |
|----|---|
| 1. | c |
| 2. | b |
| 3. | a |
| 4. | a |
| 5. | b |
| 6. | a |
| 7. | a |

### Test 10

|    |   |
|----|---|
| 1. | c |
| 2. | d |
| 3. | a |
| 4. | b |
| 5. | c |
| 6. | d |
| 7. | a |

### Test 11

|    |   |
|----|---|
| 1. | b |
| 2. | d |
| 3. | a |
| 4. | b |
| 5. | c |
| 6. | c |
| 7. | a |

### Test 12

|    |   |
|----|---|
| 1. | d |
| 2. | c |
| 3. | d |
| 4. | b |
| 5. | d |
| 6. | a |
| 7. | a |

## Приложение 2

### ADMINISTRATIVE-TERRITORIAL DIVISION OF THE RUSSIAN FEDERATION

#### Republics of the Russian Federation

| №  | Republics                             | Area<br>(km <sup>2</sup> ) | Administrative center |
|----|---------------------------------------|----------------------------|-----------------------|
| 1  | Republic of Adygea                    | 7792                       | Maykop                |
| 2  | Altai Republic                        | 92 903                     | Gorno-Altaysk         |
| 3  | Republic of Bashkortostan             | 142 947                    | Ufa                   |
| 4  | Republic of Buryatia                  | 351 334                    | Ulan-Ude              |
| 5  | Republic of Dagestan                  | 50 270                     | Makhachkala           |
| 6  | Republic of Ingushetia                | 3628                       | Magas                 |
| 7  | Kabardino-Balkarian Republic          | 12 470                     | Nalchik               |
| 8  | Republic of Kalmykia                  | 74 731                     | Elista                |
| 9  | Karachay-Cherkess Republic            | 14 277                     | Cherkessk             |
| 10 | Republic of Karelia                   | 180 520                    | Petrozavodsk          |
| 11 | Komi Republic                         | 416 774                    | Sykt'yvkar            |
| 12 | Republic of Crimea                    | 20 081                     | Simferopol            |
| 13 | Republic of Mari El                   | 23 375                     | Yoshkar-Ola           |
| 14 | Republic of Mordovia                  | 26 128                     | Saransk               |
| 15 | Republic of Sakha (Yakutia)           | 3 083 523                  | Yakutsk               |
| 16 | Republic of North Ossetia –<br>Alania | 7987                       | Vladikavkaz           |
| 17 | Republic of Tatarstan                 | 67 847                     | Kazan                 |
| 18 | Republic of Tyva                      | 168 604                    | Kyzyl                 |
| 19 | Udmurt Republic                       | 42 061                     | Izhevsk               |
| 20 | Republic of Khakassia                 | 61 569                     | Abakan                |



|    |                           |        |            |
|----|---------------------------|--------|------------|
| 21 | Chechen Republic          | 15 647 | Grozny     |
| 22 | Chuvash Republic          | 18 343 | Cheboksary |
| 23 | Donetsk People's Republic | 7850   | Donetsk    |
| 24 | Lugansk People's Republic | 26684  | Lugansk    |

### Territories of the Russian Federation

| № | Territory (Krai)         | Area (km <sup>2</sup> ) | Administrative center    |
|---|--------------------------|-------------------------|--------------------------|
| 1 | Altai Territory          | 167 996                 | Barnaul                  |
| 2 | Trans - Baikal Territory | 431 892                 | Chita                    |
| 3 | Kamchatka Territory      | 464 275                 | Petropavlovsk-Kamchatsky |
| 4 | Krasnodar Territory      | 75 485                  | Krasnodar                |
| 5 | Krasnoyarsk Territory    | 2 366 797               | Krasnoyarsk              |
| 6 | Perm Territory           | 160 236                 | Perm                     |
| 7 | Primorsky Krai           | 164 673                 | Vladivostok              |
| 8 | Stavropol Territory      | 66 160                  | Stavropol                |
| 9 | Khabarovsk Territory     | 787 633                 | Khabarovsk               |

### Regions of the Russian Federation

| № | Region (Oblast)    | Area (km <sup>2</sup> ) | Administrative center |
|---|--------------------|-------------------------|-----------------------|
| 1 | Amur Region        | 361 913                 | Blagoveshchensk       |
| 2 | Arkhangelsk Region | 589 913                 | Arkhangelsk           |
| 3 | Astrakhan Region   | 49 024                  | Astrakhan             |
| 4 | Belgorod Region    | 27 134                  | Belgorod              |
| 5 | Bryansk Region     | 34 857                  | Bryansk               |
| 6 | Vladimir Region    | 29 084                  | Vladimir              |
| 7 | Volgograd Region   | 112 877                 | Volgograd             |

|    |                        |         |                  |
|----|------------------------|---------|------------------|
| 8  | Vologda Region         | 144 527 | Vologda          |
| 9  | Voronezh Region        | 52 216  | Voronezh         |
| 10 | Ivanovo Region         | 21 437  | Ivanovo          |
| 11 | Irkutsk Region         | 774 846 | Irkutsk          |
| 12 | Kaliningrad Region     | 15 125  | Kaliningrad      |
| 13 | Kaluga Region          | 29 777  | Kaluga           |
| 14 | Kemerovo Region        | 95 725  | Kemerovo         |
| 15 | Kirov Region           | 120 374 | Kirov            |
| 16 | Kostroma Region        | 60 211  | Kostroma         |
| 17 | Kurgan region          | 71 488  | Kurgan           |
| 18 | Kursk Region           | 29 997  | Kursk            |
| 19 | Leningrad Region       | 83 908  | Saint-Petersburg |
| 20 | Lipetsk Region         | 24 047  | Lipetsk          |
| 21 | Magadan Region         | 462 464 | Magadan          |
| 22 | Moscow Region          | 44 379  | Moscow           |
| 23 | Murmansk Region        | 144 902 | Murmansk         |
| 24 | Nizhny Novgorod Region | 76 624  | Nizhny Novgorod  |
| 25 | Novgorod Region        | 54 501  | Veliky Novgorod  |
| 26 | Novosibirsk Region     | 177 756 | Novosibirsk      |
| 27 | Omsk Region            | 141 140 | Omsk             |
| 28 | Orenburg Region        | 123 702 | Orenburg         |
| 29 | Oryol Region           | 24 652  | Oryol            |
| 30 | Penza Region           | 43 352  | Penza            |
| 31 | Pskov Region           | 55 399  | Pskov            |
| 32 | Rostov Region          | 100 967 | Rostov-on-Don    |
| 33 | Ryazan Region          | 39 605  | Ryazan           |
| 34 | Samara Region          | 53 565  | Samara           |

|    |                    |           |                   |
|----|--------------------|-----------|-------------------|
| 35 | Saratov Region     | 101 240   | Saratov           |
| 36 | Sakhalin Region    | 87 101    | Yuzhno-Sakhalinsk |
| 37 | Sverdlovsk Region  | 194 307   | Ekaterinburg      |
| 38 | Smolensk Region    | 49 779    | Smolensk          |
| 39 | Tambov Region      | 34 462    | Tambov            |
| 40 | Tver Region        | 84 201    | Tver              |
| 41 | Tomsk Region       | 314 391   | Tomsk             |
| 42 | Tula Region        | 25 679    | Tula              |
| 43 | Tyumen Region      | 1 464 173 | Tyumen            |
| 44 | Ulyanovsk Region   | 37 181    | Ulyanovsk         |
| 45 | Chelyabinsk Region | 88 529    | Chelyabinsk       |
| 46 | Yaroslavl Region   | 36 177    | Yaroslavl         |
| 47 | Zaporozhye Region  | 21183     | Melitopol         |
| 48 | Kherson Region     | 28461     | Kherson           |

**Autonomous districts and autonomous region  
of the Russian Federation**

| <b>№</b> | <b>Autonomous districts<br/>(okrugs) and autonomous<br/>region (oblast)</b> | <b>Area<br/>(km<sup>2</sup>)</b> | <b>Administrative center</b> |
|----------|---|----------------------------------|------------------------------|
| 1        | Nenets Autonomous Okrug   | 176 810                          | Naryan-Mar                   |
| 2        | Khanty-Mansi Autonomous<br>Okrug – Yugra                                    | 534 801                          | Khanty-Mansiysk              |
| 3        | Chukotka Autonomous<br>Okrug  | 721 481                          | Anadyr                       |
| 4        | Yamalo-Nenets Autonomous<br>Okrug   | 769 250                          | Salekhard                    |
| 1        | Jewish Autonomous Region  | 36 266                           | Birobidzhan                  |

## Cities of federal significance of the Russian Federation

| № | Cities of federal significance | Area (km <sup>2</sup> ) | Administrative center |
|---|--------------------------------|-------------------------|-----------------------|
| 1 | Moscow                         | 2511                    | Moscow                |
| 2 | Saint-Petersburg               | 1399                    | Saint-Petersburg      |
| 3 | Sevastopol                     | 1080                    | Sevastopol            |

## Federal Districts of the Russian Federation

| District                        | Administrative center | Number of subjects of the Russian Federation | Area (тыс. км <sup>2</sup> ) |
|---------------------------------|-----------------------|--|------------------------------|
| Central Federal District        | Moscow                | 18   | 652, 8                       |
| Southern Federal District       | Rostov-on-Don         | 6  | 416, 84                      |
| North-Western Federal District  | Saint-Petersburg      | 11   | 1 677, 9                     |
| Far Eastern Federal District    | Khabarovsk            | 9  | 6 215, 9                     |
| Siberian Federal District       | Novosibirsk           | 12   | 5 114, 8                     |
| Ural Federal District           | Ekaterinburg          | 6  | 1 788, 9                     |
| Volga Federal District          | Nizhniy Novgorod      | 14   | 1 038                        |
| North Caucasus Federal District | Pyatigorsk            | 7  | 172, 36                      |

### Приложение 3

| STRUCTURE OF STATE POWER IN THE RUSSIAN FEDERATION |                   |  |  |  |
|--|-------------------|--|--|--|
| I. FEDERAL LEVEL OF GOVERNMENT. HIGHER AUTHORITIES | LEGISLATIVE POWER | EXECUTIVE POWER  | JUDICIAL POWER   | PRESIDENT  |
|  |                   | <p><b>Parliament</b><br/>FEDERAL ASSEMBLY consists of 2 chambers:<br/>1<sup>st</sup> chamber (highest) – <b>Federation Council</b> - approves laws<br/>(170 elected senators, 2 senators from each subject of the Russian Federation)<br/>2<sup>nd</sup> chamber – <b>The State Duma</b><br/>develops laws and approves them in advance<br/>(450 elected deputies)</p> | <p><b>1. The Government of the Russian Federation:</b><br/>- Chairman of the Government;<br/>- deputy chairmen (5 of them)<br/>- federal ministers (18 of them)<br/><b>2. Federal Ministries</b><br/>(there are 18 of them by economic sectors)<br/><b>3. Federal services:</b><br/>- Federal Security Service,<br/>- Federal Migration Service,<br/>- Federal Antimonopoly Service, etc.<br/><b>4. Federal agencies:</b><br/>- Federal Press Agency;<br/>-Federal Agency of Railway Transport, etc.</p> | <p><b>1. The Constitutional Court of the Russian Federation</b><br/>(in St. Petersburg) considers: how the laws adopted comply with the Constitution of the Russian Federation<br/><b>2. The Supreme Court of the Russian Federation</b> heads the entire system of district and magistrate courts in the Russian Federation<br/><b>3. The Supreme Arbitration Court of the Russian Federation</b> considers all economic disputes</p> |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>II. THE LEVEL OF POWER – OF THE SUBJECTS OF THE RUSSIAN FEDERATION (89 SUBJECTS)</b> | <b>LEGISLATIVE POWER</b>  | <b>EXECUTIVE POWER</b>  | <b>JUDICIAL POWER</b>   | <b>LOCAL SELF-GOVERNMENT BODIES</b>   |
|   | <p>Elected parliaments of the Constituent Entities of the Russian Federation (consist of 1 chamber):</p> <ul style="list-style-type: none"> <li>- <i>Moscow City Duma;</i></li> <li>- <i>Legislative Assembly of St. Petersburg;</i></li> <li>- <i>Kurultai</i></li> <li>- <i>The Parliament of Crimea</i></li> </ul> | <ol style="list-style-type: none"> <li><b>1. The head of the Subject of the Russian Federation</b><br/>– <i>mayor, President, governor</i></li> <li><b>2. The Government of the subject of the Russian Federation</b></li> <li><b>3. Committees</b><br/>solve issues in various areas of the subject's development (economy, culture, sports, youth policy, trade...)</li> <li><b>4. Controls (not everywhere)</b></li> <li><b>5. Local Administrations</b><br/>- <i>Pushkin district</i><br/>- <i>Gatchina district, etc.</i></li> </ol> | <ol style="list-style-type: none"> <li><b>1. District courts of general jurisdiction</b> (in criminal and civil cases); they are all federal:<br/>- <i>Pushkin District Court ...</i></li> <li><b>2. Magistrates' courts</b> consider minor domestic disputes administrative violations disputes</li> </ol> | <ol style="list-style-type: none"> <li><b>1. The head of the municipality</b></li> <li><b>2. Municipal Council</b> (elected by the residents of the district)</li> <li><b>3. Local administration</b><br/><i>(village council, city council)</i></li> <li><b>4. Municipal police</b><br/>– <i>local self-government bodies are not included in the system of government;</i><br/>– <i>solve minor economic and cultural issues of the area</i></li> </ol> |

## Приложение 4

### E-GOVERNMENT ARCHITECTURE DIAGRAM

| Interactions  | Information and communication infrastructure that provides interaction  | Areas of interaction           | Interaction goals  |
|---|---|--------------------------------|--|
| <b>Internal</b><br>(internal and interdepartmental interaction)   | Internal Government Network   | Government to Government (G2G) | Ensuring the effectiveness of interdepartmental interaction at the federal, regional and local levels of government for the implementation of state functions      |
|   |   | Government to Employees (G2E)  | Ensuring internal efficiency and productivity of government structures: reducing costs and improving the efficiency of administration                              |
| <b>External</b><br>(interaction of state and municipal government bodies with citizens and organizations) | Representation of state and municipal government bodies on the Internet | Government to Citizens (G2C)   | Building a system of providing high-quality services for citizens, easy to find and use (the principle of a "one window")  |
|   |   | Government to Business (G2B)   | Reducing the burden on business by eliminating the collection of duplicate data and more efficient use of e-business for interaction                               |
|   |   | Government to Nonprofit (G2N)  | Establishment of information and partnership relationships between government agencies and non-profit organizations for the development of the information society |

- 1) G2G (Government to Government) – horizontal and vertical interaction of state and municipal structures;
- 2) G2E (Government to Employees) – ensuring the interaction of state (municipal) employees;
- 3) G2C (Government to Citizens) – interaction of state (municipal) bodies with citizens;
- 4) G2B (Government to Business) – interaction of state (municipal) bodies with business structures;
- 5) G2N (Government to Nonprofit) – interaction of state (municipal) bodies with non-profit organizations.

# АНГЛИЙСКИЙ ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ

*Учебное пособие*

*Электронное издание*

ШМЕЛЕВА Жанна Николаевна  
КАПСАРГИНА Светлана Анатольевна

*Редактор*

О.Ю. Кухарева

Подписано в свет 28.11.2023. Регистрационный номер 41  
Редакционно-издательский центр Красноярского государственного аграрного университета  
660017, Красноярск, ул. Ленина, 117  
e-mail: rio@kgau.ru