



STRONY

SPIS TREŚCI

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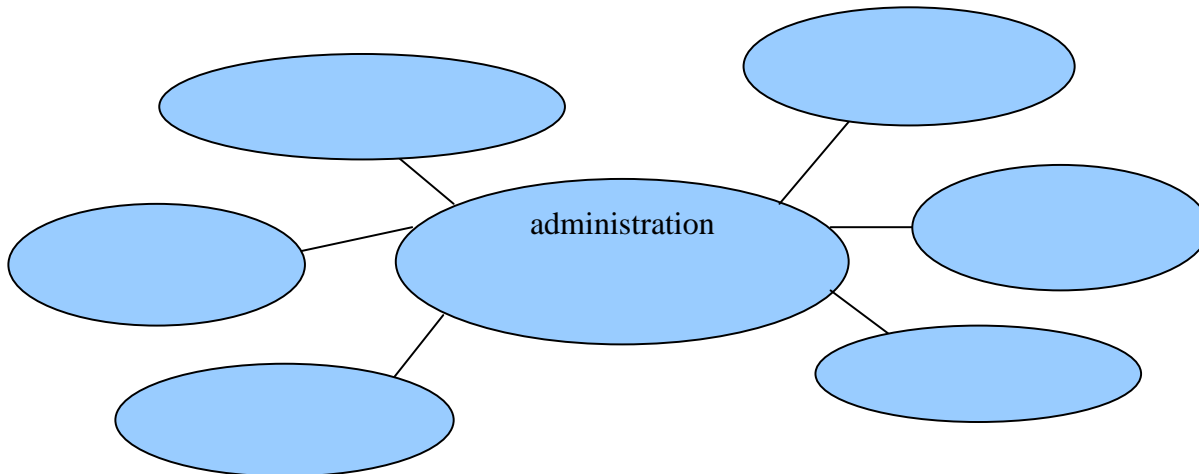
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LESSON 1 THE TERM "ADMINISTRATION"

1. What is "administration"? Complete the diagram:



2. Compare your definition with the text.

The word "administration" comes from the Latin word *administro, administrare*, which means to manage. There are two kinds of administration private and public administration. Private administration is the management of a private sector organisation. Public administration means government management. Public administration workers are called civil or public servants.

3. In the text find words that mean:

zarządzanie	
zarządzać	
rząd	
administracja publiczna	

4. Complete the sentences with the words from the table in the correct form:

- a) Donald Tusk is the head of the Polish
- b) means controlling a group of people or an organisation.
- c) Ministers the work of different ministries (ministry - ministerstwo).



LANGUAGE SKILLS

1. Greetings and farewells.

What do you say...?

*Good evening**Good morning**Good afternoon**Goodnight*

2. Complete the phrases from the word in the box.

is are am (x2)

E: Hello! My name ... Emma

B: Hi Emma! I ... Barbara. How.... you?

E: I ... fine, thanks. And you?

B: Fine, thank you.

Grammar
"TO BE"

I **am** a doctor
 You **are** a nurse
 He/She **is** a teacher
 We/You/They **are** friends

3. Complete the questions with 'is', 'are',

What..... your name?

How oldyou?

What..... your telephone number?

Whothey?

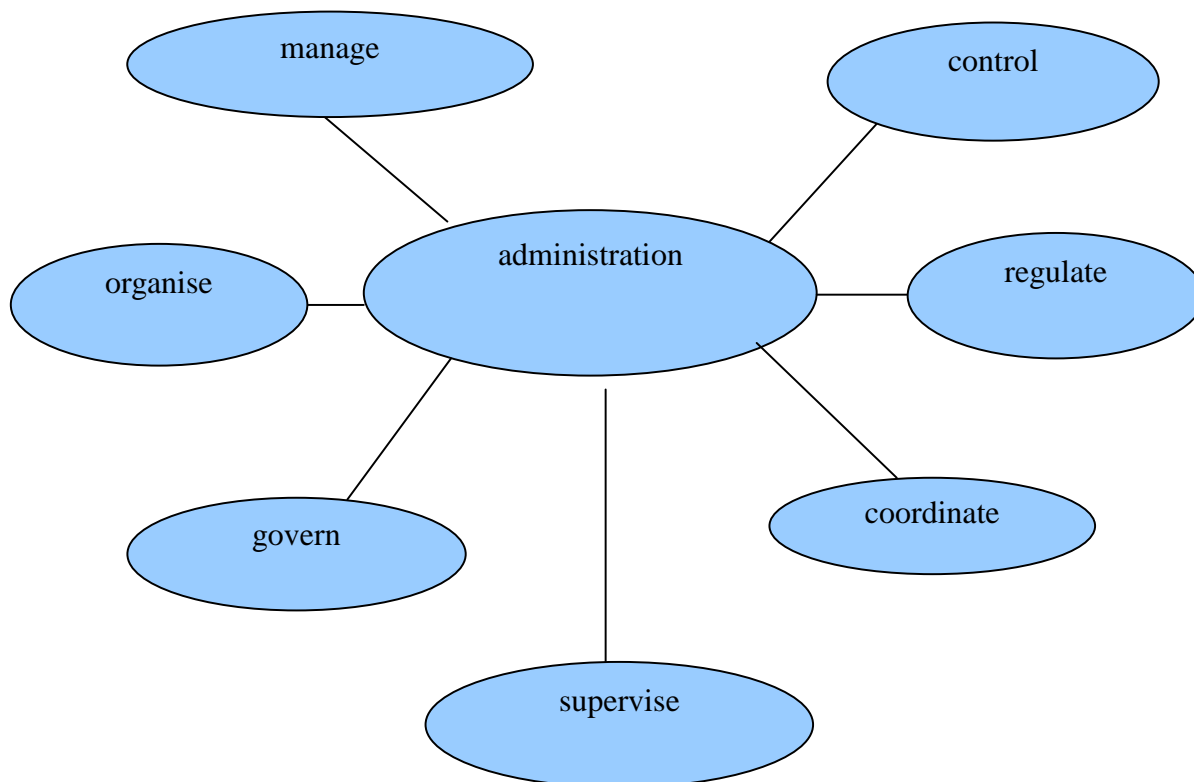
Whather job?





LESSON 2 FUNCTIONS OF PUBLIC ADMINISTRATION

1. What is the role of administration? What verbs can we use to talk about its functions
2. Look at the diagram and compare your answers:



3. Complete the table.

VERB	NOUN	TRANSLATION	
manage			
regulate			
organise			





Govern			
control			
coordinate			
supervise			

4. Test your partner's knowledge ask him/her to form the nouns or verbs.
5. Make 5 sentences with the words from the table.

LANGUAGE SKILLS

1. Complete the conversation and practice it with your friend.

- a) What's your name?
- b) My nameKate
- c) What... your job?
- d) I... a teacher
- e) How old are you?
- f) I... 29

2. Write a short message about you

My name is

Ask about each other. *E.g. What's your name? What's your job? How old are you?*

3. Report to the rest of the group what you know about each other.



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**LESSON 3 ADMINISTRATIVE LAW (prawo administracyjne)**

1. What is administrative law? What are its functions?
2. Match the phrases with their Polish translation.

legal position	osoba prawna
subject	władza
individual	osoba fizyczna
natural person	podmiot prawa
legal person	jednostka, osoba
authority	sytuacja prawna

3. Read the text and check your answers.

Administrative law is a group of norms which regulate public administration, the functioning of organs of authority and the legal position of different subjects (e.g. natural and legal person). Administrative law regulates not only the structure and forms of public administration but also the activities of individuals and other subjects that function in the country.

4. Complete the sentences with the words from the table in exercise 2.

Administrative law defines the of different
, such as natural persons (..... individuals)
 or..... persons. It also controls the functions of the organs of
 administrative.....



**LANGUAGE SKILLS****1. Write the phrases in the right order**

get up	have breakfast	take a shower	go to work
have lunch	watch TV	go to bed	

- a)
- b)
- c)
- d)
- e)
- f)
- g)

2. Tell your friend your daily routine.**3. Look at Sarah's daily routine. Now tell your friend about her daily activities.**

I always get up at 7:00 in the morning on weekdays. I never have breakfast. I get dressed and go to work at about 8:00. Work starts at 8 o'clock and finishes at about 4 o'clock. After work I usually go home and eat dinner. Then, I often watch TV or meet my friends. Sometimes I read a book. At about 6:00 o'clock I have supper. I watch a film in the evening. Then, I go to bed at about 10 o'clock.

4. Add *always, often, never, usually* to these sentences

- a) I eat breakfast
- b) I am late
- c) I feel tired
- d) I am hungry





LESSON 4 TYPES OF ADMINISTRATIVE LAW

1. There are three types of administrative law. Match their English names with Polish translation:

Substantive administrative law	procedura administracyjnoprawna
Administrative procedural law	prawo administracyjne ustrojowe ogólne
Politico-organisational administrative law	materialne prawo administracyjne

2. Match the description with the types of administrative law:

A.

This is a group of legal norms that regulates the structure of public administration, for example:

- structures of organs of public administration,
- forms of their **internal relationships**,
- principles of how to **appoint** and **dismiss** the organs,
- **functional competence** of the organs,
- rules for organising the **offices**.

B.

This is the biggest group of norms such as **statutory rights and duties**. **Administrative decisions** define the duties and rights of a specific subject. There are many different norms here, such as laws on **citizenship**, police, passports, **foreigners** and many others.

C.

This type of administrative law regulates the function of public administration organs and the function of **administrative courts**.

3. Match the words in bold with their Polish equivalents:

sądy administracyjne	
zwolnić, zdymisjonować, rozwiązać	



powołać	
obywatelstwo	
kompetencje funkcyjne	
prawa	
urzędy	
obowiązki	
stosunki wewnętrzne	
obcokrajowcy	
ustawowe	
decyzje administracyjne	

LANGUAGE SKILLS**1. Tell your partner what you like and what you don't like doing***E.g. I like dancing but I don't like singing...**swimming cooking listening to the music playing football dancing singing meeting with friends***2. Look at the table and tell your friend what Jim likes doing and what he doesn't like doing.**

☺	☹
swimming	singing
dancing	playing football
drinking beer	cooking

*e.g. He likes... He doesn't like...***3. Write a short e-mail to your pen friend and tell him about your free time activities.**

**LESSON 5 TYPES OF ADMINISTRATIVE LAW II**

- 1. There are two more types of administrative law. Read the text and find out what they are.**

Internal administrative law (prawo administracyjne wewnętrzne) is a group of norms (**internal acts**) that control only relations in the public administration **apparatus**. These norms do not regulate the rights and duties of **citizens**. In Poland **the Code of Administrative Procedure (CAP)** does not regulate internal administrative law.

External administrative law (zewnętrzne prawo administracyjne) is a group of norms that organise only relations between the public administration apparatus and citizens or other subjects. It regulates the use of **administrative procedure** to control these relations.

- 2. Match the words in bold with their Polish equivalents:**

Kodeks postępowania administracyjnego	
akty wewnętrzne	
procedura administracyjna	
aparatus	
obywatele	

- 3. Complete the sentences to practise the vocabulary from lessons 4&5**

- a) The Code of..... Procedure regulates the internal between the administrative..... and its functional.....
- b) The Constitution explains how to appoint and dismiss governmental organs and describes rights and..... of Polish..... (people who live in Poland).
- c) Many..... foreigner (people from different countries) want to get Polish to live and work in Poland.





LANGUAGE SKILLS

1. Put the verbs below in the right place and then the sentences in the right order.

take, hurry, play, study, crash, watch

-s	-es	-ies

- a) gets/ John / early / up
- b) takes / shower./ a / He
- c) He/breakfast./has
- d) brushes/teeth./He/his
- e) washes/her/John/face
- f) goes/He/work./to

2. Look at exercise 2 and write negative statements to these sentences.

E.g. He doesn't drink beer.

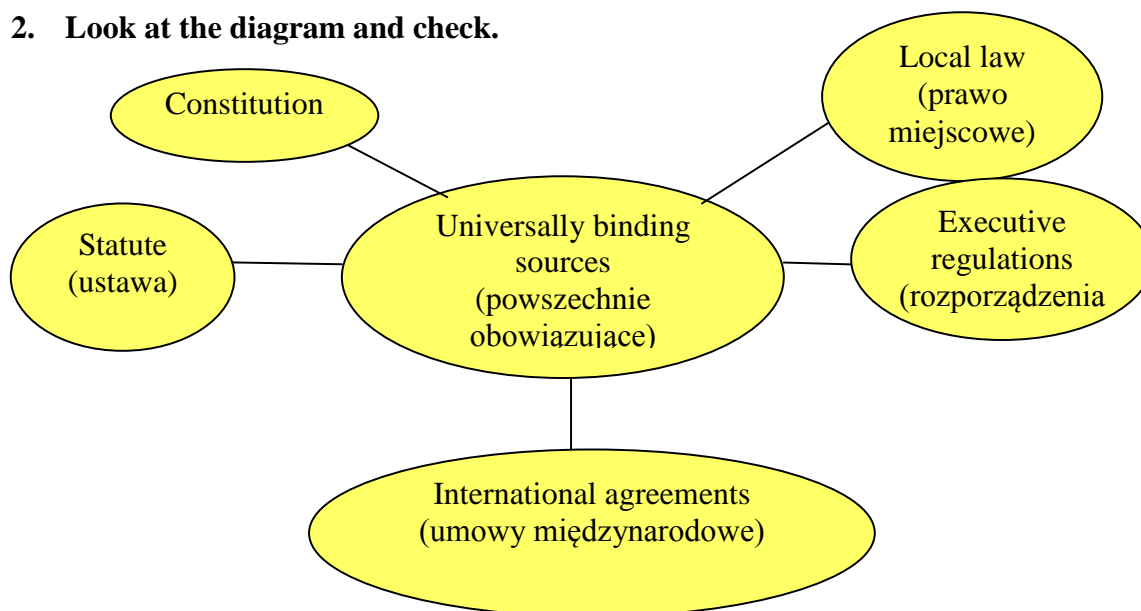
- a)
- b)
- c)
- d)
- e)
- f)



LESSON 6 *THE SOURCES OF ADMINISTRATIVE LAW (źródła prawa administracyjnego)*

1. What sources of administrative law are there?

2. Look at the diagram and check.



3. In pairs read more about the sources of universally binding law - each about two of them and prepare to tell your partner about the sources you read about. Try to remember the most important vocabulary items and ideas, make notes if necessary. Before you read check the meaning of these words and phrases:

freedom *self-government* *finances* *normative act* *ratify*
sign *executive* *issue* *implement*

A. The **Constitution** is the most important of all acts. The Polish Constitution is a system of rules of state functions. It regulates the political system and the social-economic system, the structure and competence of the state organs and local self-government, referendum, freedoms, rights and duties of citizens and their protection, legal sources, public finances.

B. The second normative act in the hierarchy of legal Polish sources is a **statute** (ustawa). All statutes that are universally binding are Acts of Parliament. Statutes regulate the most important





issues in the functioning of the state.

C. An **international agreement** becomes a part of the Polish law when an organ representing the state in international relations (in Poland, the President of the Republic of Poland) ratifies it.

Ratification is a formal signing. International agreements are published in *the Journal of Laws of the Republic of Poland* (Dziennik Ustaw).

D. Competent organs of the public executive authority issue **Executive Regulations** (rozporządzenie) to implement statutes. These regulations are published in the Official Journal of Laws of the Republic of Poland.

4. Complete the sentences with these words:

freedom implement normative acts issue executive sign

- It is important to have the..... to travel from one country to another without a passport.
- Organs of public authority regulations.
- The President has to every statute.
- The constitution and regulations are examples of.....
- The government has the authority in Poland.
- The Government has the authority to prepare, issue and a normative act.

LANGUAGE SKILLS

1. Correct the mistakes where necessary

- box – boxs
- orange – oranges
- book – books
- child – childrens
- bus – buses
- goose – gosses
- mouse – mouses





2. Write the plural of the following words

lady _____

house _____

boy _____

baby _____

car _____

cherry _____

What is it?

It's a / an.....





LESSON 7 POLISH POLITICAL SYSTEM

1. What is a political system? Describe the Polish political system.

2. Read the text and check your answers:

Poland is a democracy. The president is the head of state. The Council of Ministers with the Prime Minister form the Government. The President appoints ministers. Every four years Polish citizens elect the President.

The Sejm (lower house) and Senate (Senat) form the Parliament. There are 460 deputies in the lower house and 100 in the upper house. When Sejm and Senate sit together they form the National Assembly.

The judicial authority also plays an important role. Its main institutions are the Supreme Court of the Republic of Poland, the Supreme Administrative Court of the Republic of Poland, the Constitutional Tribunal of the Republic of Poland and the State Tribunal of the Republic of Poland.

3. In the text find English equivalents for the Polish names:

Sąd Najwyższy	
Trybunał Konstytucyjny	
głowa państwa	
premier	
Naczelnny Sąd Administracyjny	
Rada Ministrów	
izba wyższa	
Trybunał Stanu	
izba niższa	
poseł	
władza sądownicza	
wybierać	
Zgromadzenie Narodowe	
parlament	





4. Imagine you meet a foreigner who wants to know about the Polish political system. Use the words from the table to describe it.

LANGUAGE SKILLS

1. Put the phrases in the right column

historical buildings in the city

a fountain in the center

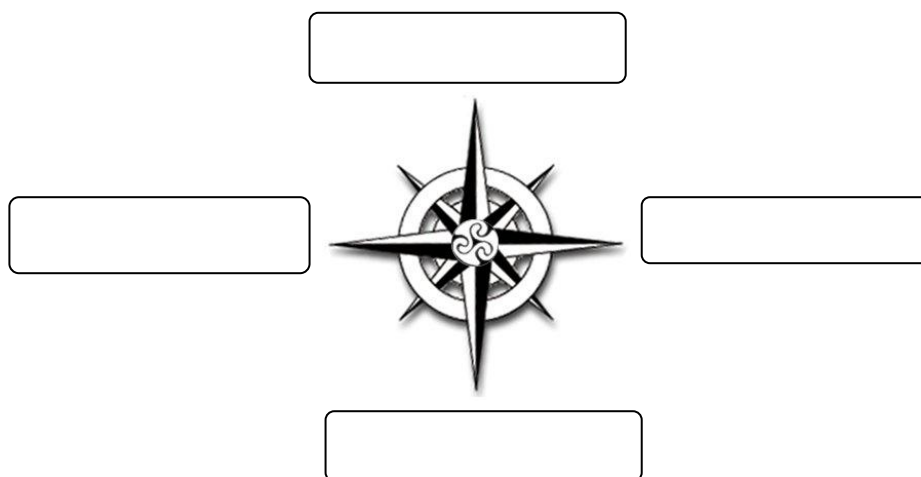
shops and boutiques

a supermarket

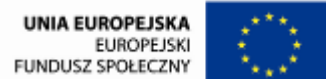
a big park

THERE IS....	THERE ARE....

2. Complete the drawing with *North, South, East, West*



3. Tell your friend where do you live and what is interesting in your hometown.



**LESSON 8 CIVIL AND POLITICAL RIGHTS**

1. **What are civil and political rights? Give examples.**
2. **Read the text about civil and political rights and compare your answers with the answers in the text.**

Civil and political rights are rights that protect individuals' freedom and ability to take part in the civil and political life of the state without discrimination.

In Constitutional Law, rights are divided into natural, civil, and political. Natural rights are the rights of an individual, such as the rights to life, liberty, privacy.

Civil Rights are the rights of every citizen of the state. Civil rights are for example, the right to safety, protection from discrimination, freedom of thought, speech, religion, the press, and movement.

Political rights give the power to take part in the administration of government. Political rights are for example, fairness in law, the right to take part in politics, the right to vote.

3. **Read the text once again and mark the sentences true (T) or false (F). Correct the false sentences.**

- a) Natural rights belong to every person.
- b) Civil rights belong to every member of a state.
- c) Political rights include the right to elect the President.

4. **Form adjectives from the nouns:**

NOUNS	ADJECTIVES
politics	
safety	
ability	
privacy	
fairness	





5. Form verbs from the nouns

NOUNS	VERBS
protection	
discrimination	
thought	
speech	
movement	

LANGUAGE SKILLS

1. Look at the picture and tell your friend what is in the living room. Try to use *there is*, *there are*.



source <http://forum.budujemydom.pl/>





2. Look at the information below and tell your friend about George and Jean's hometowns.

George

City: London

Location: River Thames

Attractions: Windsor Palace, Tower of London, St. Paul's Cathedral

Jean

City: Paris

Location: North

Attractions: Place de la Concorde, the Eiffel Tower, Notre Dame Cathedral





LESSON 9 HUMAN RIGHTS

1. What are human rights? Give examples.
2. Read the text and compare your answers.

human beings *belief* *basic* *property*

Human rights is the idea that people should have rights just because they are human beings. These rights are universal, which means they are for everyone, no matter what their religion, nationality, age, sex, political beliefs, intelligence. Because people believe that human rights are important, countries make laws to protect them. These laws say that governments cannot take away people's basic rights. They make sure people who take away other people's rights are punished.

In 1948 the United Nations made the Universal Declaration of Human Rights. This is not a law but a very important document. Here is a list of some of the most basic human rights according to the United Nations:

- a) Right to have privacy
- b) Right to live
- c) Right to have a family
- d) To work for anyone
- e) To own property
- f) Free Speech
- g) Safety
- h) Protection by law
- i) To be a citizen of a country
- j) To vote
- k) To think freely
- l) To believe and practise religion
- m) Medical care
- n) Education
- o) Eat/drink





3. Read the text once again and mark the sentences true (T) or false (F). Correct the false sentences.

- a) Human rights are the rights of every individual.
- b) Countries protect the rights in statutes.
- c) People who do not respect the rights are punished.
- d) The European Union made the Universal Declaration of Human Rights.
- e) The Universal Declaration of Human Rights is a statute.

LANGUAGE SKILLS

1. Look at Tim's fridge and finish the sentences.



There is...

There isn't any...

There are some...

There are a lot of...

There are four....





2. Underline the noun and mention whether it is countable/uncountable.

- a) I drank some coffee.
- b) Mary is a doctor.
- c) History is very difficult.
- d) He is a good boy.
- e) I had some tea.
- f) We booked a hotel.

3. Write down the list of ingredients for your favourite dish.

INGREDIENTS

**LESSON 10 THE LEGISLATIVE AUTHORITY IN POLAND**

1. Describe the legislative authority in Poland.
2. Read the text and complete it with these words.

mandate *lower house* *commissions* *deputies*
clubs *upper house* *signs* *citizens*

There are two legislative organs in the Polish Parliament. The 1. - Sejm, and Senate is the 2. 460 3. sit in Sejm, and 100 senators in the Senate. Candidates for Sejm have to be 4. of Poland, have full public rights and be 21. Candidates to the Senate must be 30 years old.

Deputies (Members of Sejm) win their 5.in their constituency. The Polish political system is based on a party system. Parliamentarians of the same political group make their parliamentary 6. in the Sejm and Senate.

A group of 100,000 electors, a group of 15 deputies, parliamentary commissions, the Senate, the President of the Republic of Poland and the Council of Ministers have the legislative 7. A debate takes place in the Sejm, Senate and in parliamentary 8.and subcommissions. The President of the Republic of Poland 9. the statute.

3. Find the following words in the grid.

wyborca	partia	parlamentarzyst a	podkomisje
legislacyjny	okręg wyborczy	kandydat	





X I G R L X R N E L E C T O R C Q B
 C N E L H R S K P E O U X R K A S P
 O W K I P S V N A A C E L Z W N Z Q
 N Y M U K U M D R F Q R Z N I D K F
 S Y H L E G I S L A T I V E Q I H X
 T I D K J F P V A F M U V K G D Q U
 I A C Y F T P F M H Y Q N W X A D D
 T U M G F V M U E Q R G L M R T R C
 U L S F K Y Z Z N E G X V T U E P S
 E X X N J E S E T Q M V H T G U A K
 N Y X W R C G Q A B G V I D Q B R Y
 C J Y W W I A P R M Q B I Y V P T S
 Y S U B C O M M I S S I O N F N Y Q
 C F S I V U P Q A D T H E R Q D N M
 L O C Y E D H D N Z W W F K M H P F

LANGUAGE SKILLS

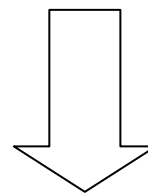
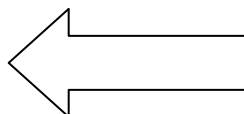
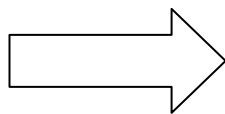
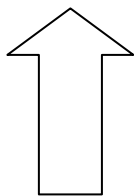
1. Rewrite the sentences in the right order to create a dialogue.

- how / you / me / to / get / to / the cinema / tell / Could?
- to / the / Go / next / turn / and / crossing / left
- on / Can / show / you / me / the / map?
- Sure / it's / to the / next / shop.



2. Put the phrase in the right place under each picture.

turn right, go straight, go back, and turn left



.....

3. Complete the phrases (prepositions of place and direction) with missing letters

In f_ont o_

Be_i_d

Ne_t _ _

O_ _ osi_ e

Be_ w _ _n

**4. Work with your friend and ask for and give directions to the following places:
your workplace, your home, a supermarket. Decide between you on a starting point. Use some
of the expressions for asking directions**

**LESSON 11 THE EXECUTIVE AUTHORITY IN POLAND. (władza wykonawcza)****1. Who has the executive authority in Poland?****2. Read the text and compare your answers.**

The Council of Ministers is the body which has executive power. Ministers are members of the Council. The Prime Minister is the head of the Council of Ministers and chooses its members. The President appoints the Council of Ministers.

At present, there are 19 members of the Council of Ministers.

3. Look at the list and translate the names of the Ministries into Polish:

Prime Minister, Vice-Prime Minister, Minister of Economy, Minister of Interior and Administration, Minister of Finance, Minister of National Education, Minister of Agriculture and Rural Development, Minister of Justice, Minister of National Treasury, Minister of Infrastructure, Minister of Culture and National Heritage, Minister of Foreign Affairs, Minister of National Defense, Minister of Regional Development, Minister of Science and Higher Education, Minister of Sport and Tourism, Minister of Health, Minister of Environment, Minister of Labour and Social Policy, Minister, Member of Council of Ministers

4. In pairs write at least 7 names of the current ministers.

- a.
- b.
- c.
- d.
- e.
- f.
- g.





LANGUAGE SKILLS



1. Tick the things which you can do. Now tell your friend and then ask him questions. E.g. *Can you sing?*

- Dancing
- Playing chess
- Playing golf
- Swimming
- Speaking Chinese
- Fixing a car
- Cooking soups

2. Rewrite the following positive sentences into negative sentences

- a) I can play the piano.....
- b) They can pass this exam.....
- c) He can win.....
- d) I can write a book.....
- e) Lucy can dance

3. Now tell your friend and then ask him questions. E.g. *Can you sing?*

4. Tell your friend what Amanda can or can't do :

driving a car	yes
speaking English	no
dancing	no
swimming	yes



LESSON 12 THE JUDICIAL AUTHORITY IN POLAND.

1. Which institutions have the judicial authority in Poland?
2. Read the text and compare your answers. Before you read connect the vocabulary items with their definitions:

labour law	rozpoznać sprawę
civilian employees	jednostka wojskowa
prisoners of war	spory dotyczące
military unit	prawo pracy
disputes over	zgodne z
in agreement with	pracownicy cywilni
to hear a case	jeńcy wojenni

The Judicial Authority

In Poland the courts, with the Supreme Court as the head, together with the independent State Tribunal and Constitutional Tribunal, have the judicial authority.

The Supreme Court supervises:

- ⤴ General courts (sądy powszechne) - these are circuit (sąd okręgowy), district (rejonowy), and appeal courts (sądy apelacyjne). They hear civil, criminal, family and labour law cases.
- ⤴ Military courts - that is circuit (sąd okręgowy) and garrison courts (garnizonowy). They hear cases when soldiers, civilian employees in military units, and prisoners of war commit crimes.
- ⤴ Administrative courts - courts that specialise in administrative law. They deal with disputes about the use of public power. Their role is to make sure that official acts are in agreement with the law.

3. Read the text again and discuss the question: What are the different types of courts in Poland and what are their functions?





LANGUAGE SKILLS



1. Complete the sentences with *what, who, where, which, when*

- a)is your boss?
- b)is your name?
- c)is your home?
- d)car is yours?
- e)are you from?
- f)is your birthday?

2. Rewrite the sentences in the correct order.

- a) football?/ they / where/ do /play

.....

- b) you /when / holiday? / go / on / do

.....

- c) is / who / friend?/ your

.....

- d) colour / do / which /like? /you

.....





3. Change the statements to questions using the question word in brackets

a) She watches TV in the afternoon (when)

.....

b) Mr. Smith is John's boss (who)

.....

c) She lives in Paris (where)

.....

d) Her telephone number is 0887 987 657 (what)

.....

e) The bus leaves at 7:00 o'clock (what)

.....

f) George is 43 years old. (how)

.....

g) He goes to the gym every Monday because he wants to be fit. (why)

.....

**LESSON 13 ADMINISTRATIVE COURTS**

- 1. How are administrative courts different from general courts in Poland?**
- 2. What types of administrative court are there in Poland?**
- 3. Read the text and check your answers. Before you read connect the vocabulary items with their definitions:**

of two instances	skarga
revoke	skarga kasacyjna
annul	złożyć
uphold	dwóch instancji
venue	unieważnić
complaint	uchylić
cassation appeal	utrzymać w mocy
to file	właściwość

Administrative courts are courts of two instances. The first instance - Voivodship Administrative Courts (WSA); second instance - the Supreme Administrative Court (NSA), located in Warsaw. Administrative courts can only revoke, annul or uphold an administrative act. They cannot issue any new administrative decisions.

The venue of the administrative court depends on the location of the administrative body, against which there is a complaint.

WSA deals with complaints about:

- ⤴ administrative decisions;
- ⤴ acts of law of local public administration bodies;
- ⤴ no action by administrative bodies.





We have the right to file a cassation appeal from decisions of voivodship administrative courts. The Supreme Administrative Court of the Republic of Poland (Polish: Naczelny Sąd Administracyjny) deals with appeals from lower administrative courts called Voivodship Administrative Courts.

4. Complete the sentences with the words from the table.

a) If you want to a cassation you have to do it at the because this is the court of second You also have to know what the right of the court is.

b) Administrative courts in Poland do not new administrative decisions. They can only annul, , or administrative acts.

5. What types of administrative courts are there and what are their functions?

LANGUAGE SKILLS

1. Choose the correct answer.

I. Why don't we _____ to the cinema tonight?

- a) go
- b) going
- c) goes

II. Let's _____ a cup of coffee!

- a) Has
- b) Have
- c) Having

III. What about _____ grandmother in the evening?

- a) visits
- b) visit





c) visiting

IV. Why don't we _____ to Canada next year?

- a) flying
- b) fly
- c) flies

V. We could _____ shopping on Saturday.

- a) go
- b) going
- c) goes

2. Correct the mistakes if necessary.

- a) Why don't we to go to John's place tonight.....
- b) We could watch the film at home.....
- c) What about Chinese takeaway for dinner.....?
- d) Let's we go to the park. Come on!.....
- e) Why don't we learn together.....

3. Choose the correct answer from the statements and write it next to each sentence below.

Sorry, I'm busy

I'm not hungry, sorry

Why not! I like horror films.

Ok. I'll just take my coat.

Let's go for a walk

Why don't we go to McBite?.....

What about going to the cinema to watch 'Bloody Scream 6'?.....

Could you help me with my homework?.....





LESSON 14 *THE SUPREME ADMINISTRATIVE COURT (SAC)*

1. What do you remember about the Supreme Administrative Court from lesson 13?
2. Read the text and find the English translation of the terms:

Prezes Naczelnego Sądu Administracyjnego	
Kolegium Naczelnego Sądu Administracyjnego	
Zgromadzenie Ogólne Sędziów Naczelnego Sądu Administracyjnego	
Izba Gospodarcza	
Izba Finansowa	
Izba Ogólnoadministracyjna	

3. Before you read check these words:

chamber jurisdiction fiscal term distribute

The Supreme Administrative Court is in Warsaw. The President of the Supreme Administrative Court, Vice Presidents and judges work for the court.

There are three chambers: Commercial Chamber, Financial Chamber and General Administrative Chamber.

The Commercial Chamber supervises the jurisdiction of regional administrative courts connected with most business regulation. The Financial Chamber supervises the jurisdiction of regional administrative courts connected with fiscal duties. The General Administrative Chamber supervises the rest of the jurisdiction of regional administrative courts.

There are three organs of the SAC: the President of the Supreme Administrative Court, the General Assembly of Judges and the Council of Judges.

The President of the Supreme Administrative Court manages the functioning of the Supreme Administrative Court and represents it. The Polish President nominates the President of the Supreme Administrative Court for 6 years.

The Vice-presidents of the Supreme Administrative Court manage each Chamber. The President of



Poland nominates and dismisses them.

The judges of the Supreme Administrative Court form the General Assembly of Judges.

The Council of Judges distributes coming cases to the judges. It gives an opinion about candidates for judges to the General Assembly. The term of this organ is three years.

4. Read the text and answer the questions:

- a) What is the structure of the SAC?
- b) What do the chambers deal with?
- c) What are the organs of the SAC?
- d) What functions do the organs have?

LANGUAGE SKILLS

1. Match the numbers with the sentences about time





It's ten past ten

It's one o'clock

It's half past eleven.

It's ten to two

It's quarter to one

2. What's the time? Tell your friend what the time is:

10:00

11:15

9:20

2:40

5:45

7:30

3. Add accordingly *a.m* or *p.m*

a. I wake up at 7:00 _____

b. I go to sleep at 10.00 _____

c. I watch news at 7.00 _____ in the evening

d. I have lunch at 1.00 _____

4. Ask your friend his or her daily routine with exact timing. Remember to use *a.m.* or *p.m.*

E.g. *What time do you wake up?*





LESSON 15 *THE CODE OF ADMINISTRATIVE PROCEDURE, CAP*

1. What is the CAP? What does it regulate?
2. Read Articles 1&2 and check your answers. Before you read check these words:
procedure entity statement

The CAP is a collection of laws that regulate administrative procedure.

Part I Chapter 1

Article 1.

The Code of Administrative Procedure governs procedure:

- A) before public administration bodies,
- B) before other State bodies and other entities,
- C) in disputes about jurisdiction between local government bodies and national government bodies and between the bodies and entities in paragraph 2,
- D) of the issue of statements.

Article 2.

The Code of Administrative Procedure also governs the procedure of complaints and proposals before State bodies, local government bodies and social organisation bodies.

3. Read the text once again and mark the sentences true (T) or false (F). Correct the false sentences.
 - a) A code is a book with legal norms.
 - b) Article 1 gives information about the use of the CAP.
 - c) In the CAP you can find information about how to file a complaint.



LANGUAGE SKILLS



1. Put the days of the week into correct order.

Friday Sunday Tuesday Wednesday Monday Thursday Saturday

.....

2. Complete the missing letters.

Jan_ar_

Ma_c_

Feb_ _ _ry

M_ _ _

J_ _ _e

J_ l_

A_ _ _l

D_ _ _mber

A_ _ u st

3. Ordinal numbers. Complete the correct ending *th, st, nd, rd*

1_ _ _

3_ _ _

5_ _ _

2_ _ _





21__

27__

23__

4. Tell your friend the date of your birthday and then say aloud the dates below.

E.g. 11th May, 2001 The eleventh of May 2001

14th March, 2001

21st December, 1999

25th May, 2011

22nd July, 1985

13th September, 2000

23rd August, 1988

5. Open your calendar and tell your friend the exact dates of all the appointments you have this week.

E.g. On the 15th of December I'm going to the dentist

**LESSON 16 DUTIES OF PUBLIC ADMINISTRATION BODIES**

1. What are the duties of public administration bodies?
2. Read the text, underline the duties of public administration bodies and check your answers. Before you read study the table.

party	strona
obey the law	przestrzegać prawa
proceedings	postępowanie
advice	rada

Public administration bodies have to **obey the law** when they decide about cases. They have a duty to give full information to the **parties**. Public administration bodies also have to **give advice** to parties that do not know the law. Public administration bodies have to **make sure** that parties take part in the **proceedings** and that they can give their opinion about the materials before the bodies make a decision.

3. Complete the sentences with the words in bold.

- a) If you do not know how to file a complaint, I can give you some.....
- b) The police arrests people who do not
- c) Court usually take a lot of time.
- d) If you want to file a complaint at court, you know the venue.
- e) Mr. Smith and Mrs. Parker are to the contract.





LANGUAGE SKILLS

1. Choose from the list below expressions used in formal e-mails.

*Dear Hello Yours faithfully Hi bye! Best regards
Yours sincerely Take care Best wishes*

- a)
- b)
- c)
- d)
- e)

2. Choose the correct answer

A.

- a. Dear Mr. Tom
- b. Dear Mr. Kowalski
- c. Dear Mr. Tom Kowalski

B.

- a. Yours faithfully
- b. You faithfully
- c. Yours faithfully

C.

- a. I look forward to hearing from you
- b. I look for hearing from you
- c. I look forward to hearing from you

D.

- a. I am write to enquire about
- b. I am writing to enquire of
- c. I am writing to enquire about

3. Write a short e-mail to enquire about a new printer. Ask for price, warranty and discount.





LESSON 17 STRUCTURE OF A NORMATIVE ACT

1. What is a normative act?
2. Each normative act has a specific structure. Match the English names of the elements of a normative with Polish translation.

English	Polish
The legal basis	preambuła
The main body	nagłówek
Preamble	podpis
The signature	podstawa prawna
The heading	część zasadnicza

3. Put the parts of a normative act into the correct order.

- a) The legal basis
- b) The main body
- c) Preamble
- d) The signature
- e) The heading

Correct order: 1 __ 2 __ 3 __ 4 __ 5 __



**4. In the box find names of the parts of normative acts.**

S M H K C P H B Z R S P
 D I P G F O L P M A I B
 I S G G K D Q A T Q S T
 M B M N Z I I X G B A Y
 E D X V A N S B N L B Y
 H Z K W T A M I F T
 S P W B J J U N D D L W
 O P O V X M W R A W A R
 Z D T N S V Y Q E C G Y
 Y B Z Y N F R F H U E O
 P E L B M A E R P E L B
 S A Q H V N U S J L S D

LANGUAGE SKILLS**1. Write the correct expressions (Saxon genitive) e.g. *It's Dona's car***

- a. bag /Anna
- b. plane / my boss.....
- c. The Browns /children.....
- d. document s/ Bill.....





2. Add 's in the sentences below

- a. Jane book.....
- b. Arthur and Donna car.....
- c. Girls bedroom.....
- d. Men clothing.....

3. Correct the mistakes if necessary

- a. The end of the street's.....
- b. The leg of the table.....
- c. The spoon's sugar.....
- d. Poland's history.....
- e. Hanna's friend.....

**LESSON 18 EXEMPLARY FORMS OF ADMINISTRATIVE ACTS****1. Read the text. What are the two examples of administrative acts?**

An administrative body can issue an administrative decision to deal with an administrative case. An administrative decision can have the form of a concession, permit, licence or consent. Provisions of procedural administrative law (postanowienia administracyjnoprawne) are another example of administrative acts. Public administrative bodies issue them during administrative proceedings.

2. Match the Polish translation with the English terms:

zgoda	licence
licencja	concession
pozwolenie	permit
koncesja	consent

3. Complete the sentences with the words from the table:

- If you want to change something in the contract, you need to have the other party's.....
- Foreigners need work..... to work in Poland.
- If you want to be a bus driver you have to have a special.....
- Do you need a to sell alcohol in Poland?

LANGUAGE SKILLS**1. Write *a* or *an* in front of a noun.**

- ___ orange
- ___ school
- ___ hour
- ___ friend
- ___ teacher
- ___ umbrella





2. Rewrite the sentences and complete them with *a, an or the* or - .

a. Time is running out.

.....

b. Police need more money.

.....

c. United Kingdom is an attractive place to visit.

.....

d. Spain is a very hot country

.....

3. Put the name of the country in the correct column.

Philippines, Turkey, Italy, Canary Islands, France, United States of America, Czech Republic, Poland,

NO ARTICLE	THE

4. Write down three names of the countries that you've visited so far. Compare with your friend.



LESSON 19 ADMINISTRATIVE DECISIONS AS AN EXAMPLE OF ADMINISTRATIVE ACTS

1. Read more about administrative decisions. What types of these acts are there?

There are two types of administrative decisions: final and non-final decisions. One can appeal from non-final decisions (decyzja nieprawomocna). Bodies of the second instance, ministers and the Regional Audit Chamber (Regionalna Izba Obrachunkowa) issue final decisions (decyzja prawomocna). One cannot appeal from a final decision.

2. What is the difference between the two types of decisions?

3. Match the elements of an administrative decision with their Polish names:

the legal basis	uzasadnienie faktyczne i prawne
the name of the public administration body	rozstrzygnięcie
a ruling	pouczenie
the date of issue	powołanie podstawy prawnej
the name(s) of the party or parties	oznaczenie strony lub stron
an advisory notice	data wydania
a factual and legal justification	oznaczenie organu administracji publicznej

4. Discuss the questions to practise the vocabulary from lessons 18&19.

- Who can issue an administrative decision?
- What forms can an administrative decision have?
- What's the difference between an administrative decision and provisions of procedural administrative law?






LANGUAGE SKILLS

1. Look at the picture and tell your friend what is in the office. Try to use there is, there are.



Source allaboutcleaners.com

2. Tick  objects which are in the picture

- a laptop
- a briefcase
- an umbrella
- files
- a mousepad

3. Look at the picture in Ex 1 and decide whether the following statements are true or false (T/F).

- There is no carpet in the office T/F
- There are a lot of chairs T/F
- There is a secretary. T/F
- There aren't any files. T/F





4. Now describe your workplace.



UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



**LESSON 20 CENTRAL ADMINISTRATION IN POLAND****1. What is central administration? Which organs form central administration?****2. Read the following text and compare your answers.**

Central Administration is the leading body or group of people, and the highest administrative department that controls all lower departments of an organization. There are different organs, offices, agencies and institutions of central administration. They function in the whole country. The Constitution, other statutes and executive orders (rozporządzenia) regulate the form of public administration.

The President of the Republic of Poland, the Council of Ministers, the Prime Minister, ministers are the most important organs. There are also other entities of central administration - central offices, organs, bodies. They are under the control of the organs of the government. They have autonomy and the law gives them their own powers. The Prime Minister often appoints these bodies.

3. Read the text again and mark the sentences true (T) or false (F). Correct the false sentences.

- Central administration operates all over Poland.
- Legislation organises the form of public administration.
- The government is not an organ of central administration.
- Central offices, organs, bodies are independent.
- The Prime Minister chooses the personnel of the central organs.

4. Here are some examples of central offices. Match their English names with their Polish equivalents.

The Police Commander in Chief	Prezes ZUS
Chief of the Civil Service Corps	Komisja Papierów Wartościowych i Giełd
President of Social Insurance Institution	Szef Służby Cywilnej





Committee of Securities and Stock Exchange	Prezes GUS
President of the Central Statistical Office	Główny Inspektor Pracy
Chief Sanitary Inspector	Komendant Główny Policji
Chief of the National Labour Inspectorate	Główny Inspektor Sanitarny

5. Which governmental organ controls them?

The Police Commander in Chief	
Chief of the Civil Service Corps	
President of Social Insurance Institution	
Committee of Securities and Stock Exchange	
President of the Central Statistical Office	
Chief Sanitary Inspector	
Chief of the National Labour Inspectorate	



**LANGUAGE SKILLS****1. Put the expression into the correct column***I look forward to hearing from you**Dear Mr Brown**Yours sincerely**Thank you for your letter/e-mail about...*

Addressing the recipient	
Opening line	
Closing line	
Ending	

2. Complete the e- mail below.

_____ *Mr. Smith*

_____ *our offer. Please find attached our catalogue and a price list. Let me know if you need some more information from us.*

Please, don't hesitate to contact me with any question you may have.

I look _____

Yours _____

Mark Thompson

3. Explain the following abbreviations.

ASAP - _____

RSVP- _____

ps - _____

cc - _____

pp - _____ -

enc. _____



**LESSON 21 THE COMPETENCES OF THE PRESIDENT OF THE RP**

1. What is the role of the President in Poland?
2. The competences of the President of the RP can be divided into three groups.
3. What are they? Read the text and check.

There are three groups of competences of the President of the RP: **supreme competences** (kompetencje zwierzchnie), **legislative competences** (kompetencje prawodawcze) and **organisational competences** (kompetencje organizacyjne).

4. What is the difference between these three types of competences? Give a few examples of competences from each group.
5. Read the list of competences of the President of the Republic of Poland and put them into the right column. Before you read study the table:

grant	przyznać
convene	zwołać
preside over	przewodniczyć
recall	odwołać
deprive somebody of something	pozbawić kogoś czegoś

supreme competences (kompetencje zwierzchnie)	legislative competences (kompetencje prawodawcze)	organisational competences (kompetencje organizacyjne)

The President of the RP:

- a - is the Supreme Commander of the Armed Forces (zwierzchnik sił zbrojnych)
- b - appoints judges
- c - **grants** Polish citizenship
- d - ratifies international agreements





e - **convenes** the Cabinet Council

f - issues normative acts

g - **presides over** the Cabinet Council

h - appoints and **recalls** the representatives of the Republic of Poland to other states

i - grants academic titles

j- **deprives** individuals **of** Polish citizenship

k - protects the security of the State

6. Complete the sentences using the words in bold.

- The President..... a meeting for 23 June.
- The Speaker of the Sejm..... a parliamentary session.
- The President..... the Ambassador in France so he had to come back to Poland.
- The President all criminals of the Polish citizenship.
- The President seven Professor's titles yesterday.

LANGUAGE SKILLS

1. Write the sentences using Present Continuous.

- Mike /call / Peter.
- Sandra and Jack / have a meeting now.
- Jill / send e -mail
- We / talk / customers
- Alan /sell /his shares.

2. Rewrite the sentences into negative using Present Continuous

- It /rain / at the moment
- They / fly / Las Vegas





- c. Sandra /work / sales department
- d. Tom / live / at Jack's now

3. Look at the pictures. Tell your friend what is happening in the pictures.



4. Fill the missing words in the following sentences.

- a) I'm busy! I ____ reading an e-mail
- b) He ____ making a presentation.
- c) They ____ travelling to Italy.
- d) We ____ calculating loses



**LESSON 22 COMPETENCES OF THE COUNCIL OF MINISTERS**

1. **Who are the members of the Council of Ministers in Poland?**
2. **What are the functions of the Council of Ministers in Poland?**
3. **Read the paragraph below and check your answers to question 1.**

The Council of Ministers (the cabinet) is the highest administrative organ. With the Prime Minister, they form the Government. The Sejm controls the Council of Ministers. The members of the Council of Ministers are the Prime Minister, the Deputy Prime Ministers (Wicepremierzy), Ministers and the Presidents of committees (przewodniczący komitetów).

4. **Read Article 146 of the Constitution and check your answers to question 2. Before you read check the meaning of the following phrases:**

internal affairs *foreign policy* *supervise* *ensure* *State Treasury*

Chapter VI**THE COUNCIL OF MINISTERS AND GOVERNMENT ADMINISTRATION***Article 146*

- A. The Council of Ministers controls the **internal affairs** and **foreign policy** of the Republic of Poland.
- B. The Council of Ministers manages the government administration.
- C. The Council of Ministers:
 - a. **issues** regulations;
 - b. **coordinates** and **supervises** the work of organs of State administration;
 - c. protect the interests of the **State Treasury**;
 - d. supervises the State Budget;
 - e. **ensures** the internal security of the State;
 - f. ensures the external security of the State;
 - g. **exercises** general control over relations with other States and international organizations;
 - h. **concludes** international agreements;



**5. In Article 146 of the Constitution find synonyms for the following verbs**

guarantee

have, use

bring to an end, sign

make public

organise

monitor

6. Complete the following sentences with the verbs from the box in the correct form.

- a) In Poland the Council of Ministers..... internal and external security.
- b) On 7 August 1998 the Cabinet another regulation.
- c) The Prime Ministerthe work of the Cabinet.
- d) The Government..... an Agreement on cooperation with Germany.
- e) Public administration authority through the Minister of the Interior.



**LANGUAGE SKILLS****1. Put the words in the correct order to form questions.**

- a) Mark / going/ work? /Is /to _____
- b) working /you / Are / at the moment? _____
- c) they/ talking /to /are /customers? _____
- d) Are/making/ we/ a presentation? _____

2. Make questions to the following sentences.

- a) I'm reading a magazine. _____
- b) They are writing an e-mail. _____
- c) He is working with Pete. _____
- d) You are translating a document. _____

3. Match sentences halves. Match the items on the right to the items on the left

1. Are 2. Is	a. you ordering pizza?
	b. Lucy writing an essay?
	c. they checking e-mails?
	d. your boss monitoring you now?



**LESSON 23 COMPETENCES OF THE PRIME MINISTER**

1. What are the competences of the Prime Minister as the Chairman of the Council of Ministers?
2. What are the competences of the Prime Minister as the most important government administration body?
3. Read the list of competences of the Prime Minister and put them into the correct column:

Competences of the Prime Minister

- issues executive regulations and orders;
- convenes meetings;
- represents the Council of Ministers;
- controls central and territorial bodies of the government administration;
- chooses members of the Council of Ministers;
- supervises all the government administration workers;
- presides over meetings;
- manages the work of the Council of Ministers;
- coordinates and controls the work of ministers and other Council members;
- supervises self-governments;
- has political responsibility.

competences of the Prime Minister as the Chairman of the Council of Ministers	competences of the Prime Minister as the most important government administration body

4. Work in groups and compare the competences of the President, the Council of Ministers and the Prime Minister as bodies of central administration in Poland.



**LANGUAGE SKILLS****1. Rewrite the sentences using Present Simple or Present Continuous**

A. - Can I take your pen?

- Sorry, I (use) it now.

B. I usually (to start) work at 9:00

C. I (look) for a job at the moment.

D. We (have) a meeting every Monday.

E. I usually (to go) to work by car but today I (walk).

2. Put *do*, *does*, *is*, and *are* where necessary.

_____ you speak English?

_____ Tom working now?

_____ you coming tonight?

_____ she work at the weekends?

_____ they normally have lunch?

3. Make negative statements.

A. I usually eat breakfast.

B. I'm working now.

C. I 'm responsible for sales.

4. Now practise with your friend. Tell your friend what are your duties at work.



LESSON 24 *TERRITORIAL-GOVERNMENTAL STATE ADMINISTRATION* (terytorialna administracja rządowa)

1. **What is territorial - governmental state administration? What are its bodies?**
2. **Read the text below and compare your answers.**

There are the unified and non-unified bodies and offices. The unified territorial-governmental administration (województwa administracja zespolona) bodies are governors of the provinces (wojewoda) and also the bodies he/she controls. According to Article 2 of the Statute on Governmental Administration in the Province (Ustawa o administracji rządowej w województwie), there are: the governor of the province (wojewoda) and working under him/her, the directors of the unified services, inspectorates and guards (kierownicy służb, inspekcji i straży). In districts (powiat), there are also directors of the unified services, inspectorates and guards. They work under the starosta (starosta). There are also the first and second deputies (pierwszy i drugi zastępca) of the governor, the director-general of the regional office (Dyrektor Generalny Urzędu Wojewódzkiego) and department directors.

Ministers or other directors of central bodies control the non-unified governmental administration bodies (województwa administracja niezespolona). The governor of the province has the right to appoint and dismiss non-unified governmental administration bodies. Organs in the area of jurisdiction of the governor have to co-ordinate their actions with the governor. Bodies of this administration are, for example, tax and customs office (urzędy skarbowe i celne)

3. **Read the text once again and then discuss the questions with a partner.**
 - a) What two types of territorial-governmental administration are there?
 - b) What is the difference between unified and non-unified administration?
 - c) Give examples of units of the non-unified administration.
 - d) Who supervises non-unified governmental administration bodies?
 - e) What is the role of the governor in the non-unified governmental administration?





4. Complete the table without looking at the text.

województwa administracja zespolona	
województwa administracja niezespolona	
wojewoda	
województwo	
powiat	
starosta	
zastępca	
Dyrektor Generalny Urzędu Wojewódzkiego	
kierownicy służb, inspekcji i straży	
urząd skarbowy	
urząd celny	



LANGUAGE SKILLS



1. Put the phrases in the right order to create a telephone conversation.

Hello Cristal Corporation, How can I help you?

Hold on a minute, I'll put you through...

Yes, hello this is Barbara Stewart.

Can I have extension 22?

2. Now practise a similar dialogue with your friend

3. Complete the conversation with the words below:

Can afraid This Could repeat

A: George Wilson's office. Emma Smith speaking.

B: _____ is John Hays calling, is Tom Cooper available?

A: I'm _____ Mr. Cooper is out at the moment. _____ I take a message?

B: _____ you ask him to call

me at 0800 906 783. A: Could you ___ the

number please?

B: Of course, that's 0800 906 783.

A: Thank you Sir.

B: Thank you and goodbye.

4. Now practice similar dialogue with your friend.





LESSON 25 TERRITORIAL SELF- GOVERNMENT (*samorząd terytorialny*)

1. What is the local government? What are its functions?
2. Read the text and compare your ideas with the ones presented in the text. Before you read check the following vocabulary items.

level unite task development health care

Territorial self-government is an important component of public administration. There are three territorial levels of local government administration. There are provinces (regions, voivodships), districts (counties) and communes (gminy). Communes and districts are units of local government. A province is the only structure that unites governmental and local systems of administration.

The regional self-government manages the economic and social development of the region, and local self-government (communes and districts) takes care of local everyday tasks, e.g. education, health care, culture, local roads. There is a difference between tasks and prerogatives in local self-government. Tasks and prerogatives belong to communes. Only when a commune cannot execute them, a district does it.

3. Read the text once again and mark the statements true (T), false (F) or not given (NG).
 - a) Territorial self-government is an independent unit.
 - b) There are three units of the territorial self-government.
 - c) There is one local government for all three territorial levels.
 - d) Local self-government is responsible for economic and social development of the region.
 - e) When a commune cannot execute its tasks, a region has to do it.

LANGUAGE SKILLS

1. Look at the pictures and tell your friend about places you visited yesterday?

Where were you yesterday?

I was ...





2. Put *was* or *were* in the sentences below

- a) I _____ at home.
- b) Two days ago Tom _____ in Canada.
- c) They arrived to Warsaw yesterday. They _____ in Italy.
- d) It _____ a rainy Monday.
- e) Last Saturday Lucy _____ at work.

3. Look at John's trip notes and try to complete them

On Friday I _____ in London.

There _____ a lot of people.

The weather _____ nice but it _____ (not) too hot.

My hotel _____ in the city center.

It _____ great and it _____ (not) too expensive.



LESSON 26 VOIVODSHIPS OF POLAND

1. How many voivodships are there?
2. Read the text and then complete the table.

The voivodship or province is an administrative unit. In 1998, after the Polish local government reforms, the Parliament created sixteen new voivodships.

3. Look at the map and match the voivodships with their English names:



Opolskie, Lesser Poland (małopolskie), Lower Silesian (dolnośląskie), Lubusz (lubuskie), Lublin (lubelskie), Silesian (śląskie), Greater Poland (wielkopolskie), Warmian-Masurian (warmińsko-mazurskie), Świętokrzyskie, Masovian (mazowieckie), Łódź (łódzkie), Podkarpackie, Kuyavian-Pomeranian (kujawsko-pomorskie), Podlaskie (podlaskie), Pomeranian (pomorskie), West Pomeranian (zachodniopomorskie)

Abbreviation	Voivodeship	Capital
DS		
KP		





LU		
LB		
LD		
MP		
MA		
OP		
PK		
PD		
PM		
SL		
SW		
WM		
WP		
ZP		

LANGUAGE SKILLS

1. Put the correct forms of the verbs into the gaps. Use the Simple Past in the statements.

try - _____

play- _____

work - _____

study- _____

want- _____

2. Rewrite the sentences using Past Simple

a. Yesterday I (watch) TV. _____

b. Tom (help) his friend. _____





c. He (travel) to Greece last year _____

d. I (stop) my car at the traffic lights _____

3. Now tell your friend what did you last weekend using the following verbs:

visit, cook, decide, dress, repair, worry, wash, call

4. Correct the mistakes if necessary.

a. I stoped at Lucy's. _____

b. I studyed French in Paris _____

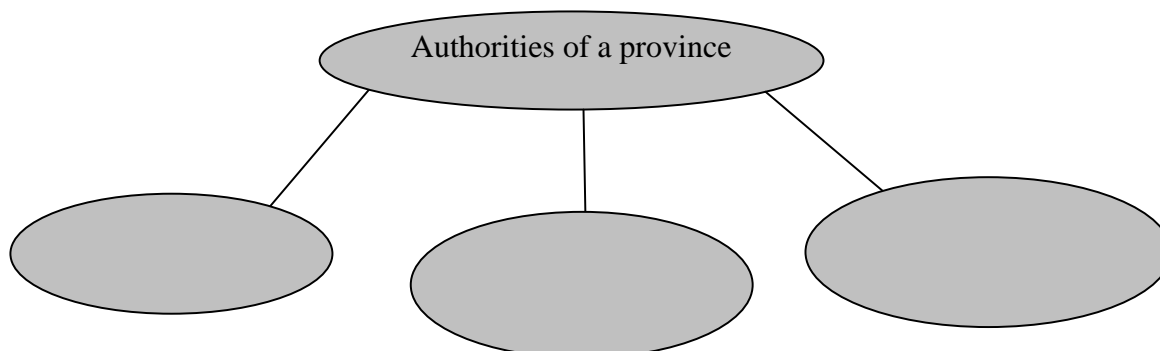
c. My friend plaied football when he was five _____

d. He was in New York and he stayed for a weekend. _____



LESSON 27 ADMINISTRATIVE POWERS OF THE AUTHORITIES OF A VOIVODESHIP

1. What are the authorities of a province? Complete the diagram



2. Read the text and check your answers. Before you read check the following vocabulary items.

assembly property implement

A governor called a voivode (wojewoda), an elected assembly called a Sejmik, and the executive (zarząd województwa) have administrative authority in a voivodship.

The Prime Minister appoints the voivode. He/she is the regional representative of the central government. The voivode is the head of central government institutions, manages central government property in the region, controls the functioning of local government and coordinates its actions. The voivode's offices are the Polish urząd wojewódzki.

Every four years the people who live in the province elect the Sejmik. At the same time people who live in districts and communes elect their local authorities. The Sejmik issues by-laws (stanowi akty prawa miejscowego). It also elects the marszałek (marshal) and other members of the executive.

The marshal is the head of the executive. It implements the by-laws of the Sejmik, manages the voivodship's property, and deals with many aspects of regional policy. The Marshal's Office is the Polish urząd marszałkowski.

3. Read the text again and discuss the questions.

- What are the competences of the voivode?
- What are the competences of the Sejmik?
- What are the competences of the executive?





LANGUAGE SKILLS

1. Put the correct forms of the verbs into the gaps. Use Simple Past.

- a) go - _____
- b) do- _____
- c) buy- _____
- d) get- _____
- e) cost- _____

2. Rewrite the sentences using Simple Past.

- a) I (pay) 200zl for this dress _____
- b) I (do) my homework last Saturday. _____
- c) This car (cost) me a lot of money. _____
- d) I (take) a shower and (go) to bed. _____

3. Now tell your friend what did you last weekend using the following verbs:

go, do, want, break, buy, have, come,





LESSON 28 COUNTIES/DISTRICTS OF POLAND (POWIATY)

1. What is a district? What are its authorities?
2. Read the following text and check your answers. Check the meaning of the following vocabulary items:

divided into separate

A powiat (district, county) is a unit of local government and administration in Poland. A powiat is a part of a larger unit called a voivodship. A powiat is usually divided into gminas. More important towns and cities function as separate counties, with no division into gminas. These are *city counties* (Polish *miasta na prawach powiatu*, meaning "towns with the rights of a powiat").

A council (rada powiatu) has the legislative power in a powiat. A staroste has the local executive power. The council elects the staroste. The starosta (staroste) is the head of the administrative offices - the starostwo (starosty). In city counties the authorities are the city council (rada miasta), the mayor (burmistrz) or the president (prezydent), and the city offices (urząd miasta).

Powiats have limited powers. They are:

- ▲ education at high-school level
- ▲ health care in a county
- ▲ public transport
- ▲ district roads
- ▲ issuing work permits to foreigners
- ▲ car registration

3. Read the text once again and discuss the questions:

- a) Who has the legislative power in a district?
- b) Who has the executive power in a district?
- c) Who has the legislative and executive power in city counties?





- d) What are the powers of a district?

LANGUAGE SKILLS

1. Make questions to the statements below.

- a) I had cereals and milk _____
- b) I slept very well _____
- c) I was in London yesterday. _____
- d) I spoke to him last week. _____
- e) I didn't send them an offer. _____

2. Form the questions from the words below using Past Simple Tense

- a) Why (she/not /come) to work on Monday? _____
- b) (you/speak) to your boss last week? _____
- c) How many times (I /tell) how I love you? _____
- d) How much (you/pay) for your? _____



**LESSON 29 COMMUNES OF POLAND (GMINY)**

1. Define a commune as a territorial self-government body. What types of communes are there?
2. Study the following table (lessons 29,30):

traffic	ruch drogowy
supply	dostawa
facility	obiekt
graveyard	cmentarz
order	porządek
flood	powódź
area	obszar

3. Read the following text and check your answers to the questions in exercise 1.

Gmina is the basic unit of administrative division of Poland. There are three types of gminas in Poland:

- a) urban commune (*gmina miejska*) - just one city or town,
- b) mixed urban-rural commune (*gmina miejsko-wiejska*) - a town and villages and countryside around it; and
- c) rural commune (*gmina wiejska*) - villages and countryside.

Each commune has two types of tasks: its own tasks - public tasks (*zadania własne*), and commissioned ones (*zadania zlecone*).

Own tasks are, for example: country roads, public streets, bridges, squares and **traffic** systems, water supply systems, supply of electric energy and gas, public transport, health care, public education (primary and middle school), cultural facilities, sports facilities and tourism, public parks, graveyards, public order and safety, fire and flood protection.

Commissioned tasks are tasks which central government gives to self-government's units.





4. Read the text once again and answer the questions:

- a. What types of communes are there?
- b. What two types of tasks does a commune have?
- c. What are the commune's public tasks?
- d. What are the commune's commissioned tasks?

LANGUAGE SKILLS

1. Look at the statements below and try to tell your friend what is your opinion.

Try to use:

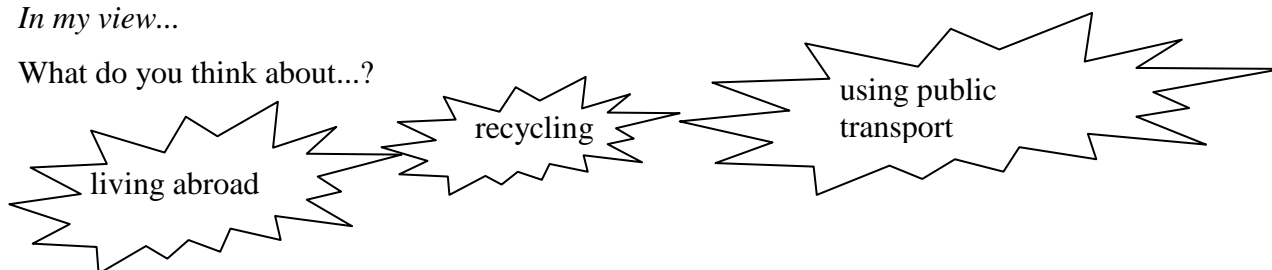
I think...

In my opinion...

I believe...

In my view...

What do you think about...?



2. Put the phrases in the correct column

I agree completely with this idea I'm not sure that I agree with this idea.
I couldn't agree more on this I think this idea is possible, but...

To agree with an opinion	To disagree with an opinion

3. Discuss statements from ex. 1 and use the expressions from ex. 2





LESSON 30 COMMUNES OF POLAND (GMINY) - AUTHORITIES

1. What are the authorities of communes in Poland?

2. Read the text and check.

The commune council (rada gminy) makes the law and exercises control. The head of the commune (wójt) is the executive body in rural communes. The mayor (burmistrz) is executive body in towns, and the president in cities.

The chairman (przewodniczący rady gminy) is the head of the council. There are also from 1 to 3 vice-chairman. The chairman organises the work and presides over the debate. The commune council controls and inspects the activities of the head of commune and the commune's organisational units. Commune council makes local law.

The head of a commune is an executive body. The people who live in a commune choose the head of a commune. The head of a commune is also a director of the community office (urząd gminy).

The mayor of a town is an executive body in the local self-government. In cities where more than 100,000 people live, an executive body is the president of a city.

A legal or natural person can appeal from the decisions of the heads of communes, mayors, or presidents of cities to the Local Self-Government Board of Appeal (Samorządowe Kolegium Odwoławcze, SKO).

The lowest unit of the commune council in rural areas is sołectwo. It is usually one village. The village representative (sołtys) manages sołectwo (village council office).

3. Read the text once again and answer the questions:

- a) What is the organisation of a commune?
- b) What are the functions of its authorities?
- c) What is the Local Self-Government Board of Appeal?
- d) What is the difference between the mayor and the president?
- e) What are the lowest units of the commune council in rural and urban areas?





4. Work in groups and compare the competences of the authorities of a voivodeship, county and commune.

LANGUAGE SKILLS

1. Write down the questions.

a). _____ ?

He's at Bob's

b). _____ ?

Lunch is at 1:00 o'clock

c). _____ ?

This is a computer

d). _____ ?

She lives in London

2. Match the items on the right (A-D) to the items on the left (1-4).

1. What's your occupation?	A) 54 Roy Avenue, Bolton Point
2. What's your address?	B) I'm a sales assistant
3. What's your telephone number?	C) I'm Italian
4. What's your nationality?	D) It's 0877 453 211

3. Now ask your friend and fill in the missing information:

Name

Surname

Age

Nationality

Address

Occupation

Education



**LESSON 31 SOURCES OF INTERNAL ADMINISTRATIVE LAW (źródła wewnętrznego prawa administracyjnego)**

1. What are the sources of internal administrative law in Poland?
2. Read the following text and check your answers. Before you read check the meaning of these words:

binding internal a superior listed

Article 93 of the Constitution of RP states that the resolutions of the Council of Ministers and orders of the Prime Minister and orders of Ministers have an **internal** character and are **binding** only for those organisational units they control.

Internal law can be divided into acts **listed** in the Constitution and law instruments not listed in the Constitution:

- ⤴ circulars
- ⤴ office rules (regulations)
- ⤴ office statutes
- ⤴ guidance
- ⤴ orders of Ministers
- ⤴ instructions
- ⤴ resolutions of Council of Ministers
- ⤴ orders of the Prime Ministerial
- ⤴ orders of the President of RP
- ⤴ other, e.g. individual orders from **a superior**.

3. In the text find the English equivalents of the following terms:

uchwały Rady Ministrów	
zalecenie	
pismo okólne	





zarządzenia ministrów	
statuty	
zarządzenia Premiera	
regulaminy	
instrukcje	

4. Complete the following table dividing the legal instruments listed above into two groups:

acts listed in the Constitution	acts not listed directly in the Constitution

LANGUAGE SKILLS



1. Choose the word which doesn't match to the rest

plane ship ferry motorway road car park ticket boarding pass/card luggage





2. Choose the correct answer.

A. If you lost your luggage you should go to the...

- a. left luggage
- b. waiting room
- c. gate

B. To cross the border you need...

- a. a passport
- b. a boarding card
- c. a ticket

C. Before you go on a plane you need to go to...

- a. a duty free shop
- b. customs
- c. a check-in desk

D. To get local money you need to go to...

- a. a shop
- b. money exchange
- c. check- in desk

3. Ask your friend what does he take with him on holidays.

4. Write a postcard from abroad.

Tell about your hotel, weather, local cuisine and people and local attractions.



**LESSON 32 LOCAL LAW****1. What is local law? Who is it binding for?****2. Read the following text and check your answers.**

Local law (prawo miejscowe) is the law of a certain area of a territory. The local self-government makes local law. There are three basic groups:

- a) charters (statut) - districts, provinces, associations (stowarzyszenia) of districts and communes issue them;
- b) executive local law (by-laws) (przepisy wykonawcze);
- c) ordinal regulations, ordinances (przepisy porządkowe) - commune and district administrations issue them, e.g. commune ordinances, district ordinances. The Head of the Commune (wójt) can issue dispositions (zarządzenia).

Bodies of territorial-governmental administration issue local law in the form of:

- a) executive (local) regulations (rozporządzenia wojewody)
- b) ordinal regulations - a governor issues them.

3. Work in groups and give examples of the different local acts.**4. Complete the table without looking at the text.**

<i>prawo miejscowe</i>	
<i>stowarzyszeni</i>	
<i>zarządzenia</i>	
<i>rozporządzenia wojewody</i>	
<i>przepisy wykonawcze</i>	
<i>przepisy porządkowe</i>	
<i>statut</i>	





LANGUAGE SKILLS

1. Write down the comparative form of the adjectives below

- a) Big- _____
- b) Friendly - _____
- c) Good - _____
- d) Bad- _____
- e) Important- _____
- f) Easy - _____

2. Complete the sentences with comparative forms of adjectives.

- a) Judy is (good)than Sally.
- b) Mark is (intelligent)..... than Charles.
- c) It' (easy)to get a good grade at school nowadays.
- d) The standard of the service in a local supermarket is (bad)..... than last year.

3. Write down the superlative form of the adjectives below.

- a) Good – _____
- b) Bad- _____
- c) Difficult - _____
- d) Interesting - _____
- e) Small - _____

4. Now together with your partner compare:

- a) New York vs. London
- b) Country vs. City
- c) Car vs. Bicycle

5. Tell your partner about three things:

- a) The best place to live is....
- b) The most expensive thing is...
- c) The craziest thing would be...





LESSON 33 CIVIL SERVICE

1. What is Civil Service?

2. Read the following text and compare your answers.

Civil Service is both people who are the corps of public service (korpus służby cywilnej), and duties, principles of proceeding and the control in that corps. The legal basis for public service in the Constitution, statutes on civil service and other law, for instance, the statute on the State Fire Brigade, Borders Guard (straż graniczna), Police.

According to Article 153 of the Constitution:

A. A corps of civil servants work in the organs of government administration.

B. The Prime Minister is the superior of the corps of civil servants.

The Civil Service Corps are all people who work in civil service: employees (pracownicy służby cywilnej) and servants (urzędnicy służby cywilnej).

The superior of the Civil Service Corps is the Prime Minister, but there is also the Head of the Civil Service Corps (Szef Służby Cywilnej).

There are also other employees of state offices (pracownicy urzędów państwowych), who also execute public administration. Employees of state offices are nominated or non-nominated.

3. Mark the statements true (T) or false (F). Correct the false statements.

- a. The Prime Minister controls the Polish Civil Service.
- b. The Boarders Guard is a part of Civil Service.
- c. Servants are employees of Civil Service Corps.
- d. The Prime Minister is also the Head of the Civil Service Corps.
- e. All employees of the CSC are nominated.





LANGUAGE SKILLS

1. Write down four things which you like about the city

.....
.....
.....
.....

2. Ask your partner (and write it down) what he/she doesn't like about living in the city

.....
.....
.....
.....

3. What are the advantages of shopping in a local shop?

Try to think about: price, location, atmosphere, quality

Discuss it with your friend

**LESSON 34 LOCAL SELF-GOVERNMENT ADMINISTRATION EMPLOYEES (pracownicy samorządowi)****1. Who are the local self-government administration employees?****2. Read the text and check your answers.**

The Statute of the 22nd March 1990 on Local Self-Government Servants (stew o urzędnikach samorządowych) regulates that the local self-government servants are employees of:

- a) marshal offices, voivodships and local self-government organisational units;
- b) districts organisational units;
- c) commune offices, commune units and commune administrative institutions;
- d) associations of local self-government units.

There are different ways of employing local self-government servants: election, appointment, nomination and contract of employment.

3. Match the English words with their Polish equivalents:

wybór	appointment
nominacja	election
powołanie	contract of employment
umowa o pracę	nomination

4. In groups discuss the following questions:

Give examples of local self-government administration employees who are elected, appointed, nominated and have a contract of employment.





LANGUAGES SKILLS

1. Write down an advice for each statement. Use *should* or *shouldn't*

- a) I'm cold.....
- b) I'm tired.....
- c) I work long hours.....
- d) I'm overweight.....
- e) It's raining.....

2. Write down what you *shouldn't* do

- a) Drink and drive
- b) Gamble
- c) Play computer games for a long time
- d) Eat that much

3. Tell your partner what you should change in your life in order to feel better.

4. Make questions with *should*

- a) I /should /stay/ you /with
.....
- b) should /what /do /we
.....
- c) she /should / home/ go /why
.....
- d) they /where /should /wait /you /for
.....

**LESSON 35 EUROPEAN UNION****1. What is the European Union?****2. Read the text below and mark the sentences true or false.**

- a. There are 27 countries in the European Union.
- b. The European Economic Community changed its name to the European Union.
- d. All the European Union countries have the same money.
- e. The member countries don't work together in politics and economy.
- f. In the Schengen countries everybody needs a passport or an identity card to travel from one country to the other.

The European Union (EU) is a confederation of 27 member countries in Europe, started in 1957 as the European Economic Community (EEC). In 1993, with the Treaty of Maastricht it changed its name to the European Union. Sixteen countries in the EU have the same money – the euro.

Now the member countries work together not only in politics and economy, but also in money, justice (laws), and foreign affairs. With the Schengen Agreement, 22 member countries of the EU opened their borders to each other, so people can now travel from one country to the other without a passport or identity card. Today there are 27 member countries altogether.

3. Look at the countries in the box and underline all the European Union members.

Poland, Germany, France, Spain, Romania, Ukraine, Ireland, Greece, Norway, Sweden, Switzerland, Denmark, Estonia, Bulgaria, Cyprus, Turkey, Italy, Austria, Russia, Hungary, Portugal, Canada,

4. Match the following phrases in English to the Polish phrases.

<i>member</i>	<i>w sumie</i>
<i>altogether</i>	<i>sprawiedliwości</i>
<i>justice</i>	<i>członek</i>





<i>law</i>	<i>granice</i>
<i>foreign affairs</i>	<i>dowód tożsamości</i>
<i>borders</i>	<i>sprawy zagraniczne</i>
<i>identity card</i>	<i>gospodarka</i>
<i>economy</i>	<i>prawo</i>

5. Fill in the gaps in the sentences with the phrases from the box.

politics, opened, confederation, justice, passport, people, member

The European Union (EU) is aof 27 member countries in Europe.
 Now the member countries work together not only inand economy, but also in
 money, (laws), and foreign affairs. With the Schengen Agreement, 22
countries of the EUtheir borders to each other, so.....can
 now travel from one country to the other without aor identity card.

LANGUAGE SKILLS

1. Do you have to go to work on Saturdays?





2. Use *have to* in the sentences below

- a) Go to work during the week
- b) Work 8 hours
- c) Send a confirmation
- d) Meet my customers

3. Write down what you *don't have to* do

- a) Go to work on Saturday
- b) Work 12 hours
- c) Check e-mails
- d) Meet the customers

4. Tell your partner what activities you have to do at home

Ask your friend *e.g. Do you have to wash the dishes?*

5. Look at the table and tell your partner what Maggie has to do and what she doesn't have to do.

Have to	Don't have to
Clean the house	Stay at work longer
Send e-mails	Wait for a bus
Pay the bills	Pick up the phone after 6.00 p.m.





LESSON 36 EU INSTITUTIONS

1. What EU institutions do you know?
2. Look at the list of the EU institutions and match them to their Polish equivalents:

EU institution	Polish
The European Parliament	Trybunał Sprawiedliwości
The Council of the European Union	Komisja Regionów
The European Commission	Wysoki Przedstawiciel ds. Wspólnej Polityki Zagranicznej i Bezpieczeństwa
The European Central Bank	Europejski Komitet Ekonomiczno Społeczny
The European Ombudsman	Parlament Europejski
The Committee of the Regions	Rada Unii Europejskiej
The Court of Justice	Komisja Europejska
High Representative for the Common Foreign and Security Policy	Europejski Bank Centralny
The European Economic and Social Committee	Europejski Rzecznik Praw Obywatelskich

3. Read the text about EU institutions and match the names of the EU institutions to their functions.

There are three political institutions which have the executive (*wykonawcza*) and legislative (*ustawodawcza*) power (*władza*) of the Union. **The Council** represents national governments

(*rządy*), **the Parliament** represents citizens (*obywatele*) and **the Commission** represents the European interest and makes proposals of new laws. **The European Central Bank** is the central bank for the eurozone (*strefa euro*). **The Court of Justice** interprets EU law and treaties (*traktaty*). The **Committee of the Regions** represents regional and local authorities (*lokalne władze*).

Function	EU institution
Represents regional and local authorities	The Committee of the Regions
Represents national governments	The Council
Is the central bank for the eurozone	European Central Bank
Represents the European interest and makes	The Commission





proposals of new laws	
Represents citizens	The Parliament
Interprets EU law and treaties	The Court of Justice

4. Test your partner. How many highlighted words and phrases from exercise 3 can you remember?

LANGUAGE SKILLS

1. Put will in the correct place in the sentence

- I help you
- I open the window
- I'm sure she understand the problem
- I buy you a new car

2. Write negative sentences in *will* future.

- I / give /an answer
- They / eat / meat
- Tim /drink / beer
- She/ turn off /the lights
- They /call back



3. Tick the definitions which refer to 'will'

<i>If you are making a future prediction based on evidence in the present situation</i>	
<i>At the moment of making a decision</i>	
<i>If we are not so certain about the future; with expressions such as 'probably', 'possibly', 'I think', 'I hope'.</i>	
<i>When we want to talk about future facts or things we believe to be true about the future</i>	



**LESSON 37 EUROPEAN PARLIAMENT – ITS ROLE AND FUNCTIONS****1. What do you know about the European Parliament?****2. Read the text about the European Parliament and complete it with these words:***commission change meetings Members work elected*

The Parliament is made up of 785 members, called "MEPs".of the European Parliament represent the people and areevery 5 years. Together with the Council of the European Union, the Parliament is the legislative branch of the Union. The Parliament cana law, but it cannot start a new one, it has to ask the Europeanto do that. The Parliament supervises theof the European Commission. When the Parliament wants to make something a law, the MEPS all vote at the same time. But before that they make lots of small changes and they talk with people who know lots about what it will change. They do this in smallknown as "Committees" which have between 28 to 86 MEPs in it.

3. Match the words to their Polish equivalents:

English	Polish
To elect	nadzorować
Is made up of	ustawodawczy
To supervise	członek
To vote	zebranie
legislative	wybierać
member	Składa się z
meeting	głosować

4. Complete the sentences with these words:

Represent, Commission, vote, elected, members, supervises, European

- a. Allof the Parliamentat the same time when they make a new law.
 b. The Parliament.....the work of the European





c. The Parliamentthe people.

d. Members of theParliament areevery 5 years.

LANGUAGE SKILLS

1. Look at the picture and predict what will happen next



E.g. He will buy a new car...



2. React on the following statements

The telephone is ringing. My plane is in 30 minutes and my car broke down

I have a very heavy bag. It's hot in here.

3. Work with your partner and talk with each other about future predictions.

**LESSON 38 COUNCIL OF THE EUROPEAN UNION – ITS ROLE AND FUNCTIONS**

- 1. What do you know about the Council of the European Union? Who are its members?**
- 2. Read the text about the Council of the EU and compare your answers.**

The Council of the European Union is one of the three organisations that manage the European Union. Together with the European Parliament, it is responsible for making laws for the European Union (EU).

Its members are the government ministers of the member countries who are responsible for the law that is being discussed. For example, if the law is about farming, then the Agriculture Ministers are the members of the Council for that day.

They can also meet to discuss their problems. For example, the European Union does not decide on tax - each country decides on its own tax. But the Finance Ministers meet because sometimes they can help each other catch people who do not want to pay tax.

- 3. Read the text again and mark the sentences true or false.**

- a) The Council of the EU does not manage the EU alone.
- b) The Council does not make new laws for the EU.
- c) Its members are the Agriculture Ministers from the national governments.
- d) The European Union decides on tax in each EU country.

- 4. Match the words to their Polish equivalents.**

English	Polish
to manage	odpowiedzialny za
responsible for	rada





agriculture	finanse
council	zarządza
tax	rolnictwo
finance	podatki

5. Complete the sentences with these words.

Farming, organisations, responsible, Council, tax, Ministers, Union,

- a. Finance ministers decide on.....
- b. If the law is about, then the Agricultureare the members of thefor that day.
- c. The Council of the European Union isfor making laws for the EU.
- d. The Council of the Europeanis one of the threethat manage the European Union.

LANGUAGE SKILLS



1. Tick the definitions which are referring to 'going to':

<i>If you are making a future prediction based on evidence in the present situation</i>	
<i>At the moment of making a decision</i>	
<i>If we are not so certain about the future; with expressions such as 'probably', 'possibly', 'I think', 'I hope'.</i>	
<i>planned actions in the future</i>	



2. What's going to happen? Discuss with your partner.



3. Tell your friend about your plans for this weekend.

E.g. I'm going to have late breakfast on Saturday

4. Look into Tom's calendar and write down the activities which he is going to do.

1st August, 2011

- do some shopping
- go to the gym
- meet Laura
- visit a customer



**LESSON 39 EUROPEAN COMMISSION – ITS ROLE AND FUNCTIONS**

1. What do you know about the European Commission? Who are its members and its president?

2. Read the text about the European Commission and compare your answers.

The European Commission is one of the five organisations that manage the European Union (EU). It is the executive body (**organ wykonawczy**) of the European Union. The Commission manages the day-to-day running (**codzienne funkcjonowanie**) of the EU and proposes laws, like a government. These laws are discussed and changed by the European Parliament and the Council of the European Union. The Commission is made up of 27 people - Commissioners, one from each of the countries in the EU. One of the Commissioners is the President, who is appointed by the Council and Parliament. Together with the Council he appoints the other members of the Commission. Each member has a different job, such as looking after industry (**przemysł**) or trade (**handel**). If they do not do their job well, the President can remove them. If the President does not supervise the Commission' work well, the Parliament can remove the whole Commission from their jobs.

3. Read the text again and mark the sentences true or false.

- There is only one EU body which manages the EU.
- The European Commission is the government of the UE.
- The European Parliament and the Council of the European Union can change laws proposed by the Commission.
- The European Parliament and the Council of the European Union choose the President of the Commission.
- The President of the Commission has to supervise the work of all Commissioners.

4. Match the words to their Polish equivalents:

English	Polish
to remove	komisarz
to appoint	nadzorować





commissioner	zajmować się
to look after	mianować
to supervise	usunąć

5. Complete the sentences with these words:

appointed, made up, government, body, day-to-day, remove, Commissioners

- The European Commission is the executiveof the European Union.
- The Commission manages therunning of the EU and proposes laws, like a
- The Commission isof 27 people – Commissioners.
- One of theis the President, who isby the Council and Parliament.
- If they do not do their job well, the President canthem.

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

LANGUAGE SKILLS

1. Write the following expressions in the table below

I look forward to hearing from you

Dear Mr Brown

Take care

Yours sincerely

Hi Jack

Hope to hear from you soon

Formal letters	Informal letters





2. Write down three characteristic feature of an informal letter. Discuss it with your friend.

.....

.....

.....

2. Write down three characteristic feature of an informal letter. Discuss it with your friend.

.....

.....

.....

3. Write an informal letter to your friend.



LESSON 40 COURT OF JUSTICE OF THE EUROPEAN UNION – ITS ROLE AND FUNCTIONS

1. What do you know about the Court of Justice of the European Union?
2. Read the text about the Court of Justice and compare your answers.

The Court of Justice of the European Union (**Trybunał Sprawiedliwości Unii Europejskiej**) is the judiciary (**sądownicza**) branch of the Union.

It is seated (**ma siedzibę**) in Luxembourg. It consists of three courts: The European Court of Justice, the General Court and the Civil Service Tribunal. The Court of Justice is responsible for the right interpretation and application (**zastosowanie**) of the Treaties. It makes sure that the acts of the EU institutions are legal and that the member states (countries) make and apply laws in accordance (**zgodnie z**) with the obligations under the Treaties. Sometimes the national courts have problems and ask the Court of Justice to interpret Union law for them.

3. Match the words to their Polish equivalents.

English	Polish
responsible for	składać się z
obligations	służba cywilna
consist of	sąd
court	odpowiedzialny za
civil service	zobowiązania





4. Complete the table.

VERB	NOUN
to interpret	
to apply	
to obligate	

5. Complete the sentences with these words.

application, national, judiciary, seated, Treaties, Justice, interpret, consists

- a. The Court off the European Union is the.....branch of the Union.
- b. It isin Luxembourg.
- c. Itf three courts: The European Court of Justice, the General Court and the Civil Service Tribunal.
- d. The Court of Justice is responsible for the right interpretation and of the
- e. Sometimes thecourts have problems and ask the Court of Justice toUnion law for them.

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?



LANGUAGE SKILLS

1. Correct the e- mail below.

*Dear Smith,
What's new? Thanks for your offer
I want a price list and I want it quick .
I also need some info about shipping
Bye, bye! Tom*

2. Complete the following phrases.

I look _____ to hearing _____ you

Hope to hear _____ you _____

Yours s _____

D _____ Mr Brown

Yours f _____

Best r _____



**LESSON 41 EUROPEAN CENTRAL BANK – ITS ROLE AND FUNCTIONS****1. What do you know about the European Central Bank?****2. Read the text about the European Central Bank and compare your answers.**

The European Central Bank is the institution of the European Union which is responsible for the monetary policy (**polityka monetarna**) of the seventeen eurozone member states. It has the exclusive right to authorise (**upoważniać**) the member states to issue euro banknotes. Also, it tries to keep prices stable and to keep inflation below 2%. The ECB does it for example, by controlling interest rates (**stopy procentowe**). Another responsibility of the European Central Bank is looking after the foreign reserves (**rezerwy walutowe**) of the European System of Central Banks. This means that the ECB cooperates with the member states central banks.

3. Read the text again and mark the sentences true or false.

- All member states can issue euro banknotes.
- The European Central Bank controls interest rates.
- The ECB is responsible for the foreign reserves.
- Only the ECB can authorise the member states to issue euro banknotes.

4. Match the words to their Polish equivalents:

English	Polish
exclusive	utrzymać
to issue	wyłączyć
prices	stabilny
inflation	emitować
To keep	ceny
stable	inflacja

5. Complete the sentences with these words:

issue, inflation, authorise, member, foreign reserves, prices, monetary policy, responsibility

- The European Central Bank is the institution of the European Union which is responsible for theof the seventeen eurozonestates.
- It has the exclusive right tothe member states toeuro banknotes.





- c. It tries to keep.....stable and to keep.....below 2%.
 d. Another.....of the European Central Bank is looking after the
 of the European System of Central Banks.

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

LANGUAGE SKILLS

1. Give the third form (past participle) of the following verbs:

be	do	buy	take	give	understand

2. Put the word in the correct order

You / many times / have / that /seen /movie.

I / England / have / twice / been / to.

studied / Betty / has /two / languages/ foreign

become /My mother / has /more / politics / interested in

3. Complete the sentences with the correct form

- a) I have (study) English since 2001
 b) She has just (finish) her homework
 c) They have just (arrive).
 d) He has (talk) to several people about this problem.

4. Think about an activity that you have been doing since you were a child.

Then ask your partner e.g. *Have you ever climbed the tree?*

5. Tell about your life and work E.g. *How long have you worked for this company? How many times have you received a bonus? How many times have you slept over?*





LESSON 42 TERMINOLOGY OF EU LEGISLATION

1. Do you know any examples of the EU legislation terminology?
2. Match the English EU legislation terms to their Polish equivalents on the right.

English	Polish
Action Programme	Protokół
Administrative arrangement	Wspólne działanie
Advocate's General Opinion	Opinia
Communication	Zalecenie
Conclusions	Opinia rzecznika generalnego
Corrigendum	Wytyczne
Decision	Rozporządzenie
Declaration	Program działania
Directive	Porozumienie administracyjne
Guidelines	Porozumienie międzyinstytucjonalne
Interinstitutional Agreement	Sprostowanie (do)
Joint Action	Oświadczenie
Judgement	Dyrektywa
Mid-Term Review	Konkluzje (Rady Europejskiej) wnioski (jeżeli nie Rady)
Notice	Deklaracja
Opinion	Przegląd śródkresowy
Order	Biała/Zielona księga (na temat)
Protocol	Decyzja
Recommendation	Wyrok
Regulation	Postanowienie
Report	Oświadczenie
Resolution	Komunikat
Statement	Obwieszczenie
White/Green Paper on...	Rezolucja





3. In pairs, try to make a few sentences with the words and phrases from the table.

LANGUAGE SKILLS

1. Form questions.

a).....?

She has written 4 books so far

b).....?

Lucy has taken care of her mother since 2001

c).....?

My parents have been married for 30 years

d).....?

I have just had lunch

e).....?

2. Create your own sentences finishing with the following time expressions:

a)since 2000

b)for a year

c)since she was a child

d)for the last year

3. Correct the mistakes if necessary.

a) I has been married for 10 years now

b) She has did her homework since 4.00 o'clock

c) We have to been to London twice this year.

d) Tom have gone to the shop.

4. Ask your friend about his interests, hobbies using Present Perfect

E.g. have you ever visited... Have you ever written a book ... Have you ever...



**LESSON 43 STANDARD STRUCTURE OF EU LEGISLATIVE ACT****1. What do you know about EU legislative acts?****2. Read the text about the standard structure of the EU legislative act.**

The EU legislative acts are made according (**według**) to a standard structure. The title (**tytuł**) contains (**zawiera**) all the information which tells the reader what type of legislative act it is. Next is preamble (**preambuła**), which contains the citations (**umocowania**) and recitals (**motywy**) and everything between the title and the enacting terms. The enacting terms are the legislative part of the act. They are composed of (**składać się z**) articles, which may be grouped in titles, chapters and sections. These are the main elements of the enacting terms:

- (1) the subject matter and scope; (**przedmiot i zakres stosowania**)
- (2) the definitions; (**definicje**)
- (3) the provisions conferring implementing powers. (**przepisy nadające uprawnienia wykonawcze**)
- (4) implementing measures. (**środki wykonawcze**)
- (5) transitional and final provisions. (**przepisy przejściowe i końcowe**)

3. Complete the sentences with these words:

part, according, title, enacting, composed, act, legislative,

- a. The EUacts are madeto a standard structure.
- b. The.....contains all the information which tells the reader what type of legislative.....it is.
- c. Theterms are the legislativeof the act
- d. They areof articles, which may be grouped in titles, chapters and sections.

4. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

**LANGUAGE SKILLS****1. Put the expressions in the right place in the column**

<i>1990</i>	<i>two weeks</i>	<i>February</i>	<i>25 years</i>	<i>I was a child</i>	<i>one year</i>
-------------	------------------	-----------------	-----------------	----------------------	-----------------

since	for

2. Answer the question and then ask your friend*How long have you ...*

worked

practised sport

driven a car

been on a diet

3. Add the correct word *for* or *since* to the sentences

- a) We have known each other _____ 10 years.
- b) I have studied at the university _____ 2001.
- c) I haven't drunk alcohol _____ a month now.
- d) I haven't crashed my car _____ 4 years.

4. Write a few sentences using *for* and *since*





LESSON 44 INTERNAL REFERENCES IN LEGISLATIVE ACT

1. Do you know what internal references in legislative acts are?
2. Match the internal references in English to their Polish equivalents on the right. Check your answers with the teacher.

English	Polish
Article 1	Art. 2 – 4
Article 2a	art. 1 – 4 i 9
Article 2 (1)	art. 53 ust. 2 dyrektywy 78/660/EWG
Article 2a (1)	art. 1, art. 5 ust. 2 i 3 oraz art. 6 – 9
Article 2 (a)	Art. 1
Article 2 (1) (a)	art. 2a
Article 2a (1) (a)	art. 2 ust.1
Article 2 (2) and (3)	art. 2a ust.1
Article 2 (2) and Article 3	art. 2 lit. a
Paragraph 1, point (5) and paragraph 2, second subparagraph	art. 2 ust. 1 lit. a
Chapters I and II	art. 2a ust. 1 lit. a
Article 1, 2 and 4	art. 2 ust. 2 i 3
Article 2 to 4	art. 2 ust. 2 i art. 3
Article 1 to 4 and 9	ust. 1 pkt. 5 i ust. 2 akapit drugi
Article 53 (2) of Directive 78/660/EEC	rozdziały I i II
Article 1, Article 5 (2) and (3) and Articles 6 to 9	art. 1, 2 i 4



**LANGUAGE SKILLS****1. Use Past Simple or Present Perfect**

- a) I can't go with you. I (break) my leg.
- b) I (live) in Warsaw for 5 years.
- c) Laura (win) this competition several times .
- d) Yesterday I (break) my leg.

2. Put the signal words in the right place.

yet yesterday ...ago already just in 2001

Past Simple	Present Perfect

3. Read a part of an email and complete it with the correct form of the verbs.

- a. I (visit) Warsaw last year.
- b. I (be / never) to Poland before.
- c. But I (see) lots of wonderful buildings.
- d. And yesterday I (buy) a book about Cracow
- e. I (read) half of it already. I think I'll visit Cracow next year





LESSON 45 ENACTMENT AND TERMINATION TERMINOLOGY

1. Do you know what enactment and termination terminology is?
2. Match the enactment and termination terminology in English to their equivalents in Polish on the right. Check your answers with the teacher.

English	Polish
entry into force	najpóźniej do...
from..... (to....)	przestaje być stosowana z dniem...
with effect from....	przed...
shall take effect on....	wejście w życie
shall enter into force	od.....do...
termination	z mocą od....
until...	staje się skuteczna od....
applicable until the entry into force of....., but at the latest until....	wchodzi w życie
shall expire on....	koniec obowiązywania
shall be repealed on...	do...
shall cease to be applicable on...	jest stosowana do wejścia w życie ale najpóźniej do...
by... at the latest / by ...	wygasa z dniem...
before....	traci moc z dniem...

3. Translate the following sentences into English. Use the phrases from exercise 2.

a. Dyrektywa 2005/26/WE traci moc z dniem 26 listopada 2007 r.

Directive 2005/26/EC 26 November 2007.

b. Niniejsza decyzja wygasa najpóźniej z dniem 31 kwietnia 2008.

This decision on 31 April 2008





c. Dyrektywa 78/611/EWG przestaje być stosowana z dniem 31 grudnia 2005.

Directive 78/611/EEC31 December 2005.

LANGUAGE SKILLS

1. Match the phrases to make sentences and write them down

A restaurant is	a person	where	you use to work and
A computer is	a place	which	surf on the internet
A nurse is	a thing	who	works in a hospital
			you can order a meal

.....

2. Work in pairs – take turns to describe the following objects:

- A hospital, a school, an office, a church
- A manager, a secretary, a doctor, a civil servant
- A notebook, a salary, a desk, a mobile phone



**LESSON 46 EU PRIMARY LAW AND SECONDARY LAW I****1. Do you know what EU primary and secondary law is?****2. Read the text about the EU primary and secondary law and compare it to your answers.**

The European Union does not have a constitution in one single document. In practice, this role is played by all the EU treaties, for example, the Treaty of Maastricht, or the Treaty of Lisbon. They are the EU primary law (**prawo pierwotne**). They contain (**zawierać**) the basic policies of the Union, establish (**ustanawiać**) its institutional structure, legislative procedures, and the powers of the Union. The Treaties that are the primary legislation include, for example:

- the ECSC Treaty of 1951 (Treaty of Paris)
- the EEC Treaty of 1957 (Treaty of Rome, Treaty on the Functioning of the European Union)
- the EURATOM Treaty of 1957 (Treaty of Rome)
- the Merger Treaty of 1965
- the Acts of Accession of the United Kingdom, Ireland and Denmark (1972)

3. Match the names of the treaties to their Polish equivalents on the right.

English	Polish
the Treaty of Maastricht	Traktat paryski ustanawiający Europejską Wspólnotę Węgla i Stali
the Treaty of Lisbon	Traktat rzymski o funkcjonowaniu Unii Europejskiej
the ECSC Treaty of 1951 (Treaty of Paris)	Traktat z Maastricht
the EEC Treaty of 1957 (Treaty of Rome, Treaty on the Functioning of the European Union)	Traktat rzymski ustanawiający Europejską Wspólnotę Energii Atomowej
the EURATOM Treaty of 1957 (Treaty of Rome)	Traktat fuzyjny





the Merger Treaty of 1965	Traktat o przystąpieniu Danii, Irlandii i Wielkiej Brytanii
the Acts of Accession of the United Kingdom, Ireland and Denmark (1972)	Traktat Lizboński

4. Complete the sentences with these words.

establish, Treaty, legislative, Lisbon, played, constitution, contain, primary,

- a. The European Union does not have ain one single document.
- b. In practice, this role isby all the EU treaties, for example, theof Maastricht, or the Treaty of.....
- c. They are the EUlaw.
- d. Theythe basic policies of the Union,its institutional structure,procedures, and the powers of the Union.

LANGUAGE SKILLS

1. Match the halves.

- | | |
|----------|------|
| Hurry | on |
| Come | up |
| Go | left |
| Straight | turn |

2. What would you say when...?

- | | | |
|---------------------------|--|-------|
| somebody is slow | | |
| somebody is lazy | | |
| somebody is standing | | |
| somebody is not listening | | |



3. Make negative sentences

- a) Listen to him –
- b) Go away –
- c) Stay behind –
- d) Wait for Tim –
- e) Turn it on -

4. Tell your friend what do and don't you use very often. Give at least 4 examples.

**LESSON 47 EU PRIMARY LAW AND SECONDARY LAW II****1. Do you know any examples of the EU secondary law?****2. Read the text about the EU secondary law and compare it to your answers.**

The EU secondary law is made by the EU institutions. It consists of legislative acts, delegated acts, implementing acts and other legal acts. 'Legislative acts' (**akty ustawodawcze**) are legal acts adopted by ordinary (**zwykły**) or special legislative procedure. 'Delegated acts' (**akty delegowane**) are non-legislative acts adopted by (**przyjęty przez**) the Commission. 'Implementing acts' (**akty wykonawcze**) are acts adopted to implement binding (**wiążące**) EU legal acts by the Member States in accordance (**zgodnie z**) with their own national provisions (**przepisy**). There are also 'other legal acts' (**inne akty prawne**) which the Union institutions can use to issue non-binding (**niewiążące**) measures or which regulate the internal workings of the EU or its institutions, such as agreements.

3. Match the English words and phrases to their Polish equivalents on the right:

English	Polish
secondary	wprowadzić w życie
delegated	ustawodawczy
measures	wtórny
to implement	wewnętrzny
legislative	środki
internal	delegowany

4. Complete the sentences with these words.

adopted, special, secondary, implementing acts, provisions, delegated acts, institutions, legislative acts, consists,

- The EUlaw is made by the EU.....
- Itof legislative acts, delegated acts, implementing acts and other legal acts.
-are legal acts adopted by ordinary or.....legislative procedure.





- d)re non-legislative actsby the Commission.
- e)are acts adopted to implement binding EU legal acts by the Member States in accordance with their own national

5. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

LANGUAGE SKILLS

1. Put the words in the right column.

<i>car home plane university school work ship bus taxi boat train helicopter</i>		
AT	IN	ON

2. Complete the sentences with *at, in, on*.

- a) Tom is waiting ...the bus stop.
- b) My favourite actor is ...the cover of a magazine.
- c) I have no paintingsthe wall
- d) I work ... an office.

3. Work in pairs and answer the following questions.

- a) Where do you keep your jewellery?
- b) Where do you hang your pictures?
- c) Where did you find this ad?
- d) Where did you hear the news?

4. Finish the sentences:

- a) A taxi driver isa taxi
- b) A captain worksa ship
- c) Give your own examples...





LESSON 48 REGULATIONS AS A SOURCE OF EU LAW

1. What is the EU regulation?

2. Read the text about the EU regulations and compare it to your answers.

A regulation (**rozporządzenie**) is a legislative act of the European Union. It takes effect and becomes law in all member states at the same time. Regulations can be adopted by different legislative procedures depending on their subject matter (**przedmiot**). They can be adopted by the European Commission or by the Council of the European Union. Regulations do not need any implementing measures (**środki wykonawcze**) and are fully binding. Also, they are applied directly (**bezpośrednio**) in all member states. When a regulation comes into force, it overrides (**uchylać**) all national laws on the same subject matter. It is illegal for member states to make any laws which could contradict (**podważać**) the EU regulation.

3. Read the text again and mark the sentences true or false.

- Regulations become law in all member state which adopt them.
- Regulations can only be adopted by the European Commission and the Council of the European Union.
- When a regulation comes into force the member states have to apply implementing measures.
- Member states have to make new laws in accordance with the EU regulation on the same subject matter.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
depending on	stosować
binding	nielegalny
apply	środki
illegal	w zależności od
measures	w pełni
fully	wiązący





5. Complete the sentences with these words.

implementing, subject, binding, effect, overrides, applied, law, legislative, force,

- a. A regulation takesand becomesin all member states at the same time.
- b. Regulations can be adopted by differentprocedures depending on theirmatter.
- c. Regulations do not need anymeasures and are fully
- d. They aredirectly in all member states.
- e. When a regulation comes into..... itall national laws on the same subject matter.

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

LANGUAGE SKILLS

1. Put the words in the right place.

<i>the moment 12 November 2000 June Christmas Day noon 2001 sunset</i> <i>summer the morning dinnertime Sunday 7May</i>		
AT	IN	ON

2. Complete the sentences with *at, in, on*

- a) We have a meeting at 11.00 a.m. sharp
- b) Do you work ___ weekends.
- c) Her birthday is ___20 November





- d) She starts work ___ 2.00 o'clock
- e) I often see him ___ the evening.

3. Answer the questions:

- a) What time do you wake up?
- b) When do you have a time-off?
- c) When do you do shopping?

4. Correct the mistakes

- a) I hate getting up at the morning
- b) She finishes this meeting on 3.00 o'clock
- c) Jimmy only drives his in Monday.





LESSON 49 DIRECTIVES AS A SOURCE OF EU LAW

1. Do you know what the EU directive is? Can you give any examples of directives?

2. Read the text about the EU directive and compare it to your answers.

A directive (**dyrektywa**) is a legislative act of the European Union. Directives can be adopted by different legislative procedures depending on their subject matter. They can be adopted by the European Commission or by the Council of the European Union. They are not applied directly and they need some implementing measures. Directives are binding only on those member states which they address but usually they are addressed to all member states. When a directive is adopted, it gives member states some time for the implementation (**wprowadzenie w życie**) of the intended result (**zamierzony efekt**).

3. Read the text again and mark the sentences true or false.

- Directives cannot be adopted by the Council of the European Union
- Directives are applied directly by member states.
- Directives are always binding on all member states.
- Member states have some time to implement a directive.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
binding	efekt
result	zamierzony
intended	dyrektywa
implementation	wiążący
directive	wprowadzenie w życie





5. Complete the sentences with these words.

time, states, measures, Directives, implementation, directly, result, adopted, addressed

- a. They are not appliedand they need some implementing
- b.are binding only on those memberswhich they address but usually they areto all member states.
- c. When a directive isit gives member states somefor the.....of the intended

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

LANGUAGE SKILLS



1. Put the words in the right order:

a) is / the / weather / what /like?

.....

b) playing /I / like / football

.....

c) would / to /like /She /be / a doctor

.....



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d) you / what / do / like ?/look

.....

2. Use 'like' and create sentences from the words below.

a) It tastes / mud.

.....

b) He / behaves / idiot.

.....

c) She / sings / an angel

.....

d) My life / dream

.....

e) I drink / camel

.....

3. Think about events, experiences from your past and make sentences using *like*.

4. Ask your friend about similar experience from his or her past and discuss.

**LESSON 50 DECISIONS AS A SOURCE OF EU LAW**

1. Do you know what the EU decision is? Can you give any examples of the EU decisions?

2. Read the text about the EU decisions and compare it to your answers.

A decision is a legal measure of the European Union. Decisions can be adopted by different legislative procedures depending on their subject matter. The Council of the European Union can delegate power to make decisions to the European Commission. Similarly (**podobnie**) to regulations, decisions are fully binding and they do not need any implementing measures. Decisions can be addressed to member states or individuals (**jednostki**). EU decisions can be invoked (**odwoływać się do**) by individuals before national courts.

3. Read the text again and mark the sentences true or false.

- The European Commission can make decisions.
- Decisions are similar to regulations.
- Decisions need some implementing measures.
- Decisions are sometimes addressed to individuals.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
court	władza
addressed	jednostka (człowiek)
to invoke	sąd
power	kierowany do
an individual	powoływać się



5. Complete the sentences with these words.

individuals, fully, decisions, national, regulations, delegate, invoked, member,

- a. The Council of the European Union can.....power to makeof the European Commission.
- b. Similarly to decisions arebinding and they do not need any implementing measures.
- c. Decisions can be addressed tostates or
- d. EU decisions can beby individuals beforecourts.

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

LANGUAGE SKILLS

1. Complete the sentences with *what, who, where, which, when*

- a)is your boss?
- b)is your name?
- c)is your home?
- d)car is yours?
- e)are you from?
- f)is your birthday?

2. Make questions to the statements below. (Past Simple)

a) I slept very well

b) I had cereals and milk

c) I was in London yesterday.



d) I spoke to him last week.

e) I didn't send them an offer.

3. Read the text and try to write down as many questions to the text as you can.

I always get up at 7:00 in the morning on weekdays. I never have breakfast. I get dressed and go to work at about 8:00. Work starts at 8 o'clock and finishes at about 4 o'clock. After work I usually go home and eat dinner. Then, I often watch TV or meet my friends. Sometimes I read a book. At about 6:00 o'clock I have supper. I watch a film in the evening. Then, I go to bed at about 10 o'clock.

4. Now work in pairs and ask each other about one's daily routine.



**LESSON 51 OPINIONS AND RECOMMENDATIONS AS A SOURCE OF EU LAW**

- 1. Do you know what the EU opinions and recommendations are? Can you give any examples?**
- 2. Read the text about the EU opinions and recommendations and compare it to your answers.**

Opinions and recommendations are legal measures of the European Union. The Union institutions can give recommendations and opinions to member states or individuals. They are not binding and have no legal obligation on the member states or individuals which they address. Recommendations can be used to recommend some measures to a member state. Opinions are used to assess (**ocenić**) a situation in the Union or a member state. Recommendations and opinions are important politically and morally, because the Union institutions which make them, have authority (**autorytet**) and have a lot of information on the subject matter.

3. Read the text again and mark the sentences true or false.

- a. Opinions and recommendations are not binding on any member states or individuals.
- b. Member states can accept recommendations from the EU institutions.
- c. Opinions are only addressed to individuals.
- d. Opinions and recommendations are not important because they are not binding.

4. Complete the sentences with these words.

Union, individuals, politically, legal, assess, opinions, obligation, information,

- a.and recommendations aremeasures of the European Union.
- b. They are not binding and have no legalon the member states or which they address.
- c. Opinions are used to.....a situation in theor a





member state.

d. Recommendations and opinions are importantand

morally, because the Union institutions which make them, have authority and have a lot of.....on the subject matter.

5. With your partner, try to compare the EU regulations, directives, decisions, opinions and recommendations. What are the differences and similarities between them? Write them down and check your answers with the teacher.

LANGUAGE SKILLS

1. Put the name of the country in the correct column.

Barbarados, Poland, Russia, Canary Islands, France, United States of America, Czech Republic, Slovakia,

NO ARTICLE	THE

2. Write *a* or *an* in front of a noun.

- a) ___owl
- b) ___manager
- c) ___hour
- d) ___girl
- e) ___assistant
- f) ___umbrella



LESSON 52 THE POSITION OF PRIMARY AND SECONDARY SOURCES OF EU LAW IN RELATION TO MEMBER STATES LEGISLATION

1. Do you know what the position of the EU law is in relation to member states law?

2. Read the text below and check your answers.

The EU law is autonomous and has primacy (**prymat**) over the national laws of the member states. Countries which are EU member states limited their legislative sovereignty (**suwerenność ustawodawcza**), which is their freedom to make laws. The EU law is always binding on these countries, their citizens (**obywatele**) and their courts. The EU law has to be applied in the same way in all EU member states. To guarantee its uniform (**jednakowy**) application it always has to be interpreted in the same way. This is why the EU law can only be interpreted by the EU institutions and not by national courts of the member states.

3. Read the text again and mark the sentences true or false.

- The national laws are more important than the EU law.
- Member states have no more legislative sovereignty.
- Member states cannot interpret the EU law in a different way.
- The EU institutions can interpret the EU law.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
to guarantee	suwerenność
application	autonomiczny
freedom	jednakowy
uniform	zastosowanie
autonomous	gwarantować
sovereignty	wolność





5. Complete the sentences with these words.

citizens, member, national, limited, applied, autonomous, freedom, interpreted, uniform, binding

- a. The EU law isand has primacy over thelaws of the member states.
- b. Countries which are EU member statestheir legislative sovereignty, which is theirto make laws.
- c. The EU law is alwayson these countries, theirand their courts.
- d. The EU law has to bein the same way in all EUstates.
- e. To guarantee itsapplication it always has to bein the same way.

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?

LANGUAGE SKILLS

1. Put the following nouns in the right column.

chairs people water apples bread books cheese wine

How much	How many



2. Put *How much* or *How many* in the following sentences

- a)..... money are you going to spend?
- b).....cups of tea did you drink?
- c).....children do you have?
- d)..... water is there?

3. Underline the noun and mention whether it is countable/uncountable.

- a) He is a good boy.
- b) Mary is a doctor.
- c) History is very difficult.
- d) I drank some coffee.
- e) I had some tea.
- f) We booked a hotel.

4. Tell your friend about your shopping list.

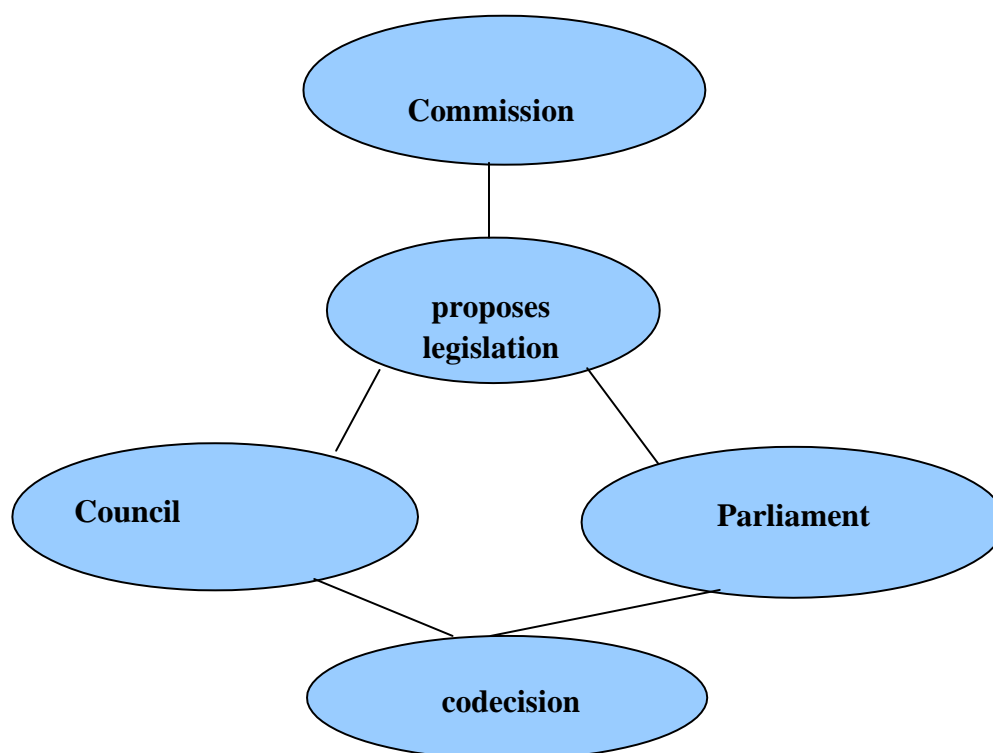




LESSON 53 EU ORDINARY LEGISLATIVE PROCEDURE

1. Do you know the EU ordinary legislative procedure?
2. Read the text below and compare it to your answers.

The ordinary legislative procedure (**zwykła procedura legislacyjna**) is the main legislative procedure by which directives and regulations are adopted. First, the Commission gives a legislative proposal to the Parliament and the Council. There are two readings (**czytania**) of the proposal at the Parliament. The Parliament has to cooperate with the Council to adopt the proposed act. Also, sometimes the Commission gives its opinions on the proposal. The Parliament and the Council have to make a joint (**wspólna**) decision, which is also called co-decision. You can see the general outline of the procedure in the diagram below.



**3. Match the English words and phrases to their Polish equivalents on the right.**

English	Polish
To cooperate	wspólny
ordinary	propozycja
joint	zwykły
main	współpracowad
proposal	główny

4. Complete the sentences with these words.

cooperate, directives, Commission, proposed, ordinary, proposal, Parliament, decision,

- Thelegislative procedure is the main legislative procedure by which.....and regulations are adopted.
- First, thegives a legislativeto the Parliament and the Council.
- The Parliament has towith the Council to adopt theact.
- Theand the Council have to make a joint which is also called co-decision.

5. With your partner look again at the diagram in exercise 2 and try to describe the ordinary legislative procedure.



LANGUAGE SKILLS

1. Answer the questions and write down the following information . Work with your partner.

a) How do you start the conversation ?

.....
.....

b) How do you leave a message ?

.....
.....

c) What do you say if somebody is not available?

.....
.....

d) How do you end the conversation?

.....

2. Complete the conversation with the words below.

afraid Can This Could repeat

A: George Wilson’s office. Emma Smith speaking.

B: _____ is John Hays calling, is Tom Cooper available?

A: I’m _____ Mr. Cooper is out at the moment.

_____ I take a message?

**LESSON 54 EU FUNDS****1. Do you know any names of the EU funds? What are they used for?****2. Read the text about the EU funds and check your answers.**

The main EU funds are the Structural Funds and the Cohesion Fund. They help to implement the Cohesion Policy, also called the Regional Policy of the European Union. These funds help to reduce the differences between regions. Europe's poor regions get most of the money, but all European regions can get some of it. The Structural Funds are made up of the European Regional Development Fund and the European Social Fund. Apart from funds under the Cohesion Policy there are other funds that can help in the regional development. They are: funds under the Common Agricultural Policy and the European fisheries fund. The main criterion in giving funds to regions is the National Gross Product per capita level. (**Poziom Produktu Narodowego Brutto na mieszkańca**). In this way it is harder to get money from these funds for rich regions.

3. Read the text again and mark the sentences true or false.

- The Structural Funds and the Cohesion Fund only help poor regions.
- The Structural Funds consist of two different funds.
- There are more than two funds which can help in the regional development.
- Rich regions cannot get any money from the EU funds.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
The Structural Funds	Polityka Spójności
Cohesion Fund	rozwój
to reduce	Europejski Fundusz Społeczny
The European Regional Development Fund	Fundusze Strukturalne
The European Social Fund	Wspólna Polityka Rolna
The Cohesion Policy	zmniejszać
development	Fundusz Spójności
The Common Agricultural Policy	Europejski Fundusz Rozwoju Regionalnego





5. Complete the sentences with these words.

reduce, European, Cohesion, criterion, poor, Gross, main, regions,

- a. TheEU funds are the Structural Funds and theFund.
- b. These funds help tothe differences between
- c. Europe’sregions get most of the money, but allregions can get some of it.
- d. The mainin giving funds to regions is the NationalProduct per capita level.

6. Test your partner. Together try to give as many different EU funds as you can in English and then translate them into Polish.

LANGUAGE SKILLS

1. Give examples of expressions you can use for:

<i>Addressing the recipient</i>	
<i>Opening line</i>	
<i>Closing line</i>	
<i>Ending</i>	

2. Work in pairs . Write down three characteristics of an informal and formal letter.

.....

.....

.....

3. Write an e-mail regarding new computer equipment you need in your office.



**LESSON 55 ECONOMIC AND MONETARY UNION****1. What do you know about the Economic and Monetary Union of the EU?****2. Read the text below and check your answers.**

The Economic and Monetary Union (**Unia Gospodarcza i Walutowa**) means a number of policies. Its job is to converge (**zbliżyć**) the economies of members of the European Union in three stages (**etapy**) and help them to adopt a single currency, the euro. The Economic and Monetary Union is also used as a name for the eurozone or the euro area. The eurozone is an economic and monetary union of seventeen European Union member states which adopted the euro as their common (**wspólny**) currency. There are also countries which are not in the European Union but also adopted the euro as their currency. The monetary policy of all countries in the eurozone is managed by the European Central Bank.

3. Read the text again and mark the sentence true or false.

- The Economic and Monetary Union is not only one policy.
- There are seventeen countries in the eurozone.
- Not all countries in the eurozone have the euro as their currency.
- The monetary policy of all EU member state is managed by the European Central Bank.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
eurozone	polityka
policy	obszar
currency	wspólny
economic	Strefa euro
common	gospodarczy
area	waluta



**5. Complete the sentences with these words.**

monetary, stages, Economic, policy, managed, number, currency, converge,

- a. Theand Monetary Union means aof policies.
- b. Its job is tothe economies of members of the European Union in three and help them to adopt a single currency, the euro.
- c. The eurozone is an economic andunion of seventeen European Union member states which adopted the euro as their common
- d. The monetaryof all countries in the eurozone isby the European Central Bank.

6. Test your partner. How many highlighted words and phrases from exercise 2 can you remember?**LANGUAGE SKILLS****1. Put the words in the right order**

- a) gets/ John / early / up
- b) takes / shower. / a / He
- c) He/breakfast./has
- d) brushes/teeth./He/his

2. Add *always, often, never, usually* to these sentences

- a) I eat breakfast
- b) I am late
- c) I feel tired
- d) I am hungry

3. Change the statements to questions using the question word in brackets

- a) She watches TV in the afternoon (when) _____
- b) Mr. Smith is John's boss (who) _____
- c) She lives in Paris (where) _____



**LESSON 56 FREEDOM OF MOVEMENT FOR WORKERS****1. What is the freedom of movement for workers?****2. Read the text below and check your answers.**

The freedom of movement for workers is one of the four economic freedoms of the European Union – free movement (**swobodny przepływ**) of goods, services, labour and capital. It means that every EU citizen has the right to move to another EU country and get a job there. Also, the conditions of work and salary – or the money for work cannot be different because of his nationality. When a person finishes work in another EU country they have the right to stay there. An EU citizen can invoke (**odwołać się do**) the right to free movement in a court against other persons.

3. Read the text again and mark the sentences true or false.

- EU citizens can work in any EU country they want.
- The money they make may be different depending on their nationality.
- When they finish work in another EU country they have to go back home.
- The conditions at work should be the same for every EU citizen.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
movement	warunki
goods	obywatel
labour	pensja
conditions	przepływ
salary	praca
citizen	dobro

5. Complete the sentences with these words.

right, services, invoke, conditions, freedom, finishes, movement, nationality,

- Theof movement for workers is one of the four economic freedoms of the European Union – free movement of goods, labour and capital.





- b. Also, theof work and salary – or the money for work cannot be different because of his
- c. When a personwork in another EU country they have the to stay there.
- d. An EU citizen canthe right to freein a court against other persons.

6. Without looking again at exercise 2, can you name the four economic freedoms of the European Union? Ask your partner to translate them into Polish.

LANGUAGE SKILLS

1. Put the words in the correct order to form questions.

a) Are/making/ we/ a presentation?

b) Working /you / Are / at the moment?

c) Mark / going/ work? /Is /to

d) they/ talking /to /are /customers?

2. Make questions to the following sentences.

a) She's reading a newspaper _____

b) They are writing an e-mail. _____

c) He is working with Susan _____

d) You are singing a song _____

3. Match sentences halves. Match the items on the right to the items on the left

<p>1. Are</p> <p>2. Is</p>	a. you coming tonight?
	b. Tom writing an e-mail?
	c. they waiting for me?

**LESSON 57 FREE MOVEMENT OF CAPITAL****1. What is the free movement of capital in the EU?****2. Read the text and compare your answers.**

Free movement of capital is one of the four economic freedoms of the European Union. It is one of the basic elements of the European internal market. It means that capital in the EU can be moved from one country to another without any limitations. People in the EU can buy houses, buildings and land in any EU member state. Also citizens of countries which are not members of the European Union have the right to the free movement of capital in the EU.

3. Read the text again and mark the sentences true or false.

- a. There are more than four economic freedoms in the EU.
- b. Free movement of capital is an element of the internal market.
- c. People in the EU have the right to move any sum of money from one EU member state to another, without limitations.
- d. Only EU citizens have to right to the free movement of capital.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
internal	rynek
land	ograniczenie
basic	wewnętrzny
market	budynek
limitation	ziemia
building	podstawowy



**5. Complete the sentences with these words.****buy, internal, land, citizens, basic, free, country, limitations**

- a. The free movement of capital is one of theelements of the Europeanmarket.
- b. It means that capital in the EU can be moved from one.....to another without any.....
- c. People in the EU can houses, buildings and..... in any EU member state.
- d.of countries which are not members of the European Union have the right to themovement of capital in the EU.

LANGUAGE SKILLS**1. Put *do, does, is, are* where necessary.**

- a) _____ you staying tonight?
- b) _____ you speak Italian?
- c) _____ Bob working now?
- d) _____ Daisy work at the weekends?

2. Rewrite the sentences using Present Simple or Present Continuous.

- a) I usually (to go) to work by car but today I (walk).
- b) Can I take your phone? Sorry, I (use) it now.
- c) I usually (to start) work at 9:00 o'clock.
- d) I (look) for a flat at the moment. We (have) a meeting every Friday.

3. Make the following sentences negative.

- a) I usually eat breakfast.
- b) I'm working now.
- c) I 'm responsible for sales
- d) Mark is getting tired.



**LESSON 58 FREE MOVEMENT OF GOODS AND SERVICES****1. What is the free movement of goods and services?****2. Read the text below and compare your answers.**

The free movement of goods and services is one of the four economic freedoms of the European Union. The European Union is also a customs union (**unia celna**). This means that there are no customs barriers between the member states and that they have a common customs policy to other countries. There are no customs duties on goods moved from one member state to another member state. Customs duty on goods produced outside the EU is paid only once when they are imported into the EU from another country. There should be no fiscal limitations which could make the movement of goods in the EU difficult.

3. Read the text again and mark the sentences true or false.

- There are no customs barriers in the European Union.
- Member states have their own individual customs policies to other countries.
- No customs duty is paid on goods which are moved from one member state to another member state.
- There is no customs duty on goods which come into the EU from other countries.

4. Match the English words and phrases to their Polish equivalents on the right.

English	Polish
customs duty	polityka celna
fiscal	wolność gospodarcza
common policy	produkować
customs policy	importować
economic freedom	cło
to produce	fiskalny
to import	wspólna polityka



**5. Complete the sentences with these words.**

barriers, imported, policy, duty, Union, fiscal, customs, goods,

- a. The Europeanis also aunion.
- b. This means that there are no customsbetween the member states and that they have a common customsto other countries.
- c. Customson goods produced outside the EU is paid only once when they areinto the EU from another country.
- d. There should be noimitations which could make the movement of in the EU difficult.

6. Ask your partner to translate into Polish different words and phrases that you have learned in this lesson.**LANGUAGE SKILLS****1. Rewrite the sentences using Past Simple**

a) I (pay) 200zł for this dress

b) I (do) my homework last Saturday.

c) This car (cost) me a lot of money.

d) I (take) a shower and (go) to bed.





2. Now tell your friend what you did last weekend using the following verbs:

buy, have, come go, do, want, break,

3. Put *was or were* in the sentences below

- a) I _____ at home.
- b) Two days ago Tom _____ in Canada.
- c) They arrived to Warsaw yesterday. They _____ in Italy.
- d) It _____ a rainy Monday.
- e) Last Saturday Lucy _____ at work.

4. Perform an interview with your friend and ask him what he did last summer.

E.g. Did you go anywhere in the summer?

Who did you go with?



LESSON 59 REVISION

1. Answer the question and then ask your friend

How long have you...

worked

practised sport

driven a car

been on a diet

2. Put the word in the correct order

become / My brother / has / more / politics / interested in

You / many times / have / that / seen / Casablanca.

I / Ibiza / have / twice / been / to.

studied / Betty / has / two / languages / foreign

3. Complete the sentences with the correct form

She has just (finish) her homework

They have just (arrive).

I have (study) English since 2001

He has (talk) to several people about this problem.

4. Tell about your life and work. Try to use Present Perfect

How long have you worked for this company?

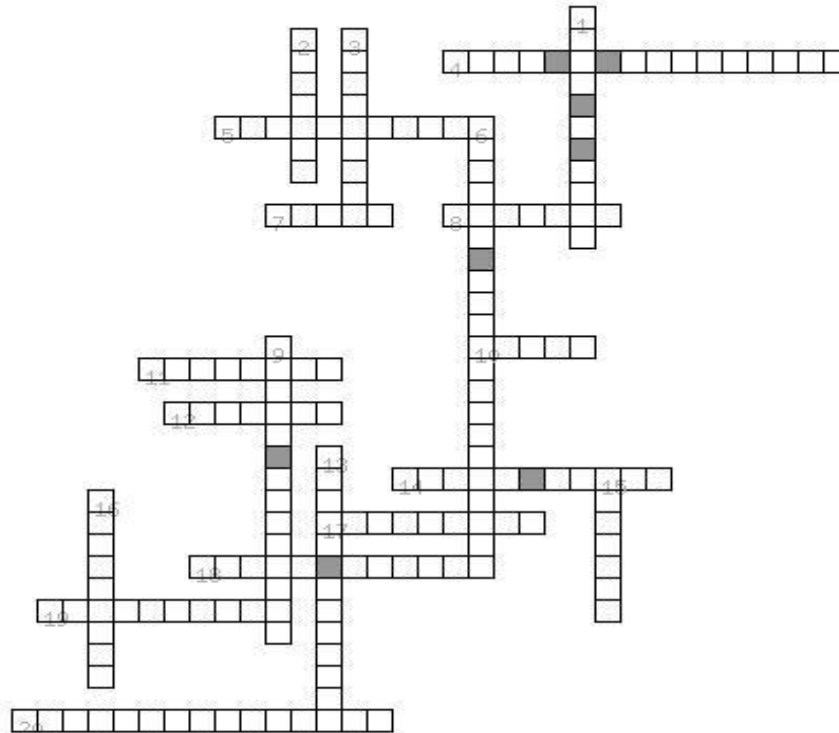
How many times have you received a bonus?

How many times have you slept over?





CROSSWORD



Down

1. rozpoznać sprawę
2. obowiązujące
3. wcielać w życie
6. administracja publiczna
9. urzędnicy służby cywilnej
13. gmina miejska
15. ustawa
16. nadzorować

Across

4. złożyć skargę
5. obywatelstwo
7. strona
8. odwołać
10. wydać
11. powiat
12. powołać
14. podstawa prawna
17. władza
18. osoba prawna
19. rząd
20. samorząd





LESSON 60 – FINAL TEST

