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ENGLISH FOR PUBLIC ADMINISTRATION

Англійська мова для публічного управління

Рекомендовано до друку Вченою Радою
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Підручник з навчальної дисципліни «Англійська мова (професійного спрямування)» розроблений для підготовки фахівців освітньо-кваліфікаційного рівня «Бакалавр» за спеціальністю 281 «Публічне управління та адміністрування». Підручник має на меті розвинути та вдосконалити іншомовну комунікативну компетентність студентів, що спеціалізуються в цій галузі. Основна увага приділяється не тільки розвитку загальних мовних навичок, але й особливо акцентується на підготовці студентів до ефективного сприйняття, розуміння та перекладу спеціалізованої наукової та професійної літератури.

Крім того, підручник охоплює широкий спектр практичних занять, де студенти мають можливість активно обговорювати та аналізувати навчальний матеріал у контексті професійного управління. Він включає автентичні та адаптовані тексти, які покращать вміння студентів читати, розуміти й перекладати фахову наукову та професійну літературу, які повністю відповідають специфіці галузі управління та адміністрування.

CONTENT

ЗМІСТ

ПЕРЕДМОВА

Підручник з англійської мови (професійного спрямування) для підготовки студентів за спеціальністю «Публічне управління та адміністрування» створений не тільки для задоволення освітніх потреб студентів цієї спеціальності, але й як цінний ресурс для студентів, які вивчають "Право" та "Правоохоронну діяльність".

"English for Public Administration" розроблено з урахуванням вимог до програм вивчення англійської мови в університетах та інститутах, що забезпечують підготовку фахівців за вказаними вище спеціальностями. Підручник структуровано за розділами, кожен з яких містить навчальні тексти, спеціалізовану лексику, питання для обговорення та граматичні вправи, спрямовані на розвиток професійних комунікативних навичок. Крім основних навчальних матеріалів, в підручник включено додаткові тексти, які тісно пов'язані з тематикою програми та допомагають у поглибленні знань з іноземної мови. Ці матеріали також можуть бути використані для самостійної роботи студентів.

Основна мета підручника – це не лише розвиток навичок усного мовлення на базі засвоєної спеціалізованої лексики, але й підготовка студентів до самостійного читання, аналізу та перекладу наукової та фахової літератури.

Граматичні вправи, включені в цей підручник, відіграють ключову роль у формуванні міцної основи для вивчення англійської мови, особливо в контексті професійного управління та адміністрування. Ці вправи ретельно підібрані та розроблені, щоб забезпечити всебічне розуміння та застосування граматичних структур, що є невід'ємною частиною ефективного мовного спілкування.

Застосування реальних життєвих прикладів та сценаріїв у цих вправах також дозволяє студентам бачити безпосереднє застосування граматики у повсякденному професійному спілкуванні. Це робить навчання більш цікавим і ефективним, оскільки студенти можуть відразу застосовувати отримані знання в практичних ситуаціях.

MODULE I. Introduction to the theory of public administration

Unit 1. Getting to know you

Task 1. Warm up. Listen to the teacher and fill in the form. Then tell the class about yourself.

My name is…
I'm…..years old
I am from…(country)
I live in…(place)
I work for….(organization/company)
I'm a….(job)

Task 2. Describe a picture. What are they doing? What is the key to effective communication?

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
Vital	життєво важливий	extremely important
Courtesy	ввічливість	polite behaviour, or a polite action or remark
To snub	зневажати	to insult someone by not giving them any attention or treating them as if they are not important
preoccupied	заклопотаний	thinking or worrying about something too much
distracted	відволіктися	nervous or confused because you are worried about something
an appointment	зустріч	a formal arrangement to meet or visit someone at a particular time and place
to rush	квапитись	to do something very quickly

Task 3. Read the text and choose the best title to it.

1. Why greeting are important.

2. In Meetings.

3. The impact of a conflict.

Greeting someone you know is a vital part of courtesy and goodwill. All societies have some form of greeting. It's important to say "hello" even when you feel a bit shy. It's also important to make introductions even when you're not certain of precisely how it should be done in that situation. Every greeting and introduction is an opportunity to demonstrate respect for others and to create a favorable impression of yourself to others.

Most people greet automatically and barely notice they're doing it. But failing to offer a greeting to someone you know can easily cause hurt feelings and misunderstandings. If someone who usually greets others in a friendly way does not

one day, those other people may feel snubbed or think that person is behaving oddly. This can happen for a variety of reasons, such as being preoccupied or distracted, being late for an appointment and rushing, or even forgetting their glasses and not being able to recognize someone they know. Usually these omissions can be corrected with a warm greeting the following occasion, but these omissions illustrate the first essential of manners of good greeting, which is noticing other people.

Informal greetings can be verbal, gestured, or both. The most common classic greetings are "hello" and "hi", while "hey" is popular in some regions and with some slices of society. The person's name generally accompanies the "hello", along with a pleasant smile. In some regions, "good morning", "good afternoon", and "good evening" are still common. Children and teenagers have their own greeting norms, which should be discouraged within the general population.

Some situations call for a more formal greeting. The verbal greeting is generally the same, "Hello Mr. Johnson" or "How do you do Ms. Lockhart?" The formality of the situation is generally marked by the nonverbal cues accompanying the verbal greeting. In business environments, coworkers may be casual with each other but offer more deference to their boss. In a formal receiving line, even those who know each other well will tend to shake hands or exchange social kisses, offer a polite comment, then move on so as not to hold up the receiving line.

Formal greeting are characterized by first what is said – use "hello" rather than "hi" or certainly "hey". Tone of voice and posture should also be considered. These greetings tend to be rather brief, but should always be pleasant and genuine.

[Adapted from https://www.universalclass.com/articles/business/the-etiquette-involved-in-greetings-and-introduction-to-know-as-an-etiquette-consultant.htm]

Task 4. Answer the questions after the text.

1) Why are greetings so important?
2) What are the typical reasons for failing to greet someone?
3) What is the difference between formal and informal greetings?
4) Give the examples of informal greetings.
5) Give the examples of formal greetings.

Task 5. Translate the sentences from the text into English.

1) Кожне вітання та представлення себе – це можливість продемонструвати повагу до інших та створити приємне враження про себе для оточуючих.

2) Якщо людина, яка зазвичай вітається по-дружньому, одного разу цього не зробить, оточуючі можуть почуватися приниженими або подумати, що ця людина поводиться дивно.

3) Це може трапитися з різних причин, таких як зайнятість або відволікання, запізнення на зустріч і поспіх, або навіть відсутність окулярів і неможливість впізнати когось із знайомих.

4) Діти та підлітки мають свої власні норми привітання, які не є популярними загалом в суспільстві.

5) Формальність ситуації, як правило, відзначається невербальними сигналами, що супроводжують словесне привітання.

Task 6. Group the phrases into formal/informal/neutral.

1. Hello!
2. What's up?
3. It's nice to meet you.
4. Good morning
5. Long time no see
6. It's always a pleasure to see you.
7. How long has it been?
8. Hey!

Task 7. Read the dialogue and decide *whether* it is taking place in a *formal* or in an *informal* situation.

Sarah: Good morning, this is Sarah Parker. May I speak to John Stones please?

Office assistant: Good morning, hold on please. I'll put you through.

Sarah: Thank you.

Office assistant: I'm terribly sorry John is not available at the moment. Would you like to leave a message?

Sarah: Yes please. Could you tell him/her that Sarah Parker called.

Office assistant: Yes, of course.

Sarah: Thank you very much. Have a nice day!

Office assistant: Thank you. Goodbye!

Task 8. Practice saying goodbye.

(formal) 1. Good-bye. Remember me to John. 2. Well, I won't keep you then. 3. I look forward to our next meeting. 4. I'm afraid I must go. I've got some urgent work to do.	*(informal)* 1. Thanks, I really must go. 2. Take care. 3. Good luck! See you! 4. I'd better be off.

Task 9. Role-play the following situations.

A Small Talk

You have arranged to meet a client along with your boss. You have never met this client before. Unfortunately, your boss is running about fifteen minutes late. Make 'small talk' with the client until your boss arrives.

Student A: Make small talk with the client.

Student B: You are the client. Make small talk with the employee

Suggested phrases:

"Where are you from?"

"What exactly does your company do?" "Have you worked here very long?"

"How is business these days?"

A New Job

It's the first day at a new job. A manager will introduce a new financial analyst to the team.

Student A: You're a manager. Introduce a new colleague to the team.

Student B: Greet people and introduce yourself.

Suggested phrases:

I am very pleased to announce that our team is growing.

I'd like to introduce..

Thank you very much for introducing me to ….

Countries and Nationalities

Country	Nationality		Language
Australia	Australian	an Australian	English
Austria	Austrian	an Austrian	German
Belgium	Belgian	a Belgian	French / Flemish
Brazil	Brazilian	a Brazilian	Portuguese
Bulgaria	Bulgarian	a Bulgarian	Bulgarian
Canada	Canadian	a Canadian	English / French
China	Chinese	a Chinese person	Chinese
Croatia	Croatian	a Croat	Croatian
Czech Republic	Czech	a Czech person	Czech
Denmark	Danish	a Dane	Danish
France	French	a Frenchman a Frenchwoman	French
Germany	German	a German	German
Greece	Greek	a Greek	Greek
Hungary	Hungarian	a Hungarian	Hungarian
India	Indian	an Indian	Hindi / English
Israel	Israeli	an Israeli	Hebrew
Netherlands	Dutch	a Dutchman a Dutchwoman	Dutch
Poland	Polish	a Pole	Polish
Spain	Spanish	a Spaniard	Spanish
Sweden	Swedish	a Swede	Swedish
Switzerland	Swiss	a Swiss person	German, French, Italian, Romansh
Turkey	Turkish	a Turk	Turkish
Ukraine	Ukrainian	a Ukranian	Ukrainian
The) United Kingdom	British	a Brit	English
(The) United States	American **	an American	English

Task 10. Find key-sentence in each paragraph and write it down below.

Task 11. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 12. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus
Prepositions

- We use **in** for parts of the day and seasons.
- We use **on** for days and with dates.

In	On	At
In the morning	*On Monday*	*At 3 o'clock*
In the afternoon	*On Tuesday morning*	*At midday/midnight*
In the evening	*On 15 January*	*At night*
In summer	*On a hot day*	*At the weekend*
In December		*At Christmas*
In 2001		

- We use **at** for times of the day, night, the weekend, and festivals.

Task 13. Complete with in, on, at.

1. ____ Saturday
2. ____ the evening
3. ____ 22nd September
4. ____ the summer
5. ___ 7.30
6. ____ night

7.___the weekend

8.___January.
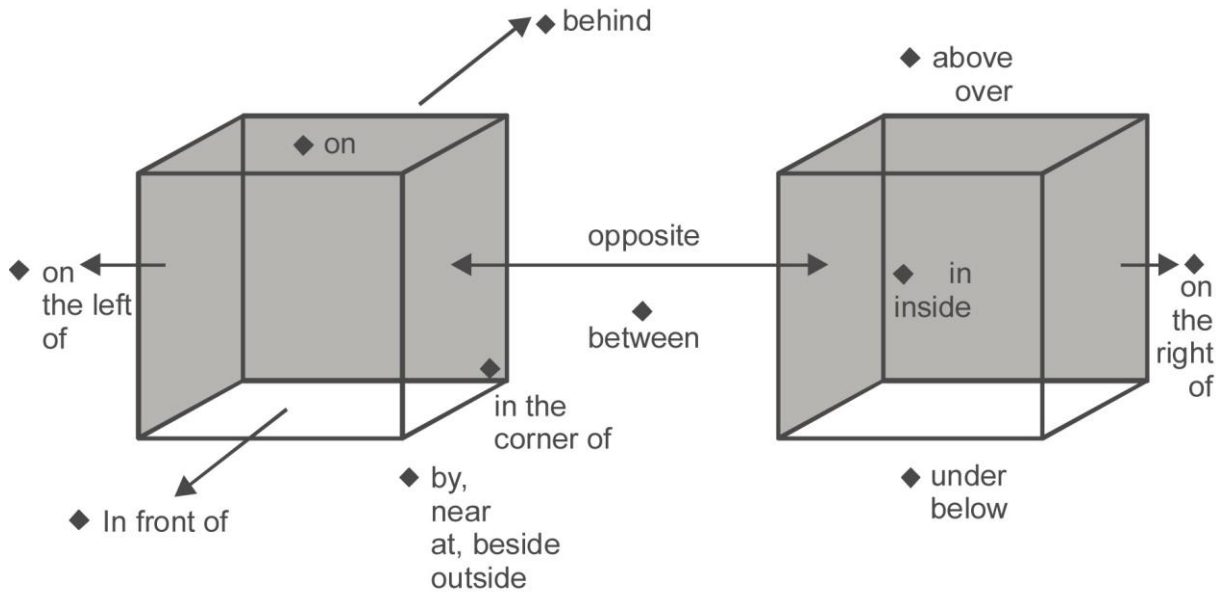
Task 14. Fill in the blanks with suitable prepositions.

1. I saw your book somewhere _____ the shelves.

2. The post-office is just_____ my house.

3. You can't see what is _____ your back.

4. There is an armchair_____the bookcase and the desk.

5. There was a silver moon _____the sky_____ the roof _____ our cottage.

6. The baby was sleeping _____ the cradle.

7. It was very stuffy _____the room, so we decided to go _____

8. I heard some strange noise _____ the wall.

9. What is there hanging _____the TV set?

10. All the way he slept peacefully _____the compartment _____the window.

Unit 2. The Daily Routine of Civil Servants

Task 1. Read the quotation. Do you agree or disagree?

> With bad laws and good civil servants it's still possible to govern. But with bad civil servants even the best laws can't help.
>
> *Otto von Bismarck*

Task 2. Describe a picture. What are they doing?
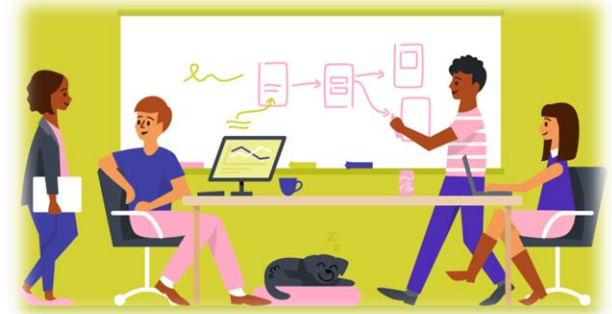
Task 3. Read and translate the text. Who is John Foster?

A Day In The Life Of A Civil Servant

Civil servants are **in charge of** a rich menu of government activities ranging from operating schools, or administrating programs for the increasing number of aged people to collecting taxes and performing state functions. There are many different career paths in public service. You can find a job in your field that matches your interests and skills. Career paths include engineering, information technology, administration and healthcare.

John Foster is a successful civil servant. His typical day starts when the alarm clock **goes off** at 6 am. He jumps in the shower, shaves, puts on a fresh white shirt with a tie and a grey suit. He usually has fried eggs, porridge and a sandwich with tea for breakfast. Then he takes his briefcase and leaves home **to commute** to work. It takes him 35 minutes to get to the office. At 8.00 he **clocks in** and takes a seat in front of the computer. He reads e-mails and picks up voicemails. He **finishes off** the

correspondence and greets the staff as they come in. Staff can start between 9 and 10am.

This morning he is training a new member of staff. They spend half an hour talking about the security arrangements for working on government computers.

At noon John and his colleagues go to the local canteen to have lunch. They discuss business over pasta and a cup of coffee. At 1 pm he **is back** at his desk, **eager** for several more hours of managing **frantic meetings** and phone calls.

After leaving his office John **heads to** downtown where he has dinner with his best friend. Then straight from the cafe, he goes to the supermarket to buy some food. While returning home in public transport he always reads some news which he founds on the web. He is at home at about half past nine.

He always has a lot of housework to do in the evening. He feeds his hungry cat and waters the flowers. He watches popular drama series before **turning in.**

Task 4. Read the text again. Are these statements true or false? Correct the false sentences.
1. It is difficult to find a job in your field that matches your interests and skills.
2. 2. Jonny Walker is a successful civil servant.
3. His typical day starts when the alarm clock goes off at 8 am.
4. He usually has fried potato and a salad with coffee for breakfast.
5. It takes him 1 hour to commute to the office.
6. After leaving his office John heads to downtown to have a business meeting.
7. While driving home he always listens some news.
8. He is at home at about half past eight.
9. He takes his dog for a walk after dinner.

Task 5. Find words in the text that mean the following:
1) in control or with overall responsibility.
2) travel some distance between one's home and place of work on a regular basis.
3) meeting conducted in a hurried, excited, and disorganized way

4) register one's arrival at work

5) strongly wanting to do or have something.

6) to go in a <u>particular</u> <u>direction</u>

Task 6. Match the words with the definitions.

1. government	a. connected with the government and the services it provides for the people.
2. public	
3. civil servant	b. the state of being equal, especially in status, rights, or opportunities.
4. legislation	
5. citizen	c. the state of being free from danger or threat.
6. equality	d. fairness in protection of rights and punishment of wrongs.
7. justice	
8. security	e. a law or set of laws.
	f. a group of people that governs a state or nation.
	g. a person who works in the civil service.
	h. a person who belongs to a particular country.

Task 7. Choose the correct alternative. Then translate the sentences.

1. City managers are in charge of implementing policies adopted by the city's elected **officers/officials**.

2. City managers supervise city departments, maintain the city **dispute/budget** and represent the municipality in a variety of settings.

3. They research issues important to the city and advise the **mayor/education** and council on the best course of action.

4. City managers working for larger municipalities usually have a **citizen/staff** to help them with their workload.

5. Managers of smaller cities perform a wider variety of **tasks/departments**.

6. They work with the mayor and heads of each **department/enforcement** to make sure that city finances remain balanced.

7. City managers deliver information to city leaders and **public/policies**.

8. The leader of each city department reports to the refuse **worker/city** manager.

9. In many cases, city managers appoint the head of each **negotiation/department**.

10. City managers are responsible for hearing the concerns and requests of their **community/unionized** and bringing them to the government.

Task 8. Find key-sentence in each paragraph and write it down below.

Task 9. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 10. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus
Present Simple

I/You/We/They	He/She/It
I usually <u>work</u> at home	Holly <u>knows</u> me very well.
They <u>don't live</u> near here.	It <u>doesn't</u> often <u>rain</u> here.
<u>Do you speak</u> French?	<u>Does</u> Alice <u>like</u> jazz?
<u>Yes, I do.</u>/ <u>No, I don't</u>	Yes, she does/No, she doesn't.

- Use the present simple for things you do every day/week / year, or for things which are generally true or always happen.
- Use the present simple to talk about habitual actions or occurrences.
- We often use adverbs of frequency like sometimes, always and never with the present simple.
- Use **don't/doesn't** to make negative sentences, and **do/does** to make questions.

Spelling rules for the 3ʳᵈ person –s(he/she/it)

Infinitive	3ʳᵈ person	spelling
Work	Works	Add –s
Study	Studies	Consonant +y >ies
Finish	Finishes	Add –es after ch,ce,ge,sh
Go/do	Goes/does	Add –es
Have	Has	Change to -s

Task 11. Make sentences in present simple. Choose positive, negative or question.

1. (we / have enough time)?
2. (he / drive to work every day)
3. (I / not / think you're right)
4. (they / write e-mails every day)?
5. (where / I / come on Mondays)?
6. (she / catch a cold every winter)
7. (what / you / buy in the supermarket)?
8. (I / not/ eat cereal in the morning)
9. (he/not/work at weekends)
10. (I / not / like / cooking)

Task 12. Put the words into the correct order. Write down the sentences.

1. visit / they / sometimes / on Monday / their manager.
2. you / to the supermarket / go / often?
3. a tennis match / hardly ever / watches / he.
4. usually / have / we / dinner / before seven / don't.
5. read / the paper / always / she / in the morning?
6. read / he / before bed / a book / always.
7. we / go / to the gym / never / on Fridays.
8. does / your sister / drive / to work / usually?
9. in the summer / swim / they / in the lake / often.
10. cook / dinner / I / every night / at home.

Task 13. Correct the mistakes.

1. She don't like apples.
2. He go to school every day.
3. Does they play football on weekends?
4. We eats breakfast at 7 a.m.
5. Cats loves to sleep in the sun.
6. Does she understands the question?
7. I am play the piano every evening.
8. They works hard every day.
9. She do not drive to work, she walks.
10. He watches TV every night and reads book.

Task 14. Find Someone Who: Students walk around the class and find groupmates who match certain criteria (e.g., "Find someone who goes to bed before 10 p.m."). They must use the present simple tense to ask questions and report back. Ideas:

➢ Find someone who plays a musical instrument. (e.g., "Do you play a musical instrument?")

➢ Find someone who speaks more than one language. (e.g., "Do you speak more than one language?")

➢ Find someone who has a pet. (e.g., "Do you have a pet?")

➢ Find someone who loves to read books. (e.g., "Do you love to read books?")

➢ Find someone who enjoys cooking. (e.g., "Do you enjoy cooking?")

➢ Find someone who exercises regularly. (e.g., "Do you exercise regularly?")

➢ Find someone who watches a specific TV show. (e.g., "Do you watch [TV Show]?")

➢ Find someone who has traveled to another country. (e.g., "Have you traveled to another country?")

➢ Find someone who plays a particular sport. (e.g., "Do you play [sport]?")

➢ Find someone who likes to draw or paint. (e.g., "Do you like to draw or paint?")

Unit 3. Job Hunting

Task 1. Warm up. Look at the pictures and describe them.

Task 2. 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.

Task 3. 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?

Task 4. Match the words to make phrases from the article in exercise 2.

a. local	1. _____ cleaning
b. parish	2. _____ authority
c. civic	3. _____ disposal
d. municipal	4. _____ taxes
e. waste	5. _____ council
f. street	6. _____ corporations
g. community	7. _____ health service
h. property	8. _____ occasions

Task 5. Read the sentences and translate them. Put the sentences in order.

1.   She decided to set up an online business selling birthday cakes.

2.   Her business is doing very well. Mary is a success!

3.   She was unemployed, and had to look for a job.

4.   They had an argument, and Mary was sacked.

5.   Mary worked for a marketing company.

6.   She applied for a lot of jobs, and sent in CVs.

7.   She had a good salary, but she didn't like her boss.

8.   She had some interviews, but didn't get the jobs.

9.   She had to work very hard and do overtime.

10.   Now she is happy to have a good job.

Task 6. Match two columns.

1. Financial manager	a. радник з питань відносин з профспілками
2. Human resources manager	
3. Labor relations adviser	b. головний адміністратор
4. Budget analyst	c. представник міської адміністрації
5. Tax analyst	d. начальник служби соціального забезпечення
6. Chief administrative officer	
7. City manager	e. директор служби реклами
8. Human services director	f. директор з персоналу
9. Advertising director	g. керівник програми
10. Program director	h. виконавчий директор з маркетингу
11. Marketing executive	i. керуючий фондом збору коштів
12. Fundraising manager	j. фінансовий менеджер
13. Urban planner	k. податковий аналітик
	l. фахівець з аналізу бюджету та управління
	m. планувальник міста

Task 7. Match the job titles with their descriptions.

A. Marketing executive

B. Financial managers

C. Tax analysts

D. Human resources managers

E. Chief administrative officers

F. Budget analysts

1. _____ are responsible for providing financial advice and undertaking related accounts administration. They advise on business planning and help in decision making processes to ensure that businesses are financially successful.

2. _____ are responsible for leading an organization's Human Resources programs and policies as they apply to employee relations, compensation, benefits, safety, performance and staffing levels.

3. _____ are top executives who supervise the daily operations of a business and are ultimately responsible for its performance. They are in charge of administrative management of private, public or governmental corporations and the de facto heads of the organization.

4. _____ help public and private institutions organize their finances. They prepare budget reports and monitor institutional spending. They work in government agencies and companies.

5. _____ ensure that the organization that employs them is paying the correct amount of taxes. They are responsible for collecting and preparing tax data, reviewing returns, performing tax research, and maintaining records.

6. _____ are responsible for maximizing profits through developing sales strategies that match customer requirements and by promoting products, services or ideas.

8. _____ occasions.

Task 8. Find key-sentence in each paragraph and write it down below.

Task 9. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 10. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus

Can, could, be able to (ability and possibility)

Task 11. Read and translate the sentences.

1.   I can speak three languages fluently.

2.   Jenny can't come tonight, she's ill.

3.   My cousin could play the violin when she was three.

4.   They couldn't wait because they were in a hurry.

5.   Could you open the door for me, please?

- can is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (could).

- For all other tenses and forms, we use be able to+ infinitive

Task 12. Fill in the blanks with could, can, couldn't, can't.

1. Mary tried hard to persuade her friend but she_____change her mind.

2. Ben says he_____ speak four languages but he_____ talk to customers yesterday as he was a bit nervous.

3. Alice and her mother _____open the door because it was locked.

4. I_____ finally talk to John after I tried to reach him on the phone for hours.

5. We _____choose our opponents. The teams will be matched randomly.

be able to+ infinitive

1. Luke has been able to swim since he was three.

2. l 'd Ii ke to be able to ski.

3. I love being able to stay in bed late on Sunday morning.

4. You'll be able to practise your English in London.

5. Fortunately, l am able to accept your invitation.

6. My colleagues weren't able to come to yesterday's meeting.

- We use be able to+ infintive for ability and possibility, especially where there is no form of can, e.g. future, present perfect, infinitive and gerund, etc.
- We sometimes use be able to in the present and past (instead of can / could). Usually if we want to be more formal.

Task 13. Complete with the correct form of be able to.

1. Her mobile has been switched off all morning, so I _____ talk to her yet.

2. l don't like noisy places. I like_____ have a conversation without shouting.

3. I _____leave home when I get a job.

4. We're having a party next Saturday. ___ you _____ come?

5. I'm going to France next week, but I don't speak French. I hate _____communicate with people.

7. Fortunately, firefighters _____rescue all of the people trapped inside the burning house.

8. I'm very sorry, but we _____ go to your wedding next month. We'll be on holiday.

Task 14. Read and translate the article.

A CV (short for the Latin phrase curriculum vitae, which means "course of life") is a detailed document highlighting your professional and academic history. CVs typically include information like work experience, achievements and awards, scholarships or grants you've earned, coursework, research projects and publications of your work.

While your CV should be specific to your background and tailor to the job for which you're applying, there are several steps you can take to ensure you write an effective CV. Most CVs include the following information: contact information, academic history, professional experience, qualifications and skills, awards and honors, publications, professional associations, grants and fellowships, licenses and certificates, volunteer work, personal information (optional), hobbies and interests (optional).

Task 15. Complete the CV with the following information: education, qualifications and skills, experience, objective, references, Tom Parker.

1. _____ 7895 Market Street Dallas, TX 77032.

Telephone (832)2332144. tmparker@gmail.com

2. _____ To obtain a government administrator position where I can put all my experience in public administration.

3. _____ Designer of new organizational systems to optimize productivity. Excellent oratory skills and presentation abilities. Capable of developing a strong empathy for people. Knowledge about all computer operating systems. Fluent Spanish.

4. _____ Leeding Engines Ltd. Office of Public Policy – Houston, TX Public Administrator, 2015 – Present Provided public administration management support to Project Managers to facilitate strategies and to enhance the company's image. Petrox Oil Company Office of Urban Development – Houston, TX Service Representative, 2012 – 2015 Provided assistance to the public about housing programs.

5. _____ University of Houston. Houston, TX Master of Public Administration 2012 MBA, 2010

6. _____ Professional and personal references are available on request.

Task 16. Decide True or False.

1. Tom wants to obtain a government administrator position.

2. Tom speaks Chinese fluently.

3. He has worked for four different companies.

4. He is responsible for enhancing the company's image.

5. Tom studied in Spain.

6. Tom is good at presentation abilities.

Unit 4. The Structure of the Civil Service

Task 1. Warm up. Decsribe two pictures. What do you think will be mentioned in the text?

Task 2. Read the text. Be ready to answer the questions after the text.

The Civil Service is concerned with the conduct of the whole range of government activities as they affect the community ranging from policy formulation to executing the day-to-day duties that public administration demands. In Britain, for instance, civil servants are responsible to the minister in whose department they work. Ministers alone are answerable to Parliament for their policies and the actions of their staff. A change of minister for whatever reason, does not involve a change of staff. Ministers sometimes appoint special policy advisers from outside the Civil Service, the advisers are paid from public funds, but their appointments come to an end when the Government's term of office finishes.

The structure of the Home Civil Service is designed to allow for a flexible deployment of staff so that talent can be used to the best advantage, with higher posts open to people with outstanding ability, whatever their special background. Although work requiring specialist skill is always done by appropriately qualified individuals, personnel management policies are designed to ensure that people with the necessary qualities gain suitable experience to fit them for higher posts.

At the top levels of the Civil Service in Britain there is an open structure, comprising three grades – permanent secretary,

deputy secretary and undersecretary. With very few exceptions, staff at this level share the same pay and grading system whatever their background and duties. At other levels the structure is based on the system of categories and occupational groups. These include the General Category (covering the Administration, Economist, Statistician, Information Officer, and Librarian groups), the Science Category, the Professional and Technology Category (include architects, surveyors, electrical and mechanical engineers, graphics officers and marine service staff). The Training, Legal, Police, Secretarial, Data Processing, Research Officer, Social Security, Security and Museum Categories. These categories account for seventy-five per cent of non-industrial staff.

The Diplomatic Service of Britain, a separate service, provides the staff for the diplomatic missions and consular posts abroad. Its functions include advising on policy, negotiating with overseas governments and conducting business in international organizations; promoting exports and trade generally, administering aid, presenting ideas, policies and objectives to the people of overseas countries; and protecting own interests abroad.

The Service has its own grade structure, linked for salary purposes with that of the Home Civil Service, and conditions of work are in many ways comparable while taking into account the special demands of the Service, particularly of posting overseas. Members of the Home Civil Service and the armed forces and the individuals from the private sector, may serve in the Foreign and Commonwealth Office and at overseas posts on loan or attachment.

Civil Servants are employed in a civil capacity, and whose remuneration is paid wholly and directly out of monies voted by Parliament. The theory is that governments make policy and the administrators carry it out. This view has been challenged by many observers who argue that Governments and Ministers come and

go whilst the Civil Service goes on forever. Civil Servants are given an important role in policy making. How crucial that role is may depend on the strengths and weaknesses of individual governments and ministers.

The British Civil Service, as an example, enjoys a very high reputation. It contains some of the best brains in the country, is incorruptible, and is politically neutral.

Government departments deal with an equivalent amount of money to many of the largest companies. It is, therefore, important to have people with proven managerial ability running these departments.

However, this neutrality and the desire to protect their minister from criticism in Parliament or elsewhere often lead to excessive caution and resistance to change. The Civil Service was once described as "a beautifully designed and effective braking mechanism" and "…the ultimate monster to stop governments changing things".

[Adapted from https://www.civil-service-careers.gov.uk/about-us/]

Essential Vocabulary

be concerned with	стосуватися, ставитися до чого-небудь
the whole range of smth.	весь спектр / діапазон чого-небудь
to affect the community	впливати / впливати на суспільство
be answerable to smb.	бути відповідальним перед будь-ким
for whatever reason	з якої-небудь причини
to involve a change of smth	спричиняти зміни
to appoint advisers	призначати радників
be paid from public funds	оплачуватися з державних фондів
term of office	термін служби / повноважень уряду
be designed to allow for smb / smth	створюватися з метою, щоб ...
flexible deployment of staff	гнучка система призначень співробітників
be used to the best advantage	використовуватися найкращим чином
outstanding ability	видатні здібності
be appropriately qualified	мати відповідну кваліфікацію
to ensure that…	щоб забезпечити, що
to gain suitable experience	отримати відповідний досвід

to fit sb. for higher posts	відповідати високій посаді
to comprise three grades	включати три ступеня
permanent secretary	постійний заступник міністра
under secretary	заступник міністра
with very few exceptions	за кількома винятками
to share the same pay	отримувати ту ж зарплату
occupational groups	професійні групи
surveyors	топографи
marine service staff	співробітники морської служби
to account for … per cent	складати ...%
to provide the staff for smth.	надавати співробітників для ...
to advise on policy	консультувати з питань політики
to negotiate with sb.	вести переговори з будь-ким
to run / conduct a business	керувати підприємством / вести справи
to promote exports	сприяти просуванню експорту
administering aid	правова допомога
a grade structure	система звань / рангів
in many ways	в багатьох випадках
conditions of work	умови роботи
be comparable to / with smb /smth	порівнюватися з будь-ким / чим-небудь
to take into account	брати до уваги
special demands	особливі вимоги
the armed forces	Збройні сили
at overseas posts	на посадах (постах) за кордоном
on loan	за договором
on attachment	У відрядженні
be employed in a civil capacity	працювати на цивільному становищі
remuneration	винагороду, відшкодування, оплата
wholly	повністю, цілком
be challenged (by smb)	піддаватися сумніву, спорах
a crucial role	ключова / вирішальна роль
strengths and weaknesses	слабкі і сильні сторони
to enjoy a very high reputation	користуватися найкращою репутацією
incorruptible	непідкупний

therefore	отже, тому
with proven managerial ability	з розвиненими управлінськими здібностями
to lead to excessive caution	приводити до зайвої обережності
a braking mechanism	гальмівний механізм
protect smb. from smth.	захищати кого-небудь від чогось

Task 3 . Pronounce the following words correctly.

influence	ensure	recruitment	government	require
research	experience	appropriately	marine	occupational
statistician	control	deputy	surveyor	execute
capacity	wholly	remuneration	crucial	whole
exception	excessive	caution	incorruptible	therefore

Task 4. Translate these words into Ukrainian.

ensure	require	demand	deploy
capacity	crucial	challenge	caution
continuity	exception	occupational	attachment
incorruptible	loan	remuneration	excessive
promote	provide	comprise	gain

Task 5. Find the English equivalents to the expressions that follow.

- постійне управління урядом

- бути пов'язаним з проведенням заходів

- широкий діапазон - відповідати перед парламентом за (політику)

- купувати відповідний досвід

- політика управління персоналом

- просування експорту

- обробка інформації

- вести переговори - відповідати високим посадам

- за договором

- професійні групи

- змінюватися в межах (діапазоні) від ... і до ...

- піддавати сумніву

Task 6. Write the corresponding words to the following definitions.

- placement of people in a firm / organization

- people employed by a firm / organization

- able to be adapted or changed

- a person who recommends sth. to sbd.

- what you ought to do or must do

- knowledge a person obtains at work / in life

- something that goes against general rule

Task 7. Insert prepositions if necessary.

1. The Civil Service is concerned _____ the conduct _____ the whole range of government activities.

2. Civil Servants are responsible _____ the Minister _____ whose department they work.

3. The structure of the Home Civil Service is designed to allow ___ a flexible deployment ___ the staff.

4. Staff _____ the top level share the same pay and __ grading system.

5. The Diplomatic Service provide the staff _____ the Foreign and Commonwealth office.

6. Functions of the Diplomatic service include _____ promoting ___ export.

7. Ministers alone are answerable _____ Parliament _____ their policies.

Task 8. Translate the sentences into English.

1. Державна служба пов'язана з проведенням широкого діапазону урядових заходів, так як ці заходи впливають на життя суспільства.

2. Структура внутрішньої громадянської служби створена таким чином, щоб система призначень на посади була по можливості гнучкої.

3. Політика управління персоналом вибудувана таким чином, щоб люди мають необхідні якості набували відповідний досвід.

4. Держслужбовці підзвітні тому міністру в чиєму відділі вони працюють.

5. Робота радників оплачується з державного фонду, і термін їх роботи закінчується, коли закінчується термін повноважень уряду.

6. Незважаючи на досвід і коло обов'язків, робота держслужбовців на вищих посадах оплачується однаково.
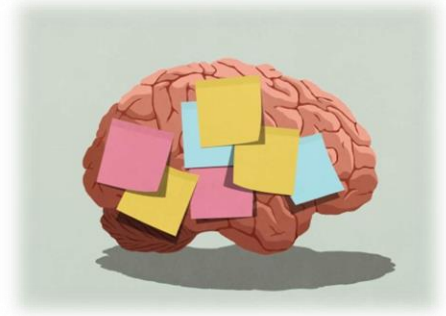
Task 9. Complete the following sentences from memory, then refer to the text to check.

1. The Diplomatic Service, a separate service, provides…
2. The structure of the Home Civil Service is designed to allow…
3. A change of minister for…
4. The day-to-day running of the government and the implementation of its policy…
5. With very few exceptions, staff at the top level share…
6. The Diplomatic Service's functions include…
7. Ministers sometimes appoint…
8. Governments come and go, but …
9. Members from the private sector may serve at overseas posts…
10. Civil Servants are employed in …
11. The British Civil Service enjoys …

Task 10. There are eight paragraphs in the text. Find a key-sentence in each paragraph and write it down below.

Task 11. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 12. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus
Present Continuous

Форма теперішнього тривалого часу (*Present Continuous* або *Present Progressive*) складається з допоміжного дієслова ***be*** та повнозначного дієслова, до основи якого додається закінчення ***-ing***.

підмет + be + основа дієслова +ing + решта речення

Теперішній тривалий час (*Present Continuous* або *Present Progressive*) вживається для передачі:

• тимчасової дії, яка відбувається під час мовлення:

Pele is playing football now. – Пеле грає у футбол зараз.

• тимчасового стану в теперішньому часі:

Madonna is living in a rented house. – Мадонна орендує будинок (тимчасово).

• дії, яка постійно повторюється в теперішньому часі:

He is reading a lot these days. – Він зараз багато читає.

She is seeing a lot of him these days. – Вона часто бачиться з ним зараз.

• змін або тенденцій, що спостерігаються в теперішній час, навіть якщо вони вже тривають довго

The climate is changing. – Клімат змінюється.

Task 13. Fill in the gaps in the sentences, using the words in the box in the Present Simple or the Present Continuous.

> *Want   learn   watch   prefer   smell   dislike*
>
> *have a bath   leave   pack   think   read   have*

_____ (1), and Dad _____ (2) some football on TV. I _____ (3) football, I _____ (4) films. My little brother Dick _____ (5) the flowers. I _____ (6), they _____ (7) good, because he is very pleased. My sister _____ (8) her things as she _____ (9) tonight. She _____ (10) to catch the 10 o'clock train. I _____ (11) my Grammar Book and I still _____ (12) a lot of things to do.

Task 14. Work in pairs. Choose the correct verb form in the following sentences.

1. According to the scientists, the global climate *is changing/changes*.

2. She *is* always *complaining/complains*, I just can't stand it.

3. They *are weighing/weigh* their baggage now.

4. The suitcase *is weighing/weighs* 30 pounds.

5. They *think/are thinking* about going to England.

6. Prices *rise/are rising* day by day.

7. This dish *tastes/is tasting* delicious.

8. She *tastes/is tasting* the soup to see if it is ready.

9. He is always *being late/late*, nobody can stand it any more.

10. The scarf *feels/ is feeling* like silk.

11. The doctor *feels/is feeling* the patient's pulse.

12. Oh yes, I *remember/am remembering* now. We met him at the last conference, didn't we?

13. I *need/am needing* to do something to change the situation.

14. The world's population *is* constantly *growing/grows.*

Task 15. Most of the sentences below have mistakes. Find and correct them.

1. The train is leaving at 9 p.m.

2. You are talking on the phone always.

3. They are been going on holiday.

4. What does he does in his free time?

5. Do you looking for anything special?

6. Where you going skiing this winter?

7. Is the baby sleeping, does she?

8. The cat tastes the fish now.

9. Is he reading for the exams, isn't he?

10. What do you wearing tonight?

Task 16. Mime and Guess Game. Write down a list of action verbs on pieces of paper that can be easily mimed, such as running, dancing, eating, cooking, reading, etc. Split the students into small groups or pairs.One student in each group will mime (act out without speaking) an action, and the other students in the group have to guess what they are doing. (switch the roles)

Unit 5. Communication Skills in Public Administration

Task 1. Warm up. Which forms of communication do you know? Which of them are important in public administration?

Task 2. Match words with their definitions.

1. efficiency 2. complexity 3. vital 4. to occur 5. external 6. interaction 7. to issue 8. to foster 9. competitive 10.to promote	a) Involving competition; trying to be more successful than others. b) Extremely important or necessary. c) Doing things in a way that saves time and energy. d) To officially give out something like a statement, document, or item. e) The state of having many parts and being difficult to understand or find an answer to. f) To officially give out something like a statement, document, or item. g) To happen or take place. h) To encourage or promote the development of something. i) To help something to happen or develop; or to raise someone to a higher position or rank. j) Related to the outside or outer part of something. k) The process of communicating or working together.

Task 3. Fill in the missing words.

1. The marketing department is planning _____ the new product through various online platforms.

2. The company is looking for ways to improve _____ in its manufacturing process to reduce costs and save time.

3. The _____ factors contributing to the business's success included market trends and economic conditions.

4. Regular exercise is _____ for maintaining good health.

5. The job market is highly _____, with many applicants vying for a limited number of positions.

6. The school aims _____ a sense of community and cooperation among its students.

7. The government decided _____ new safety regulations in response to the recent incidents.

8. Due to the _____ of the problem, it took the team several weeks to find a solution.

9. Effective _____ between team members is crucial for the success of the project.

10. The accident was reported _____ on the main street during rush hour.

Task 4. Create your own 2 sentences using the vocabulary above.

Task 5. Read the text and explain the words in bold.

Navigating the Complexities of Business Communication

In the dynamic world of business, effective communication is the **backbone** that ensures organizational success and efficiency. Business communication, a multifaceted process, involves the **exchange** of information both within and outside an organization, playing a key role in achieving common goals and **minimizing errors.**

Types of Business Communication

Internal Business Communication: This refers to the exchange of information within an organization. It includes both formal and informal conversations and **encompasses** various departments communicating through multiple channels.

Internal communication is vital for presenting organizational concerns and ensuring operational efficiency.

Lateral Business Communication: Also known as horizontal communication, this occurs among employees of similar or equivalent hierarchy levels within an organization. It is **crucial** for cooperation and functional effectiveness across different organizational units.

External Business Communication: This type involves interactions with entities outside the organization, such as clients, stockholders, suppliers, and regulatory bodies. Modes of external communication include emails, advertisements, brochures, and newsletters.

Advantages of Business Communication

Enhanced Employee Efficiency: Clear and effective communication **elucidates** organizational goals and policies to employees, thus enhancing their knowledge and job efficiency.

Improved Relationships and Morale: Open communication allows employees and management to express thoughts and **requirements**, fostering healthy labor relations and a peaceful work environment.

Increased Productivity: Effective communication encourages teamwork, trust, and understanding between employers and employees, leading to increased productivity.

Effective Decision Making: Good communication provides managers with information from various sources, **aiding** in making informed and effective decisions.

Efficient Business Operations: Communication aids in managerial tasks like planning, directing, and organizing, crucial for the business's **smooth** functioning.

Disadvantages of Business Communication

Potential for Misinterpretation: Communication styles **vary** widely among individuals, and a message can be misunderstood if not conveyed or received correctly.

Cultural Barriers: Differences in cultural backgrounds can lead to misinterpretation and unintentional **offense**, hindering effective communication.

Technological Challenges: Over-reliance on electronic communication can lead to issues like data breaches and cyberattacks, posing significant risks to the organization.

Effective Communication Strategies

Adhering to the 7 C's: Effective communication should be complete, **concise**, considerate, clear, concrete, **courteous**, and correct. These principles ensure messages are easily understood and respected by the audience.

Active Listening: This involves fully concentrating on and understanding the speaker's message, ensuring effective two-way communication.

Nonverbal Communication: Body language, such as eye contact and attentive posture, plays a crucial role in demonstrating readiness and openness in communication.

Open-Mindedness: Being receptive to different opinions and ideas, without judgment or criticism, fosters a more effective communication environment.

Effective business communication is not just about exchanging information; it's about building relationships, fostering trust, and promoting a positive public image. Whether it's internal, lateral, or external communication, each type plays a distinctive role in the organization's success. Despite the challenges, adopting effective communication strategies and embracing digital advancements can significantly enhance an organization's performance and competitive edge.

[Adapted from https://www.calilio.com/blogs/business-communication-types-importance-advantages]

Task 6. Read the text again and mark sentences as true or false.

1. Business communication only involves the exchange of information within an organization.
2. Internal business communication includes both formal and informal conversations among various departments.
3. Lateral business communication occurs between employees of different hierarchical levels in an organization.
4. External business communication can involve interactions with clients and stockholders, and often uses emails and brochures.

5. One of the main advantages of effective business communication is the reduction in employee efficiency.

6. Effective business communication leads to improved relationships and morale within the organization.

7. A potential disadvantage of business communication is the uniformity in communication styles among individuals.

8. The 7 C's of effective communication include completeness, conciseness, consideration, clarity, concreteness, courtesy, and correctness.

9. Nonverbal communication plays a minor role in effective business communication.

10. Embracing digital advancements in business communication can pose significant risks and offer no competitive advantage.

Task 7. Answer the following questions according to the text.

1. What is the main purpose of business communication in an organization?

2. Describe the role of internal business communication and list two examples of it.

3. How does lateral business communication differ from internal business communication?

4. Identify two key stakeholders involved in external business communication.

5. How does effective business communication enhance employee efficiency?

6. In what ways does effective communication improve relationships and morale within an organization?

7. What are some potential challenges or disadvantages of business communication?

8. List three of the 7 C's of effective communication and explain their importance.

9. Why is active listening considered a crucial aspect of effective communication?

10. Discuss how embracing digital advancements can impact business communication.

Task 8. There are eight paragraphs in the text. Find a key-sentence in each paragraph and write it down below.

Task 9. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 10. Work in groups, research and create a PowerPoint presentation focusing on the role and importance of communication skills in public administration, highlighting key areas such as public speaking, effective listening, and written communication.

Task 11. Read the dialogue and underline key business-related vocabulary:

Alex and Jordan, discussing a new marketing strategy.

Alex: "Good morning, Jordan. Have you had a chance to review the draft of our new marketing strategy?"

Jordan: "Yes, I looked over it last night. I think it's quite innovative, especially the digital marketing segment. However, I'm concerned about how we're going to integrate it with our existing traditional marketing channels."

Alex: "That's a valid point. I was thinking about a cross-channel approach, where our digital campaigns complement our print and television ads. Perhaps we could use our social media platforms to extend the reach of our traditional ads."

Jordan: "I like that idea. Also, have we considered the budget implications? Digital marketing can be cost-effective, but we need to allocate funds for analytics and content creation."

Alex: "Absolutely. I'll revise the budget projections to include these. What about the timeline? Do you think we can roll this out in Q2 as planned?"

Jordan: "It's tight, but doable. We might need to bring in some extra hands for the content creation and analytics part. Also, we should schedule regular meetings to monitor the progress and make adjustments as needed."

Alex: "Agreed. Let's set up a meeting with the team for tomorrow to discuss this in detail and assign specific roles."

Jordan: "Sounds good. I'll prepare an initial task list based on our discussion today."

Task 12. Discuss the effectiveness of digital vs. traditional marketing. Use arguments and vocabulary from the dialogue and add your own research and opinions. If we talk about some governmental and administrative issues, should they be modern or traditional?

Useful vocabulary units:

1. Presenting Ideas: *I propose that we...; My suggestion is...; From my perspective...; It might be beneficial to...; My point of view is...*

2. Agreeing: *I completely agree with...; That's a valid point...; I share your view on...; You're absolutely right about...; I support the idea that...*

3. Partially agreeing: *I agree with you to an extent, but...; That's true, however...; I see your point, yet I think that...*

4. Disagreeing: *I see it differently because...; I'm not sure I agree with...; That may be true, but have you considered...; I respectfully disagree...; From a different perspective...*

5. Seeking Clarification: *Could you elaborate on...; Can you clarify what you mean by...; I'm curious to know more about...*

6. Summarizing: *To sum up...; In conclusion...; The key point is...*

Grammar Focus
Past Simple (verb to be)

Positive	Negative	Questions
I was	I was not (wasn't)	Was I
He was	He was not (wasn't)	Was he
She was	She was not (wasn't)	Was she
It was	It was not (wasn't)	Was it
You were	You were not (weren't)	Were you
We were	We were not (weren't)	Were we
They were	They were not (weren't)	Were they

Past Simple (regular verbs)

Positive	Negative	Questions
Subject + verb + ed	Subject + did + not (didn't) + verb (base form)	Did + subject + verb(base form) Question word + did + subject + verb (base form)
Examples:		
Jane finished her work 2 hours ago.	Jane did not (didn't) finish her work 2 hours ago.	Did Jane finish her work? When did Jane finish her work?

Past Simple (irregular verbs)

Positive	Negative	Questions
Subject + irregular verb (2nd column)	Subject + did + not (didn't) + verb (base form)	Did + subject + verb(base form) Question word + did + subject + verb (base form)
Examples:		
John won the competition last week.	John did not (didn't) win the competition last week.	Did John win the competition? When did John win the competition?

Ми використовуємо Past Simple:

✓ для дії, що завершилася в минулому:

I met my wife in 1983.

✓ послідовні дії у минулому:

She woke up, brushed her teeth and had a cup of coffee.

✓ для певних дій або звичок, які відбулися або були у минулому:

I lived abroad for ten years. He enjoyed being a student.

She played a lot of tennis when she was younger.

Time markers: yesterday; ___ years, weeks, months, days, hours ago; in (past year); last (month, week, year).

Task 13. Open the brackets using Past Simple form of the verb to be.

1. Last night, I (be) _____ very tired after the long journey.

2. There (be) _____ a lot of people at the concert yesterday.

3. The weather (be) _____ really cold last winter.

4. She (be) _____ at the office until 8 PM last night.

5. Why (be) _____ the meeting cancelled last Tuesday?

6. The children (be) _____ happy with their new toys.

7. Our neighbors (be) _____ on vacation last week.

8. (be) _____ there any emails for me yesterday?

9. The movie (be) _____ not very interesting, so we left early.

10. How (be) _____ your weekend?

Task 14. Open the brackets using Past Simple.

1. Last summer, I (visit) _____ my grandparents in their countryside home.

2. She (not / attend) _____ the meeting yesterday due to her illness.

3. What time (you / leave) _____ the office last Friday?

4. They (play) _____ tennis at the club last weekend.

5. The movie (start) _____ at 7 PM but we (arrive) _____ at 7:30 PM.

6. He (not / understand) _____ the instructions given in the class.

7. (she / enjoy) _____ her trip to Paris last month?

8. Our neighbors (have) _____ a big party last night.

9. Why (you / not / call) _____ me after the concert?

10. The children (not / want) _____ to go to bed early yesterday.

Task 15. Correct the mistakes.

1. She go to the store yesterday.

1. Did they plays football last weekend?

2. We eats at a new restaurant last night.

3. He don't finish his homework yesterday.

4. They was happy about the results.

5. I thinked it was a good movie.

6. She not saw him at the party.

7. Where you find your keys last night?

8. The dog runned quickly after the ball.

9. We didn't knew the answer to the question.

Task 16. Write questions to the following sentences in the past simple:

1. Kate went to the library yesterday to study for her exams.

2. They played soccer in the park last weekend and then went for ice cream.

3. John finished the project on Friday and submitted it to his manager.

4. Jenny and Sindy saw a movie at the cinema last night and then had dinner at an Italian restaurant.

5. I bought a new car last month and sold my old bike.

6. They enjoyed the party on Saturday because the music was great.

7. This woman cooked dinner for her family and made a special dessert.

8. My friend visited his grandparents last summer and helped them in the garden.

9. They left the meeting early to catch a flight to New York.

10. I read an interesting book last week and recommended it to my friend.

Task 17. Speaking activity.

➢ Draw a long line on the board to represent a timeline. Mark the timeline with years or periods significant to the students (e.g., last year, three years ago, when they were in primary school).

➢ Divide the class into small groups (3-4 students per group). Each student is asked to think of three interesting, funny, or memorable personal events from their past. These events should be from different years or periods.

➢ Students write each event on a separate sticky note. One by one, students come up to the timeline and stick their events in the appropriate place, explaining them to the class. For example, "In 2019, I went to Paris for the first time."

MODULE II. Public administration and government

Unit 6. Government Public Relations

Task 1. Warm up. Look at the pictures and describe them. Try to guess what will the text be about?

Task 2. Read the text. Be ready to answer the questions after the text.

Government relations and public affairs are the types of public relations that deal with how an organization interacts with the government, with governmental regulators, and the legislative and regulatory arms of government. The government relations and public affairs are discussed together in this section; the two functions are often referred to as synonyms, but there are very minor differences. **Government relations** is the branch of public relations that helps an organization communicate with governmental publics. **Public affairs** is the type of public relations that helps an organization interact with the government, legislators, interest groups, and the media. These two functions often overlap, but government relations is often a more organization-to-government type of communication in which regulatory issues are discussed, communication directed to governmental representatives takes place, lobbying efforts directed at educating legislators are initiated, and so on. A strategic issue is any type of issue that has the potential to impact the organization, how it does business, and how it interacts with and is regulated by the government. Heath contends that "public policy issues are those with the potential of maturing into governmental legislation or regulation (international, federal, state, or local)."

Public affairs is the external side of the function that deals more broadly with public policy issues of concern among constituents, activists, or groups who lobby the government on behalf of a certain perspective. Public affairs are often issues of public concern that involve grassroots initiatives, meaning that everyday citizens organize and create a movement in favor of a certain issue or perspective. In that case, public affairs specialists would work to resolve conflict or negotiate on behalf of an organization, working with these groups to create an inclusive solution to problems.

Public affairs specialists act as lobbyists on behalf of their organizations, and they interact with publics who are interested in lobbying the government for legislation regarding particular issues. Public affairs specialists might focus on a particular area of public policy, such as **international trade agreements** or exchange rates, security and terrorism, equitable wages and working conditions, the regulatory process, safely disposing of production by-products, and so on. The list of public policy issues with which an organization must contend is practically endless.

In some organizations, the governmental relations arm or public affairs unit is coupled with issues management, or it can even be the same public relations executive responsible for both roles. Issues management and public affairs are extremely close in their responsibilities, goals, and activities. Both issues management and public affairs seek to facilitate interaction between organization and the government or governments with whom it must deal, and to incorporate and update organizational policy in accordance with governmental standards. However, issues management is the larger function because it deals not only with governmental and regulatory publics but also many other types of publics. The governmental relations or public affairs function is more narrowly focused on legislative, regulatory, and lobbying issues.

Public affairs can be used in a corporate setting to interact on policy and legislation with the government, interest groups (or, as discussed in the following section, activist publics), and the media. An organization must also use public affairs

to communicate about policy and procedures with investors, regulatory publics, employees, and internal publics, as well as communities and customers.

[Adapted from: https://saylordotorg.github.io/text_mastering-public-relations/s11-04-government-relations-and-publi.html]

GOVERNMENT PUBLIC RELATIONS

Among the many competing definitions of public relations, J. Grunig and Hunt's is the most widely **cited** definition: public relations is 'the management of communication between an organization and its **publics**.' Public relations helps an organization and its publics adapt **mutually** to each other. Public relations helps our complex, pluralistic society to reach decisions and function more effectively by **contributing** to mutual understanding among groups and institutions.

Public relations serves a wide variety of institutions in society such as businesses, **trade unions**, **government agencies**, **voluntary associations**, **foundations**, hospitals, schools, colleges and religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, shareholders and other institutions, and with society **at large**.

The managements of institutions need to understand the attitudes and values of their publics in order to achieve institutional goals. The goals themselves are shaped by the external environment. As such, the public relations field has grown to **encompass** the building of important relationships between an organization and its key publics through its actions and its communication.

Modern corporate executives often do not **excel** at public speaking or writing in **nonbusiness language**, and a duty of public relations is to translate executives' knowledge into speeches or articles **intelligible** to nonspecialists.

Government relations is the branch of public relations that helps an organization communicate with governmental publics. It is often **an organization-to-government** type of communication in which **regulatory issues** are discussed, communication directed to governmental representatives takes place, lobbying efforts

are initiated, and so on. Public policy issues are those with the potential of **maturing** into governmental legislation or regulation (international, federal, state, or local).

Government agencies began hiring publicists in Great Britain and the United States in the 19th century. In 1913 U.S. legislation required **congressional authorization** to spend government funds on **'publicity experts'.**

In Great Britain, as in the United States, the **appointment** of public relations directors by various government departments during World War II was a prelude to greatly increased postwar emphasis on public relations. Within a decade hardly an agency of any government was without its public relations staff. Perhaps more importantly, public relations had come to be recognized as **indispensable** to any organization subject to attention in the press and other media.

[Adapted from: 'Mastering Public Relations' by Shannon A. Bowen, Brad Rawlins, and Thomas Martin, and from: https://global.britannica.com/topic/public-relationscommunications]

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
to cite	цитувати	To mention or refer to (someone or something) as evidence for or justification of an argument or statement, often in a scholarly work.
publics	групи громадськості	Different groups of people that an organization interacts with, such as customers, employees, investors, and the media. In public relations, 'publics' are the audiences that are important to an organization.
mutually	навзаєм	In a mutual manner; in a way that is shared or reciprocal between two or more parties.

to contribute	сприяти; робити внесок	To give (something, especially money or resources) in order to help achieve or provide something.
trade unions	профсоюзи	Organizations formed by workers from related fields that work for the common interest of its members. They help workers in issues like fairness of pay, good working environment, hours of work and benefits.
government agencies	урядові установи	Bodies of the government responsible for the oversight and administration of specific functions, such as law enforcement, revenue collection, and social welfare.
voluntary associations	добровольчі об'єднання	Groups of individuals who voluntarily enter into an agreement to form a body (or organization) to accomplish a purpose. Common examples include clubs, charities, and civic organizations.
foundations	фонди	Organizations established to provide funds and support for specific purposes, typically in the areas of educational, social, or scientific research.
at large	в цілому	Generally, or as a whole; not limited to specific instances or details. Often used in the context of

		representing an entire area or population, rather than a subset.
to encompass	включати в себе; охопити	To include comprehensively; to encircle or cover something entirely.
to excel	відрізнятися	To be exceptionally good at or proficient in an activity or subject.
intelligible	зрозумілий	Able to be understood; clear enough to be comprehended or interpreted.
to mature	розвиватися	To reach an advanced stage of mental or emotional development; to become fully developed in the physical, mental, or emotional sense.
indispensable	необхідний; важливий	Absolutely necessary or essential.
regulatory issues	регулятивні питання	Problems or challenges associated with the rules and regulations set by the government or regulatory bodies.
appointment	призначення	An arrangement to meet someone at a particular time and place. It can also refer to the act of appointing someone to a position.
nonbusiness language	не комерційна мова	Language or terminology that is not typically used in a business context; may refer to informal, everyday language.
international trade	міжнародні торгові	Treaties or agreements between

agreements	угоди	two or more countries that govern the trade of goods and services across their borders.
publicity experts	рекламні експерти	Professionals specialized in generating and managing public and media attention for individuals, organizations, or products.
congressional authorization	дозвіл конгресу	The official permission or approval given by a legislative body (like Congress) for certain actions, such as spending government funds or enforcing regulations.

Task 3. Pronounce the following words correctly and translate into Ukrainian.

legislators	intelligible	decisions	regulatory
initiated	procedures	employees	facilitate
issue	strategic	lobbyists	behalf
audiences	customers	indispensable	mature
through	communities	shareholders	mutually

Task 4. Find the English equivalents to the expressions that follow.

- регулятивні питання
- дозвіл конгресу
- зовнішнє середовище
- зв'язки з громадськістю
- важливі відносини
- державне законодавство
- міжнародні торгові угоди
- дозвіл конгресу
- керівники корпорацій

- публічні виступи

Task 5. Answer the questions.

1. What definition of public relations?

2. What is the role of public relations in society?

3. Can you give examples of institutions that public relations serves?

4. What must these institutions do to achieve their goals?

5. Why do modern corporate executives often have to hire publicists?

6. What is the meaning of the phrase 'government relations'?

7. What is the origin and development of public relations?

8. Do the managements of institutions need to understand the attitudes and values of their publics in order to achieve institutional goals?

9. Issues management and public affairs are not close in their responsibilities, goals, and activities, are they?

10. Are public relations recognized as a subject to attention in the press and other media?

Task 6. Decide True or False. Correct false sentences.

1. Government relations is the part of public relations that helps an organization communicate with governmental publics.

2. Public affairs is not a kind the type of public relations that helps an organization interact with the government.

3. A strategic issue is any type of issue that has the potential to impact the organization.

4. Issues management and public affairs are different in their responsibilities, goals, and activities.

5. Issues management is the bigger function because it deals not only with governmental and regulatory publics but also many other types of publics.

6. The governmental relations or public affairs function is larger focused on legislative, regulatory, and lobbying issues.

7. Public relations is 'the management of communication between an organization and its publics' is the most widely cited definition.

8. Public relations does not help our society to reach decisions and function.

9. To achieve the goals of public relations it is not necessary to develop relationships with many different audiences or publics such as employees, customers, etc.

10. After World War II in Great Britain and the United States the role of the public relations has grown significantly.

Task 7. Complete the sentences with the verbs in bold.

issue   affairs   regulatory   management   indispensable   the media
mutually   corporate   relations   specialists

1. The government relations and public _____ are discussed together in this section; the two functions are often referred to as synonyms.

2. A strategic _____ is any type of issue that has the potential to impact the organization.

3. Public affairs _____ act as lobbyists on behalf of their organizations, and they interact with publics.

4. Issues _____ and public affairs are extremely close in their responsibilities, goals, and activities.

5. Public affairs can be used in a corporate setting to interact on policy and legislation with the government, interest groups and _____.

6. Public relations helps an organization and its publics adapt _____ to each other.

7. Modern _____ executives often do not excel at public speaking or writing in nonbusiness language.

8. Government _____ is the branch of public relations that helps an organization communicate with governmental publics.

9. It is often an organization-to-government type of communication in which _____ issues are discussed.

10. Perhaps more importantly, public relations had come to be recognized as _____ to any organization subject to attention in the press and other media.

Task 8. Translate the sentences into English.

1. Державні відносини та державні справи – це види суспільних відносин, що стосуються взаємодії організації з урядом.

2. Громадські справи – це зовнішня сторона функції, яка ширше займається питаннями державної політики, що викликають занепокоєння серед виборців, активістів або груп.

3. Фахівці у сфері громадських справ можуть зосередитись на певній сфері державної політики, такі як міжнародні торговельні угоди чи курси валют, безпека та тероризм.

4. У деяких організаціях підрозділ урядових відносин або підрозділ у справах з громадськістю поєднується з управлінням питаннями.

5. Управління проблемами та державні справи надзвичайно близькі за своїми обов'язками, цілями та діяльністю.

6. Громадські справи можуть бути використані в корпоративних умовах для взаємодії щодо політики та законодавства з урядом, групами інтересів (або, як обговорюється в наступному розділі, громадськими активістами) та ЗМІ.

7. Зв'язки з громадськістю допомагають організації та її громадськості адаптуватися одна до одної.

8. Для досягнення своїх цілей ці установи повинні розвивати ефективні стосунки з багатьма різними аудиторіями або громадськістю.

9. Для досягнення інституційних цілей керівництву установ потрібно розуміти ставлення та цінності своєї громадськості.

10. Питання державної політики – це питання, які можуть уникнути у державному законодавстві чи нормативно-правових актах (міжнародних, федеральних, державних чи місцевих).

Task 9. Find key-sentence in each paragraph and write it down below.

Task 10. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 11. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus

Direct and Indirect Speech. Orders, Requests, Advice and Suggestions

Orders, requests, advice and suggestions in indirect speech are transmitted by using the infinitive and the corresponding verbs (according to the content):

He said: "Be careful!" – He said to be careful.

She said: "Don't cross the street". – She ordered not to cross the street.

She said: "Let's leave at once". – She suggested leaving at once (запропонувала).

Task 12. Work in pairs. Report the statements below to your partner. There are three examples at the beginning.

Examples: He said, "Be careful"

   He said to be careful

   She said, "Don't cross the street"

   She ordered not to cross the street.

   He said, "Let's leave at once"

   He suggested leaving at once

1. The doctor said, "Stay in bed"

_____

2. She said, "Don"t shout"

_____

3. We said, "Let"s take Jim with us".

_____

4. John said, "Read the instructions".

_____

5. He said, "Don"t lock the door".

_____

6. She said, "Let"s sing together".

_____

7. He said, "Bring me an apple".

_____

8. She said, "Don't come before six o'clock".

_____

9. They said, "Let's make friends".

_____

10. Linda said, "Give me the key".

_____

Task 13. Converting Conversations. Work in pairs. Each students prepares 5 sentences in direct speech.Each pair will take turns playing different roles in the scenarios.For example, "The teacher says to the student, 'You should review your notes before the test,'" the participant plays the role of the teacher.The other participant listens and then converts the direct speech into indirect speech. In the example above, they would say, "The teacher advised the student to review the notes before the test."

Unit 7. Forms and Contemporary Levels of Government

Task 1. Warm up. Compare two pictures. What do you think will be mentioned in the text?

Essential Vocabulary

Words / Word combinations	Ukrainian Equivalent	Definition
governmental machinery	урядовий механізм	The system and structures of government and how they work.
framework	рамки	A basic structure underlying a system, concept, or text.
enlargement	розширення	The act of increasing in size,

		volume, quantity, or scope.
majority	більшість	More than half of a total number or amount; the greater part.
civil war	громадянська війна	A war between groups in the same country.
budgetary powers	бюджетні повноваження	The authority to manage and decide on financial matters, often related to government spending.
far-reaching changes	далекосяжні зміни	Changes that have a wide impact or significant effects.
executive establishment	виконавча установа	The part of the government responsible for implementing laws and running the country, usually led by the president or prime minister.
to alter	змінити	To change or modify something.
an indispensable figure	незамінна фігура	A person who is absolutely necessary or extremely important in a particular context.
investigation	розслідування	The act of examining something carefully, especially to discover the truth.
prescription	припис	A piece of paper written by a doctor that lets you get medicine at the pharmacy.
political inquiry	політичне розслідування	An investigation or questioning about political matters.
distinguishing	розрізнення	Recognizing or showing the differences between things.
successor states	держави-правонаступниці	New countries that are formed from a previous country that has A small

		change made to something to improve it or make it more suitable.
adjustment	регулювання	Big changes or modify.
major alterations	основні зміни	The way in which an organization or system is set up or organized.
institutional arrangements	інституційні домовленості	To make an organization's outward appearance more impressive or respectable.
to dignify institutional facade	віддавати шану інституційному фасаду	Having restrictions or limits beforehand.
limited prior	обмежений до	The authority to manage and decide on financial matters, often related to government spending.

Task 2. Read the text. Be ready to answer the questions after the text.

THE STRUCTURE OF GOVERNMENT

The study of governmental structures must be approached with great caution, for political systems having the same kind of legal arrangements and using the same type of **governmental machinery** often function very differently. A parliament, for example, may be an important and effective part of a political system; or it may be no more than an institutional facade of little practical significance. A constitution may provide the **framework** within which the political life of a state is conducted; or it may be no more than a piece of paper, its provisions bearing almost no relationship to the facts of political life. Political systems must never be classified in terms of their legal structures alone: the fact that two states have similar constitutions with similar institutional provisions and legal requirements should never, by itself, lead to the conclusion that they represent the same type of political system.

To be useful, the study of governmental structures must always proceed hand in hand with an **investigation** of the actual facts of the political process: the analyst

must exercise the greatest care in **distinguishing** between form and reality and between **prescription** and practice. Approached in this way, an examination of the organizational arrangements that governments use for making decisions and exercising power can be a valuable tool of **political inquiry**.

CONTEMPORARY FORMS OF GOVERNMENT

Few states in the modern world have constitutional arrangements that are more than a century old. Indeed, the vast **majority** of all the world's states have constitutions written in the 20th or 21st century. This is true of states that were defeated in World War II, such as Germany, Italy, and Japan, and of other states that experienced **civil war** and revolutions in the course of the last century, such as the **successor states** of the Soviet Union, Spain, and China. The United Kingdom and the United States are almost alone among major contemporary nation-states in possessing constitutional arrangements that predate the 20th century.

Even in Britain and the United States, the 20th century saw much change in the governmental system. In the United States, for example, the relationship of legislature and executive at both the national and the state levels was significantly **altered** by the growth of bureaucracies and the **enlargement** of the executive's **budgetary powers.** In Britain, even more **far-reaching changes** occurred in the relationship between the prime minister and Parliament and in Parliament's role in supervising the **executive establishment**. In both countries the appearance of the welfare state, the impact of modern technology on the economy, and international crises resulted in **major alterations** in the ways in which the institutions of government function and interact.

The modern student of constitutional forms and **institutional arrangements** confronts an endlessly changing world. In many parts of the world, in countries as different as France, Pakistan, Argentina, and Tanzania, there have been continuing experiments with new constitutions. The adoption of new constitutions also has been a major aspect of political change in the successor states of the Soviet Union and Yugoslavia. All systems, moreover, even without formal constitutional change,

undergo a continual process of **adjustment** and mutation as their institutional arrangements respond to and reflect changes in the social order and the balance of political forces.

MONARCHY

The ancient distinction among monarchies, tyrannies, oligarchies, and constitutional governments, like other traditional classifications of political systems, is no longer very descriptive of political life. Monarchs may be ceremonial heads of state, as in a parliamentary democracy, or they may be heads of government, perhaps even functioning as absolute rulers. In the first case, their duties may be little different from those of elected presidents in many republican parliamentary regimes; in the second, their roles may be much the same as dictators in autocratic regimes.

It may be said of the reigning dynasties of modern Europe that they have survived only because they failed to retain or to acquire effective powers of government. Royal lines have been preserved only in those countries of Europe in which royal rule was severely **limited prior** to the 20th century or in which royal absolutism had never firmly established itself. More successful dynasties, such as the Hohenzollerns in Germany, the Habsburgs in Austria-Hungary, and the Romanovs in Russia, which continued to rule as well as to reign at the opening of the 20th century, paid with the loss of their thrones. Today in countries such as Great Britain, the Netherlands, Belgium, and Denmark, the monarch is the ceremonial head of state, **an indispensable figure** in all great official occasions and a symbol of national unity and of the authority of the state, but is almost entirely lacking in power. Monarchy in the parliamentary democracies of modern Europe has been reduced to the status of a **dignified institutional facade** behind which the functioning mechanisms of government – cabinet, parliament, ministries, and parties – go about the tasks of ruling.

[Adapted from: https://www.britannica.com/topic/political-system/Development-and-change-in-political-systems]

Task 3. Pronounce the following words correctly and translate them into Ukrainian.

bureaucracies	enlargement	possessing	government
crises	technology	mechanism	reign
machinery	major	arrangements	monarchy
significance	structure	relationship	thrones
budgetary	parliament	constitution	indispensable

Task 4. Find the English equivalents to the expressions that follow.

- правлячі династії
- політичне розслідування
- парламентський режим
- ріст бюрократій
- практичне значення
- інституційні положення
- прийняття нових конституцій
- обмежений до
- громадянська війна
- держави-правонаступниці

Task 5. Answer the questions.

1. What is the role of the parliament in a political system of the state?
2. What is the constitution?
3. What role does it play in the state?
4. Is there any difference between form and reality and between prescription and practice?
5. What states were defeated in World War II?
6. What are the successor states?
7. What are the changes in the governmental system of Great Britain in the last century?
8. How the governmental system changed in the United States in the 20th century?

9. What is the function of monarchs?

10. In what modern European countries there is a monarch who is a ceremonial head of state?

Task 6. Decide True or False. Correct false sentences.

1. A parliament is always an important part of a political system.

2. A constitution may be no more than a piece of paper.

3. Governmental structures should be studied with an investigation of the actual facts of the political process.

4. The constitutions of most of all the states were written in the 20th or 21st century.

5. The constitution of Germany was adopted in 19th century.

6. The United Kingdom and the United States are the only modern states which constitutional arrangements were possessing before the 20th century.

7. Monarchs may function as absolute rulers.

8. Some of the reigning dynasties of modern Europe have survived only because they failed to retain or to acquire effective powers of government.

9. Hohenzollerns in Germany, the Habsburgs in Austria-Hungary, and the Romanovs in Russia were very successful dynasties.

10. Today in Great Britain, the Netherlands, Belgium, and Denmark, the monarch is a symbol of national unity and has a big political power.

Task 7. Complete the sentences with the verbs in bold.

constitutions   façade   executive   arrangements   dictators   majority
indispensable   parliament   framework   civil war

1. A _____ may be an important and effective part of a political system.

2. A constitution may provide the _____ within which the political life of a state is conducted.

3. The fact that two states have similar _____ does not mean that they represent the same type of political system.

4. A lot of states experienced _____ and revolutions in the course of the last century.

5. The vast _____ of all the world's states have constitutions written in the 20th or 21st century.

6. In Britain far-reaching changes occurred in the relationship between the prime minister and Parliament and in Parliament's role in supervising the _____ establishment.

7. The modern student of constitutional forms and institutional _____ confronts an endlessly changing world.

8. The monarch is the ceremonial head of state, an _____figure in all great official occasions.

9. Roles of monarchs may be much the same as _____ in autocratic regimes.

10. Monarchy in the parliamentary democracies of modern Europe has been reduced to the status of a dignified institutional_____ .

Task 8. Translate the sentences into English.

1. Політичні системи, що мають однакові правові механізми та використовують один і той же тип державного апарату, часто функціонують по-різному.

2. Конституція може забезпечити рамки, в яких ведеться політичне життя держави.

3. Політичні системи ніколи не повинні класифікуватися лише за їх правовими структурами.

4. Щоб бути корисним, вивчення урядових структур повинно завжди йти паралельно з розслідуванням фактів політичного процесу.

5. Небагато держав сучасного світу мають конституційні угоди, яким вже більше століття.

6. Сполучене Королівство та Сполучені Штати майже єдині серед основних сучасних національних держав, що мають конституційні угоди, що існували до 20 століття.

7. У Великобританії відбулися ще більш далекосяжні зміни у відносинах між прем'єр-міністром та парламентом.

8. У багатьох частинах світу, в таких різних країнах, як Франція, Пакистан, Аргентина та Танзанія, продовжуються експерименти з новими конституціями.

9. Монархи можуть бути церемоніальними главами держав, як у парламентській демократії.

10. Правлячі династії сучасної Європи вижили лише тому, що їм не вдалося зберегти чи набути ефективних державних повноважень.

Task 9. Find key-sentence in each paragraph and write it down below.

Task 10. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 11. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation.

Grammar Focus
Adjectives. Degrees of Comparison

a) 1-syllable and 2-syllable adjectives, which end with *-y*, *-ow*, *-er* and "голосний + *le*" make comparative degree adding "*-er*", and superlative adding "*-est*" and definite article:

cold – colder – the coldest

clever – cleverer – the cleverest

b) other adjectives form comparative with the word more or less, and superlative - with the word most or least:

interesting – more (less) interesting – the most (least) interesting

Exceptions: good – *better – the best,*

bad – *worse – the worst,*

little – *less – the least,*

much (many) – *more – the most*

Task 12. Choose the correct verb form in the following sentences.

1. This room looks *more bright / brighter* than that one.

2. We have decided to take *no further / farther* actions.

3. Tom is older */ elder* than Bill.

4. Who is the *happier / happiest* man in the world?

5. There seems to be a change for *the better / good* in your English.

6. Can a student be as *most intelligent / intelligent* as a lecturre?

7. The devil is not so *blackest / black* as he painted.

8. *Ill / illest* news *flies fast*.

9. The *more intricate/ most intricate* the question, the *easier / easy* the answer.

10. The *little / less* you know, the *quieter /more quiet* your life.

11. Praise makes good men *better / best* and bad men *worse / worst*.

12. Mary is *fewer sociable / less sociable* than her sister.

Task 13. Work in pairs. Complete the sentences: (+) positive comparative degree; (++) positive superlative degree; (-) negative comparative degree; (–) negative superlative degree.

Example: Emma – nice and intelligent, Tina is (+), Jenny (++) in our class.

Emma is nice and intelligent, but Tina is nicer and more intelligent, and Jenny is the nicest and the most intelligent person in our class.

1. Tokyo – exciting, London (+), New York (++) of all.

_____.

2. New York – rather old, London (+), Rome is (++) of all.

_____.

4. This hotel – comfortable, that hotel (-),our hotel (–) of all.

_____.

5. May – hot, June (+), July (++) month of the year.

_____.

6. George's car – cheap, Tom's car (-), my car (–) of all.

_____.

7. Sarah – angry, John (+),Tina (++) of us all.

_____.

8. My uncle – rich, Queen (+),Sultan of Brunei (+ +) man in the world.

_____.

9. French food – delicious, Italian food (+),food my Mum cooks (++) in the world.

_____.

10. I didn't like the concert, music – bad, singers (-), texts (–) of all.

_____.

Task 14. Complete the table. Write the missing degree of comparison.

Positive	Comparative	Superlative
dangerous		
	worse	
tiny		
	more exciting	
		the longest
intelligent		
	larger	
		the farthest
easy		
	better	

Task 15. Hot Seat: One student sits facing the class. The rest of the class asks questions that require comparative or superlative answers.

Unit 8. Separation of Powers and Functions of Government

Task 1. Warm up. Look at the pictures and describe them. Try to guess what will the text be about?
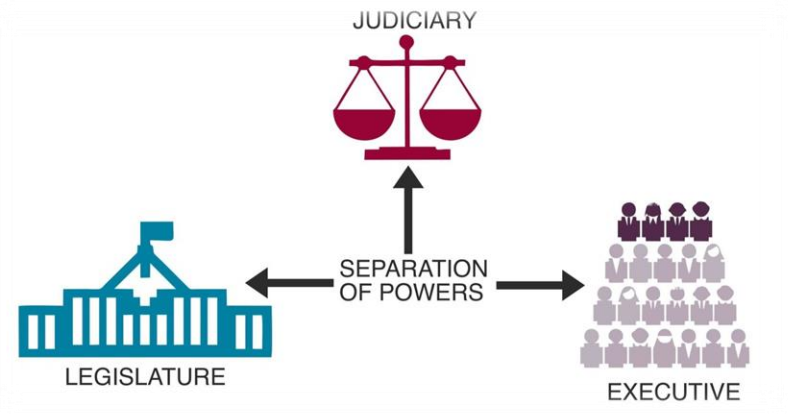
Essential Vocabulary

Words / Word combinations	Ukrainian Equivalent	Definition
separation of powers	розподіл влади/повноважень	The division of government responsibilities into distinct branches (typically executive, legislative, and judicial) to limit any one branch from exercising the core functions of another.
constitutionalism	конституціоналізм	The practice of following a constitution, which sets out the laws and principles of a government.
legislatures	законодавчі органи	Bodies in a government that make laws.
executives	виконавчі органи	The part of a government responsible for implementing and enforcing laws and running the day-to-day affairs of the country

		or organization.
judiciaries	судові органи	The system of courts that interprets and applies the law in the name of the state.
appropriation of funds	асигнування коштів	The legal process of setting aside money for specific uses by the government.
ratification of treaties	ратифікація договорів	The formal approval of agreements, typically between countries, often requiring legislative approval.
lawmaking body	законодавчий орган	A group of people, like a parliament or congress, with the power to make or change laws.
to exercise powers	здійснювати владу/повноваження	To use the authority or powers one has.
judicial review	судовий перегляд; судове оскарження	The process by which courts evaluate whether a law or governmental action is in line with the constitution.
supreme	верховний; вищий	The highest in rank or authority.
chamber	палата	A part of a legislative body, like a senate or house in a bicameral system.
unicameral	однопалатний	Having a single legislative or parliamentary chamber.
bicameral	двопалатний	Having two legislative or parliamentary chambers.
chief executive	глава виконавчої влади	The highest-ranking official in a government, like a president or

		prime minister.
secondary	другорядний (середньої ланки)	Coming after, less important than, or resulting from someone or something else that is primary.
councilor	радник	A member of a council, often in a local government.
agency heads	керівники відомств	Leaders or chief officers of departments or agencies within a government.
to assign	покладати; відводити	To give someone a particular job or duty.
to wield	володіти	To hold and use power, influence, or a weapon.
distinctive	особливий; унікальний	Something that clearly distinguishes or marks something as different.
to violate norms	порушувати норми	To act in a way that goes against the usual, accepted, or expected standards or practices.
established court systems	pjзвинуті/налагоджені судові системи	The recognized and organized system of courts and legal processes in a place.
advanced	передовий; розвинений	Highly developed or complex.
pattern	модель; схема	A repeated form, design, or sequence.

Task 2. Read the text. Choose the title to the text. Be ready to answer the questions after the text.

The concept of **separation of powers** is one of the principal doctrines of modern **constitutionalism**. Nearly all modern constitutions provide for the separate establishment of legislative, executive, and judiciary. In the nonconstitutional system of totalitarianism, although there may be separate institutions such as **legislatures**, **executives**, and **judiciaries**, power is not shared but rather concentrated in a single organ.

The characteristic function of all legislatures is the making of law. In most systems, however, legislatures also have other tasks, such as selection and criticism of the government, supervision of administration, **appropriation of funds**, **ratification of treaties**, impeachment of executive and judicial officials, determination of election procedures, etc. Legislatures, then, are not simply **lawmaking bodies**. Neither do they monopolize the function of making law. In most systems the executive has a power of veto over legislation, and, even where this is lacking, the executive may **exercise powers** of legislation.

Judges, also, often share in the lawmaking process, for example in the U.S. system it is done by means of **judicial review** of legislation.

The most common names for legislatures are parliament and congress. In parliamentary systems of government, the legislature is formally **supreme** and appoints the executive. In presidential system of government, the legislature is considered equal to, and independent of, the executive. The primary components of a legislature are one or more **chambers** or houses that debate and vote upon bills. A legislature with one house is called **unicameral**. A **bicameral** legislature possesses two separate chambers, usually described as an upper house and a lower house, which often differ in duties and powers.

Political executives are government officials who participate in the determination of government policy. They include heads of state and government leaders – presidents, prime ministers, premiers, chancellors, and other **chief executives** – and many **secondary** figures, such as cabinet members and ministers, **councillors**, and **agency heads**.

The crucial element in the organization of a national executive is the role **assigned** to the chief executive. In presidential systems, such as in the United States, the president is both the political head of the government and the ceremonial head of state. In parliamentary systems, such as in Great Britain, the prime minister is the national political leader, but another figure, a monarch or elected president, serves as the head of state. In mixed presidential parliamentary systems, such as that established in France, the president serves as head of state but also **wields** important political powers, including the appointment of a prime minister and cabinet to serve as the government.

Like legislators and executives, judges are major participants in the policy-making process. The process of judicial decision making is **distinctive**, however, for it is concerned with specific cases in which an individual has come into conflict with society by **violating its norms** or in which individuals have come into conflict with one another.

Established court systems are found in all **advanced** political systems. Usually there are two judicial hierarchies, one dealing with civil and the other with criminal cases, each with a large number of local courts, a lesser number at the level of the region, and one or more courts at the national level.

This is the **pattern** of judicial organization in Britain, for example. The United States has two court systems: one set of national courts and 50 sets of state courts. By contrast, Germany possesses only a single integrated court system.

[Adapted from: https://global.britannica.com/topic/political-system/Contemporarydivisions-of-government]

Task 3. Pronounce the following words correctly and translate into Ukrainian.

bureaucracies	enlargement	possessing	government
crises	technology	mechanism	reign
machinery	major	arrangements	monarchy
significance	structure	relationship	thrones
budgetary	parliament	constitution	indispensable

Task 4. Find the English equivalents to the expressions that follow.

- окремий заклад
- важливі політичні повноваження
- призначення прем'єр-міністра
- політичні сили
- судові органи
- юридична ієрархія
- асигнування коштів
- керівники відомств
- змішана президентсько-парламентська система
- ратифікація договорів

Task 5. Answer the questions.

1. What does the concept 'separation of powers' mean?

2. What is the characteristic function of all legislatures? Is it the only function?

3. What are the most common names for legislatures?

4. Is the legislature equal to the executive in presidential systems of government?

5. What are the primary components of the legislature?

6. What is the legislature with one house called? What is the legislature with two separate houses called?

7. What is the main function of political executives?

8. What role is assigned to the chief executive in presidential systems and in parliamentary systems?

9. What do judges have to deal with?

10. What is the pattern of judicial organization in Britain?

Task 6. Decide True or False. Correct false sentences.

1. The existence of separate institutions such as legislatures, executives, and judiciaries always implies separation of powers.

2. The legislature is equal to the executive in parliamentary systems of government.

3. Legislatures monopolize the function of making law.

4. Other institutions cannot exercise powers of legislation.

5. In mixed presidential-parliamentary systems the role is assigned to the chief executive.

6. In the United States there is only a single integrated court system.

7. Separation of powers doesn't lead to any problems.

8. Legislatures are only lawmaking bodies.

9. The process of judicial decision making is indistinctive.

10. In presidential systems the president is only the ceremonial head of state.

Task 7. Complete the sentences with the verbs in bold.

executive judicial presidential court totalitarianism officials chambers legislatures parliamentary constitutionalism

1. The concept of separation of powers is one of the principal doctrines of modern _____.

2. In the nonconstitutional system of _____ power is not shared but rather concentrated in a single organ.

3. In most systems_____ also have other tasks, such as selection and criticism of the government, supervision of administration.

4. In most systems the _____ has a power of veto over legislation.

5. In the USA system it is done by means of _____ review of legislation.

6. The primary components of a legislature are one or more _____ or houses that debate and vote upon bills.

7. Political executives are government _____ who participate in the determination of government policy.

8. In _____ systems the president is both the political head of the government and the ceremonial head of state.

9. In _____ systems the prime minister is the national political leader.

10. Established _____ systems are found in all advanced political systems.

Task 8. Translate the sentences into English.

1. Майже всі сучасні конституції передбачають окреме створення законодавчої, виконавчої та судової влади.

2. Характерною функцією всіх законодавчих органів є створення закону.

3. Законодавчі органи є не просто законодавчими органами.

4. Судді часто беруть участь у законотворчому процесі, наприклад, в американській системі це відбувається за допомогою судового контролю за законодавством.

5. Найпоширеніші назви законодавчих органів – парламент і конгрес.

6. Політичні керівники – це урядовці, які беруть участь у визначенні державної політики.

7. Вирішальним елементом в організації національної виконавчої влади є роль, покладена на виконавця.

8. У Франції, президент виконує обов'язки глави держави, але також призначає прем'єр-міністра та кабінету міністрів.

9. Як і законодавці та виконавці, судді є головними учасниками процесу вироблення політики.

10. Зазвичай існує дві судові ієрархії, одна з яких розглядає цивільні, а друга – кримінальні справи.

Task 9. Find key-sentence in each paragraph and write it down below.

Task 10. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 11. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus

Pronoun. Personal and Possessive Pronouns

Personal		Possessive	
noun object	**object case**	**general**	**absolute**
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

Task 12. Most of the sentences below have mistakes. Find and correct them.

Example: *my*   He is mine friend.
   +   She is a friend of mine.

1. What business is it of their?
2. Everyone had own work of his to do.
3. The main difference between our brains and those of monkeys
   is that ours are bigger.
4. It was a favourite her action.
5. The idea was our.
6. Garry introduced ours to his friends.
7. These are my gloves. Your are in the drawer.
8. Is it yours? – No, it isn't my.
9. Perhaps he's ashamed of theirs act.
10. He bent and touched his mouth to her.

Task. 13. Work in pairs. Use the pronouns in brackets in the proper form in the sentences below.

Example: Tell (they) to translate it without a dictionary.

Tell them to translate it without a dictionary.

1. Let (I) help (she).

_____.

2. Ask (he) about (they).

_____.

3. Let come (we).

_____.

4. Let (I) introduce (she).

_____.

5. Let (we) help (she).

_____.

6. Will (you) introduce (I)?

_____.

7. Let (we) meet (they) at five.

_____.

8. Peter wants (I) to meet (he).

_____.

9. Let (he) stay with (we).

_____.

Task 14. Correct the mistakes in using pronouns.

Text 1:

Yesterday, I saw my friend Mike. He said that he lost his phone in the park. Mike was very upset because the phone contains a lot of important information for her. I told him that we should go and look for it. When we arrived at the park, Mike retraced him steps. Fortunately, a kind lady had found Mike's phone and was waiting to see if someone would come back for it. She was very relieved and thanked the lady profusely. It just goes to show that there are still good people in the world.

Text 2:

Sarah and John are planning their vacation. Sarah wants to go to the beach, but John prefer the mountains. Sarah says that the beach is more relaxing, but him thinks that the mountains offer better activities. Eventually, they decide to compromise. John suggests that they spend a few days at the beach and then go to the mountains. Sarah agrees, saying it's the best solution for they. Both are excited about their trip and start preparing for it immediately. Sarah takes care of booking the hotels while John looks into travel arrangements.

Task 15. Pronoun Story Creation: Write a short story or a paragraph using as many personal and possessive pronouns as you can.

Unit 9. Democracy as a Form of Government

Task 1. Warm up. What is the Democracy Index? Analyze the picture.

The State of Democracy
Global Democracy Index rates, by country/territory (2022)*

Full democracies
- 9.00-10.00
- 8.00-8.99

Flawed democracies
- 7.00-7.99
- 6.00-6.99

Hybrid regimes
- 5.00-5.99
- 4.00-4.99

Authoritarian regimes
- 3.00-3.99
- 2.00-2.99
- 0-1.99

No data
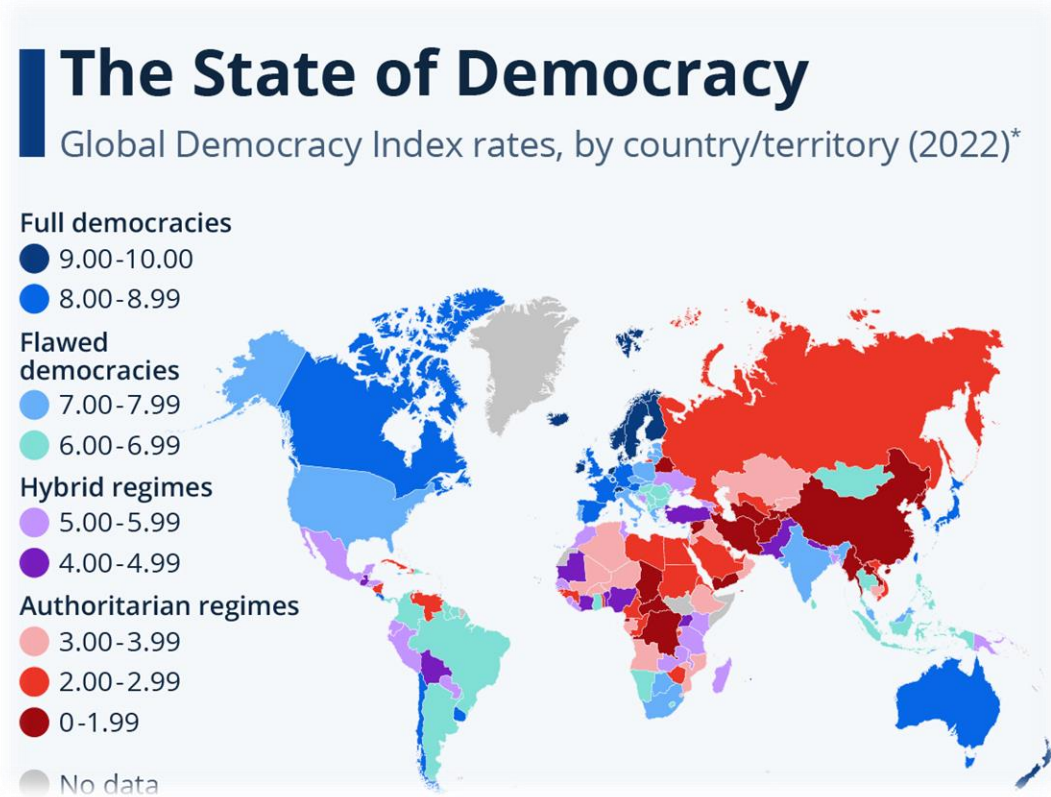
Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
Democracy	демократія	A system of government in which power is vested in the people, who rule either directly or through freely elected representatives.
Gettysburg Address	Геттісберзька промова	A famous speech by U.S. President Abraham Lincoln during the American Civil War, emphasizing the principles of human equality and democracy
Society	суспільство	A community of people living together in a more or less ordered community.
Government	уряд	The governing body of a nation, state, or community.

Equality	рівність	The state of being equal, especially in status, rights, and opportunities.
Liberty	свобода	The state of being free within society from oppressive restrictions imposed by authority on one's way of life, behavior, or political views.
Inalienable rights	невід'ємні права	Rights that cannot be taken away or denied, often referring to the fundamental human rights.
Pursuit of happiness	прагнення щастя	An individual's right to pursue personal well-being and happiness.
Citizen	громадянин	A legally recognized subject or national of a state or commonwealth, either native or naturalized.
Sovereigns	суверени	Supreme rulers or the ultimate authority in a state.
Policies	політика	A course or principle of action adopted or proposed by a government, party, business, or individual.
Taxes	податки	Compulsory contributions to state revenue, levied by the government on workers' income and business profits or added to the cost of some goods, services, and transactions.
Oligarchy	олігархія	A small group of people having control of a country, organization, or institution.
Suffrage	виборче право	The right to vote in political elections.
Constitutional republic	конституційна республіка	A form of government in which a head of state is elected and the rules of governance are defined in a constitution.

Task 2. Read the text and complete the information below:

1. The word democracy has .... origin.

2. A true democracy means a society in which ....

3. A true democracy was defined by..................................... .

4. The term democracy came into use in ....

5. Direct democracy was the government adopted by.......... .

6. Ancient Greek had no true democracy because ....

7. Britain became genuine democracy only.......................... .

The Origin of Democracy

In his Gettysburg Address of November 1863, President Abraham Lincoln defined the kind of society he wanted the United States to preserve: "government of the people, by the people, for the people." He was defining democracy, but not as it existed anywhere in the world at that time. He was describing an ideal, which increasingly became realized in the next century. The ideal was based upon a basic concept of the Declaration of Independence- all human beings are created equal and are endowed with certain inalienable rights, including life, liberty, and the pursuit of happiness.

The word "democracy" is derived from two Greek words: demos, meaning "the people", and kratos, meaning 'rule'. A democracy is a way of governing in which the whole body of citizens takes charge of its own affairs. As citizens of towns, cities, counties, states or provinces, and nations, the people are the sovereigns, the source of power. Democracy means that they can freely make the decisions about what is best for them: what policies to adopt and what taxes to pay. A true democracy, as Lincoln was defining it, means a society in which all the people are citizens with the same rights to participate in its government.

As a term for a type of government, democracy came into use during the 5th century BC in Greece. Since then it has acquired a number of different meanings, most of which have common elements. The most basic and original sense is direct

democracy- a government in which political decisions are made directly by all the citizens and policies are decided by majority rule.

Direct democracy was the government adopted by some ancient Greek city-states. Many centuries later, during the colonial era in North America, the New England townships chose direct democracy as their form of government. All the townspeople gathered at one time and place to decide public policies.

Neither ancient Greek nor colonial New England had a true democracy because some segments of the population did not have the rights of citizenship. Certain members of Greek society were considered either non- citizens or second-class citizens. Women and slaves, for example, were denied participation in government. In New England, only property-owning white males were active in government. Women, poor whites, and slaves were non-participants.

To the extent that any segment of the population is deliberately excluded from citizen participation, a government fails to be a true democracy. It is really an oligarchy, or government by the few. In the United States, for example, women were not granted suffrage until the 20th century, after World War I. Although the United States became a constitutional republic in the 1780s, about a century after Britain became a constitutional monarchy, neither was a genuine democracy until after 1900.

Task 3. Match these verbs and nouns as they occur together in the text.

1 .define	a) decisions
2. come	b) the kind of society
3. acquire	c) public policies
4. make	d) suffrage
5. grant	e) a number of meanings
6. decide	f) into use
7. deny	g) participation

Task 4. Match the definitions

1.direct	a) a democratic system of government, where the executive branch of
2. liberal	
3. illiberal	parliamentary government is usually a cabinet

4. parliamentary	b) a republic which has democracy through elected representatives
5. republican	c) a system of government in which the citizens have little or no participation in
6. totalitarian	the process of making decisions.
	d) implementation of democracy in more pure forms .
	e) a form of democracy with protection for individual liberty and property by
	rule of law
	f) a type of democracy where there are no or weak limits on the power of those who rule

Task 5. Answer the questions.

1. What is your idea of a true democracy?

2. What context is the term "democracy" usually used in?

3. What types of democracy exist in modern world?

4. What is direct democracy characterized by?

5. Which countries provide the strongest examples of modern direct democracy?

6. What is liberal democracy?

7. What forms can liberal democracy take?

Task 6. Read the quotations and comment.

Remember, **democracy never lasts long.** It soon wastes, exhausts, and **murders itself.** There never was a democracy yet that did not commit suicide.

– Will Rogers

AZ QUOTES

"DEMOCRACY IS WHEN THE PEOPLE KEEP A GOVERNMENT IN CHECK."

AUNG SAN SUU KYI

As I would not be a slave, so I would not be a master. This expresses my idea of Democracy.

Abraham Lincoln
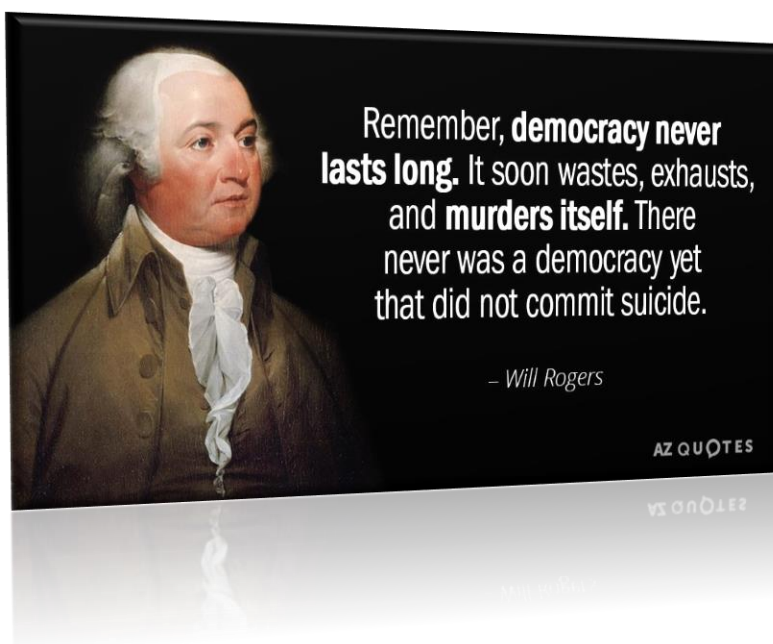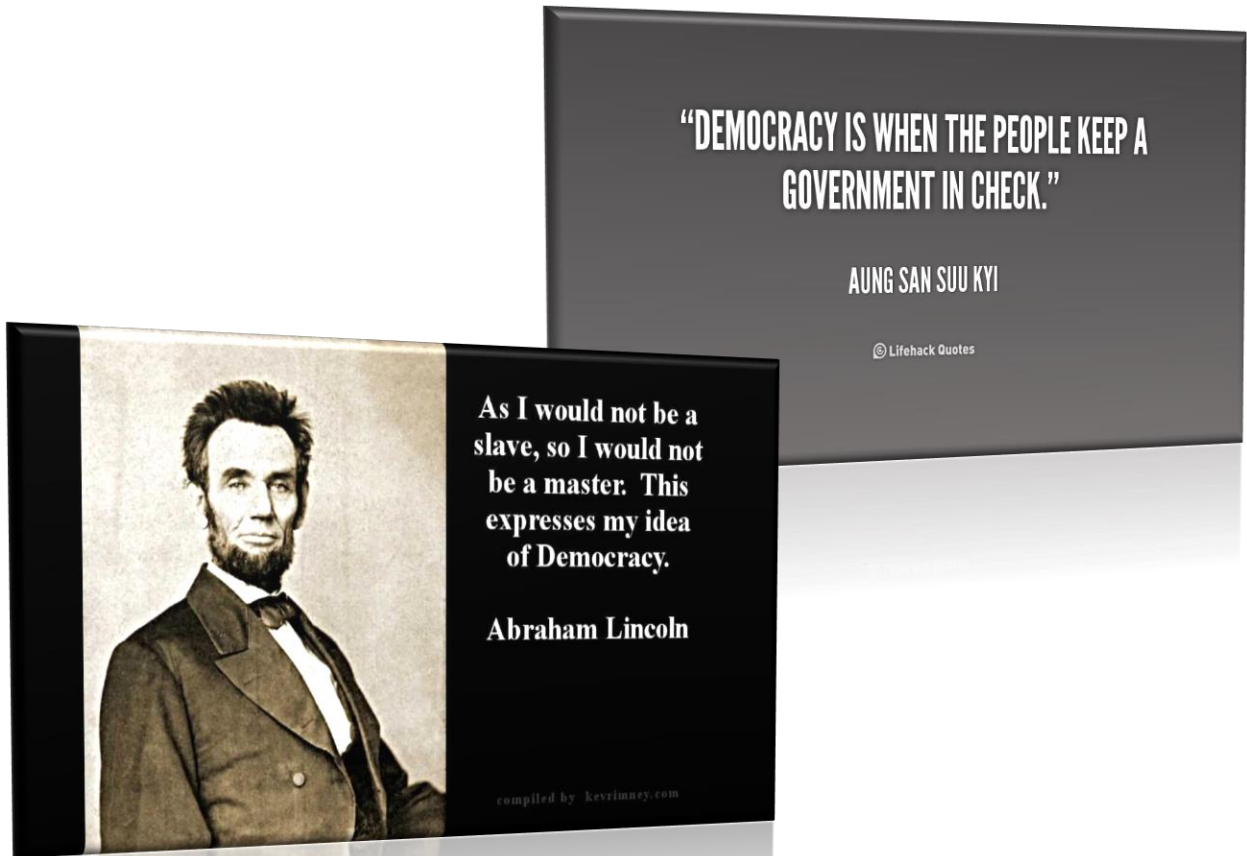
Task 7. Find key-sentence in each paragraph and write it down below.

Task 8. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 9. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus

have to, must, should

1. You have to wear a seatbelt in a car.
2. Do you have to work on Saturdays? ,
3. I had to wear a uniform at work.

4. I'll have to get up early tomorrow.

5. You must be on time tomorrow, because there's a test.

6. You must remember to phone Emily – it's her birthday.

- *have to* and *must a*re normally used to talk about obligation or something that it is necessary to do.

- *have to* is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.

- *must* is a modal verb. It only exists in the present, but it can be used with a future meaning. You can also use have to or must for strong recommendations.

Task 10. Complete with the correct form of 'have to' or 'must'.

1. If Richard wants to become a professional musician, he_____practise every day.

2. He _____ go to work because there was an emergency.

3. In order to log on to the Internet, Sally _____ enter her user I.D.

4. According to the law, drivers _____ stop at stop signs.

5. When a police officer asks to see your driver's license, you _____ to show it to him/her.

6. You____stop at the red light.

7. Mrs. Parks can't see very well. She_____wear glasses.

8. Mr. Dimson is travelling abroad this summer, so he____ get his passport soon.

9. It's freezing outside, so we____ take a cab and not walk.

10. Snow has blocked the roads. We_____ stay here until it's cleared.

Task 11. Work in pairs. Read the text below. Then discuss with your partner the situation described in the text.

In 1999 the Boomland State School of Medicine imported 175 fierce, honey-bearing African queen bees to cross breed with the Boomlish honeybees in hopes of producing a new strain of bees with a gentle disposition and a high honey yield. Somehow, 26 of the killer queens escaped the laboratory, and in the early 2000s

newspapers began carrying reports of thousands of "killer bees" attacking crowds of people in downtown areas of Boomland. In 2005 an attack in a public square lasted a full four minutes.

Earlier that year, killer bee attacks in the Boomland town of New Fort claimed the life of one person and left 16 injured.

Example: be able

The Boomland researchers thought they would be able to produce a new breed of bees.

1. could

The Boomland researchers _____ about the african bees.

2. can

Nothing _____ about the killer bees now.

3. could

As it turned out, the killer bees _____ quite dangerous.

4. can

According to the newspapers, the killer bees' attacks _____ for a long time.

5. be able

The people are not sure _____ to resist the killer bees' attacks.

6. could

The killer bees' attacks demonstrated _____ serious injuries.

7. can

According to the available data killer bees _____ death to people.

Task 12. Scenario-Based Practice. Devide student's into two groups. Ask to write 7 different scenarious, For example, *You are sick and need to take medicine, You are giving advice to a friend who is visiting your city about the places they need to see.* Other group should respond using have to or must.

Unit 10. Transparency in Government

Task 1. Warm up. What is called the government transparency? Complete a chart.
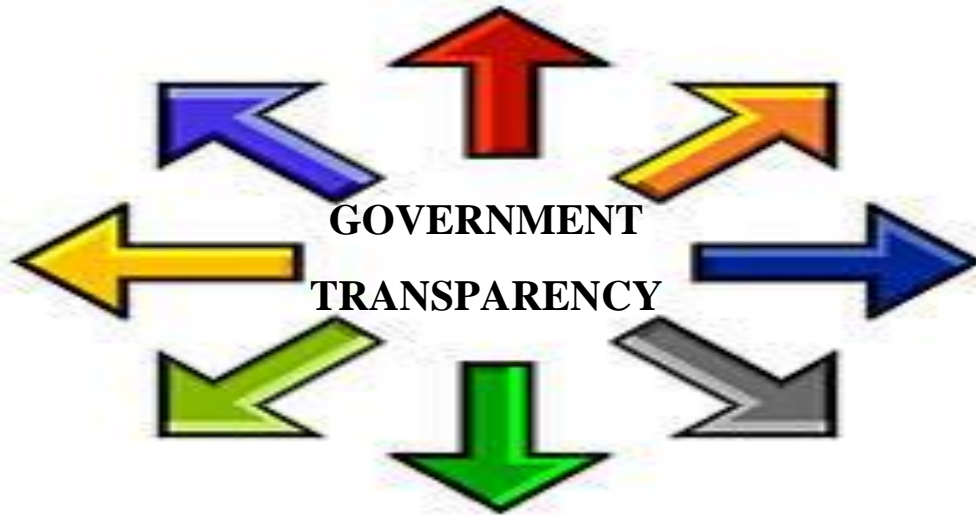
Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definitions
Open Data	Відкриті дані	Data that is freely available to everyone to use and republish without restrictions.
Transparency	Прозорість	The accessibility of information to the general public and the clarity of government actions.
Government Transparency	Прозорість уряду	The openness and clarity in the functioning and decision-making of the government.
Initiatives	Ініціативи	New plans or strategies intended to resolve a problem or improve a situation.
Enhancing	Поліпшення	Improving or augmenting, especially in terms of quality or value.

Publicly Available	Доступні громадськості	Information or data that can be accessed by anyone without restrictions.
Accountability	Відповідальність	The state of being responsible for one's actions, especially in a governmental context.
User-Friendly	Зручний для користувача	Easy to use or understand by people with varying levels of expertise.
Outreach	Зовнішнє спілкування	The activity of providing services or information to people who might not otherwise have access to them
Provision	Надання	The act of providing or supplying something for use.
Republish	Перевидання	To publish again or make available to the public again.
Online Portals	Онлайн-портали	Websites that provide access to a variety of information and services.
Legislative Processes	Законодавчі процеси	The procedures involved in making and enacting laws.
Social Media Platforms	Платформи соціальних медіа	Websites and applications that enable users to create and share content or participate in social networking.
Digital Divide	Цифровий розрив	The gap between those who have ready access to computers and the internet, and those who do not.
Data Privacy	Конфіденційність даних	The aspect of information technology that deals with the ability an organization or

		individual has to determine what data in a computer system can be shared with third parties.
Security	Безпека	The state of being free from danger or threat, particularly in the context of data and information.
Integration	Інтеграція	The process of combining or coordinating separate elements to work together.
Governance	Управління	The action or manner of governing a state, organization, or people.
Democratic Engagement	Демократичне залучення	Active participation in democratic processes and governance.

Task 2. Read an article and match each paragraph with a heading.

A. "The Essence and Importance of Government Transparency"

B. "Technological Tools for Enhancing Transparency"

C. "Challenges in Achieving Full Transparency"

D. "The Future of Transparency in Governance"

E. "Social Media as a Platform for Government Communication"

<u>**Advancing Government Transparency Through Technology**</u>

Paragraph 1

In recent years, the concept of government transparency has become increasingly important globally. The essence of transparency lies in the accessibility of information to the general public and the clarity of government actions. With the advent of new technologies, governments have unique opportunities to enhance transparency, which, in turn, can lead to greater public trust and more effective governance.

Paragraph 2

One of the most significant advancements in this area has been the development of online portals that provide access to a wide range of government data. These platforms often include information about budgets, public spending, policy decisions, and legislative processes. By making this data easily accessible, citizens are better equipped to understand and engage with the workings of their government.

Paragraph 3

Another key aspect of technological advancement in transparency is the use of social media as a tool for communication and engagement. Governments are increasingly using social media platforms to share information quickly and interact with citizens. This approach not only disseminates information rapidly but also allows for a two-way communication channel, where citizens can ask questions and provide feedback.

Paragraph 4

However, the journey towards full transparency is not without its challenges. One significant concern is ensuring the security and privacy of data, especially personal information of citizens. Governments must balance openness with the need to protect sensitive information. Additionally, there is the challenge of digital divide - ensuring that all citizens, regardless of their location or socioeconomic status, have access to digital resources.

Paragraph 5

In conclusion, the integration of technology in government operations has the potential to significantly enhance transparency. While there are challenges to be addressed, the overall impact of these technological solutions points towards a more open, accountable, and participatory form of governance. As technology continues to evolve, it is likely that new tools and platforms will emerge, further advancing the cause of government transparency.

[Adapted from https://www.realtransparentdisclosure.com/blog/2023/09/11/10-things-that-explain-

what-transparency-is-and-isnt/]

Task 3. Find words in the article that correspond to the following definitions:

1. The act or state of being open to public scrutiny and not secretive.

Word: _____

2. A systematic method or approach involving practical procedures.

Word: _____

3. The ability to access, understand, and use information.

Word: _____

4. Platforms on the internet where users can share information rapidly.

Word: _____

5. The process of making available or providing access to digital resources.

Word: _____

6. The quality of being responsible or accountable.

Word: _____

7. A significant advancement or development in a particular field.

Word: _____

8. Online gateways that provide comprehensive information.

Word: _____

9. The division that exists between those who have and those who do not have access to modern information and communication technology.

Word: _____

10. The act of involving or including someone in a decision or activity.

Word: _____

Task 4. Think about your answers to the following questions:

1. What is the significance of government transparency in the context of effective governance, and how has technology impacted this area?

2. Describe how online portals have contributed to government transparency. What types of information are typically made available through these portals?

3. How has the use of social media by governments changed the way information is communicated to and received by the public?

4. Discuss the challenges faced by governments in ensuring full transparency through technology. How significant is the issue of data security and privacy in this context?

5. What are the potential consequences of the digital divide on government transparency, and how might governments address this issue?

6. Reflect on the future of government transparency as technology continues to evolve. What new tools or platforms do you think could further enhance transparency in governance?

7. In your opinion, how can governments balance the need for transparency with the protection of sensitive information?

8. What role do you think citizens play in the process of government transparency, especially in the digital age?

Task 5. Rearrange the paragraphs (A, B, C, D, E) to form a text.

The Role of Open Data in Promoting Government Transparency

Paragraph A

Open data initiatives are also playing a crucial role in enhancing government transparency. By making a wide range of government data publicly available, citizens and organizations can analyze and utilize this information for various purposes. This transparency fosters an environment where governmental accountability is heightened, and public trust can be built.

Paragraph B

However, simply making data available is not enough. It's crucial that the data is accessible and understandable to the general public. This means providing data in

user-friendly formats and ensuring that people have the means and skills to interpret it. Education and outreach are key components in maximizing the effectiveness of open data.

Paragraph C

One of the fundamental elements of a transparent government is the provision of open data. This concept refers to the idea that certain data should be freely available to everyone to use and republish as they wish, without restrictions. Open data is particularly important in the realm of government, where it pertains to data that the government collects and produces.

Paragraph D

In conclusion, the implementation of open data is a significant step towards more transparent governance. Challenges remain, such as ensuring data privacy and security and overcoming the digital divide, but the potential benefits in terms of democratic engagement and accountability are substantial.

Paragraph E

Open data has diverse applications, from enhancing democratic engagement to improving public services. For instance, it allows citizens to be more informed about government activities and decision-making processes. It also enables journalists, researchers, and civil society organizations to hold governments accountable for their actions.

[Adapted from https://www.undp.org/sites/g/files/zskgke326/files/2023-03/20230317_Open%20Government%20Data_fin.fin_.pdf]

Task 6. Mark sentences as true or false.

1. Open data refers to the idea that certain data should be freely available to everyone without restrictions.
2. Open data initiatives have no impact on government transparency.
3. Open data allows citizens to be more informed about government activities.
4. Making data available is sufficient for maximizing the effectiveness of open data.

5. The implementation of open data has no potential benefits in terms of democratic engagement and accountability.

Task 6. Choose the correct answer.

1. What does the concept of open data in a transparent government refer to?

A. The idea that certain data should be freely available to everyone without restrictions.

B. The idea that certain data should only be available to government officials.

C. The idea that certain data should be available for a fee.

D. The idea that certain data should be kept confidential.

2. How do open data initiatives enhance government transparency?

A. By restricting access to government data.

B. By analyzing and utilizing government data for various purposes.

C. By limiting public access to government information.

D. By decreasing governmental accountability.

3. What are some applications of open data?

A. Enhancing democratic engagement and improving public services.

B. Restricting access to government activities and decision-making processes.

C. Decreasing public trust in government actions.

D. Limiting the role of journalists, researchers, and civil society organizations.

4. Why is it important to make data accessible and understandable to the general public?

A. To ensure data privacy and security.

B. To maximize the effectiveness of open data.

C. To restrict public access to government information.

D. To overcome the digital divide.

5. What are some challenges in implementing open data?

A. Ensuring data privacy and security and overcoming the digital divide.

B. Restricting access to government data.

C. Decreasing democratic engagement and accountability.

D. Limiting public trust in government actions.

Task 7. Discuss the following questions in group:

1. How does open data contribute to a more transparent government, and why is this transparency important for a democratic society?

2. Discuss the challenges of making government data not only available but also accessible and understandable to the general public. What steps can be taken to overcome these challenges?

3. How can open data be utilized by journalists, researchers, and civil society organizations to hold governments accountable? Can you think of any real-world examples where this has been effective?

4. Reflect on the potential risks and challenges associated with open data, such as data privacy and security. How should governments balance the need for transparency with these concerns?

Task 8. Fill in the missing words:

Transparency   Legislative Processes   Integration   Security   Outreach   Democratic Engagement   Online Portals   Accountability   Social Media Platforms   Digital Divide

1. The use of _____ greatly simplifies citizens' access to government information.

2. _____ in government is a key factor in increasing public trust.

3. Governments must ensure _____ of data when using digital technologies.

4. _____ become more accessible for understanding thanks to online platforms.

5. Social networks and _____ play an important role in government communication with the public.

6. _____ is a serious issue that affects the accessibility of digital resources for all citizens.

7. The _____ of new technologies into government operations can significantly increase efficiency.

8. _____ is important for supporting a healthy political process.

9. _____ of the government to its citizens is the foundation of democracy.

10._____ programs help ensure that all citizens have access to important information.

Task 9. Translate the following sentences into English.

1. Урядова прозорість підвищується завдяки відкритому доступу до державних даних.

2. Через цифровий розрив деякі громадяни можуть не мати доступу до цифрових урядових послуг.

3. Законодавчі процеси стали більш зрозумілими та доступними через Інтернет.

4. Платформи соціальних медіа використовуються для поширення урядової інформації.

5. Інтеграція нових технологій вимагає сильної безпеки даних.

6. Відповідальність уряду перед населенням є ключовою для ефективної політики.

7. Уряд проводить зовнішнє спілкування для залучення громадськості.

8. Використання онлайн-порталів спрощує доступ до державних послуг.

9. Залучення громадян до демократії сприяє політичній активності.

10.Доступність інформації через Інтернет сприяє прозорості в уряді.

Task 10. Home essay. Choose one of the topic and write an opinion essay.

➢ The Importance of Transparency in Government.

➢ Transparency and Corruption Control: Analyze the relationship between transparency and the control of corruption within government.

➢ Government Transparency in the Digital Age: Examine how technological advancements, such as open data initiatives and online platforms, have revolutionized government transparency.

Grammar Focus

Modals: deductions about the past

Ми використовуємо *must have + past participle*, коли ми впевнені в тому, що сталося.

Who told the newspapers about the prime minister's plans? It must have been someone close to him.

The thief must have had a key. The door was locked and nothing was broken.

Ми можемо використовувати *might have або may have + past participle*, коли ми вважаємо, що щось могло статися. *May have* є більш офіційним варіантом, ніж might have. В цьому контексті також можливе використання *could have*, але воно менш поширене.

I think I might have left the air conditioning on. Please can you check?

Police think the suspect may have left the country using a fake passport.

Ми використовуємо *can't have* та *couldn't have + past participle*, коли ми вважаємо, що щось не могло статися.

She can't have driven there. Her car keys are still here.

I thought I saw Adnan this morning but it couldn't have been him – he's in Greece this week.

Task 11. Choose the correct option to complete the sentences.

1. Why were there no buses yesterday? Maybe it was the snow or they *(must have / might have / couldn't have)* been on strike.

2. The windows are all foggy this morning. It *(must have / might have / couldn't have)* rained last night.

3. The lights are on, but nobody is home. They *(must have / might have / couldn't have)* forgotten to turn them off.

4. He's not answering his phone, and it's switched off. He *(must have / might have / couldn't have)* run out of battery.

5. This ancient artifact is in perfect condition. It *(must have / might have / couldn't have)* been stored very carefully.

6. I saw someone who looked like Julia in the mall today, but it *(must have / might have / couldn't have)* been her; she moved to another city last month.

7. The cake is gone! Someone *(must have / might have / couldn't have)* eaten it during the night.

8. I can't find my glasses anywhere. I (*must have / might have / couldn't have*) left them at the office.

9. The team played exceptionally well last game. They *(must have / might have / couldn't have)* practiced a lot.

10. There's a dent in the car, but my son had it the whole day, and he swears he didn't hit anything. He *(must have / might have / couldn't have)* noticed it.

Task 12. Read the scenarios provided below and write a sentence using 'must have', 'might have', 'may have', 'can't have', or 'couldn't have' to make a deduction about what happened in the past.

1. Scenario: You come home and find the front door unlocked.

Your Deduction: "Someone _____ forgotten to lock it."

2. Scenario: Your friend, who is usually not good at sports, wins a tennis match.

Your Deduction: "He _____ practiced a lot recently."

3. Scenario: You see wet footprints in your house but it's not raining outside.

Your Deduction: "The dog _____ come in from the garden."

4. Scenario: There's an unexplained charge on your credit card statement.

Your Deduction: "I _____ used my card somewhere unsafe."

5. Scenario: Your colleague, who never misses work, is absent today without notice.

Your Deduction: "She _____ fallen ill suddenly."

6. Scenario: You find a bird in your house after leaving the windows open.

Your Deduction: "The bird _____ flown in through the open window."

7. Scenario: Your plant is withered, even though you water it regularly.

Your Deduction: "It _____ gotten too much direct sunlight."

8. Scenario: A book you lent to a friend comes back with a torn cover.

Your Deduction: "They _____ handled it carelessly."

9. Scenario: You hear a loud noise at night but find nothing unusual in the morning.

Your Deduction: "It _____ been something outside."

10. Scenario: Your neighbor's cat is sitting outside in the rain.

Your Deduction: "It _____ not realized it's raining."

Task 13. Divide students into 2 groups. Each group prepares 5 scenarios. Then they present them and other group gives their suggestions about what happened. (then switch roles)

MODULE III. Public administration and management

Unit 11. Management Development for Public Service Organizations

Task 1. Warm up. Describe the picture. What do you think will be mentioned in the text?

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definitions
be governed by interests	керуватися інтересами	To be influenced or controlled by personal or group interests.
be heavily influenced by sth	піддаватися сильному впливу ч-небудь	To be greatly affected or shaped by a particular factor or entity.
social priorities	суспільні пріоритети	The most important issues or goals that are recognized and addressed by a society.
at large	в цілому / здебільшого	In general; as a whole (often used to describe the whole of a community or society).
to focus on sth	зосереджуватися на	To concentrate attention or effort on

	чому-небудь	a particular subject or activity.
multiple layers	численні рівні	Various levels or aspects of something complex.
to loosen up	послаблювати	To become more relaxed or less strict.
to give way to sth.	поступатися дорогою ч-небудь	To yield or succumb to something; to be replaced or superseded by something else.
to follow suit	слідувати загальному наприклад	To do the same thing as someone else; to imitate or follow an example.
to reassess an approach	переглядати підхід	To reevaluate or reconsider a method or way of doing something.
Arguably	можна стверджувати, що / можливо	It can be reasonably argued or claimed (used to present a possible point of view).
to consider oneself accountable to	вважати себе відповідальним перед ким-небудь	To believe that one is responsible to someone or for something.
to bear in mind	мати на увазі	To remember or consider something.
processes of allocation	процеси розподілу	Methods or procedures for distributing or assigning resources or responsibilities.
(on) secondment	1. заміщення, 2. (в) відрядженні	Temporary transfer to a different job or position, often within the same organization.
to contribute to sth	вносити / робити внесок у чому-небудь	To help to cause or bring about something.
Consequently	отже	As a result; therefore.
be relatively simple	бути відносно простим	To be straightforward or

		uncomplicated compared to other things.
Analogous	аналогічний / схожий	Similar in some way; comparable.
management techniques	техніка управління	Methods or strategies used in organizing and controlling a group, project, or organization.
discretionary power	надана влада (на чиюсь розсуд)	The authority to make decisions based on one's own judgment and choices.
lay down for	встановлювати для (правила, закони і т.п.)	To establish or set out (rules, principles, or guidelines).
to modify adopted practice	змінювати прийняту практику	To change or alter a method or approach that is already in use.
grave disadvantages	серйозні недоліки	Serious or significant drawbacks or negatives.
arbitrary procedures	арбітражні процедури	Processes or methods based on random choice or personal whim, rather than reason or system.
disparity of treatment	відмінність / невідповідність відносини	Unequal or different treatment or behavior towards different people or groups.
Codify	кодифікувати	To arrange (laws or rules) into a systematic code or system.
be content	задовольнятися / бути (само) задоволеним	To be satisfied or happy with something.
in statute form,	в статутний формі	In the form of a written law passed by a legislative body.
be deprived of	позбавлятися права чого-небудь	To be denied the possession or use of something.
to leave sbd a	надавати комусь	To allow someone freedom or

certain latitude in sth	повноту дій	flexibility in how they do something.
rigid a legal framework	жорсткі законодавчі рамки	A legal system or structure that is strict and inflexible.

Task 2. Read the text. Be ready to do tasks after the text.

The Aims of Public Service Organizations

The aim of public services is to improve the quality of life of the general public. Many different types of goods and services are required such as fire protection, transport, post and telecommunications, education, health care, water, electricity and gas, recreation, etc. Whereas a private service company is governed by commercial interests, a public service company responsible for the provision of public services is heavily influenced by political and social priorities. At the consumer end, the objectives of a public service organization are social rather than commercial.

The aim of public service organizations is also to provide necessities to the public at large, some of which the public does not pay for directly. Where commercial companies usually focus on opportunities and innovation, public service organizations focus more on control and structure. This increases the time it takes an agency to carry out the routine and necessary steps to execute their programme missions. Such problems are particularly common in large government agencies because of their multiple layers of management review and approval.

In many countries heavy, bureaucratic structures are loosening up to give way to more functional, service-oriented structures. The shift in corporate thinking made many companies change from product-oriented to customer- and market-oriented approaches. Some public service organizations have followed suit. Public

service professionals are having to reassess their approach to meet the demands of an increasingly aware general public for service satisfaction. Arguably, for the first time, they now consider themselves accountable to the public they serve. The shift in thinking has led many public service organizations to take measures to improve the quality of their services. These not only include internal efficiency improvement measures, but also the "front line" contact with the public. For example, in the UK, certain police authorities are experimenting with psychology, behavioral and communication training for their officers. Another example is France Telecom which through frequent and systematic consumer surveys, is exploring the public's present and possible future needs for services.
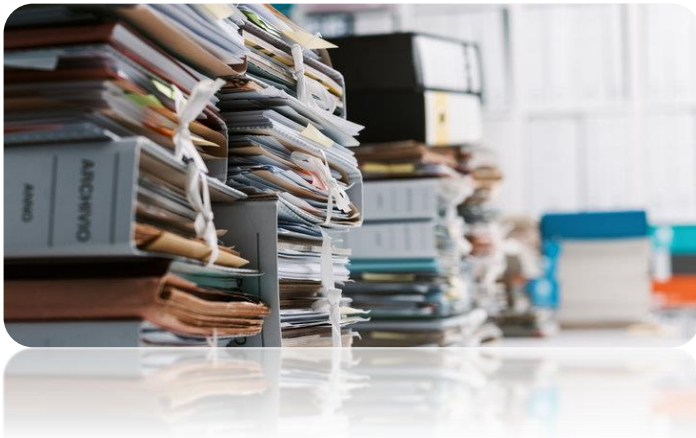
In spite of such initiatives, public service organizations on the whole retain their bureaucratic nature. Even though attempts are made to improve their accountability vis-a-vie the public, they remain largely monopolistic, with the environment in which they operate staying fairly stable overtime. These two factors – a high degree of monopoly and, as a result, lack of competition – make public service organizations resistant to change.

Bearing in mind that the pattern of activities of public service organizations is moving towards the same mode as commercial firms, that is becoming more adaptable and efficient – it seems highly desirable that they should move from bureaucratic towards managerial control as well.

The Management of the Civil Service

The value of an administration depends to a great extent on the way its staff is deployed, badly or well according to the greater or lesser wisdom of the regulations and processes of allocation, promotion, secondment and so on. The use which is made of public servants can contribute also to their training and

development. Lastly morale, and consequently efficiency, are always influenced favourably by the quality of the management to which the official is subject.

Personnel management is relatively simple when it concerns officials recruited to fill a specific post, who do not belong to any particular corps and are not in the career service. Where they are concerned there is normally no question of promotion, transfer or secondment; since they are bound to the State by bonds identical or analogous to those of private law, their dismissal does not raise any special difficulties. Personnel management is very complex on the other hand when it concerns career officials.

The many problems which then arise can be grouped round the following questions, some of which concern non-career staff too:

- to what extent should personnel management be subject to general and compulsory regulation?

- to whom should it be entrusted?

- what considerations should guide the principal management measures?

- how can good human relations be established within the civil service?

Personnel management is that part of management concerned with the management of people at work. Most organizations have a specialist personnel department which gives support to managers and supervisors, who have direct responsibility for the management of people. There are a number of specialist management techniques which together comprise personnel management and varies greatly from one organization to another.

Management Codes

Personnel management may be left to the discretionary power of the administration with each minister and even each departmental head undertaking as he sees fit to post, promote and dismiss the civil servants working under him. This system does not necessarily lead to anarchy: the responsible authority may lay

down for itself certain lines of conduct, but it is not obliged to do so and is always free to modify adopted practice. This freedom has certain advantages: it allows for a very flexible type of management, adapted to the circumstances and needs of the moment. But there are also grave disadvantages in this system, such as the risk of arbitrary procedures and of disparity of treatment between officials in different agencies. For this reason most States have codified the management of their personnel. This has been done with varying degree of strictness. In some cases they have been content simply to give each corps particular regulations fixing the conditions of promotion, secondment and dismissal. In others they have adopted general regulations, usually in statute form, which are implemented within this general framework by particular regulations.

The adoption of regulations- whether general or particular – does not in any case mean that the managing authority is deprived of all his freedom, since they may leave him a certain latitude in his decisions. The latitude varies according to the type of decision involved: thus for example posting of staff may be left free, while the conditions of promotion or dismissal will be laid down in great detail.

Some countries however, like Great Britain, have preferred not to tie the hands of the administration by too rigid a legal framework. Though management rules certainly exist in Britain, they are essentially based on accepted practice, a fact that makes it easier to adapt them to changing needs.

[Adapted from https://www.quora.com/What-is-a-public-sector-organization-What-are-its-aims-and-objectives]

Task 3. Pronounce the following words correctly. Translate the words into Ukrainian. Practice the correct spelling of the words.

quality	necessities	routine	execute
bureaucratic	arguably	measures	environment
managerial	significant	ethics	psychology

discretionary	technique	secondment	contribute
consequently	favourably	bound	concern
compulsory	discretionary	disparity	latitude rigid
anarchy	circumstances	authority	vital
abreast	numeracy	encourage	equality
access	available	expectation	measurement

Task 4. Give the English equivalents to the expressions from the text.

1) постачання, забезпечення чому-небудь

2) першочергове значення

3) наближення, підхід до будь-кого

4) здатність читати і писати

5) якість, яке можна розвивати

6) навколишні обставини

7) правила поведінки

8) згоду, схвалення чого-небудь

9) значні зусилля та інвестиції

10) нерозривно пов'язане із забезпеченням

11) забезпечити стратегічну основу

12) визнавати важливість навчання і підвищення кваліфікації

13) заохочувати навчання і пропонувати рівність можливостей

14) визначення стандартів

15) здійснення і модернізація плану підвищення кваліфікації

16) вимога кращої якості

17) не відставати від досягнень науки і техніки

18) мати належні інструменти для виконання роботи

19) процвітання і підвищення добробуту країни

20) обраний по заслугах

21) грати життєво важливу роль

Task 5. Render these sentences into Ukrainian.

1. The aim of public service is to improve the quality of life of the general public.

2. Heavy bureaucratic structures are loosening up to give way to more functional, service-oriented structures.

3. The shift in corporate thinking made many companies change from product – oriented to customer and market - oriented approaches.

4. Public service professional is having to reassess their approach to meet the demands of an increasingly aware general public for service satisfaction.

5. The shift in thinking has led many public service organizations to take measures to improve the quality of their services.

6. The public service will always need managers who can harmonize political and economic objectives, balance the mix of resources and cope with the administrative constraints inherent in the public service environment.

7. Such managers will need to develop flexibility and openness to new ideas and concepts.

8. Senior civil servants will need to play a greater role in introducing new technology, providing a less authoritarian leadership, rapidly recognizing and concentrating on new problem areas.

Task 6. Read the sentences from the text and fill in the blanks with a suitable words.

1. The aim of the public service is to _____ the quality of life.

2. The private service company is _____ by commercial interests.

3. This _____ in thinking has led many public service organizations to take _____ to improve the quality of their service.

4. A high _____ of monopoly and, as a result, _____ of competition make public service organizations _____ to change.

5. France Telecom is exploring the public's present and possible future needs for services _____frequent and systematic consumer survey.

6. The public service will always need managers who can_____political   and economic objectives,_____the mix of resources and cope with the administrative_____inherent in the public service environment.

Task 7. Use the information from the text to answer the questions below.

1. How does the text define the main aim of the public service?

2. What spheres of the public service require quality improvement?

3. What is the private service company driven by unlike the public service organization?

4. Why do public service organizations take increased time to carry out their programme mission?

5. Why are heavy bureaucratic structures loosening up?

6. How did the shift in corporate thinking change the approach of companies to doing their business?

7. Did the shift in corporate thinking made public service organizations move in the same way?

8. Why do public service professionals have to reassess their approaches?

9. What do these measures include?

10. Why do the attempts to improve the accountability of public service organizations remain insufficient?

11. What attempts should be made by public service organizations to become more efficient and adaptable to the present day service requirements?

12. What kind of management is needed to cope with administrative constraints inherent in the public service requirement?

Task 8. Find key-sentence in each paragraph and write it down below.

Task 9. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 10. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.
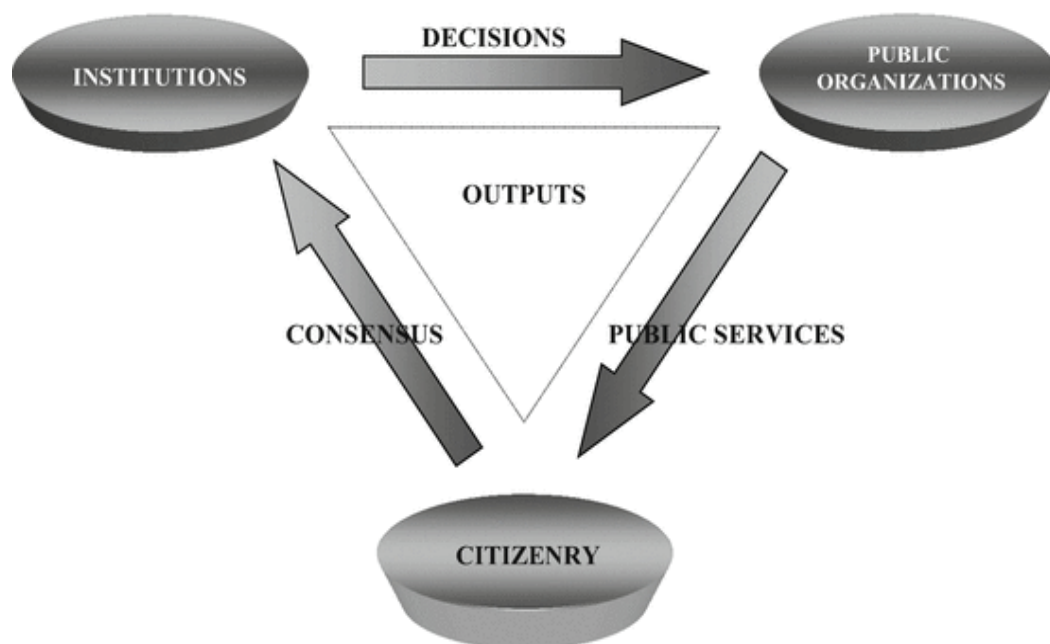
Grammar Focus

Construction *There is/are* та *There was/were*

Використовується для повідомлення про місце перебування (або відсутності) нових (тобто таких, які не згадувалися раніше) об'єктів. Для вживання цієї конструкції необхідно, як мінімум, дві умови:

1) наявність обставини місця, тобто частини речення, що відповідає на питання "де?";

2) необхідність повідомлення про місце перебування нового об'єкта (об'єктів), який/які не згадувалися раніше.

Механізм побудови речення з розглянутою конструкцією можна показати так:

There is/are + нова інформація + обставина місця

Task 11. Translate the sentences into English.

1. На дитячому майданчику є діти.
2. На стіні годинник.
3. На столі ніяких книг немає.
4. У парку є багато чого цікавого.

5. Вдома нам нема чим зайнятися.

6. Є полички з книгами на стіні.

7. На її підвіконні було багато вазонів.

8. Вам немає чого хвилюватися.

9. У всіх учнів є хороші оцінки у журналі.

10. На подвір'ї є було багато людей.

Task 12. Change these sentences so that you use "there + the correct tenses"

1. Does an ATM exist near here?

2. Two apples are on the table.

3. A party will exist tomorrow.

4. A lot of illnesses existed in the 14th century.

5. Hardly any people were at the meeting.

6. A Starbucks is next to the bank.

7. Does a table exist in the garden?

8. A bath doesn't exist in my flat.

9. Does a train exist to Glasgow tonight?

10. A lot of mountains exist in Switzerland.

Unit 12. Recruitment

Task 1. Warm up. Describe the picture. What do you think will be mentioned in the text?

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definitions
primarily	загалом	Mainly; chiefly.
worth	цінність	The value or importance of something.
personnel	персонал / штат співробітників	Employees or staff of an organization.
enterprise	підприємство	A project or business, often involving risk.
private enterprise	приватне підприємництво	A business or industry that is owned and run privately, not by the state.
profitable	прибутковий, вигідний	Generating a financial gain or benefit.
inapplicable	непридатний	Not relevant or appropriate in a particular situation.
impose	накладати (зобов'язання)	To forcibly apply or introduce something.
subject	схильний до, що підлягає	To make someone or something undergo a particular experience.
collaborator	співробітник	A person who works jointly on an activity or

		project with others.
patronage	заступницьке ставлення	The support given by a patron (a person who gives financial or other support).
unanimously	одноголосно	Without opposition; with the agreement of all.
abolish	скасовувати, знищувати, забороняти	To formally put an end to a system, practice, or institution.
sufficient	достатній	Enough; adequate.
priority	пріоритет, старшинство	Something that is regarded as more important than others.
consequence	Наслідок	A result or effect of an action or condition.
morale	моральний стан	The confidence, enthusiasm, and discipline of a person or group.
reluctant	неохочий	Unwilling and hesitant.
compulsory	обов'язковий	Required by law or a rule; obligatory.
abandon	залишати	To give up completely; to leave with no intention of returning.

Task 2. Read the text. Be ready to do tasks after the text.

The worth of an administrative system is determined primarily by the quality of its personnel. How they are selected is therefore of prime importance and greater even than in private enterprise.

In every organization the quality of the staff is an essential element in its efficiency, but this factor is perhaps more important still in the public service than in private enterprise because, the administration is concerned more often than not with tasks that are not economically profitable: justice, education, public health and so on. Profitability criteria are consequently inapplicable or difficult to make, hence the difficulty of determining the efficiency of each individual agent; further, administrative organizations are reluctant to impose severe sanctions, particularly that of dismissal. Normally, once an agent has entered the service he spends his career in it.

It is however only latterly that the recruitment of civil servants has been subject to compulsory regulations and based upon the personal quality and professional capacities of the candidates. For a long time – and this is still the situation today in some countries – appointments were determined principally by the desire of governments to reward services, and to have behind them 'politically reliable' collaborators. These 'patronage' practices have been abandoned for two main reasons, increasing concern with administrative efficiency and recognition of the right of all citizens to equal access to the public service. The recruitment of civil servants raises therefore not only a question of principle – free and entry to the profession – but also technical problems: what are to be conditions of recruitment? who is to recruit? how is recruitment to be organized? and so on.

Patronage practices are today unanimously condemned if not everywhere abolished. Many countries have even written into their constitution that principle of free and equal access for all citizens to public office that is laid down in Article 21 of the Universal Declaration of Human Rights: "Everyone has the right of equal access to public service in his country".

This principle expresses the ideal of equality which most modern nations share. It corresponds also to the need in contemporary States to recruit a sufficient number of qualified civil servants by making the selection from as large a number of candidates as possible

But there are many countries which, temporarily or permanently, breach the principle of free and equal access to public office in favour of particular classes of people for whom posts are reserved or who enjoy priority in recruitment.

In the "reserved post" system, jobs in a certain category, or a certain percentage of them, can be given only to those persons who, for some special reasons, (e.g. they are veterans, widows, war orphans, etc.) have been included on a special list after their physical and professional qualities have been checked. In the

recruiting priority system, those who benefit are required to undergo the same tests as normal candidates, but their marks are increased by the addition of bonus marks varying with different cases. The result is that their classification is raised which adds to their chances of success and speeds up their possible appointment.

The reasons for these privileges vary. At first they were intended not so much as a reward for services rendered as a means of encouraging recruitment to the lower ranks of the army by the promise of a secure future. Today they have become mainly social: in this way the nation is paying its debt of gratitude to the victims of war and to their relatives or is trying to give the physically handicapped a new start.

However, justified these reasons may be, preferential recruitment may have serious consequences for the morale and the smooth running of the civil service.

[Adapted from https://www.masterypedia.com/2023/01/principles-of-recruitment-and-selection.html]

Task 3. Practise pronunciation of the following words and word combinations.

administrative	organization	profitability	efficiency
recognition	universal	declaration	permanent
encourage	preferential	the worth of	the quality

Task 4. Read the sentences that follow and reproduce them orally without looking at them.

1. How they are selected is therefore of prime importance and greater even than in private enterprise.
2. Administrative organizations are reluctant to impose severe sanctions, particularly that of dismissal.
3. Appointments were determined principally by the desire of government to reward services and to have behind them politically reliable collaborators.
4. There are many countries which breach the principle of free and equal access to public office.

5. The recruitment of civil servants raises technical problems: what are to be the conditions of recruitment? who is to recruit? how is recruitment to be organized?

6. The reasons for privileges may be justified.

7. Normally once an agent has entered the service he spends his career in it.

8. Many countries have even written into their constitution the principle of free and equal access for all citizens to public office.

9. The reasons for these privileges vary considerably.

10. The recruitment of civil servants has been subject to compulsory regulations.

11. The nation is trying to give the physically handicapped a new start.

Task 5. Read these statements and decide if they are true or false. Correct the false ones.

1. It is the quantity of the staff that determines the value of an administrative system.

2. Principle of unequal access have been written into the constitution of many countries.

3. In the countries with the 'reserved post' system widows, war orphans and other particular categories of citizens have more chances of getting a job.

4. Quality of the staff is of minor importance in private enterprise than in the public service.

5. Today the reasons for the privileges are generally social.

6. Those candidates who have privileges have to undergo tests among themselves to prove their suitability for the post.

7. Public health, justice, education are far from being economically profitable public sectors altogether.

Task 6. Complete these sentences with the missing words. All words are from the text.

1. The quality of the staff is an (1) element in its efficiency.

2. Some of the enterprises are not (2) profitable.

3. In some countries (3) were determined by the desire of governments to reward services.

4. Today these principles have become mainly (4).

5. The recruitment of civil servants is based upon the personal quality and professional (5) of the candidates.

6. The principle of free and equal access to public office (6) the ideal of equality which most modern nations (7).

7. The principle of free and equal access for all citizens to public office is (8) down in Article 21 of the Universal Declaration of Human Rights.

8. Those who benefit, are required to (9) the same tests as normal candidates.

9. The (10) of an administrative system is determined by its personnel.

Task 7. Complete the following sentences in your own way using the active vocabulary.

1. Patronage practices …

2. The recruitment of civil servants …

3. The principle of free and equal access …

4. The worth of an administrative system …

5. Even today some governments appoint …

6. There are many countries …

7. The selection of civil servants …

8. In the "reserved post" …

9. Physical and professional qualities …

10. Contemporary states …

11. The reasons for the privileges…

12. Preferential recruitment …

Task 8. Summarize the text in 5-7 sentences. Choose one topic from a – c.

a) Personal qualities and professional capacities of the candidates

b) The recruiting priority system

c) The worth of an administrative system.

Task 9. Translate these sentences into English.

1. Важливим елементом, що забезпечує високу якість персоналу, виступає у професійному доборі на державні посади.

2. Відбір персоналу на державну службу ґрунтується на особистих і професійних якостях кандидатів.

3. Такі структури державної служби, як правосуддя, освіту і охорону здоров'я, не є економічно прибутковими і тому вимагають до себе особливого ставлення з боку адміністрації.

4. У багатьох країнах і сьогодні уряду виробляють призначення службовців на державні посади, керуючись принципом «політичної благонадійності».

5. Конституція багатьох країн гарантує принцип вільного і рівного доступу до державної служби. Більш того, цей принцип записаний у статті 21 Загальної декларації прав людини. 6. Принцип вільного і рівного доступу до державної служби підтримується більшістю країн.

7. Відбір кандидатів на державну службу необхідно проводити з великої кількості кандидатів.

8. У деяких країнах існують категорії громадян, які користуються перевагами (пільгами) при відборі на державну службу.

9. Для людей, що мають фізичні вади, надається можливість випробувати себе в новій сфері професійної діяльності.

10. Слід зазначити, що спосіб відбору, при якому віддається перевага людям, які мають пільги, може впливати на роботу державної служби.

Task 10. Ask questions on the italicized words.

1. Recruitment to the civil service is organized *centrally through the independent Civil Service Commission.*

2. *A particular feature of British government* is the sharp distinction between the political and non-political appointment.

3. The civil servant is recruited as a member of a corps, *to become a supervisor, an inspector, or an administrative officer.*

4. In the course of his career, the official carries out *a number of duties* which have little relationship to the job for which he was initially recruited.

5. Recruitment and conditions of employment aim at *providing career promotion and transfer* based on merit.

6. The civil service deals with such problems as *the status and role of civil servants, the rights and the duties, the discipline and the responsibilities of public servants.*

7. It is *the capacity of the personnel that primarily determines the quality of any system of administration.*

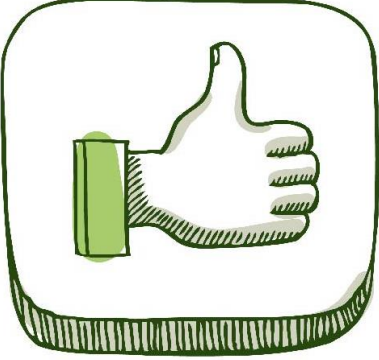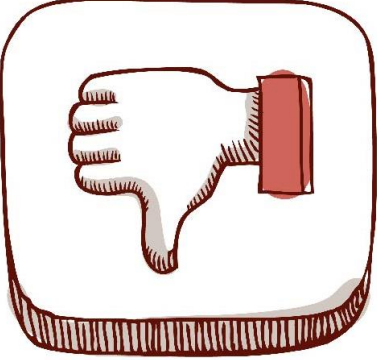8. The civil servants are trained after entry into the service *to do the actual work required of them.*

Task 11. Answer these groups of questions. You may prepare a note plan of your answer.

Group 1

1. What is the principle of selection in the Civil Service in Great Britain?
2. How does recruitment system work in the Civil Service of Great Britain?
3. Why does recruitment become 'external'?

Group 2

1. What is meant by 'internal' sources of recruitment?
2. What is the procedure of 'internal' recruitment'?
3. Does it solve the problems of recruitment completely?

Task 12. Describe advantages and disadvantages of sources of recruitment.

Source of recruitment	*Advantages*	*Disadvantages*
external internal private enterprises		

Task 13. Render the text using the following words and phrases.

be based on; fair and open competition; be responsible for; an appointment; middle ranking and junior staff; to undertake; to employ; on behalf of; be encouraged; educational qualifications; at the end; to have disadvantages; to deal with; a private sector; a lengthy period of education; filling posts; a competition; professional examination; be admitted to a grade higher; solve the problem of recruitment; suffer a crisis; attract a greater number of candidates; make a start.

Task 14. Write a paragraph of 120-140 words. Choose one of the topics that follow:

1) The quality of the staff is an essential element in the efficiency of the public service.
2) Understanding the 'principle of free and equal entry to the profession'.
3) Privileges in the recruiting system for certain categories of people.
4) 'Patronage practices' – advantages and disadvantages (your own attitude).

Task 15. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Revision Questions

1. What is the worth of an administrative system primarily determined by?

2. What kind of tasks is the administration concerned with in the public sector?

3. Why has the recruitment of civil servants been subject to compulsory regulations?

4. Why are 'patronage' practices unanimously condemned?

5. Why do many countries breach the principle of free and equal access to public office?

6. How can the 'reserved post' system be explained?

7. Why have the reasons for recruitment privileges become mainly social nowadays?

8. Can the reasons for preferential recruitment be justified?

9. Why are administrative organizations reluctant to impose sanctions on their agents?

10. What kind of questions does the recruitment of civil servants raise?

Grammar Focus

Impersonal Sentences

It often rains here. – Тут часто йдуть дощі.

It is snowing now. – Зараз іде сніг.

Task 16. Read each sentence carefully and identify which are impersonal sentences.

1. It is essential to arrive on time.
2. The cat is sleeping on the couch.
3. It feels like summer is already here.

4. They are planning a trip to Paris.

5. It was raining all night.

6. Maria thinks the test was easy.

7. It appears to be a misunderstanding.

8. The wind is blowing fiercely today.

9. It takes about an hour to drive to the airport.

10. The children are playing in the park

Task 17. Most of the sentences below have mistakes. Find and correct them.

1. There was often snowed there.

2. There is raining now.

3. It has difficult to get there.

4. Was there dark in the room?

5. It isn't rain now.

6. May there be snow tomorrow?

7. There is winter now, isn't it?

8. It was no easy to do it.

9. There was windy then.

10. Is there cloudy today?

Task 18. Write a short paragraph or story, using at least 5 impersonal sentences.

This can be a description of a day, a setting for a story, or a series of observations.was just waking up, with the sun barely peeking over the horizon. For example, *It was quite chilly, a reminder that fall was just around the corner. Jenny started her day with a brisk walk, as it always helped to clear her mind. It felt invigorating to breathe in the crisp morning air.*

Unit 13. Initiative and Organized Staff Participation

Task 1. Warm up. Describe the picture. What do you think will be mentioned in the text?

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definitions
cordial relationships	теплі відносини	Friendly and warm interactions.
obedience	покора, послух	Following orders or complying with rules.
complaint	невдоволення, скарга	An expression of dissatisfaction or a formal grievance.
probationary period	випробувальний термін	A trial period of employment to evaluate suitability.
facilities	пільги, сприятливі умови	Buildings, services, or equipment provided for a specific purpose.
mandatory agreement	обов'язкова згода	A required or compulsory arrangement or contract.
Impinge up on sth	стикатися через що-небудь	To have an effect or impact on something.
impracticable	нездійсненний	Not feasible or impossible to do.
be closely bound up with sth	бути тісно пов'язаним з чим-	To be closely connected or associated with something.

	небудь	
condemn sb to sth	притягнути до відповідальності когось за щось	To sentence someone to a particularly unpleasant situation.
subservient role	роль підлеглого / виконавця	A position of being subordinate or inferior in capacity or function.
foster a spirit of initiative	виховувати дух ініціативи	To encourage or promote a willingness to take action or innovate.
to be confined to sth	бути обмеженим чим-небудь	To be limited or restricted to something.
take a genuine interest in	щиро цікавитися чим-небудь	To show real and sincere curiosity or concern.
to utilize the ideas	використовувати ідеї	To make practical and effective use of thoughts or suggestions.
to get proper attention	отримувати потрібну увагу	To receive appropriate consideration or focus.
to take pride in sth	пишатися чим-небудь	To feel a sense of satisfaction or pleasure in something.
a worthwhile suggestion	варте пропозицію	A valuable or useful recommendation or idea.
to find a short cut	знайти короткий шлях / спосіб	To discover a quicker or more direct route or method.
lack of imagination	нестача уяви	A deficiency in creativity or innovative thinking.
adherence to old procedures	прихильність старими правилами	Sticking firmly to established methods.
to overcome hindrances	долати перепони	To successfully deal with obstacles or challenges.
to ensure a fair dealing	забезпечити	To make certain that actions or

with sth	справедливе ставлення до	processes are just and unbiased.
superintendence and open-mindedness	нагляд і неупередженість	Oversight with a willingness to consider new ideas.
to appear in person before sb	з'явитися особисто перед к-либо	To physically present oneself in front of another person.
handle sth promptly	швидко справлятися з ч-небудь	To deal with something quickly and efficiently.
receipt of a suggestion	отримання пропозиції	The act of receiving a proposal or idea.
acknowledge in writing	відповісти в письмовому вигляді	To recognize or confirm something through a written statement.
vague terms	неясні формулювання	Unclear or imprecise expressions.
state explicitly	ясно / зрозуміло обгрунтувати	To express something clearly and in detail.
rejection of suggestion	відмова від пропозиції	Disapproval or refusal of a proposed idea.
be courteous	бути ввічливим	To be polite and respectful in manner.
hurt sb's feelings	ображати чиїсь почуття	To cause emotional pain or distress to someone.
distinguishing symbol	відмітний знак	A mark or sign that uniquely identifies something.
keep the interest in sth alive	підтримувати живий інтерес до ч-небудь	To maintain enthusiasm or engagement in something.
publicity about sth	гласність / розголос з приводу ч-небудь	The act of making something widely known or promoted.

Task 2. Read the text. Be ready to do tasks after the text.

The civil servant's morale and efficiency are for large part closely bound up with the chance he has of showing initiative. Centralization of decision making in the hands of a very small number of officials condemns the others to a purely subservient role, which good officials do not readily take to.

Some administrations foster a spirit of initiative among their officials by encouraging them in various ways, especially by bonus payments, to improve the organization and working of their agency.

Employees often have good ideas for the improvement of work. If no formal channels are opened for the presentation of such ideas to the management, they are likely to remain confined to the invisible sphere of the employees own mind. Private industry as well as government agencies are now introducing suggestion systems to give employees opportunities for presenting their ideas to the management.

Suggestion systems can be arranged in many ways. Experience indicates that some fundamental rules must be observed in order to make them a success. The top executives and administrators must take a genuine interest in the programme. Without such an interest it will be difficult to utilize the ideas. Without the control of an interested top leadership there is also a danger that some suggestions will not get proper attention. It is human that people take pride in their profession and trade.

Therefore it may be difficult for an engineer to admit that a common labourer has a worthwhile suggestion in his field, and it may be difficult for a supervisor to accept the fact that one of his subordinates can find a short cut of which he himself has not been aware. We also have the human problem of conservatism, lack of imagination, and the sometimes almost religious adherence to old procedures. These hindrances must be overcome in order to ensure a fair dealing with the employee suggestions. Superintendence and open-mindedness of the top leaders are necessary:

besides there should always be a suggestion committee with employee representation to decide on the suggestions handed in. The contributor should have the right to appear in person before this committee. Suggestions must be handled promptly and the receipt of a suggestion always acknowledged in writing. When a suggestion cannot be used, the reasons should clearly be stated to the contributor. Vague terms like "it will cost too much" or "it won't work" must be avoided. State explicitly the reasons why it will cost too much or why it will not work.

The rejection of suggestions must also be courteous: avoid hurting the contributor's feelings. Suggestions which have been accepted must be rewarded. This reward is often money, but can also be a diploma or another distinguishing symbol. In order to honour the contributors and to keep the interest in the suggestion system alive, there should be some publicity about rewards.

The personal imfluence of the hierarchical chief is of prime importance for establishing good human relations. It is not always enough, however, particularly when the numbers of staff in an agency are large. Officials also often want more than cordial personal relations: they want to be permanently and organically associated I the discussions of the problems which directly concern their work and careers. There is a need therefore for institutional procedures in which associations and unions of civil servants have an important part to play. This is a very recent phenomenon. For a long time the idea prevailed everywhere that relations between the State and its officials should be based exclusively on the principles of authority and obedience which were considered to exclude any participation by the staff in the running of the agency and in personnel management. In many countries this idea still dominates relations between the State and its civil servants. But in some countries staff participation in management does exist. It has two main forms. Official may take part either in determining the general rules governing the working of the agency which affect their personal situation, or in making the individual decisions affecting the career of each official.

Great Britain was the first country which adopted the system of staff participation in management and established the Whitley Councils in 1919. The

purpose of these councils was:

- to ensure the greatest degree of co-operation between the state as employer and the general body of civil servants in all matters concerning the Civil Service with a view to improving both the Civil Service and the lot of those employed in it;

- to provide machinery for looking into complaints and more generally to allow confrontation of the experience and different points of view of Civil Service representatives at the administrative, executive and manual levels".

These committees function on three levels: national, departmental and local; they are composed half of management representatives, and half of staff representatives; their powers extend to all general aspects of the civil service: salary claims, organization of the probationary period, facilities granted to candidates for preparing for examinations, office lighting standards, noise- abatement in offices and so on.

One of the main features of the system is that when an agreement has been reached between two sides and has been approved by the Cabinet, it is mandatory. Agreements between the two sides of the National Whitley Council are rarely "reported to the Cabinet" unless they impinge upon a matter of national importance, e.g. pay policy. In fact, there are so many agreements reached, and often on such small matters, that reference to the Cabinet would be both impracticable and unnecessary.

[Adapted from https://www.civilserviceworld.com/professions/article/what-does-the-latest-civil-service-people-survey-tell-us-about-staff-morale]

Task 3. Pronounce the following words correctly

importance	exclusively	executive	participation
particularly	departmental	associate	probationary
impracticable	unnecessary	mandatory	hierarchical

Task 4. Give the English equivalents of the following expressions

некваліфікований робітник	заохочувати ініціативність	вищі посадові особи	найкоротший шлях

абсолютно залежне становище	посилання на релігійні традиції	відхилення пропозиції	прояв ініціативи
основне правило	раціоналізаторські пропозиції	визначення загальних норм	міжособистісні стосунки
принцип керівництва	індивідуальне рішення	внутрішньовідомчі процедури	зменшення шуму в приміщенні
випробувальний термін	норма освітлення приміщень	політика оплати праці	вимога зарплати

Task 5. Find the words in the text, which mean the following

obligatory by reason of a command; something built and activated to serve a particular purpose; expression of grief, regret, pain, censure of resentment; the act of confronting; the act of habit of obeying; power of right to command or act; purely subservient role; common labourer; religious adherence; superintendence

Task 6. Translate the following expressions into English

внутрішньовідомчі процеси; керівник; принцип керівництва і покори; випробувальний термін; політика в області оплати праці; нездійсненні й непотрібні рішення; механізм пред'явлення скарги; зменшення шуму; норма освітлення приміщення; встановлення хороших особистих взаємин.

Task 7. Make up your own sentences using the following word combinations

showing initiative	centralization of decision-making	a spirit of initiative
bonus payment	hurting contributor's feelings	to utilize the ideas
common labourer	publicity about reward	to take pride in profess
individual decisions	impracticable and unnecessary	dominate relations
pay policy	participation in management	principles of authority

Task 8. Answer the following questions to the text

1. How are the civil servants morale and efficiency bound up with showing initiative?
2. What brings to a purely subservient role of an official?
3. Why do government agencies introduce suggestion systems?
4. What qualities are necessary for the top leaders?
5. What is a reward for an accepted suggestion?
6. Why is the only personal influence of the hierarchical chief not enough for establishing good human relations?
7. What forms has staff participation in management taken?
8. What is the purpose and the functions of Whitley Council?
9. What is the main feature of the "organized staff participation" system?

Task 9. Find key-sentence in each paragraph and write it down below.

Task 10. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 11. Present your arguments for and against suggestion system in the civil service. Use the structure and the language of the presentation:

The main (dis)advantage of…   Most people don't agree, however …

The first (dis)advantage of …   Most people, on the other hand disagree … One point in favour of…

To sum up …

The greatest (dis)advantage of …

In conclusion … One other (dis)advantage

of…

Finally …

Task 12. Topics for discussion

1. Do you have a sense of initiative? Have you had any ideas generated for the last few years? Have these ideas been encouraged and implemented?

2. If you were a boss how could you encourage employees to come up with new ideas?

4. What should major management skills include?

5. Do your colleagues participate in the management of your department / council etc?

6. How do you understand principles of authority and obedience in the running of the department / council etc? What principles is your department / council based on?

7. How important is to treat the staff equally?

RECRUITMENT & HR TRENDS 2019 skeeled

"

This means for recruiters: develop openness for new technologies, improve the capabilities in the area of diagnosis, and measure and evaluate the willingness, the own approach and the work results. With the aim to make the recruiting success more systematic.

STEFAN SCHELLER
Personnel - Marketing Manager at DATEV EG and HR Blogger at Persoblogger.de

RECRUITMENT & HR TRENDS 2019 skeeled

"

With a new understanding of the roles in recruitment and next to the know-how, we are increasingly paying attention to personality, socio-cultural fit, cognitive performance potential, communicative competence and, where appropriate, environmental compatibility.

MARCUS K. REIF
HR Manager, HR Expert, Speaker and Blogger at www.relf.org

Grammar Focus

Pronoun *some, any, no*

розповідне речення	*some*	*somebody (someone)*	*something*
питальне речення	*Any*	*anybody (anyone)*	*anything*
заперечне речення	*no* *not any*	*nobody (noone)* *not anybody (noone)*	*nothing* *not anything*

I'd like some water, please.

Have you got any water?

We have no water, I'm sorry.

Some може вживатися у питальних реченнях, якщо мовець очікує позитивну відповідь, або якщо він намагається спонукати співрозмовника дати таку відповідь:

Would you like some more juice?

Any може вживатися у розповідних за формою реченнях, які мають заперечний зміст:

You barely give me any money.

There's hardly any juice here.

Після **if** можна вживати **some** або **any**:

If you find (something) anything, let me know.

Task 13. Choose the correct verb form in the following sentences.

1. Are there *some/any* books on the table?

2. There aren't *any/no* letters in the letterbox.

3. We haven't got *some/any* dictionaries.

4. Any/some person can do it.

5. No /any man is born wise or learned.

6. I can see you *any / some* time on Monday.

7. I had *no / not* alternative but to go.

8. They're looking for *someone / anyone* with experience.

9. If I can help in *any / no* way, let me know.

10. You're *not some / not any* better than the rest of them.

Task 14. Work in pairs. Most of the sentences below have mistakes. Find and correct them.

Examples: *no* We have **not** English textbooks. + Would you like some coffee?

1. Blind men can judge any colours.

2. Have any tea.

3. Extra help won't be needed no longer.

4. Couples who want to remain close, have to spend any time face to face

5. Are there no other questions?

6. It's no longer a secret.

7. I have only spent any of the money

8. You'll be back to normal in not time.

9. Not one of the students knew the answer.

10. The car looked as though it would fall apart at some moment.

Task 15. Work in pairs. Fill in the blanks in the sentences below with the words from the box.

some   any   no   not any

1. Ann always brings _____ flowers from her garden.

2. Do you know _____ exceptions to this rule?

3. You have _____ very nice pictures here.

4. Are there_____ letters for me? – No, there aren't _____.

5. There are _____ letters in the letter-box, but there are _____ newspapers there.

6. I've got _____interesting English books here.

7. There aren't _____ English magazines in the library.

8. There are _____ mistakes in your test.

9. There is _____ bread on the plate.

10. Can I have _____ more tea?

Task 16. Work in pairs. Fill in the blanks in the sentences below with the words from the box. Give several variants if possible.

Someone somebody something anyone
anybody anything none nobody nothing

1. There is _____at the window.

2. They understand_____

3. The door is locked, _____is at home.

4. Is there _____new?

5. _____can help me.

6. If there is _____interesting in this article, let me know.

7. I don't know_____about this writer, tell me _____about him.

8. I can see_____, it is too dark here.

9. _____can answer this question, it is very easy.

10. There was hardly _____ who knew the way.

Unit 14. Challenges and Innovations in Public Administration

Task 1. Warm up. Group discussion.

Each group is assigned a specific challenge in public administration. Discuss within your group how these challenges impact the effectiveness of public administration and propose innovative solutions or improvements. Prepare to share your ideas with the class.

➢ Bureaucracy and Red Tape: Discuss how excessive bureaucracy can slow down government processes.

➢ Ethical Governance: Explore the importance of ethics in public administration, including challenges like corruption.

➢ Public Engagement: Consider how governments can better engage with citizens.

➢ Technology in Public Administration: Discuss the challenges and opportunities of integrating more technology into government services.

➢ Emergency Response: Discuss the challenges in managing public emergencies (like natural disasters or health crises) and how public administration can improve in this area.

➢ Education and Public Services: Talk about the challenges in providing quality education through public administration and potential improvements.

➢ Cultural Diversity and Inclusion: Discuss the importance of cultural diversity and inclusion in public administration.

Essential Vocabulary

Word / Word Combination	Ukrainian Equivalent	Definition
Innovation	Інновація	The introduction of new ideas, methods, or products.
Public Administration	Державне управління	The implementation of government policy and an academic discipline.
Efficiency	Ефективність	The ability to accomplish something with the least waste of time and effort.
E-Governance	Електронне урядування	The application of information and communication technology for delivering government services.
Transparency	Прозорість	The quality of being open and honest; not secretive.
Citizen Engagement	Залучення громадян	Involving citizens in decision-making processes.
Policy	Політика	The process of converting information into a digital format.
Digitalization	Цифровізація	A course of action adopted by a government, party, business, or individual.
Infrastructure	Інфраструктура	The basic physical and organizational structures needed for the operation of a society.
Sustainability	Стійкість	The ability to maintain or improve standards without harming future generations.
Bureaucracy	Бюрократія	A system of government in which most decisions are made by state

		officials.
Accountability	Відповідальність	The fact or condition of being accountable; responsibility.
Data Analytics	Аналітика даних	The process of examining data sets to draw conclusions.
Service Delivery	Надання послуг	Performing a service for another or to serve others.
Governance	Управління	The action or manner of governing a state, organization, or people.

Task 2. Read the article and choose the title that best summarizes the main idea.

1) "Estonia's Capital Revolutionizes Public Services with Technology"

2) "Tallinn: Setting the Global Standard for Digital Public Administration"

3) "Tallinn's Digital Revolution in Public Administration"

Tallinn, the capital city of Estonia, has gained international acclaim for its digital governance initiatives. Known as one of the world's most advanced digital societies, Tallinn's journey in public administration is a story of vision, innovation, and resilience. The city faced challenges common in public administration: bureaucratic delays, limited public engagement, and the need for greater transparency.

The transformation began with the government's commitment to e-governance. They developed a digital infrastructure that connected various government departments, allowing for smoother internal operations and better public service delivery. One of the most notable initiatives was the introduction of e-Residency, a digital identity available to anyone in the world, which allowed people to start and manage businesses in Estonia remotely.

Moreover, Tallinn implemented an online voting system, making it easier for citizens to participate in elections. Public services like health care, education, and transportation also saw significant improvements through digitalization. The city's efforts led to increased efficiency, reduced corruption, and enhanced citizen

satisfaction.

Tallinn's experience demonstrates the transformative power of technology in reshaping public administration, making it more efficient, transparent, and citizen-centric.

[Adapted from https://ee.linkedin.com/company/city-of-tallinn]

Task 3. Read the article and find the words in the text that match the following definitions.

1. A city or town that serves as the seat of government for a country or region.

Word: _____

2. Officially praised or publicly recognized for an achievement.

Word: _____

3. The process of changing or converting something to make it more effective or efficient.

Word: _____

4. A strategy or approach characterized by the introduction of new methods or ideas.

Word: _____

5. The action of making something accessible or available through the use of technology.

Word: _____

6. A set of connected things or parts forming a complex whole, especially a set of interconnected computer systems.

Word: _____

7. The action or process of participating in something in a shared endeavor, especially in voting.

Word: _____

8. A unique identifier or credential issued by a government that allows an individual to access services or perform certain actions.

Word: _____

9. Making something known or visible, often referring to facts or information being made clear.

Word: _____

10. The approval of people, especially in the context of public services or businesses.
Word: _____

Task 4. Choose the best answer to the following questions.

1. What challenges did Tallinn face in public administration?

A. Lack of digital infrastructure

B. Limited public engagement

C. High corruption rates

D. Inefficient transportation system

2. What was one of the notable initiatives introduced by Tallinn?

A. Online voting system

B. Reduction of corruption rates

C. Digitalization of health care

D. Improved public engagement

3. How did Tallinn's digital governance initiatives benefit the city?

A. Increased citizen satisfaction

B. Enhanced transparency

C. Improved internal operations

D. All of the above

4. What does Tallinn's experience demonstrate?

A. The importance of bureaucracy in public administration

B. The need for limited public engagement

C. The transformative power of technology in public administration

D. The disadvantages of digital infrastructure

Task 5. Read the text and underline the key ideas.

Innovation in public administration: Technological Progress

Public administration is the implementation of government policy and also an academic discipline that studies this implementation and prepares civil servants for working in the public service. As a "field of inquiry with a diverse scope" its

"fundamental goal... is to advance management and policies so that government can function." Some of the various definitions which have been offered for the term are: "the management of public programs"; the "translation of politics into the reality that citizens see every day"; and "the study of government decision making, the analysis of the policies themselves, the various inputs that have produced them, and the inputs necessary to produce alternative policies."

Public administration is "centrally concerned with the organization of government policies and programs as well as the behavior of officials (usually non-elected) formally responsible for their conduct" Many unelected public servants can be considered to be public administrators, including heads of city, county, regional, state and federal departments such as municipal budget directors, human resources (HR) administrators, city managers, census managers, state mental health directors, and cabinet secretaries. Public administrators are public servants working in public departments and agencies, at all levels of government.

Innovation in public administration refers to the introduction and application of new processes, technologies, services, or methods of governance to improve efficiency, transparency, citizen engagement, policy digitalization, service delivery, infrastructure sustainability, and accountability. It also aims to address bureaucratic hurdles, enhance data analytics for evidence-based decision-making, and promote effective governance.

In recent years, there has been a growing recognition of the importance of innovation in public administration. Governments around the world are increasingly adopting innovative approaches to address complex challenges and deliver better services to their citizens. The use of technology and digital tools has played a crucial role in driving this transformation.

One of the key areas where technological progress has had a significant impact is e-governance. E-governance refers to the use of information and communication technologies (ICTs) to improve the delivery of government services, processes, and interactions with citizens, businesses, and other stakeholders. It encompasses a wide range of applications, including online portals for accessing government services,

digital platforms for citizen engagement and participation, and data-driven decision-making tools for policymakers.

E-governance has the potential to enhance the efficiency and effectiveness of public administration by reducing administrative burdens, streamlining processes, and improving the accessibility and quality of services. For example, online portals can enable citizens to access government services and information anytime, anywhere, without the need for physical visits or paperwork. This not only saves time and resources but also enhances convenience and user satisfaction.

Digital platforms for citizen engagement and participation can facilitate more inclusive and transparent decision-making processes. They can enable citizens to provide feedback, share ideas, and collaborate with government officials and other stakeholders on policy development, service design, and problem-solving. This can help governments to better understand the needs and priorities of their constituents, build trust and legitimacy, and foster a sense of ownership and accountability.

Data-driven decision-making tools can support evidence-based policy formulation and evaluation. By leveraging big data analytics, governments can analyze large volumes of structured and unstructured data from various sources, such as social media, sensors, and administrative records, to gain insights into trends, patterns, and correlations. This can inform the design and implementation of more targeted and effective policies and programs, as well as enable real-time monitoring and evaluation of their impact.

While the potential benefits of e-governance and other forms of innovation in public administration are significant, there are also challenges and risks that need to be addressed. These include issues related to data privacy and security, digital divide and inclusion, capacity building and skills development, and organizational change and resistance. Governments need to invest in robust cybersecurity measures, ensure equal access to digital technologies and services, provide training and support for public officials, and foster a culture of innovation and experimentation.

In conclusion, technological progress has the potential to revolutionize public administration by enabling governments to deliver better services, engage citizens

more effectively, and make more informed decisions. However, realizing this potential requires not only the adoption of new technologies but also the transformation of organizational processes, structures, and cultures. Governments need to embrace innovation as a strategic priority and invest in the necessary resources, capabilities, and partnerships to drive meaningful change.

[Adapted from https://www.emerald.com/insight/content/doi/10.1108/INMR-03-2018-0004/full/pdf]

Task 6. Read the article again and mars sentences as true or false.

1. Public administration is solely concerned with the implementation of government policy.
2. Public administration is an academic discipline that prepares civil servants for working in the public service.
3. The goal of public administration is to advance management and policies so that government can function.
4. Public administrators are only elected officials responsible for the conduct of government policies and programs.
5. Innovation in public administration aims to improve efficiency, transparency, and citizen engagement.
6. E-governance refers to the use of information and communication technologies (ICTs) to improve the delivery of government services.
7. Online portals for accessing government services can save time and resources for citizens.
8. Digital platforms for citizen engagement can help governments understand the needs and priorities of their constituents.
9. Data-driven decision-making tools can inform the design and implementation of more targeted policies and programs.
10. The potential benefits of e-governance outweigh the challenges and risks.

Task 7. Choose the best answer to the following questions.

1. What is the main goal of public administration?

A. To advance management and policies for effective government functioning.

B. To study government decision-making processes.

C. To improve the accessibility and quality of government services.

D. To introduce new technologies for efficient governance.

2. Who can be considered public administrators?

A. Elected officials responsible for government conduct.

B. Heads of city, county, and federal departments.

C. Public servants working in public departments and agencies.

D. Civil servants preparing for public service.

3. What is the definition of innovation in public administration?

A. The introduction of new policies in government programs.

B. The translation of politics into everyday reality for citizens.

C. The use of technology to improve efficiency and transparency.

D. The analysis of government decision-making and policies.

4. How does e-governance enhance public administration?

A. By reducing administrative burdens and improving service quality.

B. By fostering inclusive and transparent decision-making processes.

C. By providing citizens with access to government services online.

D. By leveraging big data analytics for evidence-based policymaking.

5. What are some challenges and risks associated with innovation in public administration?

A. Data privacy and security, digital divide, and inclusion.

B. Capacity building and skills development.

C. Organizational change and resistance.

D. All of the above.

Task 8. Give your opinion to the following questions.

1. How has the adoption of digital technologies in public administration impacted the efficiency and transparency of government services in Ukraine?

2. In what ways can Ukraine further integrate technology into its public administration systems?

3. What are the key challenges that Ukraine faces in implementing technological innovations in its public sector?

4. How do digital advancements in Ukraine's public administration compare with those in other European countries?

5. What are some successful examples of technological innovations in Ukraine's public administration?

Task 9. Fill in the missing words:

digitalization governance transparency infrastructure e-governance
challenges rural cybersecurity policy-making efficiency

1. The _____ of public services in Ukraine aims to increase government efficiency and accessibility.

2. To ensure effective _____, the Ukrainian government has been focusing on strengthening its digital platforms.

3. A key benefit of adopting new technologies in public administration is improved _____, allowing citizens to have greater insight into government operations.

4. Developing a robust _____ is essential for Ukraine to protect sensitive data and maintain public trust in digital services.

5. One of the major _____ faced by Ukraine in modernizing its public sector is ensuring equal access to digital services in _____ areas.

6. The implementation of _____ systems in Ukraine has significantly streamlined various administrative processes.

7. Upgrading the technological _____ in government institutions is critical for supporting the shift towards a more digitalized administration.

8. Increased use of digital tools in _____ can lead to more informed and effective decisions in Ukrainian governance.

9. The move towards a digital government in Ukraine is not just about technology, but also about transforming the culture of _____.

10. For Ukraine, the journey towards full _____ of government services involves continuous adaptation and improvement.

Task 10. Translate the following sentences into English.

1. Український уряд працює над цифровізацією державних послуг.

2. Ефективність державного управління є ключовим фактором для забезпечення якісних послуг громадянам.

3. В Україні впроваджуються новітні технології для забезпечення прозорості урядових рішень.

4. Розвиток інфраструктури є важливим для підвищення якості державного управління.

5. Електронне урядування відкриває нові можливості для залучення громадян до процесу прийняття рішень.

6. Україна стикається з викликами в сфері кібербезпеки в контексті державного управління.

7. Навчання та розвиток персоналу є важливими для підвищення ефективності державного управління.

8. Реформування державного управління в Україні спрямоване на боротьбу з корупцією та підвищення довіри громадян.

9. Технологічні інновації можуть сприяти сталому розвитку у сфері державного управління.

10. Збір та аналіз даних грає важливу роль у прийнятті управлінських рішень в Україні.

Task 11. Create a home presentation on one of the topics:

Develop a project that explores how e-governance initiatives can improve citizen participation in government decision-making.

Investigate the challenges and solutions of cybersecurity in the context of Ukraine's public sector digitalization.

Compare the public administration model of Ukraine with that of another country. Focus on aspects like digitalization, citizen engagement, or policy effectiveness.

Analyze how the Ukrainian government used technology and innovative approaches in public administration to handle the COVID-19 pandemic.

Grammar Focus

Used to / get used to / be used to

	USED TO	**GET USED TO**	**BE USED TO**
Form	used to + base verb	get used to + -ing verb or get used to noun	be used to + -ing verb or be user to + noun
Meaning	an action was performed repeatedly in the past, but is no longer performed now	start to become accustomed to doing something (something is becoming familiar)	be accustomed to doing something (something has become familiar)
Example Statement	I used to study French when I was in highschool	I'm getting used to living in a big city. (I moved here one week ago.)	I'm used to living in a big city. (I've been living here for two years.)
Example Negative	She didn't use to eat meat, but now she loves hamburgers.	She didn't get used to snowboarding because she gave up after one lesson.	She's not used to speaking English yet.
Example Question	Did he use to date your sister?	Has he gotten used to taking the bus?	Is he used to studying English?

Task 12. Put the words in the right order to make sentences.

1.   used – we – Germany – in – to – live

2.   getting – I'm – to – in – Kyiv – living – now – used

3.   gym – get – I'll – to – used – to – going – the – soon

4.   hair –red – she – have – to – used

5.   colleague – I'm – used – not – my – to – new

6.   quickly – they – city – used to – got – in – to – the – living – very

7.   used to – Jane– home – work – walking – from – is

8.   can't – Jack – divorce – used to – living – after – get – alone

9.   grandfather – telling – is used to – stories – My – youth – his – about.

10.   is not – driving – the left – He – side – used to – on – the road – side – of.

Task 13. Choose the correct answer a, b, or c:

1.   Sarah _____ live in a big city, but now she lives in a small town.

a) used to   b) didn't use to   c) not used to

 2.   Last year, I _____ swim, but now I can.

 a) used to   b) didn't use to   c) not used to

3.   He _____ speak French fluently, but he practiced and improved.

a) used to   b) didn't use to   c) not used to

4.   They _____ travel by plane, but they prefer taking the train.

a) used to   b) didn't use to   c) not used to

5.   Jane _____ like spicy food, but now she enjoys it.

a) used to   b) didn't use to   c) not used to

6.   This city is noisy, but you'll _____ it after a while.

a) get used to   b) used to   c) not used to

7.   In the beginning, he didn't understand the local customs, but he quickly _____ them.

a) got used to   b) used to   c) not used to

8.   She _____ live near the ocean, but now she lives in a landlocked state.

a) used to   b) didn't use to   c) not used to

9. The kids _____ play video games, but now they prefer outdoor activities.

a) used to   b) didn't use to   c) not used to

10. When I first started my new job, I _____ the long commute, but now it's routine.

a) didn't use to   b) not used to   c) used to

Task 14. Complete the sentences with the correct forms of used to / be used to / get used to. Use negative forms where necessary.

1. Sarah just moved to a new city, and she's finding it hard to _____ the traffic.

2. They used to live in a small apartment, but now they _____ a spacious house.

3. Jack never _____ eating spicy food, but he's trying it now.

4. Maria _____ play the piano when she was younger, but she stopped practicing.

5. Before moving to Japan, Mark _____ speaking Japanese, but now he's fluent.

6. I didn't _____ waking up early, but I had to for my new job.

7. Sarah and John _____ taking long walks every evening, but they've become lazy lately.

8. We're not _____ cold weather, so this winter has been tough for us.

9. Before her promotion, Lisa _____ much responsibility at work.

10. When Tom started his new hobby, he _____ understand the technical terms, but now he's an expert.

Task 15. Choose the correct option:

1. She's not used to _____ in such a noisy environment.

a) live   b) living

2.   They used to ____ tennis every weekend.

a) play   b) playing

3.   I had to get used to ____ in a new city.

a) live   b) living

4.   He's getting used to ____ on his own since he moved out.

a) cook   b) cooking

5.   She used to ____ a bicycle to school when she was younger.

a) ride   b) riding

6.   We'll have to get used to ____ without our smartphones during the camping trip.

a) communicate   b) communicating

7.   When I was a child, I used to ____ in the park for hours.

a) swing   b) swinging

8.   It took a while to get used to ____ such long hours at the office.

a) work   b) working

9.   After moving to the mountains, she had to get used to ____ at a higher altitude.

a) hike   b) hiking

10.   They are used to ____ their dog for a walk in the evening.

a) take   b) taking

Task 16. Speaking practice. Divide the students into pairs or small groups. Each participant takes turns sharing a personal experience or a significant life change

where they had to adapt to a new situation or habit. It could be related to living in a different place, changing jobs, adopting a new lifestyle, or anything else they find relevant. When sharing their experience, students should use the phrases "used to," "get used to," and "be used to" appropriately in their sentences.

Unit 15. Corruption. Preventing Corruption in Public Administration

Task 1. Warm up. Look at the quotes given below, do you agree or disagree?
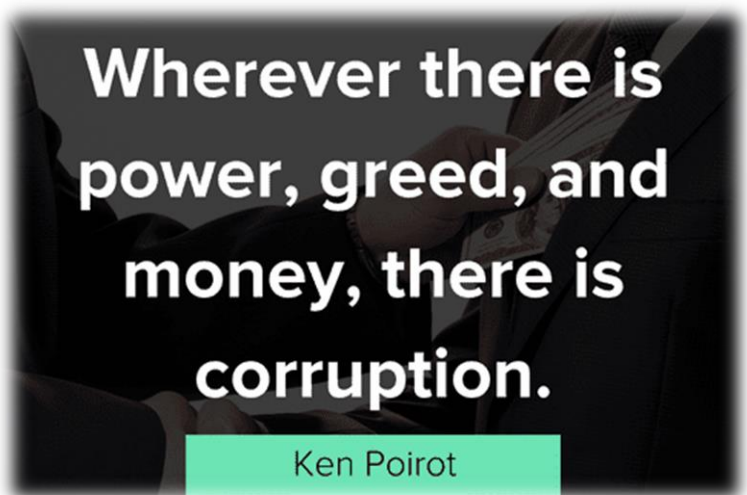

> CORRUPTION IS A CANCER: A CANCER THAT EATS AWAY AT A CITIZEN'S FAITH IN DEMOCRACY, DIMINISHES THE INSTINCT FOR INNOVATION AND CREATIVITY.
>
> Joe Biden
> Former Vice President of the United States

> Wherever there is power, greed, and money, there is corruption.
>
> Ken Poirot

> THE DUTY OF YOUTH IS TO CHALLENGE CORRUPTION.
>
> Kurt Cobain

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
Bribery	Хабарництво	The act of giving or receiving something of value in exchange for some kind of influence or action in return, that is considered dishonest or illegal.
Accountability	Відповідальність	The fact or condition of being accountable; responsibility.
Ethics	Етика	Moral principles that govern a person's behavior or conducting an activity.
Reform	Реформа	Making changes to improve a system, law, or practice.
Political	Політичний	Relating to the government or public affairs of a country.
Legislation	Законодавство	Laws, considered collectively.
Supervision	Нагляд	The action of supervising or being in charge of something.
Media	ЗМІ (Засоби масової інформації)	The main means of mass communication, like TV, radio, and newspapers.
Whistleblower	Викривач	A person who informs on a person or organization engaging in illicit activities.
NGO (Non-Governmental Organization)	НГО (Недержавна організація)	A non-profit group that functions independently of any government.
Judicial	Судовий	Relating to courts of law or the administration of justice.

Institutional	Інституційний	Relating to an established law, practice, or custom.
Campaign	Кампанія	A series of operations or activities in pursuit of a specific goal.
Strategy	Стратегія	A plan of action designed to achieve a long-term goal.
Awareness	Обізнаність	Knowledge or perception of a situation or fact.
Evaluation	Оцінка	The making of a judgment about the amount, number, or value of something.
Communication	Комунікація	The imparting or exchanging of information by speaking, writing, or using some other medium.
Integrity	Цілісність	The quality of being honest and having strong moral principles.
Compliance	Дотримання	The act of conforming to a rule, such as a law, regulation, or guideline.
Advocacy	Адвокація	Public support for or recommendation of a particular cause or policy.

Task 2. Read the text and translate.

Understanding Corruption in Public Administration

Corruption, a critical issue in public administration, refers to the unethical use of public power by politicians or government officials for their personal benefit. This problem affects various aspects of society and hinders fair governance.

Areas of Anti-Corruption Efforts
To combat corruption, multiple areas require reform and stringent measures:

Political Reforms: These include changing how political parties and elections are funded. The goal is to prevent money from unduly influencing political decisions.

Economic Reforms: This involves setting rules for markets and the financial sector to prevent economic manipulations that could lead to corruption.

Financial Controls: Implementing strict controls over budgets, bookkeeping, and reporting processes is crucial. This ensures transparency and accountability in how public funds are used.

Public Supervision: Media, parliament, local administrators, and councils play a vital role in overseeing government actions. Additionally, processes like registration help in maintaining transparency.

Free Access to Information and Data: Ensuring that the public has easy access to government information helps in monitoring and questioning government actions.

Maintaining Law and Order: A strong legal framework is necessary to deter corrupt practices and punish those who engage in them.

Judicial System Improvement: Strengthening the judicial system ensures that cases of corruption are handled fairly and efficiently.

Institutional Reforms: This includes reforming tax systems, customs, and public administration to eliminate loopholes that may lead to corruption.

Support for Whistleblowers and NGOs: Encouraging those who expose corruption (whistleblowers) and supporting civil society organizations helps in identifying and addressing corrupt practices.

The Persistent Challenge of Corruption

It is widely acknowledged that eradicating corruption completely is challenging. However, consistent efforts are aimed at reducing its prevalence. These efforts particularly focus on protecting the most vulnerable segments of society - the poor and the weak. It is important to remember that the cost of corruption is eventually borne by the consumers and taxpayers. They bear the financial burden of corrupt practices, and thus, protecting them is of utmost importance.

In conclusion, while corruption in public administration is a complex and persistent issue, concerted efforts in various sectors can significantly mitigate its impact. By understanding and addressing the root causes and manifestations of corruption, we can work towards a more equitable and just society.

[Adapted from https://www.unodc.org/e4j/en/anti-corruption/module-4/key-issues/manifestations-and-consequences-of-public-sector-corruption.html]

Task 3. Mark sentences as true or false.

1. Corruption is defined as the proper use of public power for private gain.
2. Political reforms in anti-corruption efforts include changing the rules for financing businesses and corporations.
3. Economic reforms in fighting corruption involve regulating markets and the financial sector.
4. Financial controls for combating corruption include budgeting, bookkeeping, and transparent reporting.
5. Public supervision in anti-corruption strategies does not involve the media or parliament.
6. Free access to government information and data is crucial for monitoring government actions.
7. Strengthening the judicial system is an important part of the fight against corruption.
8. Institutional reforms in anti-corruption efforts may include changes to the public transportation system.
9. Supporting whistleblowers and NGOs is essential in identifying and addressing corrupt practices.
10. It is generally believed that corruption can be completely eliminated from society.

Task 4. Answer the questions and discuss in small groups.

1. What is corruption?

2. Has corruption affected your life?

3. How do you reduce corruption? What can you do about corruption in your country?

4. Which countries have a lot of corruption?

5. Do you think police unions play a good role in the prevention of corruption?

6. Is corruption ever justifiable?

7. Have you ever received a bribe? Have you ever bribed someone?

8. Do you think corrupt police officers are natural-born criminals?

9. Do you know a corruption case?

10. Is there a sum of money that might persuade you to "look the other way"?

Task 5. Read the text and translate.

Preventing Corruption In Public Administration

The development and implementation of a communication anticorruption strategy are essential to effectively carry out anticorruption campaigns. In today's world where news travels extremely fast and the media is the main catalyst in shaping public opinion, it is essential for an organization fighting corruption to place communication in the top priority. By conducting effective communication campaigns the organization can contribute to the raise of population awareness on issues related to corruption. A good communication strategy should inform individuals about their rights, existing laws which protect these rights and the mechanisms available to counter corruption. This may lead people to engage in the fight against corruption, especially if they become aware of how corruption negatively affects their individual lives, their families and the society in which they live. Platform communication is imperative to include monitoring the activity. This should be done throughout the implementation of the communication strategy.

Consequently, we should aim to measure the reaction of civil society, of citizens and even the press to, the message, to the tools used for its transmission. In

this respect, it is necessary to allocate human, material and financial resources to monitor all media channels (even those that were not used for the direct transmission of the message), to do the content analysis of news media in anticorruption, to analyze comments, questions raised after the transmission of the message, to establish trends, perceptions that have their origin in the message sent. Once the communication strategy is implemented a post-implementation evaluation should be realized, in order to perform a deep analysis of the issued messages, coming from employees, partner and private competitor organization. After this stage it is preferable to make new assessments on the image notoriety of the organization and design new communication strategies. Completion of a communication strategy opens future communication strategies and in this way the communication wheel does not stop.

*[Adapted from https://www.jopafl.com/uploads/issue6/PREVENTING_*
CORRUPTION_IN_PUBLIC_ADMINISTRATION_OLD_MEANS_NEW_APPROACHES.pdf]

Task 6. Choose the best summary for the text.

1. Corruption negatively affects the individual lives, but people do not fight against it.

2. Effective communication campaigns can help to engage people in the fight against corruption.

3. Communication strategy is not preferable in the fight against corruption.

Task 7. Read the sentences and correct the false information according to the text.

1. Nevertheless, in today's world where news travels extremely fast.

2. Communication is not essential to effectively carry out anticorruption campaigns.

3. A good communication strategy shouldn't inform individuals about their rights.

4. Completion of a communication strategy doesn't mean success in fighting against corruption.

Task 8. Find key-sentence in each paragraph and write it down below.

Task 9. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 10. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Task 11. Work in small groups to investigate different aspects of corruption in public administration. Each group has to focus on a specific area, conduct research, and present their findings in English.

➢ Historical Perspective of Corruption: Research how corruption in public administration has evolved over time in a specific country or region.

➢ Anti-Corruption Legislation: Investigate the laws and regulations designed to combat corruption in a particular country.

➢ Role of Media in Uncovering Corruption: Examine how the media has exposed corruption cases and its impact on public awareness.

➢ Impact of Corruption on Society: Analyze how corruption affects different aspects of society, such as economic growth, social justice, and public trust.

➢ Global Anti-Corruption Efforts: Study international efforts and organizations dedicated to fighting corruption, such as Transparency International.

Grammar Focus
The Passive Voice

present simple	*Murderers **are** usually **sentenced** to life imprisonment.*
present continuous	*The trial **is being held** at the moment.*
present perfect	*My car **has been stolen**.*
past simple	*Jim **was arrested** last month.*
past continuous	*The cinema **was being rebuilt** when it was set on fire.*
past perfect	*We saw that one of the windows **had been broken**.*
future	*The prisoner **will be released** next month.* *The verdict **is going to be given** tomorrow.*
infinitive with to	*People used **to be imprisoned** for stealing bread.*
infinitive without to	*You can **be fined** for parking on a yellow line.*
gerund	*He paid a fine to **avoid being sent** to jail.*

- Use the passive when you want to talk about an action, but you are not so interested in saying who or what does / did the action.

- If you also want to mention the person or thing that did the action (the agent), use by. However, in the majority of passive sentences the agent is not mentioned.

Task 12. Fill in the blanks with the correct form of the verb in brackets.

1. Murderers are usually _____ to life imprisonment. (sentence)

2. Right now, the conference _____ in the main hall. (hold)

3. I can't find my keys anywhere. They _____ been misplaced. (have)

4. She _____ from her job last week. (dismiss)

5. While we _____ the game, the power went out. (watch)

6. By the time we arrived, the meeting _____ already _____ . (have, start)

7. He _____ to be promoted by the end of the year. (expect)

8. It's traditional to _____ bread before dinner. (eat)

9. In some cities, you _____ be ticketed for jaywalking. (can)

10. She avoided _____ the question directly. (answer)

Task 13. Rewrite the sentences in the passive, without the agent.

1. Police closed the road after the accident. The road .. .

2. Somebody has stolen my handbag. My handbag ...

3. They are painting my house. My house ...

4. They'll hold a meeting tomorrow to discuss the problem. A meeting ...

5. If they hadn't found the bomb in time, it would have exploded. If the bomb .. .

6. The police can arrest you for driving without a licence. You ...

7. Miranda thinks someone was following her last night. Miranda thinks she ...

8. I hate somebody waking me up when I'm fast asleep. I hate ...

9. They're going to close the local police station. The local police station . ..

Task 14. Rewrite the sentences using the given tense or structure.

1. "The match is being played right now." (present simple)

   The match _____ every Saturday.

2. "They have canceled the flight." (past simple)

   They _____ the flight yesterday.

3. "She was decorating the house when he arrived." (present perfect)

   She _____ the house by the time he arrives.

4. "The authorities had evacuated the building before the storm hit." (future)

   The authorities _____ the building before the storm hits.

5. "I would like to be considered for the position." (infinitive without to)

   You _____ apply in writing for the position.

6. "The students can be heard discussing the problem." (gerund)

   The students were heard _____ the problem.

Task 15. Rephrase the sentences in two ways to make them more formal.

1. Police believe the burglar is a local man. It ... The burglar .. .

   _____

2. People say the muggers are very dangerous. It ... The muggers ...

   _____

3. Police think the robber entered through an open window. It ... The robber. …

   _____

4. Police say the murderer has disappeared. It ... The murderer ...

   _____

5. Lawyers expect that the trial will last three weeks. It ... The trial. …

   _____

Task 16. Create sentences using the given prompts.

1. present simple - (shoplifters / prosecute)

2. present continuous - (the project / complete / currently)

3. present perfect - (the message / deliver / already)

4. past simple - (the law / pass / last year)

5. past continuous - (the building / construct / when the earthquake / happen)

6. past perfect - (the thief / arrest / before the alarm / sound)

7. future - (the results / announce / tomorrow)

8. infinitive with to - (to succeed / it's essential / work hard)

9. infinitive without to - (you / need / practice regularly)

10. gerund - (he enjoys / read)

MODULE IV. Public administration in different countries

Unit 16. Public Administration and the Government of Ukraine

Task 1. Warm up. Compare two pictures. What do you think will be mentioned in the text?

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
to observe	спостерігати	To watch carefully, especially with attention to details or behavior for the purpose of arriving at a judgment.
regulatory framework	нормативна база	A set of rules or regulations that provide a structured approach to control or manage activities.
compliance	відповідність	A state of being in accordance with established guidelines or specifications.
hampered by	заважати	To be hindered or restricted in movement or progress.
public policy	державна політика	The principles on which social laws are based.
administration's	ефективність	The ability of the administrative body to

efficiency	адміністрації	achieve desired outcomes effectively with a minimum of waste, expense, or unnecessary effort.
respective legislation	відповідне законодавство	Laws or legal statutes that are relevant or particular to a specific subject or area.
world-wide trends	світові тенденції	General directions in which something is developing or changing on a global scale.
snap parliamentary elections	позачергові парламентські вибори	Unscheduled elections called ahead of time to elect the members of the parliament.
"aesthetic" nature	"естетичний" характер	Pertaining to the appreciation of beauty or good taste.
drastic changes	кардинальні зміни	Severe or radical alterations in form, appearance, condition, or nature.
unleashing market forces	розв'язані ринкові сили	The release or freedom of economic market factors to operate without restrictions.
Revolution of Dignity	Революція Гідності	A series of events in Ukraine leading to the government changes, named for the aspirations of the Ukrainian people towards a more dignified life.
preconditioned	попередньо обумовлений	Previously determined or established conditions that are required before something else can occur or be done.
prerequisites	передумови	Required conditions or necessary skills that must be met or possessed before proceeding or advancing.
sovereign	суверенний	Possessing supreme or ultimate power; self-governing and independent.
bearers of	носії суверенітету	Entities or individuals that carry or hold

sovereignty		the quality of having independent authority or power.
tremendous development	величезний розвиток	An immense or extraordinary growth, progress, or improvement.
legislative, executive and judicial power	законодавча, виконавча та судова влада	The three branches of government responsible for creating laws, enforcing laws, and interpreting laws, respectively.
in accord to	відповідно до	In agreement with, or in conformity to, something.

Task 2. Read the text. Be ready to answer the questions after the text.

Changes in Ukraine's Public Administration

Ukraine has seen significant changes in its government system, aiming for better governance, increased local authority, and alignment with European Union standards.

Adapting the governmental structure of Ukraine, a nation with a socialist history, faces challenges like limited resources and widespread public distrust. Despite these issues, Ukraine has embarked on a journey to reshape its policies and approach to development.

Major political shifts occurred in Ukraine from 2014 onwards. A new president was elected, surprise parliamentary elections were conducted, and new civil and military bodies were established. These steps were part of around 60 reforms initiated to modernize Ukraine and align it with global trends, emphasizing the importance of governmental reform for international competitiveness.

Key reforms in Ukraine involve decentralizing power, enhancing civil service, combating corruption, and increasing transparency in government operations. These

efforts aim to address the government's reform strategy, the evaluation of governmental roles, and potential barriers to successful reform implementation.

Progress has been made in moving away from Ukraine's Soviet-era legacy, but further efforts are required to solidify these advancements and improve governmental functionality.

Post-independence, Ukraine has undergone significant transformations typical of post-socialist states. The country has been working towards an open market economy, addressing economic instability, and rebuilding public trust in government institutions. Initial reforms were superficial and did not significantly alter the Soviet-inherited state apparatus. However, the push for genuine reform gained momentum after the 2014 Revolution of Dignity, driven by the public's desire for closer ties with Europe.

In 2013-2014, Ukraine experienced a period of internal turmoil when the government abruptly veered away from European integration, leading to forceful crackdowns on peaceful protests. The public ousted the corrupt government, an event now known as the Revolution of Dignity, paving the way for renewed European integration efforts. This period also saw increased influence from international bodies like the World Bank and the EU.

The abandonment of Ukraine by its leaders in February 2014 coincided with Russia's annexation of Crimea and the initiation of conflict in Donetsk and Luhansk, resulting in significant human and economic losses.

These crises highlighted the necessity for profound governmental reforms crucial to the nation's survival.

Public administration reforms are a common pursuit among post-socialist countries. Yet, even EU member states have faced obstacles. For instance, Croatia has made strides in government openness and regulatory policy, while other nations like the Czech Republic, Lithuania, and Slovakia have encountered slow progress due to political dynamics and various challenges.

Ukraine's Constitution and Presidency

Ukraine's constitution, ratified by the Verkhovna Rada on June 28, 1996, declares Ukraine as a self-governing, democratic, socially responsible, and law-abiding nation. The constitution reflects Ukraine's sovereignty and independence, aligning with European constitutional traditions and honoring the legacy of those who fought for the nation's autonomy.

The democratic ethos of Ukraine ensures that power resides with the populace, who express their will directly or through elected representatives and local bodies. The country's social fabric obligates the state to safeguard the welfare of its citizens, and the rule of law guarantees fairness, equality, and justice.

Government powers in Ukraine are distributed among legislative, executive, and judicial branches. The Verkhovna Rada serves as the sole legislative authority, while the Cabinet of Ministers heads the executive branch. Judicial powers are exercised by the Constitutional Court and other courts. The President of Ukraine, as outlined in the constitution, is the state's representative and leader.

The presidency in Ukraine, a relatively recent addition to the political landscape, traces its democratic roots to the Cossack era and the early 20th-century independence movement. The Central Rada's decrees, particularly the election of Mykhailo Hrushevsky as President in 1918 and the declaration of full independence in 1919, were milestones in establishing the presidency.

During the Soviet era, the Verkhovna Rada and its Chairman fulfilled the role of head of state until Ukraine's independence in 1991. The establishment of the presidential office was a pivotal element of the post-independence constitutional transformation. Laws enacted on July 5, 1991, formalized the presidential role, which has since evolved to its current form as defined by the constitution.

The Institute of Presidency in its present form did not form at once. At first, the President in accord to his status and title was the highest official in the country, becoming next the Head of State and Executive Power, to act as the Head of State at present in accord with the Constitution in force.

[Adapted from: http://www.ukrexport.gov.ua/eng/state_system/].

Task 3. Pronounce the following words correctly.

concurrent	principle	bearers	sovereignty
sovereign	government	presidency	comparative
reign	emphasized	phenomenon	functions
prerequisites	measure	supreme	tremendous
equality	freedom	justice	democratization

Task 4. Translate the words above into Ukrainian.

Task 5. Find the English equivalents to the expressions that follow.

- юридична влада
- кардинальні зміни
- Революція Гідності
- величезний розвиток
- демократичні зміни
- прямі військові інтервенції
- фінансова підтримка
- внутрішньополітичний та соціальний конфлікт
- цивільне населення
- економічні збитки

Task 6. Answer the questions.

1. What important changes have been observed in the Ukrainian public administration in recent years?
2. What interferes reforming public administration in Ukraine?
3. Why special attention importance must be drawn to the public administration reform in Ukraine?
4. How has Ukraine moved quite from the soviet legacy as concerns public administration?

5. What important changes has Ukrainian public administration experienced since independence?

6. What important moment of the state's institutional weakness happened in February–March 2014 in Ukraine?

7. What 3 state powers are there in State power in Ukraine?

8. When the birth of a democratic society in Ukraine began?

9. What laws of Ukraine on July 5, 1991, were adopted?

10. What is the status of the President in Ukraine nowadays?

Task 7. Match the words and word combinations with their definitions.

1. sovereign 2. government 3. freedom 4. drastic changes 5. tremendous development 6. equality 7. democracy 8. public policy 9. judicial power 10. compliance	a) the state or quality of being equal; correspondence in quantity, degree, value, rank, or ability b) extreme measures c) independence, self-sufficiency, liberty, disengagement d) enormous growth; great progress e) government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system. f) the fundamental policy on which laws rest, especially policy not yet enunciated in specific rules g) the act of conforming, acquiescing, or yielding; a tendency to yield readily to others, especially in a weak and subservient way; conformity; accordance h) management, control, administration, conduct i) having supreme rank, power, or authority; supreme; preeminent; indisputable

Task 8. Complete the sentences with the verbs in bold.

administration   drastic   sovereign   prerequisites   respective   forces

global   observed   engaged   Constitution

1. In recent years many important developments have been _____ in the Ukrainian public administration:

2. However, reforming public _____ in a post-socialist transition country is hampered by the lack of resources and by public mistrust.

3. Special importance must be granted to the public administration reform because it plays a crucial role in securing the nation's success in _____ competition.

4. To address these questions, the _____ legislation has been analyzed along with some practical steps applied by the government towards the improvement of public institutions' operation.

5. Ukrainian public administration has experienced _____ changes since independence.

6. The internal drivers of these changes are present in the entire post-socialist world: unleashing market _____ after decades of command economy.

7. These events created the _____ for the country's turning back to the integration into Europe.

8. So it would not be a surprise if Ukraine as a country _____ in internal and external conflicts demonstrated mixed results on the way to its more efficient PA.

9. The Verkhovna Rada (Ukrainian parliament) adopted the _____ of Ukraine in force June 28, 1996.

10. According to this country's Basic Law, Ukraine is a_____, independent, democratic, and social state with a rule of law.

Task 9. Translate the sentences into English.

1. За останні роки в українському державному управлінні спостерігається багато важливих подій: реформи в системі державного управління та державної служби.

2. Однак реформуванню державного управління в постсоціалістичній країні з перехідною економікою заважає брак ресурсів та недовіра громадськості.

3. Особливе значення слід надати реформі державного управління, оскільки вона відіграє вирішальну роль у забезпеченні успіху країни у глобальній конкуренції.

4. Метою цього дослідження є огляд найважливіших реформ ПТ, що відбуваються в Україні (децентралізація, реформа державної служби, антикорупційні заходи, прозорість, огляд функцій центральних органів виконавчої влади).

5. З моменту здобуття незалежності українське державне управління зазнало кардинальних змін, характерних для практично всіх постсоціалістичних країн.

6. У цьому контексті зовнішні фактори (тиск з боку міжнародних організацій, особливо Світового банку та ЄС) почали відігравати більш значну роль, і уряд повинен серйозно їх врахувати.

7. Таким чином, внутрішньополітичний та соціальний конфлікт перетворився на зовнішній що призвело до масової загибелі 13 тисяч українців, як збройних сил, так і цивільного населення, понад 1,5 мільйона звільнених, а також економічні збитки на багато мільярдів доларів.

8. Верховна Рада прийняла Конституцію України, що діяла 28 червня 1996 року.

9. Конституційний Суд України та суди загальної юрисдикції здійснюють судочинство в Україні (статті 124 та 125).

10. Зародження демократичного суспільства в країні розпочалося ще за часів козацтва.

Task 8. Find key-sentence in each paragraph and write it down below.

Task 9. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 10. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus

Adverbs. The Place of Adverb in the Sentence

Прислівники бувають прості (here, how, still), похідні (утворюються за допомогою додавання -ly: slowly, daily) і складні (утворюються із двох і більше коренів: sometimes, everywhere). Прислівники способу дії можуть утворювати ступені порівняння: прислівники early, fast, hard, late, near, soon – за допомогою -er, -est, інші – за допомогою more, most.

Місце прислівників у реченні

• Прислівники часу розташовуються або на початку, або наприкінці речення:

Tomorrow I'm going home або I'm going home tomorrow.

• Прислівники повторюваності або частотності ставляться перед основним дієсловом (крім дієслова to be):

I often go there або She is often at home.

• Прислівники способу дії зазвичай ставляться після дієслова або після прямого додатку:

She plays the piano well.

• Прислівники ступеня зазвичай ставляться перед прикметниками або іншими прислівниками (за винятком прислівника "enough", що ставиться після прикметника):

She is very beautiful. I know her quite well. This TV-set is good enough.

• Якщо в одному реченні вживаються прислівники часу і прислівники місця, то спочатку ставиться прислівник місця:

I'm planning to return here tomorrow.

• also, too, either.

Перші два вживаються у розповідних, а останній – у заперечних реченнях. Also ставиться перед основним дієсловом, а інші – наприкінці речення:

I also know him – I know him, too – I don't know him either.

Task 11. Combine the two sentences into one complex sentence using the given adverb of time.

1. He finished his project. His colleagues had already left. (by the time)
2. They will start dinner. I will arrive. (by the time)
3. She had read the book. The movie was released. (before)
4. The meeting was postponed. We had prepared the presentation. (after)
5. He discovered the error. The article was published. (after)
6. The train had left. She reached the station. (by the time)
7. He usually eats breakfast. He reads the newspaper. (while)
8. They had seen the documentary. We discussed it. (before)
9. The festival begins. The summer ends. (as)
10. I had fallen asleep. The movie ended. (before)

Task 12. Place the adverb of manner in the correct position in the sentence, considering the presence of direct and indirect objects.

1. She gave her friend the gift. (graciously)
2. He explained the rules to the new players. (briefly)
3. They sent the message to their allies. (secretly)
4. I showed my parents the award. (proudly)
5. She taught the children the song. (patiently)
6. He announced the results to the audience. (loudly)

7. She passed the note to her classmate. (quietly)

Task 13. Make up sentences using words given below.

1. in South always to go my summer friends the

_____

2. home English still sometimes at speak we

_____

3. learns knows also although English German she she well

_____

4. been just on seldom has has arrived he he time never

_____

5. well loud my never to listens she music sings sister but

_____

6. of car drives town his fast runs new though seldom he out

_____

7. everywhere winter can snow see in you

_____

8. home comes late usually she

_____

9. to started failed working they they do early although task easily the

_____

10. have this it don't already either know they they though text read

_____

Task 14. Rearrange the sentence to place the adverbs in the correct order (Manner, Place, Time).

1. She spoke softly (in the meeting, yesterday).
2. They will travel (to Paris, next month) comfortably.
3. He has worked (last night, in his office) tirelessly.
4. We will meet (tomorrow, at the cafe) casually.
5. She sang beautifully (last weekend, at the concert).

6. They played energetically (in the field, this morning).

7. He answered quickly (during the quiz, today).

8. She waited patiently (at the bus stop, for an hour).

9. They explored curiously (around the museum, all afternoon).

10. He read quietly (in the library, for two hours).

Task 15. Use "also," "too," or "either" to create a complex sentence.

1. I enjoy hiking. My brother enjoys it. (also)

2. She hasn't read the book. Her friend hasn't read it. (either)

3. He can play the piano. His sister can play it. (too)

4. They didn't go to the party. I didn't go. (either)

5. We're planning to visit Japan. Our cousins are planning it. (too)

6. I admire his writing. Many of my friends admire it. (also)

7. She doesn't like spicy food. Her children don't like it. (either)

8. He has visited Paris. His wife has visited it. (too)

9. They haven't seen the latest movie. Neither have I. (either)

10. I love to read historical novels. So does my teacher. (also)

Task 16. Adverb Role Play. Work in pairs, the speaker must incorporate a specific adverb into their dialogue based on the scenario. The listener will guess the adverb used. After each exchange, discuss why the adverb was used and its placement in the sentence.

➤ Scenario: Complaining about a service. (Adverb of Manner: angrily)

➤ Scenario: Describing a recent holiday experience. (Adverb of Time: recently)

➤ Scenario: Talking about a habitual weekend activity. (Adverb of Frequency: usually)

➤ Scenario: Explaining how to cook a favorite dish. (Adverb of Degree: carefully)

➤ Scenario: Discussing plans for the next holiday. (Adverb of Place: abroad)

➤ Scenario: Telling a story about a past mistake. (Adverb of Time: yesterday)

➢ Scenario: Giving an opinion about a movie. (Adverb of Degree: highly)

➢ Scenario: Describing a regular exercise routine. (Adverb of Frequency: often)

➢ Scenario: Recounting an unexpected meeting with a friend. (Adverb of Manner: surprisingly)

➢ Scenario: Sharing thoughts on learning a new language. (Adverb of Degree: quite)

Example for Scenario 1:

Speaker: "I spoke with the manager angrily about the poor service."

Listener: "Was the adverb 'angrily'?"

Discussion: Discuss why 'angrily' was appropriate in this context and its placement after the verb 'spoke'.

Unit 17. Public Administration and the Government of the United Kingdom

Task 1. Warm up. Look at the pictures and describe them. Try to guess what will the text be about?

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
government intervention	державне втручання	Actions taken by a government to influence or alter the behavior of individuals or organizations in a society.
social indifferentism	соціальна байдужість	A lack of concern or interest in social issues or the well-being of others in society.
material goods	матеріальні блага	Physical items and products that have value and can be bought, sold, or used to satisfy needs or wants.
immediate successors	безпосередні наступники	The next individuals or entities that follow and take over the roles or positions of their predecessors.
societal initiative	суспільна ініціатива	Actions or efforts initiated by members of society aimed at social improvement or change.

ancestral backwardness	відсталість предків	The state of being less developed or less advanced compared to others.
powerful landowners	могутні землевласники	Individuals who own significant amounts of land and hold considerable influence or power within a society.
the Treasury and the Foreign Ministry and the Royal Council	Казначейство та Міністерство закордонних справ та Королівська рада	Key government institutions responsible for financial management,foreign relations and advising the monarchy.
hierarchy	ієрархія	A system of organization where people or groups are ranked one above the other according to status.
inherited feudalism	успадкований феодалізм	A social and economic system passed down from previous generations, characterized by a hierarchy of lords and vassals.
nation awakened to a consciousness	нація пробудилася до свідомості	A period or moment where a nation becomes more aware or conscious of its identity, values, or issues.
royal treasury	царська скарбниця	The financial repository or funds of a monarch or royal government.
yields	врожайність	The amount of produce generated from a particular area of land
to step up enforcement	посилити примусове виконання	To increase or intensify the application of laws or regulations.
plans and aspirations	плани та прагнення	Goals, ambitions, or intended actions that individuals, groups, or organizations aim to achieve.

a conglomerate	конгломерат	A large corporation formed by the merging of different firms operating in various industries.
involvement	залучення	The act of taking part or being engaged in an activity or situation.
to anticipate	передбачати	To expect or predict something in advance.
the parish administration	адміністрація парафії	The local governing body responsible for managing the affairs of a parish.
to entrench	закріплюватися	To establish something firmly or securely, often in a position of strength or persistence.

Task 2. Read the text. Be ready to answer the questions after the text.

THE FORMATION OF THE BRITISH ADMINISTRATIVE STATE: INTERNAL FACTORS

When the administrative development of Great Britain is examined, it is generally claimed that the country was spared the bureaucracy and centralization that afflicted the continental nations. This singular fact springs from an innate individualism that obstinately resists **government intervention**, while its ability to create social well-being through private enterprise is praised. These words, however, hide more than they reveal because the cause must rather be sought in **social indifferentism** and avidity for **material goods**. Thus the only way to confirm the hypothesis is to examine what is historically known and well founded.

The first peculiar feature that stands out in the historical development of the British public administration is the scarcity of conscious reflections on the subject, at least up to the late eighteenth century. Following the reign of Henry III (1216–1272) and his **immediate successors**, there was no one in Britain with the mental caliber or strength of character displayed by Richelieu, Colbert or Pombal on the continent as they laid the basis for a **societal initiative** and the corresponding administrative

system. The reforming work of Richelieu and Colbert is famous, but equally outstanding is that of Sebastião José de Carvalho e Melo, Marquis of Pombal, who effectively governed Portugal from 1750 to 1777 when Joseph I was king. He was also distinguished for his statesmanship, a decisive element of his administrative reform that pulled the country out of its **ancestral backwardness.** Thomas Cromwell, Francis Walsingham, and William and Robert Cecil were held back by **powerful landowners** reluctant to implement reforms and by the obstinacy of the House of Commons. As a result, everything that was new and inventive in administration flowed from the organization of **the Treasury and the Foreign Ministry and the Royal Council**, and only secondarily from the Secretary of State.

CAUSES OF THE UNIQUENESS OF THE BRITISH ADMINISTRATION

Contributing to this scenario was the fact that the country's needs did not require the centralization or the **hierarchy** that had been established on the continent. By the end of the fifteenth century, the modern state had barely emerged from its **inherited feudalism**. Most official positions were held by people from corporations, unions and guilds, as well as by clerks, priests and lawyers. Significant positions such as that of the chancellor and treasurer, as well as royal staff, would not become important until later, for at the beginning their tasks were light and their power did not publicly trouble the parties. When in the sixteenth century the **nation awakened to a consciousness** of its internal and external identity and the House of Tudor raised the power of the Crown to great heights, the monarchy and its ministers faced a powerful Parliament with Public Administration in Great Britain Omar Guerrero-Orozco a prime seat in the administration, as well as two thousand justices of the peace and thousands of rural parishes that governed around their perimeter. As a result, **plans and aspirations** in the center were under effective external control, something which did not exist in Germany or France at the time.

In fact, this divergence had been in place for a century and a half. It limited the size, the aspirations and the quality of the central administration at the origin. However, there was an administrative apparatus available that was already operating in the towns at little or no cost, which was very convenient for the **royal treasury**.

When the state proposed projects intended to expand industry and commerce, the government trusted this local system. But what costs nothing, generally **yields** nothing when the original momentum has faded. When the parliamentary drive disappeared, more harm was produced than good, because the administrative instruments necessary for the state's activities had not been planned consciously for their application according to the law. The desired ends had been duly formulated, but not the means for obtaining them. Herman Finer explains that the government even tried **to step up enforcement** of the Poor Law in the late sixteenth and early seventeenth centuries, but their lack of success exposed the structural weakness of the administration. What is surprising is that despite this failure, administrative thinkers on the continent expressed their admiration of Great Britain's local freedom, although paradoxically their enthusiasm was stimulated mainly by the work of German author Rudolf Gneist on local administration.

By now there was sufficient awareness among the British of the uniqueness of their public administration, centered around the concept of local "self-government," as pointed out by Joshua Toulmin Smith, whose book was perhaps among the first to systematically address the topic of self-government.

The ancient motives that had given birth to British local administration – bureaucracy – avoiding and prone to recruiting "amateurs" and bailiffs, operating since the times of Richard The Lionheart – evolved into a dense swamp that obstructed the road to industrialization and consolidation of the modern state. It is both curious and astonishing at the same time how Great Britain opted for self-government and how this status quo was preserved for centuries.

JUDICIAL ADMINISTRATION AS PUBLIC ADMINISTRATION

However, as the society at the time was **a conglomerate** in which the habit of self-government was nonexistent, the new system had to be cultivated among landowners and the emerging middle classes to produce, after a long process of maturation, the legendary right of local government. This administration was not bureaucratic, deliberately discarding that mode in favor of officials trained specifically to work in a department of the state with techniques acquired from their

professions. Another of its prominent features was that it was a judicial method of administration exercised by justices of the peace in their districts, who supervised and corrected post facto, rather than before the fact; that is, their **involvement** took place before and after the fact. Finer explains that while legal action comes after the fact, and corrects and redresses wrongs, administrative action involves the appointment of officials who **anticipate** the future and monitor that administrative acts are carried out correctly. This, provided they are equipped with the responsibility needed to lay down rules intended to guide action and avoid error, and supported by staff endowed with an ongoing sense of responsibility to enable them to ensure that the standards stipulated for the work are applied.

Although it is a general rule that the courts should be confined mainly to ruling on disputes between individuals, it was at the time considered fitting to also entrust them with administrative or quasi-administrative functions as needed by the government. This has happened in all states, but especially in nations that failed to establish a clear distinction between judicial and administrative functions by statutory law. The best example is Great Britain where, given the multitude of exceptions to the adoption of the principle of separation of powers, judicial officials have been exercising administrative functions from time immemorial. This confusion has reigned even in the United States: for a long time, due to the British heritage, there was no attempt to separate the judicial and administrative authorities.

Thus, justices of the peace being important judicial and administrative officials, almost all important local positions have their origin in them. Justices of the peace received most of their powers from the sheriffs. They were also given the task of overseeing **the parish administration** established over the Church in the Tudor era, since its courts, which held sessions every quarter, acted as the authority in the county. Over time, they became the most important local officials in administrative and judicial affairs.

This system was much more decentralized than the prefecture organization of sheriffs, as all officers were chosen from the towns where they served. Moreover, if initially most officials were appointed directly or indirectly by the central government

and could be removed from office, the fact that they did not receive compensation – since they belonged to the upper classes – and that the service they provided was obligatory and arduous, meant that over time they increased in independence. Nor did the threat of removal from office matter much to a justice of the peace, because it meant relief from a difficult task, not a loss of livelihood. The system ensured a high degree of local self-government, given that the independence of the justices deprived the central administration of the ability to intervene in their activities. This fact, **entrenched** by the passage of time, ultimately resulted in a confused belief that self-government was the opposite of public administration.

Rudolf Gneist explained in 1866 that the true essence of self-government is that it constitutes a system of state administration whose consistent nature lies in its being a political committee to the commons. Also, like any self government, it rests on the political principle of the right of royal appointment, which includes sheriffs, magistrates, military commissioners and military officers. This right of the king and obligation of the state was instituted in the time of the Normans, and never subsequently took on the nature of the rights of the political estates or elective positions termed Wahlamt.That is, Gneist shows that self-government is part of the British public administration, just as the prefecture is part of the public administration of France, with all the peculiarities that it entails. Its organization and the effects it had on British history do not negate the fact that it is another part of the British public administration system by means of delegation, not of cession.

One of the traditional British institutions, the justice of the peace, was transplanted to America, where Tocqueville portrayed him as a compromise between the common man and the judge; imparting justice and administering at the same time, without necessarily being versed in law. He is, in Tocqueville's view, the policeman of society whose role demands honesty and good sense rather than the domain of science.

These institutions originated during the reign of Richard I (1189–1199) who, as sovereign, reveled in his absence and neglect of his kingdom, although he enjoyed enormous popularity. He was, strictly speaking, a knight whose exploits began in the

Third Crusade. In his absence he appointed Hubert Walter as Archbishop of Canterbury, and at the same time as Justiciar (chief minister) of the crown. Walter ruled England better than Richard would have, for he not only consolidated peace in the kingdom, but began supporting the middle classes in the cities and counties, a strategy that prepared the country for the major constitutional changes that would be made during the following two reigns. His reform program began by granting privileges to certain cities, including autonomy by means of governance by elected officials. At this point two institutions converged; the alderman (an Old English word), and the mayor, a word imported from France. It was the people of London who secured the right to elect their mayor before any other of their countrymen, and the mayor of London was the first official to hold an office of that name. Moreover, middle class support was leveraged by the government as an important factor in county affairs. In particular, the rural middle class and knights in their manors overseeing their interests on their farms were increasingly engaged in addressing county issues.

The middle class was one of the important factors in shaping the peculiarly English system of government, as the crown deliberately entrusted local administration to the middle class and the justices of the peace, rather than the sheriff. The middle class did not yet carry out its role under the name of gentry (patricians) but it had already been entrusted the post of coroner (judge) to defend the judicial and financial rights of the monarch in the county. An important fact to keep in mind is that the services entrusted them were delegated by the central government, not on the initiative of representatives. This measure was personified in the "public charge," by which the monarch persuaded or forced his subjects to acquire a custom of self-government (Trevelyan, 1976:144). Walter also ordered that applicants before the county court; that is, the local middle class themselves, should choose four of their number to serve as coroner. By extension, he also ordered jurors, until then chosen by the sheriff, to be selected by a committee of four knights chosen by the county court. This was the origin of the autonomy of the county, which was not effected by the barons, but by the middle class, by which at the same time the seeds for the principle

of representation were sown. The result of this process was that in the late twelfth century a rural middle class emerged that became accustomed to carrying out public business and to electing representatives. As Trevelyan says, when this political mode reached up as far the national parliament, there were significant consequences for "England and for the world."

As can be observed, self-government did not emerge spontaneously, nor was it planned by the local areas themselves, but rather as a central policy; yet this is a paradox. What the crown did, to put it plainly, was to delegate administrative functions and responsibilities away from the Treasury and onto the middle class and well-to-do farmers who lived in the towns. It was essentially the large-scale recruitment of a large portion of the rural population compelled to take charge, without payment, of their common affairs, largely abandoned by the crown. Local administration was entrusted to the locals, but they were not taught the art of managing the affairs of their community. In short, it was a onerous "public burden" laid on the rural middle class on an unparalleled scale, but whose eventual result was an autonomous government in which the British still take pride. This unique and important fact was not overlooked by the knowledgeable eyes of Otto Hinze, who observed the crown's successful effort in the counties to prevent feudalization in exchange for turning them into public service corporations to which the duties and responsibilities of state power were delegated.This abnegation was worth it, for parliamentarism emerged here from the administrative responsibilities delegated by the central power of the crown; its origin lies in the combination of the principle of authority and the corporative principle.

The magnitude of Walter's administrative work must not be forgotten; an outstanding statist, he reformed the central offices of the government during the reigns of King Richard and King John. He served as Baron of the Exchequer beginning in 1184, then as justiciar of the Curia Regis and finally as the chancellor of this important institution. It deservedly contributed to his education as a public administrator, for he performed his duties in an exemplary fashion in financial, legal and management matters. He held the eminent post of Chancellor of the Exchequer

until his death, and thanks to the documentation procedures he carried out, the Chancellery achieved a remarkable level of efficiency. He has rightly has been recognized as having established the British civil service in his time, and of being the greatest justiciar in the history of the country. He was, indeed, the great builder and reformer of British administrative institutions.

[Adapted from: Guerrero-Orozco, Omar. Public Administration in Great Britain: History, Institutions, and Ideas. Mexican Culture Seminar State of Mexico's Institute of Public Administration. Pp. 144].

Task 3. Pronounce the following words correctly and translate into Ukrainian.

recruiting	deliberately	through	obstinately
centralization	obstinately	bureaucracy	increasingly
curious	amateurs	bailiffs	crown
hypothesis	indifferentism	knights	peculiarly
efficiency	justiciar	procedure	knowledgeable

Task 4. Find the English equivalents to the expressions that follow.

- континентальні держави
- опір втручанню влади
- свідомі роздуми
- безпосередні наступники
- ментальний рівень
- суспільна ініціатива
- делегування адміністративних функцій
- середній клас
- сільське населення
- місцеве управління

Task 5. Answer the questions.

1. What is only way to confirm the hypothesis of the administrative development of Great Britain?

2. Who occupied the most official positions in the end of the fifteenth century in Great Britain?

3. Who explains that the government even tried to step up enforcement of the Poor Law in the late sixteenth and early seventeenth centuries?

4. What does the concept of local "self-government" in the UK mean?

5. What is a general rule that the courts should be confined mainly to ruling on disputes between individuals?

6. What confusion has reigned in the United States due to the British heritage?

7. Whom justices of the peace received most of their powers from?

8. Who explained in 1866 the true essence of self-government?

9. What class was one of the important factors in shaping the peculiarly English system of government?

10. Who was the great builder and reformer of British administrative institutions?

Task 6. Match the words and word combinations with their definitions.

1. hypothesis	a) a person who engages in a study, sport, or other activity for pleasure rather than for financial benefit or professional reasons
2. bureaucracy	
3. amateur	
4. crown	b) a person or thing that succeeds or follows
5. material goods	c) to ask for with proper authority; claim as a right
6. successor	d) to place in a position of strength; establish firmly or solidly
7. landowner	
8. entrench	e) a similar ornamental headgear worn by a person designated king or queen in a pageant, contest, etc.
9. demand	
10. bailiff	f) executor, apparitor, fiscal; an officer, similar to a sheriff or a sheriff's deputy, employed to execute writs and processes, make arrests, keep order in the court, etc.
	g) possessions and personal property
	h) an owner or proprietor of land

| | i) a proposition assumed as a premise in an argument |
| | j) government by many bureaus, administrators, and petty officials; administration characterized by excessive red tape and routine |

Task 7. Complete the sentences with the verbs in bold.

hypothesis   treasury enforcement aspirations   feudalism
landowners bureaucracy   parish conglomerate material

1. These words, however, hide more than they reveal because the cause must rather be sought in social indifferentism and avidity for _____ goods.

2. Thus the only way to confirm the _____ is to examine what is historically known and well founded.

3. Thomas Cromwell, Francis Walsingham, and William and Robert Cecil were held back by powerful _____ reluctant to implement reforms and by the obstinacy of the House of Commons.

4. By the end of the fifteenth century, the modern state had barely emerged from its inherited _____ .

5. As a result, plans and _____ in the center were under effective external control, something which did not exist in Germany or France at the time.

6. There was an administrative apparatus available that was already operating in the towns at little or no cost, which was very convenient for the royal_____.

7. Herman Finer explains that the government even tried to step up _____ of the Poor Law in the late sixteenth and early seventeenth centuries.

8. The ancient motives that had given birth to British local administration – _____– avoiding and prone to recruiting "amateurs" and bailiffs.

9. As the society at the time was a _____ in which the habit of self-government was nonexistent, the new system had to be cultivated among landowners and the emerging middle classes to produce.

10. They were also given the task of overseeing the _____ administration established over the Church in the Tudor era.

Task 8. Translate the sentences into English.

1. Коли розглядається адміністративний розвиток Великобританії, загалом стверджується, що країна була позбавлена бюрократії та централізації, які торкнулись континентальних держав.

2. В результаті все нове та винахідливе в управлінні випливало з організації Казначейства та Міністерства закордонних справ та Королівської ради, і лише в другу чергу від Державного секретаря.

3. До кінця XV століття сучасна держава ледве вийшла із спадкового феодалізму.

4. Існував адміністративний апарат, який уже працював у містах за невелику ціну або взагалі без грошей, що було дуже зручно для королівської скарбниці.

5. Суспільство на той час було конгломератом, в якому звичка до самоврядування не існувала, нову систему доводилося культивувати серед землевласників та середніх класів.

6. Ця адміністрація не мала бюрократичного характеру, навмисно відкидаючи цей режим на користь чиновників.

7. У Сполучених Штатах тривалий час не було спроб розділити судову та адміністративну владу.

8. Мирові судді, які є важливими судовими та адміністративними посадовими особами, майже всі важливі місцеві посади беруть свій початок у них.

9. Загроза звільнення з посади не мала великого значення для мирового судді, оскільки це означало полегшення від важкого завдання, а не втрату засобів до існування.

10. Крім того, як і будь-яке самоврядування, воно ґрунтується на політичному принципі права королівського призначення, що включає шерифів, магістратів, військових комісарів та військових офіцерів.

Task 9. Find key-sentence in each paragraph and write it down below.

Task 10. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 11. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus

Infinitive

Інфінітив – це неособова форма дієслова яка відповідає на питання "що (з)робити?", наприклад, **to read** (читати). Інфінітив вживається у таких випадках (тут і далі наводиться перелік лише найбільш вживаних дієслів):

• Після дієслів *afford, agree, appear, arrange, begin, be going, choose, decide, demand, expect, fail, forget, hope, learn, like, need, offer, plan, prepare, pretend, promise, refuse, seem, swear, tend, want, wait, wish*: **They plan to learn English** – Вони збираються вивчати англійську

• Після словосполучення "дієслово + додаток" (з дієсловами *advise, allow, appoint, ask, beg, cause, choose, command, dare, desire, enable, encourage, expect, forbid, force, help, invite, need, order, permit, persuade, select, teach, tell, urge, want, warn):* **She asked him to leave** – Вона попросила, аби він пішов геть

• Після дієслів чуттєвого сприйняття (*feel, hear, see, smell, observe, watch*). Інфінітив (без частки **to**) у цьому випадку перекладається як дієслово доконаного виду (що зробив?): **I saw her go out** – *Я бачила, як вона **вийшла** з будівлі.*

• Після дієслів **let** (*дозволяти* тощо) і **make** (*змушувати*) вживається інфінітив без частки **to: She let me borrow her pen** (Вона дозволила мені взяти її ручку), **He made her go home** (Він змусив її йти додому).

• Після прикметників *afraid, ashamed, (be) worth it, disappointed, disturbed, eager, foolish, free, glad, happy, likely, lucky, pleased, prepared, ready, reluctant,*

sad, sorry, stupid, surprised, the first (last), the only, too old etc, old etc enough, willing, wrong: ***I am happy to be here*** *– Я щаслива бути тут.*

• У безособових реченнях, що починаються з ***It*** (***It's not easy to learn English*** *– Нелегко вивчити англійську мову;* ***It takes an hour to get there*** *– Потрібна година, аби дібратися туди), а також у деяких іменникових конструкціях* (***That's a high price to pay; She does not have a permission to enter***).

• Для зазначення мети: *Use this device* ***to make your life better;*** *Make some notes (**in order**) to remember things; Do it **to get what you want;** This device is intended* ***to make your life better.***

• Заперечна форма інфінітиву утворюється шляхом додавання ***not*** перед інфінітивом: *She advised me* ***not*** *to do it. – Вона порадила мені не робити цього.* Однак у багатьох випадках природніше вживати заперечення з присудком (*She advised me to do it – She **did not** advise me to do it*) або замінювати інфінітив на його антонім (*She asked him not* ***to leave*** *– She asked him* ***to stay***).

• Інфінітив може мати форми *Continuous* (*It's a pleasure* ***to be jogging*** *in such weather*)*, Perfect* (передає дію, яка відбулася раніше тієї, що виражена присудком: *She was happy* ***to have finished*** *it at last –* Вона почувалася щасливою від того, що нарешті завершила справу), а також *Perfect Continuous* (*She did not expect him* ***to have been working*** *for so long –* Вона не очікувала, що він працюватиме так довго).

Усі перелічені випадки вживання є досить офіційними і частіше вживаються у письмовому мовленні.

Task 12. Identify the infinitive in each sentence and classify it as a basic infinitive, continuous infinitive, perfect infinitive, or perfect continuous infinitive.

1. It's amazing to see the stars at night.
2. He seems to be running late.
3. She was proud to have completed the marathon.

4. They appear to have been waiting for hours.

5. It's necessary to study regularly.

6. I'm planning to be visiting Rome next month.

7. They were excited to have been invited to the event.

8. She hopes to have finished the project by tomorrow.

9. It's fun to play chess with friends.

10. He was surprised to be standing on the winner's podium.

Task 13. Fill in the gaps in the following sentences with the verbs from the box. You may have to change the form of the word.

look apologize go lie speak talk work have smile come

1. He hopes _____ home soon.

2. He agreed _____together.

3. They like_____English.

4. He decided _____there.

5. He crossed the room _____at the picture.

6. She hates _____.

7. He made her _____.

8. Where are you going_____dinner?

9. He stopped _____ to her.

10. I want _____to him.

Task 14. Choose the correct infinitive form to complete each sentence.

1. I felt the ground *(to shake/shake)*.

2. She heard her name *(to be called/called)*.

3. He must *(to leave/leave)* immediately.

4. We saw them *(to enter/enter)* the building.

5. She can *(to swim/swim)* very well.

6. They let the dog *(to run/run)* in the park.

7. I watched the sun *(to set/set)*.

8. He should *(to apologize/apologize)* for his mistake.

9. We observed the birds *(to fly/fly)* south.

10. She might *(to be/be)* late due to traffic.

Task 15. Using Infinitives in Conversation. In pairs, make a conversation based on a given scenario. Each student must use at least three different infinitive forms in their responses.

Scenario: Planning a holiday trip.

Scenario: Discussing career aspirations.

Scenario: Talking about weekend activities.

Scenario: Sharing experiences about learning something new.

Scenario: Giving advice on a personal problem.

Example for Scenario 1:

Student A: "I can't wait to start planning our holiday. I'd love (to visit) some historical sites."

Student B: "That sounds great. I hope (to find) good deals on accommodations."

Student A: "Yes, and I'm eager (to try) local foods there."

Unit 18. The System of Government of the UK. The Queen.

Task 1. Warm up. Look at the picture and describe it. Try to guess what will the text be about?
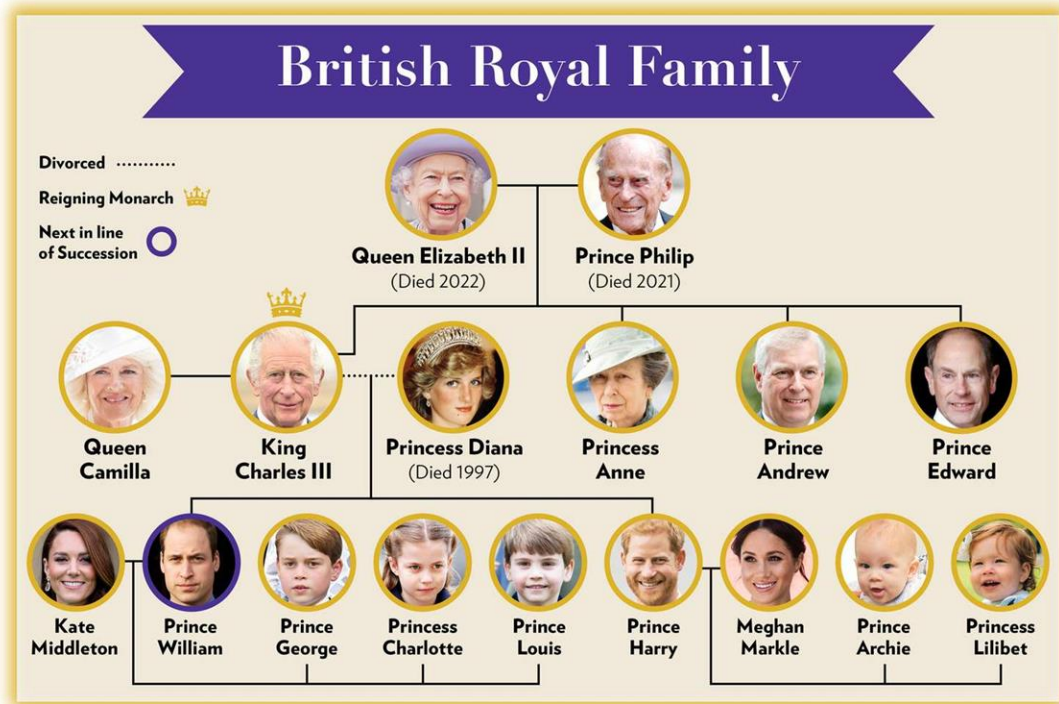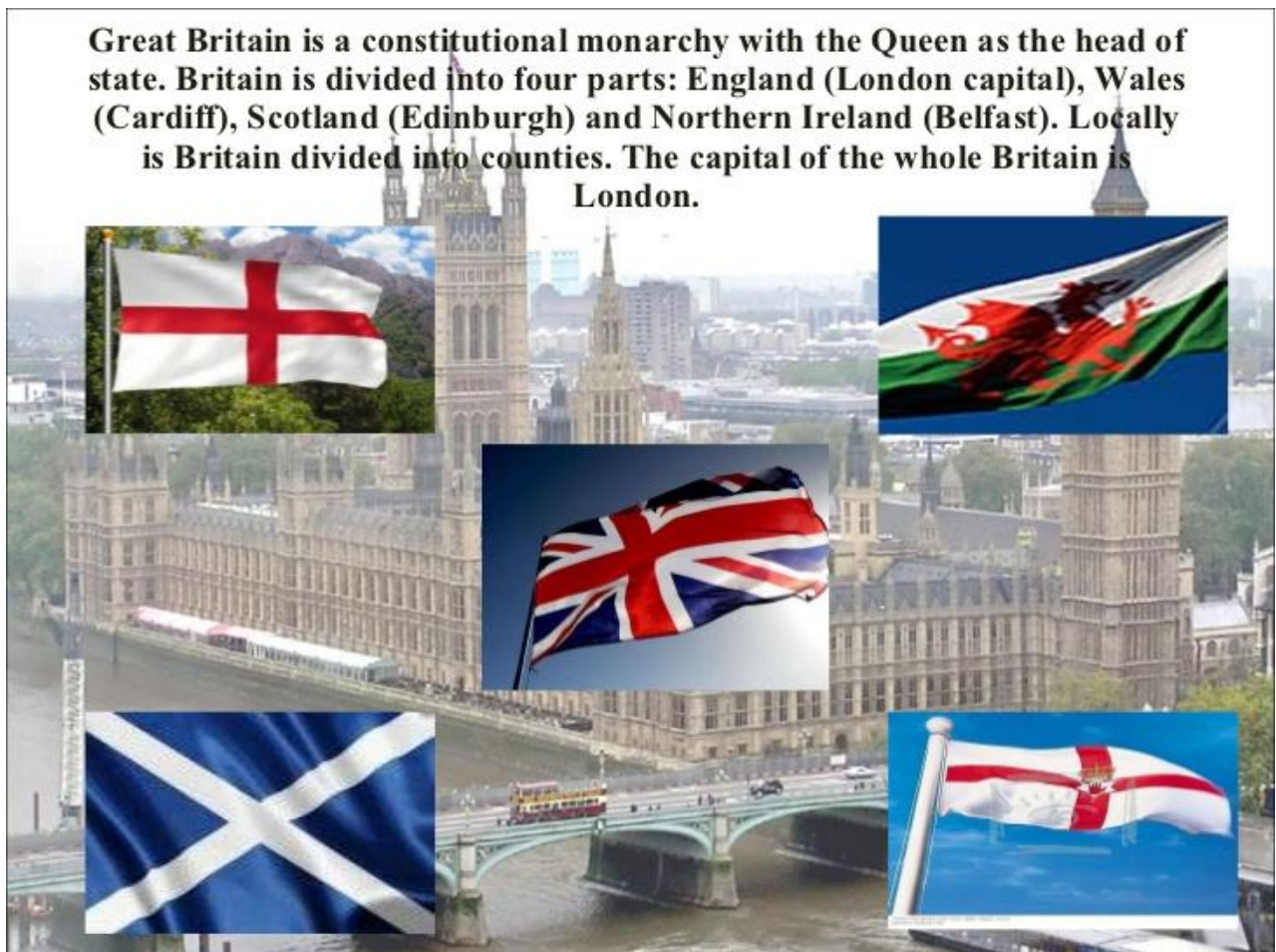

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
a parliamentary democracy	парламентська демократія	A system of government where the public elects representatives to make decisions in a parliament.
a constitutional monarch	конституційний монарх	A king or queen whose powers are limited by a constitution.
to consist of	складатися з	To be made up of certain parts or elements.
a unitary state	унітарна держава	A state governed as a single entity without regional governments.

to reduce to writing	викладати в письмовій формі	To put something into written form.
to have enactments	мати законодавчі акти	To possess laws that have been officially passed.
legislature and executive	законодавча і виконавча гілки влади	The parts of government that make laws and execute them.
to summon and dissolve Parliament	скликати і розпускати парламент	To officially call together or end the functioning of a parliament.
to confer honours	присуджувати почесні звання	To grant awards or titles as a sign of respect or recognition.
to make appointments to all offices	призначати на державні посади	To assign people to various official positions.
to declare war / to make peace	оголошувати війну / укладати мир	To officially announce a state of war or agree to peace.
a secular institution	світський інститут	An organization not connected to religious or spiritual matters.
be hereditary	спадковий	Passed down from one generation to the next.
to reign, not rule	царювати, а не управляти	To be a ceremonial leader without governing power.
to act on the advice of sbd.	діяти за порадою кого-небудь	To make decisions based on someone else's suggestions.
to have one's own point of view on sth.	мати свій власний погляд на ...	To have a personal opinion or perspective on something.
a constitutional role	конституційна роль	A role defined by the constitution or fundamental laws.

as a head of state	в якості глави держави	Serving as the chief public representative of a country.
Powers	повноваження	The authority or ability to do something.
to owe much to…	забезпечуватися багато в чому завдяки ...	To have a lot of something because of something else.

Task 2. Read the text about the system of the government in the UK. Write a short summary of 8-10 sentences to the text.

Great Britain is a constitutional monarchy with the Queen as the head of state. Britain is divided into four parts: England (London capital), Wales (Cardiff), Scotland (Edinburgh) and Northern Ireland (Belfast). Locally is Britain divided into counties. The capital of the whole Britain is London.

The United Kingdom of Great Britain and Northern Ireland (the UK) is a parliamentary democracy with a constitutional monarch as head of state. The UK consists of England, Scotland, Wales and Northern Ireland. Britain's population is over 57 million people. The United Kingdom is a unitary state.

The British constitution has never been wholly reduced to writing. However, Britain has many enactments which are very important for the country. The State Organs of the UK are the Monarchy, Legislature and Executive. The monarchy is the most ancient secular institution in the UK, and it is hereditary. Her Majesty Queen Elizabeth II is the present Head of State of the UK. However, the Queen in Great Britain is not absolute. The Queen reigns but doesn't rule. Her Majesty's government governs in the name of the Queen. As a rule the Queen acts on the advice of her ministers. She may, however, have her own point of view on different problems. The monarch has an important constitutional role as head of state. The Queen summons and dissolves Parliament. She opens every session of Parliament with a speech from the throne; confers honours and makes appointments to all important offices of state.

As Head of State she has the power to declare war, to make peace, to sign international agreements. It is important to understand that the political stability of Great Britain owes much to monarchy. But the Queen's powers are limited by Parliament but reigns with the support of Parliament.

Task 3. Work with the following list of essential vocabulary, try to create your own definitions.

the rights and duties of sbd	права і обов'язки кого-небудь
to derive from	походити від
A variety of sources	різноманітність джерел
penal code	кримінальний кодекс
breach of discipline	порушення дисципліни
be peculiar to civil servants	бути нехарактерним для держслужбовця
be classed as offences	класифікуватися як порушення
A statute	законодавчий акт / статут
to define a position	визначати положення / посаду
be bound to apply under supervision of	обов'язково застосовувати під

courts	наглядом судових органів
vary from	відрізнятися / відрізнятися / варіюватися
to devote one's time and effort to sth	присвячувати чиєсь час і сили ч-небудь
to hold an official post	займати офіційну посаду
to observe a strict political neutrality	дотримуватися суворого політичний нейтралітет
to stand for Parliament	висуватися в парламент
to sever one's connection with sbd / sth	поривати зв'язок / відносини з будь-ким
highly-placed	високопоставлений
to have limited freedom of opinion	мати обмежену свободу думки на посаді підлеглого
in subordinate position	
to marry without authorization	укладати шлюб без дозволу
Nevertheless	Проте
be always subject to sth	бути завжди залежним від чого-небудь
common rules	загальноприйняті правила
in varying degrees	в різного ступеня
A private law employee	працівники приватного права
public nature of obligations	громадський / публічний характер обов'язків
to concern particular categories of officials	стосуватися особливих категорій службовців
to wear a uniform	носити уніформу
to pay caution money	вносити заставу
to obtain authorization to do sth	отримати офіційний дозвіл на ...
residence in the place of work	проживання за місцем роботи
without permission	без дозволу

to undertake certain activities	робити певні дії
termination of duties	припинення обов'язків
be more than just sth	бути більше, ніж просто (що-небудь)
legal obligations	законні зобов'язання
moral code	моральний кодекс
to lay duties on sbd	накладати обов'язки на кого-небудь
be (not) applicable to sth	бути (не) застосовним щодо ч-небудь
the continuity in the working of sth	безперервність в роботі чогось
legal provisions	правові / юридичні положення
statutory provisions	законодавчі положення
A special agreement by contract	особливе угоду за контрактом
be entitled to demand that	мати право вимагати / наполягати, щоб
to work overtime	переробляти (про час)
to shorten / cancel one's leave	скорочувати / припиняти відпустку
to remind sbd that…	нагадувати кому-небудь про те, що
to hold oneself at the disposition of sbd	бути готовим виконувати наказ когось
to forbid to take on other work	забороняти займатися іншою діяльністю
to have freedom to resign one's post	мати свободу для відходу у відставку
fairly strict formal rules	досить суворі офіційні правила
be allowed to resign with the consent of sbd	дозволяти йти у відставку з дозволу
A certain length of time	певний термін часу
be tendered in due form	подавати заяву за відповідною формі
be undesirable for sbd	бути небажаним для кого-небудь
be against one's will	проти волі / бажання кого-небудь
to recognize one's right to do sth	визнавати чиюсь право зробити що-небудь

very few	далеко не всі (мало хто з)
to extend sth to sbd	поширювати що-небудь на кого-небудь
to reconcile the right to do sth.	узгодити право на що-небудь
to reconcile sth with sth else	погоджувати / поєднувати щось з ч-небудь
with the continuity	з безперервністю
be elected by the nation	бути обраним нацією / народом
be appointed by the government	бути призначеним урядом
to act in accordance with the mandate	діяти відповідно до мандату
to be blind	бути сліпим
to owe obedience to a superior	бути зобов'язаним слухатися свого начальника
with respect to orders	у ставленні до наказам
to raise no problem	не брати до уваги проблемою
to obey an illegal order	виконувати неофіційний наказ
be servile	раболіпний, низькопоклонства

Task 4. Read the article about administrative culture and report on its salient ideas.

ADMINISTRATIVE CULTURE

For purposes of understanding public administration, we can think of culture as existing at three distinct levels: societal, political and administrative. It is necessary to point out that individual organizations in government will develop their own cultures (Parker and Bradley, 2000) Some organizational cultures, such as that of the British Treasury (Thain, 2004), may be very elitist, while others (many social service agencies) may be extremely participatory and allow workers and clients substantial influence over decisions. In addition, organizations may provide their members with the means of interpreting general social and political

values, so that very strong organizations, for example elite military organizations, can obtain somewhat greater freedom from control by prevailing social norms or other organizations in government. Let us first look at several aspects of societal culture that affect the performance of administration. The first of these cultural elements is the very basic question of the acceptability of "bureaucracy" as a means of large scale organization in the society.

Reinhard Bendix (1956) made the distinction between entrepreneurial and bureaucratic societies. This did not mean that business leadership was particularly aggressive or creative, but rather that it was largely personal.

The administration of public policy in Great Britain appears to follow many of the same entrepreneurial principles. Despite the development of the complex bureaucracy in Whitehall, the manner of functioning of public administration appears to be decision making through bargaining and negotiation as much as through the bureaucratic imposition of authority. Even the Tresuary's pervasive authority over the public budget contains many elements of bargaining and negotiation.

The breakdown of the former Soviet Union, and the attempts of those countries to adapt to more democratic forms of management, has emphasized the existence of another style of administration. This might be termed a "control" system of administration. Rather than relying on individual initiative or the internal controls – hierarchy and law – of the bureaucracy, this form of administration is oriented toward using elaborate (and often extremely expensive) forms of external controls. For example, in most communist systems was compliance of the individual administrator, and an assurance of close conformity to the preferences of the dominant regime (Wilson, 1992). This style of administration appears to have been characteristic of Russia under the Tsars as well as under communism, and to have been exported to other countries under Russian influence,

e.g. Poland (Obolonsky, 1999). It may still exist to some extent in the People's Republic of China, North Korea and Vietnam.

As well as entrepreneurial, bureaucratic and control organizations, contemporary societies have been developing yet another type – the participatory organization. Rather than relying on the entrepreneurial actions of one or a few individuals, the authority of rules and structure, or on external controls, a participatory organization derives its energy from its members and their active involvement. This form of organization is central for voluntary organizations, but has been less common in workplace organizations. Further, as well as involving the members of the organization the participatory organization also involves its clients, or "customers", and also attempts to use their information and commitment to improve the performance of the organization.

The rights and duties of civil servants derive from a variety of sources: penal codes, by which some breaches of discipline peculiar to civil servants are classified as offences; statutes which define the position of the civil servants; the general principles of the civil service which the government is bound to apply under the supervision of courts.

These rights and obligations vary from one country to another. Most States demand that the civil servant should devote all his time and effort to the service; in others however it is possible to follow a private profession and hold an official post at the same time. In Great Britain the civil servant is bound to observe a strict political neutrality and must resign if he stands for Parliament. In France, civil servants can enter Parliament without severing their connection with the civil service. Highly-placed civil servants, and officials belonging to certain services, such as the police, always have a much more limited freedom of opinion and action than those in subordinate or technical positions. In many countries, such officials as diplomats or soldiers cannot marry without authorization, and so on.

Nevertheless, however much the rights and duties of civil servants vary, they are always subject to a certain number of common rules, and in varying degrees

their position is always different from that of a private law employee. The conditions of the employees are always affected by the public nature of their duties.

There are some obligations which only concern particular categories of officials: wearing uniform; paying caution money, in the case of public accountants; obtaining authorization to marry for diplomats and the military; residence in the place of work; not leaving one's place of duty without permission; not undertaking certain activities after termination of duties and so on. These duties are more than just a catalogue of legal obligations. They form a real moral code for the civil service. The public nature of the civil servant's work lays on him wider duties whose aim is to guarantee the continuity in the working of the administrative service.

Legal provisions regulating working hours are not usually applicable to civil servants. Unless there is statutory provision to the contrary or special agreement by contract, the State is entitled to demand that its officials work overtime; in some countries, if the needs of the service require, it can even shorten or cancel holidays and leave.

The handbook for new civil servants issued by the British Treasury reminds the official that he is bound always to hold himself at the disposition of the administration. In most countries the duty to be always at the disposition of the service means that the civil servant is forbidden to take on other work.

The civil servant's freedom to resign his post is in every case subject to fairly strict formal rules. Some categories of officials can only be allowed to resign with the consent of the State. In every case, resignation will only be possible after a certain length of time and if it is tendered in due form.

It is undesirable however for the State to keep in its service, against their will, officials who want to leave.

Most countries today recognize and guarantee the worker's right to strike, but very few have extended it to civil servants. It does indeed seem difficult to

reconcile the right to take strike action with the continuity which is needed in the administration.

If the civil servant is elected by the nation or appointed by the government, he must act in accordance with the mandate he has received or the orders he is given. The civil servant is never his own master.

Obedience should not however be either blind or absolute. Discipline cannot be absolute in the sense of civil servants being bound to execute any order whatsoever. An official only owes obedience to superiors who have hierarchical power over him, and with respect to orders which directly or indirectly concern the work of the service. This point raises no problems, but it is much more difficult to decide whether or not a civil servant is bound to obey an illegal order. In any case, obedience should never be servile.

[Adapted from https://egyankosh.ac.in/bitstream/123456789/72461/1/Unit-5.pdf]

Task 5. Pronounce the following words correctly and translate into Ukrainian.

subordinae	neutrality	nature	legal	guarantee	regulate
statutory	whole	owe	serious	consequence	recognize
reconcile	peculiar	resign	particular	provisions	applicable

Task 6. Match the words in bold with their explanations a-i.

aim army argument duty discipline obedience police right uniform
a) training of the mind and body to produce obedience and self-control
b) the desired result of one's efforts; purpose, intention
c) doing what one is ordered to do; willing to obey
d) what one must do either because of one's job or because
e) one thinks it right
f) a reason given to support or disprove something
g) the military forces of a country, esp. those trained to

h) fight on land

i) duty, necessity

j) an official body whose duty is to protect people and property, to catch criminals, to make everyone obey the law, etc.

k) a certain type of clothing which all members of a group wear,

l) e.g. in the army

Task 7. Complete the sentences with the verbs in bold.

affect   apply   demand   devote express   fulfil   hold

keep   obey   observe   recognize   resin   shorten   vay

1. The rights and obligations of civil servants from country to country.

2. The government is bound to   general principles of civil service under the supervision of courts.

3. Most States demand that the civil servant should   all his time and effort to the service.

4. In Great Britain the civil servant is   bound to   strict political neutrality.

5. The conditions of the work of civil servants are always   _ by the public nature of their duties.

6. The civil servant has the obligation to   the task entrusted to him.

7. The State is entitled to   that its officials work overtime.

8. If the needs of the service require the   State can   holidays of its officials.

9. The official is always bound to   himself   at   the   disposition   of   the administration.

10. Some categories of officials can only be allowed to   with   consent   of   the State.

11. It is undesirable for the State to   in its service, against their will, officials who want to leave.

12. Most countries today   the worker's right to strike.

13. The civil servant should have a possibility to   his own point of view.

14. It is difficult to decide whether or not a civil servant is bound to   an illegal order.

Task 8. Write the English equivalents for these expressions.

	безперервність у роботі чого-небудь
	правові / юридичні положення
	законодавчі положення
	особливе угоду за контрактом
	мати право вимагати / наполягати, щоб
	переробляти (про час)
	нагадувати кому-небудь про те, що
	бути готовим виконувати наказ
	Забороняти займатися іншою діяльністю
	мати свободу для відходу у відставку
	досить суворі офіційні правила
	дозволяти йти у відставку за згодою / дозволу
	певний термін часу
	подавати заяву у відповідній формі
	бути небажаним для кого-небудь
	проти волі / бажання кого-небудь
	визнавати чиєсь право зробити що-небудь

Tasks 9. Answer the questions about the text. You can make an outline plan using the text to develop your answer.

1) What sources do the rights and the duties of civil servants derive from?
2) What does the State demand from the civil servant?
3) What must the civil servant do in Great Britain if he stands for Parliament?
4) What cannot some officials do without authorization?
5) How does the position of the civil servant differ from that of a private employee?

6) What are the conditions of civil servants affected by?

7) What is the major obligation of the civil servant?

8) Do officials work overtime? Why (not)?

9) How can the state change the holidays and leave of its employees?

10) What does the duty to be always at the disposition of the service mean?

11) Is the civil servant's freedom to resign restricted? Why (not)?

12) Does the civil servant have the right to strike? Why (not)?

13) Is the obedience of the civil service absolute? Why (not)?

14) Is the civil servant bound to execute any order?

15) Who does an official owe obedience to?

16) Is a civil servant bound to obey an illegal order?

17) How can you explain in your own words that "obedience should never be servile"?

18) What are, in your view, the salient duties of civil servants?

Task 10. What do you find negative / positive in the rights and duties of the civil servant? Describe your view in ten sentences with an appropriate conclusion.

Task 11. You have twenty minutes to prepare for the task given below. Make a list of ten clarification questions to ask your partner about the rights and duties of the civil servant on the basis of the text. Exchange your list of questions with your partner. Be prepared to answer these questions within another ten minutes.

Task 12. Write a paragraph of ten sentences to the text. Use the correct layout.

Task 13. Prepare an outline plan of your presentation on the subject of the text. Use your plan to make a presentation within 5-10minutes. Your presentation should be well-structured.

Grammar Focus

Gerund

За формою герундій (*Gerund*) збігається з дієприкметником теперішнього часу (*Present Participle*). Герундій – це неособова форма дієслова, яка має ознаки дієслова та іменника і може перекладатися українською як віддієслівний іменник (*She hates **writing*** – Вона дуже не любить писанину) або як дієслово (*She hates **writing** dictations* – Вона дуже не любить писати диктанти).

• У реченні герундій може функціонувати як іменник, тобто може бути підметом (***Writing** is not easy* – Письмо – нелегка річ), частиною присудка (*The thing she hates is **writing*** – Що їй по-справжньому не подобається, так це писанина), додатком (*She hates **writing*** – Вона дуже не любить писанину), вживатися з прийменником (*She has never thought of **writing** in a positive way* – Вона ще ніколи і в думці не сказала доброго слова про писанину) або присвійними формами (*She was ashamed of her own **writing*** – Їй було соромно за своє письмо).

• Герундій може також (як дієслово) мати при собі прислівникове означення (*She stopped **writing** illegibly at last* – Вона нарешті припинила писати нерозбірливо).

• Переважно герундій вживається після дієслів *admit, advise, appreciate, avoid, can't help, complete, consider, delay, deny, detest, dislike, enjoy, excuse, finish, forbid, imagine, mind, miss, permit, postpone, practice, put off, quit, recall, recommend, regret, resist, risk, suggest, tolerate, understand: He can't help **loving** her* – Він не може не любити її.

• герундій вживається після деяких словосполучень "дієслово + прийменник" – *argue about, care about, complain about, dream about, forget about, talk about, think about, concentrate on, depend on, insist on, plan on, believe in, succeed in, adjust to, look forward to, object to, (dis)approve of, feel like, refrain from: She succeeded in **getting** a good grade* – Їй вдалося одержати гарну оцінку.

• герундій вживається після деяких словосполучень "прикметник + прийменник" – *afraid of, ashamed of, (in)capable of, fond of, guilty of, proud of,*

sure of, tired of, concerned about, excited about, lazy about, sorry about, worried about, accustomed to, essential to, appropriate to, famous for, grateful to ...for, responsible for, suitable for,good at, surprised at, interested in:

*She could not get accustomed to **getting up** so early* – Вона ніяк не могла звикнути вставати так рано.

• герундій вживається після деяких словосполучень "іменник + прийменник" – *in charge of, in danger of, in the middle of, in favour of, in place of, the point of, impression of, in return for, technique for, requirement for, reason of, need for, difficulty in, interest in, experience in, problem in, in addition to: She had some difficulty in **explaining** the situation* – Вона не без труднощів пояснила ситуацію

• герундій вживається після деяких словосполучень "дієслово + додаток + прийменник" – *apologize to ...for, blame ...for, forgive ...for, thank ...for, accuse ...of, suspect ...of, devote ...to, prevent ...from, warn ...about: He apologized to her for being late* – Він вибачився перед нею за запізнення

• герундій може вживатися після прийменників *by, without, before, after:*

*She had lived in the capital before **moving** here* – Вона мешкала у столиці, перш ніж переїхала сюди.

• після деяких дієслів (*attempt, begin, can't stand, continue, deserve, hate, hesitate, intend, like, love, neglect, prefer, start, try*) можна вживати герундій або інфінітив, зміст від цього не змінюється: *She likes **to read** = She likes **reading.***

• після інших дієслів (*stop, remember, forget*) також можна вживати герундій або інфінітив, але зміст при цьому змінюється. Порівняйте:

*She stopped **talking*** – Вона замовчала.

*She stopped **to talk*** – Вона зупинилася, аби перекинутися словом.

*Remember **to meet** Jane at the station* – Не забудь зустріти Джейн на вокзалі.

*He remembered **meeting** Jane at the station* – Він згадав, як зустрічав Джейн на вокзалі.

*He had never forgot **meeting** Jane at the station* – Він завжди пам'ятав, як зустрічав Джейн на вокзалі.

*He forgot **to meet** Jane at the station* – Він забув зустріти Джейн на вокзалі.

Task 14. Identify the gerund in each sentence.

1. Swimming is my favorite hobby.
2. She enjoys reading novels.
3. Avoiding the topic won't solve the problem.
4. They finished studying around midnight.
5. Walking quickly, she made it to the meeting on time.
6. He kept talking during the movie.
7. We discussed going on a vacation.
8. His fear of flying made travel difficult.
9. She's interested in learning French.
10. Apologizing sincerely is important.

Task 15. Choose between the gerund and the infinitive form of the verb in brackets.

1. She likes (to play / playing) chess.
2. Remember (to lock / locking) the door before leaving.
3. I can't stand (to wait / waiting) in long lines.
4. He stopped (to smoke / smoking) a year ago.
5. They plan (to visit / visiting) their grandparents this weekend.
6. We considered (to move / moving) to a bigger house.
7. She began (to study / studying) for the test.
8. He forgot (to pay / paying) the bill.
9. They enjoy (to travel / traveling) around the world.
10. Avoid (to make / making) any sudden decisions.

Task 16. Fill in the gaps in the following sentences with the verbs from the box. You may have to change the form of the word.

> *sit   ask   abandon   close   hire   speak*
>
> *fall   guard   hide   see   have   shock*

1. I feel like _____a bite.

2. There were four girls_____on the bench.

3. _____ (a) by the accident _____ (b), she failed _____ (c) asleep.

4. The castle, _____ by the volunteers, remained unconquerable.

5. If _____, I'll tell the truth.

6. They came up to the house, _____ in the dark.

7. With his eyes _____ (a), he was dreaming of _____(b) her again.

8. There were many _____ trucks after the earthquake.

9. They got into the _____car and drove off.

10. He'll never forget _____to that famous man.

Task 17. Speaking Drill. In pairs, make a conversation based on the given scenarios. Use at least two gerunds in your responses.

- ➢ Scenario: Discussing hobbies and interests.
- ➢ Scenario: Planning a weekend outing.
- ➢ Scenario: Talking about recent changes in life.
- ➢ Scenario: Sharing experiences about learning something new.
- ➢ Scenario: Giving advice on a personal problem.

Example for Scenario 1:

Student A: "I've recently started (gardening). It's very relaxing."

Student B: "Oh, that's interesting! I've been thinking about (taking up painting)."

Unit 19. Public Administration and the Government of the USA

Task 1. Warm up. Look at the pictures and describe them. Try to guess what will the text be about?

Essential Vocabulary

Words / Word Combinations	Ukrainian Equivalent	Definition
the utmost possible efficiency	максимально можлива ефективність	The highest level of effectiveness and productivity achievable.
merit-based assessment	оцінка на основі заслуг	Evaluation based on skills, achievements, and performance.
solicitation	клопотання	The act of asking for something, typically in a formal way.
"seamless web of discretion and interaction"	"безшовна мережа розсуду та взаємодії"	A smooth and continuous process of decision-making and communication.
rule-of-thumb work methods	методи роботи з використанням правил	Practical approaches to work based on experience rather than theory.
prominent scholar	видатний учений	A well-known and respected academic or researcher.
to bleed	кровоточити,	To lose blood; in a broader sense, to

	проливати кров	suffer a loss or damage.
a kind of heyday	своєрідний розквіт	A period of success, popularity, or power.
prolonged prosperity	тривале процвітання	Extended period of economic growth and success.
to enhance	підвищувати	To improve or increase in quality, value, or strength.
predominant	переважний	Most common or most noticeable in a group or situation.
splitting large bureaucracies	розкол великих бюрократій	Dividing large administrative systems into smaller units.
to displace	витісняти	To remove or force something/someone to move from a place or position.
subsequently	згодом	Happening after something else; later in time.
stakeholders	зацікавлені сторони	People or groups with an interest or concern in a particular issue or organization.
public policy	державна політика	The principles and actions adopted or proposed by a government.
community integration	інтеграція громади	The process of incorporating individuals into a community or society.
deinstitutionalization	деінституціоналізація	The process of replacing institutional support with community-based services.
public policy curricula	навчальні програми державної політики	Educational courses and content related to government policies and processes.

partisan-political staff	партійно-політичний штаб	Employees or members of an organization who support a specific political party or agenda.

Task 2. Read the text. Be ready to answer the questions after the text.

In the United States of America, Woodrow Wilson is considered the father of public administration. He first formally recognized public administration in an 1887 article entitled "The Study of Administration". The future president wrote that "it is the object of administrative study to discover, first, what government can properly and successfully do, and, secondly, how it can do these proper things with **the utmost possible efficiency** and at the least possible cost either of money or of energy". Wilson was more influential to the science of public administration than Von Stein, primarily due to an article Wilson wrote in 1887 in which he advocated four concepts:

- Separation of politics and administration.
- Comparative analysis of political and private organizations.
- Improving efficiency with business-like practices and attitudes toward daily operations.
- Improving the effectiveness of public service through management and by training civil servants, **merit-based assessment.**

The separation of politics and administration has been the subject of lasting debate. The different perspectives regarding this dichotomy contribute to differentiating characteristics of the suggested generations of public administration.

By the 1920s, scholars of public administration had responded to Wilson's **solicitation** and thus textbooks in this field were introduced. A few distinguished scholars of that period were, Luther Gulick, Lyndall Urwick, Henri Fayol, Frederick Taylor, and others. Frederick Taylor (1856–1915), another **prominent scholar** in the field of administration and management also published a book entitled *The Principles of Scientific Management* (1911). He believed that scientific analysis would lead to the discovery of the "one best way" to do things or carrying out an operation. This,

according to him could help save cost and time. Taylor's technique was later introduced to private industrialists, and later into the various government organizations (Jeong, 2007).

Taylor's approach is often referred to as Taylor's Principles or Taylorism. Taylor's scientific management consisted of main four principles (Frederick W. Taylor, 1911):

- Replace **rule-of-thumb work methods** with methods based on a scientific study of the tasks.

- Scientifically select, train, and develop each employee rather than passively leaving them to train themselves.

- Provide "detailed instruction and supervision of each worker in the performance of that worker's discrete task" (Montgomery 1997: 250).

- Divide work nearly equally between managers and workers, so that the managers apply scientific management principles to planning the work and the workers actually perform the tasks.

Taylor had very precise ideas about how to introduce his system (approach): 'It is only through enforced standardization of methods, enforced adoption of the best implements and working conditions, and enforced cooperation that this faster work can be assured. And the duty of enforcing the adoption of standards and enforcing this cooperation rests with management alone.'

The American Society for Public Administration (ASPA) the leading professional group for public administration was founded in 1939. ASPA sponsors the journal Public Administration Review, which was founded in 1940.

US in the 1940s

Luther Gulick (1892–1993) was an expert on public administration.

The separation of politics and administration advocated by Wilson continues to play a significant role in public administration today. However, the dominance of this dichotomy was challenged by second generation scholars, beginning in the 1940s. Luther Gulick's fact-value dichotomy was a key contender for Wilson's

proposed politics-administration dichotomy. In place of Wilson's first generation split, Gulick advocated a **"seamless web of discretion and interaction".**

Luther Gulick and Lyndall Urwick are two second-generation scholars. Gulick, Urwick, and the new generation of administrators built on the work of contemporary behavioural, administrative, and organizational scholars including Henri Fayol, Fredrick Winslow Taylor, Paul Appleby, Frank Goodnow, and Willam Willoughby. The new generation of organizational theories no longer relied upon logical assumptions and generalizations about human nature like classical and enlightened theorists.

Gulick developed a comprehensive, generic theory of organization that emphasized the scientific method, efficiency, professionalism, structural reform, and executive control. Gulick summarized the duties of administrators with an acronym; POSDCORB, which stands for planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Fayol developed a systematic, 14-point treatment of private management. Second-generation theorists drew upon private management practices for administrative sciences. A single, generic management theory **bleeding the borders** between the private and the public sector was thought to be possible. With the general theory, the administrative theory could be focused on governmental organizations. The mid-1940s theorists challenged Wilson and Gulick. The politics-administration dichotomy remained the centre of criticism.

1950s to the 1970s

During the 1950s, the United States experienced **prolonged prosperity** and solidified its place as a world leader. Public Administration experienced **a kind of heyday** due to the successful war effort and successful post war reconstruction in Western Europe and Japan. Government was popular as was President Eisenhower. In the 1960s and 1970s, government itself came under fire as ineffective, inefficient, and largely a wasted effort. The costly American intervention in Vietnam along with domestic scandals including the bugging of Democratic party headquarters (the 1974 Watergate scandal) are two examples of self-destructive government behaviour that alienated citizens.

The costly Vietnam War alienated U.S. citizens from their government (pictured is Operation Arc Light, a U.S. bombing operation).

There was a call by citizens for efficient administration to replace ineffective, wasteful bureaucracy. Public administration would have to distance itself from politics to answer this call and remain effective. Elected officials supported these reforms. The Hoover Commission, chaired by University of Chicago professor Louis Brownlow, to examine reorganization of government. Brownlow **subsequently** founded the Public Administration Service (PAS) at the university, an organization which has provided consulting services to all levels of government until the 1970s.

Concurrently, after World War II, the whole concept of public administration expanded to include policymaking and analysis, thus the study of "administrative policy making and analysis" was introduced and **enhanced** into the government decision-making bodies. Later on, the human factor became a **predominant concern** and emphasis in the study of public administration. This period witnessed the development and inclusion of other social sciences knowledge, predominantly, psychology, anthropology, and sociology, into the study of public administration (Jeong, 2007). Henceforth, the emergence of scholars such as, Fritz Morstein Marx with his book *The Elements of Public Administration* (1946), Paul H. Appleby *Policy and Administration* (1952), Frank Marini 'Towards a New Public Administration' (1971), and others that have contributed positively in these endeavors.

1980s–1990s

In the late 1980s, yet another generation of public administration theorists began **to displace** the last. The new theory, which came to be called New Public Management, was proposed by David Osborne and Ted Gaebler in their book *Reinventing Government*. The new model advocated the use of private sector-style models, organizational ideas and values to improve the efficiency and service-orientation of the public sector. During the Clinton Administration (1993–2001), Vice President Al Gore adopted and reformed federal agencies using NPM approaches. In the 1990s, new public management became prevalent throughout the

bureaucracies of the US, the UK and, to a lesser extent, in Canada. The original public management theories have roots attributed to policy analysis, according to Richard Elmore in his 1986 article published in the "Journal of Policy Analysis and Management".

Some modern authors define NPM as a combination of **splitting large bureaucracies** into smaller, more fragmented agencies, encouraging competition between different public agencies, and encouraging competition between public agencies and private firms and using economic incentives lines (e.g., performance pay for senior executives or user-pay models). NPM treats individuals as "customers" or "clients" (in the private sector sense), rather than as citizens.

Some critics argue that the New Public Management concept of treating people as "customers" rather than "citizens" is an inappropriate borrowing from the private sector model, because businesses see customers as a means to an end (profit), rather than as the proprietors of government (the owners), opposed to merely the customers of a business (the patrons). In New Public Management, people are viewed as economic units not democratic participants which is the hazard of linking an MBA (business administration, economic and employer-based model) too closely with the public administration (governmental, public good) sector. Nevertheless, the NPM model (one of four described by Elmore in 1986, including the "generic model") is still widely accepted at multiple levels of government (e.g., municipal, state/province, and federal) and in many OECD nations.

In the late 1990s, Janet and Robert Denhardt proposed a new public services model in response to the dominance of NPM. A successor to NPM is digital era governance, focusing on themes of reintegrating government responsibilities, needs-based holism (executing duties in cursive ways), and digitalization (exploiting the transformational capabilities of modern IT and digital storage).

One example in the deployment of DEG is openforum.com.au, an Australian non-for-profit eDemocracy project which invites politicians, senior public servants, academics, business people and other key **stakeholders** to engage in high-level policy debate. Another example is Brunei's Information Department in deploying

Social Media technology in improving its Digital Governance process. The book chapter work concludes that digital dividends can be secured through the effective application of Social Media within the framework of Digital Era Governance.

Another new public service model is what has been called New Public Governance, an approach which includes a centralization of power; an increased number, role and influence of **partisan-political staff**; personal-politicization of appointments to the senior public service; and, the assumption that the public service is promiscuously partisan for the government of the day.

In the mid-1980s, the goal of community programs in the United States was often represented by terms such as independent living, **community integration**, inclusion, community participation, **deinstitutionalization**, and civil rights. Thus, the same public policy (and public administration) was to apply to all citizens, inclusive of disability. However, by the 1990s, categorical state systems were strengthened in the United States (Racino, in press, 2014), and efforts were made to introduce more disability content into the **public policy curricula** with disability public policy (and administration) distinct fields in their own right. Behaviorists have also dominated "intervention practice" (generally not the province of public administration) in recent years, believing that they are in opposition to generic public policy (termed ecological systems theory, of the late Urie Bronfenbrenner).

Increasingly, **public policy** academics and practitioners have utilized the theoretical concepts of political economy to explain policy outcomes such as the success or failure of reform efforts or the persistence of suboptimal outcomes.

[Retrieved from: Public Administration. URL: https://en.wikipedia.org/wiki/Public_administration].

Task 3. Pronounce the following words correctly and translate into English.

solicitation	psychology	citizens	predominantly
recognized	solidified	participation	anthropology
efficiency	community	deinstitutionalization	integration
assessment	headquarters	henceforth	predominant
inefficient	alienated	concern	emergence

Task 4. Find the English equivalents to the expressions that follow.

- поділ політики та управління
- політичні та приватні організації
- щоденні операції
- видатний учений
- роздвоєність фактичних цінностей
- успішна післявоєнна відбудова
- марно витрачені зусилля
- саморуйнівна поведінки уряду
- політизація призначень на вищі державні служби
- інтеграція громади

Task 5. Answer the questions.

1. Who is considered the father of public administration in the United States of America?
2. When had scholars of public administration responded to Wilson's solicitation?
3. What main principles Taylor's approach consists of?
4. When the American Society for Public Administration was founded?
5. What Gulick advocated in place of Wilson's first generation split?
6. On which practices theorists of the second generation drew upon?
7. When the United States experienced prolonged prosperity became a world leader?
8. How modern authors define NPM?
9. What public administration theorists appeared in the late 1980s?
10. Who proposed a new public services model in response to the dominance of NPM in the late 1990s?

Task 6. Match the words and word combinations with their definitions.

1. separation	a) to move or put out of the usual or proper place
2. society	b) an act or instance of combining into an integral whole
3. integration	

4. prosperity	c) famous scientist
5. stakeholder	d) to occupy the attention or efforts of (a person or persons); to secure for aid, employment, use, etc.; hire
6. to engage	
7. generic	e) having ascendancy, power, authority, or influence over others; preeminent
8. predominant	
9. to displace	f) a successful, flourishing, or thriving condition, especially in financial respects; good fortune
10. prominent scholar	
	g) of, applicable to, or referring to all the members of a genus, class, group, or kind; general
	h) a person or group that has an investment, share, or interest in something, as a business or industry
	i) an act or instance of separating or the state of being separated
	j) a body of individuals living as members of a community; community

Task 7. Complete the sentences with the verbs in bold.

policy   separation   reforms   prosperity   society   managers

to displace   prominent   assessment   theories

1. Improving the effectiveness of public service through management and by training civil servants, merit-based_____ .

2. The _____ of politics and administration has been the subject of lasting debate.

3. Frederick Taylor (1856–1915), another _____ scholar in the field of administration and management also published a book entitled *The Principles of Scientific Management* (1911).

4. Divide work nearly equally between _____ and workers, so that the managers apply scientific management principles to planning the work and the workers actually perform the tasks.

5. The American _____ for Public Administration (ASPA) the leading professional group for public administration was founded in 1939.

6. The new generation of organizational _____ no longer relied upon logical assumptions and generalizations about human nature like classical and enlightened theorists.

7. During the 1950s, the United States experienced prolonged _____ and solidified its place as a world leader.

8. Elected officials supported these_____.

9. In the late 1980s, yet another generation of public administration theorists began _____ the last.

10. Public _____ academics and practitioners have utilized the theoretical concepts of political economy to explain policy outcomes.

Task 8. Translate the sentences into English.

1. У Сполучених Штатах Америки Вудро Вільсон вважається батьком державного управління.

2. Розділення політики та управління було предметом тривалих дискусій.

3. Науковий менеджмент Тейлора складався з чотирьох основних принципів.

4. Американське товариство державного управління, провідна професійна група з державного управління, було засноване в 1939 році.

5. Розмежування політики та управління, яке пропагує Вільсон, продовжує відігравати значну роль у державному управлінні сьогодні.

6. Нове покоління організаційних теорій більше не спиралося на логічні припущення та узагальнення щодо людської природи, як класичні та освічені теоретики.

7. Гулік розробив всебічну загальну теорію організації, яка підкреслювала науковий метод, ефективність, професіоналізм, структурну реформу та виконавчий контроль.

8. Протягом 1950-х років державне управління у Сполучених Штатах пережило своєрідний розквіт завдяки успішним військовим зусиллям та успішній післявоєнній відбудові в Західній Європі та Японії.

9. Громадяни закликали ефективну адміністрацію замінити неефективну, марнотратну бюрократію.

10. Одночасно, після Другої світової війни, вся концепція державного управління розширилася.

Task 9. Find key-sentence in each paragraph and write it down below.

Task 10. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 11. Prepare an outline plan of your presentation on the subject of this unit. Use your plan to make a presentation within five minutes. Your presentation should be well-structured.

Grammar Focus
Past Participle

Дієприкметник минулого часу (*Past Participle*) – це третя форма дієслова, яка відповідає на питання "який?" і може функціонувати як пасивний дієприкметник (*a **broken** cup; a **closed** shop)* або входити до складу присудка в структурах групи *Perfect (She has **broken** a cup; They had **closed** the shop by that time)* та *Passive Voice (The cup has been **broken**; The shop had been **closed** the by that time).*

• Дієприкметник теперішнього часу (*Present Participle*) – це четверта форма дієслова, яка відповідає на питання "виконуючий/виконуючи яку дію?"

і може функціонувати як дієприкметник (***Smiling** people* – Люди, **що посміхаються**) або дієприслівник (*People were coming out **smiling*** – Люди виходили, **посміхаючись**).

• Після дієслів чуттєвого сприйняття (*feel, hear, see, smell, observe, watch*) дієприкметник теперішнього часу (*Present Participle*) позначає дію, яка відбувалася паралельно з тією, що позначається присудком, і перекладається як дієслово недоконаного виду (що робив?): *I saw her going out – Я бачила, як вона **виходила** з будівлі.* Порівняйте з відповідним пунктом правил вживання інфінітиву.

• Дієприкметник теперішнього часу (*Present Participle*) може означати дію, що передувала іншій, коли мова йде про послідовні дії (***Taking** out a key, she opened the door* – Діставши ключа, вона відчинила двері). У цьому випадку може вживатися також форма *Perfect Participle* (***Having taken** out a key, she opened the door),* яка підкреслює ідею передування.

Task 12. Identify the past participle in each sentence and state whether it is used as a passive participle, in a perfect tense structure, or in passive voice.

1. The windows have been cleaned.
2. They have finished their work.
3. The message was written clearly.
4. She has lost her keys.
5. The homework had been completed before class.
6. A book was found under the table.
7. The door has been left open.
8. The cake was eaten quickly.
9. The contract had been signed by both parties.
10. The problem has been solved.
11. He had forgotten the password.
12. The house was built in 1900.
13. The documents have been prepared.

14. The flowers were planted by the gardener.

15. She has written a new novel.

16. The car was repaired by the mechanic.

17. They have planned a surprise party.

18. The store had been closed before we arrived.

19. The letter was sent yesterday.

20. The meal has been cooked perfectly.

Task 13. Combine each pair of sentences using a present or past participle.

1. He was driving the car. He was talking on the phone.

2. She took her umbrella. She walked out the door.

3. They were singing. They were dancing.

4. The dog barked. It ran towards the fence.

5. She opened her book. She began to read.

6. He was laughing. He told the joke.

7. She closed the window. She sat down.

8. The cat was sleeping. It was purring.

9. He packed his bag. He left the house.

10. They were shouting. They were waving their hands.

Task 14. Fill in the blanks with the correct form of the past or present participle of the verb in parentheses.

1. The (paint) _____ house looks beautiful.

2. (Read) _____ the instructions, he started the machine.

3. We could hear the birds (sing) _____.

4. She was upset about (lose) _____ her wallet.

5. (Watch) _____ by the crowd, the performer felt nervous.

6. The (break) _____ glass was all over the floor.

7. (Carry) _____ her bag, she walked to school.

8. (Leave) _____ the office late, he missed his train.

9. The (write) _____ essay won the competition.

10.(See) _____ the stars, they made a wish.

Task 15. Fill in the gaps in the following sentences with the verbs from the box. You may have to change the form of the word.

<p align="center">surround   twinkle   steal   publish   surprise</p>

<p align="center">break   forget   approach   write   smile</p>

1. He found a *broken* cup on the table.

2. He entered the room _____.

3. He came up to the fence _____the garden.

4. She felt quite _____.

5. He tried to sell the _____ car.

6. She observed the _____ship.

7. She likes to watch the stars _____in the sky.

8. I saw her _____ look.

9. He couldn't read the note _____in pencil.

10. They discussed the book _____the previous month.

Task 16. : In pairs, students will have a conversation based on the given scenarios. Use at least two participles in your responses.

➢ Scenario: Talking about a recent trip.

➢ Scenario: Describing a memorable event.

➢ Scenario: Sharing a day in your life.

➢ Scenario: Discussing a book or movie plot.

➢ Scenario: Planning a future project or event.

Example for Scenario 1:

Student A: "I went hiking last weekend. (Exhausted), I still enjoyed the stunning views."

Student B: "That sounds amazing. I remember (visiting) that mountain too. It's breathtaking."

Unit 20. Public administration in Germany.

Task 1. Warm up. Fact or fiction. Divide into small groups or pairs. Present each statement to the class. Ask each group to discuss and decide whether they think the statement is 'Fact' or 'Fiction'. After a brief discussion, share your answers and provide a brief explanation for your choice.
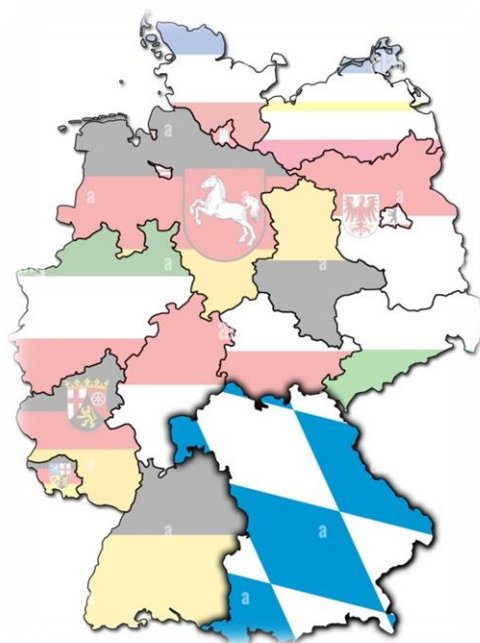
➤ *"In Germany, the President is the head of the government and has the most power in the country."*

➤ *"Germany is a federal state, and its public administration is divided into federal, state, and local levels."*

➤ *"Berlin, as the capital city of Germany, has a unique status and functions as its own state within the federal system."*

➤ *"Public administration in Germany is known for its high level of efficiency and punctuality in service delivery."*

➤ *"In Germany, all public administration officials are appointed directly by the Chancellor."*

➤ *"Environmental policy and sustainability are key priorities in Germany's public administration."*

Essential Vocabulary

Words / Word combinations	Ukrainian Equivalent	Definition
Public Administration	публічне управління	The activities involved in running a government, such as creating and implementing policies.
Federal System	федеральна система	A system of government where power is divided between a central authority and individual states or regions

Chancellor	канцлер	The head of government in some countries, responsible for making and executing policies.
Ministries	міністерства	Government departments headed by ministers, responsible for specific areas like education or health.
Policy	політика	A course of action adopted and pursued by a government, political party, or organization.
States	штати	Regional governments within a federal system, each with its own jurisdiction and authority.
Local Authorities	місцеві органи влади	Government bodies responsible for the administration of specific local areas like cities or towns.
Municipal Administration	муніципальне управління	The local government system that manages the affairs of a municipality, such as a city or town.
Efficiency	ефективність	The ability to achieve desired results without wasting materials, time, or energy.
Transparency	прозорість	The quality of being open and honest, making operations and decisions clear to the public.
Sustainability	стійкість	The ability to maintain certain processes or states indefinitely, often related to environmental policies.
Renewable Energy	відновлювана енергія	Energy from sources that are naturally replenishing, like wind or solar power.
Greenhouse Gas	викиди парникових	The release of gases into the atmosphere

Emissions	газів	that contribute to the greenhouse effect, affecting the planet's temperature.
Recycling	переробка	The process of converting waste materials into new, usable products.
Urban Development	міський розвиток	The process of designing and developing cities and towns with infrastructure, buildings, and public spaces.
Governance	управління	The action or manner of governing a state, organization, or people.
Law Enforcement	правоохоронні органи)	The system of police and other organizations that enforce laws and maintain public order.
Infrastructure	інфраструктура	The basic physical and organizational structures needed for the operation of a society, like roads and power supplies.
Public Services	публічні послуги	Services provided by the government to its citizens, such as education, healthcare, and transportation.
Federal Ministries	федеральні міністерства	Departments at the federal level in a government, each focused on a specific area of public policy.

Task 2. Read the article and match the following headings with the paragraphs.

A. State Governments and Their Functions

B. Public Administration in Germany: A Model of Efficiency and Responsibility

C. Introduction to German Governance

D. Environmental Policies and Sustainability Efforts

E. Local Authorities and Municipal Administration

F. The Federal Level: Role of the Chancellor and Federal Ministries

An Overview of Public Administration in Germany

Paragraph 1.

Germany is a country in Central Europe known for its rich history, culture, and robust public administration system. Unlike many countries, Germany operates under a federal system, meaning it has multiple levels of government: the federal level, the state level, and the local level. This system ensures that power and responsibilities are distributed across different authorities, contributing to more efficient governance.

Paragraph 2.

At the federal level, the most significant figure is the Chancellor, who is the head of government. The Chancellor, along with the federal ministries, is responsible for national policies and decisions. These ministries, such as the Ministry of Education or the Ministry of Health, play a crucial role in shaping policies that affect the entire nation. They work on issues ranging from foreign affairs to economic development, ensuring that national interests are always a top priority.

Paragraph 3.

Germany is divided into 16 states, each with its own government. State governments in Germany have significant power and handle many important areas such as education, law enforcement, and infrastructure. The unique aspect of German states is that they can make their own laws in many areas, which allows them to cater to the specific needs of their local populations.

Paragraph 4.

Local governments in Germany deal with the most direct and everyday aspects of public administration. They manage local services like public transportation, waste management, and local schools. The

efficiency of local governments is often what citizens experience most directly in their daily lives, and Germany is known for its efficient local services.

Paragraph 5.

One of the standout features of German public administration is its commitment to environmental sustainability. Germany is a global leader in implementing eco-friendly policies and has set ambitious targets for reducing greenhouse gas emissions. This commitment is evident at all levels of government, with various initiatives aimed at promoting renewable energy, recycling, and sustainable urban development.

Paragraph 6.

In conclusion, public administration in Germany is characterized by its efficiency, transparency, and emphasis on sustainability. The multi-level system allows for a balanced distribution of power and responsibilities, ensuring that both national interests and local needs are adequately addressed. Germany's approach to governance serves as a model for many other countries, highlighting the importance of a well-structured and responsive public administration system.

[Adapted from https://originalberlintours.com/unraveling-the-german-administrative-structure-understanding-berlins-status/]

Task 3. Mark sentences as true or false.

1. In Germany, the President is the head of the government and holds the most power.
2. Germany's public administration is divided into federal, state, and local levels.
3. Each of Germany's 16 states has the power to make its own laws in all areas.
4. Local governments in Germany manage national services like foreign affairs and economic development.
5. German federal ministries are responsible for shaping policies that affect the entire nation.
6. Germany has set no specific targets for reducing greenhouse gas emissions.
7. Public transportation and waste management are typically managed by state governments in Germany.

8. Germany's commitment to environmental sustainability is evident at all levels of government.

9. Germany operates under a unitary system where most power is concentrated at the national level.

10. The efficiency and transparency of Germany's public administration serve as a model for many other countries.

Task 4. Choose the correct option to each question.

1. What is the purpose of Germany's federal system?

A. To distribute power and responsibilities across different authorities

B. To prioritize national interests in decision-making

C. To ensure efficient governance at all levels

D. To establish a hierarchy within the government

2. Who is the head of government at the federal level in Germany?

A. The Chancellor

B. The Minister of Education

C. The Minister of Health

D. The President

3. What role do state governments in Germany play?

A. Making and implementing national policies

B. Managing local services like public transportation

C. Enforcing laws and maintaining infrastructure

D. Making laws that cater to local needs

4. What is the main responsibility of local governments in Germany?

A. Shaping national policies

B. Reducing greenhouse gas emissions

C. Managing local services like waste management

D. Implementing renewable energy initiatives

5. What is one standout feature of German public administration?

A. Emphasis on environmental sustainability

B. Efficiency and transparency in decision-making

C. Commitment to economic development

D. Promotion of renewable energy initiatives

      6. How does Germany's multi-level system address both national interests and local needs?

A. By distributing power and responsibilities

B. By prioritizing local needs over national interests

C. By centralizing decision-making at the federal level

D. By delegating all decision-making to state governments

Task 5. Questions for discussion.

1. How does the federal system of public administration in Germany compare with the system in your own country? What are the advantages and disadvantages of a federal system like Germany's?

2. Discuss the role of the Chancellor in Germany's government. Why is the Chancellor considered more powerful than the President in the German system?

3. What do you think are the benefits and challenges of allowing German states to make their own laws in certain areas? How might this impact the citizens living in different states?

4. Germany is known for its commitment to environmental sustainability. Discuss how this focus influences the policies at different levels of government.

Task 6. Match vocabulary units with definitions.

1. to set up	A. To investigate or examine something.
2. to carry out	B. To establish or start a system or organization.
3. to break down	C. To represent or symbolize.
4. to look into	D. To discover something by chance.
5. to bring about	E. To execute or perform a task or duty.
6. to lay out	F. To solve a problem or calculate something.

7. to take over	G. To cause something to happen.
8. to work out	H. To divide into smaller parts.
9. to stand for	I. To assume control of something.
	J. To explain something clearly or distribute something.

Task 7. Fill in the missing words from task 6.

1. The government plans to _____ a new environmental agency next year.
2. Researchers are _____ the impact of new public transportation policies.
3. The local council had to _____ extensive surveys to understand public opinion.
4. Our team is _____ the reasons behind the delay in infrastructure projects.
5. The new tax reform could _____ significant changes in public spending.
6. The mayor _____ the plans for the new park in yesterday's meeting.
7. A private company will _____ the waste management services from next month.
8. It took a while, but they finally _____ a solution to the budget shortfall.
9. The acronym "UN" _____ United Nations.
10. In her research, she _____ some fascinating facts about local governance.

Task 8. Translate the following sentences into English.

1. Міністерства в Німеччині відіграють ключову роль у формуванні національної політики.
2. Ефективність місцевого управління в Німеччині безпосередньо впливає на життя громадян.
3. Німецька модель управління вважається прикладом для багатьох країн.
4. Стійкість є ключовим пріоритетом у публічному адмініструванні Німеччини.
5. Прозорість діяльності уряду забезпечує довіру громадян.
6. В Німеччині велика увага приділяється екологічним політикам.

7. Місцеві органи влади керують такими послугами, як громадський транспорт та управління відходами.

8. Уряд Німеччини встановлює амбітні цілі для зменшення викидів парникових газів.

9. Громадські послуги, такі як освіта та охорона здоров'я, є важливою частиною публічного управління.

10. Німецькі федеральні міністерства спеціалізуються на різних аспектах державної політики.

Task 9. Find key-sentence in each paragraph and write it down below.

Task 10. Write a Paragraph of about 120-140 words to the text of the unit. Use the correct layout.

Task 11. Project work. Compare the public administration system of Germany with that of the student's home country (or another country of their choice), highlighting similarities, differences, and potential learnings.

Grammar Focus
Revision (Gerund and Infinitive)

Герундій – це форма дієслова з закінченням -ing. ***Gerund = the present participle (-ing) form of the verb, e.g., singing, dancing, running.***

Інфінітив – це to + основна форма дієслова. ***Infinitive = to + the base form of the verb, e.g., to sing, to dance, to run.***

Вибір між герундієм та інфінітивом залежить від основного дієслова у реченні.

I expect to have the results of the operation soon. (Infinitive)

I anticipate having the research completed eventually. (Gerund)

Герундій використовують:

➤ після певних дієслів, включаючи enjoy (насолоджуватися), fancy (уявляти), discuss (обговорювати), dislike (не любити), finish (закінчувати), mind (перейматися), suggest (пропонувати), recommend (рекомендувати), keep (тримати), та avoid (уникати).

➤ після прийменників місця та часу:

I made dinner before getting home.

He looked unhappy after seeing his work schedule.

➤ щоб замінити суб'єкт або об'єкт у реченні:

Lachlan likes eating coconut oil.

Jumping off a cliff is dangerous, but a real thrill.

Інфінітив використовують:

➤ після певних дієслів, включаючи agree (згодитися), ask (просити), decide (вирішити), help (допомагати), plan (планувати), hope (сподіватися), learn (вчити), want (хотіти), would like (хотілося б), та promise (обіцяти).

➤ після багатьох прикметників:

It is hard to make dinner this late.

I find it difficult to describe my feelings about writing research essays.

➤ щоб показати мету:

I left for England to study English.

I came to the office to solve the mystery of the missing keys.

Task 12. Choose the correct verb form.

1. They agreed _____ (to meet / meeting) at the cafe at noon.

2. My brother loves _____ (to play / playing) football on weekends.

3. We hope _____ (to see / seeing) you at the party next Friday.

4. She can't stand _____ (to wait / waiting) in long lines.

5. I need _____ (to buy / buying) some groceries on my way home.

6. He's interested in _____ (to learn / learning) how to cook Italian cuisine.

7. Are you thinking of _____ (to change / changing) your job soon?

8. She suggested _____ (to go / going) to the new museum for our school project.

9. My parents are considering _____ (to move / moving) to a smaller house.

10. They kept _____ (to talk / talking) during the entire movie.

Task 13. Rewrite sentences using a gerund or an infinitive, and in some cases, the main verb will be changed to maintain grammatical correctness and the original meaning.

1. I prefer to read novels instead of short stories.

2. He needs to exercise more for his health.

3. She decided to learn French for her trip.

4. They began to study together every evening.

5. You must continue to practice to improve.

6. I hope to visit Japan next year.

7. She can't tolerate to be late for meetings.

8. We plan to go skiing this winter.

9. He forgot to bring his notes to the class.

10. Do you want to have dinner with us tonight?

Task 14. Correct the mistakes.

1. She enjoys to cook Italian dishes on weekends.

2. I'm looking forward to meet you at the conference.

3. He avoided to answer the difficult questions during the interview.

4. They decided studying abroad next semester.

5. We hope to seeing you at our family reunion next month.

6. He suggested to go out for dinner instead of cooking.

7. She plans to starting her own business next year.

8. It's important to carefully planning your career path.

9. I can't stand to wait in long queues.

10. Are you thinking about to relocate to a new city?

Task 15. Speaking practice. Devide students into 2 groups and ask them to create beginnings of the sentences for other group to complete. Do in a form of competition.

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Supplement

Common English Idioms with Meaning and Examples

Idioms about Money and Finance

A Penny Saved Is A Penny Earned

Beyond One's Means

Someone's Bread And Butter

Cut One's Losses

Down-And-Out

Dutch Treat/ Go Dutch

Money Talks

Bring Home The Bacon.

At All Costs

To Earn A Living

Money Doesn't Grow On Trees

Pour Money Down The Drain

Born With A Silver Spoon In Your Mouth

Idioms about Love

Love At First Sight

Match Made In Heaven

To Have A Crush On Someone

To Love With All Your Heart And Soul

To Wear Your Heart On Your Sleeve

To Fall Head Over Heels In Love

To Tie The Knot

To Be The Apple Of My Eye

Idioms about Happiness and Sadness

On Cloud Nine

To Make Your Day

Not The End Of The World

Feeling Blue/To Have The Blues

Face Like A Wet Weekend
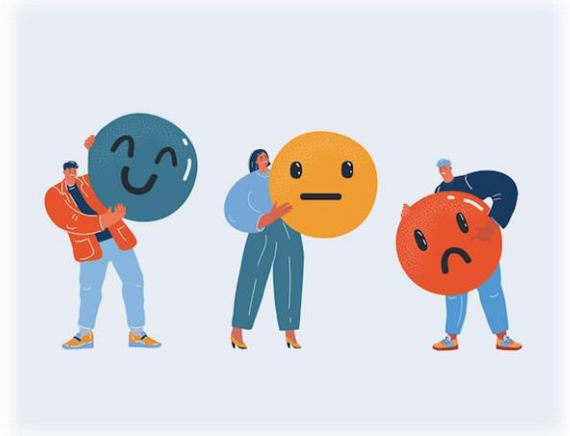
Get A (Real) Kick Out Of Something

On Top Of The World

In Seventh Heaven

Over The Moon

Having A Whale Of A Time

Let One's Hair Down

Idioms about Health

Ill At Ease

Breathe One's Last

Catch A Cold

Fall Ill

At Death's Door

Nothing But Skin And Bones

Safe And Sound

Get A Black Eye

Recharge One's Batteries

Under The Weather

You Are What You Eat.

As Pale As A Ghost

Idioms about Travel

Off The Beaten Track

To Make Your Way Back

Hustle And Bustle

To Live Out Of A Suitcase

Travel Broadens The Mind

Hit The Road

Break The Journey

Have/ Get/ Give Someone Itchy Feet

A Thirst For Adventure

Idioms about Work

Get Your Feet Under The Table

Go The Extra Mile

Put Your Feet Up

Be In Someone's Good (Or Bad) Books

Give Someone The Sack

To Call It A Day

Work Like A Dog

All In A Day's Work

Work Your Fingers To The Bone

Idioms about Friendship

Lend Your Money. Lose Your Friend

A Friend In Need Is A Friend Indeed
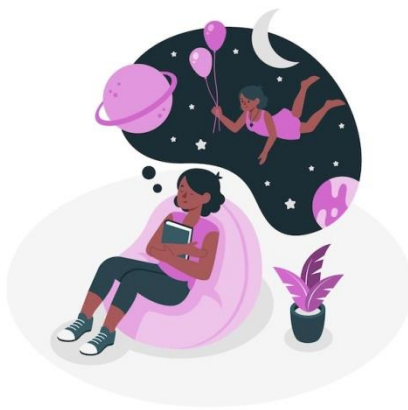
To See Eye To Eye With Someone

To Get On Like A House On Fire

To Know Someone Inside Out

To Speak The Same Language

Idioms about Dreams

Beyond Your Wildest Dreams

Daydream About Someone Or Something

In (One's) Dreams

A Dream Come True

To Keep Someone's Feet On The Ground

To Bring Someone Back Down To Earth

Broken Dreams

Idioms about Time

Nine-To-Five Job

At The Eleventh Hour

Like Clockwork

Time Flies

Better Late Than Never

In The Long Run

Beat The Clock

Make Up For Lost Time

Idioms about Decisions

Take It Or Leave It

Sit On The Fence

To Take A Back Seat

A Bird In The Hand Is Worth Two In The Bush

My Way Or The Highway

Weigh The Pros And Cons

Other idioms

To Sleep On It

Know Someone Like The Back Of Your Hand

As Easy As Pie/ A Piece Of Cake

Take It Easy

To Get The Ball Rolling

Twenty-Four/Seven (24/7)

Once And For All

To Make The Best Of

Day In And Day Out (Day After Day, For Longer Periods Of Time, Year In And Year Out, Year After Year)

To Keep One's Word

To Give (Someone) A Hand

To Be In (Someone's) Shoes

None Of Your Business

[Retrived from https://basicenglishspeaking.com/102-common-english-idioms/]

3 Steps to Stop Translating in Your Head and Start Thinking in English

"When I speak English, I tend to translate words from my native language in my head and it takes me a lot of time just to speak a simple sentence."

Does this sound familiar to you?

If you want to speak English fluently and naturally, you need to stop translating in your head and learn to think in English.

Why translating in your head is a BIG problem

Translation needs time.

It takes you double time for processing information and looking for equivalent words or grammar structures to say in English.

That's embarrassing sometimes.

Just imagine in a group discussion or business meeting for example, everybody takes turns to talk. And when it comes to your turn, you keep silent for a couple of minutes since you need time for translating from language to language.

People are not patient enough, you know.

Or even if they're patient to wait for you, emergencies don't wait.

How can you get your message across as quickly as possible in such urgent situations?

Translation doesn't successfully convey the messages.

Languages are different.

There are words, slangs, and idioms in English that you can't find any equivalent language unit in your mother tongue.

English grammar rules are unique as well. The order of words, structures, senses underlying each structure, etc. aren't the same.

Even when you can find similar words or structures to translate, they may not transfer 100% the speaker's message.

Mistranslation is another issue.

It happens when speakers don't have good knowledge of English or their first language.

And really bad effects can be caused from mistranslation.

For example, second language learners often mess up between "leave" and "abandon" although they mean totally different things in English.

Let's talk about a very famous incident that you may know.

In 1977, when the president of the US traveled to Poland, he had a speech to the Polish in front of the media. His idea of "when I left the US, ..." was translated into "when I abandon the US, ...".

The incident was then spread rapidly to both countries.

And you know the consequences, right?

The incident then became a funny story for media in both countries.

Now you see translation just makes things more and more complicated.

Steps to communicate the messages and time you need to process information are doubled. And you take risks when translating due to the translation errors.

Learn to Think in English with these 3 Steps

I'll go through steps that train your brain to think in English.

Yes, I know that you think it's difficult.

But actually, it may only be hard at the beginning. Once you get the right method, your worry will disappear.

You will soon find yourself thinking in English naturally.

Step 1: Think in words

Think small first. I mean think in words, only simple words.

Be patient. Don't rush. You don't need to.

Let's make the learning process of a second language like your first one.

The learning of your mother tongue starts with simple words like mom, dad, grandpa, grandma, table, chair, dog, cat, pink, blue, and so on.

Just try doing this in English. You see things in your daily life, and you say them in English. Forget your mother tongue. Try to say everything you see in English, only English.

Later, in a conversation, the image or visualization of a real table will directly remind you of the word "table".

Thinking and saying words in English connect the images and the words together. That helps you respond quickly when you speak.

So, you don't need to recall the word in your first language and then again look for a similar word in English.

Step 2: Think in sentences

Now after the word level, move on to sentence level.

This step needs more time and effort. But it's worth it.

Don't worry. Start with simple and short sentences first like "it's a table.", "I have a table.", "the table is blue.", etc.

Just do it step by step and day by day. When you're comfortable with four-word sentences, try longer sentences. Let's say "my table is bigger than yours.", "the table is next to the bookcase.", "there is an apple on the table.", etc.

The idea is to start with small pieces of language, and them make them bigger and bigger. Don't jump to long and complicated sentences if you're a beginner. Otherwise, you'll be let down.

Now you're much more familiar with the process, aren't you?

Step 3: Think in conversations

Keep moving forward. Try to combine sentences into short talks.

First, Make conversations with yourself

As you're not confident enough, start to talk with yourself first.

Some suggested topics may be your daily activities, family, friends, school, dream, favorites, and something similar.

It doesn't matter how long it is, make sure that you can express a complete thought.

It'll make more sense if the practice is done regularly on a daily basis.

While you're doing housework, practice talking about activities during the day.

While you're waiting at the airport, practice talking about how your flight might be.

While you're outside for exercise, practice talking about what the weather is like today.

While you're on the bus, practice talking about the traffic today, something like "Oh no, the traffic was terrible today. I got caught in a traffic jam. I had to wait hours in a long line of cars and buses. That was annoying."

And so on.

Just make the best use of our time. Keep your mind busy with thoughts in English.

Take all the opportunities to think in English.

If you want to make it a habit, there's no way except for practicing it on a daily basis.

Once your brain is successfully trained, you can speak automatically, naturally, and fluently.

Yes. It's time to interact.

Interaction with others may be challenging at first, but it's very useful for training your brain to think in English.

The final outcome is still the ability to come up with ideas and react to others in a short time.

If you're still not ready for real-life situations, practicing with a partner may help.

Making use of language expressions formed at the previous stage is recommended.

For example:

Teacher: Mark, why are you so late?

You: Sorry, teacher. The traffic was terrible. I got caught in a traffic jam.

You see?

Recycling is always good. You already prepared a range of expressions concerning different topics. And you can totally use them again and again. Just adjust a little bit to fit with the situations.

Be patient and follow the instructions step by step. Conversations will go as smoothly as you wish for sure.

Telephone phrasal verbs

Cut off
to interrupt a telephone conversation

Get through
to succeed in speaking to sb on the telephone

Hang on
to wait for a short time

Hang up
to end a telephone conversation and put the phone down

Call back
to telephone sb again or in return

Pick up
to answer a telephone call

Put through
to connect by telephone

Speak up
to speak louder

Break up
to become inaudible over the telephone

Hold on
to wait for a short time

vk.com/English_is_Fun

You use different expressions for different purposes of communication. Classify expressions according to their functions to facilitate your thinking process.

Let's say, for talking about likes, there is a variety of expressions.

I like/ love/ enjoy …

I'm interested in ...

I'm a big fan of …

I'm crazy about …

I'm mad about …

I'm keen on ...

That's the method to help you think fast and speak natural English.

Use English - English dictionary

Using a bilingual dictionary just encourages translation.

Put that away. Start using an English - English dictionary.

Everything will be explained in English and English only.

You know why?

- Bilingual dictionary interferes with the thinking in English process. It breaks the rules of "English only" and negatively changes the habit of thinking in English words, sentences that you've spent time practicing.

- Monolingual dictionary gives you double practice. What you really need is the English input. You learn more vocabulary and grammar points reading English definitions. It's also a strategy to train your skills of reading and processing information in English.

- You get more information with a monolingual dictionary. Usually the synonyms, antonyms, pronunciation, and usages of words will be mentioned in an English - English dictionary; so you can get more knowledge of the words.

Predict and imagine the situations in advance and when talking

Prediction and visualization are really important. The purpose is for preparing the language in your head in advance.

Imagine what the situations will be like and prepare the language to be used.

Predict what the speaker is going to say and think ahead what you are going to say.

When the situations happen, just pick up the language you already prepared. That's easy.

Learn deeply

Yay! This is the very last one.

Learning deeply means repetition and reinforcement.

The only way to do this is to learn one word or expression many times, repeat them over and over again.

Language learning is habit-based. If you learn something many times, links between neurons will be steadily strengthened. The process happens inside your brain.

Learning words, expressions, etc. deeply helps you speak English effortlessly without any hesitation.

In conclusion, learning to think in English is the best thing you can do if you want to speak English fluently, naturally and automatically. Try to apply these above 3 steps process and you will be surprised with your English fluency after a short period of time.

[Retrived from https://basicenglishspeaking.com/3-steps-stop-translating-head-start-thinking-english/]

Common Phrasal Verbs List

Phrasal verbs list with "Come"	***Phrasal verbs list with "Take"***
• *Come up*	• *Take off*
• *Come up with*	• *Take out*
• *Come across*	• *Take place*
• *Come around*	• *Take over*
• *Come about*	• *Take after*
• *Come along*	• *Take away*
• *Come out*	• *Take apart*
• *Come back*	• *Take on*
• *Come over*	• *Take up*
• *Come through*	• *Take up on*
• *Come apart*	• *Take up with*
• *Come before*	• *Take down*
• *Come upon*	• *Take against*
	• *Take aside*
	• *Take through*
Phrasal verbs list with "Turn"	***Phrasal verbs list with "Work"***
• *Turn on*	• *Work on*
• *Turn off*	• *Work out*
• *Turn out*	• *Work up*
• *Turn down*	• *Work through*
• *Turn over*	• *Work to*
• *Turn around*	• *Work off*
• *Turn away*	• *Work against*
• *Turn into*	
• *Turn against*	
• *Turn in*	
• *Turn up*	
• *Turn upside down*	
Phrasal verbs list with "Pick"	***Phrasal verbs list with "Put"***
• *Pick up*	• *Put away*
• *Pick out*	• *Put out*
• *Pick at*	• *Put off*
• *Pick on*	• *Put on*
• *Pick out*	• *Put aside*
• *Pick off*	• *Put back*
• *Pick up on*	• *Put in*
• *Pick apart*	• *Put across*
• *Pick over*	• *Put forth/ forward*
• *Pick through*	• *Put up with*

Phrasal verbs list with "Get"	**Phrasal verbs list with "Go"**
• *Get up*	• *Go on/to keep on*
• *Get over*	• *Go about*
• *Get on with (so)*	• *Go along*
• *Get rid of (st,so)*	• *Go away*
• *Get out of (doing st)*	• *Go for*
• *Get through to (so)*	• *Go over*
• *Get away*	• *Go across*
• *Get together*	• *Go after*
• *Get back at SO*	• *Go against*
• *Get across*	• *Go ahead*
• *Get back with*	• *Go along with*
• *Gack to*	• *Go back on*
• *Get behind (with something)*	• *Go before*
• *Get down*	• *Go down*
• *Get in on*	• *Go under*
• *Get on*	• *Go into*
• *Get off*	• *Go off*
• *Get through*	• *Go off with*
• *Get round*	• *Go through*
• *Get onto*	• *Go through with*
Phrasal verbs list with "Stand"	**Phrasal verbs list with "Look"**
• *Stand for*	• *Look at*
• *Stand up*	• *Look for*
• *Stand out*	• *Look up*
• *Stand down*	• *Look out/to watch out (for)*
• *Stand by*	• *Look over/to go over/to read over/to check over*
• *Stand up to*	• *Look up to*
• *Stand back*	• *Look ahead*
• *Stand up for*	• *Look down on*
• *Stand over*	• *Look forward to*
• *Stand in*	• *Look in on*
• *Stand against*	• *Look to*
	• *Look through*
	• *Look upon as*

Phrasal verbs list with "Give"	Other common phrasal verbs
• *Give away*	• *Try on*
• *Give up*	• *Think over*
• *Give out*	• *Sit down*
• *Give over*	• *Dress up*
• *Give in*	• *Tire out*
• *Give off*	• *Hang up*
• *Give back*	• *Count on/to depend on*
• *Give it up for*	• *Point out*
• *Give onto*	• *Figure out*
• *Give up on*	• *Wake up*
	• *Hurry up*
	• *Lie down*
	• *Talk over*
	• *Break down*
	• *Give up*
	• *Cross out*
	• *Come across/to run across*
	• *Stay up*
	• *Rely on (upon)*
	• *Show up*
	• *Find out*
	• *Drop out of*
	• *Drop by/in*
	• *Believe in*
	• *Cheer up*
	• *Fade away*
	• *Sell out*
	• *Save up*
	• *Check out*
	• *Show off*

10 Traits of a Successful Public Administrator

1. Commitment to the Mission

Excitement trickles down from leadership to the employees on the ground. When the administrator is enthused about the organization or agency's mission, the employees will mirror those feelings. In times of crisis, great administrators remind their staff of the purpose of their mission and the role their organization plays in the larger society.

2. Strategic Vision

A public administrator must always remain focused on the strategic vision and the long-term mission of the agency or organization. Staff members can become narrowly obsessed with the day-to-day operations of the agency but count on their leaders to understand the five, 10 and 20-year plans. It is important to remember that the agency or organization was often around long before the public administrator arrived, and will remain in operation long after the administrator leaves.

3. Conceptual Skill

Business magnate Chester I. Barnard argued the importance of conceptual skill when he wrote: "…the essential aspect of the [executive] process is the sensing of the organization as a whole and of the total situation relevant to it." What he means is that leaders must always be able to see how any one action or decision affects every part of the company or organization. Staff members may only see as far as their department or shift; leaders must always see beyond those limits.

4. Attention to Detail

As important as it is for leaders to see the big picture and think strategically, it is equally important for them to pay attention to the details. This does not mean that leaders have to be involved in every minor decision, or undermine the decisions of

subordinates; rather, leaders must remain aware of the activities of their staff and the status of projects, allowing autonomy whenever possible.

5. Delegation

There is a fine line between delegating tasks to staff and shirking from responsibilities, knowing subordinates will take up the slack. Great public administrators navigate this distinction by assigning not just tasks, but clearly defined spheres of influence where staff members have the authority to make decisions. Delegating tasks and responsibilities in this manner empowers staff members to grow in their positions, preparing them for future leadership positions.

6. Grow Talent

Internal promotions save companies and organizations thousands of dollars over adding outside hires. A public administrator must be able to take existing talent within the organization, nurture it, and place staff members in positions where they can be successful. Public administrators must be careful not to stifle staff growth by becoming overbearing or forcing staff members into positions for which they are ill-suited.
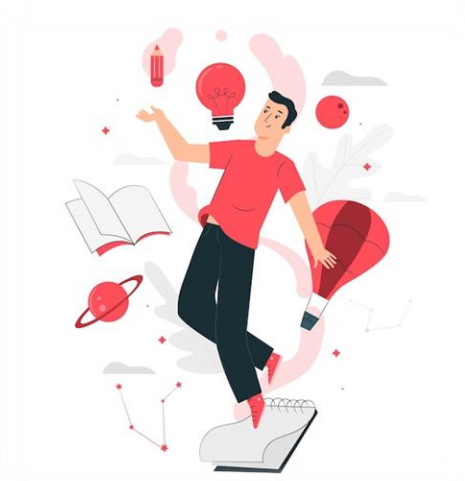
7. Hiring Savvy

Many people enter public service because they have a deep desire to make their community a better place; however, desire and skill do not necessarily go hand in hand. Public administrators can set their agency or organization up for success from the very beginning by hiring the right people for the right jobs at the right time. Great administrators take measured risks, knowing that one bad hire can have negative ripple effects through the rest of the organization.

8. Balance Emotions

Almost every person experiences extreme emotions at one time or another, and those emotions can be harnessed for good or ill by leaders. Great leaders funnel emotions, like rage, anger, and happiness, into positive action that drives change. Poor leaders use emotions as an excuse to lash out at staff members, creating uncomfortable working conditions.

9. Creativity

In most circumstances, public administrators work on shoestring budgets with short deadlines and difficult, seemingly impossible, objectives. Those drawn to public administration thrive on those unique challenges and use the restrictions as a way to showcase their creativity. Public administrators are able to come up with creative solutions to complex problems, usually by seeing an issue from a new perspective or by innovating a new approach to the solution.

10. Digital Communication Experience

Social media and digital communication platforms, such as email and video, are cornerstones of modern communications. While leaders in for-profit organizations are responsible to shareholders, they have much more freedom to determine when and where they will communicate. Public administrators are beholden to the people and may be held accountable for their actions at any time. Successful administrators exhibit excellent digital communication skills, especially communication via social media. Public administrators choose their profession because of their love of service and their desire to make their communities a better place. These 10 traits can transform inexperienced administrators into tremendously successful ones.

[Retrived from: Ohio University. Online Degree Programs https://onlinemasters.ohio.edu/blog/10-traits-of-a-successful-public-administrator/]

Useful Expressions

Phrases for Expressing Opinions

I think…. I believe….

I feel…. I suppose….

I guess…. According to me….

In my view…. In my opinion….

In my eyes…. It seems to me that….

From my perspective…. From my point of view….

From my view point…. As far as I'm concerned….

Personally, I think…. I'd like to point out that….

What I mean is…. Generally it is thought that….

Some people say that…. Well, it is considered that….

It is generally accepted that…. My impression is that….

It goes without saying that…. I hold the view that….

I'm of the opinion that….

[Retrived from Jagrati Chauhan (2014). 25 Phrases for Expressing Agreement. 25 Phrases for Expressing Opinions. http://myenglishonline.ca/wp-content/uploads/2014/08/100-Phrases.pdf]

Tips of successful interview

1. Don't avoid eye contact. Look at them during the interview.

2. The most important thing is to be prepared. Think about what they will ask you.

3. Make sure you show enthusiasm. Smile and ask questions.

4. You must arrive on time. Don't be late!

5. Shake hands firmly with your interviewers.

6. Make sure you dress smartly. Maybe wear a suit.

7. Don't always answer briefly. Try to give a full response.

8. Before the interview, do some research about the company.

[Retrieved from Clare, A., Wilson, J.J. (2011). Speakout Intermediate. Workbook.

Longman (Pearson Education) 88 pp.]
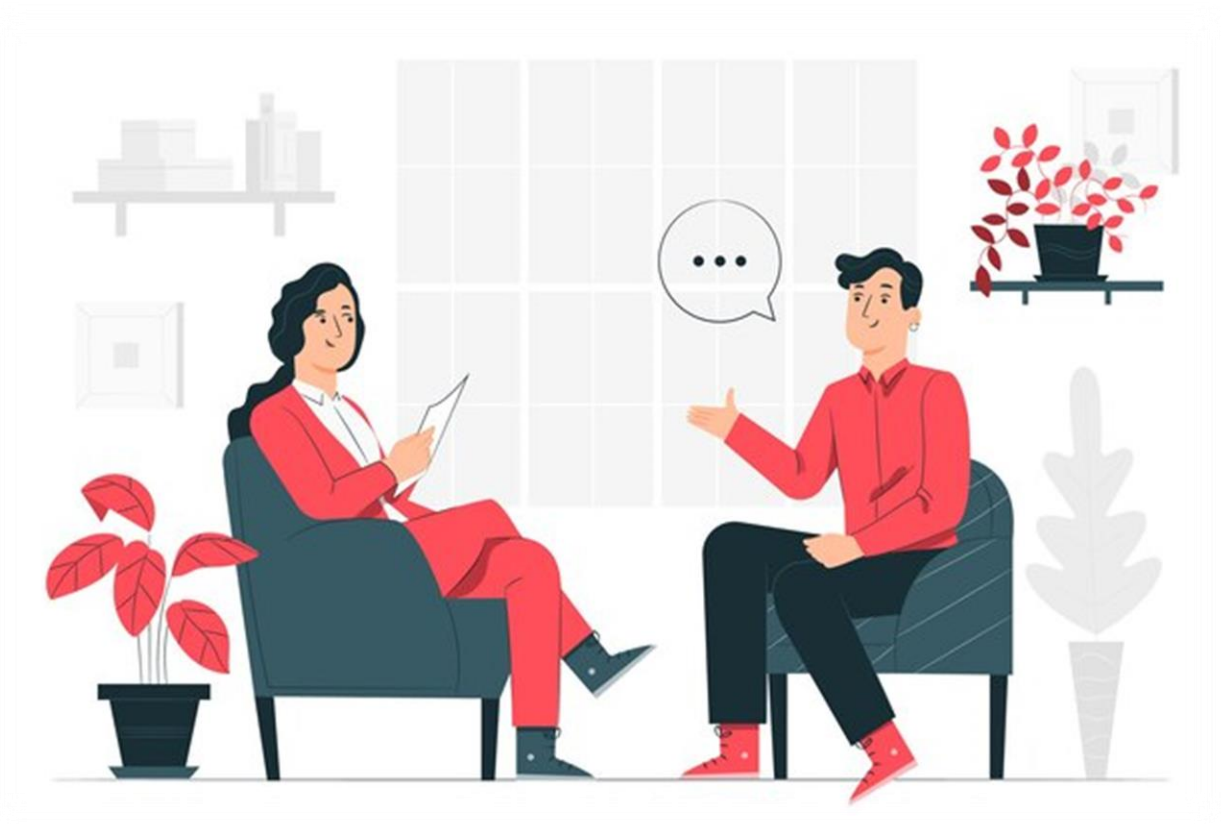
Irregular Verbs

infinitive to ...	past simple	past participle have/has ...
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt (-ed)	dreamt (-ed)
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone

infinitive to ...	past simple	past participle have/has ...
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read [red]*	read [red]*
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

infinitive to ...	past simple	past participle have/has ...
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

TESTS

1.	Public administration is the implementation of government policy and also an academic discipline that studies this implementation and prepares civil servants for working in the public service. Public administration is concerned with planning, organizing, directing, coordinating, and controlling government operations as well as the behavior of officials formally responsible for their conduct. *Public administration is not concerned with…*	А. coordinating *Б. entertaining* В. planning Г. organizing Д. directing
2.	Many unelected public servants can be considered to be public administrators, including heads of city, regional, state and federal departments such as human resources (H.R.) administrators, city managers, and cabinet secretaries. Public administrators are public servants working in public departments and agencies, at all levels of government. The body of public administrators is usually called the civil service. *Public servants can not work as…*	А. heads of city departments Б. heads of human resources В. heads regional departments Г. secretaries *Д. interpreters*
3.	Traditionally the civil service is contrasted with other bodies serving the state full time, such as the military, the judiciary, and the police. In most countries, a distinction is also made between the home civil service and those persons engaged abroad on diplomatic duties. *Civil service is opposed to…*	А. courts Б. diplomatic establishments *В. legislative body* Г. military body Д. police
4.	Senior civil servants are expected to advise, warn, and assist those responsible for state policy and, when this has been decided, to provide the organization for implementing it. In some countries entry requirements for a career in the higher civil service stress qualifications in technical fields such as accounting, economics, medicine, and engineering. In other countries legal training is deemed appropriate, and in others no specific technical or academic discipline is required among candidates for senior posts. *What are civil servants can not be directly employed in?*	*А. They can work as sellers* Б. They are responsible for state policy В. They can be economics Г. They can be engineers Д. They work as accountants
5.	Public administration has ancient origins. In antiquity, in Egypt and Greece, the principal officeholders were responsible for administering justice and maintaining law and order. The Romans developed a more sophisticated system under their empire, creating distinct administrative hierarchies for justice, military affairs, finance and taxation, foreign affairs, and internal affairs. This elaborate structure disappeared after the fall of the Roman Empire in western Europe in the 5th century, but many of its practices continued in the Byzantine Empire in the east. *The Romans Empire developed public administration in such fields…*	А. military affairs Б. finance В. administrative hierarchies for justice, Г. foreign and internal affairs. *Д. maintaining law and order.*
6.	Early European administrative structures developed from the royal households of the medieval period. Until the end of the 12th century official duties within the royal households were ill-defined, frequently with multiple holders of the same post. Exceptions were the better-defined positions of	А. priest *Б. king* В. chamberlain Г. chancellor Д. butler

	butler (responsible for the provision of wine), steward (responsible for feasting arrangements), chamberlain (often charged with receiving and paying out money kept in the royal sleeping chamber), and chancellor (usually a priest with responsibilities for writing and applying the seal in the monarch's name). *The defined positions of royal households were…*	
7.	With the 13th century a separation began between the purely domestic functions of the royal household and the functions connected with governing the state. The office of chancellor survived to become the most important link between the old court offices and modern ministries. The development of the modern treasury or finance ministry can be traced back to the chamberlain's office in the royal household. Apart from justice and treasury departments modern ministerial structures in Europe developed out of the royal councils, which were powerful bodies of nobles appointed by the monarch. From the division of labor within these bodies, the monarchs' secretaries emerged as perhaps the first professional civil servants in Europe. *What modern administrative structures date back from the medieval period?*	А. court offices Б. treasury ministry В. finance ministry Г. governing the state Д. *ministry of education*
8.	The proximity of the secretaries to the monarch gave them more knowledge of royal intentions and greater expertise in particular matters of state than could be found among the more transient nobles on the council. The secretaries grew in importance in the 15th and 16th centuries as they became more or less full members of the council. The distribution of functions among secretaries was initially based upon geography. Later territorial responsibilities began to give way to functional responsibilities. For example, in England this geographical allocation – with a secretary of the North and a secretary of the South – persisted until 1782, when the offices of home and foreign secretary were created. *What was the distribution of functions among secretaries centered on?*	А. the secretaries gave knowledge of royal intentions Б. the secretaries were full members of the council В. *the secretaries' functions were sorted on location* Г. the secretaries' responsibilities began to give way to functional responsibilities Д. the foreign secretary were founded
9.	The foundations of modern public administration in Europe were laid in *Prussia* in the late 17th and 18th centuries. The electors of Brandenburg (who from 1701 were the kings of Prussia) considered a rigidly centralized government a means of ensuring stability and furthering dynastic objectives. Their principal effort was devoted to the suppression of the autonomy of the cities and to the elimination of the feudal privileges of the aristocracy. Civil servants were therefore appointed by the central government to administer the provinces. *Why did the electors of Brandenburg want to have a rigidly centralized government? Because it was…(you should choose the odd variant)*	А. *a way of going away from central power* Б. a way of elimination of the feudal privileges of the aristocracy В. a mean of ensuring stability Г. a mean of furthering dynastic objectives Д. a way of suppression of the autonomy of the cities
10.	A fundamental chang in the status of the civil servant came	А. improving of public

	about as a result of the French Revolution of 1789. The creation of a republic meant that the civil servant was seen as the servant no longer of the king but rather of the state. The civil servant became an instrument of public power, not the agent of a person. This depersonalization of the state encouraged a rapid growth in the field of public law concerned with the organization, duties, and rights of 'the public power'. *What did depersonalization of the state lead to?*	law Б. increasing in the field of rights of public power В. growth public law Г. increasing of public power organization *Д. demission of duties of public power*
11.	To the ordered structure of the Prussian bureaucracy there began to be added the logical development of administrative law. This bureaucratization was greatly fostered by Napoleon I, who built up a new civil service marked not only by some of the features of military organization but also by the principles of rationality, logic, and universality. The prestige of the new French administrative organization and the logical arrangement of its internal structure prompted many other European countries to copy its principal features. *What were the features and principles of a new civil service built up by Napoleon I?*	А. universality Б. rationality В. military organization *Г. the principles of irrationality* Д. the principles of logic
12.	The foundation of the modern civil service in the United Kingdom was influenced by the experience of the Indian Civil Service. A report was published in 1854 on the organization of the Permanent Civil Service in Britain. Its principal author, Sir Charles Trevelyan, had acquired a reputation for searching out corruption in the Indian Civil Service during 14 years of service there. The report of 1854 recommended the abolition of patronage and recruitment by open competitive examination. During the next 30 years patronage was gradually eliminated. Some specialized branches were amalgamated to become the Scientific Civil Service. The new civil service managed to attract to its senior levels highly capable, discreet, and selfeffacing university graduates. Graduates of Oxford and Cambridge became especially prominent in the ranks of senior civil servants in Britain. *What were the results of the reform of the civil service in 1854?*	А.the civil servants were choosed from the best graduates of universities Б. Scientific Civil Service was created *В. the patronage was founded* Г. the open competitive examination was founded Д. senior civil servants were very skillful
13.	It was the German sociologist Max Weber (1864–1920) who developed the bureaucratic theory of public administration. Bureaucracy is an administrative system designed to accomplish large-scale administrative tasks by coordinating the work of many individuals. Weber has observed such types of power in organizations: traditional, charismatic and rational-legal or bureaucratic. He has emphasized that bureaucratic type of power is the ideal one. *What statement is wrong?*	А. Weber said that bureaucracy was the best type of power Б. bureaucracy coordinates the work of many people. *В. 4 ways of power in organizations were created by Weber* Г. bureaucratic theory of public administration was founded by Max Weber. Д. Weber was German
14.	Weber has given a number of features of bureaucracy.	А. labor is divided

	1. Bureaucratic organizations generally have administrative class responsible for maintaining coordinative activities of the members. 2. The basic feature of bureaucratic organization is that there is hierarchyof positions in the organization. Offices also follow the principle of hierarchy that is each lower office is subject to control and supervision by higher office. Thus, no office is left uncontrolled in the organization. This hierarchy serves as lines of communication and delegation of authority. It implies that communication coming down or going up must pass through each position. 3. Work of the organization is divided on the basis of specialization totake the advantages of division of labor. Each office in the bureaucraticorganization has specific sphere of competence. *What does hierarchy in a bureaucratic organization imply?*	between workers Б. each lower office is supervised by higher *В. each higher office is conducted by lower* Г. all offices are under control Д. hierarchy makes delegation of authority.
15.	A basic and most emphasized feature of bureaucratic organization is that administrative process is governed by official rules. These rules are more or less stable and more or less exhaustive. Rules provide the benefits of stability, continuity, and predictability and each official knows precisely the outcome of his behavior in a particular matter. Another feature of bureaucracy is that relationships among individuals are governed through the system of official authority and rules. Official positions are free from personal involvement, emotions and sentiments. Thus, decisions are governed by rational factors rather than personal factors. The decisions and activities of the organization are formally recorded and preserved, thereby enabling it to follow preceden and standard operating procedures. *What benefits do rules and regulations provide?*	А. They give predictability Б. Rules provide continuity В. Rules make stability *Г. Official positions are full with emotions* Д. Decisions are not governed by than personal factors.
16.	The following are the advantages of bureaucracy: 1. Since employees are bound to follow the rules, the management process becomes easy. 2. The duties and responsibilities of each job are clearly defined; there is no question of overlapping or conflicting job duties. 3. The selection process and promotion procedures are based on merit and expertise. It assists in putting right persons on right jobs. 4. The division of labor assists workers in becoming experts in their jobs. The performance of employees improves considerably. 5. The enterprise does not suffer when some person leaves it. If one person leaves then some other occupies that place. *What are the advantages of bureaucracy (match the odd one)?*	А. right people are put on their proper jobs Б. people become experts because of the division of work *В. job duties are conflicting* Г. the colleagues can work instead of person who leaves work Д. following the rules makes the management process easier
17.	The following are the disadvantages of bureaucracy: 1. This system suffers from too much red tape and paper work. 2. Rules are normally provided for guidelines but often they	А. the workers don't want to learn something new Б. a lot of red tape

	become source of inefficiency because of too much emphasis on rules, their misuse, and people's apathy from rules. 3. The excessive reliance on rules and regulations and adherence to these policies inhibit initiative and growth of the employees. There is neglect of human factor. 4. The employees become so used to the system, they resist to any change and introduction of new techniques of operations. *What are the disadvantages of bureaucracy (match the odd one)?*	В. too much attention to the rules *Г. little paper work* Д. too little attention to workers' ideas
18.	Monarchy was the most common form of government until the 19th century. Monarchy is a form of government in which a single family rules from generation to generation. There are two main types of monarchy that differ based on the level of power held by the individual or family. Absolute monarchy exists when the monarch has no or few legal limitations in political matters. Constitutional monarchies, which are more common, exist when the monarch retains a distinctive legal and ceremonial role but exercises limited or no political power. Today in countries such as Great Britain, the Netherlands, or Denmark, the monarch is the ceremonial head of state, an indispensable figure in all great official occasions and a symbol of national unity, but is almost entirely lacking in power. *What are the main features of monarchy?*	А. in constitutional monarchy the monarch has no official power *Б. is a form of government in which few families lead the country* В. in constitutional monarchy the monarch plays only official role Г. two main types of monarchy are mentioned in this article Д. in constitutional monarchy the monarch should participate in national holidays
19.	Democracy is defined as a form of government in which power belongs to the people. There are two forms of democracy. One is direct democracy, in which all eligible citizens have direct participation in the decision making of the government. The second and more common form of democracy is representative democracy, in which citizens exercise their power through elected representatives. The most familiar example of democracy is the representative democracy that exists in the United States of America. Americans elect a president and representatives of Congress.	А. the USA is a democratic country Б. people choose their representatives in direct democracy В. in democracy people elect their leaders Г. there two main types of democracy *Д. the president is the head of Congress*
20.	Oligarchy is a form of government in which all power resides with a few people or in a dominant class or group within the society. These groups of people may be distinguished by royalty, wealth, or military control. Unlike monarchs, oligarchs do not have to be connected by bloodlines. For example, one family may have power for several years, and then the power may be shifted to another group of people based on their military ties or wealth. Examples of oligarchy governments are found in the countries of China, North Korea, and Venezuela. Governments can also impose their power in forceful methods. *What are the main features of oligarchy?*	*А. the power is inherited from one generation to another* Б. oligarchs are not relatives В. oligarchs are wealthy people Г. force can be used to to establish power Д. the power belongs to a group of people
21.	Authoritarianism is a form of government in which the people have no participation. The characteristics of the authoritarianism include absolute obedience to authority by the people and ill-defined and often changing executive	А. all power belongs to state *Б. people take part in country management*

	power. Totalitarianism refers to a political system in which all authority is in the hands of the state. In a totalitarian society, all control of public and private life is government run. Italian dictator Benito Mussolini coined the term *totalitario* in the early 1920s to describe the new fascist state of Italy. By the beginning of World War II, 'totalitarian' had become synonymous with absolute and oppressive single-party government. The strategies of implementing totalitarianism include: having a dictatorship, employing only one ruling party, ruling through fear, censorship of media, propaganda in media, prohibition of criticism of the state, secret police forces, etc. *What are the main features of authoritarianism totaritarianism?*	Б. private life is under control Г. the media write news about the government's orders Д. one political party is the main
22.	Democracy literally means *rule by the people*. The term is derived from the Greek *dēmokratiā*, which was coined from *dēmos* ('people') and *kratos* ('rule') in the middle of the 5th century bc. But what constitutes an actual, functioning democracy? On what criteria can we decide that one nation is democratic, while another is not? The most widely known list of distinguishing marks of democratic government is the one proposed by Robert Dahl. It includes: elected officials; free, fair, and frequent elections; freedom of expression; access to alternative sources of information. *The term "democracy" has such meanings…*	А. free expressions *Б. free impressons* В. fair elections Г. choosing of officials Д. free access to all kinds of information.
23.	A third model of democratic government combines the parliamentary form with the presidential to create what is labeled as a 'dual power'. The key institutional features include the following: 1) an independently elected head of state (the president), 2) a legislatively selected head of government (the prime minister), 3) an executive cabinet presided over by the prime minister, and 4) a legislature elected independently from the head of state. The benefits of a dual-power government are the flexibility of a parliamentary majority and the ability to avoid potential stalemates between the president and the legislature. France is the preeminent example of a 'dual-power' democracy, and other examples can be found in Portugal, Finland, the Czech Republic, Poland, Estonia, Lithuania, and Slovenia. *What are the key features of the 'dual power' model?*	А. selected prime minister Б. prime minister is the head of executive cabinet В. legislature is independen from the president *Г. selected president* Д. elected president
24.	Public administrators act independently of legislators and most elected officials. This ensures that those on election boards can operate independently of political influence. This is also true of law enforcement. Unfortunately, enforcing ethical violations can lead to consequences for the public administrator. While an officer can enforce a law against an elected official, the elected official can place pressure on others to force the officer to work a night shift or decrease the department. Rohr would argue that politics and administration are not separate, but are present at the same time when a	А. policy is related to administration Б. bureaucrats are involved in politics В. law enforcement is free of politics *Г. public administrators work together with legislators* Д. authorities can put

	public administrator makes decisions. He states that the problem with public administrators "is not that bureaucrats are excessively involved in policy formulation but that they are involved at all. *What main ideas are mentioned in this extract?*	pressure on public administrators
25.	This is a problem for a democratic society because to influence public policy as a public official is to govern". In other words, those officials who are influencing decisions are taking on the role of those elected by the public without a responsibility of having to answer to the public for decisions made. However, because there can be large political obstacles, it can be difficult for an administrator to overcome ethical concerns within an organization. Sometimes, the culture of an organization is unethical, at which time, it would be useless to bring up ethical concerns within the organization. In the public sector and nonprofits, when this is the case, individuals will often attempt to bring outside scrutiny on to the organization. This is typically done by leaking the ethical concerns to the general media. Such an act is known as whistleblowing. *Find a wrong statement.*	*A. it's easy for public official to overcome ethical problems* Б. officials influence decisions and involve those who elect the public В. the duty of public policy is to manage power Г. people will often try to attract external control to the organization Д. the culture of the organization is not always tolerant
26.	A whistleblower is a person who exposes any kind of information or activity that is deemed illegal, unethical, or not correct within an organization that is either private or public. The information of alleged wrongdoing can be classified in many ways: violation of company policy/rules, law, egulation, or threat to public interest/national security, as well as fraud, and corruption. Those who become whistleblowers can choose to bring information or allegations to surface either internally or externally. Internally, a whistleblower can bring his/her accusations to the attention of other people within the accused organization such as an immediate supervisor. Externally, a whistleblower can bring allegations to light by contacting a third party outside of an accused organization such as the media, government, law enforcement, or those who are concerned. Whistleblowers, however, take the risk of facing stiff reprisal and retaliation from those who are accused or alleged of wrongdoing. *What wrongdoing can a whistleblower expose?*	A. corruption *Б. establishing of law* В. breaking of rules Г. violation of company policy Д. threat to national security
27.	Because of this, a number of laws exist to protect whistleblowers. Some third party groups even offer protection to whistleblowers, but that protection can only go so far. Whistleblowers face legal action, criminal charges, social stigma, and termination from any position, office, or job. Two other classifications of whistleblowing are private and public. The classifications relate to the type of organizations someone chooses to whistle-blow on: private sector, or public sector. Depending on many factors, both can have varying results. However, whistleblowing in the public sector organization is more likely to result in criminal charges and possible custodial sentences. A whistleblower who chooses to accuse a private sector organization or agency is more likely to face termination and legal and civil charges.	A. termination from position *Б. appointment to work* В. imprisonment Г. legal charges Д. civil charges

	What problems can whistleblower face?	
28.	Deeper questions and theories of whistleblowing and why people choose to do so can be studied through an ethical approach. Whistleblowing is a topic of ongoing ethical debate. Leading arguments in the ideological camp that whistleblowing is ethical maintain that whistleblowing is a form of civil disobedience, and aims to protect the public from government wrongdoing. In the opposite camp, some see whistleblowing as unethical for breaching confidentiality, especially in industries that handle sensitive client or patient information. Legal protection can also be granted to protect whistleblowers, but that protection is subject to many stipulations. Hundreds of laws grant protection to whistleblowers, but stipulations can easily cloud that protection and leave whistleblowers vulnerable to retaliation and legal trouble. However, the decision and action has become far more complicated with recent advancements in technology and communication. Whistleblowers frequently face reprisal, sometimes at the hands of the organization or group they have accused, sometimes from related organizations, and sometimes under law. Questions about the legitimacy of whistleblowing, the moral responsibility of whistleblowing, and the appraisal of the institutions of whistleblowing are part of the field of political ethics. *What characteristics of whistleblowing are given in the text?*	*A. are not fully protected by the law* Б. there are hundreds of laws to protect whistleblowers В. violation of confidentiality Г. it is a topic of constant ethical discussions. Д. protects the public from illegal government actions.
29.	Corruption is a form of dishonest or unethical conduct by a person entrusted with a position of authority, often to acquire personal benefit. Corruption may include many activities including bribery and embezzlement, though it may also involve practices that are legal in many countries. Government, or «political», corruption occurs when an officeholder or other governmental employee acts in an official capacity for personal gain. Stephen D. Morris, a professor of politics, writes that corruption is the illegitimate use of public power to benefit a private interest. Economist Ian Senior defines corruption as an action to (a) secretly provide (b) a good or a service to a third party (c) so that he or she can influence certain actions which (d) benefit the corrupt, a third party, or both (e) in which the corrupt agent has authority. *What is corruption?*	А. peculation Б. a good to a third party *B. legal conduct* Г. jobbery Д. it's a secret action

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Катерина БОНДАРЕНКО

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Марина ДАВИДОВИЧ

English
for PUBLIC ADMINISTRATION

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