

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Нижегородский государственный университет им. Н.И. Лобачевского

**Сборник текстов для чтения и заданий по английскому языку  
для магистрантов Института экономики и предпринимательства,  
обучающихся по направлению подготовки  
38.04.04 «Государственное и муниципальное управление»**

Практикум

Рекомендовано методической комиссией филологического факультета  
для магистрантов Института экономики и предпринимательства  
ННГУ им. Н.И. Лобачевского,  
обучающихся по направлению подготовки  
38.04.04 «Государственное и муниципальное управление»

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С 23 Сборник текстов для чтения и заданий по английскому языку для магистрантов Института экономики и предпринимательства, обучающихся по направлению подготовки «Государственное и муниципальное управление»: практикум / сост.: В.А. Чашин, О.В. Телегина. – Нижний Новгород : Нижегородский госуниверситет, 2015 – 26 с.

Настоящий практикум предназначен для магистрантов Института экономики и предпринимательства, изучающих английский язык. Цель данного пособия – совершенствование навыков просмотрового и поискового чтения, навыков работы с научными текстами по специальности, расширение терминологического запаса, развитие устной речи, составление аннотации статей.

Ответственный за выпуск:

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## PART 1

# English vs. Chinese?



Picture 1<sup>1</sup>



- Focus on the caricature. What does it say to you?

### ***TOPIC VOCABULARY***

#### ***Exercise 1. Study the realia connected with the topic article.***

- In everyday English, "Chinese" is sometimes called "Mandarin". It is a standard language that is the sole official language of both China and Taiwan, and also one of the four official languages of Singapore.

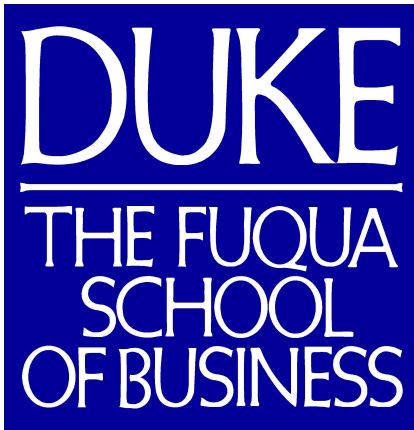


Picture 2<sup>2</sup>

- Dorie Clark is a Forbes contributor writing about marketing, branding and business strategy, the author of the Forbes article you are going to read. She started life as a journalist and political operative. Dorie Clark is a consultant and the author of "Reinventing You" and "Stand Out." She also teaches for Duke University's Fuqua School of Business.

<sup>1</sup> <http://www.taobao399.com/wp-content/uploads/english-chinese.jpg>

<sup>2</sup> <http://0.gravatar.com/avatar/f2ae41ca6b6a64068d416967d7b8ca79?s=400&#038;d=mm&#038;r=g>



Picture 3<sup>3</sup>



Education First  
Picture 4<sup>4</sup>



Picture 5<sup>5</sup>



Picture 6<sup>6</sup>

- The **Fuqua School of Business** (pronounced /'fju:kwə/) is the business school of Duke University in Durham, North Carolina, United States. Among its notable alumni (выпускники) are Tim Cook (M.B.A. 1988), CEO, Apple Inc. and Melinda Gates (A.B. 1986, M.B.A. 1987), Co-Founder of the Bill and Melinda Gates Foundation.

- **EF Education First** (abbreviated as **EF**) is an international education company that specializes in language training, educational travel, academic degree programs, and cultural exchange. The company was founded in 1965 by Bertil Hult in the Swedish university town of Lund. The company is privately held by the Hult family and is headquartered in Lucerne, Switzerland. EF has approximately 40,000 staff and 500 offices and schools located in more than 50 countries. EF will celebrate its 50th anniversary in 2015.

- The **British Council** is a British organisation specialising in international educational and cultural opportunities. It is registered as a charity both in England and Wales and Scotland.

- **SAP SE** (Systems, Applications & Products in Data Processing) is a European multinational software corporation that makes enterprise software to manage business operations and customer relations. SAP is headquartered in Walldorf, Baden-Württemberg, Germany, with regional offices in 130 countries. The company has over 293,500 customers in 190 countries.

<sup>3</sup> <https://upload.wikimedia.org/wikipedia/commons/8/80/Duke-Logo-Fuqua.png>

<sup>4</sup> [https://upload.wikimedia.org/wikipedia/commons/thumb/5/5a/EF\\_Education\\_First\\_logo.jpg/1200px-EF\\_Education\\_First\\_logo.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/5/5a/EF_Education_First_logo.jpg/1200px-EF_Education_First_logo.jpg)

<sup>5</sup> [https://upload.wikimedia.org/wikipedia/commons/thumb/1/19/British\\_Council\\_logo.svg/400px-British\\_Council\\_logo.svg.png](https://upload.wikimedia.org/wikipedia/commons/thumb/1/19/British_Council_logo.svg/400px-British_Council_logo.svg.png)

<sup>6</sup> [https://upload.wikimedia.org/wikipedia/commons/thumb/5/59/SAP\\_2011\\_logo.svg/320px-SAP\\_2011\\_logo.svg.png](https://upload.wikimedia.org/wikipedia/commons/thumb/5/59/SAP_2011_logo.svg/320px-SAP_2011_logo.svg.png)



Picture 7<sup>7</sup>

- **National Journal**  
<http://www.nationaljournal.com/> is a digital media company based in Washington, D.C. that covers the current political environment and emerging political and policy trends. National Journal was first published in 1969.

**Exercise 2. Can you find similar words in the Russian language for these ones?**

E.g. to position – позиционировать

1. To master –
2. Intriguing [ɪn'tri:ɡɪŋ] –
3. Elite [ɪ'li:t] –
4. Privilege ['prɪv(ə)lɪdʒ] –
5. Dominance ['dɒmɪnəns] –
6. hegemony [hɪ'ɡeməni ], [hɪ'dʒeməni] –

**\*Look at the 6 words for 30 seconds. Cover the words. Can you remember them all?**

**Exercise 3. Can you guess the meaning of the words in bold? Write down your translations and compare them with your partner's ones.**

1. Nowadays there are far fewer businesses than **in years past**.
2. **Years passed by** and nothing got done..."
3. She's coming home, but **not anytime soon**.
4. **A newly-released study** reveals that walking fast in your old age is a sign you will live a long life.
5. This job requires special **skills**.

**\*Look at the 5 words (or phrases) in bold for 30 seconds. Cover the sentences. Can you remember all the words?**

- 
6. And so I made this thing **in** nearly **the same way** as you make a computer chip.
  7. So there is **no excuse for** any of us here in this audience.
  8. He began to **slack off** and his grades showed it.
  9. I can now without too much **struggle** understand most of the article.

<sup>7</sup> <https://upload.wikimedia.org/wikipedia/en/thumb/7/74/Nationaljournal.jpg/330px-Nationaljournal.jpg>

10. The girls were singing in their native **tongue**.

*\*Look at the 5 word (or phrases) in bold for 30 seconds. Cover the sentences.*

*Can you remember all the words?*

-----  
11. There is often a **time-lag** between discovery and application.

12. Don't **lag behind** now, just when you're doing so well.

13. Police must **stick to** the highest standards if they are to win back public confidence.

14. We are sorry to inform you that our profits **declined** by 10%.

15. She **scored** ten points for her team.

16. I first worked with him in 1971 when we were both **on the lowest rung** [rʌŋ] of our careers.

*\*Look at the 6 words (or phrases) in bold for 30 seconds. Cover the sentences. Can you remember all the words?*

*Exercise 4. Can you understand the meaning of these words? Write down your translations and compare them with your partner's ones.*

1. Entire = total , whole, complete , full.

2. In reverse = in an opposite or backward direction.

3. Net result = the situation that exists at the end of a series of events

E.g. The net result of the changes will be increased fares and reduced services.

4. Telecom = short for *telecommunications*

5. App = short for *application*

*\*Look at the 5 words (or phrases) for 30 seconds. Cover the words. Can you remember them all?*

-----  
6. For instance = for example

7. to evince [i'vins] = to show , to prove

8. bring up the rear = be at the very end of a line of people, or come last in a race or other contest

9. currently = at the present time

10. cart = an old-fashioned wooden vehicle that is used for transporting goods or people.

11. (street) vendor = someone who sells things such as newspapers, cigarettes, or food from a small stall or cart.



Picture 8<sup>8</sup>

<sup>8</sup> <https://s-media-cache-ak0.pinimg.com/originals/91/6b/6f/916b6fa7e214ecb7b2cbf58c24500d87.jpg>

*\*Look at the 6 words (or phrases) for 30 seconds. Cover the words. Can you remember them all?*

**Exercise 4. Can you define the morphemic structure of the words?**

E.g. *Parisian* (adj.) = Paris (noun) + ian (suffix)

- Takeaways =
- Implications =
- Worldwide =
- Powerhouse =
- Somewhat =

*\*Look at the 5 words (or phrases) for 30 seconds. Cover the words. Can you remember them all?*

- 
- Requirement =
  - Citizenship =
  - test-takers =
  - workforce =
  - anytime =

*\*Look at the 5 words (or phrases) for 30 seconds. Cover the words. Can you remember them all?*

- 
- monolingual =
  - adorable =
  - hopefully =
  - *devilishly* hard =
  - solidly =

*\*Look at the 5 words (or phrases) for 30 seconds. Cover the words. Can you remember them all?*

**Exercise 5. Can you understand the meaning of 'to bring up the rear' in these sentences?**

- As a slow walker, I'm used to **bringing up the rear**.
- They went outside in single file, Bama first, then two girls Rosalie and Mildred, and Dave **bringing up the rear**. (J. Jones, 'Some Came Running', book I, ch. XV)
- In test results Tom was never particularly good. Actually, he always **brought up the rear**.
- "My desires onely are . . . to be but the last man, and **bring up the Rere** in Heaven." (from a 1643 religious treatise by Sir Thomas Browne)



# English - The Language of Global Business?

*Exercise 1. Look through the text and choose the most suitable title for it.*

1. English will keep its dominant position in the world for a long time.
2. Communicating in Today's Global Business. Spreading of English: its causes and possible consequences.
3. Learning a foreign language will help people to understand each other.
4. English is really more important on an international level than on local ones.

With China's growing economic might, is Mandarin becoming the preferred language of business? Not anytime soon, 1... . Instead, English will maintain and grow its dominance, moving from "a marker of the elite" in years past to "a basic skill needed for the entire workforce, in the same way that literacy has been transformed in the last two centuries from an elite privilege into a basic requirement for informed citizenship." (2...) The new study of 1.6 million online test-takers in more than 50 countries was conducted by EF Education First, a company that – it should be noted – specializes in English language training.

The study is somewhat comforting for English speakers like me, who have struggled to master a foreign language. Indeed, the *National Journal* reports that only 10% of native-born Americans can speak a second language, compared to 56% of European Union citizens. (3...)

The ability to speak a second (4...) language is clearly important for becoming a global leader. But – for better or worse – it seems that English may be the most essential language for global business success at the moment. Indeed, even in powerhouse China, more people are currently studying English than in any other country. 5...

Here are the most intriguing takeaways from EF's study, which have potential implications for future global development.

- ***Women speak better English than men – in almost every country worldwide.*** Increasing numbers of women are attending college, and they're often over-represented in humanities classes compared to men. 6... Women are speaking better English, and may find themselves well positioned to succeed in the global economy.

- ***International sectors use English, and local sectors don't.*** *If someone works in travel and tourism, for an international consulting firm, or in telecom, there's a good chance they speak English. 7... In retail, not so much (which is why it's so devilishly hard to communicate with shop clerks while traveling).*
- ***European countries speak great English, Asian countries are in the middle, and everyone else lags.*** *English speakers: do you ever get the sense that Scandinavians speak better English than you do? You're probably right (8...). Scandinavians and the Dutch are the English-as-a-Second-Language superstars; as you move south through Europe, rates of proficiency decline but are still good. Asian countries, led by Singapore and Malaysia, scored solidly in the middle rung. And if you're planning to visit Panama, Saudi Arabia, Thailand, or Libya, which bring up the rear, make sure you have your Google Translate app with you.*

The hegemony of English is no excuse for monolingual native speakers to slack off. But at least we'll know, as we struggle to write our "adorable" emails in a foreign tongue, that our global colleagues will be making the same effort in reverse – and hopefully, in the end, we'll all understand each other a bit better.

### ***Exercise 2.***

- **Look at the title you have chosen. How many logical parts is the text supposed to include according to the title?**
- **Skim the text to divide it into main logical parts.**
- **Entitle the paragraphs within each part.**

### ***Exercise 3. Put the paragraph titles in the correct order.***

1. Women are better speakers of English than men.
2. Different regions of the world can be graded according to the level of speaking English.
3. Native speakers are bad at learning foreign languages.
4. English will keep its dominant position in the world for a long time.
5. Speaking a second language is really necessary for everybody doing global business.
6. Learning a foreign language will help people to understand each other.
7. English is really more important on an international level than on local ones.

### ***Exercise 4. Now read the text again. Complete it with the phrases or sentences below.***

- a) The net result?
- b) says a newly released study

c) as evinced by my attempt, years ago, to order an ice cream in Norwegian from a teenage streetcart vendor in Oslo, only to have him fire back – in perfect English – that I “probably ought to stick to English”

d) I spent an hour composing two emails in French yesterday, an effort my Parisian colleague declared “adorable.”

e) An incredible 100,000 native English speakers are currently teaching there

f) For instance, the Finnish telecom concern Nokia and the German business software company SAP both use English as their official language.

g) or third

h) Indeed, the British Council reports that by 2020, two billion people will be studying English.

***Exercise 6. What do you think?***

What languages will be dominating the world of global and local businesses? Why? What impact do you think they will produce on the development of those businesses?

***Exercise 7. Render the article (for process and useful vocabulary, see the appendices).***

## PART 2

### PUBLIC ADMINISTRATION

*Exercise 1. What is public administration? What are its goals? Brainstorm responsibilities of civil servants. Scan the text and check your answers.*

Public administration can be broadly described as the development, **implementation** and study of branches of government policy. The pursuit of the public good by enhancing civil society, ensuring a well-run, fair, and effective public service are some of the goals of the field.

The meaning of the word 'administration' has been derived from Latin words 'ad' = to and 'ministrare' = serve and 'Public' = people or citizens. Thus the word administration means to **execute** the policy of government to serve public. Management is also defined as Cooperative human endeavour to achieve given goals. Traditionally management is also defined as Management = POSDCORB which stands for Planning, Organizing, Staffing, Directing, Coordination, Reporting, Budgeting. In general administration and management are used interchangeably.<sup>9</sup>

In most of the world the establishment of highly trained administrative, executive classes has made public administration a distinct profession. The body of public administrators is usually called the civil service. Traditionally the civil service is contrasted with other bodies serving full time, such as the **military**, the judiciary, and the police. A civil servant is one of a body of persons who are directly employed in the administration of the internal affairs of the state and whose role and status are not political, ministerial, military, or constabulary. Public administrators collect and analyze data (statistics), monitor budgets, draft **legislation**, develop policy, and execute legally mandated **government** activities. Public administrators serve in many roles: ranging from "front-line" positions serving the public (e.g., peace, parole officers, border guards); administrators (e.g., auditors); analysts (e.g., policy analysts); and managers and executives of government branches and agencies.

Public administration is also an academic field. In comparison with related fields such as political science, public administration is relatively new, having emerged in the 19th century. Professor of Political economy at the University of Vienna, Lorenz von Stein (1815-1890), is believed to be the founder of the science of public administration. Multidisciplinary in character, public administration draws on theories and concepts from political science, economics, sociology, administrative law, science, management and a range of related fields.

In the United States, the academic field draws heavily on political science and law. Scholars such as John A. Rohr write of a long history behind the constitutional legitimacy of government **bureaucracy**. In Europe (notably in Britain and Germany), the divergence of the field from other disciplines can be

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<sup>9</sup> [http://api.ning.com/files/kTuRt-T\\*IaVFwCRTFex1LY9\\*C71aWq4uxqc39ZP-287U\\*LSKt5BqFb1kkg0\\*CirN-CNb5QH3yJ0IY7IFvRE0YkB0zH2m2ft/MGT111IntroductiontoPublicAdministration.pdf](http://api.ning.com/files/kTuRt-T*IaVFwCRTFex1LY9*C71aWq4uxqc39ZP-287U*LSKt5BqFb1kkg0*CirN-CNb5QH3yJ0IY7IFvRE0YkB0zH2m2ft/MGT111IntroductiontoPublicAdministration.pdf)

traced to the 1720s continental university curriculum. Formally, official academic distinctions were made in the 1910s and 1890s, respectively.

Public administration theory is the **domain** in which discussions of the meaning and purpose of government, bureaucracy, budgets, governance, and public affairs takes place. In recent years, public administration theory has periodically connoted a heavy orientation toward critical theory and postmodern philosophical notions of government, governance, and power. However, many public administration **scholars** support a classic definition of the term emphasizing constitutionality, service, bureaucratic forms of organization, and hierarchical government.<sup>10</sup>

***Exercise 2. Put the following ideas in the order they are mentioned in the text.***

- a) The duties of civil servants
- b) The definition of public administration, its goals
- c) The peculiarities of the academic field abroad
- d) Different views on the notion
- e) The founder of international science of public administration
- f) The origin of the term

***Exercise 3. Read the text again and decide if these statements are true or false.***

1. “Administration” is the word of Greek origin.
2. Administration and management can be used instead of each other.
3. The civil service is considered to be similar to the military, the judiciary, and the police.
4. Civil servants are responsible for such areas of government work as education, health and defense.
5. Public administrators are directly employed in the administration of the internal affairs of the state.
6. The founder of science of public administration is known to have been American.

***Exercise 4. Answer the following what - questions.***

1. What does the word “administration” mean?
2. What does abbreviation “POSDCORB” stand for?
3. What is the civil service?
4. What are civil servants responsible for?
5. What disciplines is public administration related to?
6. What issues are raised by public administration theory?

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<sup>10</sup> <http://ru.scribd.com/doc/29179992/Public-Administration>

7. What does a classic definition of the term “public administration” emphasize?

**Exercise 5. Practice the pronunciation of the words.**

- implementation [ɪmplɪmen'teɪʃn]
- pursuit [pə'sju:t]
- endeavour [ɪn'devə]
- judiciary [dʒu:'dɪʃəri]
- legislation [ledʒɪs'leɪʃn]
- legitimacy [lɪ'dʒɪtɪməsɪ]
- sociology [səʊsɪ'ɒlədʒɪ]
- multidisciplinary [mʌltɪ'dɪsɪplɪnəri]
- government ['gʌvmənt]
- bureaucracy [bjʊə'rɒkrəsi]
- divergence [daɪ'vɜ:dʒəns]
- hierarchical [haɪ'ra:kɪkəl]
- curriculum [kə'rɪkjʊləm]

**Exercise 6. Match the words from the text given in bold with their meanings.**

1. (n) a sphere of activity, influence, or knowledge
2. (v) perform as required, as in fulfilling one's obligations under a contract or a court order
3. (n) administration of a government chiefly through bureaus or departments staffed with nonelected officials
4. (n) the carrying out or physical realization of something
5. (n) a specialist in a given branch of knowledge
6. (n) the control and administration of public policy in a political unit
7. (n) the act or process of lawmaking
8. (adj) relating to, or characteristic of members of the armed forces

**Exercise 7. Match the words as they are used in the text, give Russian equivalents.**

*government*

*civil*

*analyze*

*monitor*

*draft*

*academic*

*university*

*internal*

*budgets*

*legislation*

*service*

*curriculum*

*affairs*

*policy*

*data*

*field*

**Exercise 8. Make sentences of your own using the phrases from exercise 6.**

***Exercise 9. Find the English equivalents for the following words and word combinations.***

- Отрасль
- Развитие
- Достигать цели
- Происходить от
- Определять / давать определение
- Совместная попытка общества
- Государственный служащий
- Кадровое обеспечение
- Составление бюджета
- Особая профессия
- Юридически санкционированный
- Управление внутренних дел
- Судебная власть
- Многопрофильный
- Государственные дела
- Управление \*3
- Конституционная законность
- Простираться / охватывать
- Руководители
- Возникать / появляться

***Exercise 10. Find in the text synonyms to the following words.***

- Desire / intention
- Productive
- Just
- Syllabus
- Hire
- Purpose / aim
- Comparatively
- Notion / idea
- Meaning / description
- Scientist
- Field / sphere
- Discrepancy
- Accordingly
- Focus attention

## PART 3

### CULTURAL AWARENESS

#### Cultural Differences of Doing Business in Different Countries<sup>11</sup>

*Exercise 1. Is it important to know cultural differences in business protocol? Why? In pairs discuss any peculiarities you know of how business is done in different countries.*

*Exercise 2. Read the article about following countries: United Kingdom, Malaysia, India, France, Turkey. Have you mentioned any ideas from the text yet? What customs do you consider to be common, surprising, and odd?*

#### A) UNITED KINGDOM

Business dealings tend to be quite formal in the UK and the British are usually reserved on first meeting.

Ensure you are punctual for meetings - it is considered rude to keep people waiting. A firm handshake on meeting is customary, not the continental style of kissing on both cheeks. Men and women tend to dress conservatively in business suits. Business cards are usually exchanged at the beginning or end of a meeting.

The British will not hesitate to speak their minds *so be prepared for some straight talking*. Avoid the hard sell in negotiations and do not your counterparts, as it will *make them uncomfortable*. The British sense of humor can be quite sarcastic, though *no offence will be meant and none should be taken*.

#### B) MALAYSIA

In multi-cultural Malaysia, establishing the ethnic identity of a business partner is crucial. A diverse, multi-racial country, Malaysia has three major ethnic groups and more than 50 smaller indigenous groups.

Though most people will identify themselves as Malaysians first and a member of a particular race second, *foreign businessmen should be careful to respect customs distinct to each ethnic group*. When addressing an ethnic Malay, for example, use the honorific "Encik" (Mr) before a man's first name, and "Puan" (Mrs) or "Cik" (Miss) before a woman's. This protocol does not apply to Chinese and Indian Malaysians, who may be addressed as "Mr", "Mrs", or "Miss".

#### C) INDIA

*The traditional Indian greeting is the namaste*, (hold your hands in prayer position at chest level and bend your head towards your fingertips). However,

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<sup>11</sup> <http://busyteacher.org/2709-business-protocol-cultural-differences-of-doing.html>



Westerners are likely to be greeted with a handshake (women should not initiate a handshake with a man). In formal situations, senior figures may be welcomed with a garland of flowers.

Meetings usually start with tea and small talk. Building personal relationships is a vital part of doing business *in India as subjective feelings weigh heavily in the decision-making process*. Bring plenty of business cards and be flexible about timing - *itineraries often change at the last minute*.

A deal is often sealed with a celebratory meal. Most business meals are lunches, although you may be invited to an associate's home for dinner. Indians enjoy *entertaining* - "*Serving a guest is like serving God*" is a commonly-held belief. Leave a little food on your plate to avoid offending your host (an empty plate may suggest you are still hungry).

## D) FRANCE

In France, be *prepared for a passionate business encounter*.

Protocol plays a central role in the business culture. Courtesy and formality play a significant role in defining the structure of working relationships. French business culture is intensely hierarchical - always observe business titles and *use the more formal "vous", rather than the familiar "tu", unless invited to do so*.

The French consider it *vulgar* to mention money at the start of a meeting so leave this until negotiations are nearing an end. *The highest-ranking individual will make the final decision and bring the session to a close*. Even though lower-ranking intermediaries may not hold any decision-making power, do not neglect them; effective communication with all levels of an organization is the key to business success in France.

## E) TURKEY

Turkish body language may prove confusing for some foreign delegates. For example, Turks usually *indicate "no"* by raising their eyebrows, while making the sound "tsk". Equally, if a Turkish associate wags his head from side to side, it does not mean "no", but "I don't understand". Use the phone, not e-mail, to follow up meetings, as Turks prefer to communicate directly.

***Exercise 3. Read the text again and decide if these statements are true or false.***

1. British businessmen being relaxed and friendly are in the habit of kissing when they meet.
2. British businessmen are sure to tell you exactly what they think.
3. There are more than 50 nationalities in Malaysia.
4. Doing business in Malaysia it is important to take into account cultural differences of races.
5. Indian businessmen are very objective in doing business.

6. Being punctual is the most important thing while you are doing business in India.
7. French people are even more reserved than the British.
8. French businessmen like to adhere to professional etiquette.
9. Facial expressions and gestures Turkish businessmen use help to understand their thoughts and feelings.
10. Letters, SMS and e-mails are advisable to use to reach an agreement with Turks.

***Exercise 4. Read again and match the following cultural tips with the name of corresponding country.***

1. Greet a person hold your hands in prayer position at chest level and bend your head towards your fingertips.
2. If a person shakes his head he doesn't catch your idea.
3. Don't shower your associates with compliments it can create a bad impression.
4. Don't start your meeting with the discussion of money matters.
5. Visiting your foreign colleague stay a little food on your plate not to upset him.
6. Take into account what race your colleague belongs to and address them appropriately.
7. Be ready for jokes don't take them seriously.

***Exercise 5. What business etiquette do Russian businessmen follow? What pieces of advice would you give to your foreign people to succeed in doing business with the Russians?***

***Exercise 6. . Practice the pronunciation of the words.***

customary [ˈkʌstəməri]  
 sarcastic [sɑːˈkæstɪk]  
 indigenous [ɪnˈdɪdʒɪnəs]  
 honorific [ɒnəˈrɪfɪk]  
 Namaste [ˈneɪməːstə]  
 garland [ˈgɑːlənd]  
 itinerary [aɪˈtɪnərəri]  
 vulgar [ˈvʌlgə]  
 hierarchical [haɪˈrɑːkɪkl]

***Exercise 7. Find the words in the text with the following meanings.***

A)

- (n) the act of grasping and shaking a person's hand, as when being introduced or agreeing on a deal
- (v) to pause or wait in uncertainty

- (n) mutual discussion and arrangement of the terms of a transaction or agreement

B)

- (adj) being a member of the original inhabitants of a particular place
- (adj) dealing or concerned with another country, area, people, etc

C)

- (adj) able to change to cope with variable circumstances
- (n) a person united with another or others in an act, enterprise, or business; a partner or colleague

- (v) set going by taking the first step; begin

D)

- (adj) taking undue liberties; presumptuous
- (v) to pay little or no attention to; fail to heed; disregard
- (n) a person who acts as a mediator or agent between parties

E)

- (adj) lacking clarity of meaning; causing disorientation
- (adv) in an identical manner

***Exercise 8. Match words to make phrases from the text. Explain what they mean.***

dress	belief
business	part
speak	role
hard	meal
significant	conservatively
ethnic	cards
vital	identity
commonly-held	language
celebratory	communication
business	sell
effective	their minds
body	titles

***Exercise 9. Translate into Russian parts of the text given in italics.***

***Exercise 10. Render the article (for process and useful vocabulary, see the appendices).***

## APPENDICES

### APPENDIX 1

#### *Expressing an opinion*

I'm inclined to think that...  
I tend to think that...  
I rather think that...  
As I see it we could...  
I consider that...  
In my opinion...  
I believe that...  
As far as I'm concerned I can say that...  
Personally, I guess...  
My point of view here is that ...

#### *Expressing an opinion strongly*

I'm sure that...  
I'm dead sure that...  
I'm certain that...  
I'm absolutely convinced that...  
I really do think...  
I definitely think that...  
There's no doubt in my mind that...

### APPENDIX 2

#### ***The structure of your review should include:***

- an initial identification of the article (author, title of article, title of journal, year of publication, and other details that seem important, e.g., it is originally a French edition, etc), and an indication of the major aspects of the article you will be discussing;
- a brief summary of the range, contents and argument of the article. Occasionally you may summarise section by section, but in a short review you usually pick up the main themes only. This section should not normally take up more than a third of the total review;
- a critical discussion of 2-3 key issues raised in the article. This section is the core of your review. You need to make clear the author's own argument before you criticise and evaluate it. Also you must support your criticisms with evidence from the text or from other writings. You may also want to indicate gaps in the author's treatment of a topic; but it is seldom useful to criticise a writer for not doing something they never intended to do;
- a final evaluation of the overall contribution that the article has made to your understanding of the topic (and maybe its importance to the development of

knowledge in this particular area or discipline, setting it in the context of other writings in the field).

### ***Meeting these demands***

**Step 1:** Get to know the article you are reviewing:

Look at the title and the introduction. These should give you some idea of the central focus and the coverage of the article and the author's reasons for writing the article.

Skim quickly through the whole article, running your eye over opening sentences of paragraphs and glancing at any tables, illustrations or other graphic materials.

Read more closely the first section, which should tell you the main issues to be discussed.

Read closely the final section, which should cover the author's conclusions and summarise the main reasons why these conclusions have been reached.

Now that you are familiar with the text, read the whole text thoroughly.

**Step 2:** Decide which aspects of the article you wish to discuss in detail in your review. Usually you will discuss the main issues which the author has specifically examined. Sometimes you may choose a particular issue because it has importance for you and the course you are studying, even if it is not the main issue for the author.

**Step 3:** Now, on the basis of your overall knowledge of the article and your decision about which issues you will discuss, read in closer detail the sections which are relevant to these issues. Make notes of the main points and key quotations.

If necessary, read other articles or books which are relevant to your topic, possibly to provide supporting evidence or alternative theoretical models or interpretations of data.

### ***Plan for Rendering an Article***

1. The title of the article.
2. The author of the article; where and when the article was published.
3. The main idea of the article.
4. The contents of the article (some facts, names, figures, the conclusion the author comes to).
5. Your opinion on the article.

### ***Useful phrases***

- The article is headlined....
- The headline of the article I have read is...
- The author(s) of the article is (are) ...
- The article is written by ...
- It is (was) published/ printed in ...
- The article is taken from...
- The main idea of the article is
- The article is about ...

<ul style="list-style-type: none"><li>- The article is devoted to ...</li><li>- The article deals with ...</li><li>- The article touches upon ...</li><li>- The purpose of the article is to give the reader some information on ...</li><li>- The aim of the article is to provide the reader with some facts/material/data on ...</li></ul>
<ul style="list-style-type: none"><li>- The author starts by telling (the reader) (about, that ...)</li><li>- The author writes (states, stresses upon, thinks, points out) that ...</li><li>- The article describes ...</li><li>- According to the text ...</li><li>- Further the author reports (says) that ...</li><li>- The article goes on to say that ...</li><li>- In conclusion...</li><li>- The author comes to the conclusion that...</li></ul>
<ul style="list-style-type: none"><li>- I find/found the article topical=urgent (interesting, important, dull, of no value, too hard to understand ...) because....</li><li>- In my opinion the article is worth reading because...</li></ul>

## KEY TO EXERCISES

### PART 1. English vs. Chinese? (English - The Language of Global Business?)

**Exercise 1, p. 9.** Communicating in Today's Global Business. Spreading of English: its causes and possible consequences.

**Exercise 3, p. 10.**

1. English will keep its dominant position in the world for a long time.
2. Native speakers are bad at learning foreign languages.
3. Speaking a second language is really necessary for everybody doing global business.
4. Women are better speakers of English than men.
5. English is really more important on an international level than on local ones.
6. Different regions of the world can be graded according to the level of speaking English.
7. Learning a foreign language will help people to understand each other.

**Exercise 4, pp. 10-11.**

- a) says a newly released study
- b) Indeed, the British Council reports that by 2020, two billion people will be studying English.
- c) I spent an hour composing two emails in French yesterday, an effort my Parisian colleague declared "adorable."
- d) or third
- e) An incredible 100,000 native English speakers are currently teaching there
- f) The net result?
- g) For instance, the Finnish telecom concern Nokia and the German business software company SAP both use English as their official language.
- h) as evinced by my attempt, years ago, to order an ice cream in Norwegian from a teenage streetcart vendor in Oslo, only to have him fire back – in perfect English – that I "probably ought to stick to English"

### PART 2. Public Administration.

**Exercise 2, p. 13.**

b, f, a, e, c, d

**Exercise 3, p. 13.**

1. F, 2. T, 3. F, 4. F, 5. T, 6. F.

**Exercise 6, p.14.**

1. domain

2. execute
3. bureaucracy
4. implementation
5. scholar
6. government
7. legislation
8. Military

**Exercise 7, p. 14.**

government policy  
civil service  
analyze data  
monitor budgets  
draft legislation  
academic field  
university curriculum  
internal affairs

**Exercise 10, p.15.**

- pursuit
- effective
- fair
- curriculum
- employ
- goal
- relatively
- concept
- definition
- scholar
- domain
- divergence
- respectively
- emphasize

**PART 3. Cultural Awareness**

**Exercise 3, pp. 17-18.**

1.-f, 2.-t, 3.- t, 4. – t, 5. – f, 6.- f, 7. – f, 8. – t, 9. – f, 10. - f.

**Exercise 4, p.18.**

1. India, 2. Turkey, 3. UK, 4. France, 5. India, 6. Malaysia, 7. UK.



**Exercise 8, pp. 18-19.**

dress conservatively

business cards

speak their minds

hard sell

significant part

ethnic identity

vital role

commonly-held belief

celebratory meal

business titles

effective communication

body language

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