



## STRONY

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- 134-136..... Język specjalistyczny: Rozporządzenia jako źródła prawa unijnego.  
Umiejętności językowe: Omawianie wydarzeń nierealnych w przeszłości.
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- 140-142..... Język specjalistyczny: Decyzje jako źródła prawa unijnego.  
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## LESSON 1 THE TERM “ADMINISTRATION”

### 1. Define the term “administration”.

### 2. Compare your definition with the one provided. With a partner discuss the differences and similarities.

The word “administration” is derived from the Latin word *administro, administrare*, which means to serve, conduct or manage. The term can be divided into two more specific areas – private and public administration. Private administration includes the board of directors, management and other matters for private use. Some of the various definitions which have been offered for the term public administration are: “the management of public programmes”; the “translation of politics into the reality that citizens see every day”; and “the study of government decision making, the analysis of the policies themselves”.

Public administration is concerned with the organization of government policies and programmes as well as the behaviour of officials (usually non-elected) formally responsible for their conduct. Many unelected public servants can be considered to be public administrators, including heads of city, county, regional, state departments. Public administrators are public servants working in public departments and agencies, at all levels of government.

A fundamental feature of public administration is that it is a social phenomenon. Since public administration regulates social coexistence, it must be oriented towards the public interest. Public administration is based on law and acts within the limits of law, though it may sometimes refer to customs, adjudications and technical norms.

### 3. Read the text once again and discuss the questions with a partner.

- a) What is the difference between private and public administration?
- b) How many different definitions of the term public administration are there? Which one do you consider the most accurate and why?
- c) What constitutes the bases of public administration?
- d) What is the function of public administration?

### 4. In the text, find the terms which are defined below:

- a) a plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters: \_\_\_\_\_
- b) existing peacefully together: \_\_\_\_\_
- c) an elected or appointed holder of a public office: \_\_\_\_\_
- d) a judicial decision or sentence: \_\_\_\_\_



- e) the carrying out, execution, or practice of a plan, a method, or any design for doing something: \_\_\_\_\_
- f) behaviour: \_\_\_\_\_
- g) a fact, occurrence: \_\_\_\_\_
- h) the well-being of the general public: \_\_\_\_\_
- i) a common tradition: \_\_\_\_\_

**5. Complete the following sentences with terms from exercise 4.**

- a) As professionals,.....play a vital role in society.
- b) Last month I attended a legal seminar on *THE* .....*OF THE EU LAW* on equal opportunities and anti-discrimination.
- c) The reporter was accused of unprofessional .....
- d) The MP was very harsh in his criticism of the government' disastrous economic.....
- e) The documents were kept secret “in the.....”

**LANGUAGE SKILLS**

**1. Look at the pictures and say what you can see.**

I



II





**2. Answer the following questions with Yes/No:**

- I. A) Is it dry in the desert? \_\_\_\_\_ B) Does it often rain there? \_\_\_\_\_  
So? It \_\_\_\_\_ often \_\_\_\_\_ in the desert.
- II. A) Waiter: -Do I clean the restaurant? \_\_\_\_\_ B) Waiter:- Do I cook in the restaurant? \_\_\_\_\_  
So? You \_\_\_\_\_ the tables in the restaurant.

**3. Which of the sentences above refer to the following:**

A.daily routine \_\_\_\_\_ B. general truth/laws of nature \_\_\_\_\_

**4. Work in pairs. Use the notes below to role-play a job interview in the public administration sector.**

**STUDENT A:** You are interviewing Student B for a post in public administration. Check how much he/she knows about jobs in this sector. Ask about: public administration main duties, its orientation, what it is based on, who officials are, the importance of public servants. Add three of your own ideas as well.

**STUDENT B:** You are applying for a post in the public administration sector. The interviewer needs to check how much you know about it. Answer his/her questions as fully as possible



**LESSON 2 FUNCTIONS OF PUBLIC ADMINISTRATION**

1. What is the role of administration?
2. Read the text and match the headings with the paragraphs.

**Servicing administration (administracja świadcząca)**

**Regulatory administration (administracja władcza)**

The administration **acts on behalf of** the state or the local **self-governing community**. The administration as an organization, whether it is a local self-governing community or the state, is a **statutorily empowered authority**. This means that it may use **coercive measures secured in binding law**. Public administration as an organization always acts as a **non-profit entity**. Public administration as an activity is always characterised by its purposefulness, action and initiative. Public administration should always use professional personnel, so-called **clerical staff**.

The functions of public administration are often considered as tasks or purposes. We can distinguish basic functions from those that the state sets as its general policy, and from those operational functions defined and verified through the current activity of the administration.

A .....

This type of administration is most often realised by **issuing administrative decisions** and other administrative acts.

B .....

This type of administration is **non-regulatory** and is conducted without the direct use of authority. Examples of its activities include **running a registry**, informative and organisational activities, social help and aid in natural disasters.

We can also distinguish among numerous departments of public administration, such types as **construction** administration, transportation, educational, health care and social issues. With respect to the bodies of administration, one can also distinguish between state and local self-governing administrations.

3. Read the text once again and in pairs explain the terms in bold.

term	your definition	dictionary definition
act on behalf of		
self-governing community		
statutorily empowered authority		
coercive measures		







binding law		
non-profit entity		
clerical staff		
issue administrative decisions		
non-regulatory		
run a registry		

4. Using the vocabulary from the text talk about the functions of administration in Poland.

5. Choose 5 of the phrases in bold and write a sentence containing each of them.

## LANGUAGE SKILLS

1. Look at the pictures and say what you can see. Next, answer the questions on the right.



**MORE AND MORE RIVERS ARE BURSTING THEIR BANKS  
DUE TO HEAVY STORMS.**

- 1) Look at the picture. Is it raining hard presently? \_\_\_\_\_
- 2) Are the banks high enough for such a great amount of water? \_\_\_\_\_

So?

(Is the city drainage system enough to deal with heavy storms?)

Rivers \_\_\_\_\_ their banks.

2. How do we form Present Continuous?

**SUBJECT + VERB TO \_\_\_\_\_ + \_\_\_\_\_ . /  
VERB TO \_\_\_\_\_ + SUBJECT + \_\_\_\_\_ ?**





**3. How is our world changing? Look at the pictures and make sentences using Present Continuous.**



- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**4. In pairs prepare a short written presentation how the functions of public administration are changing nowadays. Use Present Continuous and general rules for presentations. Deliver your presentations in front of other students. Compare your ideas**

**The following phrases will help you:**

- Introducing the subject:** I'd like to start by... Let's begin by... First of all, I'll... Starting with... I'll begin by...
- Finishing one subject...** Well, I've told you about... That's all I have to say about... We've looked at... Now we'll move on to... Let me turn now to... Next... Turning to...
- Giving an example** For example,... A good example of this is... As an illustration,... To give you an example,... To illustrate this point...
- Dealing with questions** We'll be examining this point in more detail later on... I'd like to deal with this question later, if I may... I'll come back to this question later in my talk... Perhaps you'd like to raise this point at the end... I won't comment on this now...
- Summarizing and concluding** In conclusion,... Right, let's sum up, shall we? I'd like now to recap... Let's summarize briefly what we've looked at...
- Ordering** Firstly...secondly...thirdly...lastly.../ First of all...then...next...after that... finally... To start with...later...to finish up



## LESSON 3 ADMINISTRATIVE LAW

### 1. Define administrative law.

### 2. Read the first two paragraphs and compare your definition with the one provided. With a partner discuss the differences and similarities.

Before you read check the meaning of the following words:

*provisions*

*executive processes*

*natural person*

*subordinated to*

Administrative law is one of the most complex areas of the Polish legal system. Its **regulations** govern almost all areas of life as well as the activities of individuals and certain other subjects functioning within the state. Administrative law **provisions** are some of the most important components of the entire legal order.

Most Polish theorists define it as the branch of law that consists of all norms regulating **executive processes** within public administration, including the operation of organs of authority and the shaping of the legal position of varied subjects (**natural and legal persons, legal entities** and organisational units) to whom the instructions of **administrative authorities** are addressed. More specifically, administrative law is composed of two kinds of rules. First, the rules on the organisation and functioning of the **administrative apparatus** and other bodies designed to perform public administration duties, as well as on the relations between the administration and various subjects **subordinated to** administration (the conduct of representatives of the administration and their powers over administered subjects outside the administrative apparatus). Second, the rules governing the rights of the administered subjects vis-à-vis the administration and the rights and duties of natural and legal persons and other subjects in various areas toward whom the interest and activity of public administration is directed. Administrative law regulates not only the structure and forms of public administration but also the **legal relations** of that administration with respect to its citizens.

### 3. Read the rest of the text and discuss the questions:

- a) What are the features of administrative law?
- b) How do you understand the absolute binding force of administrative law?
- c) How can administrative law norms be classified?
- d) What administrative sanctions are there and when are they applied?

The features of administrative law involve **absolute binding force**, including direct and indirect impact on the behaviour of receivers of norms, public character of law. The absolute binding force of administrative law norms is also expressed in the **administrative courts' competence**, of which the first **assignment** is to **audit the legality of legal norms** issued or used by organs of public administration.

Administrative law norms can be divided into **political (organisational) norms** (normy ustrojowe), which define the status of particular units in administrative apparatus as well as their mutual rules



of organisational dependency and **procedural norms** (normy proceduralne), which supplement **substantive legal norms**. The main legal act containing procedural norms is the **Code of Administrative Procedure**.

Within administrative law, we can distinguish between two basic sanctions: **administrative penal sanctions** (administracyjne sankcje karne) and **administrative executive sanctions** (administracyjne sankcje egzekucyjne). The former accompany an **administrative petty offence** or **misdemeanour**, which occurs when the administrative norms are **infringed**. These include, for example, **disciplinary sanctions** and **administrative penalties**. The latter deal with failure to execute administrative norms, which are established in legal acts. Administrative executive sanctions take primarily the form of **orders of specific behaviour** (nakazy administracyjne).

**4. In the text above, find the terms which are defined below:**

- to violate or break: \_\_\_\_\_
- a criminal offence that is less serious: \_\_\_\_\_
- relating to the essential legal principles administered by the courts, as opposed to practice and procedure: \_\_\_\_\_
- task: \_\_\_\_\_
- to examine, verify, or correct: \_\_\_\_\_
- the quality or condition of being legally qualified to perform an act: \_\_\_\_\_

**5. Complete the following sentences using the vocabulary items from the two texts on administrative law.**

- A ..... is a non-human entity that has legal rights and responsibilities just as ..... (humans) do.
- I don't understand all these legal ..... regulating my voting rights.
- In Poland all ministers are ..... to the Prime Minister.
- ..... can be divided into central and local.
- ..... are professional relations that are regulated by law.
- In international law, states and several international organizations are ..... of law.
- Graffiti is a common form of the ..... vandalism.
- The construction company ..... building regulations and had to pay a fine.
- ..... is the authority of a court to deal with specific matters.
- We had difficulty in completing our previous .....



## LANGUAGE SKILLS

1. Look at the pictures, read the short text below and answer the questions:

## USUALLY



## TODAY



Laura is an accountant in *Telecom*. Because she finds it easier to focus, she works from home. Sometimes she has to go to the office to take care of their key accounts. Today she is working in the office because she is leading a teleconference with one of their most important customers.

- |   |  |
|---|--|
| 1. Does Laura work in the office every day? _____ | 4. Is Laura working from home today? _____ |
| 2. Does she work at all? _____                    | 5. Is she in the office today? _____       |
| 3. So? _____ from home.                           | 6. So? _____ in the office.                |

2. Which of the sentences from exercise 1 means the following:

- a) A temporary situation \_\_\_\_\_ b) A permanent situation \_\_\_\_\_

3. Decide if the situations in the sentences are temporary or permanent.

- a) My parents \_\_\_\_\_ (live) in Warsaw. They were born there and have never lived anywhere else. Where \_\_\_\_\_ (your parents/live)?
- b) She \_\_\_\_\_ (stay) with her sister until she finds somewhere else to live.
- c) What \_\_\_\_\_ (your mother/do)? She's a manager but she \_\_\_\_\_ (not work) right now.

4. Work in pairs. Share information with your partner. Then compare your findings with the rest of the group.

**STUDENT A** Describe the permanent situation in your department: structure, main responsibilities, number of employees, start and finish work, earnings, etc.

**STUDENT B** Describe the temporary situation in your department during the language courses you are taking: different responsibilities/ time arrangements/ delegating duties, etc..





## LESSON 4 DIVISION OF ADMINISTRATIVE LAW

1. What types of administrative law can you distinguish? What are the functions of the different types of administrative law?

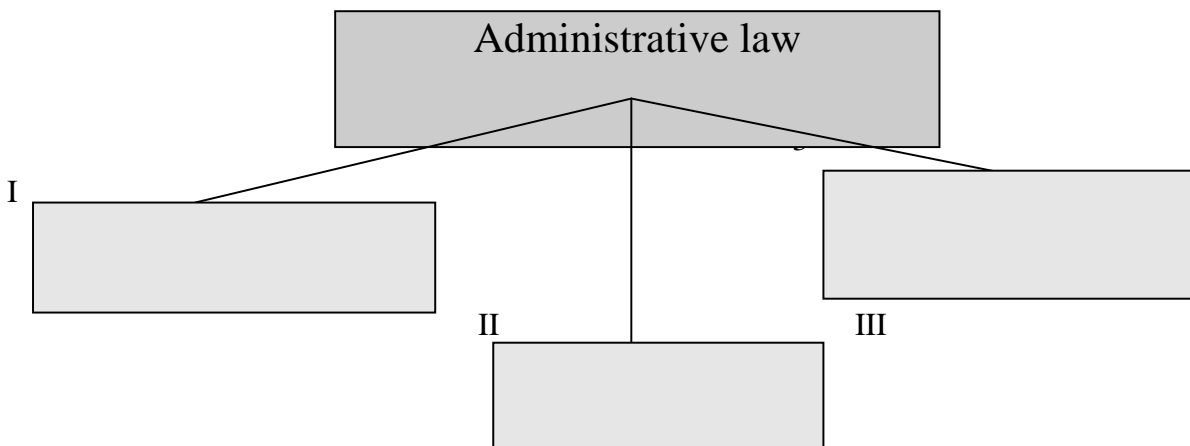
2. Read about three types of administrative law and complete the diagram using the types of administrative law listed below. Then talk to a partner and compare your classification of administrative law with the one provided.

Administrative procedural law (procedura administracyjnoprawna)

Politico-organisational administrative law (prawo administracyjne ustrojowe ogólne)

Substantive administrative law (materialne prawo administracyjne)

Three basic types of administrative law can be defined:



I. \_\_\_\_\_ This is a domain of legal norms that **regulates** a widely understood structure of public administration including:

- structures of **bodies of public administration**,
- forms of their **internal relationships**,
- principles of **appointing** and **dismissing** the organs,
- systems for dividing up the **functional competence** of the organs,
- principles for organising the offices as units of organs.

II. \_\_\_\_\_ This is the most extensive group of norms and it includes **statutory rights and duties** created either when the authority of law itself **issues** statutes, orders or acts of local law; or when the appropriate organ of public governmental or self-governmental





administration issues an **administrative act** (e.g., administrative decisions). **Administrative decisions** specify the duties and rights of a specific subject. This type of administrative law includes many and diverse norms, such as laws on citizenship, police, passports, foreigners, construction law, population evidence and many others.

III. \_\_\_\_\_ The third type of administrative law includes the group of norms that specify the formal aspect of **implementing regulations**. This division of administrative law regulates the function of public administration organs and the function of administrative courts (judicial administrative proceedings, prawo o postępowaniu przed sądami administracyjnymi)

## LANGUAGE SKILLS



**HOW OFTEN DO YOU MAKE PHONE CALLS IN ENGLISH?**

**WHAT KIND OF CALLS?**

**WHAT DO YOU FIND MOST DIFFICULT ABOUT TELEPHONING IN ENGLISH?**

**WHAT IS YOUR BEST/WORST EXPERIENCE WITH A PHONE CALL IN ENGLISH?**

### 1. Listen to three people calling to a company and complete the information and sentences below:

CALL NO.	WHO IS CALLING?	WHO DOES HE/SHE WANT TO SPEAK TO?	DOES SHE/HE GET THROUGH? WHY/WHY NOT?	FURTHER ACTION
1				
2				
3				

1. Micah Information Systems. Sylvia \_\_\_\_\_
2. I'll \_\_\_\_\_ Mr. Seide you \_\_\_\_\_
3. It's Karen Miller \_\_\_\_\_
4. I actually \_\_\_\_\_ to speak to Maria.
5. Just on a moment while I make the \_\_\_\_\_
6. I'm \_\_\_\_\_ Maria's line is \_\_\_\_\_
7. I'll try \_\_\_\_\_ later.
8. Let me just \_\_\_\_\_ a pen
9. Nice to from you
10. I'm actually talking to someone on the other \_\_\_\_\_







**2. Read the conversation below. How do you give bad news on the phone? What are different ways of giving your name on the phone? Underline the examples in the text.**

*Sara TIT.* Sara speaking.

*Sara* Oh, hi Kathy. How are you?

*Sara* Not bad. Busy, as always.

*Sara* Yes, she is. Shall I put you through to her?

*Sara* Can I just ask what it's about?

*Sara* Thanks, Kathy. Just hang on a moment while I make the connection. ... Sorry, Kathy. I'm afraid her line is engaged.

*Sara* Shall I give you her extension number?

*Sara* It's 229.

now.

*Sara* Bye.

*Kathy* Hi Sara. It's Kathy Moses here.

*Kathy* Fine, thanks. And you?

*Kathy* Oh, I see. Listen Sara, I actually wanted to speak to Maia. Is she there at the moment?

*Kathy* That would be great.

*Kathy* I wanted to ask her about the project meeting tomorrow.

*Kathy* Oh, that's a pity. I'll try later.

*Kathy* Yes, please.

*Kathy* 229. Right. Thanks, Sara. Bye

**3. Fill in the table below with the phrases from exercise 1. Add some other phrases, too:**

giving your name	
getting through	
making the connection	

**4. Role-play the below conversation with your partner. Use the phrases from the table in ex.3**

**STUDENT A:** Your name is James Bound. You want to make your phone calls. Later you have meetings from 1 p.m. to 6 p.m. You make the first call to Keymans Plc. You want to talk with your business contact, Laura Smith. You have already talked to Laura's PA, Tina, several times.

**STUDENT B:** Your name is Tina Johnson. You work for Keymans Plc as Laura Smith's PA. Answer the phone and help the caller (Laura is in a meeting till 1.30. p.m. but she is available for the rest of the day).



**LESSON 5 DIVISION OF ADMINISTRATIVE LAW.**

**Other divisions of administrative law distinguish between *internal* and *external* administrative law. How would you define the difference between these two types?**

**Now read the definitions and check your answers.**

**Internal administrative law** (prawo administracyjne wewnętrzne) is a **set of norms (internal acts)** that regulate only relations within the public administration apparatus. These norms cannot directly influence the rights and duties of citizens, nor can they be the **legal basis** for issuing individual, external administrative acts (administrative decisions), which are addressed to entities outside the organisational hierarchy of public administration. Internal law is related to internal administrative matters and in Poland is not regulated by the **Code of Administrative Procedure (CAP)**. This means that subjects in a hierarchical regulatory structure cannot use **administrative procedure regulations** that are provided by the **legislator** when dealing with the relationship between the administration and **members of the public**.

**External administrative law** (zewnętrzne prawo administracyjne) is a set of norms that regulate only relations between the public administration apparatus and citizens or other entities. It deals with the use of administrative procedure to control these relations completely, as well as cases in which the citizens and the other subjects involved are not hierarchically or officially controlled by the organ. In these latter cases, administrative decisions or other administrative acts are issued.

**1. Read the text once again and in pairs translate the following vocabulary items.**

term	your translation	translation into Polish
bodies of public administration		
appoint		
dismiss		
functional competence		
statutory		
construction law		
population evidence		
implement		
administrative procedure		
self-government administration		
legal basis		





2. In groups describe all the five types of administrative law described above. Try to use as many of the terms in bold as possible.

## LANGUAGE SKILLS

### FORMAL VS. INFORMAL E-MAIL PHRASES

1. When do you write formal e-mails in English? What kind of language do you use? How do you start and finish formal e-mails?
2. Read the e-mail below and underline the phrases which make it formal:

Send	To...	hiringmanager@company.com
Account ▾	Cc...	
	Bcc...	
Subject:		Reference: Susan Smith

I would like to recommend Sharon Doe as a candidate for a position with your organization. In her position as Staff Assistant, Sharon was employed in our office from 2002 - 2009.

Sharon did an excellent job in this position and was an asset to our organization during her tenure with the office.

She has excellent written and verbal communication skills, is extremely organized, can work independently and is able to follow through to ensure that the job gets done.

Sharon was always willing to offer her assistance and had an excellent rapport with the many constituents served by our office including clients, employers, and other professional organizations.

She would be an asset to any employer and I recommend her for any endeavor she chooses to pursue.

Sincerely,

Jane Jones

---

Jane Jones  
Facilities Manager  
ABC Company  
Phone: 555-123-1234  
Email: janejones@abccompany.com





### 3. Match the beginnings of the informal sentences to their formal equivalents:

Informal	Neutral/Formal
1. What do you need? .....d.....	a) With regard to .... (or With reference to)
2. Thanks for the email of 12 Feb. ....	b) I can assure you that ....
3. Sorry, I can't make it. ....	c) We note from our records that you have not ...
4. I'm sorry to tell you that.... ....	d) Please let us know your requirements.
5. I promise.... ....	e) I was wondering if you could...
6. Could you.....? ....	f) We would like to remind you that...
7. You haven't .... ....	g) I look forward to meeting you next week.
8. Don't forget .... ....	h) Thank you for your email received 12 February
9. I need to.... ....	i) I am afraid I will not be able to attend.
10. Shall I ....? ....	j) Would you like me to ....?
11. But .... / Also .... / So .... ....	k) I would be grateful if you could....
12. Please could you .... ....	l) Please accept our apologies for...
13. I'm sorry for .... ....	m) It is necessary for me to....
14. Re .... ....	n) We regret to advise you that ....
15. See you next week. ....	o) However ... / In addition ... / Therefore....

### 4. Rewrite the informal e-mails and substitute informal phrases with more formal ones:

*Sorry, I can't make it on Monday. As I'll miss the meeting, could you send me a copy of the minutes? I'll write to Bob, too, to tell him I won't be there. Once again, I'm sorry for this, and I promise I'll be at the next meeting.*

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**LESSON 6 THE SOURCES OF ADMINISTRATIVE LAW part 1**

1. What are the sources of administrative law in Poland?
2. What is the hierarchy of sources in administrative law?
3. Read the excerpt from the Chapter 3 of the Constitution of the Republic of Poland and check your answers.

**Chapter III SOURCES OF LAW***Article 87*

The sources of **universally binding law** of the Republic of Poland shall be: the Constitution, statutes, ratified international agreements, and regulations.

**Enactments\*** of local law issued by the operation of organs shall be a source of universally binding law of the Republic of Poland in the territory of the organ issuing such enactments.

\* **to enact** - to make into law, to establish by law

4. Work in pairs and interpret the regulations.
5. Read the following hierarchy of the sources of administrative law and check your answers to question 2.

System of universally binding sources of law

- A. Constitution
- B. International Agreements ratified upon prior consent granted by statute
- C. Statute (generally binding Parliamentary law) = Exceptionally Regulation of the President of Republic of Poland with the effect of a statute
- D. Ratified International Agreements
- E. Executive Regulation
- F. Local law

**5. Translate the names of the sources of administrative law into Polish.**

Constitution	
International Agreements ratified upon prior consent granted by statute	
Statute	





Ratified International Agreements	
Executive Regulation	
Local law	

## LANGUAGE SKILLS

### 1. Read the below e-mails and complete the table:

*Dear Ms Braun,*

*Thank you for your order of 24 April for 200 corporate umbrellas. I would appreciate it if you could check the logo size & colour on the attachment. Please confirm by email if this is correct before we make up your order. Thank you.*

*Regards*

*Daniel Prewitt*

*I would like to reserve a room for three nights 1-3 December inclusive. Could you confirm the corporate price I was quoted of EUR 145.5 including breakfast buffet?*

*Kind Regards*

*Ronald Frischherz*

*Dear Mr Braithwaite I'm writing to enquire about the monitors you informed us of last month (April). Please could you send us a brochure and price list? We would also appreciate a visit from your rep in order to get more information about the products. Could you ask one of them to contact us, please? Looking forward to your reply.*

*Yours Sincerely,*

*Ean Davis*

*Purchasing Assistant*

### FORMAL E-MAILS

<b>FORMAL E-MAILS</b>	
<b>SALUTATIONS AND CLOSES</b>	
<b>PHRASES AND VOCABULARY</b>	
<b>ABBREVIATIONS</b>	



**2. Match informal phrases to their formal equivalents:**

answer	tell	ask	set up	get in touch with	help	be sorry
			need	put off		

- |               |             |
|---------------|-------------|
| 1. require    | 6. Inform   |
| 2. convenient | 7. postpone |
| 3. enquire    | 8. reply    |
| 4. assistance | 9. contact  |
| 5. arrange    | 10. regret  |

**3. Follow your boss's instructions and write the e-mail:**

Please email John White ([j.white@jsv.com](mailto:j.white@jsv.com)). We need his company's phone number and delivery address for our database. Remember, they are our very important customers.

Thank you,  
Charles







## LESSON 7 THE SOURCES OF ADMINISTRATIVE LAW part 2

**1. 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 your read make sure you understand the following vocabulary items.**

*consent hold pre-eminence over measures martial law in accordance with valid submitted to amend bill resolution explicate promulgation reconcile have precedence over effective adhere to executive authority proclaim impose legal instruments*

- A. The primary Polish statutory instrument is **the Constitution** of the Republic of Poland, enacted in 1997. The Constitution holds pre-eminence over all other lawmaking and norm setting instruments. The Polish Constitution establishes the rules of state functions and regulates such issues as 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, measures for their protection, legal sources, public finances, martial law, the state of emergency, the state of natural disasters and issues of constitutional changes. The pre-eminence of the Constitution over all other legal instruments means that all other legal instruments should be in accordance with it. The Constitution is valid in the territory of the whole country. It is the normative act used directly and it is passed and amended under a special procedure.
- B. The second normative act in the hierarchy of legal Polish sources is a **statute** (ustawa). The most likely English equivalent of this legal instrument is “law” or “Act of Parliament” i.e., “enacted bill”. All statutes that are enacted and are generally binding are Acts of Parliament, but not all Acts of Parliament are statutes. Some Acts are internal and supervisory in nature, e.g. resolutions, dismissals, appointments. A statute is binding throughout the national territory. Statutes are binding in a direct statutory manner; they explicate the provisions of the Constitution (which formally is also a statute) and usually make them more precise. The most important issues in the functioning of the state should be contained in the statute rather than regulated by means of other normative acts.
- C. According to Article 91 paragraph 1 of the Constitution of the Republic of Poland, an **international agreement** constitutes a part of the Polish legal order and may be directly used if it is ratified and announced in **the Journal of Laws** of the Republic of Poland (Dziennik Ustaw), unless a statute must be issued in order for it to be effective. In the category of sources of law, a ratified international agreement as a normative act has priority over a Polish statute, but only when it is ratified with prior consent in a statute. Ratification occurs through a formal





act of signing, in which an organ authorised to represent the state in international relations (in Poland, the President of the Republic of Poland) expresses the will both of the state and its citizens to adhere to the international agreement's rights and duties. The procedure of concluding an international agreement (zawieranie umowy międzynarodowej) is a complex process conducted by the Council of Ministers and other authorised organs. It usually leads to the ratification of an agreement or sometimes to a simple approval by the Council of Ministers (zatwierdzenie umowy międzynarodowej).

D. **Executive Regulation** (rozporządzenie) is a normative act issued by competent organs of the public authority. Executive Regulations are issued for the purpose of implementation of statutes by appropriate organs and must be published in the Official Journal of Laws of the Republic of Poland. An executive regulation is also one of the basic types of legal, formal forms of the administrative activity and a normative act to implement the statute. Executive regulations are issued by bodies of executive authority on the basis of special authorisation included in the so-called **statutory delegation** (delegacja ustawowa)

- The legal instrument called **the Regulation with the force of the statute** or **Decree-Law** (rozporządzenie z mocą ustawy) as a normative act is an exception to the rule that universally binding law is issued and proclaimed only in statutes and only by the legislative authorities. When the President of the Republic of Poland, as the executive authority, imposes rights and duties upon citizens using regulations with the force of the statute, this reflects a state of emergency. In this way, the President has the competence to promulgate regulations with the force of law. In the case of threat to the constitutional system of the state, citizens' safety or public order, he can issue them on behalf of the Council of Ministers.

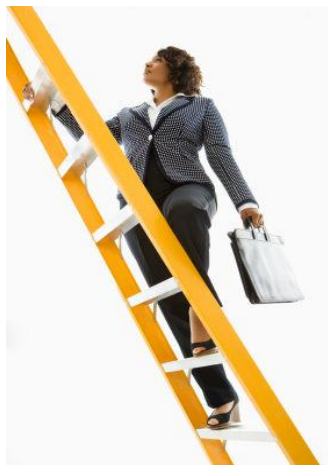
**2. Choose 5 vocabulary items from the ones listed above the text and write sentences exemplifying the use of these terms, but do not complete your sentences with these items – leave blank spaces. You can use dictionaries if you need help. Then swap sentences with a partner and complete your partner's sentences.**





**LANGUAGE SKILLS**

1. Read the short information about Mary's career ladder and answer the questions below:



Mary has always been an aspiring manager. She has been promoted four times during the last three years. Recently, she **has become** one of the most important women executives in the country- the CEO of Fountain Enterprises. She says: *I have never felt so appreciated.*

1. Was Mary the CEO of Fountain Enterprises 3 years ago? \_\_\_\_\_
2. Is she the CEO now? \_\_\_\_\_

2. Fill in the table below about the Present Perfect tense:

SUBJECT + \_\_\_\_\_ / \_\_\_\_\_ + \_\_\_\_\_

3. Work in pairs. You have had quite a hard time at work recently. Put the verbs into correct forms and interview your colleagues in the group and find out who has experienced burnout recently. Ask follow-up questions, too.

FIND SOMEONE WHO.... RECENTLY

Name

- |  |       |
|--|-------|
| a) (work) from dawn to dusk                  | ..... |
| b) (not take) their full holiday entitlement | ..... |
| c) (not take) exercise                       | ..... |
| d) (be) bad at time-management               | ..... |
| e) (spend) their free time behind a desk     | ..... |
| f) (drink) pints of coffee                   | ..... |

Now, work in groups of four. One of you is the Boss. The three of you are managers in your company. On the basis of your findings agree on three ways of alleviating the staff's stress.

**LESSON 8 POLISH POLITICAL SYSTEM****1. Describe the Polish political system.****2. Read the text and complete it using the terms listed below:**

democracy    National Assembly x2    bicameral    constitution  
 popular vote    coalition    takes the oath    judicial branch    residents  
 proportional representation    constituency joint session    ombudsman  
 head of state    Council of Ministers    cabinet    appointed    lower house  
 plurality bloc voting    ethnic minority parties    State Tribunal    ministers

Poland is a 1. ...., with a president as a 2....., whose current 3..... dates from 1997. The government structure centres on the 4. ...., led by a prime minister. The president appoints the 5. .... according to the proposals of the prime minister, typically from the majority 6.....in the Sejm. The president is elected by 7. .... every five years. The current president is Bronisław Komorowski. The current Prime Minister, Donald Tusk, was 8. ....in 2007 after his party made significant gains in that year's parliamentary elections. Polish voters elect a 9. ....parliament consisting of a 460-member 10. .... (Sejm) and a 100-member Senate (Senat). The Sejm is elected under 11. .... The Senat, on the other hand, is elected under a rare 12.....method where several candidates with the highest support are elected from each 13. .... With the exception of 14. ...., only candidates of political parties receiving at least 5% of the total national vote can enter the Sejm. When sitting in a 15. ...., members of the Sejm and Senat form the 16. .... (the *Zgromadzenie Narodowe*). The 17. ....is formed on three occasions: when a new President 18. .... of office; when an indictment against the President of the Republic is brought to the 19. .... (*Trybunał Stanu*); and when a president's permanent incapacity to exercise his duties because of the state of his health is declared. To date only the first instance has occurred.

The 20.....plays an important role in decision-making. Its major institutions include the Supreme Court of the Republic of Poland (*Sąd Najwyższy*); the Supreme Administrative Court of the Republic of Poland (*Naczelny Sąd Administracyjny*); the Constitutional Tribunal of the





Republic of Poland (*Trybunał Konstytucyjny*); and the State Tribunal of the Republic of Poland (*Trybunał Stanu*). On the approval of the Senat, the Sejm also appoints the 21. ....or the Commissioner for Civil Rights Protection (*Rzecznik Praw Obywatelskich*) for a five-year term. The ombudsman has the duty of guarding the observance and implementation of the rights and liberties of Polish citizens and 22. ...., of the law and of principles of community life and social justice.

**3. In your own words define the following terms:**

*bicameral*     *popular vote*     *judicial branch*     *proportional representation*  
*constituency*     *joint session*     *plurality bloc voting*     *ethnic minority parties*

**4. Form nouns from these words:**

indict	
implement	
observe	
incapable	
perform	
propose	

**5. Imagine you meet a foreigner who wants to know about the Polish political system. Work in groups and using the vocabulary from the text give a more detailed description of the system.**

**LANGUAGE SKILLS**



I **have worked** in Public Administration for 3 years. I still find it a challenging and rewarding job.  
 Did I start my work 3 years ago? \_\_\_\_  
 Am I still working in Public Administration?  
 \_\_\_\_  
 So? I \_\_\_\_\_ in Public Administration for 3 years.



**1. Look at the sentences above and tick the correct options:**

**Do we use Present Perfect for:**

- a) an action which started in the past? \_\_\_\_\_
- b) an action which finished in the past? \_\_\_\_\_
- c) an action which continues in the present? \_\_\_\_\_
- d) an action which is still true? \_\_\_\_\_

**2. Work in groups of three. Role-play the below conversation. Student B and C- use Present Perfect when you say about your responsibilities, achievements, acquired skills so far:**

**STUDENT A:** You are the Boss. You are considering Student's B or Student's C promotion. Ask both of them about their skills and responsibilities so far. Finally, decide who deserves promotion more.

**STUDENT B:** You have been a specialist in Public Administration for 5 years. You think it's high time you were promoted. Talk to your Boss and say what kind of skills you have acquired and responsibilities you have had so far in your present post. Give reasons why you deserve promotion more than this greenhorn-Student C.

**STUDENT C:** You have been a specialist in Public Administration for 2 years only. However, you have had an invaluable input into your department's daily work. You have suggested many changes which have already been incorporated. You think you deserve promotion more than Student B. Talk to your Boss and say what kind of skills you have acquired and responsibilities you have had, and what kind of changes you have proposed so far in your present post. Give reasons why you deserve promotion more than Student





**LESSON 9 CIVIL AND POLITICAL RIGHTS****1. What are civil and political rights?**

**2. Read the text on civil and political rights and compare your answers with the answers provided in the text. Before you read make sure you understand the following vocabulary items.**

*unwarranted*      *integrity*      *due*      *assemble*      *rule of law*      *irrevocable dignity*  
*conformity*      *legal remedy*

Civil and political rights are a class of rights that protect 1. ....(INDIVIDUAL) freedom from unwarranted 2. ....(INFRINGE) by governments and private organizations, and 3. ....(SURE) one's ability to participate in the civil and political life of the state without discrimination or 4. ....(REPRESS).

Civil rights include the ensuring of peoples' physical integrity and safety; protection from 5. ....(DISCRIMINATE) on grounds such as physical or mental 6.....(ABLE), gender, religion, race, national origin, age, sexual orientation, or gender identity and individual rights such as the freedoms of 7. ....(THINK) and conscience, speech and 8.....(EXPRESS), religion, the press, and movement.

Political rights include natural 9. ....(JUST) (procedural fairness) in law, such as the rights of the accused, including the right to a fair 10. .... (TRY); due process; the right to seek redress or a legal remedy; and rights of 11. ....(PARTICIPATE) in civil society and politics such as freedom of 12. ....(ASSOCIATE), the right to assemble, the right to petition, and the right to vote.

**3. Read the text about civil and political rights and complete the gaps using the words given in the brackets to form a word that fits the gap.**

**4. Read the text once again and answer the questions. Work in pairs to answer questions d), e) and f)**

- What are civil and political rights?
- What are the most basic civil rights?
- What are the most basic political rights?
- What civil and political rights do the citizens of Poland have?







- e) Where do they come from?
- f) How are they protected? Do you think they are well protected?

## LANGUAGE SKILLS



Mary has had a strenuous day at work. She **has been walking** all day long from one customer to the other. Consequently, her feet hurt.

Is she walking now? \_\_\_\_\_

Are Mary's feet OK? \_\_\_\_\_

Did she sit behind the desk all day? \_\_\_\_\_ So?

**1. When do we use Present Perfect Continuous? Tick the correct options. How do we form it? Complete the table.**

### Use Present Perfect Continuous:

- a) for an activity which started in the past and has been taking place up to the present \_\_\_
- b) for an activity which may have finished shortly before the moment of speaking \_\_\_\_\_
- c) when the result of the action is visible in the present \_\_\_\_\_
- d) for an action which finished at a stated time in the past (e.g. in June 2011) \_\_\_\_\_
- e) for an action which lasted for some time up to now \_\_\_\_\_

**SUBJECT + \_\_\_\_\_ / \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_,**  
 e.g. I \_\_\_\_\_ (work) hard today. I am exhausted.





**2. Work in pairs. Ask your partner about his activities up to now. You can see some results of those activities. Ask questions with Present Perfect Continuous:**

e.g. **A: You are tired. What have you been doing?      B: I've been jogging.**

**STUDENT A:** Look at your partner and find out what he/she has been doing. You can see your partner is: a) pale, b) wet, c) all in tears d) elated. Ask about reasons. Next, answer your partner's questions.

**STUDENT B:** First, answer your partner's questions. Next, look at your partner and find out what he/she has been doing. You can see your partner is: a) flushing, b) thirsty, c) sleepy d) devastated.





## LESSON 10 *HUMAN RIGHTS IN POLAND*

### 1. What do you know about the protection of human rights in Poland? Read the text and compare your answers.

#### PROTECTION OF HUMAN RIGHTS IN POLAND

The democratisation of political and public life which followed the collapse of the old system in 1989 allowed Poland to adopt a completely new set of international regulations for the protection of human rights. These changes led to the ratification of many agreements and the adoption of international monitoring procedures. As the democratic system in Poland stabilised, and the rule of law and respect for human rights became one of the basic guidelines in public life, these developments constituted an important step towards Poland's membership of the Council of Europe, the North Atlantic Treaty and the European Union.

A now democratic Poland guarantees its citizens respect for human and civil rights. They are guaranteed by law, primarily in the 1997 Constitution, which says that the **inborn** and **irrevocable** dignity of man constitutes the source of his freedom and of his rights as an individual and a citizen. These may not be **violated**, and it is the duty of public authorities to respect and protect these rights (Article 30). The Constitution of the Republic of Poland guarantees its citizens belonging to ethnic minorities freedom to maintain and develop their own language, **preserve** their customs and traditions and develop their own culture (Article 35).

The Polish Parliament is very sensitive to issues connected with the protection of human rights. This is reflected in its actions. The powers of the Sejm Committee for Justice and Human Rights include issues relating to respect of the law and the rule of law and human rights. The Sejm established the Office of the Spokesman for Civil Rights - a constitutional body which monitors the protection of the rights and freedoms guaranteed by the Constitution and other normative acts. The Commissioner for the Protection of Civil Rights has a wide range of powers **at his disposal**. This provides him with the means to help individual citizens whose rights have been **infringed** in any way. The Constitutional Tribunal monitors Poland's legislation through its formative stages, verifying the **conformity** of Polish acts of law and regulations and all the international agreements ratified by Poland with the Constitution. It is also the body to which anyone whose rights and





freedoms guaranteed by the Constitution have been infringed (Article 79) may **submit** a complaint. Independent and **sovereign** courts guarantee respect of human and civil right

## 2. Match the vocabulary items in bold in the text with their definitions below.

- a) not able to be changed: \_\_\_\_\_
- b) break x2: \_\_\_\_\_
- c) file: \_\_\_\_\_
- d) independent: \_\_\_\_\_
- e) existing from birth: \_\_\_\_\_
- f) correspondence, likeness: \_\_\_\_\_
- g) keep, protect: \_\_\_\_\_
- h) available: \_\_\_\_\_

## 3. Read the text on human rights in Poland once again and mark the following statements true (T) or false (F). Correct the false statements.

- a) Poland does not have formal written guarantees of civil and political rights. \_\_\_\_\_
- b) Persons belonging to *ETHNIC MINORITIES HAVE THE RIGHT TO* preserve and develop their ethnic identity. \_\_\_\_\_
- c) The Sejm Committee for the Protection of Human Rights deals only with issues connected with the protection of human rights in Poland. \_\_\_\_\_
- d) Citizens whose rights have been infringed in any way may seek help from the Commissioner for the Protection of Civil Rights. \_\_\_\_\_
- e) The main task of the State Tribunal is to supervise the compliance of statutory law with the Constitution.

## 4. Do you think your rights are well-protected in Poland?

## 5. Which international organisations protect human rights?



UNIA EUROPEJSKA  
EUROPEJSKI  
FUNDUSZ SPOŁECZNY





## 6. Which countries are famous for infringing human rights? What can be done about it?

### LANGUAGE SKILLS



Susan has been talking on the phone for half an hour now, since 8.00 I suppose. She began talking half an hour ago and she is still talking.

Did Susan start talking half an hour ago? \_\_\_\_\_  
 Is she still talking? \_\_\_\_\_  
 So? She \_\_\_\_\_ for half an hour.

### 1. Look at the sentences above and make the rules for *since* and *for* by matching correct options.

a. since	duration	last April, she moved in, yesterday, last Christmas, 1999
b. for	starting point	a long time, ages, a few days, 3 years

### 2. Put *since* or *for* into the below sentences:

- I have been living in this city ..... ages- I guess, ..... I was born.
- It has been raining ..... hours. I wish it would stop.
- Have you been waiting ..... a long time?
- I have been waiting for you ..... three o'clock.

### 3. Work in pairs. Prepare short presentations about your department's present activities. Say what you have been doing and justify the purpose of your actions. Use the structure and key language introduced in Lesson 2



**LESSON 11 THE LEGISLATIVE AUTHORITY IN POLAND.**

- 1. Define the principle of the separation of powers. Describe how the separation of powers works in Poland.**
- 2. Describe the legislative authority in Poland.**
- 3. Read the text and compare your answers with the information provided.**
- 4. In pairs, in your own words, try to explain the meaning of the vocabulary items in bold.**
- 5. Read the text once again and then with a partner using the vocabulary from the text discuss the following points:**
  - a) Describe the composition of the Polish parliament**
  - b) Who holds statutory initiative right?**

The Polish Parliament consists of two **legislative bodies**. The **lower house** is called Sejm, and Senate is the **upper house**. 460 elected **deputies** sit in Sejm, and 100 senators in the Senate. Candidates standing for Sejm must be citizens of Poland enjoying full public rights and aged at least 21 on the day of the election. Candidates to the Senate must be 30 years old.

Deputies (Members of Sejm) are returned for the **electoral constituency** where they won their **mandate**. The Polish political system is based on a party system. Parliamentarians belonging to the same political group create their parliamentary "clubs" within the Sejm and Senate. In practice most of the **bills** and **legislative amendments** are brought to the House through the parliamentary clubs.

**Statutory initiative right** (inicjatywa ustawodawcza) can be **exercised** by a group of at least 100,000 electors, a group of at least 15 deputies, parliamentary commissions, the Senate, the

President of the Republic of Poland and the Council of Ministers. A debate in the Sejm and Senate on the issue of statutes takes place during the **plenary sessions** of these bodies as well as in **parliamentary commissions** and **subcommissions**. The statute is signed by the President of the Republic of Poland.



**6. Using the vocabulary items in bold complete the following sentences:**

- a) There are 460 .....in the Polish Sejm.
- b) Presidential power was reduced by a constitutional ..... in 1991.
- c) An amendment to the ..... was agreed without a vote.
- d) Poland's senators will be elected in 100 single-seat .....during the autumn parliamentary election.
- e) .....is a term often used in conferences to define the part of the conference when all members of all parties are present.

**LANGUAGE SKILLS**



Stephen Dune is a Deputy Controller for the US Navy. Although we entered the digital age some time ago, Stephen, as each public servant, tends to work with tons of paper documents. He has been signing documents for 2 hours. However, he has signed only 20 of them so far.

**1. Match the correct tense with its use:**

Tense	Form	Use
PRESENT PERFECT CONTINUOUS	<b>HAVE/HAS+ BEEN+ PRESENT PARTICIPLE</b>	Focus on completion
PRESENT PERFECT SIMPLE	<b>HAVE/HAS+ PAST PARTICIPLE</b>	Focus on time/duration of an action





**2. It is 12 o'clock. Look at the table and say how long the people have been working and how much work they have done.**

Name	Started/Activity	Completed
Sandra	9 o'clock / type	20 letters
Kim	8 o'clock / clean the house	4 rooms
Bob	10 o'clock / examine patients	3 patients
John	7 o'clock / deliver parcels	30 parcels
Helen	10 o'clock / draw pictures	4 pictures

**3. Work in pairs. Role-play the below situations.**

**STUDENT A:** You have been working all the morning and you have done everything your boss assigned to you. You wanted a break. Your boss enters when you are playing computer games. He/she seems infuriated. Report to him/her how long you have been working on different assignments (give exact examples) and how much you have done (give details).

**STUDENT B:** You are the Boss- a mean one. You are an extremely busy person. It seems as if you were the only one in your company who does anything. You enter your subordinate's office and you catch him/her red-handed playing computer games. Ask for explanations and make him/her report how long have they been working, what they have been working on, and how much they have accomplished.





## LESSON 12 *THE EXECUTIVE AUTHORITY IN POLAND.*

1. Describe the executive authority in Poland.

2. Read the text and compare your answers with the information provided.

3. Read the text once again and then with a partner using the vocabulary from the text discuss the following point:

a) How is the Council of Ministers formed?

The Council of Ministers (cabinet), or Polish government, consists of ministers, heads of departments **of ministerial rank**, and heads of central institutions. The Council of Ministers is the body which exercises executive power. The Prime Minister, who heads the Council of

Ministers, enjoys a considerable degree of freedom in decisions concerning its personnel. **The composition of the Council of Ministers is proposed by the Prime Minister, who lodges an application to the President of the Republic for the appointment of cabinet members.** The President appoints the Council of Ministers and receives their **oath** "of loyalty to the Constitution and other laws of the Republic of Poland". Currently, the Council of Ministers consists of the Prime Minister and the following members:

- 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 Defence
- 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





**4. In pairs write the names of the ministers listed above.**

**5. Using the vocabulary items in bold complete the following sentences:**

- a) The new president took an .....to the Constitution yesterday during a plenary session of the National Assembly.
- b) If you want to work for us, you have to ..... for employment.
- c) The .....of the Polish Parliament is described in the Constitution.
- d) In the governmental agency, there are 27 members of cabinet rank and 54 of .....

## LANGUAGE SKILLS

**1. Read the text. What problem is being discussed? Read the text again. Underline all uses of Present Perfect Simple and Present Perfect Continuous and discuss their uses. What kind of time expressions do we use with these two tenses and what is their position in the sentence?**

Have you ever considered household size changes? Over the last twenty years, the average size of households has fallen dramatically. The number of one person households has grown lately, due largely to the ageing of the population, as has the number of one parent families. Couples having smaller families have also contributed to the fall in household size.

In 1976, 60% of families were couples with children. By 1996, this had fallen to 51%. Part of this change can be attributed to the increase in one parent families with dependent children, but most of the change is due to the increase in the proportion of couple-only families. People are now having children later in life, and are living longer. Therefore, they are spending more time living in couple-only families, both before they have families and after their children have left home.

However, children are leaving home later. In 1981, 34% of children aged 20-24 lived with their parents. By 1991, this had increased to 40%. This increase has to some extent countered, the fall in the couples with non-dependent children only.

Another aspect is single parents. When we examine the present situation in our city more closely, the number of single parents has been rising since 2003. Social assistance bodies have been





alarming the government What factors have recently contributed to such a situation? What course of action can be taken to prevent a surge in single parents number?

**2. Read the text again. Underline all uses of Present Perfect Simple and Present Perfect Continuous and discuss their uses. What kind of time expressions do we use with these two tenses and what is their position in the sentence?**

**3. Using the words in the brackets, complete the text below with the Present Perfect or Present Perfect Continuous.**

Bob: I think the waiter .....(forget) us. We .....(wait) here for over half an hour and nobody.....(take) our order yet.

Maria: I think you're right. He .....(walk) by us at least twenty times. He probably thinks we .....(order, already) .

Bob: Look at that couple over there, they .....(be, only) here for five or ten minutes and they already have their food.

Maria: He must realize we .....(order, not) yet! We .....(sit) here for over half an hour staring at him.

Bob: I don't know if he .....(notice, even) us. He .....(run) from table to table taking orders and serving food.

Maria: That's true, and he .....(look, not) in our direction once.





## LESSON 13 THE JUDICIAL AUTHORITY IN POLAND.

1. Describe the judicial authority in Poland.

2. Read the text and compare your answers with the information provided.

3. Match the vocabulary items with their definitions:

adjudicate	to act as judge in a competition or argument, or to make a formal decision about something
settle	the part of a country's government which is responsible for its legal system and which consists of all the judges in the country's courts of law
legal compliance	to reach a decision or an agreement about something, or to end a disagreement
the judiciary	acting according to certain laws

4. Read the text once again and then with a partner using the vocabulary from the text describe the different kinds of courts in Poland.

### The Judicial Authority

In Poland the courts, with the Supreme Court at their head, together with the independent State Tribunal and Constitutional Tribunal, ensure the independence of **the judiciary**.

The Supreme Court supervises the **adjudication** in:

⤴ General courts - these are circuit (sąd okręgowy), district (rejonowy), and appeal courts. They **adjudicate** in the areas of civil, criminal, family and labour law.

⤴ Military courts - that is circuit and garrison (garnizonowy) courts. They deal with matters relating to crimes committed by soldiers in active service, civilian employees in military units, and prisoners of war.

⤴ Administrative courts - a separate court system which deals with adjudication on the **legal compliance** of decisions taken by administrative bodies. It also **settles** cases between legal persons (corporations) or private citizens and administrative bodies.



**LANGUAGE SKILLS**



Joan Steel is a British author best known as the creator of the Harriet Trotter fantasy series, the idea for which was conceived on a train trip from Manchester to London in 1969. She wrote her first book in 1970. She has also written a lot of successful novels, however only the Trotter books have gained worldwide attention, won multiple awards, sold more than 400 million copies and been the basis for a popular series of films.

Read the above short bio and answer the below questions:

**a. Did she write her first book in 1970?**  
**b. Do we know when she wrote other book?**  
**c. Is she still alive?**

1. What two tenses do we have in the bio? Fill in the table:

tense	form	Use	example

2. Choose between the Past Simple or Present Perfect.

Stella McCartney, Paul McCartney's daughter, *joined* / ~~has joined~~ the troubled Paris fashion house Chloé barely a year ago. It *took* / *has taken*<sup>1</sup> her just one year to reverse its fortunes. Previously Chloé *was* / *has been*<sup>2</sup> virtually invisible as a major force in the world of fashion. But almost single-handedly she *transformed* / *has transformed*<sup>3</sup> Chloé into the most talked about fashion brand in the world. She *increased* / *has increased*<sup>4</sup> sales fivefold. Paris *didn't see* / *hasn't seen*<sup>5</sup> anything like it since the young Yves St Laurent *took* / *has taken*<sup>6</sup> the city by storm 30 years ago.

When she *was* / *has been*<sup>7</sup> appointed it *was* / *has been*<sup>8</sup> clear she *knew* / *has known*<sup>9</sup> what she *had* / *has had*<sup>10</sup> to do. 'I want to bridge the gap between the consumer and the press. At the moment fashion is just sort of stuck in the middle.'

So far, Stella *stuck* / *has stuck*<sup>11</sup> to her philosophy of avoiding outrageous and uncommercial catwalk creations. She *kept* / *has kept*<sup>12</sup> to the simple philosophy of designing clothes that she or her friends would want to wear. As her best friends are Kate Moss, Naomi Campbell and Yasmin Le Bon, it also brings her big publicity.

3. Write your own short bio. Write about your past and present achievements using either Past Simple or Present Perfect.





**LESSON 14 ADMINISTRATIVE COURTS**

1. How are administrative courts different from general courts in Poland?
2. What types of administrative courts are there in Poland? What issues do they deal with?
3. Match the vocabulary items:

właściwość terytorialna	cassation
uchylić	tax rates
unieważnić	uphold
stopy podatkowe	municipal
utrzymać w mocy	annul
miejski, samorządowy	revoke
kasacja	venue

**4. Read the text and compare your answers to the questions in point 2.**

ADMINISTRATIVE COURTS supervise public administration in order to safeguard its compliance with law.

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** the **appealed** administrative act. They cannot issue any new administrative decision that would affect our rights and obligations.

The proper **venue** of the administrative court depends on the location of the administrative body, against which the complaint is **filed**.

WSA handles complaints regarding most of all:

- ⤴ administrative decisions (e.g. building permit);
- ⤴ acts of law of **municipal** units and local public administration bodies (e.g. local tax rates, parking regulations);
- ⤴ lack of action by administrative bodies.

We have the right to a **cassation** appeal from decisions of voivodship administrative courts filed at the Supreme Administrative Court.

The Supreme Administrative Court of the Republic of Poland (Polish: Naczelny Sąd Administracyjny) deals with appeals from lower administrative courts called Voivodship Administrative Courts.

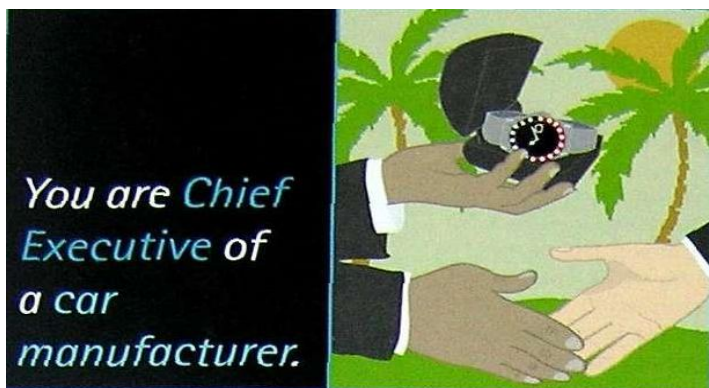






## LANGUAGE SKILLS

1. Read the text. What ethical problems does the person experience? What would you do if you were in the person's shoes?



You visited an overseas supplier some time ago, and when you left, **he** gave you an expensive watch as a present. On returning, you were planning to tell your colleagues about the present, but **forgot**.

Last week, you were sitting in your office when another present from the same supplier arrived. It was a **magnificent antique clock**! At the time, you were considering three competing offers to supply radios for a new range of cars. Your generous supplier had made **one of the offers**. His firm's radios were more expensive than those of another supplier, while the quality of the products was similar. You have **never done business before with the supplier** of the cheaper radios.

2. Underline the examples of Past Simple and Past Continuous in the text. Next, put them in the table and match their uses.

Uses: a) to give background information, b) an action in progress interrupted by another action, c) to emphasize the continuity of a past action, d) short action in the past, e) finished action at a definite time in the past

TENSE	FORM	EXAMPLE	USES
PAST SIMPLE			
PAST CONTINUOUS			

3. In pairs discuss below situations. Give background and say what happened:  
one important event in your company/accident at work/when you received good news





## LESSON 15 *THE SUPREME ADMINISTRATIVE COURT (SAC)*

### 1. Describe the structure and jurisdiction of the SAC in Poland.

### 2. Read the text and compare your answers.

#### Structure of the Supreme Administrative Court of Poland

The Supreme Administrative Court is located in Warsaw. It consists of the President of Supreme Administrative Court, Vice Presidents and judges.

The Supreme Administrative Court is divided into three chambers: Commercial Chamber, Financial Chamber and General Administrative Chamber.

The Commercial Chamber supervises the jurisdiction of regional administrative courts as far as customs, and most business regulation is concerned. The Financial Chamber supervises the jurisdiction of regional administrative courts when it comes to **fiscal obligations** and other payments regulated by tax law. The General Administrative Chamber supervises the rest of the jurisdiction of regional administrative courts.

Within the organization of the SAC there are three organs: 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 court and represents it on the outside. He has the right to look into all cases **pleaded** in the Supreme Administrative Court. The President of the Supreme Administrative Court is nominated for 6 years by the Polish President.

The Vice-presidents of the Supreme Administrative Court take up their activities **commissioned** by the President. Being **designated** by the President, they direct the work within each Chamber. They are nominated and dismissed by the President of Poland.

The General Assembly of Judges consists of judges nominated to the Supreme Administrative Court. At the top of hierarchy there is the President of the Supreme Administrative Court.

The Council of Judges sets a division of activities within the Supreme Administrative Court and distributes coming cases to the judges. It gives an opinion concerning candidates for judges to the General Assembly. The term of this organ lasts three years. The chairman of the Council is the President of the Supreme Administrative Court.

### 3. Find the English equivalents of the terms:

Prezes Naczelnego Sądu Administracyjnego	
Kolegium Naczelnego Sądu Administracyjnego	
Zgromadzenie Ogólne Sędziów Naczelnego	





Sądu Administracyjnego	
Izba Gospodarcza	
Izba Finansowa	
Izba Ogólnoadministracyjna	

**4. Match the vocabulary items in bold from lessons 14 and 15 with the following definitions:**

- annulment, as of a judicial decision by a higher court: \_\_\_\_\_
- to select or name for an office or duty; appoint: \_\_\_\_\_
- to void or annul by recalling, withdrawing, or reversing: \_\_\_\_\_
- d) the place in which a cause of action arises, the place fixed for the trial of a cause: \_\_\_\_\_
- to maintain, affirm: \_\_\_\_\_
- to enter (a legal document) on public official record: \_\_\_\_\_
- present a case in a court: \_\_\_\_\_
- of or relating to government finances, esp. tax revenues: \_\_\_\_\_
- of or relating to a town, city, or its local government

**5. Using some of the vocabulary from exercise 3 complete the sentences:**

- In addition to jurisdiction, proper..... must be established in both federal and state court.
- She has been .....to take over the position of CEO.
- The court of appeal ..... the decision of the court of first instance stating that it was correct.
- Mr Smith ..... a formal complaint against the department.
- Their work permits have been ....., yet they still continue working.
- The ..... authorities are responsible for local functions.

**6. Imagine you are giving a presentation to your colleagues from the EU on administrative courts in Poland. Work in groups and summarise the information from lessons 14&15.**





**LANGUAGE SKILLS**



At three o'clock yesterday afternoon they were sitting  
 In a café.  
 Do we know when they got to the café? \_\_\_\_\_  
 Do we know when they left? \_\_\_\_\_  
 So? They \_\_\_\_\_ in a cafe



It's all over at Old Trafford and United celebrate a thrilling 3-2 victory over old rivals Liverpool after a thrilling second half. The goal came via a cross from the right by O'Shea which drifted towards the far post and Berbatov rose superbly to direct his header inside the upright, with Reina having no chance. **GOAL!!** Berbatov headed United back in front to become the first United player to score a hat-trick against Liverpool in 64 years!

**1. Match the tenses with their uses:**

TENSE	USE
PAST SIMPLE	Actions which were in progress at a stated time in the past (we don't know when they started or finished)
PAST CONTINUOUS	Actions which happened immediately one after another

**2. Work in pairs. Tell your partner what you were doing at yesterday at 9 a.m.**

**LESSON 16 THE CODE OF ADMINISTRATIVE PROCEDURE, CAP****1. What does the CAP regulate and when is it applied?****2. Read the excerpt from the CAP and check your answers:****Article 1.**

The Code of Administrative Procedure shall govern proceedings:

- 1) before public administration bodies in cases that are within the jurisdiction of such bodies and individually decided by way of administrative decision,
- 2) before other State bodies and other entities, where they are designated to deal with the cases referred to in paragraph 1 by operation of law or on the basis of agreements,
- 3) in disputes regarding jurisdiction between local government bodies and national government bodies and between the bodies and entities referred to in paragraph 2,
- 4) in the matter of the issue of statements.

**Article 2.**

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

**3. Summarise and interpret the content of Articles 1 and 2 above.****4. Complete the following sentences with phrases from the text above:**

- a) A spokesman .....on behalf of the general manager.
- b) When an application needs to be made to the Administrative Court outside London, the application must be made to the judge ..... to deal with such applications in the relevant district.
- c) At the higher administrative court level, 11.2 % of first-instance .....last longer than 24 months.
- d) Why is the type of legal ..... you chose for your business important?
- e) What matters fall ..... OF Labour Courts?







## LANGUAGE SKILLS

## 1. Put the below time phrases into the correct part of the table:

When/lat night/while/yesterday/two days ago/as/all day (yesterday)/when/in 1997

PAST SIMPLE	PAST CONTINUOUS

## 2. Using the words in parentheses, complete the text below with the appropriate tenses (Past Simple vs. past Continuous).

Last night, while I was doing my homework, Angela (call) \_\_\_\_\_. She said she (call) \_\_\_\_\_ me on her cell phone from her biology classroom at UCLA. I asked her if she (wait) \_\_\_\_\_ for class, but she said that the professor was at the front of the hall lecturing while she (talk) \_\_\_\_\_ to me. I couldn't believe she (make) \_\_\_\_\_ a phone call during the lecture. I asked what was going on.

She said her biology professor was so boring that several of the students (sleep, actually) \_\_\_\_\_ in class. Some of the students (talk) \_\_\_\_\_ about their plans for the weekend and the student next to her (draw) \_\_\_\_\_ a picture of a horse. When Angela (tell) \_\_\_\_\_ me she was not satisfied with the class, I (mention) \_\_\_\_\_ that my biology professor was quite good and (suggest) \_\_\_\_\_ that she switch to my class.

While we were talking, I (hear) \_\_\_\_\_ her professor yell, "Miss, are you making a phone call?" Suddenly, the line went dead. I (hang) \_\_\_\_\_ up the phone and went to the kitchen to make dinner. As I (cut) \_\_\_\_\_ vegetables for a salad, the phone rang once again. It (be) \_\_\_\_\_ Angela, but this time she wasn't sitting in class.





## LESSON 17 *THE DUTIES OF PUBLIC ADMINISTRATION BODIES*

1. What are the duties of public administration bodies?

2. Read the excerpt from Chapter 2 CAP, underline the duties of public administration bodies and check your answers.

### Article 6.

Public administration bodies shall act in accordance with the law.

### Article 7.

Public administration bodies shall **uphold the rule of law** during proceedings and shall take all necessary steps to clarify the facts of a case and to **resolve it, having regard to the public interest** and the legitimate interests of members of the public.

### Article 9.

Public administration bodies are required to provide full and proper information to the **parties** regarding the factual and legal circumstances which may affect the establishment of their rights and the obligations that are the subject of the administrative proceedings. The bodies shall take care to ensure that parties and other persons involved in proceedings do not **suffer any loss** owing to ignorance of the law and shall therefore provide the necessary clarifications and advice.

### Article 10.

§ 1. Public administration bodies are required to ensure that parties are actively involved in each stage of **proceedings** and they shall allow the parties to express an opinion on the evidence and materials collected and the **claims filed**, before any decision is issued.

§ 2. Public administration bodies may only **derogate from** the rule set out in § 1 in cases where **resolution of the case** requires urgent attention because of threats to human life or health or the threat of **irretrievable material damage**.

3. In your own words explain the meaning of the vocabulary items in bold.

4. Which modal verbs are used in legal English to talk about duties and obligations?

5. Complete the following sentences with the phrases from the text.

- a) The Buyer and the Seller are the ..... to the contract.
- b) I ..... against my employer at the Labour Court.





- c) No new law can .....from the Constitution.
- d) I was surprised by such a quick ..... of the case by the first instance court.
- e) My lawyer claims that the damage I suffered because of the accident is .....
- f) When investigating a complaint the Court shall have ..... to the rights of an accused person.
- g) As a result of the accident, I .....financial loss.

## LANGUAGE SKILLS

### 1. Read the news. Why is it so hard to believe?

*A man and a woman **died** in an apparent murder-suicide last night in Altadena. The man was 74-year-old Dominic Vittorio. The woman **was** his 70-year-old wife, Victoria. **The couple had been married for 50 years.** In fact, their 50th anniversary **had just occurred** a month before the murder-suicide, according to their next-door neighbor, Mrs. Allen. The couple was childless and had no close friends. Mr. Vittorio was a retired carpenter who had emphysema and was blind in one eye because of a cataract. His wife **was** a diabetic who **had already had** one foot amputated because of complications from the disease. Her eyesight was almost completely gone.*

*“They were such a nice couple,” said Mrs. Allen. “I’ve lived next to them for the last 20 years or so. I’m widowed, and Dom always used to help me with things like changing light bulbs and fixing appliances.”*

*Mrs. Allen said she **hadn’t even talked** to either of the Vittorios in almost a year. They never came out. Even food was delivered to them by a local agency. She **said she heard** two gunshots last night—“It scared me half to death!” She immediately called the police. “Such a sad ending for such nice people,” she said. “Together in sickness, but alone in the world.”*

**Look at the sentences in bold.** Did they die before they were married? \_\_\_\_\_

### 2. Read Susan’s CV and complete sentences about her using the verbs:

develop / market/ be / obtain/ spend

1. Before she went to Lancaster University, Susan ..... three ‘A’ levels.
2. Before she got her degree in biology, she ..... three years in Lancaster.
3. Before she joined



Frison, she .....on a marketing course. 4.Before she worked at Rootes AgroTec, she ..... disease-resistance rice plants. 5.Before she became a product Manager at Boots, she ..... remedies for Alzheimer's disease.

**Name:** Susan Mary GEORGE

**Address:** 31 Whitstable Road, Canterbury, Kent

**Date of birth:** 9.7.75

**Qualifications:** *Simon Langton Grammar School 1993* GCE "A" Levels: Maths (Grade B), Biology (Grade B), Chemistry (Grade C)

*Lancaster University 1993-1996* BSc. 2.1. Biochemistry

*Keele Management College 1997* Eight-week course in marketing

**Work experience:** *1997-1999 Fisons Pharmaceutical Products*

*Research assistant responsible for the development of genetically modified disease-resistant rice plants.*

*1999-2000 Rootes AgriTec* Junior executive responsible to Product Manager for commercializing new remedies for Alzheimer's disease.

*2000- Boots* Product Manager, responsible for over-the counter medicines

### 3. Play the game "Balloonist landing". Materials will be provided by the teacher.



**LESSON 18 STRUCTURE OF A NORMATIVE ACT**

- 1. Define a normative act and give examples. Where can normative acts be found?**
- 2. Each normative act is characterised by a specific, repeatable internal structure. Read about the different parts of a normative act. First, match the headings and the descriptions, and then put them in the correct order.**

**a) Indication of the legal basis**

This element may be affixed only by a competent person, e.g. the president, prime minister, other ministers.

**b) The main body**

It contains the name of a given normative act, the date of its proclamation and the indication of the subject matter.

**c) Preamble**

This element contains the basic content of the act, which is denoted with Arabic numerals; in statutes, individual parts are entitled articles, while in regulations and orders, these are paragraphs. In the case of long normative acts, additional units are usually introduced, such as divisions, parts, chapters and titles.

**d) The signature**

This element is not relevant for statutes; other normative acts should not be issued without indicating a legal basis.

**e) The heading**

Its provisions are to determine the social and political genesis of a given act, as well as justification of the need to introduce this act.

**Correct order: 1 \_\_ 2 \_\_ 3 \_\_ 4 \_\_ 5 \_\_**

**3. Translate the names of the elements of a normative act into Polish.**

English	Polish
<b>The legal basis</b>	
<b>The main body</b>	





Preamble	
The signature	

## LANGUAGE SKILLS

1. Listen to two conversations and make some correction in the below notes.



2. Listen again and complete the missing phrases:

- Are you the right person to speak to? -Yes, I am. What \_\_\_\_\_ your question?

- Hang on a sec. Let me just check that in our system. That's the RS 877, right?

-The delivery address written on the fax isn't very clear, and I just \_\_\_\_\_ to check it.

- Sorry, what \_\_\_\_\_ the postcode again?

To be less direct and more polite on the phone we use \_\_\_\_\_ instead of \_\_\_\_\_.



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## LESSON 19 EXEMPLARY FORMS OF ADMINISTRATIVE ACTS

1. What is the most basic example of an administrative act?
2. What is an administrative decision? Who is it issued by? What does it contain?
3. Read the following definition and check your answers:

An administrative decision is defined as a qualified administrative act that is used by an administrative body to handle an administrative case. It contains a declaration of intent of a public administration body made on behalf of the state or self-government community. An administrative decision can be called: concession, permit, licence, consent, etc.

4. What are the different types of administrative decisions? Translate the English terms:

permit	
license	
consent	
concession	

5. Read the following passage and then in pairs using the vocabulary items in **bold** discuss the two types of administrative decisions:

Administrative decisions can be classified into the so-called **final (conclusive)** and **non-final decisions**. Non-final decisions (decyzja nieprawomocna) are such that can be **appealed against** by means of **ordinary appeal measures** (complaints) or such that have already been appealed against but the appeal has not been **examined** by **the appellate body** yet. On the other hand, final decisions (decyzja prawomocna) are those decisions that are issued by a body of the second instance, not appealed against **in due time**, made by a minister and by the **Regional Audit Chamber** (Regionalna Izba Obrachunkowa) or are not **subject to appeal**.

6. What are the essential elements of administrative decisions? Read Article 107 (1) CAP and check:

### Article 107.

§ 1. A decision should contain: the name of the public administration body, the date of issue, the name(s) of the party or parties, the legal authority referred to, a ruling, a factual and legal justification, an advisory notice as to whether and how an appeal may be brought and the signature, name and position of the person authorised to issue the decision. Any decision

which may be challenged by a petition to the civil court or a complaint to the administrative court should contain an advisory notice that such a petition or complaint may be brought.



**7. In the extract above find English equivalents of the following phrases:**

powołanie podstawy prawnej	
oznaczenie organu administracji publicznej	
rozstrzygnięcie	
data wydania	
oznaczenie strony lub stron	
pouczenie	
odwołanie	
uzasadnienie faktyczne i prawne	

**8. Another example of an administrative act is a provision of procedural administrative law (postanowienie administracyjnoprawne). What is the difference between this act and a decision?**

**Read the following passage and check your answers:**

Provisions of procedural administrative law are administrative acts that are issued by a public administrative body in the course of administrative proceedings. This is the fundamental difference between provisions and decisions. Provisions settle only particular issues appearing during the process of administrative proceedings and do not **adjudicate ad rem** (the **merits** of the administrative case), **unless otherwise provided** in the code.

**9. Work in groups and summarise the content of the texts above. Pay particular attention to the vocabulary items in bold.**







## LANGUAGE SKILLS

1. To be less direct and more polite on the phone we use past tenses in the context of present tenses. Change the below sentences so that they sound more polite.

- 1 What is your question? *What was your question?* \_\_\_\_\_
- 2 Can you tell me your name? \_\_\_\_\_
- 3 I just want to check the address. \_\_\_\_\_
- 4 What is your name again? \_\_\_\_\_
- 5 What do you want to know? \_\_\_\_\_
- 6 What is your charge for delivery? \_\_\_\_\_
- 7 How long does it take to send it? \_\_\_\_\_
- 8 I want to ask if you have time to meet tomorrow. \_\_\_\_\_

2. Work in pairs. Role-play the below conversations.

**STUDENT A:** You work for MRF Electronics. A customer will call and ask about prices and tel.nos. Study the below information and supply the customer with the information they need. All the details are available on your website, too ([www.mrf\\_electronics.com](http://www.mrf_electronics.com)).

6M138 Optocoupler	£0.70
6N148 Optocoupler	£0.90
UGN3505W Magnetic Sensor	£4.00
74AC695 Transceiver	£1.30
75AC965 Transceiver	£1.85
TD2002V Audio Amplifier	£5.40
PIC-101SCL IR Receiver Module	£3.00
Potentiometer Thumbwheel 20K	£1.45

Marketing department	+44 193 221 6760 40
Production department	+44 193 221 6760 50
Quality department	+44 193 221 6760 60
Customer service department	+44 193 221 6760 70
Purchasing department	+44 193 221 6760 80

**STUDENT B:**

You are interested in buying some electronic components. Call MRF Electronics and ask about prices and ask them to send the price list, too. Inform your interlocutor about some problems you have had with a component you bought last week. Ask for the tel. no. to the customer service department.

TD2002V Audio Amplifier
UGN3505W Magnetic Sensor
6M138 Optocoupler
75AC965 Transceiver





**LESSON 20 CENTRAL ADMINISTRATION IN POLAND****1. What constitutes central administration in Poland?****2. Read the following text and compare your answers:**

Central administration constitutes an important segment of the administrative apparatus situated on the highest level of its organisational structure. It includes a fairly complex organisational and functional mechanism composed of various organs, offices, agencies and institutions set up to fulfil the respective tasks of public administration throughout the entire country. The shape of this mechanism is outlined in general terms by the Constitution and specified in more detail by ordinary legislation and executive orders issued on a statutory basis.

Central administration is internally diversified. It is divided into two basic segments, the political-governmental and the administrative-executive. The political-governmental component consists of the President of the Republic of Poland, the Council of Ministers, the Prime Minister, ministers and chairmen of certain committees designated by law as being of ministerial rank. These are the key elements assuming a superior position in relation to other organs. In turn, the administrative-executive segment consists of the remaining organisational parts of central administration, each of which is subordinated to one of the organs of the political-governmental component.

**3. Read more about central bodies of state administration and match their examples with the superiors**

As previously mentioned, in addition to the political-governmental segment, there exists the administrative-executive segment which includes organs of central administration, called "central offices, organs, bodies". Each unit included in the category of central offices enjoys the legal status of an autonomous administrative organ with its own powers prescribed by law. The competences of these bodies extend to the area of the entire country. They are appointed most often by the Prime Minister. Examples of central bodies include

a - Chief Geodesist of the Country: \_\_\_\_\_

b - The Police Commander in Chief: \_\_\_\_\_

c - Chief of the Civil Service Corps: \_\_\_\_\_

d - Main Pharmaceutical Inspector: \_\_\_\_\_

e - Chief Inspector of the Environmental Protection: \_\_\_\_\_

f - Committee of Securities and Stock Exchange: \_\_\_\_\_

g - Chief Veterinary Surgeon: \_\_\_\_\_



h - Chief of the National Labour Inspectorate: \_\_\_\_\_

i - President of Social Insurance Institution: \_\_\_\_\_

superior	Sejm	Prime Minister	Minister of Labour and Social Policy	Minister of Agriculture and Rural Development	Minister of Interior and Administration
central body					

superior	Minister of Construction	Minister of Health and Social Welfare	Minister of Environment	Minister of Finance
central body				

4. Translate the names of the subordinated bodies into Polish.

5. In the text underline examples of phrases that we can use to describe hierarchical organisation. Then make sentences exemplifying their use.

## LANGUAGE SKILLS

1. Read a different passage from the news on murder-suicide from lesson no. 17. What did Victoria suffer from? What do the highlighted phrases mean?

*A man and a woman died in an apparent murder-suicide last night in Altadena. The man was 74-year-old Dominic Vittorio. The woman was his 70-year-old wife, Victoria. The couple had been married for 50 years.*

*“They were such a nice couple,” said Mrs. Allen. “I’ve lived next to them for the last 20 years or so. I’m widowed, and Dom always **used to help** me with things like changing light bulbs and fixing appliances. But about eight years ago Vicky came down with diabetes, and things just haven’t been the same for her or Dom. They **used to be** so friendly and full of life, and then they just seemed to get quieter and quieter.*

*“She **used to come over** to my place once or twice a week, and we **used to talk about** all kinds of things and have the nicest time. But that happened less and less as she got sicker. So I **used to go over** to her house about once a week and we **used to talk**. But the conversations steadily got shorter, and she seemed to lose interest in listening and in talking. She didn’t say it, but you could tell she was in a lot of pain.”*



"          " expresses the idea that something was an old habit that stopped in the past. It indicates that something was often repeated in the past, but it is not usually done now.

2. Work in pairs. Compare the competences of the President of RP (from lesson no.20) to the competences of the first Polish President- Gabriel Narutowicz. Use *used to* when describing the competences of Gabriel Narutowicz.

**Gabriel Narutowicz:**

presidential tenure- 7 years  
elected by the Assembly of Electors  
able to indicate his successor  
vice-president: The Marshal of the Senate  
competences : 1) personal, 2) ordinary



**LESSON 21 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 classified into three groups. What are they? Read the short passage and check.**

The competences of the President of the RP can be classified into three groups: **supreme competences** (kompetencje zwierzchnie), **legislative competences** (kompetencje prawodawcze) and **organisational competences** (kompetencje organizacyjne).

**What is the difference between these three types of competences?**

**Give a few examples of competences from each group.**

**3. Read the list of competences of the President of the Republic of Poland and put them into the right column:**

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

The competences of the President of the RP include:

- a - being the Supreme Commander of the Armed Forces
- b - appointing judges
- c - granting Polish citizenship
- d - ratifying international agreements
- e - convening the Cabinet Council
- f - issuing normative acts
- g - presiding over the Cabinet Council
- h - adhering to the Constitution
- i - granting academic titles





j- depriving individuals of Polish citizenship

k - safeguarding the sovereignty and security of the State

#### 4. Match the following words with their synonyms:

1. grant	a) manage, control
2. convene	b) give
3. preside over	c) to follow
4. recall	d) take something away from somebody
5. deprive of	e) ask, order to return
6. adhere to	f) call

#### 5. Complete the following sentences using the vocabulary from the table:

- The Parliament's plenary session was ..... on Tuesday, 29 June and was ..... by the President.
- If you were born British, you could not be .....of your citizenship.
- The president .....our ambassador from the war-torn country.
- Members and Ministers must ..... the provisions of the Act and conduct their duties with integrity.
- In the year 2009, a total of 2369 foreigners were ..... Polish citizenship, which is 20% more than in the year before.

### LANGUAGE SKILLS



I have been living in Beijing all my life. So, I **am used to pollution**, crowds and noise pollution. Though, I can't say I enjoy it. On the other hand, I **will never get used to wasting** so much time in traffic jams.

Is the person accustomed to crowds?  
Has the person become accustomed to wasting time in traffic jams?





## 1. Fill in the below table:

STRUCTURE	POSSIBLE FORMS	MEANING
be used to sth/ doing sth	I ___ used to working hard. (present); I _____ (not) used to living in a foreign country. (past); I ___ used to working shifts next month. (future), etc.	_____ accustomed, be in the habit
get used to sth/ doing sth	I _____ used to working hard. (present con.); I _____ (not) used to traffic jams yet. (present perfect); I _____ used to living in a foreign country. (past); I ___ used to working shifts next month. (future), etc.	_____ accustomed

Mia has moved to Spain because of her job. At the beginning living in a foreign country was difficult but she is getting used to it. Work in pairs and using information below say how she is doing.

e.g. *She wasn't used to speaking Spanish at work but now she is used to it. (✓)*  
*She still hasn't got used to having a siesta during her working hours. (X)*

• live by the sea	✓	• use a new currency	✓
• live on her own	X	• new customs	✓
• be away from her family and friends	X	• drive on the other side of the road	X
• speak Italian	✓	• hot weather	✓

## 2. Work in pairs. Discuss the below topics:

Name two or three things you used to enjoy doing when you were younger but no longer do. Why did you stop doing them?

How did you typically spend your summer holidays when you were a child?

Describe one or two big changes in your life, e.g. moving house/job, getting married etc.

What were the most difficult things to.

What were the most difficult things to get used to?



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

- 1. Who is the Council of Ministers in Poland composed of?**
- 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 highest administrative organ of state authority, the Council of Ministers (commonly called **the cabinet**), and its chairperson, the prime minister, constitute the acting government. The Council of Ministers **answers to** the Sejm or, between Sejm sessions, to the president. The Council of Ministers is composed of other chief bodies, such as the Prime Minister, the Deputy Prime Ministers (Wicepremierzy), Ministers and the Presidents of committees (przewodniczący komitetów) e.g. Committee of European Integration (Komitet Integracji Europejskiej).

- 4. Read Article 146 of the Constitution and check your answers to question 2.**

The authority of the Council of Ministers is quite broad. It is specified in Article 146 of the Constitution.

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

- I. The Council of Ministers shall conduct the internal affairs and foreign policy of the Republic of Poland.
- II. The Council of Ministers shall conduct the affairs of State not reserved to other State organs or local government.
- III. The Council of Ministers shall manage the government administration.
- IV. To the extent and in accordance with the principles specified by the Constitution and statutes, the Council of Ministers, in particular, shall:
  - a) ensure the implementation of statutes;
  - b) issue regulations;
  - c) coordinate and supervise the work of organs of State administration;
  - d) protect the interests of the State Treasury;
  - e) adopt a draft State Budget;
  - f) supervise the implementation of the State Budget and pass a resolution on the closing of the State's accounts and report on the implementation of the Budget;







- g) ensure the internal security of the State and public order;
- h) ensure the external security of the State;
- i) exercise general control in the field of relations with other States and international organizations; conclude international agreements requiring ratification as well as accept and renounce other international agreements;
- j) exercise general control in the field of national defence
- k) determine the organization and the manner of its own work.

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

guarantee	
exert	
settle	
regulate	
make public	
repudiate	
approve	
organise	
monitor	
legislate	

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

- a) The Government ..... an Agreement on co-operation with German
- b) In Poland internal and external security is .....by the Council of Ministers.
- c) Kansas recently .....a statute prohibiting insurance coverage for abortions, even for victims of rape.
- d) On 7 August 1998 the Cabinet .....a regulation creating counties as administrative units.





- e) The Prime Minister withdrew his signature and .....the agreement.
- f) At the national level, public administration .....authority through the Minister of the Interior, at the local level through the mayor.

**LANGUAGE SKILLS**



His parents think he will become an artist one day.



She is going to cut the flowers.

Is his job an artist? \_\_\_\_\_  
 May he become an artist in the future? \_\_\_\_\_

Can we see her ready to cut the flowers? \_\_\_\_  
 Is she cutting the flowers? \_\_\_\_\_

FUTURE SIMPLE	BE GOING TO
subject + will+ infinitive prediction based on what _____	subject + be+ going to+ infinitive prediction based on what _____

**1. Put the verbs into either Future Simple or *be going to*:**

- a) Manchester United is better than FC Barcelona. I'm sure MU ..... (win) the next match.
- b) Look at those black clouds! It ..... (rain).
- c). Oh no! The dog is in the middle of the street! A car ..... (run over) it!
- d). Oil is more and more expensive, nowadays. I believe people .....(drive) electric cars in 2030.

**2. Read the situations provided by the teacher and write predictions. Next play the game. Instructions will be provided by your teacher.**



**LESSON 23 COMPETENCES OF THE PRIME MINISTER**

**1. What are the competences of the Prime Minister as the "Chairman of the Council of Ministers" - organisational and substantive (merytoryczne)?**

**2. What are the competences of the Prime Minister acting as the chief government administration body?**

**3. Read the list of competences of the Prime Minister and put them into the correct column:**

**The competences of the Prime Minister**

- ⤴ issues executive regulations and orders;
- ⤴ convenes meetings;
- ⤴ issues executive regulations and orders;
- ⤴ represents the Council of Ministers;
- ⤴ controls central and territorial bodies of the government administration;
- ⤴ decides on the composition of the Council of Ministers;
- ⤴ is the official supervisor of all the government administration employees;
- ⤴ presides over meetings;
- ⤴ manages actions taken up by the Council of Ministers;
- ⤴ is the main messenger of the government administration;
- ⤴ manages the Council work;
- ⤴ coordinates and controls the work performed by ministers and other Council members;
- ⤴ supervises self-governments within the limits specified in the acts and constitution;
- ⤴ bears political responsibility;
- ⤴ recruits staff of numerous government administration bodies;
- ⤴ sets up meeting agendas;
- ⤴ has general competences – his tasks include all the issues which have not been reserved for the other bodies (the so-called competence presumption - domniemanie kompetencji );
- ⤴ makes sure that the policies adopted by the Council of Ministers are executed.

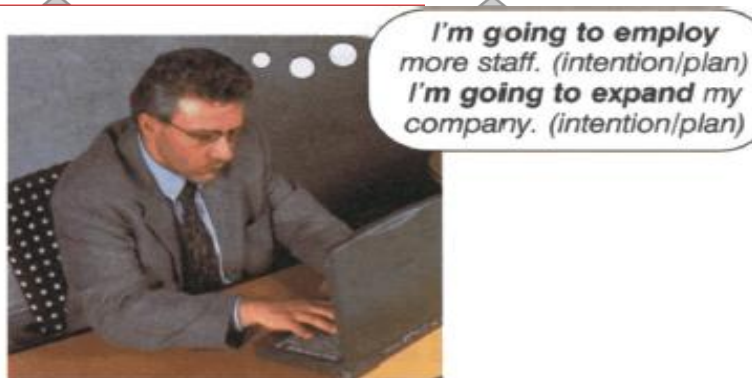
organisational as the Chairman of the Council of Ministers	substantive as the Chairman of the Council of Ministers	competences of the Prime Minister acting as the chief government administration body

**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. Compare:

2. Put the verbs either in Future Simple or *be going to*:

- a) Why do you need hot soapy water? - because I ..... (wash) the car.
- b) Did you post those letters? –No, I forgot. I ..... (post) them this afternoon.
- c) Did you book the table at the restaurant? Yes, but I don't expect it ..... (be) busy.
- d) I'm hungry. – Me too. I .....(make) us something to eat.
- e) Look at the dog! – Oh, yes! It .....(swim) across the river.

## 3. In groups of 3 play a card game. It will be provided by the teacher.





## LESSON 24 *TERRITORIAL-GOVERNMENTAL STATE ADMINISTRATION*

1. Describe the system of territorial - governmental state administration in Poland.

2. Read the text below and compare your answers.

Territorial governmental administration (terenowa administracja rządowa) is of dual character. It consists of the unified and non-unified bodies and offices. The unified territorial-governmental administration (województwa administracja zespolona) bodies are first of all governors of the provinces and also the bodies subordinate to them. They administer the matters that are not **prescribed** for the local authorities of the self-government and other governmental units. According to Article 2 of the Statute on Governmental Administration in the Province (Ustawa o administracji rządowej w województwie), we distinguish the governor of the province (wojewoda) and acting under supervision of the governor, the directors of the unified services, inspectorates and guards (kierownicy służb, inspekcji i straży). The **above-mentioned** directors execute **assignments** and have competences specified in statutes on behalf of the governor of the province or **by virtue of** statutory authorisation. On the district level, there are also directors of the unified services, inspectorates and guards. They execute assignments and have competences specified in statutes, acting under the supervision of the chief official of the district (starosta).

Apart from the governor of the province as a general organ of the unified territorial-governmental administration, this type of administration also consists of the first and second deputies of the governor; the directors of the unified services, inspectorates and guards; the director-general of the regional office (voivodship) and department directors.

Parallel to the apparatus of the voivodship office (urząd wojewódzki), directors of the unified entities participate in making statutory competences of the voivode as well as their own. The character of the voivodship office (statut urzędu wojewódzkiego) is **constituted** by the governor and must be approved by the Prime Minister. The local regulations of particular commands (komenda), inspectorates and guards, are a part of local law. These regulations are either established by mentioned directors independently, or they must be approved by the governor and are issued on his behalf. Model example entities of the unified administration are the State Fire Brigade, the Education School Board, Commercial Inspection, Inspection of the Environmental Protection and the Monument Conservation Office.

Non-unified governmental administration bodies (wojewódzka administracja niezespolona) can only be established by the power of statute. These organs are not directly subordinated to the governor, but to ministers or other directors of central bodies. The governor of the province is entitled, however, to appoint and dismiss non-unified governmental administration bodies. Moreover, organs that operate in the area of jurisdiction of the governor are **obliged to reconcile** with the governor drafts of local law constituted by them, **conform** their actions to orders and regulations of the governor, and present the annual information to the governor, as well as provide up-to-date explanations about their activities in the province. Bodies of the special administration include, for example, tax and customs offices or military administration.



### 3. Complete the table:

TERM	PART OF SPEECH	DEFINITION
aforementioned		
prescribe		
assignment		
by virtue of		
constitute		
obliged		
reconcile		
conform		

### 4. Read the text once again and then discuss the questions with a partner. Use the vocabulary from the table.

- What does territorial governmental administration consist of?
- Who does the organ of the unified territorial-governmental administration consist of?
- What are the duties of the directors of the unified services, inspectorates and guards?
- How is the character of the voivodship office constituted?
- Give examples of entities of the unified administration.
- Who supervises non-unified governmental administration bodies?
- How is the governor involved in the operation of non-unified governmental administration bodies?



**LANGUAGE SKILLS**

DEPARTURES	
09:20	Beate Chelette
09:30	LOS ANGELES
11:40	LAS VEGAS
12:15	MIAMI
13:10	PARIS
13:55	ROMA
14:20	LONDON

The plane to Los Angeles takes off at 9.30.  
Are plane departures always at the same time?

Is the time before 9.30? \_\_\_\_\_

1. Schedules. Look at the table and in pairs elicit information which is not included in your table:

**STUDENT A:**

London Heathrow Birmingham			London Heathrow- Manchester		
Depart	Arrive	Flight No.	Depart	Arrive	Flight No.
10:40	11.25	BA 3277	11.40	12:55	BA 3287

**STUDENT B:**

London Heathrow Birmingham			London Heathrow- Manchester		
Depart	Arrive	Flight No.	Depart	Arrive	Flight No.
11.25	12:55	BA 3277	10.55	12.25	BA 3287

2. Fill in your diary for next week. And ask each other about your schedules.

Mon	Thur
Tue	Fri
Wedn	Sat & Sun





## LESSON 25 *TERRITORIAL SELF- GOVERNMENT*

**1. Describe the role and functions of the local government.**

**2. Read the text and compare your ideas with the ones presented in the text. Before you read check the following vocabulary items.**

*self-sufficiency    mundane    exceed    assume    provision    legitimately*  
*presumption    derived from*

Territorial self-government is a vital component of public administration. This exemplifies the idea of decentralised administration based on the self-sufficiency and relative autonomy of its units.

Local government administration is structurally situated at all three territorial levels. Consequently, regions, districts and communes should be seen first as units of the country's basic territorial structure, and only then as units of territorial self-government. Note that whereas communes and districts are units of local government, a region is the only structure that unites governmental and local systems of administration.

The tasks and functions of local government administration are performed at all three territorial levels. However, the role of each level is different. First of all, one must distinguish between regional self-government with its statutory function of directing economic and social development of the region, and local self-government (communes and districts) responsible for fulfilling concrete public needs, maintaining the material, technical and infrastructural basis of a given area and taking care of mundane matters. Moreover, there is the differentiation of tasks and prerogatives within local self-government. This is based on the presumption, derived from the Constitution, those tasks and prerogatives belong to communes. Only when a commune is unable to execute them due to organisational, financial or personnel reasons or when the extent of a given problem exceeds its territory, should they be assumed by a district.

Commune and district self-government units perform tasks of local nature. The addressees of their tasks are thus residents of a given community. These tasks refer mostly to the provision of basic services that every resident may legitimately expect to receive (e.g., education, healthcare, culture,



local roads, water supply).

Self-government bodies act primarily through decision making, controlling and executive-type organs. Self-government authorities of every level include residents of a given territorial unit who are able to express their preferences directly in elections or local referenda held on the commune, district and region levels.

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

- Territorial self-government is an autonomous unit. \_\_\_\_
- Territorial self-government is composed of three units. \_\_\_\_
- There is one common local government for all three territorial levels. \_\_\_\_
- Local self-government is responsible for economic and social development of the region. \_\_\_\_
- When a commune is unable to execute its tasks they are taken over by a region. \_\_\_\_
- The addressees of the actions of commune and districts are their residents. \_\_\_\_
- Self-government bodies at every level are composed of dwellers of a given territorial unit. \_\_\_\_

**LANGUAGE SKILLS**



**Justine is getting married at 2 this afternoon.**

Has the place and date for the ceremony been decided? \_\_\_\_\_

Is she getting married now? \_\_\_\_\_

**1. Put verbs in the correct form: Present Simple or Present Continuous.**

- I.....(meet) Jim at the airport = and both Jim and I have discussed this.
- I.....(leave) tomorrow. = and I've already bought my train ticket.





- c)
- d) We ..... (have) a staff meeting next Monday = and all members of staff have been told about it.
- e) We .....(have)a staff meeting next Monday.(= we have a meeting every Monday, it's on the timetable.)
- f) What time .....(land/ your plane)? (what time is it scheduled to land)
- g) I .....(have) dinner with Jerry tonight. (I have arranged to have dinner then).

**2. Work in pairs. Ask each other about your personal arrangements for the weekend/next week. e.g. What are you doing on Saturday? -- I am going to a wedding reception at 2 p.m.**

*Saturday*

*Sunday*





## LESSON 26 VOIVODSHIPS OF POLAND

1. How many voivodships are there? What are their authorities?

2. Read the paragraph and check your answers.

3. Complete the gaps in the text with the following words:

*subdivision*    *divided*    *existed*    *replaced*    *adopted*

*pursuant*    *shared*    *elected*    *effect*

The voivodship or province (Polish: województwo) has been a high-level administrative\_ ..... of Poland since the 14th century. .... to the Polish local government reforms ..... in 1998, which came into ..... on January 1, 1999, sixteen new voivodships were created. These ..... the 49 former voivodeships that had ..... from July 1, 1975. Administrative authority at voivodship level is ..... between a government-appointed governor called a voivode (Polish wojewoda), an ..... assembly called sejmik, and an executive chosen by that assembly. The leader of that executive is called the marszałek województwa (voivodeship marshal). Voivodeships are further ..... into powiats (counties) and gminas (communes or municipalities).

4 Complete the following sentences using vocabulary items from the text:

- a) ..... Article 107 § 1 CAP a decision should contain the name of the public administration body.
- b) In Poland administrative authority is ..... by both the central and the local governments.
- c) When in a joint session, the Sejm and Senat constitute the National .....
- d) The departments are ..... divided in 71 smaller operational units.
- e) Political ..... means any county, municipality, county school district, independent school district, judicial circuit, militia district, or any other geographical area of the state which does not include the entire area of the state.





f) The recently .....amendments to the Constitution shall come .....

5 August 2011.

LANGUAGE SKILLS

Will you open the door for me, please?



Is she asking for help?  
Is she being polite?



Is she asking for help? .....  
Is she being polite? .....

Is he offering to give her a hand? .....  
Is he being polite? .....

I always tell him not to interfere with the bees, but



Where shall I go?  
What shall I do?



Is the Bear happy with the other Bear's actions?.....  
Is the naughty Bear willing to

Does the woman know where to go?.....  
Does she need instructions or suggestions?.....

**1. Replace the words in bold with *will* or *shall*.**

- a. **Do you want me** to make the booking for you? .....
- b. **Can** you call Mark for me, please? .....
- c. Why **don't we** taste this new dish? .....
- d. Where **do you want me** to put these flowers? .....

**2. Work in pairs. Role-play the below situations.**

**STUDENT A:** You are talking to your colleague who is having problems. Offer help or give suggestions.

**STUDENT B:** You have had many problems recently. Ask your colleague for help.

- a) Some of your customers are late in making payments and you have to send them reminders
- b) Our firm seems to have a large number of old-fashioned computers and incompatible software.
- c) Your boss gives you far too much work and doesn't understand you have a family life.





**LESSON 27 ADMINISTRATIVE POWERS OF THE AUTHORITY OF A VOIVODESHIP****1. What are the administrative powers of the voivodship's authorities?****2. Read the text and compare your answers.****3. Read the text once again and complete the gaps using the words given in the brackets to form a word that fits the gap.**

## Administrative powers

Competences and powers at voivodship level are shared between the voivode (governor), the sejmik (regional assembly) and the executive.

The voivode is 1. \_\_\_\_\_ (APPOINT) by the Prime Minister and is the regional representative of the central government. The governor of the province possesses the following competences:

- ▲ competences of the governor as superior (kompetencje zwierzchnie)
- ▲ 2. \_\_\_\_\_ (SUPERVISE) competences of the governor (kompetencje nadzorcze)
- ▲ competences to represent (kompetencje reprezentacyjne)
- ▲ control competences (kompetencje kontrolne)
- ▲ 3. \_\_\_\_\_ (coordinate) competences (kompetencje koordynacyjne)
- ▲ competences for 4. \_\_\_\_\_ (CONSTITUTE) normative and administrative acts (kompetencje prawotwórcze)
- ▲ competences in states of emergency (kompetencje w stanach nadzwyczajnych)

The voivode acts as the head of central government institutions at regional level [such as the police and fire services, passport offices, and various 5. \_\_\_\_\_ (INSPECTOR)], manages central government property in the region, oversees the functioning of local government, coordinates actions in the field of public safety and environment protection, and exercises special powers in emergencies. The voivode's offices 6. \_\_\_\_\_ (COLLECT) are known as the voivodship office (urząd wojewódzki). The office is divided into departments and different 7. \_\_\_\_\_ (ORGANISE) units (e.g. the regional police commander, the regional commander of the State Fire Brigade). A director-general heads the voivodeship office.

The sejmik is elected every four years, at the same time as the local authorities at powiat and gmina level. It passes by-laws, including the voivodship's 8. \_\_\_\_\_ (DEVELOP) strategies and budget. It also elects the marszałek and other members of the executive, and holds them to account.

The executive (zarząd województwa), headed by the marszałek, drafts the budget and 9. \_\_\_\_\_ (DEVELOP) strategies, implements the 10. \_\_\_\_\_ (RESOLVE) of the sejmik, manages the voivodship's property, and deals with many aspects of regional policy, including





management of European Union 11. \_\_\_\_\_ (FUND). Its offices are known as the urząd marszałkowski.

**4. Work in groups and discuss the questions:**

- a) What is the role of a voivode as the executive of central government institutions?
- b) What are the competences of the vivodeship assembly (sejmik)?
- c) What are the competences of the Marshal

**LANGUAGE SKILLS**



**1.Listen to the phone call.  
What is the problem and possible solution?**

.....

.....

.....

**2.Listen again and complete the phrases. What structure do you use to solve problems and promise action?**

- a) There \_\_\_\_\_ to be a small problem with your latest consignment.
- b) Oh dear. I'm \_\_\_\_\_ that.
- c) What's the problem \_\_\_\_\_ ?
- d) I \_\_\_\_\_ on to this problem \_\_\_\_\_.
- e) Well, that is what I \_\_\_\_\_ to do.
- f) I \_\_\_\_\_ you 130 units.
- g) That's excellent. \_\_\_\_\_ you the wrong sensors back?
- h) Yes, \_\_\_\_\_ the logistics company to pick the boxes up.
- i) Thanks for \_\_\_\_\_ that out, Reva.
- j) Again, I'm really sorry about the \_\_\_\_\_

**3.Work in pairs. Role-play the following situations. Use The key language form ex. 2.**

STUDENT A	STUDENT B
a) You start. Call about business cards- wrong address on them b) company address is two words- printed as one c) accept the suggestion and thank	a) You work in the customer service. Say sorry/what the problem is b) admit your fault c) promise action- printing new cards asap



## LESSON 28 COUNTIES/DISTRICTS OF POLAND (POWIATY)

**1. Define a county (a district) as a territorial self-government body. What are the authorities of counties in Poland?**

**2. Read the following text and check your answers. Check the meaning of the following vocabulary items:**

*vested*

*land surveying*

A powiat is the second-level unit of local government and administration in Poland, equivalent to a county or district in other countries. The term *powiat* is most often translated into English as "county". A powiat is a part of a larger unit or province called a voivodship. In turn a powiat is usually subdivided into gminas (sometimes called municipalities or communes). However the more important towns and cities function as separate counties in their own right, with no subdivision into communes. These are called *city counties* (Polish *miasta na prawach powiatu*, meaning "towns with the rights of a district").

Legislative power within a district is vested in an elected council (*rada powiatu*), while local executive power is vested in the *starosta* (*staroste*), who is elected by that council. The administrative offices headed by the *starosta* are called the *starostwo* (*starosty*). However in city counties these institutions do not exist separately – their powers and functions are exercised by the city council (*rada miasta*), the directly-elected mayor (*burmistrz* or *prezydent*), and the city offices (*urząd miasta*).

In some cases a powiat has its seat outside its own territory. For example, Poznań County (*powiat poznański*) has its offices in Poznań, although Poznań is itself a city county, and is therefore not part of Poznań County.

Powiats have relatively limited powers, since many local and regional matters are dealt with either at gmina or voivodship level. Some of the main areas in which the powiat authorities have decision-making powers and competences include:

- ✦ education at high-school level (primary and middle schools are run by the gminas)
- ✦ healthcare (at county level)
- ✦ public transport



- ▲ maintenance of certain roads
- ▲ land surveying
- ▲ issuing of work permits to foreigners
- ▲ vehicle registration

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

- a) A county is usually subdivided into provinces. \_\_\_\_\_
- b) City counties are further divided into communes. \_\_\_\_\_
- c) Starosta has the legislative power within a county. \_\_\_\_\_
- d) Starosta is elected by the county council. \_\_\_\_\_
- e) City council exercises the same powers and functions as starostwo. \_\_\_\_\_
- f) County's offices are always located within its territory. \_\_\_\_\_
- g) Secondary schools are supervised by a county's authorities. \_\_\_\_\_

**4. Work in groups and compare the competences of voivodship and county authorities.**

**LANGUAGE SKILLS**



Will you be using the photocopier for long?

No, why?

I need to make some copies.

Does she want to use the photocopier? .....

Is she asking about his plans concerning the photocopier? .....





**1. Make polite questions asking about someone's plans for the near future, using the below information:**

- You have a message for your deputy. Ask your colleague about going to his office.
- You are craving for a coffee. Ask your colleague about the coffee machine.
- Your computer has just broken. You need to send an urgent e-mail. Ask your colleague about his/her computer.

**2. Work in pairs. Role-play the below situation. Ask Future Continuous when asking about plans.**

**A**

You work together. You need your colleague's help with a presentation you are both preparing. Ask about his/her plans for tomorrow

Be persistent. Ask about the day after tomorrow and his/her progress on the presentation

Accept the denial

**B**

Your colleague is exploiting others. You are fed up with it. Refuse help

Make some excuses.





## LESSON 29 COMMUNES OF POLAND (GMINY) - part 1

**1. Define a commune as a territorial self-government body. What are the authorities of communes in Poland? What types of communes can be distinguished?**

**2. Read the text and check your answers.**

Gmina is the principal unit of administrative division of Poland at its lowest level. It is often translated as "commune" or "municipality." There are three types of gminas in Poland:

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

Each gmina carries out two types of tasks: its own tasks - public tasks (*zadania własne*), and commissioned ones (*zadania zlecone*). Own tasks are public tasks exercised by self-government, which serve to satisfy the needs of the community. The tasks can be **twofold**:

⤴ compulsory – where the commune cannot resign from their realization, and must set up the budget to carry them out in order to provide the inhabitants with the public benefits of basic character

⤴ optional – where the commune can carry them out in accordance with available budgetary means, set out only to specific local needs (on the gmina's own responsibility and budget).

Own objectives include a variety of matters such as: the spatial harmony, the real estate management, the environmental protection and nature conservation, the water management, country roads, public streets, bridges, squares and traffic systems, water supply systems and source, the **sewage** system, removal of urban waste, water treatment, **maintenance of cleanliness** and order, sanitary facilities, dumps and council waste, supply of electric and thermal energy and gas, public transport, health care, welfare, care homes, **subsidised** housing, public education, cultural facilities including public libraries and other cultural institutions, historic monuments conservation and protection, the sports facilities and tourism including recreational grounds and devices; marketplaces and covered markets, green spaces and public parks, communal graveyards, public order and safety, fire and flood protection with equipment maintenance and storage, maintaining objects and devices of the public utility and administrative buildings, pro-family policy including social support for pregnant women, medical and legal care, supporting and popularising the self-government initiatives and cooperation within the commune including with non-governmental organizations, interaction with regional communities from other countries etc.

Commissioned tasks cover the remaining public tasks resulting from legitimate needs of the state, **commissioned** by central government to be performed by self-government's units. The







tasks are handed over on the basis of statutory **by-laws**, **charters** and regulations; or, by way of agreements between the self-government units and central government administration.

**3. Match the words in bold in the text with their definitions:**

keeping something in proper condition	
a document outlining the principles, functions, and organization of a corporate body; a constitution	
a decision	
liquid and solid waste	
having partial financial support from public funds	
the absence of dirt	
to place an order for	
composed of two parts; dual	

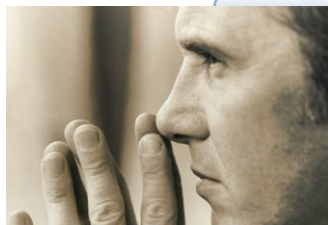
**4. Read the text once again and answer the questions:**

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





## LANGUAGE SKILLS



This time next week I **will be sailing** on the Mediterranean Sea.

Is he sailing now? ..... Will he be at work this time next week? .....

**1. A group of travel agents are on a familiarization trip to get to know the product they are selling better. Study the itinerary and complete the tour description.**

#### North India Tour

- DAY 1** BA flight London Gatwick → New Delhi; check-in at Whispering Palms Hotel
- DAY 2** Exploration of ancient walled city of Old Delhi; visit to Jama Masjid, the largest mosque in India
- DAY 3** Travel by coach to the deserted red sandstone city of Fatehpur Sikri
- DAY 4** Shopping in Agra; Taj Mahal visit at sunset
- DAY 5** Return journey to New Delhi and return flight via Goa

On the first day you'll be flying British Airways to New Delhi. On arrival there'll be a short tour of the city with its wide boulevards and impressive government buildings. We ..... (stay) at the Whispering Palms, which is a pleasant four-star hotel. The next day we .....(explore) the city of Old Delhi and ..... (visit) Jama Masjid, the biggest mosque in India. Then on the third day we ..... (take) a coach to Fatehpur Sikri, built by the Emperor Akbar as his capital. We check into a hotel and the next day, after some shopping in the bazaar, we ..... (visit) the Taj Mahal at sunset, the best time to see it in its full splendour. On Friday we ..... (return) to Delhi for a flight to Goa Airport and .....(transfer) to another hotel for a rest before flying back to London.

**2. Ask and answer the below questions with your partner.**

What do you think you will be doing:

- a . at 9 a.m. this Saturday?
- b . exactly one week from now?
- c . this time next year?
- d. when you're fifty-five





## LESSON 30 COMMUNES OF POLAND (GMINY) - part 2

**1. Discuss the following questions with your partner: what is the commune council? what are its functions?**

**2. Read the text and check your answers.**

The commune council (rada gminy) is the law-making and controlling body; the head of the commune (wójt) is the executive body in rural communes. The mayor (burmistrz) is the executive body in towns, and the president in cities.

The commune council is the law-making and controlling body. The commune council is appointed for 4 years. The council is led by the chairman (przewodniczący rady gminy) and from 1 to 3 vice-chairman. The chairman organises the work and presides over the debate. The number of members of the commune council (radni) depends on the number of inhabitants. The commune council controls and inspects the activities of the head of commune, as well as the commune's organisational units (municipal legal person). Above all commune council makes local law. For this purpose, the council appoints an audit board (komisja rewizyjna). The competences of the board include giving opinion on a budget and putting forward a proposal to the commune council for approval.

The head of the commune is the executive body of the community. This body is chosen in a direct election by the inhabitants of the commune. Under certain circumstances, the commune council can enact a resolution calling for a referendum to dismiss the head of the commune. The head of the commune performs his assignments with the help of the community (municipal) office (urząd gminy) and is also the director of this office. The executive body can entrust some assignments to his subordinates or the secretary assistants, who perform them on his behalf.

The mayor of the town is an executive body in the local self-government, in which the seat of the authorities is situated in a city positioned within the territory of this commune. In cities above 100,000 inhabitants, an executive body is the president of the city.

From the decisions issued by the heads of the commune, mayors, or presidents of the cities, the





citizen or legal entity to whom that decision is addressed may appeal to a higher body, called the Local Self-Government Board of Appeal (Samorządowe Kolegium Odwoławcze, SKO).

The lowest auxiliary unit of the commune council in rural areas is sołectwo. It usually comprises a single village and is managed by the village representative (sołtys).

The other auxiliary units of the gmina council in urban areas are the subsidiary district or quarter (dzielnica) and housing district (osiedle). These units have their own councils and boards of directors (with a chair at the head).

### 3. Read the text again and answer the following questions:

- a. How is the commune council organised and what are its competences?
- b. How is the head of the commune elected and dismissed?
- c. Where can you appeal against decisions issued by the heads of the commune, mayors, or presidents of the cities?
- 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 voivodship, county and commune.

## LANGUAGE SKILLS

### I. Tenses Review - Choose the correct answers.

1. We \_\_\_\_\_ Betty since she moved to our neighbourhood.
  - a. have known
  - b. had known
  - c. are knowing
  - d. knew
2. "This time next week we \_\_\_\_\_ on the beach!" "I can't wait!"
  - a. are lying
  - b. will be lying
  - c. will have lain
  - d. will have been lying
3. Sue \_\_\_\_\_ TV when she heard a knock on the door.
  - a. watched
  - b. was watching
  - c. has been watching
  - d. has watched





4. Yesterday, I met an old school friend who I \_\_\_\_\_ for years.  
a. didn't see    b. haven't seen    c. had seen    d. hadn't seen
5. "The phone's ringing!"  
"I \_\_\_\_\_ it!"  
a. get    b. will get    c. will be getting    d. do
6. Nancy \_\_\_\_\_ since she came from work.  
a. has been sleeping    b. is sleeping    c. slept    d. had slept
7. Jack \_\_\_\_\_ his wallet last week.  
a. was losing    b. had lost    c. has lost    d. lost

**II. Using the words given complete the second sentence so that it has similar meaning to the first sentence. Do not change the word given.**

1. Lucy first started playing tennis in May.  
**been** Lucy \_\_\_\_\_ May.
2. I had never read a better book by that author.  
**best** It was the \_\_\_\_\_ read by that author.
3. Scott, is this your wallet?  
**belong** Scott, \_\_\_\_\_ you?
4. This is Pete's third attempt at climbing Mount Everest.  
**time** This is the \_\_\_\_\_ to climb Mount Everest.
5. We've arranged to leave by train tomorrow morning.  
**are** We \_\_\_\_\_ by train tomorrow morning.



**LESSON 31 SOURCES OF INTERNAL ADMINISTRATIVE LAW****1. What are the sources of internal administrative law in Poland?****2. Read the following text and check your answers paying particular attention to the English names of internal regulations.**

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 are of an internal character and are binding only for those organisational units subordinate to the organ that issues such an act. Orders shall only be issued on the basis of statutes.

Internal law can be divided into acts listed in the Constitution and law instruments not listed directly 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. Listen to the phone call. Do the people on the phone know each other? How do you know?

2. Read the below sentences and complete the typical *Small talk* questions.

- How are \_\_\_\_\_ in Manchester/ at CBC?
- Are things \_\_\_\_\_ with you?
- What have you been \_\_\_\_\_? (=What have you been doing recently?)
- How is the \_\_\_\_\_ there?
- How was your \_\_\_\_\_ / your trip to London?
- How is \_\_\_\_\_ / are the kids?



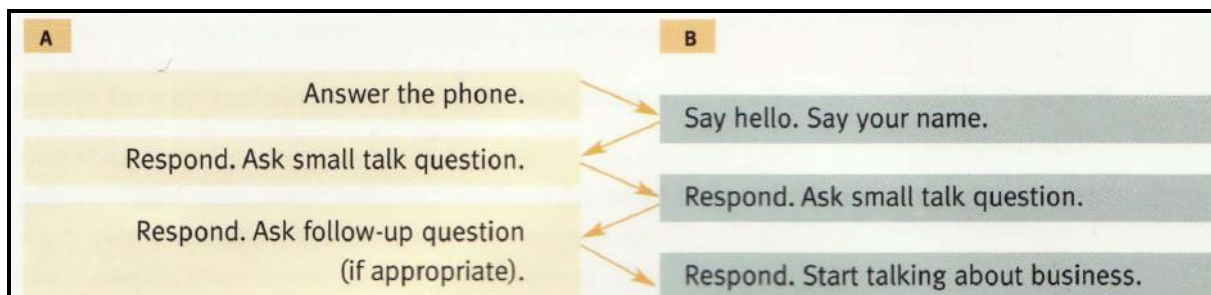




### 3. Match the small talk questions and answers

<b>1 How are things in Paris?</b>	<b>a Nothing much, apart from work, to be honest it has been really hectic here.</b>
<b>2 How's the weather in Glasgow?</b>	<b>b Very well, thanks. The oldest one has just started school.</b>
<b>3 How was your holiday in Spain?</b>	<b>c Wet, as usual!</b>
<b>4 How are the kids?</b>	<b>d It's not too bad, actually. But last month was a nightmare.</b>
<b>5 What have you been up to?</b>	<b>e Very nice. We had a great time.</b>
<b>6 Are things busy with you?</b>	<b>f Great, I made lots of contacts.</b>
<b>7 How did the conference go?</b>	<b>g Oh, you know what it's like. Same old things as always.</b>

### 4. Work in pairs. First, think of two/three small talk questions and follow the steps of the phone call.





## LESSON 32 LOCAL LAW

### 1. Define local law. Who does it binding for?

### 2. Read the following text and check your answers.

Local law (prawo miejscowe) is a universally binding law only within the territorial competence of the local authority that issues it. The legal basis for issuing such local law are Articles 87 and 94 of the Constitution and such statutes as: statutes on the community, district, and provincial self-governing bodies (samorząd województwa) and provincial governmental administration (województwo). A local self-government can establish local law which can be divided into three basic groups:

- a) **charters** (statut) - issued by districts, provinces, associations of districts and communes (stowarzyszenia);
- b) **executive local law** (by-laws) (przepisy wykonawcze) - issued in the form of resolutions;
- c) **ordinal regulations, ordinances** (przepisy porządkowe) - issued by commune and district administrations, e.g. commune ordinances, district ordinances. In urgent cases ordinal regulations can be issued by the Head of the Commune (wójt) in the form of **dispositions** (zarządzenia).

Bodies of territorial-governmental administration are also authorised to issue local law in the form of:

- a) executive (local) regulations (rozporządzenia wojewody)
- b) ordinal regulations - issued by a governor, served to the Prime Minister, the Chairman of the Board of the Province (marszałek województwa), Head of the commune (wójt), President of the city (prezydent miasta), and Mayor (burmistrz).

### 3. Work in groups and give examples of the local acts.

### 4. Complete the following sentences using the phrases which can be found in the text.

- a) The Constitution, as the most fundamental act, is .....and is the .....for all government authority.
- b) Parliament is .....to vote on bills and law proposals as well as to exercise control over the government.
- c) Labour inspectors act within the..... of district Labour Inspectorates.
- d) A commune council as a law-making body can ..... acts of local law.





## LANGUAGE SKILLS

1. What kind of situations do you write e-mail enquiries in and when do you reply to enquiries?

2. Making an enquiry. Connect the sentences and put them in order.

- |                             |   |
|-----------------------------|---|
| 1. I am interested in ...   | a .... information on the length, cost, and contents? |
| 2. I look forward to ....   | b ... the <i>Financial Times</i> of 5 May.            |
| 3. Could you please send me | c ... hearing from you soon.                          |
| 4. I saw your advert in ... | d ... your Internet training courses.                 |

3. Responding to an enquiry. Match the more formal to less formal phrases:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Can you help?</li> <li>2. We hope you are happy with this.</li> <li>3. Let us know if you need any more help.</li> <li>4. Please answer asap.</li> <li>5. I'm sending you the ... in an attachment.</li> <li>6. I'm sending you ...</li> <li>7. Thanks for choosing ...</li> <li>8. We are working on your request.</li> <li>9. Can you please send me ... ?</li> <li>10. Thanks for your email/request.</li> </ol> | <ol style="list-style-type: none"> <li>a) Please find the ... In an attachment.</li> <li>b) I'm pleased to send you ...</li> <li>c) Thank you for your email/enquiry.</li> <li>d) Do not hesitate to contact us if you require further assistance.</li> <li>e) We hope you find this satisfactory.</li> <li>f) Thank you for your interest.</li> <li>g) Your request is being processed.</li> </ol> |
|---|---|

4. Work in pairs. First write an enquiry to the below advertisement. Then swap with another group and using the information from the advertisement and your own ideas respond to their enquiry in writing, too. Use the above key language in both pieces of writing.

# HAVEN

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KAPITAŁ LUDZKI  
NARODOWA STRATEGIA SPÓJNOŚCI

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## LESSON 33 CIVIL SERVICE

### 1. Define Civil Service. Describe its structure in Poland.

### 2. Read the following text and compare your answers.

Civil Service is a wide term containing both a team of people who are part of the corps of public service (korpus służby cywilnej), as well as the **scope of duties**, authorisations, standards and **principles of proceeding** and the control within that corps. We find legal basis for public service in the Constitution, ordinary statutes on civil service and other special statutory law, for instance, the statute on the State Fire Brigade, Borders Guard, and Police.

Pursuant to Article 153 of the Constitution:

A. A corps of civil servants shall operate in the organs of government administration in order to ensure a professional, **diligent, impartial** and politically neutral **discharge of the State's obligations**.

B. The Prime Minister shall be the superior of such corps of civil servants.

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

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

As mentioned earlier, there are also other employees of the state offices (pracownicy urzędów państwowych), who also deal with **executing public administration**. According to the **Statute from 16th September 1982 on the State Offices Employees**, we can divide employees of the state offices into nominated, non-nominated and other employees.

### 3. What constitutes the legal basis for public service in Poland?

### 4. Interpret the meaning of the above-mentioned Article 153 of the Constitution.

### 5. Complete the sentences using the vocabulary items in bold.

- Peer support should be directed to helping public servants ..... their professional obligations.
- The Code of Administrative Procedure establishes the principles of .....
- Central government bodies .....public administration.
- What is the .....of duties of civil servants?
- Courts are supposed to be diligent and .....



## LANGUAGE SKILLS

## 1. Look at the below action and help phrases. Match the halves.

	4 I'll .....	d) there at the meeting
Action	5 I need you to be .....	e) you to prepare a report
	6 I'd like .....	f) send it to you
	7 Let me know if .....	g) I show them round
Help	8 Of course, I'd be .....	h) there's anything else
	9 Can I ask you to look .....	i) after them
	10 Shall .....	j) pleased to help

## 2. Complete the below emails with the phrases from ex.1 and from lesson 32.

I've just <sup>(1)</sup>..... your advertisement in Business Weekly for the seminar in Toulouse on 'The Internet As A Marketing Tool'. <sup>(2)</sup>..... send me details. Also, <sup>(3)</sup>..... you send me a list of hotels in Toulouse? Thank you for your <sup>(4)</sup>....., and I look forward to <sup>(5)</sup>..... from you soon.  
<sup>(6)</sup>....., Naomi Chandler.

Thank you for your email received today <sup>(7)</sup>..... our seminar in Toulouse. You will find full details in the <sup>(8)</sup>..... pdf document. Alternatively, you can visit our website at [www.euroconference.com](http://www.euroconference.com) where you can also make an on-line booking.  
If you <sup>(9)</sup>..... more information, please don't <sup>(10)</sup>..... to contact me.

Adapted from *Email English*

## 3. Read your task and write e-mails. Then swap with your partner and write a reply to his/her e-mail.

**Student A:** You are organizing a small conference. You need the following information.

- dates: Saturday & Sunday (15<sup>th</sup>-16<sup>th</sup> Oct)
- 50 participants
- 20 participants need accommodation
- buffet at lunchtime
- 2 meeting rooms for 25 people

**Student B:** You receive the information below. Write an e-mail to Ben. Use appropriate language- you have met only once and exchanged business cards.

Ask Brian you met at the last fairs to send us some more up-to-date information about their service, please.

Thanks,

Catherine



**LESSON 34 LOCAL SELF-GOVERNMENT ADMINISTRATION EMPLOYEES****1. Who are the local self-government administration employees?****2. Read the following passage and check your answers.**

The status of the local self-government administration employees (pracownicy samorządowi) is regulated in the Statute of the 22nd March 1990 on Local Self-Government Servants. The statute defines 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, auxiliary commune units and commune administrative institutions;
- d) associations of local self-government units.

Local self-government servants are employed in various manners. We can include here the following mechanisms: election, appointment, nomination to a post and contract of employment.

**3. What is the local self-government administration employees' employment status?****4. In groups discuss the following questions:**

- a) Give examples of local self-government administration employees who are elected, appointed, nominated and are employed on a contract basis.
- b) What are the differences between their duties and prerogatives?

**LANGUAGE SKILLS****1. Match the halves of the phrases :**

1. Please accept my .....	a) a replacement immediately.
2. We're having temporary problem .....	b) and get back to you tomorrow.
3. We're doing everything we can to .....	c) as a gesture of goodwill.
4. Can you leave it .....	d) for any inconvenience this has caused.







5. I'll look into the matter urgently .....	e) hesitate to contact me.
6. I'll send you .....	f) resolve the issue/sort it out.
7. We are sending you a small gift .....	g) sincere apologies.
8. I can assure you that .....	h) this will not happen again.
9. I apologies again.....	i) with me for a day or two?
10. If you have any further queries, do not ...	j) with our software.

## 2. Rewrite the sentence below with the correct word order.

- a Thank you very much this matter for bringing to my attention.  
.....
- b I was very experienced to learn the problems about you concerned.  
.....
- c I will look the matter into and get back you to within the few next days.  
.....
- d Once again, accept our apologies please caused for the inconvenience.  
.....
- e Having this matter in detail looked into, I be of no further assistance regret that I can.  
.....

## 3. You have received the below letter of complaint. Reply to it- apologise and promise action.

Subject: Regarding the consignment sent on February 15

*Dear Mr. Trevor,*

*I am writing to you about the consignment of clothes you sent on the February 15 this year. I regret to inform to you that this is the third time such poor quality has been received from your factory.*

*I have had a string of complaints from my customers and a few of them are regulars at my store. Their dissatisfaction may mean loss of lots of business to me. They have complained about the quality of the goods you supply and claim that it is a waste of money to shop for them. Poor quality of the cloth, faded colors and common designs are the main complaints. I advise you to look into the matter at the earliest and have one of your representatives contact me immediately.*

*I hope to see a quick response in the matter.*

*Regards,*

Ray Smith,  
Manager, Wishes Store



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## LESSON 35 EUROPEAN UNION

1. What does the term European Union mean? Try to describe it to the best of your knowledge.

2. Do the general EU quiz below:

- What were the origins of the EU? When and why was it established?
- What is the most popular symbol of the EU? Where does the EU get its funding from?
- What are the EU regulations, directives and decisions based on?

3. Now read the text and check your answers. Were you correct?

The European Union is a unique economic and political partnership between 27 European countries.

It has delivered half a century of peace, stability, and prosperity, helped raise living standards, **launched** a single European **currency**, and is progressively building a single Europe-wide market in which people, goods, services, and capital move among Member States as freely as within one country.

The EU was created in the aftermath of the Second World War. The first steps were **to foster** economic cooperation: countries that trade with one another are economically **interdependent** and will thus avoid conflict.

Since then, the union has developed into a huge single market with the euro as its common currency. What began as a purely economic union has evolved into an organisation spanning all areas, from development aid to environmental policy.

The EU actively promotes human rights and democracy and has the most ambitious emission reduction targets for fighting climate change in the world. Thanks to the **abolition** of border controls between EU countries, it is now possible for people to travel freely within most of the EU. It has also become much easier to live and work in another EU country.

The EU is recognisable by several symbols, the most well-known being the circle of yellow stars on a blue background.

The European flag

The 12 stars in a circle symbolise the ideals of unity, solidarity and harmony among the peoples of Europe.

The EU budget is funded from sources including a percentage of each member country's **gross national product**. It is spent on efforts as diverse as raising the standard of living in poorer regions and ensuring food safety. The euro is the **common** currency of most EU countries.

EU law is divided into 'primary' and 'secondary' legislation. The treaties (primary legislation) are the basis or **ground rules** for all EU action.





Secondary legislation – which includes regulations, directives and decisions – are derived from the principles and **objectives** set out in the treaties.

**4. Match the words in bold from the text to their following Polish equivalents:**

- a. wspólny/powszechny -
- b. zniesienie –
- c. waluta -
- d. produkt narodowy brutto –
- e. wprowadzić -
- f. cele -
- g. współzależny -
- h. ogólne zasady –
- i. promować/rozwijać –

**5. Discuss the following questions:**

- a. What makes the European Union a unique economic and political partnership?
- b. What are the advantages of being a member of the EU?
- c. How is the EU primary legislation different from its secondary legislation?

**LANGUAGE SKILLS**

**1. Read the below sentences and match the modal verbs with their uses:**

- a) ‘Any change in taxation **must** be fair, fiscally responsible and **must** avoid simply shifting the burden from the rich to the middle class,’ the president said.
- b) All travelers to China **have to** be in possession of a visa.
- c) When we lived in Sao Paulo we **had to** learn some Portuguese.
- d) We **will have to** evaluate the new procedure regularly.
- e) I **must** remember to get in touch with MrGonzales, I keep forgetting.
- f) We **have to** wear a uniform at work, it’s not our choice.
- g) Passengers **must not** smoke during take-off.





saying that sth is forbidden	
imposing an obligation on ourselves	
saying that sth is compulsory in the present	/
imposing an obligation on others	
obligation in the past	
obligation in the future	

**2. Complete the below sentences so that they are true for your job situation. Use *have to/mustn't*.**

- a. You ..... take home any computers or software.
- b. You ..... be late.
- c. You ..... wear smart clothes.
- d. You ..... work hard.
- e. You ..... do nothing.
- f. You ..... follow your supervisor's recommendations.

**3. Choose two items from the box below and write four sentences below explaining how to do each thing. Give instructions to you partner and let him/her guess the item.**

make good coffee /prepare for a long run/  
manage your finances /become a public servant

Item : \_\_\_\_\_

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

Item : \_\_\_\_\_

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





## LESSON 36 EU INSTITUTIONS

1. Name as many EU institutions as you can and try to briefly explain their role.
2. Read the excerpt about EU institutions below and answer the following questions:
  - a. Which EU institutions approve new regulations?
  - b. Who leads the body that is responsible for representing EU outside?
  - c. Which EU institution sets the general course for EU policies?
  - d. Which EU institution provides funding for small entrepreneurs in EU?
  - e. Who deals with objections concerning misconduct on the part of EU institutions?

The European Union (EU) is not a federation like the United States. Nor is it simply an organisation for co-operation between governments, like the United Nations. The countries that make up the EU (its 'member states') remain independent sovereign nations but they pool their sovereignty in order to gain a strength and world influence none of them could have on their own.

The European Council defines the general political direction and priorities of the European Union.

The EU's decision making process in general and the co-decision procedure in particular involve three main institutions:

- A. the European Parliament, which represents the EU's citizens and is directly elected by them;
- B. the Council of the European Union, which represents the individual member states;
- C. the European Commission, which seeks to uphold the interests of the Union as a whole.

This 'institutional triangle' produces the policies and laws that apply throughout the EU. In principle, it is the Commission that proposes new laws, but it is the Parliament and Council that adopt them. The Commission and the member states then implement them, and the Commission ensures that the laws are properly taken on board.

Two other institutions have a vital part to play: the Court of Justice upholds the rule of European law, and the Court of Auditors checks the financing of the Union's activities.

The EU has a number of other institutions and bodies that play specialised roles:

- ♣ the European Economic and Social Committee represents civil society, employers and employees;
- ♣ the Committee of the Regions represents regional and local authorities;
- ♣ the European Investment Bank finances EU investment projects, and helps small businesses via the European Investment Fund;
- ♣ the European Central Bank is responsible for European monetary policy;
- ♣ the European Ombudsman investigates complaints about maladministration by EU institutions and bodies;





- ♣ the European Data Protection Supervisor safeguards the privacy of people's personal data;
- ♣ the Office for Official Publications of the European Communities publishes information about the EU;
- ♣ the European Personnel Selection Office recruits staff for the EU institutions and other bodies;
- ♣ the European Administrative School task is to provide training in specific areas for members of EU staff.

High Representative chairs the Foreign Affairs Council and conducts the Common Foreign and Security Policy. Drawing on her role as Vice-President of the European Commission, she ensures the consistency and coordination of the European Union's external action.

**3. Find the names of various EU institutions mentioned in the excerpt in exercise 2 and match them to their Polish equivalents below:**

Komisja Europejska -

Komisja Regionów -

Wysoki Przedstawiciel ds. Wspólnej Polityki Zagranicznej i Bezpieczeństwa -

Trybunał Sprawiedliwości-

Europejski Komitet Ekonomiczno Społeczny -

Rada Unii Europejskiej -

Europejski Rzecznik Praw Obywatelskich -

Europejski Inspektor Ochrony Danych -

Trybunał Obrachunkowy -

Europejski Bank Inwestycyjny -

**4. Discuss how new laws are passed and implemented in the EU and which EU institutions are involved in this process.**





## LANGUAGE SKILLS

## 1. Read the below sentences and match the modal verbs with their uses:

*I can work from home so I needn't/don't need to/don't have to go into the office often.  
If you open a bank account in the Bahamas you won't have to/need to pay income tax.  
I didn't have to/didn't need to wear a badge in my former job.*

Lack of obligation in the present/freedom of choice	
Lack of obligation in the future	
Lack of obligation in the past	

2. Work in pairs. Tim and Mary are married. Look at the table of their job descriptions and ask each other about missing information- what they have to and don't have to do. Cover your partner's table. What are their jobs?

## Student A:

TIM	MARY
Develop a strategic plan to advance the company's mission (?)	Supervise other administrative staff (✓)
Promote revenue, profitability, and growth as an organization (✓)	Organise her boss' diary (?)
Identify acquisition and merger opportunities (?)	Clean the office (X)
Screening telephone calls (X)	Buy stationery and office supplies (?)

## Student B:

TIM	MARY
Develop a strategic plan to advance the company's mission (✓)	Supervise other administrative staff (?)
Promote revenue, profitability, and growth as an organization (?)	Organise her boss' diary (✓)
Identify acquisition and merger opportunities (✓)	Clean the office (?)
Screening telephone calls (?)	Buy stationery and office supplies (X)





## LESSON 37 EUROPEAN PARLIAMENT – ITS ROLE AND FUNCTIONS

**1. What are the main roles of the European Parliament and what powers does it have?**

**2. Read the text below and compare your answers to question 1.**

### European Parliament

Directly elected by EU voters every 5 years, members of the European Parliament (MEPs) represent the people. Parliament is one of the EU's main law-making institutions, along with the Council. The European Parliament has three main roles.

- A. debates and passes European laws, with the Council
- B. scrutinises other EU institutions, particularly the Commission, to make sure they are working democratically
- C. debates and adopts the EU's budget, with the Council.

### Passing European laws

In many areas, such as consumer protection and the environment, Parliament works together with the Council (representing national governments) to decide on the content of EU laws and officially adopt them. This process is called 'co-decision'.

Under the Lisbon Treaty, the range of policies covered by co-decision has increased, giving Parliament more power to influence the content of laws in areas including agriculture, energy policy, immigration and EU funds. Parliament must also give its permission for other important decisions, such as allowing new countries to join the EU.

### Democratic supervision

Parliament exercises influence over other European institutions in several ways.

When a new Commission is appointed, its 27 members – one from each EU country – cannot take up office until Parliament has approved them.

Parliament can also call on the Commission to resign during its period in office. This is called a 'motion of censure'.

Parliament keeps check on the Commission by examining reports it produces and by questioning Commissioners. Its committees play an important part here.

MEPs look at petitions from citizens and sets up committees of inquiry.

When national leaders meet for European Council summits, Parliament gives its opinion on the topics on the agenda.

### Supervising the budget

Parliament adopts the EU's annual budget with the Council. Parliament has a committee that monitors how the budget is spent, and every year passes judgement on the Commission's handling of the previous year's budget.





**3. Read the text again and find words that match the following terms(synonyms):**

control – \_\_\_\_\_ watch – \_\_\_\_\_ personally – \_\_\_\_\_ have an impact on – \_\_\_\_\_ accept – \_\_\_\_\_  
 investigation – \_\_\_\_\_ approval – \_\_\_\_\_ to assume – \_\_\_\_\_ to approve – \_\_\_\_\_  
 to inspect – \_\_\_\_\_ yearly – \_\_\_\_\_ to establish – \_\_\_\_\_

**4. Make your own sentences using the terms and their synonyms from exercise 2.**

**5. Read the text again, and answer the following questions:**

- How does the process of “co-decision” work
- How has the Lisbon Treaty influenced the role of the European Parliament?
- In what ways does the European Parliament supervise other EU institutions

**LANGUAGE SKILLS**

**1. Read the following sentences:**

Our new divisional manager can speak four languages fluently.  
 He could play the piano when he was five years old.  
 After six hours of negotiation, we were finally able to make some progress.  
 I hope we will be able to make some progress after this meeting.

**2. Complete the rules:**

used to talk about present or ‘general’ ability	
used to talk about future ability	
used to talk about past ‘general’ ability	
used to talk about particular ability in the past	

**3. Listen to Camilla describing the different things that she and her brother were able to do as children and more recently. Make notes for Camilla and her brother.**

CAMILLA	HER BROTHER



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

**1. What is the purpose of the Council of the European Union? How important is it compared to other EU institutions?**

**2. Read the text below and see if you were correct.**

Council of the European Union

Also informally known as the EU Council, this is where national ministers from each EU country meet to adopt laws and **coordinate** policies.

Not to be confused with:

- A. European Council – another EU institution, where EU leaders meet around 4 times a year to discuss the EU's political priorities
- B. Council of Europe – not an EU body at all.

**What does it do?**

- ✦ Passes EU laws.
- ✦ Coordinates the **broad** economic policies of EU member countries.
- ✦ Signs agreements between the EU and other countries.
- ✦ Approves the annual EU budget
- ✦ Develops the EU's foreign and defence policies.
- ✦ Coordinates cooperation between courts and police forces of member countries.

**Passing EU laws**

The Council and Parliament share the final say on new EU laws proposed by the Commission.

**Coordinating economic policies**

EU member countries have decided they want an **overall** economic policy for Europe, coordinated by the economics and finance ministers of each country.

**Signing international agreements**

The Council signs agreements on behalf of the EU – on subjects as **diverse** as the environment, trade, development, textiles, fisheries, science, technology and transport.

**Approving the EU budget**

The money the EU can spend every year is decided jointly by the Council and the European Parliament.

**Foreign and defence policy**

National governments have independent control in these areas, but are working together to develop a **joint** foreign and defence policy (known as the 'Common Foreign and Security Policy'). The Council is the main forum for this cooperation.

**Justice**

EU citizens should have **equal** access to justice anywhere in the EU. In the Council, justice





ministers **strive** to ensure that court judgements in one EU country – on divorce cases, for instance – are **recognised** in all other EU countries.

### 3. Read the text again and answer the following questions:

- How is the Council of the European Union different from the European Council and the Council of Europe?
- Does the EU Council have the power to represent the EU and act on its behalf in international relations? If so, in what ways?
- Is the EU Council in the position to impose a joint foreign and defence policy on national governments? Why? Why not?

### 4. Read the text below and match the words in bold to the following terms:

general - \_\_\_\_\_ collective – \_\_\_\_\_ to synchronise – \_\_\_\_\_ various – \_\_\_\_\_  
to attempt – \_\_\_\_\_ total – \_\_\_\_\_ acknowledged – \_\_\_\_\_ corresponding \_\_\_\_\_

### 5. Discuss the following statement:

**The EU Council should have more independence in forming and implementing Common Foreign and Security Policy.**

## LANGUAGE SKILLS

After six hours of negotiation, we finally **managed to make** some progress.  
Our flight was cancelled but despite many difficulties we **managed to get** seats on the next one.  
After several phone calls we **succeeded in speaking** to the manager.

Were the actions above easy? \_\_\_\_\_  
Did the speaker achieve the assumed objectives? \_\_\_\_\_

### 1. Put the verbs into the correct forms using one of the above structures:

- He had a terrible accident but he ..... (survive).
- The directions were very vague but we ..... (find) the way.
- Although Tom failed his driving licence test 10 times, he finally ..... (pass) the exam last week.
- The team was losing 0:3 at halftime but finally, despite the goal keeper's contusion, they ..... (win) the match.

### 2. Work in pairs. Each of you think about 3 or 4 situations which were difficult to achieve but you managed to do it. Ask questions to elicit your partner's answer





## LESSON 39 EUROPEAN COMMISSION – ITS ROLE AND FUNCTIONS

**1. What do you know about the European Commission? What are its major functions within the EU?**

**2. Read the text below and compare your answers.**

European Commission

The European Commission represents and **upholds** the interests of the EU as a whole. It **drafts proposals** for new European laws. It manages the **day-to-day** business of implementing EU policies and spending EU funds.

### Composition

The 27 Commissioners, one from each EU country, provide the Commission's political leadership during their 5-year term. Each Commissioner is **assigned** responsibility for specific policy areas by the President.

The President is nominated by the European Council. The Council also **appoints** the other Commissioners in agreement with the nominated President.

The appointment of all Commissioners, including the President, **is subject to** the approval of the European Parliament. In office, they remain **accountable to** Parliament, which has **sole** power to dismiss the Commission.

### Purpose

The Commission represents and upholds the interests of the EU as a whole. It **oversees** and implements EU policies by:

#### Proposing new laws

The Commission has the 'right of initiative' – it can propose new laws to protect the interests of the EU and its citizens. It does this only on issues that cannot be dealt with effectively at national, regional or local level (**subsidiarity principle**).

#### Managing the EU's budget and allocating funding

With the Council and Parliament, the Commission sets broad long-term spending priorities for the EU in the EU 'financial framework'. It also draws up an annual budget for approval by Parliament and the Council, and supervises how EU funds are spent – by agencies and national and regional authorities, for instance. The Commission's management of the budget is **scrutinised** by the Court of Auditors.

#### Enforcing European law

As 'guardian of the Treaties', the Commission checks that each member country is applying EU law properly. If it thinks a national government is failing to apply EU law, the Commission first sends an official letter asking it to correct the problem. **As a last resort**, the Commission refers the issue to the Court of Justice. The Court can **impose penalties**, and its decisions are **binding** on EU countries and institutions.



### Representing the EU internationally

The Commission speaks **on behalf of** all EU countries in international bodies like the World Trade Organisation.

### 3. Read the text again and answer the following questions:

- What is the subsidiarity principle?
- How does the European Commission ensure that EU policies are properly implemented?
- How does the European Commission discipline a national government when it fails to apply EU law properly?

### 4. Match the words and phrases in bold to their Polish equivalents:

mianuje – \_\_\_\_\_ podlega – \_\_\_\_\_ przydzielanie – \_\_\_\_\_ wyłączny – \_\_\_\_\_ stoi na straży – \_\_\_\_\_  
 zasada subsydiarności - \_\_\_\_\_ skład – \_\_\_\_\_ w imieniu – \_\_\_\_\_  
 odpowiedzialny przed – \_\_\_\_\_ w ostateczności – \_\_\_\_\_ sporządza projekty – \_\_\_\_\_  
 nadzorowany – \_\_\_\_\_ obowiązujący – \_\_\_\_\_ egzekwowanie – \_\_\_\_\_ nadzoruje – \_\_\_\_\_  
 przypisany/wyznaczony – \_\_\_\_\_ codzienny – \_\_\_\_\_ nakładać kary \_\_\_\_\_

## LANGUAGE SKILLS

### 1. Read the sentences. One option is impossible- cross it out. The symbol “---” means no word.

- What time would *be convenient for/be convenient/suit* you?
- Are you free *sometime/anytime/one time* next week?
- Could we *meet on/---/at* Tuesday *during/on/in* the afternoon? Perhaps *on/---/at* 4 pm?
- Yes, I think I *shall/should/would* be able to make it next Wednesday morning.
- I'll *email/return to/get back to* you later today to confirm it.
- I'm out of the office *for/until/till* 2pm on that day. Anytime after that *could be/is/would be* fine.
- I'm afraid I'm *busy/occupied/tied up* all day next Tuesday.
- Pardon me,/Sorry,/I'm afraid* I can't *make/control/manage* it on that day.
- Sorry, I've already got *an arrangement/an appointment/a promise* on that day.
- What if/What about/How about* Wednesday *instead/in place of/as an alternative*?
- Would you *mind/matter/object* if we put the meeting *back/off/away* to the following week?
- I *am very sorry/regret again/apologise again* for any inconvenience caused.
- I look forward to *see/seeing/speaking to* you next week.
- Give me a *call/telephone/ring* if you have any problems.
- Give my *regards/best wishes/compliments* to Mrs. Smith.



**2. Match the beginnings and endings of the phrases:**

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1. Are we still OK           | a) finalise arrangements today.     |
| 2. Can we reschedule for ... | b) for Tuesday?                     |
| 3. I'll circulate ....       | c) has come up.                     |
| 4. I need to                 | d) the agenda in the next few days. |
| 5. Let me know if you ...    | e) the following week.              |
| 6. Something urgent ...      | f) want to make any changes.        |

**3. Put the phrases from ex.2. into the below emails:**

Charles-Henri, (1) \_\_\_\_\_? Please get back to me this morning if possible as (2) \_\_\_\_\_.  
Natalia

Natalia, I'm sorry to ask this at such short notice, but (3) \_\_\_\_\_? Perhaps Wednesday 24<sup>th</sup>? I do apologise, but (4) \_\_\_\_\_. I hope it won't inconvenience you too much.  
Charles-Henri

Okay, Let's make it Wednesday 24<sup>th</sup>. \_\_\_\_\_(5) Please (6) \_\_\_\_\_.  
Natalia

**4.TASK A: Write an e-mail. You need to set up a meeting with your colleague to discuss a new promotion. The meeting will take about two hours. Write an e-mail to arrange the meeting. Use the diary below and the key language from ex. 1 and 2.:**

**TASK B: Swap your e-mails with your partner. Write a reply to it using the information below. Confirm the meeting or suggest a different date and the key language from ex. 1 and 2.**

**TASK A diary**

<b>Monday</b>	9.00-11.00 meeting 13.00-17.00 meeting
<b>Tuesday</b>	business trip, Milan
<b>Wednesday</b>	business trip, Milan
<b>Thursday</b>	9.00-12.00 meeting 12.30-14.30 training
<b>Friday</b>	10.00-18.00 awayday
<b>Saturday</b>	family visit
<b>Sunday</b>	family visit

**TASK B diary**

<b>Monday</b>	holiday
<b>Tuesday</b>	holiday
<b>Wednesday</b>	8.00 dentist appointment 12.00-14.00 meeting
<b>Thursday</b>	
<b>Friday</b>	10.00-11.00 business lunch
<b>Saturday</b>	daughter's birthday party
<b>Sunday</b>	





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

### 1. What functions does the Court of Justice serve?

### 2. Read the text below and state whether the following statements are true, false or it doesn't say:

- The Court of Justice adapts EU law to suit the needs of individual EU member states.
- The Court of Justice only deals with cases brought before it by EU institutions.
- The Court of Justice is divided into two sections because of the numerous cases it has to deal with.
- 'Advocates-general' are all judges.
- There are five types of cases brought before the Court of Justice.
- When an EU government fails to implement an EU law, the national court asks the Court of Justice to interpret that law.

### The Court of Justice of the European Union

The Court of Justice interprets EU law to make sure it is applied in the same way in all EU countries. It also settles legal disputes between EU governments and EU institutions. Individuals, companies or organisations can also bring cases before the Court if they feel their rights have been infringed by an EU institution.

### Composition

The Court of Justice has one judge per EU country.

The Court is helped by eight 'advocates-general' whose job is to present opinions on the cases brought before the Court. They must do so publicly and impartially.

Each judge and advocate-general is appointed for a term of six years, which can be renewed. The governments of EU countries agree on whom they want to appoint.

To help the Court of Justice cope with the large number of cases brought before it, and to offer citizens better legal protection, a 'General Court' deals with cases brought forward by private individuals, companies and some organisations, and cases relating to competition law.

The 'EU Civil Service Tribunal' rules on disputes between the European Union and its staff

### Types of cases

The Court gives rulings on the cases brought before it. The five most common types of cases are:

- requests for a preliminary ruling** - when national courts ask the Court of Justice to interpret a point of EU law
- actions for failure to fulfil an obligation** - brought against EU governments for not applying EU law







- c. **actions for annulment** - against EU laws thought to violate the EU treaties or fundamental rights
- d. **actions for failure to act** - against EU institutions for failing to make decisions required of them
- e. **direct actions** - brought by individuals, companies or organisations against EU decisions or actions

### 3. Read the text again and discuss the following questions:

- a. How many judges does the Court of Justice consist of?
- b. It is possible for them to be in office longer than 6 years?
- c. Which type of the cases brought before the Court of Justice involves asking the Court to clarify some obscurities regarding EU law?
- d. Are EU citizens allowed to bring before the Court of Justice their individual cases, if they involve UE institutions?

### 4. Do you know of any cases where the Court of Justice has given rulings recently? If so, describe them to the rest of the class.

## LANGUAGE SKILLS

Teo is late.

He **could** be stuck in traffic.



Is Teo with them?  
Are they sure he is caught a traffic jam? So? Teo



**1. Match the sentences with their meanings:**

This street <b>can</b> be very busy.	a) possibility in a specific situation
This street <b>could/might/may</b> get very busy due to the street festival	b) general, theoretical possibility
<b>It's likely/possible</b> that the meeting will go on late.	c) it's possible/you are not certain
He hasn't written the e-mail yet- <b>perhaps</b> he has lost my e-mail address.	d) it's probable

**2. Rephrase the following sentences with the phrases from 1.**

a) . Perhaps he will be back soon.

.....

b) Perhaps we won't stay in a hotel.

.....

c) It's possible she is at the cinema.

.....

d) Perhaps they are asleep already.

.....

e) Perhaps he is outside in the garden.

.....

**3. First write down 6 different details (e.g. names, dates, place names, times, titles, etc.). Work in pairs and using the modals of possibility guess what the details represent.**



## LESSON 41 EUROPEAN CENTRAL BANK – ITS ROLE AND FUNCTIONS

**1. Name as many tasks of the European Central Bank as you can then read the text about the ECB and compare your answers.**

**2. Read the text again and answer the following questions:**

- Which ECB decision-making body decides the cost of borrowing money from the ECB?
- Is the price of the euro dependent on the ECB's economic and monetary policies?
- How do the central banks in the eurozone work together?
- Are the central banks in the eurozone allowed to issue their own euro bank notes?

The European Central Bank (ECB, based in Frankfurt, Germany) manages the euro – the EU's single currency – and safeguards price stability in the EU.

The ECB is also responsible for framing and implementing the EU's economic and monetary policy.

The European Central Bank (ECB) is one of the EU institutions. Its main purpose is to:

- keep **prices stable** (keep inflation under control), especially in countries that use the euro.
- keep the **financial system stable** – by making sure financial markets and institutions are properly supervised.

The Bank works with the central banks **in all 27 EU countries**. Together they form the European System of Central Banks (ESCB).

It also leads the close cooperation between central banks in the euro area – the 16 EU countries that have adopted the euro, also known as the eurozone. The cooperation between this smaller, tighter group of banks is referred to as the 'Euro system'.

### Tasks

The ECB's role includes:

- ✦ setting key interest rates for the eurozone and controlling the **money supply**
- ✦ managing the eurozone's **foreign-currency reserves** and buying or selling currencies when necessary to keep **exchange rates** in balance
- ✦ helping to ensure **financial markets and institutions** are adequately **supervised** by national authorities, and that **payment systems** function smoothly
- ✦ authorising central banks in eurozone countries to **issue euro banknotes**
- ✦ **monitoring price trends** and assessing the risk they pose to price stability.

### Structure

The ECB has the following decision-making bodies:

- ✦ **Executive Board** – oversees day-to-day management. It has 6 members (1 president, 1 vice-president and 4 other members) appointed for 8 years by the leaders of the eurozone countries.



▲ **Governing Council** – defines eurozone monetary policy and fixes the interest rates at which commercial banks can obtain money from the Bank. It consists of the Executive Board plus the governors of the 16 NATIONAL CENTRAL BANKS in the eurozone.

**General Council** – contributes to the ECB's advisory and coordination work and helps prepare for new countries joining the euro. It consists of the ECB president and vice-president and the governors of the national central banks of ALL 27 EU COUNTRIES

### 3. Read the text below and find terms that match the following definitions:

- the percentage of a sum of money charged for its use –
- Money in any form when in actual use as a medium of exchange, especially circulating paper money -
- the charge for exchanging currency of one country for currency of another -
- To circulate or distribute –
- the foreign currency deposits and bonds held by central banks and monetary authorities –
- the total amount of money available in an economy at a particular point in time –

4. Discuss and compare what you have learned from the text about the European Central Bank with what you know about you own national central bank. What are the similarities and difference?

## LANGUAGE SKILLS



WESTF11274 [RF] © www.visualphotos.com

They are wearing winter clothes.  
 It **must be** winter. It **can't be** summer.  
 Do you wear winter clothes in summer? \_\_\_\_  
 Is the speaker certain it is winter? \_\_\_\_  
 So? It \_\_\_\_\_



**1. Match the two sentences with their uses:**

I can't find my glasses. <b>I must have left</b> them in my office.	<b>negative deduction about the past</b>
He <b>can't have been</b> in the office yesterday. It was Sunday	<b>positive deduction about the past</b>

**2. Complete sentences with past or present modals of deduction.**

- Samantha ..... (be) asleep because there are no lights in the room.
- Martha .....(leave). The lights in her house are on.
- It ..... (be) Tom who called the police because I saw him outside.
- I suppose Bruce ..... (go) to the dentist because he had a terrible toothache.
- A: I've got temperature and a sore throat. B: Oh, you ..... (feel) awful!

**3. In groups three or four play the game "My dear Watson".**

Put the clue cards, from no.1 to 20, face down and read the case-study. Turn the first clue card and make deductions about the past using the information from the card. The group who finds the correct solution first is the winner.





## LESSON 42 *TERMINOLOGY OF EU LEGISLATION*

1. Name as many examples of the EU legislation terminology as you can.
2. Translate the following list of the EU legislation terms into Polish:

English	Polish
Action Programme	
Administrative arrangement	
Advocate's General Opinion	
Communication	
Conclusions	
Corrigendum	
Decision	
Declaration	
Directive	
Guidelines	
Interinstitutional Agreement	
Joint Action	
Judgement	
Mid-Term Review	
Notice	
Opinion	
Order	
Protocol	
Recommendation	
Regulation	
Report	
Resolution	



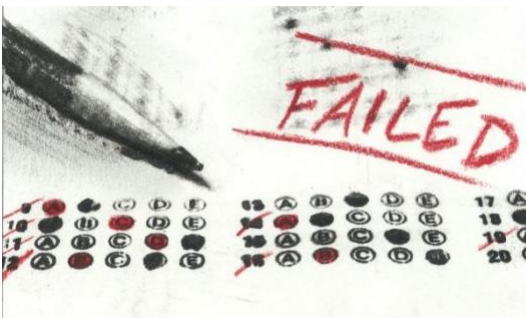


Statement	
White/Green Paper on...	

**3. Read the following sentences and fill in the gaps using the terms from the table.**

Since the published document contained a number of errors, a ..... has now been issued. .... b. After long negotiations both federations reached ..... to form a joint working committee..... c. Family members issued a .....to the media saying: “We would like to deny any allegations...”d. In this ..... the Commission examines the transport strategy set out in the 2006 ..... e. Patients who are treated in accordance with established European .....do better, according to the latest ..... based on medical research. .... f. The Commission is going to draw up a series of .....to be taken into consideration by the Council. g. .... are activities carried out by the European Union and one or more Member States or by the EU and the competent authorities of other countries participating in the Health Programme together.

**LANGUAGE SKILLS**



You should have/ought to have studied harder!  
 Did the student pass he exam? \_\_\_\_\_  
 Did the student study hard enough before the exam? \_\_\_\_\_  
 So? He/ She \_\_\_\_\_





**1. Using the words given, complete the sentences so that they are as similar as possible to the first sentence. Do not change the word given.**

a) You were wrong to drive through the red light.

**should** You \_\_\_\_\_ through the red light.

b) You are grounded. It was wrong to lie to your parents.

**have** You \_\_\_\_\_ to your parents.

c) You didn't help me when I needed your help most.

**ought** You \_\_\_\_\_ me when I was seeking help.

**2. Work in pairs. Give advice or criticise your partner's past actions.**

STUDENT A	STUDENT B
<ul style="list-style-type: none"> <li>• I have been sacked.</li> <li>• My girlfriend and me have split.</li> <li>• My car has been stolen.</li> <li>• My friends have stopped calling me.</li> </ul>	<ul style="list-style-type: none"> <li>• My salary is not satisfactory.</li> <li>• I haven't been promoted again.</li> <li>• My boss assigns me too much work.</li> <li>• My colleagues don't invite me to parties.</li> </ul>





## LESSON 43 STANDARD STRUCTURE OF EU LEGISLATIVE ACT

1. Have you ever encountered an EU legislative act? Do you know its standard structure?
2. Read the following text and see how an EU legislative act is constructed.

All Community acts of general application are drafted according to a standard structure (title — preamble — enacting terms — annexes, where necessary).

The ‘title’ (**tytuł**) comprises all the information in the heading of the act which serves to identify it. It may be followed by certain technical data (reference to the authentic language version, relevance for the EEA, serial number) which are inserted, where appropriate, between the title proper and the preamble.

‘Preamble’ (**preambuła**) means everything between the title and the enacting terms of the act, namely the citations, the recitals and the solemn forms which precede and follow them.

The ‘enacting terms’ (**przepisy normatywne**) are the legislative part of the act. They are composed of articles, which may be grouped in titles, chapters and sections and may be accompanied by annexes.

The title of an act gives as **succinct** and full an indication as possible of the **subject matter** which does not mislead the reader as to the content of the enacting terms.

The purpose of the citations (**umocowania**) is to set out the **legal basis** of the act and the main steps in the procedure leading to its adoption.

The citations, at the beginning of the preamble, indicate:

- a. the legal basis of the act, that is to say, the provision which confers competence to adopt the act in question;
- b. proposals, recommendations, initiatives, drafts, requests, opinions which must be obtained and, where appropriate, the procedure followed (in particular: co-decision, cooperation);
- c. certain opinions and other non-mandatory procedural steps, in particular opinions of the European Parliament sought where consultation is not **mandatory**.

The purpose of the recitals (**motywy**) is to set out concise reasons for the chief provisions of the enacting terms, without reproducing or paraphrasing them. They do not contain normative provisions or political exhortations.

The ‘recitals’ are the part of the act which contains the statement of reasons for the act; they are placed between the citations and the enacting terms. The statement of reasons begins with the word ‘Whereas:’ and continues with numbered points comprising one or more complete





sentences. It uses non-mandatory language and must not be capable of confusion with the enacting terms.

The enacting terms are subdivided into articles and, depending on their length and **complexity**, titles, chapters and sections. When an article contains a list, each item on the list should be identified by a number or a letter rather than an indent.

The following textual components of the standard structure of the enacting terms comply with relatively strict rules of presentation:

- (1) the subject matter and **scope**;
- (2) the definitions;
- (3) **the provisions conferring implementing powers.**
- (4) **implementing measures.**
- (5) **transitional and final provisions.**

### 3. Read the text again and answer the following questions:

- a. How many parts does an EU legislative act consist of
- b. Which part of an EU legislative act do citations and recitals constitute?
- c. Which part of an EU legislative act indicates the issues that it will deal with?
- d. Which part of an EU legislative act explains the reasons for drawing up the act?
- e. Which part of an EU legislative act contains elements which are both obligatory and optional?

### 4. Read the text again and match the words and phrases in bold to their following Polish equivalents:

środki wykonawcze - \_\_\_\_\_ obowiązkowy - \_\_\_\_\_ podstawa prawna - \_\_\_\_\_ przepisy nadające uprawnienia wykonawcze - \_\_\_\_\_ zakres zastosowania - \_\_\_\_\_ przedmiot - \_\_\_\_\_ przepisy przejściowe i końcowe - \_\_\_\_\_ złożoność - \_\_\_\_\_ zwięzły - \_\_\_\_\_



**LANGUAGE SKILLS**

**1. Rewrite each sentence so that it contains *can, could, must, have to, should* or *might* (positive or negative).**

**Example:** I'm sure that Helen feels really lonely. *..Helen must feel really lonely*

- a) You're not allowed to park here.
- b) It would be a good idea if Harry took a holiday.
- c) I'm sure that Brenda isn't over thirty.
- d) Do I need a different driving licence for a motorbike?
- e) What would you advise me to do?
- f) Mary knows how to stand on her head.
- g) You needn't come with me if you don't want to.
- h) It's possible for anyone to break into this house!
- i) I'm sure that David took your books by mistake.



**LESSON 44 INTERNAL REFERENCES IN LEGISLATIVE ACT**

**1. Do you know any internal references in a legislative act? Give as many examples as you can.**

**2. Translate the following list of internal references into Polish. Check your answers with the teacher.**

English	Polish
Article 1	
Article 2a	
Article 2 (1)	
Article 2a (1)	
Article 2 (a)	
Article 2 (1) (a)	
Article 2a (1) (a)	
Article 2 (2) and (3)	
Article 2 (2) and Article 3	
Paragraph 1, point (5) and paragraph 2, second subparagraph	
Chapters I and II	
Article 1, 2 and 4	
Article 2 to 4	
Article 1 to 4 and 9	
Article 53 (2) of Directive 78/660/EEC	
Article 1, Article 5 (2) and (3) and Articles 6 to 9	





## LANGUAGE SKILLS

1. Look at the table and compare three biggest US companies by their revenue:

Rank	Company	Revenue (\$ millions)
1	Wal-Mart Stores	421,849
2	Exxon Mobil	354,674
3	Chevron	196,337

- \_\_\_\_\_ has much bigger revenue than \_\_\_\_\_.
- \_\_\_\_\_ reported the most significant revenue increase last year.
- \_\_\_\_\_'s revenue is the least impressive of the three.

2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

- a. Football is the most exciting sport to watch.  
No other sport is \_\_\_\_\_ to watch as football. **as**
- b. I've never seen such an excellent show.  
This is \_\_\_\_\_ that I've ever seen. **the**
- c. Tim isn't nearly as clever as Joanna.  
Joanna is \_\_\_\_\_ Tim. **lot**
- d. Last year food wasn't quite as expensive as this year.  
Last year food was \_\_\_\_\_ expensive than this year. **bit**
- e. I think playing golf is a lot more expensive than tennis.  
I think it's \_\_\_\_\_ golf than tennis. **far** **I**
- f. Not many other cities are as dangerous as London nowadays.  
London is one \_\_\_\_\_ in the world. **the**

3. Work in pairs. Think of six names, write them in a circle and compare them. Choose famous people or places, films, cars. Use the adjectives given below:

People: talented, well-known, affluent, fit  
Films: funny, thrilling, thought-provoking

Places: modern, busy, quiet, crowded  
Cars: fast, expensive, sporty, economical



**LESSON 45 ENACTMENT AND TERMINATION TERMINOLOGY**

**1. Are you familiar with any phrases related to enactment and termination of legislative acts? Name as many as you can.**

**2. Translate the following list of enactment and termination phrases into Polish. Check your answers with the teacher.**

English	Polish
Entry into force	
from.....(to....)	
with effect from....	
shall take effect on....	
shall enter into force	
Termination	
until...	
applicable until the entry into force of...., but at the latest until....	
shall expire on....	
shall be repealed on...	
shall cease to be applicable on...	
by... at the latest / by ...	
before....	

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

a. Niniejsza dyrektywa wchodzi w życie pierwszego dnia po jej opublikowaniu w Dzienniku Urzędowym Unii Europejskiej.

This \_\_\_\_\_ on the day following that of its publication in the Official Journal of the European Union.

b. Z mocą od 1 września 2011 r. uczestnictwo w tych zajęciach staje się obligatoryjne. \_\_\_\_\_ participation in this class is mandatory.

c. Ten wymóg staje się skutecznym w dniu jego ogłoszenia na tablicy ogłoszeń.

This requirement \_\_\_\_\_ on the date on which it is announced on the notice board.

d. Dyrektywa 77/92/EWG miała być stosowana do momentu wejścia w życie przepisów koordynujących zasady krajowe dotyczące podejmowania i prowadzenia działalności przez







agentów ubezpieczeniowych i brokerów.

\_\_\_\_\_ was to remain \_\_\_\_\_ of provisions  
coordinating national rules concerning the taking-up and pursuit of the activities of insurance agents and brokers.

## LANGUAGE SKILLS

### 1. Read the sentences and match them to the appropriate uses and forms:

- I won't miss a play as interesting as that one.
- A bicycle is slower than a motorbike.
- The sooner we arrive, the better.
- This exercise is the same as the previous one.
- This is the fastest car I've ever driven.
- He must be sleeping like a log.
- Polish food is less spicy than Indian food.
- A bicycle is not so/as fast as a motorbike.
- The more you study, the better results you will have.
- He earns twice as much as his son.
- The ozone layer is getting thinner and thinner.
- This is the least interesting film I've ever seen.
- John is not such a good employee as his wife.

TYPE	USE	EXAMPLES
as...as, like, the same as	Similarity	
not so/as ...as, not such a ... + (noun)+ as	Dissimilarity	
comparative/superlative twice/three times as ... as	Superiority	
less ... than, the least .... than	Inferiority	
the + comparative ... + the +comparative	successive comparison (the 2nd depends on the 1st)	
comparative + comparative	successive comparison (continual change)	

2. In groups of three or four play "The Proverb Game". Distribute the picture cards equally among you, place the concept cards face down on the table. In turns draw cards from the concept pile and put them on the table. If you can make a comparison by using one of the picture cards in your hand and the concept pile, you can discard both of them. If not the turn passes to the next player. The object of the game is get rid of the picture cards as quickly as possible. *e.g. Sorrow is like a lemon- they both taste sour.* Cards will be provided by the teacher.





## LESSON 46 *EU PRIMARY LAW AND SECONDARY LAW I*

**1. In pairs, try to explain the difference between the EU primary law and secondary law. Can you provide definitions of both terms?**

**2. Now, read the text about the EU primary law and compare it to your answers in the previous exercise.**

The term 'legal source' has two meanings: in its original meaning, it refers to the reason for the **emergence** of a legal provision, i.e. the motivation behind the creation of a legal construct. According to this definition, the 'legal source' of Union law is the will to **preserve** peace and create a better Europe through closer economic ties, two **cornerstones** of the EC. In legal **parlance**, on the other hand, 'legal source' refers to the origin and **embodiment** of the law.

The first source of Union law in this sense is the EU founding Treaties, with the various annexes, appendices and protocols attached to them, and later additions and **amendments**. These founding Treaties and the instruments amending and supplementing them (chiefly the Treaties of Maastricht, Amsterdam, Nice and Lisbon) and the various Accession Treaties contain the basic provisions on the EU's objectives, organisation and modus operandi, and parts of its economic law. They thus set the constitutional **framework** for the life of the EU, which is then fleshed out in the Union's interest by legislative and administrative action by the Union institutions. The Treaties, being legal instruments created directly by the Member States, are known in legal circles as primary Union law.

**3. Read the text again and mark the following statements true or false (T/F).**

- The two meanings of the term 'legal source' both refer to the cornerstones of the EC. \_\_\_
- The EU founding Treaties constitute the reason for creating the law. \_\_\_
- Primary Union law is just another name for the founding Treaties along with the various other Treaties of the EU. \_\_\_
- Primary Union law is created by the EU institutions and bodies. \_\_\_

**4. Find the words in bold in the text and match them to the following definitions.**

- a correction or alteration, as in a manuscript –
- an indispensable and fundamental basis –
- to keep or maintain intact –
- a new personification of a familiar idea –
- a structural plan or basis of a project –
- particular manner of speaking, esp. when specialized –
- the gradual beginning or coming forth –

**5. Discuss the question: Should the EU have a constitution laid down in a single comprehensive constitutional document?**



**LANGUAGE SKILLS****1. Read the sentences and match them to the uses and complete the form:**

- A. If the paperwork is incomplete, the goods are held up.  
 B. If I do an MBA, I'll improve my job prospects.  
 C. You won't be allowed into the club unless you wear a suit and a tie.  
 D. Unless we receive payment by the end of the week we will be forced to consider legal action.

USE	EXAMPLE
SPECULATING ABOUT THE FUTURE	
THREAT	
A GENERAL RULE	
USED INSTEAD OF "IF + NEGATIVE EXPRESSION)	

if/UNLESS + \_\_\_\_\_ TENSE, MODAL + \_\_\_\_\_ / \_\_\_\_\_ SIMPLE+ / \_\_\_\_\_

**2. Complete the sentences with either *if* or *unless*.**

- a) .....you don't have persistence, you can't be a good salesman.  
 b) We don't employ people ..... they're flexible and keen to work hard.  
 c)..... do business abroad, it's a good idea to learn about the local culture.  
 d) ..... you encounter any problems with your mobile phone, we will provide a complete repair system.

**3. Make sentences with "if" that are true for you. Ask your partner about his/her answers.**

- a. I will buy a new....      b. I will ..... next weekend      c. If there is enough time, ...  
 d. I'll go on holiday ... unless ...      e. I'll change my ...when ...





## LESSON 47 EU PRIMARY LAW AND SECONDARY LAW II

1. What types of the EU law are you familiar with? Which EU institutions make new laws?

2. Read the text below and compare it to your answers.

Law made by the Union institutions through exercising the powers conferred on them is referred to as secondary legislation, the second important source of EU law.

It consists of legislative acts, delegated acts, implementing acts and other legal acts. ‘Legislative acts’ are legal acts adopted by **ordinary** or special legislative procedure (Article 289 TFEU). ‘Delegated acts’ are non-legislative acts of general and **binding** application to supplement or amend certain non-essential elements of a legislative act. They are adopted by the Commission; a legislative act must be drawn up **explicitly** delegating power to the Commission for this purpose. The objectives, content, scope and **duration** of the delegation of power are explicitly defined in the legislative act concerned. This delegation of power can be **revoked** by the Council or the European Parliament at any time. A delegated act may enter into force only if no objection has been raised by the European Parliament or the Council within a period set by the legislative act (Article 290 TFEU). ‘Implementing acts’ are an exception to the principle whereby all the measures required to implement binding EU legal acts are taken by the Member States **in accordance** with their own national provisions. Where uniform conditions are needed for implementing legally binding EU acts, this is done by means of **appropriate** implementing acts, which are generally adopted by the Commission, and, in certain exceptional cases, by the Council. However, the European Parliament and the Council lay down **in advance** the rules and general principles concerning the mechanisms for control by Member States of the Commission’s exercise of implementing powers (Article 291 TFEU). Finally, there is a whole set of ‘other legal acts’ which the Union institutions can use to issue non-binding measures and statements or which regulate the internal workings of the EU or its institutions, such as agreements or arrangements between the institutions, or internal rules of procedure.

3. Read the text again and mark the following statements true or false (T/F).

- The Union institutions make law because they are granted powers to do so. \_\_\_
- Delegated acts are not sources of EU law. \_\_\_
- The Commission's power to adopt delegated acts can be taken away from them at any time. \_\_\_
- A delegated act cannot be prevented from entering into force, once it is adopted by the Commission. \_\_\_

4. Find the words in bold in the text and match them to the following definitions.

- Suitable for a particular person, condition, occasion, or place -
- Fully and clearly defined or formulated -
- executed with proper legal authority -
- to take back or withdraw; cancel -
- the length of time that something lasts or continues –





- f. ahead of time; in anticipation –
- g. having no special distinction or quality -
- h. in conformity with, consistent with –

**5. What non-binding EU measures do you know? Try to give as many examples as possible.**

## LANGUAGE SKILLS

**1. Read the sentences and match them to the uses and complete the form:**

- a. Imagine what would happen if all the world's stock exchanges crashed.
- b. If you gave us a 5% discount, we'd make a firm order of 10,000 units.
- c. Supposing you were fired, what would you do?
- d. If I were you, I wouldn't travel on my own.
- e. Should he fail to be re-elected, it would be a great disappointment for him.

USE	EXAMPLE
Imaginary situation in a formal context	
Synonym of "if you were"	
Bargaining- a more tentative offer	
Imagining- a less probable situation	
Giving advice	

if+ \_\_\_\_\_ TENSE, MODAL + \_\_\_\_\_

**2. Finish the sentences:**

- If the world was governed by a Communist superpower, ...
- If your husband/wife was offered a good position in Ireland, ...
- If you stood for the presidential elections, ...

**3. Work in pairs. You work in two different companies cooperating with each other. You are negotiating a contract on stationery delivery. First, make notes- what you are negotiating, how much you can compromise, how much you want to get. Then start negotiations. Try to reach a compromise.**





## LESSON 48 REGULATIONS AS A SOURCE OF EU LAW

**1. What is the EU regulation? What are the similarities between the EU regulations and laws passed in individual Member States?**

**2. Read the text below and compare it to your answers.**

The legal acts that enable the Union institutions to **impinge** furthest on the domestic legal systems are the regulations. Two features highly unusual in international law mark them out.

- The first is their Community nature, which means that they lay down the same law throughout the Union, **regardless of** international borders, and apply in full in all Member States. A Member State has no power to apply a regulation incompletely or to select only those provisions of which it approves as a means of ensuring that an instrument which it opposed at the time of its adoption or which runs counter to its perceived national interest is not given effect. Nor can it **invoke** provisions or practices of **domestic** law to **preclude** the mandatory application of a regulation.
- The second is direct applicability, which means that the legal acts do not have to be **transposed** into national law but confer rights or **impose** obligations on the Union citizen in the same way as national law. The Member States and their governing institutions and courts are bound directly by Union law and have to **comply with** it in the same way as with national law.

The similarities between these legal acts and statute law passed in individual Member States are unmistakable. If they are enacted with the involvement of the European Parliament (under the co-decision-making procedure), they are described as ‘legislative acts’. Parliament has no responsibility for regulations, which are only enacted by the Council or the European Commission and thus, from a procedural point of view at least, they lack the **essential** characteristics of legislation of this kind.

**3. Read the text again and mark the following statements true or false (T/F).**

- Regulations are unusual legal acts in international law.
- A Member State cannot implement a regulation partially.
- The application of regulations is not obligatory for Member States.
- Regulations are applied directly in all Member States.





e) If a regulation contradicts the domestic law of a Member state, it is overridden by that law.

**4. Find the words in bold in the text and match them to the following definitions.**

- a) to establish or apply as compulsory – \_\_\_\_\_
- b) of or relating to a country's internal affairs – \_\_\_\_\_
- c) without reference to – \_\_\_\_\_
- d) basic; fundamental - \_\_\_\_\_
- e) advance beyond the usual limit – \_\_\_\_\_
- f) to put into a different place or order – \_\_\_\_\_
- g) to resort to; use or apply – \_\_\_\_\_
- h) to act in accordance with another's command, request, rule – \_\_\_\_\_
- i) to make impossible, as by action taken in advance; prevent – \_\_\_\_\_

**5. Word formation. Fill in the following table with suitable words from the text.**

VERB	NOUN	VERB	NOUN
To apply		To involve	
To obligate		To characterise	

**6. Discuss the question: 'How far do the EU regulations interfere in Member States' domestic affairs?'**

**LANGUAGE SKILLS**

**1. Read the sentences, answer the questions and then match them to the uses and complete the form:**

*If the price/earnings ratio had been higher, I would have bought some shares.*

*Was the ration high enough? \_\_\_\_\_ Did he/she buy some shares? \_\_\_\_\_*

*If we had anticipated the crash, we wouldn't have lost so much money.*

*Did they anticipate the crash? \_\_\_\_\_ Did they lose money? \_\_\_\_\_*

if+ \_\_\_\_\_ , MODAL + \_\_\_\_\_







**2. Read the text and indicate how you would have reacted if you had been in Juan Der's or Ms Tuan's position.**

Juan Der imports ovens from Japan and he has been working with the same supplier for many years. Lately, he travelled to Japan to meet the supplier and negotiate a reimbursement for a shipment of appliances that Juan's customers had made complaints because of serious defects.

Juan met the Japanese rep Ms Tuan who suggested replacing the defective ovens instead of compensating Juan's company financially. Juan declined the offer, claiming that such action would not be enough to restore his reputation with the customers. Juan booked a plane leaving that afternoon and did not see any point in continuing the meeting. Ms Tuan was too embarrassed to ask him to return to the negotiations.

Juan now cooperates with a Korean company at a higher price.

**3. Work with all the people in the group. You will get a role-card. Circulate among other students and say what you regret in your life. The object of the game is to find the person who followed the path that you didn't.**





## LESSON 49 DIRECTIVES AS A SOURCE OF EU LAW

**1. What is the purpose of the EU directive? What is the difference between the EU regulation and the EU directive?**

**2. Read the text below and see if you were correct.**

The directive is the most important legislative instrument alongside the regulation. Its purpose is to **reconcile** the dual objectives of both securing the necessary **uniformity** of Union law and respecting the **diversity** of national traditions and structures. What the directive primarily aims for, then, is not the unification of the law, which is the regulation's purpose, but its harmonisation. The idea is to remove **contradictions** and conflicts between national laws and regulations or gradually iron out **inconsistencies** so that, as far as possible, the same material conditions exist in all the Member States. The directive is one of the primary means deployed in building the single market. A directive is binding on the Member States as regards the objective to be achieved but leaves it to the national authorities to decide on how the agreed Community objective is to be incorporated into their domestic legal systems. The reasoning behind this form of legislation is that it allows intervention in domestic economic and legal structures to take a milder form. In particular, Member States can take account of special domestic circumstances when implementing Community rules. What happens is that the directive does not **supersede** the laws of the Member States but places the Member States under an obligation to adapt their national law in line with Community provisions. The result is generally a two-stage law-making process.

First, at the **initial** stage, the directive lays down the objective that is to be achieved at EU level by any or all Member State(s) to which it is addressed within a specified time-frame. The Union institutions can actually spell out the objective in such detailed terms as to leave the Member States with no room for manoeuvre, and this has in fact been done in directives on technical standards and environmental protection.

Second, at the national stage, the objective set at EU level is translated into actual legal or administrative provisions in the Member States. Even if the Member States are in principle free to determine the form and methods used to transpose their EU obligation into domestic law, EU criteria are used **to assess** whether they have done so in accordance with EU law.



**3. Read the text again and mark the following statements true or false (T/F).**

- The purpose of the directive is to unify the Union law with the Member States domestic laws \_\_\_
- The directive is one of the essential elements in developing the single market. \_\_\_
- Directives become part of the Member States domestic law. \_\_\_
- If a directive is contradictory to a domestic law, it eliminates it and replaces it. \_\_\_

**4. Find the words in bold in the text and match them to the following definitions.**

- opposition between two conflicting forces or ideas –
- a state or condition in which everything is regular, homogeneous –
- occurring at the beginning –
- To make compatible or consistent –
- the state or quality of being different or varied –
- To determine the extent of; appraise –
- To take the place of; replace –
- the relation between propositions that cannot both be true at the same time –

**5. Discuss the following question: What potential difficulties might arise in the process of implementing the EU directives throughout the Member States?****LANGUAGE SKILLS**

IF CLAUSE	MAIN CLAUSE
Type 2	Type 1
If she <b>came</b> back late yesterday,	she <b>won't come</b> to work today.
Type 2	Type 3
If you <b>were</b> more reasonable,	you <b>wouldn't have negotiated</b> the contract like that.
Type 3	Type 2
If he <b>hadn't missed</b> the flight,	he <b>would be</b> in the meeting now.





### 1. Rewrite the sentences using mixed conditionals.

- a. You didn't wake me up. Now I'm late for my appointment
- b. She isn't well-qualified. She didn't get the job.
- c. We didn't go to the restaurant. We don't like fast food.
- d. She didn't bring her umbrella. Now, she's getting wet.
- e. I don't know them very well, so I didn't go to the party.
- f. He isn't at the lecture because he wasn't told about it.

### 2. Look at the sentences and answer the questions about each sentence:

I. If he hadn't bought a second home in the country he wouldn't be so short of money now.

II. If he had bought a second home in the country he would be short of money now.

a) *Did he buy a second home?* b) *Is he short of money*

III. If she weren't so busy she would have given you a hand.

IV. If she had been busy she wouldn't have given you a hand.

c) *Is she busy* d) *Did she help?*

### 3. Work in pairs. Make a list of 5 things which you regret about the past. In pairs ask each other how your life would be different now if things went differently in the past .e.g. *If I had studied Mathematics, I would be a scientist now.*





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

### 1. What purpose does the EU decision serve? How is it different from the EU regulations and directives?

### 2. Read the text and compare it to your answers.

The third category of EU legal acts is that of decisions. In some cases the Union institutions may themselves be responsible for implementing the Treaties and regulations, and this will be possible only if they are in a position to take measures binding on particular individuals, undertakings or Member States. The situation in the Member States' own systems is more or less the same; legislation will be applied by the authorities in an individual case by means of an administrative decision.

In the EU legal order this function is **assumed** by decisions, which are the means normally **available** to the Union institutions to order that a measure be taken in an individual case. The Union institutions can thus require a Member State or an individual to perform or **refrain** from an action, or can confer rights or impose obligations on them.

The basic characteristics of a decision can be summed up as follows.

- It is distinguished from the regulation by being of individual applicability: the persons to whom it is addressed must be named in it and are the only ones bound by it. This requirement is met if, at the time the decision is issued, the category of addressees can be identified and can thereafter not be **extended**. Reference is made to the actual content of the decision, which must be such as to have a direct, individual **impact** on the citizen's situation. Even a third party may fall within the definition if, by reason of personal qualities or **circumstances** that **distinguish** them from others, they are individually affected and are identifiable as such in the same way as the addressee.
- It is distinguished from the directive in that it is binding in its entirety (whereas the directive simply sets out the objective to be attained).
- It is directly binding on those to whom it is addressed. A decision addressed to a Member State may in fact have the same direct effect in relation to the citizen as a directive.

**3. Read the text again and mark the following statements true or false (T/F).**

- The Union institutions are not able to take binding measures on individuals. \_\_\_
- The decision is a measure applied by the EU institutions when they want to influence the conduct of an individual or a Member State. \_\_\_
- The decision applies only to those individuals who are the addressees of it. \_\_\_
- The decision must be executed fully. \_\_\_

**4. Find the words in bold in the text and match them to the following definitions.**

- mark as different –
- undertake or take on or over –
- a determining or modifying factor –
- obtainable or accessible and ready for use or service –
- The effect or impression of one thing on another –
- to broaden the meaning or scope of –
- choose not to do something –

**5. Fill in the gaps with the words from the box. Do not modify the words in any way.**

applicability, issued, position, characteristics, implementing, effect, means, requirement

- In some cases the Union institutions may themselves be responsible for \_\_\_\_\_ the Treaties and regulations, and this will be possible only if they are in a \_\_\_\_\_ to take measures binding on particular individuals, undertakings or Member States.
- The situation in the Member States' own systems is more or less the same; legislation will be applied by the authorities in an individual case by \_\_\_\_\_ of an administrative decision.
- The basic \_\_\_\_\_ of a decision can be summed up as follows.
- It is distinguished from the regulation by being of individual \_\_\_\_\_ .
- This \_\_\_\_\_ is met if, at the time the decision is \_\_\_\_\_ .
- A decision addressed to a Member State may in fact have the same direct \_\_\_\_\_ in relation to the citizen as a directive.

**6. Discuss the following question: Compare the EU decision to the legal acts which have a similar direct binding effect on individuals in your country.**



## LANGUAGE SKILLS



*I wish I didn't have to commute to work every day/ If only I didn't have to commute to work!*

Does the man like commuting? \_\_\_\_\_

Is he happy about the situation? \_\_\_\_\_

PRESENT REGRET:

SUBJECT+ WISH \_\_\_\_\_ TENSE

**1. Write sentences with *wish* or *if only*:**

- My sister always takes my car without asking me. She is so inconsiderate.
- Everyone in my family can paint, but I'm not artistic at all.
- I hate living in the city centre!
- My staff is always late for work.

**2. Work in pairs. Tell each other about three present regrets you have about your personal life, your job and your health.**

**3. Play "The Cinderella game". Read your role-card. You have a problem on the card to which the solution is to be found on one of other students' card. Talk to all the people in class and find the person with the solution to your problem.**







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

**1. What is the purpose of opinions and recommendations in the EU? How are they different from regulations, directives and decisions?**

**2. Read the text below and compare its content to your answers.**

A final category of legal **measures** explicitly provided for in the Treaties is recommendations and opinions. They enable the Union institutions to express a view to Member States, and in some cases to individual citizens, which is not binding and does not place any legal obligation on the addressee. In recommendations, the party to whom they are addressed is called on, but not placed under any legal obligation, to behave in a particular way. For example, in cases where the adoption or amendment of a legal or administrative provision in a Member State causes a **distortion** of competition in the European internal market, the Commission may recommend to the State concerned such measures as are appropriate to avoid this distortion (Article 117(1), second sentence, TFEU).

Opinions, on the other hand, are issued by the Union institutions when giving an assessment of a given situation or developments in the Union or individual Member States. In some cases, they also prepare the way for **subsequent**, legally binding acts, or are a **prerequisite** for the institution of proceedings before the Court of Justice (Articles 258 and 259 TFEU).

The real **significance** of recommendations and opinions is political and moral. In providing for legal acts of this kind, the drafters of the Treaties anticipated that, given the authority of the Union institutions and their broader view and wide knowledge of conditions beyond the narrower national framework, those concerned would **voluntarily** comply with recommendations addressed to them and would react appropriately to the Union institutions' assessment of a particular situation. However, recommendations and opinions can have indirect legal effect where they are a preliminary to subsequent mandatory instruments or where the issuing institution has **committed** itself, thus generating legitimate expectations that must be met.

**3. Read the text again and mark the following statements true or false (T/F).**

- Member states are not bound by opinions and recommendations. \_\_\_\_
- Member States cannot adopt or amend any legal or administrative provisions in a way which might violate the recommendations by the Commission. \_\_\_\_
- Opinions issued by the Union institutions may sometimes be followed by other legally binding acts. \_\_\_\_
- The addressees of opinions and recommendations are expected to consider them seriously and even comply with them voluntarily, due to the authority and better expertise of the Union institutions. \_\_\_\_

**4. Find the words in bold in the text and match them to the following definitions.**

- coming after or following--
- a change for the worse; an aberration –
- To bind or obligate, as by a pledge –
- something required as a prior condition –
- An action taken as a means to an end –
- on your own initiative, of your own free will –
- the quality of being important and worthy of note –

**5. Fill in the gaps with the words and phrases from the box. Do not modify the words and phrases in any way.**

appropriate, distortion, obligation, preliminary, provided for, expectations, amendment,

- A final category of legal measures explicit \_\_\_\_\_ in the Treaties is recommendations and opinions.
- In recommendations, the party to whom they are addressed is called on, but not placed under any legal \_\_\_\_\_, to behave in a particular way.
- In cases where the adoption or \_\_\_\_\_ of a legal or administrative provision in a Member State causes a \_\_\_\_\_ of competition in the European internal market, the Commission may recommend to the State concerned such measures as are \_\_\_\_\_ to avoid this distortion.
- However, recommendations and opinions can have indirect legal effect where they are a .....to subsequent mandatory instruments or where the issuing institution has committed itself, thus generating legitimate \_\_\_\_\_ hat must be met.

**6. Discuss the following question: 'What is the actual significance of opinions and recommendations within the EU law?'****LANGUAGE SKILLS****1. Read the sentences. Which sentences refer to an unreal situation/regret in the present which of them to an unreal situation/regret in the past? Put sentences numbers in an appropriate part of the table.**

- I wish /If only I had accepted the job.
- What if/ Suppose he hadn't moved to a different country, would he be a CEO now?
- I'd rather keep this position.
- I'd rather you joined the team.
- It's high time you accepted the responsibility. \_\_\_\_\_ )
- I wish my boss wouldn't give me so much work.





PRESENT REFERENCE SENTENCE NO.	PAST REFERENCE SENTENCE NO.	FORM .....+.....

**2. Complete the second sentence so that its meaning is similar to the first one.**

- I'd like to live in Spain. I wish .....
- What if you had the chance to have holidays once in three months? Suppose your employer
- Please stop eavesdropping on us! I'd rather .....
- I should have been more persuasive when talking to the boss. If only.....

**3. Work in pairs. Ask each other the below questions. Ask follow-up questions, too.**

- Suppose you were alone in your company and it was burgled into?
- What if you had been able to study abroad? Which country would you have chosen?
- Suppose a famous writer asked you to write a book about your life? Would you agree?
- What if you had been born a different sex?
- What if you had been late to work yesterday?
6. Is there anything you wish you had done at university?

**4. Imagine you are in your partner's shoes- Finish the sentences for him/her. Read the sentences to each other.**

*Suppose.../I wish.../It's high time .../ If only...*





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

1. In the case of conflict between the EU law and the Member State law, which law is superior?

2. Read the text below and check your answers.

By establishing the Union, the Member States have limited their legislative **sovereignty** and in so doing have created a **self-sufficient** body of law that is binding on them, their citizens and their courts.

The autonomy of the EU legal order is of fundamental significance for the nature of the EU, for it is the only guarantee that Union law will not be watered down by interaction with national law, and that it will apply uniformly throughout the Union. This is why the concepts of Union law are interpreted in the light of the aims of the EU legal order and of the Union in general. This Union-specific interpretation is **indispensable**, since particular rights are secured by Union law and without it they would be endangered, for each Member State could then, by interpreting provisions in different ways, decide individually on the substance of the freedoms that Union law is supposed to guarantee. An example is the concept of a ‘worker’, on which the scope of the concept of freedom of movement is based. The specific Union concept of the worker is quite capable of deviating from the concepts that are known and applied in the legal orders of the Member States. Furthermore, the only standard by which Union legal instruments are measured is Union law itself, and not national legislation or constitutional law.

Even if Union law constitutes a legal order that is self-sufficient in relation to the legal orders of the Member States, this situation must not be regarded as one in which the EU legal order and the legal systems of the Member States are **superimposed** on one another like layers of bedrock. The fact that they are applicable to the same people, who thus **simultaneously** become citizens of a national State and of the EU, negates such a rigid demarcation of these legal orders. Secondly, such an approach disregards the fact that Union law can become operational only if it forms part of the legal orders of the Member States. The truth is that the EU legal order and the national legal orders are **interlocked** and interdependent.

3. Read the text again and mark the following statements true or false (T/F).

- The Member States have become a self-sufficient body of law that is binding on them. \_\_\_
- National law does not influence in any way Union law. \_\_\_
- The concepts of Union law need to be adjusted to suit the needs of the Member States legal order. \_\_\_
- The EU legal order in order to be effective must be completely independent of the legal orders of the Member States. \_\_\_

**4. Find the words in bold in the text and match them to the following definitions.**

- absolutely necessary; essential –
- placed on or over something else –
- complete independence and self-government. -
- to be joined firmly, as by a mutual interconnection of parts –
- able to provide for oneself without the help of others; independent –
- happening, existing, or done at the same time –

**5. Fill in the gaps with the words and phrases from the box. Do not modify the words and phrases in any way.**

Endangered, secured, binding, applicable, establishing, citizens, fundamental, interpreted,

- By \_\_\_\_\_ the Union, the Member States have limited their legislative sovereignty and in so doing have created a **self-sufficient** body of law that is \_\_\_\_\_ on them, their citizens and their courts.
- The autonomy of the EU legal order is of \_\_\_\_\_ significance for the nature of the EU.
- The concepts of Union law are \_\_\_\_\_ in the light of the aims of the EU legal order and of the Union in general.
- This Union-specific interpretation is indispensable, since particular rights are \_\_\_\_\_ by Union law and without it they would be \_\_\_\_\_
- The fact that they are \_\_\_\_\_ to the same people, who thus simultaneously become \_\_\_\_\_ of a national State and of the EU, negates such a rigid demarcation of these legal orders.

**6. Discuss the following statement: 'Union law must be autonomous and should apply uniformly in all Member States'****LANGUAGE SKILLS**

**1. Become a moaner for the purpose of the exercise. Finish the below sentences about yourself. Then read them out to your partner. Your partner will give you advice using Unreal Past structures (If I were you, etc.)**

*I wish/If only.... +past tenses, I wish/If only +past perfect,  
I wish + modal, I'd rather + past simple*

**2. Play the game in groups of three or four. Roll the dice and move around the board and form appropriate sentences using Unreal Past forms. The board will be provided by the teacher.**





## LESSON 53 EU ORDINARY LEGISLATIVE PROCEDURE

### 1. Can you describe the stages of the EU ordinary legislative procedure?

### 2. Read the text below and check your answers.

Under the Treaty of Lisbon the co-decision powers of the Parliament became the ‘**ordinary** legislative procedure’, i.e. ‘the general rule’, thereby further **enhancing** the EU’s democratic credentials. The co-decision procedure consists in the joint adoption by the European Parliament and the Council of a regulation, directive or decision on a proposal from the Commission. Article 294 TFEU outlines ordinary legislative procedure in the following manner. The Commission **submits** a legislative proposal to the Parliament and Council. At the first reading Parliament adopts its position. If the Council approves the Parliament's wording then the act is adopted. If not, it shall adopt its own position and pass it back to Parliament with explanations. The Commission also informs Parliament of its position on the matter. At the second reading, the act is adopted if Parliament approves the Council's text or fails to take a decision. The Parliament may reject the Council's text, leading to a failure of the law, or modify it and pass it back to the Council. The Commission gives its opinion once more. Where the Commission has rejected amendments in its opinion, the Council must act **unanimously** rather than by majority.

If, within three months of receiving Parliament's new text the Council approves it, then it is adopted. If it does not then the Council President, with the agreement of the Parliament President, **convenes** the *Conciliation Committee* composed of the Council and an equal number of MEPs (with the **attendance** and moderate of the Commission). The committee draws up a joint text on the basis of the two positions. If within six weeks it fails to agree a common text, then the act has failed. If it succeeds and the committee approves the text, then the Council and Parliament (acting by **majority**) must then approve said text. If either fails to do so, the act is not adopted.

### 3. Read the text again and mark the following statements true or false (T/F).

- Under the Treaty of Lisbon the EU received a more democratic mechanism of lawmaking. \_\_\_
- The EU legislative acts have to be adopted both by the European Parliament and the Council. \_\_\_
- In the process of adopting new legislative acts the legislative initiative lies with the Commission and the Council. \_\_\_
- The Council must always approve a legislative proposal unanimously. \_\_\_
- If the Conciliation Committee succeeds in agreeing a common text of a legislative proposal, it does not become law until it is approved by the Council and Parliament. \_\_\_

### 4. Find the words in bold in the text and match them to the following definitions.

- to make better; improve –
- without exception, by common consent -
- the act of being present –
- refer for judgement or consideration –





- e. of common or established type or occurrence –
- f. The greater number or part; a number more than half of the total –
- g. to gather, call together, or summon, esp. for a formal meeting –

**5. Fill in the gaps with the words and phrases from the box. Do not modify the words and phrases in any way.**

wording, matter, credentials, reject, powers, failure, joint, procedure

- a. Under the Treaty of Lisbon the co-decision \_\_\_\_\_ of the Parliament became the ‘**ordinary** legislative procedure’, i.e. ‘the general rule’, thereby further **enhancing** the EU’s democratic \_\_\_\_\_.
- b. The co-decision \_\_\_\_\_ consists in the \_\_\_\_\_ adoption by the European Parliament and the Council of a regulation, directive or decision on a proposal from the Commission
- c. If the Council approves the Parliament’s \_\_\_\_\_ then the act is adopted.
- d. The Commission also informs Parliament of its position on the \_\_\_\_\_
- e. The Parliament may \_\_\_\_\_ the Council’s text, leading to a \_\_\_\_\_ of the law, or modify it and pass it back to the Council.

**6. Discuss the following question: 'Which EU institutions are directly involved in the EU ordinary legislative procedure and what role do they play in it?'**

**LANGUAGE SKILLS**



We need to find out why it is taking so long.

I wonder if I should call my PA and inform her I might be late for the next meeting.

Do you think the men know each other well? \_\_\_\_\_

Are they in an informal situation? \_\_\_\_\_

What is the structure of the second question in each case? A structure of a question or of a sentence?

How are indirect questions introduced?







**1. Complete the following indirect questions:**

- |  |                              |
|--|------------------------------|
| a. What is he like?                                    | I've no idea .....           |
| b. Do you need any money?                              | Call me .....                |
| c. When will the report be ready?                      | Do you happen to know .....  |
| d. How much time is it going to take?                  | You don't know ..... do you? |
| e. What are you talking about?                         | I don't know .....           |
| f. Could you help me until the car assistance arrives? | I was wondering .....        |
| g. Where did you work before?                          | We would like to know .....  |

**2. Work in pairs. Write down five most impolite questions to ask someone you don't know very well. Now choose another partner in the group and ask and answer each other's questions.**

**You can ask the questions starting from the below phrases:**

**I'd like to know ...**

**Could you tell us ... ?**

**What I really want to know is ...**

**Would you mind telling us ...?**

**What interesting details have you learnt?**





## LESSON 54 EU FUNDS

### 1. What is the purpose of the Structural Funds and the Cohesion Fund?

### 2. Read the text below and check your answers.

The Structural Funds and the Cohesion Fund are financial tools set up to implement the Cohesion policy also referred to as the **Regional policy of the European Union**. They aim to reduce regional **disparities** in terms of income, wealth and opportunities. Europe's poorer regions receive most of the support, but all European regions are **eligible** for funding under the policy's various funds and programmes.

The Structural Funds are made up of the **European Regional Development Fund** (ERDF) and the **European Social Fund** (ESF). Together with the **Common Agricultural Policy** (CAP), the Structural Funds and the Cohesion Fund make up the great bulk of EU funding, and the majority of total EU spending.

Apart from funds under the Cohesion policy, there are other funds that have the potential to contribute to the regional development. These are:

- A. Funds under the CAP, namely the **European agricultural guarantee fund** (EAGF) and the **European Agricultural Fund for Rural Development** (EAFRD)
- B. **The European fisheries fund** (EFF) established for the programming period 2007-2013 with the Council Regulation (EC) No 1198/2006 of 27 July 2006.

Sections below present information about objectives that have been defined for the current programming period, which runs from 1 January 2007 to 31 December 2013. The overall budget for this period is €347bn: €201bn for the European Regional Development Fund, €76bn for the European Social Fund, and €70bn for the Cohesion Fund. The objectives set up shape the main focus of interventions (eligible activities and costs) and the overall **allocations** of funds from the EU budget.

The key **indicator** for the division of regions under singular objectives is the Gross National Product per capita level. This is **subject to** criticism based on the fact that GDP p.c. is unable to reflect the real socio-economic reality of regions. Some groups (e.g. **Beyond GDP**) and organizations propose the creation of a set of alternative indicators that could **substitute** the GDP and its **derivatives**.

### 3. Read the text again and mark the following statements true or false (T/F).

- a. The support from the Structural Funds and the Cohesion Fund is reserved only for Europe's poorer regions\_\_\_
- b. The Common Agricultural Policy is part of the Structural Funds\_\_\_
- c. Regions are divided mainly according to their Gross National Product per capita levels.\_\_\_





d. There are organizations which suggest that regions should be divided according to other criteria.

—

**4. Find the words in bold in the text and match them to the following definitions.**

- a. liable to, open to, exposed to, vulnerable to –
- b. the act of distributing by allotting or apportioning; distribution according to a plan –
- c. qualified or entitled to be chosen –
- d. based on or making use of other sources; not original or primary –
- e. to take the place of another –

**5. Discuss the following question: 'In what ways have the Structural Funds and the Cohesion Fund affected the development of Poland?'**

## LANGUAGE SKILLS



**1. Listen to the recording. What is the problem with the order?**

**2. Listen again and complete the sentences.**

**What structures do we use when negotiating?**

*Carles:* You're right, but we really need them by then if \_\_\_\_\_ with our customer. If you \_\_\_\_\_ by then, we \_\_\_\_\_ to another supplier. You're our first choice however, so it \_\_\_\_\_ good if we \_\_\_\_\_ a way to work with you.

*Helen:* However, if we \_\_\_\_\_ shift work at the factory, then we \_\_\_\_\_ to manufacture the chips faster.

**3. Listen to a different recording. Why does Alexa want to move the meeting?**





**4. Listen again and complete the sentences. What structure is used to ask somebody politely to change their plans?**

*Alexa* Well, I'm calling about our meeting tomorrow. I'm afraid something has come up. One of my clients has brought forward our appointment in the afternoon to 12 o'clock. So I \_\_\_\_\_ a bit earlier in the morning, so that I don't have to rush.

**5. Role-play the below telephone conversation in pairs. Use Conditionals to negotiate and Indirect questions to request some changes.**

STUDENT A	STUDENT B
<p><b>You are working on a project. However, one of the project team members quit and you will not be able to meet the deadline. You will need more time if you are to finish the project. You are talking on the phone to your boss from the overseas subsidiary. Negotiate a solution.</b></p>	<p><b>You work in an American company. You manage a European subsidiary. The managing director calls you and reports on some problems with meeting the project deadline. The contractor the project is for warned he will not agree to any delays or he will turn to your competition.</b></p>





## LESSON 55 *ECONOMIC AND MONETARY UNION*

### 1. What is the Economic and Monetary Union? What is its purpose?

### 2. Read the text below and check your answers.

The Economic and Monetary Union (EMU) is an **umbrella term** for the group of policies aimed at **converging** the economies of members of the European Union in three stages so as to allow them to adopt a single currency, the euro. As such, it is largely synonymous with the **eurozone**.

All member states of the **European Union** are expected to participate in the EMU. The **Copenhagen criteria** is the current set of conditions of entry for states wanting to join the EU. It contains the requirements that need to be fulfilled and the time framework within which this must be done in order for a country to join the monetary union. An important element of this is the **European Exchange Rate Mechanism** ("ERM II"), in which candidate currencies demonstrate economic convergence by maintaining limited **deviation** from their target rate against the euro.

All member states, except Denmark and the United Kingdom, have committed themselves by **treaty** to join EMU. **Seventeen member states** of the European Union, including, most recently, Estonia, have entered the third stage and have adopted the euro as their currency. Denmark, Latvia and Lithuania are the current participants in the exchange rate mechanism. Of the pre-2004 members, the United Kingdom and Sweden have not joined ERM II and Denmark **remains** in ERM without proceeding to the third stage. The five remaining (post-2004) states have yet to achieve **sufficient** convergence to participate. These ten EU members continue to use **their own currencies**.

### 3. Read the text again and mark the following statements true or false (T/F).

- The term Economic and Monetary Union refers to a number of policies\_\_\_
- The ultimate objective of the Economic and Monetary is the adoption of a single currency \_\_\_\_
- In the European Exchange Rate Mechanism candidate currencies must maintain a very high exchange rate against the euro. \_\_\_\_
- All member states are under obligation to join the EMU. \_\_\_\_

### 4. Find the words in bold in the text and match them to the following definitions.

- to continue to be in the same place; stay or stay behind –
- enough, adequate –
- an official, express written agreement that states use to legally bind themselves –





**5. Fill in the gaps with the words from the box. Do not modify the words in any way.**

Demonstrate, framework, policies, target, committed, converging, single, fulfilled,

- a. The Economic and Monetary Union (EMU) is an umbrella term for the group of \_\_\_\_\_ aimed at \_\_\_\_\_ the economies of members of the European Union in three stages so as to allow them to adopt a \_\_\_\_\_ currency, the euro.
- b. It contains the requirements that need to be \_\_\_\_\_ and the time \_\_\_\_\_ within which this must be done in order for a country to join the monetary union.
- c. An important element of this is the **European Exchange Rate Mechanism** ("ERM II"), in which candidate currencies \_\_\_\_\_ economic convergence by maintaining limited deviation from their \_\_\_\_\_ rate against the euro.
- d. All member states, except Denmark and the United Kingdom, have \_\_\_\_\_ themselves by treaty to join EMU.

**6. Discuss the following questions:**

- When is Poland going to join the EMU?
- Which requirements of the EMU has Poland already fulfilled?
- Which EU members, who are not in the EMU yet, are the closest to joining the eurozone?

**LANGUAGE SKILLS**

**1. Listen to the recording. What is the problem? What is the offered solution?**

**2. Listen again and complete the dialogue. What do you use to show your partner it's his time to speak?**

Francesca: *That's right. You said you wanted to compare products and prices from different suppliers, \_\_\_\_\_ you?*

Victor: \_\_\_\_\_. *Well I've done that now, and I'm pleased to say that we are interested in your product.*



**3. Add the correct question tags:**

- a) You can speak English and German, .....?
- b) You work in IBM, .....?
- c) There's a need for these experiments, .....?
- d) Let's talk about the agreement terms once again, .....?
- e) Politicians should find another way, .....?
- f) Let me help you, .....?
- g) Somebody must take some action, .....?
- h) Get a taxi, .....?

**4. Work with your partner. Discuss a price/deadline/delivery date. Use Question Tags to indicate when your partner should speak.**

STUDENT A	STUDENT B
<ol style="list-style-type: none"> <li>1. Answer the phone</li> <li>2. React. Ask about the reason of the call</li> <li>3. Suggest a solution</li> <li>4. Say why you can't accept B's suggestion. Make a different offer</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce yourself</li> <li>2. Explain why you are calling</li> <li>3. Reject A's offer politely and say why it is unacceptable. Suggest sth else</li> <li>4. Accept the offer</li> </ol>







## LESSON 56 *FREEDOM OF MOVEMENT FOR WORKERS*

### 1. What does 'freedom of movement for workers' in the EU mean?

### 2. Read the text below and check your answers.

The freedom of movement for workers is a policy chapter of the **acquis communautaire** of the European Union. It is part of the free movement of persons and one of the four economic freedoms: free movement of goods, **services**, labour and capital. Article 45 TFEU (ex 39 and 48) states that: Freedom of movement for workers shall be secured within the Community.

1) Such freedom of movement shall entail the **abolition** of any **discrimination** based on nationality between workers of the Member States as regards employment, **remuneration** and other conditions of work and employment.

2) It shall **entail** the right, subject to limitations justified on grounds of public policy, public security or public health:

(a) to accept offers of employment actually made;

(b) to move freely within the territory of Member States for this purpose;

(c) to stay in a Member State for the purpose of employment in accordance with the provisions governing the employment of nationals of that State laid down by law, regulation or administrative action;

(d) to remain in the territory of a Member State after having been employed in that State, subject to conditions which shall be **embodied** in implementing regulations to be drawn up by the Commission.

The provisions of this article shall not apply to **employment** in the public service.

The right to free movement has both 'horizontal' and 'vertical' **direct effect**, such that a private citizen can invoke the right, without more, in an ordinary court, against other persons, both governmental and non-governmental.

### 3. Read the text again and mark the following statements true or false (T/F).

- The freedom of movement for workers is one of the four economic freedoms. \_\_\_
- The freedom of movement for workers is dependent on nationality. \_\_\_
- Workers employed in a particular Member State are subject to the same law and regulations as the nationals of that state. \_\_\_
- An individual can invoke the right to free movement only in the matters concerning employment in the public service \_\_\_

**4. Find the words in bold in the text and match them to the following definitions.**

- a. Treatment or consideration based on class or category rather than individual merit –
- b. payment, wages –
- c. To make part of a system or whole; incorporate –
- d. the act of ending something –
- e. the state of having a job –

**5. Discuss the following question: 'Is every citizen of the EU free to find employment in all Member States, without any limitations?'****LANGUAGE SKILLS****1. Listen to the recording. What kind of call is it? What are they discussing?****2. Listen again. What phrases are used to:**

Use	Phrase
<ul style="list-style-type: none"> <li>a) <b>Check attendance</b></li> <li>b) <b>Welcome the participants.</b></li> <li>c) <b>Introduce participants.</b></li> <li>d) <b>Say what the purpose is.</b></li> <li>e) <b>Ask about opinions.</b></li> <li>f) <b>Express your own opinion.</b></li> <li>g) <b>Agree.</b></li> <li>h) <b>Disagree.</b></li> <li>i) <b>Let another participant speak.</b></li> <li>j) <b>Show understanding.</b></li> <li>k) <b>Sum up.</b></li> <li>l) <b>Refer to a future conference call.</b></li> </ul>	

**3. Role-play the conversation:**

STUDENT A	STUDENT B
You are in charge of a company organizing bonding events for corporations. Call the HR manager and discuss the number of participants, best games, etc.	You are the HR manager. It's high time to organize a bonding party. You employ 30 people. The problem is that people don't want to have any corporate events during weekends. Talk to your partner and find a solution.





## LESSON 57 *FREE MOVEMENT OF CAPITAL*

### 1. What does 'free movement of capital' in the EU mean?

### 2. Read the text below and check your answers.

Free movement of capital is intended to **permit** movement of investments such as property **purchases** and buying of shares between countries. Until the drive towards Economic and Monetary Union the development of the capital provisions had been slow. Post-Maastricht there has been a **rapidly** developing **corpus** of ECJ judgements regarding this initially freedom. The free movement of capital is unique insofar as that it is granted equally to non-member states.

Capital within the EU may be transferred in any amount from one country to another. All intra-EU transfers in **euro** are considered as domestic payments and bear the **corresponding** domestic transfer costs. This includes all member States of the EU, even those outside the **Eurozone** providing the transactions are carried out in euro. Credit/debit card charging and ATM **withdrawals** within the Eurozone are also charged as domestic, however paper-based payment orders, like cheques, have not been standardised so these are still domestic-based. The ECB has also set up a **clearing system**, **TARGET**, for large euro transactions.

### 3. Read the text again and mark the following statements true or false (T/F).

- Free movement of capital is limited only to currencies. \_\_\_
- Non-member states are also free to move capital throughout the EU. \_\_\_
- There are no limitations as to the amount of capital that can be transferred from a Member State to a non-member state. \_\_\_
- Using a credit card or withdrawing cash from ATM is charged as domestic in all Member States. \_\_\_

### 4. Find the words in bold in the text and match them to the following definitions.

- large collection of writings of a specific kind or on a specific subject –
- closely similar or comparable in kind or quality or quantity or degree –
- to allow the doing of (something); consent to –
- the act or an instance of buying –
- a removal from a place or position of something that has been deposited –

### 5. Fill in the gaps with the words from the box. Do not modify the words in any way.

Granted, considered, transactions, buying, transfer, includes, intended, transferred,

- Free movement of capital is \_\_\_\_\_ to permit movement of investments such as property purchases and \_\_\_\_\_ of shares between countries.





- b. The free movement of capital is unique insofar as that it is \_\_\_\_\_ equally to non-member states.
- c. Capital within the EU may be \_\_\_\_\_ in any amount from one country to another.
- d. All intra-EU transfers in **euro** are \_\_\_\_\_ as domestic payments and bear the corresponding domestic \_\_\_\_\_ costs.
- e. This \_\_\_\_\_ all member States of the EU, even those outside the **Eurozone** providing the \_\_\_\_\_ are carried out in euro.

**6. Discuss the following statement: 'Free movement of capital within the EU is one of the essential elements in the creation of the single market.'**

### LANGUAGE SKILLS



“Le Projet Triangle”-the triangular building, **will be built** in Paris in twenty years’ time.  
The plans  
Do we know who will build it? \_\_\_\_\_



He **has been promoted** to the post of Sales Director.  
Do you know who promoted him? \_\_\_\_\_  
Is it important who did it? \_\_\_\_\_

### PASSIVE VOICE (ALL TENSES): TO BE + PAST PARTICIPLE

#### 1. Put the verbs in the correct passive form.

- Make sure your mobile ..... (switch off) during the meeting.
- Your complaint .....(deal with) at the moment.
- As requested, the fee ..... (already credit) to your account.
- All tenders ..... (must return) by 30 September.
- Your flight ..... (already confirm).



**2. Discuss with your partner what you would do in each of the situations below and why.**

- a) You have just been served a soup in a restaurant which is cold and there is a fly in it.
- b) You have bought 3 books in a shop but you have been charged for 4.
- c) You have just arrived at the conference venue where your company wanted to hold the conference but the venue has not been redecorated yet.
- d) The new computer your company has bought for you is broken.

**3. How does a bill become a Law? Using Passive voice where possible and the below information, write a short procedure how a bill becomes a law in the USA. Keep the order of the below verbs.**

describe in the Constitution/must pass... both houses of Congress/send along to the President/sign/become a law.

if reject/return to Congress/vote again/pass.. both houses of Congress again, two-thirds majority/become law without the President's signature/call "overriding a veto"





## LESSON 58 *FREE MOVEMENT OF GOODS AND SERVICES*

### 1. How does free movement of goods and services throughout the EU work?

### 2. Read the text below and check your answers.

The European Union is also a customs union. This means that member states have removed customs barriers between themselves and introduced a common customs policy towards other countries. The overall purpose of the **duties** is "to ensure normal conditions of competition and to remove all restrictions of a fiscal nature capable of **hindering** the free movement of goods within the Common Market"

Article 30 TFEU prohibits member states from **levying** any duties on goods crossing a border, both goods produced within the EU and those produced outside. Once a good has been imported into the EU from a third country and the appropriate customs duty paid, Article 29 TFEU dictates that it shall then be considered to be in free circulation between the member states.

Neither the purpose of the charge, nor its name in domestic law, is **relevant**

The free movement of services and of establishment allows self-employed persons to move between member states in order to provide services on a **temporary** or permanent basis. While services account for between sixty and seventy percent of GDP, legislation in the area is not as developed as in other areas. This **lacuna** has been addressed by the recently passed Directive on services in the internal market which aims to liberalise the cross border provision of services. According to the Treaty the provision of services is a residual freedom that only applies if no other freedom is being exercised.

### 3. Read the text again and mark the following statements true or false (T/F).

- There are no duties on goods moved between the member states.\_\_\_\_
- There can be no barriers concerning the movement of goods within the Common Market.\_\_
- There is no customs duty on goods imported into the EU from other countries.\_\_\_\_
- It is perfectly legal to provide services in any EU member state without any limitations.\_\_

### 4. Find the words in bold in the text and match them to the following definitions.

- to impose or collect (a tax, for example) –
- to obstruct or delay the progress of –
- Lasting, used, serving, or enjoyed for a limited time –
- a tax charged by a government, especially on imports –





**5. Fill in the gaps with the words from the box. Do not modify the words in any way.**

Self-employed, prohibits, ensure, introduced, provide, border, restrictions, removed

- a. This means that member states have \_\_\_\_\_ customs barriers between themselves and \_\_\_\_\_ a common customs policy towards other countries.
- b. The overall purpose of the duties is "to \_\_\_\_\_ normal conditions of competition and to remove all \_\_\_\_\_ of a fiscal nature capable of hindering the free movement of goods within the Common Market"
- c. Article 30 TFEU \_\_\_\_\_ member states from levying any duties on goods crossing a \_\_\_\_\_, both goods produced within the EU and those produced outside.
- d. The free movement of services and of establishment allows \_\_\_\_\_ persons to move between member states in order to \_\_\_\_\_ services on a temporary or permanent basis.

**6. Discuss the following question: 'How does the free movement of goods and services influence national economies of the member states?'**

**LANGUAGE SKILLS**

**1. Read the report and answer the questions:**

- a) What is the purpose of the report?
- b) Who is it for?

.....  
 The purpose of the report is to suggest ways of reducing costs in our company. It \_\_\_\_\_ (base) on the figures collected by different departments last month.

.....  
 As \_\_\_\_\_ (can see) in the below table no.1, there has been little demand for our products over the last five months. That is why cost-cutting measures are necessary.

.....  
 Three areas \_\_\_\_\_ (find) where cost reductions are possible:

- 1) the marketing budget is too high. It \_\_\_\_\_ (mention) above that sales are decreasing that is why spending such large sums on advertisements is not justified. Cheaper ways of accessing to a wider customer base \_\_\_\_\_ (must introduce).
- 2) production costs are too high not competitive at all. It \_\_\_\_\_ (show) in table 2 of the report. They \_\_\_\_\_ (reduce) if we are to improve our revenue.
- 3) some of the office staff \_\_\_\_\_ (have to/dismiss). The employment costs against the







revenue are exorbitant.

.....

In conclusion, my suggestion is to cut costs by the end of the year by:

- 1) reducing the advertising budget of 20%
  - 2) cooperating with cheaper supplier to reduce the production costs
  - 3) considering dismissal of 15 office employees is the two above points prove ineffective.
- More specific recommendations are included in the full report.

## 2. Add the headings to the report and decide on the title.

**Findings                      Background                      Introduction                      Recommendations**

## 3. Complete the correct verb forms in the report. Use Passive Voice.

## 4. Write a report on the project. Use appropriate structure and language.

### Problems

Building work three months behind schedule  
 Problems with suppliers- materials not delivered on time  
 Lack of manpower  
 Danger of going over budget

### Solution

Get new suppliers  
 Increase budget to pay for overtime work





## LESSON 59 REVISION

### 1. Choose five questions and discuss them with your partner:

1. Define administration and its functions.
2. Define the role of administrative law.
3. What are the sources of administrative law?
4. Describe the Polish political system, the legislative, executive and judicial authority.
5. Describe the structure and competence of administrative courts.
6. Describe the structure of administrative acts. Give examples.
7. Describe central and local administration in Poland.
8. Describe the territorial division of Poland.
9. Describe the structure and functions of Polish civil service.
10. Describe the European Union and name some of its institutions and their functions.
11. Name as many examples of the terminology of the EU legislation as you can.
12. Describe the standard structure of the EU legislative act.
13. Define the EU primary law and secondary law.
14. Describe the EU regulations, directives, decisions opinions and recommendations.
15. Describe the position of the primary and secondary sources of the EU law in relation to Member States legislation.
16. Describe the EU ordinary legislative procedure.
17. Describe the EU funds that you know.
18. Describe the Economic and Monetary Union.
19. Describe the free movement of workers, capital and goods and services.

### 2. Complete the sentences with the following words and phrases. Do not change the words and phrases.

**drafted, conferred, regulations, common, converging, binding, primary, invoke, adopt, joint, upholds, take up,**

1. When a new Commission is appointed, its 27 members – one from each EU country – cannot \_\_\_\_\_ office until Parliament has approved them.
2. Council of the European Union is the institution where national ministers from each EU country meet to \_\_\_\_\_ laws and coordinate policies.
3. The European Commission represents and \_\_\_\_\_ the interests of the EU as a whole.
4. All Community acts of general application are \_\_\_\_\_ according to a standard structure (title — preamble — enacting terms — annexes, where necessary).
5. The Treaties, being legal instruments created directly by the Member States, are known in legal circles as \_\_\_\_\_ Union law.
6. Law made by the Union institutions through exercising the powers \_\_\_\_\_ on them is referred to as secondary legislation, the second important source of EU law.
7. The legal acts that enable the Union institutions to impinge furthest on the domestic legal systems





are the \_\_\_\_\_.

8. A directive is \_\_\_\_\_ on the Member States as regards the objective to be achieved but leaves it to the national authorities to decide on how the agreed Community objective is to be incorporated into their domestic legal systems.

9. The co-decision procedure consists in the \_\_\_\_\_ adoption by the European Parliament and the Council of a regulation, directive or decision on a proposal from the Commission.

10. The Economic and Monetary Union (EMU) is an umbrella term for the group of policies aimed at \_\_\_\_\_ the economies of members of the European Union in three stages so as to allow them to adopt a single currency, the euro.

11. The right to free movement has both 'horizontal' and 'vertical' direct effect, such that a private citizen can \_\_\_\_\_ the right, in an ordinary court.

12. Member states have removed customs barriers between themselves and introduced a \_\_\_\_\_ customs policy towards other countries.

### 3. Using the words given, complete the second sentence so it has a similar meaning to the first one.

1. Helen rarely goes to the theatre.

**not** Helen \_\_\_\_\_ the theatre often.

2. It is likely to rain today.

**think** I \_\_\_\_\_ today.

3. My father is in the habit of taking us out to eat.

**used** My father \_\_\_\_\_ us out to eat.

4. Josh was in his business trip for two hours when he realised his car was low on gas.

**driving** Josh \_\_\_\_\_ for two hours when he realised his car was low on gas.

5. "If only I could explain everything," she sighed.

**wished** She \_\_\_\_\_ everything.

6. The book was less interesting than I thought it would be.

**as** The book \_\_\_\_\_ I thought it would be.

7. This is my first game of water polo.

**played** I \_\_\_\_\_ before.

8. There's a party at Mary's house next week.

**having** Next week \_\_\_\_\_ party at her house.

9. David went home before we arrived.

**had** When we \_\_\_\_\_ home.

10. Please don't eat in the classroom!

**you** I'd rather \_\_\_\_\_ classroom.





**LESSON 60**

***FINAL TEST***



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