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**Методические указания и материалы  
по дисциплине «Иностранный язык  
в профессиональной сфере» (английский)  
для самостоятельной работы обучающихся  
направления 38.03.04 Государственное и муниципальное  
управление  
профиль: Муниципальное управление сельских территорий**

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Методические указания и материалы по дисциплине «Иностранный язык в профессиональной сфере» (английский) для самостоятельной работы обучающихся направления 38.03.04 Государственное и муниципальное управление профиль: Муниципальное управление сельских территорий рассмотрены и рекомендованы к изданию на заседании кафедры иностранных языков и ДМК (протокол № 8 от 04 апреля 2017 г.) и методической комиссии гуманитарно-правового факультета (протокол № 8 от 19 апреля 2017г.)

Данные методические указания и материалы предназначены для самостоятельной работы обучающихся направления 38.03.04 Государственное и муниципальное управление профиль: Муниципальное управление сельских территорий

Основная цель методических указаний состоит в обеспечении обучающихся необходимыми сведениями, методиками и алгоритмами для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по различным аспектам обучения английскому языку, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания, работать с профессионально ориентированными текстами, преодолевать наиболее трудные моменты в отдельных видах самостоятельной работы.

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## Введение

Самостоятельная работа обучающихся по иностранному языку в профессиональной сфере является неотъемлемой составляющей процесса освоения программы обучения иностранному языку.

Самостоятельная работа обучающихся охватывает все аспекты изучения иностранного языка и в значительной мере определяет результаты и качество освоения дисциплины «Иностранный язык в профессиональной сфере» (английский). В связи с этим планирование, организация, выполнение и контроль самостоятельной работы по иностранному языку приобретают особое значение и нуждаются в методических указаниях и методическом обеспечении.

Настоящие методические указания освещают виды и формы самостоятельной работы, систематизируют формы контроля самостоятельной работы и содержат методические указания по отдельным аспектам освоения английского языка. Содержание методических указаний носит универсальный характер, поэтому данные материалы могут быть использованы обучающимися всех направлений и специальностей при выполнении конкретных видов самостоятельной работы.

Основная цель методических указаний состоит в обеспечении обучающихся необходимыми сведениями, методиками и алгоритмами для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по разным аспектам обучения английскому языку, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания, работать с профессионально ориентированными текстами, преодолевать наиболее трудные моменты в отдельных видах самостоятельной работы.

Используя методические указания, обучающиеся должны овладеть следующими умениями:

- правильного произношения и чтения на английском языке;
- продуктивного активного и пассивного освоения лексики английского языка;
- работы с учебно-вспомогательной литературой (словарями и справочниками по английскому языку)ж

работы с профессионально ориентированными текстами.

Целенаправленная самостоятельная работа обучающихся по английскому языку в соответствии с данными методическими указаниями, а также аудиторная работа под руководством преподавателя призваны обеспечить уровень языковой подготовки обучающихся, соответствующий требованиям ФГОС по дисциплине «Английский язык».

В курсе обучения английскому языку используются различные виды и формы самостоятельной работы, служащие для подготовки обучающихся к последующему самостоятельному использованию английского языка в профессиональных целях, а также как средства познавательной и коммуникативной деятельности.

Контроль результатов внеаудиторной самостоятельной работы на учебных занятиях может проходить в устной, письменной или смешанной форме с предоставлением продукта творческой деятельности обучающегося.

Методические указания предусматривают ведущую роль самостоятельной творческой работы обучающихся, а задача преподавателя – организовать соответствующую познавательную деятельность и руководить ею.

### **Оценивание внеаудиторной самостоятельной работы**

Критериями оценивания внеаудиторной самостоятельной работы являются:

- уровень усвоения обучающимся учебного материала;
- умение использовать теоретические знания при выполнении практических задач;
- сформированность общенаучных умений, обоснованность и четкость изложения ответа;
- оформление материала в соответствии с требованиями.

*Оценка «5»* - работа выполнена по установленному заданию, тема актуальна и раскрыта полностью, содержание соответствует теме, приведены необходимые пояснения, все вопросы логически связаны. Обучающийся проявил самостоятельность. Работа сдана

в срок, выполнена аккуратно, имеет приложения в виде иллюстраций, таблиц, схем.

*Оценка «4»* - работа имеет несущественное несоответствие заданию, тема раскрыта полностью, однако приведены не все необходимые пояснения, логика в раскрытии вопроса частично нарушена. Работа сдана в установленный срок, имеет приложения.

*Оценка «3»* - работа имеет существенное несоответствие заданию, тема раскрыта частично, нет необходимых пояснений, логическая связь между вопросами нарушена. Степень самостоятельности невысокая. Приложения имеются, но выполнены неаккуратно.

*Оценка «2»* - работа выполнена не полностью, не в срок, обучающийся не понимает содержания работы, оформление небрежно.

## **РАБОТА НАД ПРОИЗНОШЕНИЕМ И ТЕХНИКОЙ ЧТЕНИЯ**

### **Формы СР над произношением и техникой чтения:**

- фонетические упражнения по формированию навыков произнесения наиболее сложных звуков английского языка;
- фонетические упражнения по отработке правильного ударения;
- упражнения по освоению интонационных моделей повествовательных и вопросительных предложений;
- упражнения на деление предложений на смысловые отрезки, правильную паузацию и интонационное оформление предложений;
- чтение вслух лексического минимума по отдельным темам и текстам;
- чтение вслух текстов для перевода.

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### **Формы контроля СР над произношением и техникой чтения:**

- фронтальный устный опрос на занятиях по отдельным формам СР;
- выборочный индивидуальный устный опрос на занятиях по отдельным формам СР.

### **Методические указания по самостоятельной работе над произношением и техникой чтения:**

При работе над произношением и техникой чтения следует обратить внимание на несоответствие между написанием и произношением слов в английском языке. Это различие объясняется тем, что количество звуков значительно превышает число букв: 26 букв алфавита обозначают 44 звука, поэтому одна и та же буква в разных положениях в словах может читаться как несколько разных звуков.

При подготовке фонетического чтения текста необходимо использовать следующий алгоритм :

- освоить правильное произношение читаемых слов;
- обратить внимание на ударение и смысловую паузацию;
- обратить внимание на правильную интонацию;
- выработать автоматизированные навыки воспроизведения и употребления изученных интонационных структур;
- отработать темп чтения.

## **РАБОТА С ЛЕКСИЧЕСКИМ МАТЕРИАЛОМ**

### **Формы СР с лексическим материалом:**

- составление собственного словаря в отдельной тетради;
- составление списка незнакомых слов и словосочетаний по учебным и индивидуальным текстам, по определённым темам;
- анализ отдельных слов для лучшего понимания их значения;
- подбор синонимов к активной лексике учебных текстов;
- подбор антонимов к активной лексике учебных текстов;
- составление таблиц словообразовательных моделей.

## **Формы контроля СР с лексическим материалом:**

фронтальный устный опрос лексики на занятиях;  
выборочный индивидуальный устный опрос лексики на занятиях;

словарный диктант (с английского языка на русский, с русского языка на английский);

проверка устных лексических заданий и упражнений на занятиях;

проверка письменных лексических заданий и упражнений преподавателем

## **Методические указания по самостоятельной работе с лексикой:**

При составлении списка слов и словосочетаний по какой-либо теме (тексту), при оформлении лексической картотеки или личной тетради- словаря вы должны выписывать из англо-русского словаря лексические единицы в их исходной форме, то есть:

имена существительные – в именительном падеже единственного числа (целесообразно также указать форму множественного числа, например: shelf - shelves, man - men, text – texts;

глаголы – в инфинитиве (целесообразно указать и другие основные формы глагола – Past и Past Participle, например: teach – taught – taught, read – read – read и т.д.).

Заучивать лексику необходимо с помощью двустороннего перевода (с английского языка – на русский, с русского языка – на английский) с использованием разных способов оформления лексики (списка слов, тетради-словаря, картотеки).

Для закрепления лексики целесообразно использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи заучиваемых слов (однокоренные слова, синонимы, антонимы).



Для формирования активного и пассивного словаря необходимо освоение наиболее продуктивных словообразовательных моделей английского языка.

## **РАБОТА СО СЛОВАРЕМ**

### **Формы СР со словарем:**

поиск заданных слов в словаре;  
определение форм единственного и множественного числа существительных;  
выбор нужных значений многозначных слов;  
поиск нужного значения слов из числа грамматических омонимов;  
поиск значения глагола по одной из глагольных форм.

### **Формы контроля СР со словарем:**

устная проверка домашних заданий на занятиях;  
проверка заданий в тетрадях;  
контрольные задания по отдельным формам СР в аудитории (в тетради или на доске);  
перевод предложений, абзацев, текстов с использованием методик поиска слов и их значений в словаре.

### **Методические указания по самостоятельной работе со словарем:**

При поиске слова в словаре необходимо следить за точным совпадением графического оформления искомого и найденного слова, в противном случае перевод будет неправильный (ср. plague - бедствие, plaque - тарелка; beside – рядом, besides – кроме того; desert – пустыня, dessert – десерт; personal – личный, personnel – персонал).

Многие слова являются многозначными, т.е. имеют несколько значений, поэтому при поиске значения слова в словаре необходимо читать всю словарную статью и выбирать

для перевода то значение, которое подходит в контекст предложения (текста).

Сравните предложения:

- а) Red Square is one of the biggest squares in Europe.
- б) You must bring this number to a square. 13
- в) If you want to get to this supermarket you must pass two squares.
- г) He broke squares.

Изучение всей словарной статьи о существительном square и сопоставление данных словаря с переводимыми предложениями показывает, что в предложении а) существительное Square имеет значение «площадь» («Красная площадь - одна из самых больших площадей в Европе»), в предложении б) – «квадрат» («Вы должны возвести это число в квадрат»), а в предложении в) - «квартал» - («Если Вы хотите добраться до этого супермаркета, Вам нужно пройти два квартала»); в предложении

д) употребляется выражение —brake squares|| – «нарушать установленный порядок» («Он нарушил установленный порядок»).

При поиске в словаре значения слова в ряде случаев необходимо принимать во внимание грамматическую функцию слова в предложении, так как некоторые слова выполняют различные грамматические функции и в зависимости от этого переводятся по-разному.

Сравните:

- а) The work is done = Работа сделана (work выполняет функцию подлежащего);
- б) They work in a big company = Они работают в большой компании (work – выполняет функцию сказуемого).

При поиске значения глагола в словаре следует иметь в виду, что глаголы указаны в словаре в неопределенной форме (Infinitive) – sleep, choose, like, bring, в то время как в предложении (тексте) они функционируют в разных временах, в разных грамматических конструкциях. Алгоритм поиска глагола зависит от его принадлежности к классу правильных или

неправильных глаголов. Отличие правильных глаголов от неправильных заключается в том, что правильные глаголы образуют форму Past Indefinite и Past Participle при помощи прибавления окончания -ed к инфинитиву.

Present Indefinite Past Indefinite Past Participle

to look looked looked

to smile smiled smiled

Неправильные глаголы образуют Past Indefinite и Past Participle другими способами: - путем изменения корневых гласных формы инфинитива Present Indefinite Past Indefinite Past Participle

to begin began begun

to speak spoke spoken

путём изменения корневых гласных и прибавления окончания к форме инфинитива Present Indefinite Past Indefinite Past Participle

to write wrote written

to give gave given

путём изменения конечных согласных формы инфинитива Present Indefinite Past Indefinite Past Participle

to send sent sent

to build built built

у некоторых неправильных глаголов все три формы совпадают Present Indefinite Past Indefinite Past Participle

## **РАБОТА С ТЕКСТОМ**

### **Формы СР с текстом:**

анализ лексического и грамматического наполнения текста;  
устный перевод текстов небольшого объема (до 1000 печатных знаков) по краткосрочным заданиям;

письменный перевод текстов небольшого объема (до 1000 печатных знаков) по краткосрочным заданиям;

устный перевод текстов по долгосрочным заданиям;

изложение содержания текстов большого объема на русском и иностранном языке (реферирование – на продвинутом этапе обучения).

### **Формы контроля СР с текстом:**

устный опрос по переводу на занятиях;  
проверка письменных работ по переводу или реферированию текстов;  
устный опрос по реферированию текстов с последующим обсуждением;  
контрольный устный (письменный) перевод текста на занятиях.

### **Методические указания по самостоятельной работе с текстом**

Правильное понимание и осмысление прочитанного текста, извлечение информации, перевод текста базируются на навыках по анализу иноязычного текста, умений извлекать содержательную информацию из форм языка. При работе с текстом на английском языке вы должны руководствоваться следующими общими положениями:

Работу с текстом вы должны начать с чтения всего текста: прочитайте текст, обратите внимание на его заголовок, постарайтесь понять, о чем сообщает текст.

Затем приступите к работе на уровне отдельных предложений. Прочитайте предложение, определите его границы. Проанализируйте предложение синтаксически: определите, простое это предложение или сложное (сложносочиненное или сложноподчиненное), есть ли в предложении усложненные синтаксические конструкции (инфинитивные группы, инфинитивные обороты, причастные обороты).

#### **Этапы работы с текстом.**

##### **1. Предтекстовый этап.**

Задачи на этом этапе – дифференциация языковых единиц и речевых образцов, их узнавание в тексте, языковая догадка.

Примерные задания для данного этапа:

прочтите заголовок и скажите, о чем (о ком) будет идти речь в тексте;

ознакомьтесь с новыми словами и словосочетаниями (если таковые даны к тексту с переводом); не читая текст, скажите, о чем может идти в нем речь;

прочитайте и выпишите слова, обозначающие (дается русский эквивалент);

выберите из текста слова, относящиеся к изучаемой теме;  
найдите в тексте незнакомые слова.

## 2. Текстовый этап.

Данный этап предполагает использование различных приемов извлечения информации и трансформации структуры и языкового материала текста.

Примерные задания для данного этапа

прочтите текст;

выделите слова (словосочетания или предложения), которые несут важную (ключевую информацию);

выпишите или подчеркните основные имена (термины, определения, обозначения);

замените существительное местоимением по образцу;

сформулируйте ключевую мысль каждого абзаца;

отметьте слово (словосочетание), которое лучше всего передает содержание текста (части текста).

## 3. Послетекстовый этап.

Этот этап ориентирован на выявление основных элементов содержания текста.

Примерные задания для данного этапа:

озаглавьте текст;

прочтите вслух предложения, которые поясняют название текста;

найдите в тексте предложения для описания

подтвердите (опровергните) словами из текста следующую мысль ответьте на вопрос;

составьте план текста;

выпишите ключевые слова, необходимые для пересказа текста;

перескажите текст, опираясь на план;

перескажите текст, опираясь на ключевые слова.

## **РАБОТА ПО СОСТАВЛЕНИЮ ИНДИВИДУАЛЬНОГО АНГЛО-РУССКОГО ТЕРМИНОЛОГИЧЕСКОГО (ТЕМАТИЧЕСКОГО) СЛОВАРЯ**

### **Общие понятия о терминологических словарях:**

Терминологические словари, как правило, бывают алфавитными и переводными; они содержат научную, техническую или другую терминологию. Отраслевые терминологические словари включают в себя информацию, отражающую интересы определенной специальности или области знания.

*Термин* – это специальное слово (словосочетание), принятое в профессиональной деятельности и употребляющееся в особых условиях. Основными признаками термина являются:

- а) специализированный характер значения;
- б) принадлежность к определенной терминологической системе;
- в) точная соотнесенность с понятием. Термины бывают «чистые», т.е. такие, которые имеют только специальное значение, и «смешанные», в которых специальные значения перекрещиваются с неспециальными. Однозначность термина (внутри своего терминологического поля) и точность выраженного им понятия являются особенностью, отличающей его от других слов.

### **Указания по составлению терминологического(тематического) мини-словаря**

Приступайте к выполнению работы после прочтения всех пунктов.

Выберите словарь, текст или несколько текстов по изучаемой специальности (в зависимости от уровня владения английским языком).

Прочитайте тексты.

При чтении выделяйте слова, которые являются специальными терминами (т.е. относятся к языку вашей

специальности). Например: **engineer, contract, cable, account**.

Выпишите или сразу прочитайте в программе Word выделенные термины на английском языке, нумеруя их. Если ключевое слово встречается в тексте в сочетании с разными словами и эти словосочетания также являются терминами, выписывайте их тоже.

Например: **bill** – *вексель, счет*; **bill of exchange** – *переводной вексель*.

Отсортируйте по алфавиту выписанные английские термины.

Найдите в англо-русском словаре, в составе которого есть и терминология вашей специальности, русские эквиваленты (перевод) английских терминов.

Напротив каждого английского термина вашего отсортированного списка выпишите его перевод.

Используйте рекомендуемый преподавателем список текстов и словарей.

Уточните требования к минимальному содержанию слов в вашем словаре в соответствии с вашим уровнем подготовки.

## **STUDYING RUSSIA**

### **RUSSIA**

Russia is one of the largest countries in the world. The territory of Russia lies in the eastern part of Europe and northern part of Asia.

Russia is washed by twelve seas and three oceans. The oceans are: the Arctic, the Atlantic and the Pacific. The seas are: the White Sea, the Barents Sea, the Okhotsk Sea, the Black Sea, the Baltic Sea and others.

Russia borders on many countries, such as Mongolia, China in the southeast, Finland and Norway in the northwest, and so on.

The land of Russia varies very much from forests to deserts, from high mountains to deep valleys. The main mountain chains are the Urals, the Caucasus and the Altai. There are a lot of great rivers and deep lakes on its territory. The longest rivers are the Volga in Europe and the Ob, the Yenisei and the Lena in Asia. The largest lakes are Ladoga and the Baikal. The Baikal is the deepest lake in the world and its water is the purest on earth.

The Russian Federation is rich in natural and mineral resources. It has deposits of oil, gas, coal, iron, gold and many others.

The current population of Russia is more than 140 million people. The European part of the country is densely peopled and most population live in cities and towns and their outskirts

The capital of the Russian Federation is Moscow, with population of about 10 million people.

Russia is a presidential republic. It is one of the leading powers in the world.



## **STATE SYSTEM OF RUSSIA**

Russia is a presidential republic. The Head of the State in the country is the President. The government consists of three branches: legislative, executive and judicial. The President controls each of them.

The legislative power is exercised by the Federal Assembly. It consists of two chambers: the Council of Federation and the State Duma. Each chamber is headed by the Speaker. A bill may be introduced in any chamber. A bill becomes a law if it is approved by both chambers and signed by the President. The President may veto the bill. He can make international treaties. The President may also appoint ministers; the Federal Assembly approves them. The members of the Federal Assembly are elected by the people for five years.

The executive power belongs to the Government, or the Cabinet of Ministers. The government is headed by the Prime Minister.

The judicial power belongs to the system of courts. It consists of the Constitutional Court, the Supreme Court and other courts

The national symbol of Russia is a white-blue-and-red banner. The coat-of-arms of the Russian Federation is the double-headed eagle.

## **MOSCOW**

Moscow is the capital of Russia, its administrative, economic, political and educational center. It is one of Russia's major cities with the population of about 9 million people. Its total area is about 900 thousand square kilometers.

The city was founded by Prince Yuri Dolgoruky and was first mentioned in the chronicles in 1147. At that time it was a small frontier settlement. By the 15th century Moscow had grown into a wealthy city.

In the 16th century, under Ivan the Terrible, Moscow became the capital of the state of Moscow. In the 18th century Peter the Great transferred the capital to St. Petersburg, but Moscow remained the heart of Russia. That is why it became the main target of Napoleon's attack in 1812. During the war of 1812 three quarters of the city were

destroyed by fire, but by the middle of the 19th century Moscow was completely rebuilt.

The present-day Moscow is the seat of the government of the Russian Federation. President of Russia lives and works here; government offices are located here, too. Moscow is a major industrial city. Its leading industries are engineering, chemical and light industries.

Moscow is known for its historical buildings, museums and art galleries, as well as for the famous Bolshoi, Maly and Art theatres. There are more than 80 museums in Moscow, among them the unique Pushkin Museum of Fine Arts and the State Tretyakov Gallery, the Andrey Rublyov Museum of Early Russian Art and many others.

Moscow is a city of science and learning. There are over 80 higher education institutions in the city, including a number of universities.

## **EDUCATION IN RUSSIA**

Every citizen of Russia has the right to education. This right is guaranteed by the Constitution. It is not only a right but a duty too. Every boy or girl must get secondary education. They go to school at the age of six or seven and must stay there until they are 15-17 years old. At school pupils study academic subjects, such as Russian, Literature, Mathematics, History, Biology, a foreign language and others.

After finishing 9 grades of a secondary school young people continue their education in the 10th and the 11th form. They can also go to a vocational or technical school, where they study academic subjects and receive a profession. A college gives general knowledge in academic subjects and a profound knowledge in one or several subjects.

After finishing a secondary, vocational, technical school or a college, young people can start working or become a student of an academy, an institute or a university. Institutes and universities train specialists in different fields. A course at an academy, an institute or a university usually takes 4 years. If students study 4 years they get a Bachelor's degree. If they study for 6 years they become masters. Many universities have evening and correspondence departments. They give their students an opportunity to study without leaving their

jobs. Institutes, academies and universities usually have postgraduate courses, which give candidate or doctoral degrees.

Education in the country is free at most schools. There are some private primary and secondary schools where pupils have to pay for their studies. Students of institutes, academies and universities get scholarships. At many higher educational institutions there are also departments where students have to pay for their education.

## **WELCOME TO THE UNITED KINGDOM**

### **THE UNITED KINGDOM**

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousands small islands. Their total area is over 244 000 square kilometers.

The United Kingdom is one of the world's smallest countries. Its population is over 57 million. About 80 percent of the population is urban.

The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. Great Britain consists of England, Scotland and Wales and does not include Northern Ireland. But in everyday speech "Great Britain" is used in the meaning of the "United Kingdom of Great Britain and Northern Ireland". The capital of the UK is London.

The British Isles are separated from the Continent by the North Sea, the English Channel and the Strait of Dover. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called Highlands. The south, which has beautiful valleys and plains, is called Lowlands. The north and west of England are mountainous, but the eastern, central and southeastern parts of England are a vast plain. Mountains are not very high. Ben Nevis in Scotland is the highest mountain (1,343-m). There are a lot of rivers in Great Britain, but they are not very long. The

Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles. It is mild the whole year round.

The UK is a highly developed industrial country. It produces and exports machinery, electronics, and textiles. One of the chief industries of the country is shipbuilding.

The UK is a constitutional monarchy with a parliament and the Queen as the Head of State.

## **UK POLITICAL SYSTEM**

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. This means that Great Britain is governed by the Parliament and the Queen is the Head of the State.

The legislative power in the country is exercised by the Houses of Parliament. The British Parliament consists of two chambers, the House of Lords and the House of Commons. The House of Lords is composed of hereditary and life peers and peeresses. The members of the House of Commons are elected by the people. They are elected from the constituencies in England, Scotland, Wales and Northern Ireland. The House of Commons is the real governing body of the United Kingdom.

The executive power is exercised by the Prime Minister and his Cabinet. The government is usually formed by the political party which is supported by the majority in the House of Commons. The Prime Minister is the majority party leader and is appointed by the Queen. The Prime Minister chooses a team of ministers; twenty of the ministers are in the Cabinet.

The second largest party becomes the official opposition with its own leader and the Shadow Cabinet. The two leading parties in Great Britain are the Conservative Party (the Tories) and the Labour Party.

The judicial branch of the government determines common law and is independent of both the legislative and the executive branches.

There is no written constitution in Great Britain, only precedents and traditions.

## **LONDON**

London is the capital of the United Kingdom, its economic, political and cultural center. It is one of the world's most important ports and one of the largest cities in the world. London with its suburbs has a population of about 11 million people.

London has been a capital for nearly a thousand years. Many of its ancient buildings still stand. The most famous of them are the Tower of London, where the crown jewels are kept, Westminster Abbey and St. Paul's Cathedral. Most visitors also want to see the Houses of Parliament, Buckingham Palace (the Queen's home with its Changing of the Guards) and a lot of magnificent museums.

Once London was a small Roman town on the north bank of the Thames. Slowly it grew into one of the world's major cities.

Different areas of London seem like different cities. The West End is a rich man's world of shops, offices and theatres. The City of London is the district where most offices and banks are concentrated; the Royal Exchange and the Bank of England are here, too. The East End is the district where mostly working people live. The old port area is now called "Docklands". There are now new office buildings in Docklands, and thousands of new flats and houses.

By the day the whole of London is busy. At night, offices are quiet and empty, but the West End stays alive, because this is where Londoners come to enjoy themselves. There are two opera houses here, several concert halls and many theatres, as well as cinemas. In nearby Soho the pubs, restaurants and nightclubs are busy half the night.

Like all big cities, London has streets and concrete buildings, but it also has many big parks, full of trees, flowers and grass. In the middle of Hyde Park or Kensington Gardens you will think that you are in the country, miles away.

Many people live outside the center of London in the suburbs, and they travel to work in shops and offices by train, bus or underground ("The Tube").

## **BRITISH SCHOOLS**

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examinations

when they are 17 or 18. Before 1965 all children of state schools had to go through special intelligence tests. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance with the results of the tests.

State schools are divided into the following types:

Grammar schools. Children who go to grammar schools are usually those who show a preference for academic subjects, although many grammar schools now also have some technical courses.

Technical schools. Some children go to technical schools. Most courses there are either commercial or technical.

Modern schools. Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade.

Comprehensive schools. These schools usually combine all types of secondary education. They have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

There are also many schools, which the state does not control. They are private schools. They charge fees for educating children, and many of them are boarding schools, at which pupils live during the term time.

After leaving school many young people go to colleges of further education. Those who become students at Colleges of Technology (called "Techs") come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 9.15 in the morning and end at 4.45 in the afternoon.

## **BRITIAN'S UNIVERSITIES**

There are about 90 universities in Britain. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester Universities, and the new universities. Some years ago there were also polytechnics. After, graduating from a polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Arts or Science. Most degree courses at universities last 3 years, language courses 4 years (including a year spent abroad). Medicine and dentistry courses are longer (5-7 years).

Students may receive grants from their Local Education Authority to help pay for books, accommodation, transport and food. This grant depends on the income of their parents.

Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered "an experience". The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, and bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

## **SIGHTSEEING IN GREAT BRITAIN**

### **Part 1**

Great Britain is a country of strong attraction for tourists. The charm of it lies in its variety of scenery: the finest combination of sea, high land and valleys, lakes and rivers, fields and meadows. They say «England is green throughout».

Englishmen like their parks and gardens. The art of gardening has a very old tradition in England. Their parks are pieces of the country left in the middle of town while the English country looks parklike.

Great Britain is the country with a long and exciting history and a rich cultural heritage. People from different corners of our planet go there to see Stonehenge, a relic of an ancient civilization, Loch Ness and its legendary monster, the Royal residence and numerous castles. The cities and towns of Great Britain — London, Glasgow,

Edinburgh, Oxford and Cambridge and many others — present a lot of interest to foreigners.

Stratford-upon-Avon, where Shakespeare was born, is now one of the most popular tourist centres. People from all over the world come to see Shakespeare's birthplace. There are a lot of relics in the town associated with Shakespeare and his immortal works: the Grammar School where he studied, the church where he was buried, the Royal Shakespeare Theatre. The town is famous for its great Shakespeare festivals which are held annually from April to September. No other part of the country is so unmistakably English.

Only eight miles away from Stratford-upon-Avon there is another place which attracts a lot of visitors — the ancient town of Warwick dominated by one of the finest medieval castles in Great Britain. It contains an excellent collection of arms, armour and paintings.

Another popular tourist centre is the city of York which is unique in having evidence of occupation throughout the ages from Roman, Saxon and Viking times to the present day. York has a lot of world famous attractions offering something for everyone. It has the largest cathedral in Northern Europe which is 800 years old. The Viking Centre in York brings the visitors face to face with real characters from the city's Viking past. The National Railway Museum, the largest of its kind in the world, provides a vast collection of engines and Royal carriages.

Tourism is one of the most important industries in Scotland. Tourists from all over the world come to enjoy the beauty of Scottish scenery, to walk among heather-covered hills, to visit ancient historic castles, to eat Scottish salmon, to see Scotsmen in kilts playing bagpipes although only a few Scots wear kilts these days.

## **Part 2**

Numerous historic and cultural places in Great Britain remind of the tremendous past of the country and its rich heritage and of course the most famous of them are concentrated in London, the capital of the country. London is one of the largest and one of the world's most enjoyable cities. It offers visitors a great variety of places of interest. It's a city of dream of everybody interested in English history and culture. What is it that attracts so many people to London? There are three things that make London the place of the greatest attraction to visitors: its architecture, its famous museums and galleries and,



finally, the Royal traditions which are so thoroughly observed in the country.

London was founded by the Romans and is more than twenty centuries old. Its population is about eight million people. The most important parts of London are the City, the East End, the West End and Westminster. They are very different from each other.

Let us go sightseeing in London and visit the principal places of interest. We'll start our tour with the City, the oldest part of London, which is the commercial and financial centre of the country. The Bank of England and some of the richest companies in the world have their headquarters in the City. Two masterpieces — St. Paul's Cathedral and the Tower of London — are situated in the City. St. Paul's Cathedral, the greatest church of England, was built in the 17th century by Sir Christopher Wren. There are a lot of memorials in the cathedral including those to Wellington and Admiral Nelson. The Tower of London is associated with many important events in the English history. It used to be a royal palace and a political prison. Now it's a museum. The most popular sight in the Tower is the Jewel House in which the Crown jewels are on the display. The Tower is guarded by the Yeoman Warders popularly known as «Beefeaters».

And now we are in the West End which by right is considered to be the most beautiful part of London. The place of pilgrimage in the West End is Trafalgar Square. It was named so in memory of Admiral Nelson's victory at Trafalgar in 1805. There are usually a lot of visitors walking about the square and looking at Nelson's column and the fountains. The National Gallery which adjoins Trafalgar Square contains an outstanding collection of paintings. Not far from the National Gallery is the British Museum — the biggest museum in London. It's famous for its library and its priceless collections of ancient manuscripts, coins, sculptures and so on.

Now we'll go down Whitehall, the street where all important government offices are situated. It will take us to Westminster, the historic and official part of London. Buckingham Palace, the Queen's official London residence, is situated in Westminster. There one can see one of the most colourful ceremonies — the Changing of the Guard. The Houses of Parliament, called officially the Palace of Westminster, spread magnificently on the north bank of the Thames. Westminster Palace is the seat of the British Government. When the Parliament has a sitting, Union Jack, the national flag of the UK, is seen on the Victoria Tower. Opposite the Houses of Parliament is

Westminster Abbey founded in 1050. It is the place where nearly all English kings and queens were crowned. Westminster Abbey is also famous for its Poet's Corner where many of the greatest English writers and poets are buried. It would be exciting to touch the gravestones and to read the epitaphs on the graves of the famous British people.

If you want to get a good idea of London you should also visit the East End. It used to be the poorer part of London, its industrial district. But over the recent years many parts of the East End have been rebuilt and renovated. The face of the district is changing,"much to the regret of the old residents of the East End who are proud to be called «cockneys» which means «londoners».

In the evening it would be nice to go to a quiet cafe off the beaten track and to talk to Londoners because the unique atmosphere, the character and the spirit of the city are created not only by its famous historic places but also by the people who live there.

## **A GLANCE AT AMERICA**

### **THE UNITED STATES OF AMERICA**

The United States of America are situated in the central part of the North American continent. Its western coast is washed by the Pacific Ocean and its eastern coast — by the Atlantic Ocean.

The total area of the USA is over nine million square kilometers.

The population of the USA is about 250 million people; most of the population lives in towns and cities.

The USA is a very large country, so it has several different climatic regions. The coldest regions are in the north and northeast. The south has a subtropical climate.

The United States is a land of rivers and lakes. The northern state of Minnesota is a land of 10,000 lakes. The longest rivers in the USA are the Mississippi, the Missouri and the Rio Grande. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada.

The United States is rich in natural and mineral resources. It produces copper, oil, iron ore and coal. It is a highly developed industrial and agricultural country.

There are many big cities in the USA, such as New York, Chicago, Los Angeles, Philadelphia and others. The national capital is Washington, D.C. Its population is about 3.4 million. Washington was built in the late eighteenth century as the center of government. It was named after George Washington.

The USA became the world leading country at the beginning of the twentieth century.

## **US GOVERNMENT**

The USA is a presidential republic.

The legislative branch of the US Government, or the Congress, represents all of the American states. It consists of two parts: the House of Representatives and the Senate. Each state has two senators, who are elected every 6 years. A senator must be at least 30 years old, a citizen of the United States for 9 years, and live in the state she or he will represent. A representative must be at least 25 years old, a citizen for 7 years, and live in the state.

The job of the Congress is to make laws. The President can veto a bill. The Congress can pass the law anyway if it gets a two-thirds majority vote. The Congress can also declare war. The House of Representatives can also impeach the President. This means that the House can charge the President with a crime. In this case, the Senate will put the President on trial. The Senate votes to approve the justices that the President appoints to the Supreme Court.

The executive branch of the government puts the country's laws into effect. The President of the United States is a member of the executive branch. The President must be at least 35 years old, and be a natural citizen of the USA. In addition, he must have lived in the US for at least 14 years, and be a civilian. The President is elected every four years and cannot serve more than two terms. The Vice-President of the USA is a president of the Senate. When the President receives a bill from the Congress, he must sign it, and then the bill becomes a law. However, if he disagrees with the law, he can veto it. The president can also ask the Congress to declare war. He also appoints

the justices to the Supreme Court. He must do his job according to the Constitution, or he may be impeached.

The judicial branch of the government is the system of courts in the United States. Its job is to enforce laws. The Supreme Court is the highest court in the country. It consists of 9 justices: one Chief Justice and 8 associate justices. The President appoints the justices, but the Senate must approve them. The justices are appointed for life. The Supreme Court makes sure that people obey the laws. The Supreme Court can also decide if a law is constitutional, that is, if it is in agreement with the Constitution. The judicial branch works together with the legislative and executive branches to protect the Constitution and the rights of people.

## **WASHINGTON, D.C.**

The United States is a federal union, which is made up of fifty states and one independent district — the District of Columbia. The District of Columbia is the territory of the national capital of the USA, Washington, with its own laws and regulations. Washington, D.C. is situated on both banks of the Potomac river, between the two states, Maryland and Virginia. This place was chosen by the first American President George Washington. The plot of land of a hundred square miles was bought from private owners by the state. In 1790 George Washington laid the corner-stone of the Capitol where the Congress sits.

The place was called the District of Columbia in honour of Columbus, the discoverer of America. The capital got the name of Washington after the name of its founder. Washington has been the federal capital since 1800.

Washington is sometimes called the heart of America. It is the place where the federal government works and where each President of the United States lives. Washington is smaller in size than the largest cities of the USA, such as New York, Chicago, Detroit or Los Angeles.

The population of Washington is about 11 million people.

The buildings in Washington are not very tall because no building must be taller than the Capitol. But in political sense

Washington is the center of the country and the most important city of the United States.

## **SCHOOL EDUCATION IN THE USA**

The federal government pays little attention to school education in the USA. There is neither a uniform school system in the USA, nor a uniform curriculum. Each state has its own system of schools. But there are some common features in the organization of school education in the country.

Schools in the USA can be divided into state, or public schools, and private schools. State schools are free, and private schools are fee-paying.

Elementary and secondary schools consist of twelve grades. Classes last for about ten months a year, five days a week and five hours a day. At elementary school English, mathematics, science, social studies, music, sports and other subjects are taught.

Elementary education begins at the age of six, when a child goes to the first grade. Secondary education is offered at high schools. At the age of 14 pupils go to junior high school. At the age of sixteen children leave junior high school and may continue their education at the upper grades of high school.

Besides giving general education some high schools teach some other subjects. Students choose these subjects if they want to enter colleges or universities or hope to find jobs in industry or agriculture. Many schools include classes teaching basic computer skills.

A growing number of young people go to colleges or universities. Nevertheless, many students of high school don't finish it. One per cent of American citizens from the age of 14 can neither read nor write.

## **HIGHER EDUCATION IN THE USA**

In the United States, a student who has finished high school may want to continue in higher education. There are several ways to do it: universities, colleges, community colleges, and technical or vocational schools.

A university in the United States usually has several different colleges in it. Each has a special subject area. There may be a college of liberal arts where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and a college of business. A program for undergraduates usually takes four years. University students get an undergraduate degree in the arts or sciences. If they complete a course of study they get Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree. The university always has programs for graduate and professional study in many subjects.

The university may get money from several different sources. A publicly funded university gets some money from the state government. A privately funded university gets money only from private sources. Or the university may be funded by a religious group.

College students usually spend four years at school, too. A college does not have graduate or professional programs. If college student completes a course of study in arts or science, he or she gets Bachelor of Arts or Science degree. If college students want to continue for a graduate or professional degree they have to go to University. The college is usually funded in one of the three ways already described.

The program of study in the community college usually lasts two years. Not all of the subjects taught there are the usual school subjects. The community college may give course in the regular academic subjects or subjects like dental technology, sewing and other non-academic subjects. Not all students of the community college have a high school diploma. They may then go to a college for two more years to get the bachelor's degree. Community colleges are nearly always publicly funded. The technical or vocational school has only job training, it has no academic program. Students may have a high school diploma, or not. Programs may take from six months to two years and more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

## **READING FOR SPECIFIC PURPOSES**

### **AGRICULTURE**

Agriculture, also called farming or husbandry, is the cultivation of animals, plants, fungi, and other life forms for food, fiber, biofuel, medicinals and other products used to sustain and enhance human life. Agriculture was the key development in the rise of sedentary human civilization, whereby farming of domesticated species created food surpluses that nurtured the development of civilization. The study of agriculture is known as agricultural science. The history of agriculture dates back thousands of years, and its development has been driven and defined by greatly different climates, cultures, and technologies. However, all farming generally relies on techniques to expand and maintain the lands that are suitable for raising domesticated species. For plants, this usually requires some form of irrigation, although there are methods of dryland farming. Livestock are raised in a combination of grassland-based and landless systems, in an industry that covers almost one-third of the world's ice- and water-free area. In the developed world, industrial agriculture based on large-scale monoculture has become the dominant system of modern farming, although there is growing support for sustainable agriculture, including permaculture and organic agriculture.

Until the Industrial Revolution, the vast majority of the human population labored in agriculture. Pre-industrial agriculture was typically subsistence agriculture/self-sufficiency in which farmers raised most of their crops for their own consumption instead of cash crops for trade. A remarkable shift in agricultural practices has occurred over the past century in response to new technologies, and the development of world markets. This also has led to technological improvements in agricultural techniques, such as the Haber-Bosch method for synthesizing ammonium nitrate which made the traditional practice of recycling nutrients with crop rotation and animal manure less important.

Modern agronomy, plant breeding, agrochemicals such as pesticides and fertilizers, and technological improvements have sharply increased yields from cultivation, but at the same time have caused widespread ecological damage and negative human health ef-

fects. Selective breeding and modern practices in animal husbandry have similarly increased the output of meat, but have raised concerns about animal welfare and the health effects of the antibiotics, growth hormones, and other chemicals commonly used in industrial meat production. Genetically modified organisms are an increasing component of agriculture, although they are banned in several countries. Agricultural food production and water management are increasingly becoming global issues that are fostering debate on a number of fronts. Significant degradation of land and water resources, including the depletion of aquifers, has been observed in recent decades, and the effects of global warming on agriculture and of agriculture on global warming are still not fully understood.

The major agricultural products can be broadly grouped into foods, fibers, fuels, and raw materials. Specific foods include cereals (grains), vegetables, fruits, oils, meats and spices. Fibers include cotton, wool, hemp, silk and flax. Raw materials include lumber and bamboo. Other useful materials are produced by plants, such as resins, dyes, drugs, perfumes, biofuels and ornamental products such as cut flowers and nursery plants. Over one third of the world's workers are employed in agriculture, second only to the services sector, although the percentages of agricultural workers in developed countries has decreased significantly over the past several centuries.

## **BRITISH AGRICULTURE**

Great Britain is a highly developed industrial country. In spite of the mild climate favourable for agriculture only 20 per cent of the population live in the country-side and only 7 per cent of the population are engaged in farming.

British agriculture depends on climatic conditions and types of soil. About a third of British agricultural land is arable and the rest are pastures and meadows. The agricultural area is toward the English Channel and the continent of Europe.

The climate of Great Britain is mild and damp. The temperature seldom exceeds 30° C or falls below zero. Thus farmers work in the fields all the year round. The cool and mild climate and sufficient rainfalls are favourable for growing all kinds of crops and for animal husbandry.



The soil in many parts of Highland Britain is thin and poor. Sheep-farming and cattle breeding are typical of this zone. Lowland Britain is a rich area with fertile soil. Dairy breeding and poultry farming, horticulture and arable (crop) farming are wide spread here.

Wheat, oats and barley are the main grain crops, sugar beets and potatoes are the chief root crops. The fruits grown are apples, pears, plums, cherries and berries. The main agricultural products of Britain are wheat, barley, oats, potatoes, milk and different kinds of meat.

The types of farms are different in different soil and climatic areas. The greater part of the land in Great Britain belongs to landowners. Small traditional farms are usually mixed farms on which farmers both grow crops and keep farm animals. But now small farms are gradually disappearing because they cannot compete with modern big industrial farms.

Most of the British farms are highly mechanized. Farmers use tractors, different planting machines and combine-harvesters. Mineral fertilizers and chemical means of plant protection are applied on a large scale. British farmers are very skilled and active in their work. They produce enough food required by the vast industrial population. Only some part of the Britain's food supply, such as tea, coffee and exotic fruits, is imported.

## **USA AGRICULTURE**

Nearly 400 years ago European colonists came to America. The colonists began to settle. They cleared the land and transformed forests into croplands and pastures. The settlers lived in a group of houses around a central field. Here the village cattle was grazed.

In 1862 the government gave land away free. A settler had to clear it, build a house and live there for at least five years. There appeared family farms. Over time, farming methods improved and farming areas increased. Today the average farm in the USA comprises 187 ha (462 acres). American farms became more efficient. Many farms adopted new technologies. Computers helped them to improve productivity and cut costs. In the 1990s American farmers invested more than \$ 400 billion in land, livestock, buildings and equipment. American consumers pay less for their food than the

people of many other industrial countries. By the mid-1970s a single farmer could grow enough food to feed himself, 45 other Americans and 8 foreigners.

Most of the farms in the USA are family farms. Only 3 percent of them are led by corporations that are owned by families. People who have small pieces of land cannot invest in the modern equipment. Often they sell their land to other farmers. There are tenant farmers who rent this land for cash or give the owner a part of the crops they grow. Owners of large farms hire seasonal workers. Many of these seasonal workers travel from farm to farm. They stay only for the period of picking crops. They are known as migrant workers.

The Northeast region does not have large areas of good land. But you can find dairy and poultry farms in several areas. Maine is famous for potatoes.

The Great Lakes region is also an important area for farming. Corn, wheat and dairy products are the most important agricultural items. Farmers often rotate soybeans – that is, planting corn in a field one year and soybeans the next. The region has enough rainfall, which is very important for hay, grown to feed dairy cattle. Wisconsin is the most important dairy state in the region.

The South is famous for tobacco. The moist, warm climate contributes to the extensive growth of tobacco in Virginia, North Carolina and South Carolina. Cotton is another important crop for southern farmers, especially in Arkansas and Mississippi. Peanuts are grown in Georgia, citrus fruits and vegetables in Florida, Soybeans is an important crop in Arkansas.

The Great Plains region is considered the «American breadbasket». It yields great quantities of crops, especially wheat. Wheat is important in Kansas, Minnesota, Nebraska, and the Dakotas. Iowa receives more rainfall than the states in the west, so corn is grown instead of wheat. It is the leading state in the USA in corn production. Texas leads the country in the number of cattle and sheep. Here vegetables and citrus fruit, wheat and cotton are grown too.

The Rocky Mountains region lacks water. So many farmers raise livestock. The cattle and sheep require a lot of land to graze. Many of the ranches are very large. Their sizes can be over 900 hectares.

California leads the Pacific region in farming. It is the leading grower of fruits and vegetables. The farms produce cattle, dairy

products, cotton, grapes, tomatoes, and citrus fruits. In Washington cherries and apples are major fruits. Farms in Hawaii grow sugarcane and pineapples.

Now the US agriculture is a big business and is a part of the country's economy.

Agrobusiness includes farmer cooperatives, rural banks, shippers of farm products, firms that manufacture farm equipment, food-processing industries and many other businesses. American agriculture exports its crops to Europe, Asia, Africa and Latin America. The United States produces half of the world's soybeans and corn for grain, and from 10 to 25 percent of the world's cotton, wheat, tobacco and vegetable oils.

equipment

## **WHAT IS MANAGEMENT?**

You know what an information system is. After we consider what management consists of, we will see how the two concepts can be put together as a management information system.

Management often refers to those individuals in an organization who are responsible for providing leadership and direction in the areas of planning, organizing, staffing, supervising, and controlling business activities. These five functions, which are the primary tasks of management, may be defined as follows:

1. Planning activities require the manager to formulate goals and objectives and develop short- and long-term plans to achieve these goals. For example, an office manager must work with top management to formulate a plan that satisfies the short- and long-term needs of the organization for office space; the vice president of marketing must take many factors into account when planning short-term advertising campaigns and activities aimed at opening up new long-term markets.

2. Management's responsibility for organizing includes the development of an organizational structure and a framework of standards, procedures, and policies designed to carry out ongoing business activities. For instance, top management must decide on the

type and number of divisions and departments in the company and evaluate the effectiveness of the structure.

3. Staffing refers to management's responsibility for identifying the personnel needs of the organization and selecting the personnel, as well as training staff. Many companies have personnel managers to take charge of these activities.

4. Supervising refers to management's responsibility to provide employees with the supervision, guidance, and counseling necessary to keep them highly motivated and working efficiently toward the achievement of company objectives. This includes the recognition of good work, perhaps through certificates or bonuses, and concrete suggestions about how to improve performance. Companywide educational seminars may also be held to upgrade employees' knowledge of the company in general or perhaps to help them deal with stress and improve their health.

5. Controlling refers to management's responsibility to monitor organizational performance and the business environment so that steps can be taken to improve performance and modify plans as necessary in response to the marketplace. This includes keeping alert to new opportunities in the marketplace and recognizing new business opportunities. Many new computer software products, for example, have been developed because software companies are ever watchful for potential markets.

Each primary management function involves making decisions, and information is required to make good decisions. Thus, to fulfill its responsibilities, management must set up information systems and subsystems.

## **WHAT IS A MANAGEMENT INFORMATIONAL SYSTEM?**

A management information system (MIS) comprises computer-based processing and/or manual procedures to provide useful and timely information to support management decision making in a rapidly changing business environment. The system must supply managers with information quickly, accurately, and completely.

The approaches that companies take to develop information systems for management differ depending on the structure and

management style of the organization. However, the scope of an MIS is generally company wide, and it services management personnel at all three traditional organizational levels:

1. Low-level, or operating, management.
2. Middle management.
3. Upper, or top, management.

The primary objective of the MIS is to satisfy the need that managers have for information that is more summarized and relevant to the specific decisions that need to be made than the information normally produced in an organization and that is available soon enough to be of value in the decision-making process. The information flows up and down through the three levels of management and is made available in various types of reports.

#### . Text 1

**1. Complete the article with the following words: *occasions, councillor, maintenance, supply, taxes, auditors.***

### THE LOCAL AUTHORITY

The local authority comprises local governments, parish councils, boroughs and municipal corporations. These bodies are set up to deal with matters of local concern. The 1) \_\_\_\_\_ is elected at local government elections, by those who live in the area. Councillor's powers, duties and functions are defined by an Act of Parliament.

Each local government has a council with a chairman or mayor at its head. This chairman or mayor presides over the meetings of the council. He or she also represents the town or district on important civic 2) \_\_\_\_\_.

The power of the local authority differs from country to country. However, in most countries, they are responsible for such things as water 3) \_\_\_\_\_, drainage, sewerage, waste disposal, street cleaning, community health services, the 4) \_\_\_\_\_ of roads, parks, markets and gardens, cleaning of drains, bushing of roads, provision of fire services and the maintenance of sports facilities.

The local authority is financed through central government grants, property 5) \_\_\_\_\_ and loans. The central government ensures that the money is properly spent by employing 6) \_\_\_\_\_ whose job it is to examine and check the accounts of the local authorities.

Local authorities play an important role in the commercial, social and economic development of the country.

## 2. Answer the questions.

1. What does the local authority comprise?
2. How is the councillor elected?
3. What defines councillor's powers, duties and functions?
4. What are chairman or mayor's functions?
5. What are the local authorities in most countries responsible for?
6. How is the local authority financed?

## 3. Match the words to make phrases from the article in exercise 1.

- |              |              |
|--------------|--------------|
| a. local     | e. waste     |
| b. parish    | f. street    |
| c. civic     | g. community |
| d. municipal | h. property  |

1. \_\_\_\_\_ cleaning
2. \_\_\_\_\_ authority
3. \_\_\_\_\_ disposal
4. \_\_\_\_\_ taxes
5. \_\_\_\_\_ council
6. \_\_\_\_\_ corporations
7. \_\_\_\_\_ health service
8. \_\_\_\_\_ occasions

## 4. Complete the sentences with the phrases from exercise 3.

1. For over 40 years, \_\_\_\_\_ has been recognized as one of the most respected health systems in the region.
2. \_\_\_\_\_ will be conducted from March 1 to December 15 to eliminate litter, and leaves from the streets.
3. \_\_\_\_\_ includes collection, transport, treatment and disposal of waste together with monitoring and regulation.
4. A \_\_\_\_\_ is an organization that is officially responsible for all the public services and facilities in a particular area.
5. He was often called upon to take part in \_\_\_\_\_ such as opening a new football stadium.
6. \_\_\_\_\_ has a variety of powers and duties, all of which impact directly on the community.
7. As a taxpayer, you have online access to the information about your \_\_\_\_\_.
8. In Brazil, \_\_\_\_\_ are called municípios and are created by means of local legislation at the state level.

## 5. Choose the correct alternative. Then translate the article.

A local government is an administrative 1) *body/county* for a small geographic area, such as a city, town, county, or state. Local governments can elect 2) *officials/offices*, enact taxes, and do many other things that a national government would do, just on a smaller scale.

Common names for local governments include state, province, region, department, county, prefecture, district, city, township, town, borough, parish, municipality, shire and village. Local authorities are responsible for a wide range of 3) *environmental/public* services in a particular area. Local authorities promote the interests of the local 4) *commerce/community*, including the social, economic, environmental, recreational, cultural, community or general development of the area.

Responsibilities of local authorities are broken down into the following categories: housing, planning, roads, development incentives and controls, environmental 5) *protection/property*, recreation facilities. One of fundamental roles of 6) *elected/election* local government is the representation of local communities, voicing local concerns and responding to local needs.

Text 2

### Read and translate the article.

#### PUBLIC ADMINISTRATION

Public administration has two meanings. First, it is the implementation of government policy. Second, it is an academic discipline that studies this implementation and prepares civil servants for working in the civil service.

Public administration improves management of the government and improves policies so that government can function better. Public administrators are civil servants working in public departments and agencies at all levels of government. They perform a wide range of functions, including managing city budgets, developing policy and legislation, implementing policies, and analyzing data to determine public needs. These functions provide for the well-being of citizens. In universities, professors of public administration study government decision making, analyze policies, and think about how to improve policies and programs.

The goals of public administration are related to the democratic values of improving equality, justice, security, efficiency and effectiveness of civil services.

### Text 3

**1. Complete the article with the following words: *hire, familiar, take action, involved, prepare, employed.***

#### **CITY MANAGERS**

City managers are professional administrators who try to make city governments operate with the efficiency of successful businesses. However, they are not authorized to 1) \_\_\_\_\_ on their own. Their work is directed by elected officials, such as mayors and city councils, who 2) \_\_\_\_\_ them.

City managers 3) \_\_\_\_\_ budgets, hire administrative officers, oversee record keeping, and supervise the heads of such departments as law enforcement, fire protection, and sanitation. Because many cities employ great numbers of unionized teachers, police officers, firefighters, and refuse workers, city managers are usually 4) \_\_\_\_\_ in labor relations and contract negotiations. They often meet with business and community groups to explain city policies and hear citizens' demands.

City managers must be 5) \_\_\_\_\_ with all aspects of government and public works. However, they cannot take sides publicly in political disputes.

Most city managers are 6) \_\_\_\_\_ by governments of small and medium-size cities - generally those with populations of ten thousand to five hundred thousand people. Smaller cities may only have a city manager and one administrative assistant. In larger cities a manager may have an assistant manager for each department, such as transportation or education.

**2. Decide True or False. Correct false sentences.**

1. City managers are hired by mayors and city councils.
2. City managers are authorized to take action on their own.
3. Refuse workers are involved in labor relations and contract negotiations.
4. City managers often meet with business and community groups.
5. It is not necessary for city managers be familiar with all aspects of government and public works.
6. Larger cities may only have a city manager and one administrative assistant.

### Text 4

#### **WHAT IS GOVERNMENT**

A government is a group of people that have the power to rule in a territory, according to the law. This territory may be a country, a state or province within a country, or a region. Governments make laws, rules, and regulations, collect taxes and print money. Governments have systems of justice that contain the



acts or activities that are against the law and describe the punishments for breaking the law. Governments have a police force to make sure people follow the laws. Governments have diplomats who communicate with the governments of other countries. Diplomats try to solve problems or disagreements between two countries, which can help countries to avoid a war, make commercial agreements, and exchange cultural or social experiences and knowledge. Governments have a military force such as an army that protects the country if other countries attack or which can be used to attack and invade other countries. The leader of a government and his or her advisors are called the administration.

2.

**Rea**

**d the article and check your ideas from exercise 1.**

**Democracy.** The most common type of government in the Western world is called democracy. In democracies, people in a country can vote during the elections. Political parties are organizations of people with similar ideas about how a country should be governed. Democracy is the government of the people, by the people and for the people.

**Monarchy.** A monarchy is a government ruled by a king or a queen who inherits their position from their family, which is often called the "royal family." There are two types of monarchies: absolute monarchies and constitutional monarchies. In an absolute monarchy, the ruler has no limits on their powers. In a constitutional monarchy a ruler's powers are limited by a document called a constitution.

**Dictatorship.** Under a dictatorship, the government is run by one person who has all the power over the people in a country. Originally, the Roman Republic made dictators to lead during a war. In modern times, a dictator's rule is not stopped by any laws, constitutions, or other social and political institutions.

**Oligarchy.** An oligarchy is a government ruled by a small group of powerful people. An oligarchy is different from a true democracy because very few people are given the chance to change things. An oligarchy does not have to be hereditary. An oligarchy does not have one clear ruler, but several powerful people.

## CONSTITUTION

The constitution of a country (or a state) is a special type of law document that tells how its government has to work. It tells how the country's leaders have to be chosen and how long they stay in office, how laws are made, and what rights are people guaranteed.

The concept of a constitution dates to the city-states of ancient Greece. In modern Europe, written constitutions came into greater use during the eighteenth and nineteenth centuries. Constitutions such as that of the United States, created in 1787, were influenced by the ancient Greek models. During the twentieth century, an increasing number of countries around the world concluded that constitutions are a necessary part of democratic or republican government. Many countries adopted their own constitutions.

### Text 6

1.

Tran

slate the words and phrases.

1.

Gov

ern (v)

2.

Beh

avior (n)

3.

Cour

t (n)

4.

Judi

cial (adj)

5.

Coer

cive (adj)

6.

Una

cceptable (adj)

7.

Pena

lty (n)

8.

## LAW

Law is the body of official rules and regulations, generally found in constitutions, legislation, judicial opinions which are used to govern a society and to control the behavior of its members. The nature and functions of law have varied throughout history. In modern societies, some authorized bodies such as a legislature or a court makes the law. It is ensured by the coercive power of the state, which enforces the law by means of appropriate penalties or remedies. Formal legal rules and actions are usually distinguished from other means of social control and guides for behavior such as morality, public opinion, and custom or tradition. Of course, a lawmaker may respond to public opinion or other pressures, and a formal law may prohibit what is morally unacceptable. Law serves a variety of functions. Laws against crimes, for example, help to maintain a peaceful, orderly, relatively stable society. Courts contribute to social stability by resolving disputes in a civilized way. Property law and contract law facilitate business activities and private planning. Laws limiting the powers of government help to provide some degree of freedom that would not otherwise be possible. Law has also been used as a mechanism for social change; for instance, at various times laws have been passed to inhibit social discrimination and to improve the quality of individual life in matters of health, education, and welfare.

8. A senior official in a court of law j \_\_\_\_\_
9. The body or system of rules recognized by a community which is enforceable by established process l \_\_\_\_\_ s \_\_\_\_\_
10. The control resulting from following a community's system of rules a \_\_\_\_\_
11. Members of the legal profession l \_\_\_\_\_
12. To rule a society and control the behavior of its members g \_\_\_\_\_

### Text 7

#### 1. Read and translate the article.

### CIVIL LAW SYSTEM

Civil law system is one of the two major legal systems of the modern world which is different from common law system. The origin of the civil law system is ancient Rome. Civil law concepts come from Roman law. An important feature of Roman law was that it did not depend on legal precedent by earlier cases but on the facts and merits of the current case. The civil law system is used in countries such as Germany, France, in many countries which were colonies of

European countries and in some Asian countries. It has also been adopted in Latin America as well as in some parts of Asia and some African countries. There are about 150 countries worldwide that use mainly civil law systems. About 80 countries use the common law system.

Civil law developed in Europe during the middle ages, at the same time common law developed in England. The rules and principles of civil law are found in codes which are available to both citizens and legal professionals. These codes clearly explain everyone's rights and duties.

Civil law deals with civil relationships such as citizenship, marriage, divorce, and certain contractual arrangements from other codes such as those dealing with criminal law. Civil law involves cases where there are private disputes between individuals or parties that cannot be resolved outside the court system. Torts, contracts and negligence are integral parts of civil law.

## **2. Decide True or False. Correct false sentences.**

1. Civil law system is one of the two major social systems of the modern world.
2. The origin of the civil law system is ancient Rome.
3. Roman law depended on legal precedent by earlier cases.
4. The civil law system is used in countries such as Germany and France.
5. There are about 160 countries worldwide that use mainly civil law systems.
6. About 180 countries use the common law system.
7. Civil law developed in Europe in the 21st century.
8. Civil law deals with disputes between individuals in such areas as contracts, property, etc.

## **3. Choose the correct alternative.**

1. Civil law system is one of the two *merits/major* legal systems of the modern world which is different from common law system.
2. The origin of the civil law system is ancient *Greece/Rome*.
3. The civil law system is used in many countries which were *colonies/codes* of European countries.
4. Civil law *developed/dispute* in Europe during the middle ages.
5. The rules and principles of civil law are found in codes which are available to both *relationships/citizens* and legal professionals.
6. Civil law deals with civil relationships such as *citizenship/citizens*, marriage, divorce, and certain contractual arrangements.
7. Civil law involves cases where there are private disputes between individuals or parties that cannot be resolved outside the *contract/court* system.
8. Torts, contracts and *negligence/ precedent* are integral parts of civil law.

## Text 8

### 1. Read and translate the article.

#### ADMINISTRATIVE LAW IN CIVIL LAW COUNTRIES

Administrative law is the body of law that governs the activities of administrative agencies of government. Government agencies regulate social, economic and political spheres of human interaction in such areas as police law, international trade, manufacturing, environment, taxation, immigration and transport.

In Brazil, unlike most Civil-law jurisdictions, there is no specialized court or section to deal with administrative cases. In 1998 a constitutional reform introduced regulatory agencies as a part of the executive branch. Since 1988 Brazilian administrative law has been strongly influenced by the judicial interpretations of the constitutional principles of public administration: legality, publicity of administrative acts, morality and efficiency.

In France most claims against the national or local governments as well as claims against private bodies providing public services are handled by administrative courts. The main administrative courts are the *Tribunaux Administratifs* and appeal courts.

Administrative law in Germany generally rules the relationship between authorities and the citizens. It establishes citizens' rights and obligations. It is a part of the public law, which deals with organization and acting of the public administration. It also contains rules, regulations, orders and decisions created by and related to administrative agencies, such as federal agencies, federal state authorities, and urban administrations.

Administrative law in Italy is a branch of public law. It governs the organization of the public administration and the relationship between the administration and the citizens. The administrative power in Italy is used to organize resources and people in order to achieve the public interest objectives.

### 2. Complete the sentences with the correct countries: Brazil, France, Germany, or Italy.

1. The main administrative courts in \_\_\_\_\_ are the *Tribunaux Administratifs* and appeal courts.
2. In 1998 a constitutional reform introduced regulatory agencies as a part of the executive branch in \_\_\_\_\_ .
3. Administrative law in \_\_\_\_\_ governs the organization of the public administration and the relationship between the administration and the citizens.
4. Administrative agencies, such as federal agencies, federal state authorities, and urban administrations can be found in \_\_\_\_\_ .

5. In \_\_\_\_\_ there is no specialized court or section to deal with administrative cases.
6. Most claims against the national or local governments as well as claims against private bodies are handled by administrative courts in \_\_\_\_\_.
7. Constitutional principles of public administration in \_\_\_\_\_ are legality, publicity of administrative acts, morality and efficiency.

### 3. Match.

- |                        |   |
|------------------------|---|
| 1. government agency   | a. международная торговля                   |
| 2. manufacturing       | b. регулирующий орган                       |
| 3. international trade | c. юридическая<br>правомерность             |
| 4. taxation            | d. публичное освещение                      |
| 5. regulatory agency   | e. правительственное<br>учреждение          |
| 6. executive branch    | f. требование                               |
| 7. legality            | g. апелляционный суд                        |
| 8. publicity           | h. частная организация                      |
| 9. claim               | i. представитель власти                     |
| 10. private body       | j. налогообложение                          |
| 11. appeal court       | k. система органов<br>исполнительной власти |
| 12. authority          | l. производство                             |

### 4. Complete the sentences with the following words: *agencies, cases, executive, administrative, interest, citizens, law, judges, regulatory, relationship, court, human.*

1. It is important to control government according to the interests of both state and \_\_\_\_\_.
2. In France, Italy, Germany and a number of other countries, there is a system of administrative court that deals with administrative \_\_\_\_\_.

3. As a natural consequence, \_\_\_\_\_ law develops on its own independent lines.
4. Administrative law encompasses laws and legal principles governing the administration and regulation of government \_\_\_\_\_.
5. Generally, administrative agencies are created to protect a public \_\_\_\_\_.
6. Administrative law \_\_\_\_\_ hear cases, find the facts and apply the law.
7. The \_\_\_\_\_ branch can afford fair procedures to the people of Florida through administrative law.
8. Professional associations, government boards and \_\_\_\_\_ agencies make rules that affect our daily lives.
9. The resolution of disputes involving government laws and how they are applied is called administrative \_\_\_\_\_.
10. Administrative \_\_\_\_\_ deals with administrative cases.
11. Administrative law establishes the \_\_\_\_\_ between authorities and the citizens.
12. Government agencies regulate social, economic and political spheres of \_\_\_\_\_ interaction.

## Text 9

### 1. Complete the article with the phrases from the box.

from state to state	such special purpose districts	tiers of local
government: counties and municipalities		single municipal
government		

## LOCAL GOVERNMENT IN THE UNITED STATES

Local government in the United States refers to governmental jurisdictions below the level of the state. Most states have at least two 1) \_\_\_\_\_. In some states, counties are divided into townships. There are several different types of jurisdictions at the municipal level, including the city, town, borough, and village. The types and nature of these municipal entities varies 2) \_\_\_\_\_.

Many rural areas and even some suburban areas of many states have no municipal government below the county level. In other places consolidated city-county jurisdictions exist, in which city and county functions are managed by a 3) \_\_\_\_\_. In some states, towns are the primary unit of local government and counties have no governmental function but exist in a purely perfunctory capacity.

In addition to general-purpose local governments, there may be local or regional special-purpose local governments, such as school districts and districts for fire protection, sanitary sewer service, public transportation, public libraries, or water resource management. 4) \_\_\_\_\_ often encompass areas in multiple municipalities.

### 2. Translate the article.

### 3. Answer the questions.

1. How many tiers of local government do most states in the USA have?
2. What are the types of jurisdictions at the municipal level?
3. How do the types and nature of the municipal entities vary in the USA?
4. What are the examples of local or regional special-purpose local governments?

### 4. Match.



1. county	a. формальная функция
2. public transportation	b. ряд
3. perfunctory capacity	с. обслуживание хозяйственно-бытовой канализации
4. water resource management	d. район округа штата
5. school district	e. особое назначение
6. sanitary sewer service	f. округ
7. township	g. школьный округ
8. tier	h. единый орган местного самоуправления
9. special-purpose	i. управление водными ресурсами
10. single municipal government	j. общественный транспорт

**5. Complete the paragraphs of the article with the correct words below.**

Local governments generally include two 1) \_\_\_\_\_: counties, also known as boroughs in Alaska and parishes in Louisiana, and municipalities, or cities/towns. In some states, counties are divided into townships. Municipalities can be structured in many ways, as defined by state 2) \_\_\_\_\_, and are called townships, villages, boroughs, cities, or towns. Various kinds of districts also provide functions in local government outside county or municipal boundaries, such as school 3) \_\_\_\_\_ or 4) \_\_\_\_\_ protection districts. (*constitutions, districts, tiers, fire*)

Municipal 5) \_\_\_\_\_ - those defined as cities, towns, boroughs (except in Alaska), villages, and townships - are generally organized around a 6) \_\_\_\_\_ center and in most cases correspond to the geographical designations. Municipalities vary greatly in size, from the millions of 7) \_\_\_\_\_ of New York City and Los Angeles to the 287 people who live in Jenkins, Minnesota.

(*pop*  
*ulation, governments, residents*)

Municipalities generally take responsibility for parks and 8) \_\_\_\_\_ services, police and fire 9) \_\_\_\_\_, housing services, emergency 10) \_\_\_\_\_ services, municipal courts, transportation services, including 11) \_\_\_\_\_ transportation, and public works (streets, sewers, snow removal, signage, etc.).

(*recr*

*eation, medical, public, departments)*

Whereas the federal government and state governments share 12) \_\_\_\_\_ in countless ways, a local government must be 13) \_\_\_\_\_ power by the state. In general, mayors, city councils, and other governing bodies are directly 14) \_\_\_\_\_ by the people.

(*gra*

*nted, elected, power)*

Text 10

### **LOCAL GOVERNMENT IN RUSSIA**

Under the Russian Constitution the central government has significant authority, regional and local governments have authority over municipal property and policing, and they can impose regional taxes.

Russia's administrative divisions consist of regions (области), minority republics, autonomous districts (округа), territories (края), federal cities (Moscow and St. Petersburg), and the one autonomous region (область).

Regional governments have tax revenue to support mandatory items in their budgets. Legislation confirms the power of the federal government over the regions. Legislation enacted in 2004 permitted the president to appoint the regional governors.

Today, the new federal districts began to replace the 11 traditional economic regions. The Central district unites the city of Moscow with all administrative divisions within the Central and Central Black Earth economic regions. The Northwest district combines the city of St. Petersburg with all areas in the North and Northwest regions, including Kaliningrad region. The Southern district includes the units of the North Caucasus economic region and the republic of Kalmykia. The Volga district merges two economic regions, Volga-Vyatka and Volga. The Urals district consists of administrative divisions of the Ural economic region and the West Siberia economic region. The Siberia district unites the rest parts of the West Siberia economic region and the East Siberia. Finally, the Far East district is combined with the Far East economic region.

The Constitution provides welfare protection, access to social security, pensions, free health care, and affordable housing in local governments. The constitution also guarantees local self-governance.

### **3. Continue the sentences.**

1. Regional and local governments have authority over

\_\_\_\_\_.

2. Russia's administrative divisions consist of

\_\_\_\_\_.

3. Legislation enacted in 2004 permitted

\_\_\_\_\_.

4. The new federal districts began to replace

\_\_\_\_\_.

5. The Central district unites

\_\_\_\_\_.

6. The Northwest district

\_\_\_\_\_.

7. The Southern district includes

\_\_\_\_\_.

8. The Volga district merges

\_\_\_\_\_.

9. The Urals district consists of

\_\_\_\_\_.

10. The Siberia district unites

\_\_\_\_\_.

11. The Far East district is combined

**4. Read and translate the article.**

**ZEMSTVO IN THE RUSSIAN EMPIRE**

Zemstvo, organ of rural self-government in the Russian Empire was established in 1864 to provide social and economic services. It had a significant liberal influence within imperial Russia. Zemstvos existed on two levels, the uyezd (canton) and the province. The uyezd assemblies composed of delegates representing the individual landed proprietors and the peasant village communes, and were elected the provincial assemblies. Each assembly

appointed an executive board and hired professional experts to carry out its functions.

Generally dominated by the nobility, the zemstvos suffered from legislation that restricted their authority, from insufficient revenue, and from administrative controls of a hostile bureaucracy. Nevertheless, they expanded the network of elementary schools, constructed roads, provided health care, and instructed the peasantry in agricultural techniques. In the late 1890s they also agitated for constitutional reform and stimulated revolutionary activity in 1904–1905 and 1917. Reorganized on a democratic basis in 1917, the zemstvos were abolished after the Bolshevik party came to power and were replaced by a system of workers' councils.

## Text 11

### 1. Match.

1. revenues and expenses	ограниченные ресурсы
2. index	государственное потребление
3. income tax	Показатель
4. scarce resources	инвестиционные затраты
5. government consumption	подходный налог
6. investment expenditures	профицитный бюджет
7. surplus budget	доходы и расходы
8. government receipts	бюджетные поступления

### 2. Read the article.

#### A GOVERNMENT BUDGET

A government budget is an annual financial statement presenting the government's revenues and spending for a financial year that is often passed by the legislature, approved by the chief executive or president. Only certain types of revenue may be imposed and collected to form a budget. Property tax is frequently the basis for municipal and county revenues, while income tax is the basis for state revenues.

The two basic elements of any budget are the revenues and expenses. In the case of the government, revenues are derived primarily from taxes. Government expenses include spending on current goods and services, which economists call government consumption; government investment expenditures such as infrastructure investment or research expenditure.

Government budgets have economic, political and technical basis. Unlike a pure economic budget, they are not entirely designed to allocate scarce resources for the best economic use. They also have a political basis to obtain benefits and avoid burdens. The technical element is the forecast of the likely levels of revenues and expenses.

A budget can be of three types:

**Balanced Budget:** When government receipts are equal to the government expenditure, it is called a balanced budget.

**Deficit Budget:** When government expenditure exceeds government receipts, the budget is said to be deficit. A deficit budget can be of three types, Revenue, Fiscal and Primary deficit.

**Surplus Budget:** When government receipts are more than expenditure.

Government budget is an important instrument of economic policy and an index of government's functioning.

### **3. Translate the article.**

### **4. Answer the questions.**

1. What is a government budget?
2. What are the two basic elements of any budget?
3. What do government expenses include?
4. What are three basis of a government budget?
5. What are three budget types?

### **5. Complete the sentences.**

1. A government budget is an \_\_\_\_\_ financial statement presenting the government's revenues and spending for a financial year.
2. A government budget is often passed by the \_\_\_\_\_, approved by the \_\_\_\_\_ or president.
3. Certain types of \_\_\_\_\_ are imposed and collected to form a budget.
4. The basis for municipal and county revenues is \_\_\_\_\_ tax.
5. \_\_\_\_\_ tax is the basis for state revenues.
6. The \_\_\_\_\_ and \_\_\_\_\_ are the two basic elements of any budget.
7. Government expenses include spending on current \_\_\_\_\_ and \_\_\_\_\_.
8. Government budgets have economic, political and technical \_\_\_\_\_.
9. When government receipts are \_\_\_\_\_ to the government \_\_\_\_\_, it is a balanced budget.
10. When government expenditure exceeds government \_\_\_\_\_, the budget is \_\_\_\_\_.

## 6. Choose the correct alternative. Then translate the article.

### BUDGET TYPES

Union Budget: The union budget is the budget prepared by the central government for the 1) *country/surplus* as a whole.

State Budget: In countries like India, there is a federal system of 2) *government/income* thus every state prepares its own 3) *deficit/budget*.

Plan Budget: It is a 4) *document/expense* showing the budgetary provisions for important projects, programmes and schemes included in the central plan of the country. It also shows the central 5) *scarce/assistance* to states and union territories.

Performance Budget: The central ministries and 6) *departments/sales* dealing with development activities prepare performance budgets, which are circulated to 7) *property/members* of parliament. These performance budgets present the main projects, programmes and activities of the government in the light of specific objectives and previous years' budgets and 8) *achievements/derived*.

Supplementary Budget: This budget 9) *index/forecasts* the budget of the coming year with regards to revenue and expenditure.

Zero-Based Budget: This type of budget is defined as the budgetary process which requires each ministry or department to justify its entire budget in detail. It is a system of budget in which all government expenditures must be 10) *justified/receipt* for each new period.

Text 12

## 1. Read the article.

### WHAT IS PUBLIC POLICY?

Public policy is the means by which a government maintains order or addresses the needs of its citizens through actions defined by its constitution. Public policy is a term used to describe a collection of laws, mandates, or regulations established through a political process.

In the United States, for example, there have been recent changes to the health care system that now require every citizen to have health insurance. After a series of debates, evaluations, and analysis, the federal government arrived at the conclusion that this would be in the best interest of citizens and began crafting bills, insurance mandates, and other pieces of legislation to establish a system for how Americans receive health care treatment.

Imagine a jigsaw puzzle that contains 250 pieces. Now pretend that each of those 250 puzzle pieces represents a law. When you put all the pieces together

properly, you arrive at your complete picture, which, in the case of this metaphor, would be the public policy.

Because public policies are in place to address the needs of people, they are often broken down into different categories as they relate to society. Looking at some examples of these categories should give you an idea of how public policy fits into each area of society.

Another important type of public policy in a society is its legal policy. Legal policy covers the laws used to determine, among other things, what will be considered a crime, how that crime will be punished, and who will be responsible for handing out the punishment. For example, in most cases, the act of murder is a crime that is often punished with a prison sentence or even the death penalty. The classification of murder as a crime and the common punishment for the crime are both examples of how a government responds to a problem using public policy.

## 2. Complete the sentences.

1. Public policy is defined as a way government maintains \_\_\_\_\_ or addresses the needs of its \_\_\_\_\_.
2. Public policy is a term used to describe a \_\_\_\_\_ of laws, mandates, or \_\_\_\_\_ established through a political process.
3. In the United States, there have been recent changes to the \_\_\_\_\_ care system that now require every citizen to have health \_\_\_\_\_.
4. After a series of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, the federal government arrived at the conclusion that this would be in the best \_\_\_\_\_ of citizens.
5. The government began crafting \_\_\_\_\_, insurance \_\_\_\_\_, and other pieces of legislation to establish a system for how Americans receive health care \_\_\_\_\_.
6. \_\_\_\_\_ policy covers the laws used to \_\_\_\_\_, among other things, what will be considered a \_\_\_\_\_, how that crime will be punished, and who will be responsible for handing out the \_\_\_\_\_.

## 4. Complete the sentences with the following words: *composed, constitutions, account, problems, level, supports*. Then translate the sentences.

1. The foundation of public policy is \_\_\_\_\_ of constitutional laws and regulations.
2. Public policy is considered strong when it solves \_\_\_\_\_ efficiently and effectively.
3. Public policy \_\_\_\_\_ governmental institutions, and encourages active citizenship.
4. Public policy is embodied in \_\_\_\_\_, legislative acts, and judicial decisions.
5. Public problems can originate on the local, national, or international \_\_\_\_\_.
6. Government officials are expected to meet public sector ethics and take the needs of all stakeholders into \_\_\_\_\_.

### Text 13

#### 1. Read the article.

### **RURAL AREAS IN THE UNITED STATES**

Rural areas have few people and businesses spread out over a large area. In the United States, a rural area is a town with fewer than 1,000 people per 2.6 square kilometers.

A rural areas population density is very low. Agriculture is the primary industry in most rural areas. Most people live or work on farms or ranches.

Throughout the world, more people live in rural areas than in urban areas. However, this has been changing rapidly. In Asia, for example, the urban population will increase by almost 2 billion by 2050.

People are migrating to urban areas for many reasons, including agricultural technology, industrial technology, and the hope of changing their economic circumstances. Agricultural technology has decreased the need for agricultural workers. Industrial technology has created many jobs in urban areas. Universities, hospitals, and regional government, are usually located in urban areas. Many rural residents travel to cities to take advantage of economic opportunities there.

The cost of living in urban areas is usually much higher than in rural areas. It costs more to rent a house, buy food, and use transportation. For this reason, wages are usually higher in urban areas. The search for higher wages is another reason why people migrate from rural areas.

In the United States, rural areas take up about 98 percent of the country but are home to only 25 percent of the population. By contrast, in Ethiopia, a less-



developed country where agricultural jobs are much more common, 87 percent of the people live in rural areas.

**2. Complete the sentences with the correct number.**

1. In the United States, a rural area is a town with fewer than \_\_\_\_\_ people per \_\_\_\_\_ square kilometers.
2. In Asia, for example, the urban population will increase by almost \_\_\_\_\_ billion by \_\_\_\_\_.
3. In the United States, rural areas take up about \_\_\_\_\_ percent of the country but are home to only \_\_\_\_\_ percent of the population.
4. In Ethiopia, a less-developed country where agricultural jobs are much more common, \_\_\_\_\_ percent of the people live in rural areas.

**3**