



STRONY

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- 148-150..... Język specjalistyczny: Unia gospodarcza i walutowa.
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**LESSON 1 THE TERM "ADMINISTRATION"****1. Define the term "administration".****2. Compare your definition with the text. With a partner discuss the differences and similarities. Before you read check the meaning of the following words:**

<i>policy</i>	<i>official</i>	<i>public servants</i>	<i>custom</i>
<i>the board of directors</i>		<i>citizen county</i>	

The word "administration" comes from the Latin word *administro, administrare*, which means to manage. The term can be divided into private and public administration. Private administration includes **the board of directors**, management and other matters for private use. On the other hand, public administration can be defined in a number of ways. Some of the many 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 **policies**".

Public administration deals with the organization of government policies and regulates the behaviour of **officials** responsible for the realisation of these policies. Many unelected **public servants** can 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.

Public administration is based on law although it may sometimes refer to **customs**, court decisions and technical norms.

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

- What is the difference between private and public administration?
- How many different definitions of the term public administration are there? Which one do you consider the best and why?
- What is the function of public administration?
- What is public administration based on?

4. Complete the sentences using some of the vocabulary items in bold.

- Government went to every part of the country to count how many houses there were and how many people lived in each house.
- Constitution the most important of the state's institutions and their powers.





- c) The Minister of Education presented the government's new on primary school education.
- d) In my country, it's the..... (for women) to get married in white.
- e) A is a person in the public sector employed for a government department or agency.

LANGUAGE SKILLS



1. In pairs. Answer the questions about the people you can see in the photos.

- | | |
|---|-------------------------------|
| Where do they come from? | What are their jobs? |
| What do they like doing in their free time? | Where do they live? |
| Where do they spend their free time? | Where do they work? |
| Do they travel on business? | Do they work late? |
| Do they have enough time for a lunch break? | Do they like their jobs etc.? |

2. Write down the third person singular of these verbs:

watch	wash	come	join	hurry	wake	meet	finish	try	leave	stop	teach
<i>1. wathes</i>											



3. Put the verbs in three columns:

-s	-es	-ies
meets		

4. Now add these verbs to the correct column.

dress / fly / carry / make / live / do

5. In pairs. Find out about your daily routines. What time does your partner do these things?

wake up / get dressed / go to work / have a brake / watch TV / leave work etc.

Piotr what time do you wake up?

I wake up at seven o'clock.





LESSON 2 *FUNCTIONS OF PUBLIC ADMINISTRATION*

1. What is the role of administration?

2. Read the text. Match the definitions and the vocabulary items in bold in the text.

- a) produce something official
- b) a legislative act
- c) putting into practical effect
- d) independent, autonomous authorities
- e) power
- f) to work for
- g) keep official information
- h) a plan of action

3. Read the text again and match the headings with the paragraphs.

Servicing administration (administracja świadcząca)

Regulatory administration (administracja władcza)

Administration represents the state or the local **self-government**. Its **authority** is based in **statutes**. Public administration should always **serve** the public in their best interest. Public administration deals with the organization of government **policies** and their **implementation**. The functions of public administration are often classified into two groups:

A.....

This type of administration most often deals with **issuing** administrative decisions and other administrative acts.

B.....

The task of this type of administration is not to control. Examples of its activities include **running a registry**, social help and help in natural disasters.

4. Compare your answers to question 1 with the text.

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





LANGUAGE SKILLS



1. In pairs. Write down some activities you do at work.

send emails, surf the internet...

2. Ask your partner questions to find out how often they do any of the activities you mentioned before.

Anna, how often do you send emails?

I often send emails.

Do you ever surf the internet at work? Etc.

3. Where would you put *never* and *every day* in this sentence?

Adam (a) has lunch at work (b).

4. Do these adverbs below usually go in position (a) or position (b).

from time to time always never once every two weeks occasionally once in a blue moon rarely twice a month normally frequently
--

5. In pairs. Ask your partner questions to find out how similar or different you are.

How often do you... Do you ever...	do nothing, have a laugh, write letters, send e-mails, have a break, talk to your clients, surf the internet, etc.
---------------------------------------	---



**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 natural, legal person subordinated to subject

Administrative law regulates almost all areas of life and its **provisions** are some of the most important components of the whole legal order. This part of law includes all norms regulating the operation of organs of authority and the legal position of different **subjects**, such as **natural** and **legal persons, legal entities** and organisational units. Administrative law is composed of two kinds of rules. First, the rules on the organization and functioning of the **administrative authorities** and on the relations between the administration and subjects **subordinated to** administration. Second, the rules that control the rights and duties of natural and legal persons and other subjects. Administrative law regulates not only the structure and forms of public administration but also the **legal relations** of that administration with its citizens.

3. Complete the sentences using some of the vocabulary items in bold.

- 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.



**LANGUAGE SKILLS****1. Make questions from the prompts using the present simple.**

Example: .What/you/do/after work *What do you do after work?*

- a) How often/you/meet/your friends
- b) Why/you/learn English/
- c) How/often/you/read/newspapers
- d) What kind of films/you/like/watch
- e) What/you/do/in your free time

2. In pairs. Ask your partner the questions from Ex.1. Tell your class anything interesting you learned about each other.**3. Read the email below and write as many questions as possible using the present simple.**

B I U ABC [List icons] Font family Font size [Color icons]

Hello,

Thank you for your e-mail and your address. I'm writing to you to tell you more about myself and also send you a photograph.

That's me on the left. I get on very well with my sister, but my brother and I have nothing in common. He is serious and boring. He just spends all his time on the computer and never goes out.

I like going out - especially to dance. On Saturday nights I work in a pub to earn some extra money because I'm a student. I study English and German at university.

Anyway, I love travelling and meeting interesting people, so I think languages will be useful for that. What else can I tell you? I'm single and I'm 26 years old. I want to get married and have children one day, but not yet. I'm also interested in skiing and I love winter.

How about you? Please write soon and tell me what you are interested in.

Love ...

Anna

Example: Is Anna married?





LESSON 4 DIVISION OF ADMINISTRATIVE LAW

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

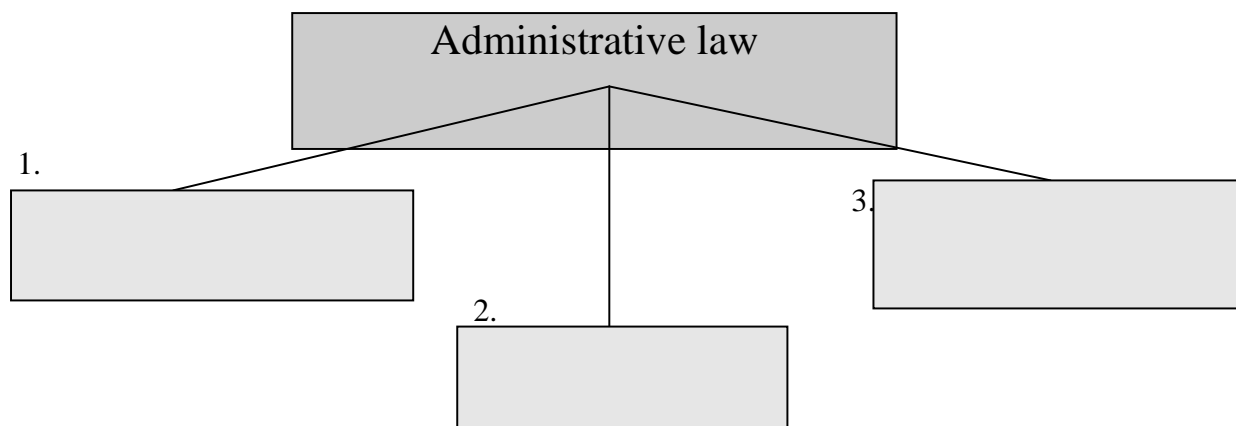
2. Read about three types of administrative law and complete the diagram using the types of administrative law listed below. Then talk to a partner and compare your classification of administrative law with the one provided.

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:



1. ...

This is a group of legal norms that regulate the structure of public administration including:

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

2. ...

This is the biggest group of norms and it includes **statutory rights and duties** created by statutes, orders or acts of local law or when an organ of public governmental or **self-governmental administration** issues an administrative act (e.g., administrative decisions). This type of administrative law includes many different norms, such as laws on citizenship, police, passports, foreigners, **construction law**, **population evidence** and many others.





3. ...

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**.

LANGUAGE SKILLS

1. In pairs. Ask each other questions.



- Are you keen on travelling?
- Do you like eating sweets?
- Is there anything you can't stand doing?
- Do you mind spending Saturdays at home?
- Do you detest ironing?

2. Tell your class anything interesting you learned about your partner.

3. Complete the text with the words from the boxes.

love keen stand like hate

Piotr from Poland, 24

I can't *stand* doing anything. I really1 holidays where people lie in the sun all day. I can't get it. I absolutely2 doing sport, so I get up early and run for 5 kilometres before I have breakfast. I'm not very3 on violent sports like boxing. When I go on holiday, I do water-sports like swimming and surfing. I quite4 playing basketball and tennis.





mind quite love stand like

Noako from Japan, 22

I absolutely5 eating healthy food. Making good meals is very important in my culture. Usually my mum does all the cooking. She doesn't6 doing this, but sometimes I7 helping her too. I can't8 junk food especially hamburgers, but I do9 like Spanish cuisine like paella.

mind stand love fond detest

Sybille from Germany, 21

I go round the clubs, meet friends, have fun, that's sort of thing. I really10 doing that. I try to go out every night if I can because I can't11 staying at home. I12 watching TV. It's so boring! I have two cats and one dog. I'm really13 of them. I don't14 having more pets, but my mum says "No".

4. Write down five sentences about your family's or friends' likes or dislikes.





LESSON 5 OTHER DIVISIONS OF ADMINISTRATIVE LAW

1. Other divisions of administrative law divide administrative law into *internal* and *external*. 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 group of norms (**internal acts**) that regulate only relations inside the public administration bodies. These norms cannot directly influence the **rights and duties of citizens**. Internal law is related to internal administrative matters and in Poland is not regulated by the **Code of Administrative Procedure (CAP)**.

External administrative law (zewnętrzne prawo administracyjne) is a group of norms that regulate only relations between the public administration organs and citizens or other entities. It deals with the use of **administrative procedure** to control these relations.

2. Read the texts in lessons 4&5 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		
rights and duties		
construction law		
population evidence		
implement		
administrative procedure		
self-government		
administration		

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

4. 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

1. In pairs. Look at the pictures and tell each other what the people are doing.



The people are sitting at the table.

2. Read the conversation between Adam and Eva and put the verbs in the present continuous.

Eva: Adam! How nice to see you. What are1 (you/do) these days?

Adam: I2 (train) to be a waiter.

Eva: Really? What's it like?3 (you/enjoy) it?

Adam: It's all right. What about you?

Eva: Well, actually I4. (not/work) at the moment.

I5 (try) to find a job but it's not easy.

But I'm very busy. I6 (decorate) my mum's flat.

Adam: (you/do) 7 it alone.

Eva: No, my mum and some of my friends8 (help) me.

3. Complete the sentences using one of these verbs: get, change, rise, fall, increase.

- The population of China fast.
- Chris is still ill, but he better slowly.
- The world ..., things never stay the same.
- The price of petrol Every year it is more expensive.
- The economic situation is already very bad and it worse.





LESSON 6 THE SOURCES OF ADMINISTRATIVE LAW

1. What are the sources of administrative law in Poland? What is the hierarchy of sources in administrative law?

2. Read the beginning of the text and check your answers.

3. Match the vocabulary items in bold with their definitions:

- a. have to be used within the whole country ...
- b. a source of law ...
- c. creating norms ...
- d. be more important ...
- e. ways ...
- f. the law of military forces ...
- g. formal adoption, acceptance ...

4. 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.

System of **universally binding** sources of law

- I. Constitution
- II. Statute (ustawa)
- III. International Agreements (umowy międzynarodowe)
- IV. Executive Regulation (rozporządzenia)
- V. Local law (prawo miejscowe)

I. The **Constitution** is the most important of all **norm-setting** instruments. The Polish Constitution regulates state functions and 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** and issues of constitutional changes. All other legal instruments should be in agreement with the Constitution. The Constitution is binding in the territory of the whole country.

II. The second normative act in the hierarchy is a **statute** (ustawa). The English equivalent of this legal instrument is "law" or "Act of Parliament". All statutes that are generally binding are Acts of Parliament. A statute is binding throughout the national territory. The most important issues in the functioning of the state should be regulated by the statute rather than by other **normative acts**.

III. An **international agreement** is part of Polish law and may be directly used if it is ratified and published in the Journal of Laws of the Republic of Poland (Dziennik Ustaw). A ratified





international agreement as a normative act **has priority over** a Polish statute, but only when it is ratified. **Ratification** is a formal act of signing by an organ representing the state in international relations (in Poland, the President of the Republic of Poland).

IV. **Executive Regulation** (rozporządzenie) is a normative act issued by competent organs of the public authority. Executive Regulations are issued in order to implement statutes and must be published in the Official Journal of Laws of the Republic of Poland. Executive regulations are issued by bodies of executive authority.

LANGUAGE SKILLS

1. Read what these people have to say. Which of these jobs do you find the most interesting? Why?



Hello! Welcome to Egypt. My name is Ahmed. I'm a tour guide and I work for a travel agency "African Tours". I'm based in Egypt. My job involves taking tourists to Cairo, Valley of the Kings, Alexandria and other places. I'm also responsible for arranging transportation from the airport to the hotels.

Good afternoon! I'm Eva Nowak. I work as an accountant and I run my own business. In my company I employ five people and I'm in charge of the whole performance of the group. I'm based in Poznan, but my job also involves a lot of business trips to different cities in Poland. It's my job to deal with my clients' tax returns and calculations.



My name is Robert. I'm a photographer and I work for a music magazine. We are based in Nottingham. I run the photography department and I'm in charge of taking photographs of rock stars and bands so I travel a lot especially to Europe and the USA. I'm responsible for the quality of the pictures and I need to meet deadlines. I really love my job.

2. Work in small groups. Introduce yourself to other members of the class in similar ways using some of the highlighted expressions from Ex.1.



**LESSON 7 POLISH POLITICAL SYSTEM****1. Describe the Polish political system.****2. Read the text and complete it using the terms listed below:**

*National Assembly x2 constitution ministers parliament president
Council of Ministers appointed lower house elected coalition
citizens institutions candidates ombudsman State Tribunal democracy*

Poland is a 1., with a 2 as a head of state whose present
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 7. by popular vote every five
years. The current president is Bronisław Komorowski. The current Prime Minister, Donald Tusk,
was 8. in 2007.

Polish voters elect a bicameral 9. consisting of a 460-member
10..... (Sejm) and a 100-member Senate (Senat). The Sejm is elected under
proportional representation. The Senat, on the other hand, is elected under a method where several
11. with the highest support are elected from each constituency.

With the exception of ethnic minority parties, only candidates of political parties getting at least 5%
of the total national vote can enter the Sejm. When sitting in a joint session members of the Sejm
and Senat form the 12. (the *Zgromadzenie Narodowe*).

The 13. is formed on three occasions: when a new President takes the oath of
office; when an indictment against the President of the Republic is brought to the
14..... (*Trybunał Stanu*); and when a president is not able to perform his duties
because of the state of his health.

The **judicial** branch plays an important role in decision-making. Its major 15.
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*). The Sejm also appoints the 16. or the Commissioner for
Civil Rights Protection (*Rzecznik Praw Obywatelskich*) for a five-year term. The ombudsman has
the duty of protecting the rights and liberties of Polish 17.

3. In your own words define the following terms:

*bicameral popular vote judicial branch proportional representation
constituency joint session lower/upper house ethnic minority parties*



4. Form nouns from these words:

indict	
major	
vote	
represent	
perform	
propose	
except	

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



1. In pairs. Ask each other questions about the company you work for.

- What does your company do?
- How many people do you employ?
- Where are your headquarters?
- Are you growing, shrinking or holding steady?
- What problems are you having now and how are you dealing with them?
- Do you have offices in other countries? If yes, where?





2. Tell your class anything interesting you learned.

3. Complete the sentences with the verbs from the box. Use each verb twice. Put each verb into the correct form and the correct tense – present simple or present continuous.

invest sell take target work

- a. Nokia and Samsung *sell* mobile phones around the world.
- b. It only our laboratory an hour to test all the ingredients.
- c. Which market segment they usually
- d. My printer properly. I'll ask Anna to run off a copy of the report for you.
- e. you more money in marketing this year?
- f. Their advertising agency never at weekends.
- g. Do you think we a big risk if we postpone the launch of our new model.
- h. Unfortunately, our range of soft drinks well at the moment.
- i. This time, we our advertising campaign on the young.
- j. Our company a lot in R&D that's why we develop fewer new products than our competitors.

4. Complete this text with the correct form, present simple or present continuous of the verbs given. Then check your answer with your partner.

work Tom Smith *works* in the R&D department,
 manage where he1 a team of five people.
 develop They2 about three new products every year.
 work This week Tom is not in his office. He3 in the lab.
 supervise He4 the testing of an innovating range of products and
 write 5 a report for his boss.
 enjoy He6 his job and he is proud of his company.
 expand His company7 rapidly now.
 have It8 subsidiaries in the Czech Republic and Russia
 own and9 a big fleet of cars. Sales and earnings for the company
 increase 10 far beyond expectations.





LESSON 8 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.

gender origin association the accused property participate disability

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

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

Civil Rights are those that belong to every citizen of the state, and are not connected with the organization or administration of government. Civil rights include the right to safety; protection from discrimination because of physical or mental disability, gender, religion, race, national origin, age, sexual orientation, or gender identity; and individual rights such as the freedoms of thought, speech, religion, the press, and movement.

Political rights give the power to participate directly or indirectly in the administration of government. Political rights include procedural fairness in law, such as the rights of the accused, including the right to a fair trial; and rights of taking part in civil society and politics, such as freedom of association, the right to petition, the right to vote, and the right to hold public office.

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

- What are civil, political and natural rights?
- What are the most basic civil rights?
- What are the most basic political rights?

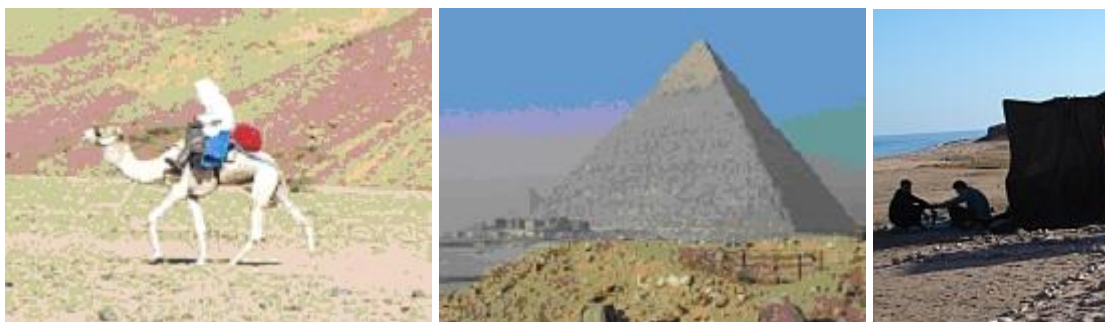
4. Discuss the questions in pairs.

- What civil and political rights do the citizens of Poland have?
- Where do they come from?
- How are they protected? Do you think they are well protected?





LANGUAGE SKILLS

**1. In pairs. Discuss the questions:**

Have you ever been to Egypt?

Have you ever ridden a camel? What was it like?

Have you ever tried scuba-diving?

Have you ever done an extreme sport? If yes, which one?

2. Match each question beginning with the most appropriate endings:

- | | |
|------------------------|------------------------|
| 1. Have you ever slept | a) a person from India |
| 2. Have you ever given | b) in a tent |
| 3. Have you ever met | c) with dolphins |
| 4. Have you ever won | d) a speech |
| 5. Have you ever swum | e) a race |

3. Choose the correct meaning of *ever*:

- a) usually b) always c) in your life

4. Underline the responses in the box that are possible answers to questions in Ex. 1 and 2.

- | | | |
|---------------|---------------------------------|-------------------------------------|
| Yes, I have | Yes, I do. | No, I haven't, but I would like to. |
| No, I didn't. | No, never. But I would like to. | Yes, I can. |



5. Write the words in order to make sentences and then change the sentences to make them true for you.

a) a horse I many ridden have times

.....

b) a I in never river swum have

.....

c) been have I India not to yet

.....

d) already done homework I my have

.....

e) ages anyone for have I met not

.....

f) eaten I just lunch have

.....

g) have lately much I not slept

.....

h) broken I leg my twice have

.....





LESSON 9 HUMAN RIGHTS IN POLAND

1. What do you know about the protection of human rights in Poland?

2. Read the text and compare your answers.

PROTECTION OF HUMAN RIGHTS IN POLAND

Democratic Poland protects its citizens' human and civil rights. They are guaranteed by law, mainly in the 1997 Constitution. These may not be broken, 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 who belong to ethnic minorities freedom to speak their own language, keep their customs and traditions and develop their own culture (Article 35).

The issues connected with the protection of human rights are very important to Polish Parliament. The Sejm Committee for Justice and Human Rights deals with matters connected with respect of the 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 helps individual citizens whose rights are not respected.

The Constitutional Tribunal is also the body to which anyone whose rights and freedoms guaranteed by the Constitution have been violated (Article 79) may complain. Moreover, independent courts guarantee respect of human and civil rights

3. Read the text on human rights in Poland once again and answer the questions

- Which statute guarantees the protection of human rights in Poland?
- What rights do ethnic minorities have?
- Which governmental organs deal with the protection of human rights in Poland and what are their competences?

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

5. Which international organisations protect human rights?

6. Which countries are famous for violating human rights? What can we do about it?





LANGUAGE SKILLS

1. Match the phrases on the left to the phrases on the right to make sentences.

1. You have been looking for	a) changing my job.
2. Our exports have been doing well	b) the performance of our new product range.
3. The Marketing Department has been studying	c) for the last ten years.
4. I have been thinking about	d) for us since 2000.
5. Adam has been working	e) last year's sales figures.
6. We have been analysing	f) a new job.

2. Complete the following letter using the present perfect continuous.

Dear Tom,



Thank you for your letter. Euro-East TV1 /develop/ links with companies in other countries. In particular we 2 /discuss/ programme making with networks in the Czech Republic and France. We3 /talk to/ small private companies. So far we have not tried to set up links with companies outside Europe. Many American TV stations4 /examine/ ways to work in Europe.

I look forward to meeting you in Paris. We can discuss these developments.

Yours sincerely,
Eva Crane

3. Write sentences about five things you started in the past and which are still continuing.





LESSON 10 *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.
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?

There are two **legislative bodies** in the Polish Parliament. 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 for Sejm must be citizens of Poland, have full public rights and be at least 21 on the day of the election. Candidates to the Senate must be 30 years old.

Deputies (Members of Sejm) win their **mandate** in their **electoral constituency**. The Polish political system is based on a party system. Parliamentarians of 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) is held 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 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

1. Read the short text below. Name the tenses in examples 1 and 2. What is the difference?



Adam started reading a book four hours ago. He is still reading it and he is on page 95.

1. He has been reading the book for four hours.
2. He has read 95 pages so far.

2. For each situation ask a question using the words in brackets.

Example: You have a friend who is learning French. You ask:

(How long / learn / French) *How long have you been learning French?*

a) You have just arrived to meet a teacher. He is waiting for you. You ask:

(How long / wait/)

.....

b) You see your colleague at his desk. You ask:

(How many emails / send/ so far)

.....

c) Your friend is having a party tomorrow. You ask:

(How many people / invite)

.....

d). A friend of your is a journalist. You ask:

(How long / write / for newspapers and magazines)

.....

e). A friend of yours is saving money for a rainy day. You ask:

(How much money / save)

.....

3. Write four questions using the present perfect simple or the present perfect continuous. Then ask each other the questions in pairs.



LESSON 11 *THE EXECUTIVE AUTHORITY IN POLAND.*

1. Describe the executive authority in Poland.

2. Read the text and compare your answers. Before you read check the vocabulary items in bold in the text with the teacher.

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

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 has executive power. The Prime Minister, who heads the Council of Ministers, has a lot of freedom in choosing its personnel. The **composition** of the Council of Ministers is proposed by the Prime Minister, who **files 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".

The Council of Ministers may consist of 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. In pairs. Match the beginnings from a-l with the endings from 1-12 of these questions.

a. Where	1. you do for a living?
b. How many	2. films do you watch?
c. What does	3. been to Australia?
d. Are	4. you doing at this time a week ago?
e. How often do you	5. do you live?
f. What do	6. you last go to work?
g. What kind of	7. you working on an important project?
h. How long	8. friends have you got?
i. Have you ever	9. do you confide in?
j. When did	10. your mother do?
k. What were	11. have you been learning English?
l. Who	12. do sport?

2. Classify the questions a-l from Ex. 1 in the following table of tenses.

	simple	continuous	perfect	perfect continuous
Present	a, ...			
Past				

3. Ask each other the questions. How many of your answers are the same?





LESSON 12 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:

appeal courts	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
ensure	higher instance court, deals with appeals from lower courts
legal compliance	to reach a decision or an agreement about something, or to end a disagreement
the judiciary	acting according to certain laws
adjudicate	make something certain to happen

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:

- ⤴ 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 (sąd okręgowy) and garrison courts (garnizonowy). They deal with cases connected with crimes committed by soldiers in active service, civilian employees in military units, and prisoners of war.
- ⤴ Administrative courts - a 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



1. In pairs. Ask and answer these questions.

What are you interested in?

What sort of things are you good at?

2. Rewrite these questions in the correct order.

Example: with who you work do
Who do you work with?

b) worry sort things do you what about of
.....?

c) on do what spend you money your
.....?

d) confide do you who in
.....?

e) English learning for you are what
.....?

f) to music listen kind do of you what
.....?

g) does who of teacher remind you your
.....?

h) clubs or groups what to belong you do
.....?

3. Ask your partner the questions from Ex. 2



**LESSON 13 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 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 decisions that would influence 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 deals with complaints connected with:

- ⤴ 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.





5. Complete the sentences with the vocabulary from the text.

- Their work permits have been, but they still continue working.
- The court of appeal..... the decision of the court of first instance stating that it was correct.
- A court's is the place where the trial will take place.
- The authorities are responsible for local functions.

LANGUAGE SKILLS



1. Look at these questions and answers. In which question *who* is the subject?

Who do you work with?	I work with Eva.
Who works with you?	Eva works with me.

2. Underline the correct verb form.

- Who *does know* / knows you best?
- Who *does live* / lives next door to you?
- What kind of music *does you like* / like you?
- Who *knows* / *does know* you the longest?
- What *do they write* / write they about?
- Who *plays* / *does play* tennis with you?
- Who *does like* / likes spending free time at home.
- Which company in Poland *makes* / *does make* cars?





3. Look at these sentences. Write questions with *who*.

a. Adam has the best skiing equipment.

Who has the best skiing equipment?

b. Anna speaks three languages.

.....

c. Jenny knows me the shortest.

.....

d. Tom talks the most.

.....

e. Michael always remembers his wife's birthday.

.....

f. Alice is the best tennis player.

.....

4. Write answers to five questions in Ex.2.

**LESSON 14 THE SUPREME ADMINISTRATIVE COURT (SAC)****1. Describe the structure and jurisdiction of the SAC in Poland.****2. Read the text and compare your answers. Before you read check the meaning of the following words:***supervise fiscal obligations jurisdiction chairman term*

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 connected with most business regulation. The Financial Chamber supervises the jurisdiction of regional administrative courts connected with fiscal obligations and other payments regulated by tax law. The General Administrative Chamber supervises the rest of the jurisdiction of regional administrative courts.

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

The President of the Supreme Administrative Court manages the functioning of the Supreme Administrative Court and represents it. The President of SAC is nominated for 6 years by the Polish President.

The Vice-presidents of the Supreme Administrative Court manage 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 distributes coming cases to the judges. It gives an opinion about 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. Using the terms from the table describe the structure and functions of the different organs of the SAC.

LANGUAGE SKILLS

1. Complete the sentences. Use: *about, at, on, with*.

- What sports is she good
- What do they spend the most money
- Who does your brother usually have dinner
- What sort of things does your boss worry.....?

2. Complete the questions for these answers.

- Who.....? My sister loves cooking?
- What.....? I watch the news on TV every day.
- Who.....? My boss speaks to me once in a blue moon.
- What? He drives sports cars.

3. Write the sentences in the correct order.

- at home/ work/ often
- I/ travel abroad/ once a year
- come/ regularly/ to my German class
- I/ to work /drive/ from time to time

4. Write the missing word in the correct place.

- I quite pizza.
- I mind getting up early.
- I not very keen on dancing.
- I stand science fiction film.

5. Choose the correct alternative, present simple or present continuous.

- Listen to that woman. What language *does she/ is she speaking?*
- It *doesn't rain/ isn't raining* much in the summer here.
- You *work/'re working* very hard today.
- Do you prefer/ are you preferring* tea or coffee?

6. Underline the correct sentences. Correct the wrong ones.

- I've been having some good news. I've got the job.
- Marta has been taking exams all week. She's exhausted.
- I've read that book. Do you want it back?



**LESSON 15 THE CODE OF ADMINISTRATIVE PROCEDURE, CAP****1. What does the CAP regulate?****2. Read the fragment of the CAP and check your answers. Before you read check the meaning of the words in bold:****Part I
Chapter 1 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 the words in bold:**

- 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. In pairs. Discuss these questions.

- What did you study?
- How many jobs did you have before? Which one was the most difficult/ stressful demanding...?
- Where did you work before?
- How long were you there?

2. Tell your class anything interesting you learned about your partner.

3. Read the text and underline all the verb forms in the past simple.

I spent a long time doing research and making business plans before I started the company. I was leaving in Kyushu at the time. It was 1981 and I had just come back from the States. I had no income and all my family and friends were worried. They couldn't understand why I wasn't doing anything, but I was thinking.

I had gone to the States to study when I was 16. I went to Oakland, California for a couple of years first, and then transferred to Berkley where I graduated. I met my husband while I was studying English in Oakland and by the time we came back to Kyushu we had a baby. He was worried too. I had come up with 40 new business ideas – everything from gardening to setting up hospital chains- but I didn't know which to start. I wanted a business I could fall in love with. It had to be unique and original. It had to have great growth potential. I had about 20 points like this and I took a big sheet of paper and gave each business idea scores. Then I picked the best one. It turned out to be the beauty therapy clinic. So in 1991 we finally moved to Tokyo and I started my own company.



4. Using the underlined verbs write five sentences about your or your relatives' working career.



LESSON 16 *THE DUTIES OF PUBLIC ADMINISTRATION BODIES*

1. What are the duties of public administration bodies?

2. Read the fragment of Chapter 2 CAP, underline the duties of public administration bodies and check your answers. Before you read match the vocabulary items in bold with their definitions.

act in accordance with	to lose something
obey the law	to find a solution
resolve	to follow legal rules
provide	conditions, facts
circumstances	act according to
suffer any loss	give

Chapter 2

General principles

Article 6.

Public administration bodies shall **act in accordance with** the law.

Article 7.

Public administration bodies shall **obey the law** during proceedings and shall take all necessary steps to clarify the facts of a case and to **resolve** it, taking into consideration the public interest and the interests of members of the public.

Article 9.

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

Article 10.

§ 1. Public administration bodies shall 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.

3. Complete the sentences with the vocabulary items in bold.

- What were the of the minister handing in his resignation?
- If you do not, you can go to prison.
- If you do not have a lawyer representing you at court, the court has to..... you with information about your rights and duties.





- d) I was surprised at how quickly the case was..... by the first instance court.
 e) All governmental organs have to act the Constitution.
 f) As a result of the accident, I financial loss.

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

LANGUAGE SKILLS

1. What can you see in these pictures? What do they symbolize?



2. You study law. A friend of yours works as a judge. You want to find some more information about his job. Ask him questions using the past simple.

- a) When *did* you *start* working as a lawyer? /start/
 b) you any difficulties to sentence someone to jail two years ago? /have/
 c) there anyone who was released on bail last month? /be/
 d) Why you to work as a defense lawyer? /decide/
 e) it easy to question your first client? /be/
 f) Why you to become a judge? /want/
 g) What the most difficult case you worked on? /be/
 h) How many people you last year? /acquit/



**3. Read the sentences below and write questions to the underlined parts.**

Example: A blackmailer threatened a politician to make secrets known to the public a few weeks ago.

When did a blackmailer threaten a politician to make secrets known to the public?

- a) A pickpocket stole 50 Euros from my wallet yesterday.
.....?
- b) A hijacker from Mexico took control of a plane for political motives a few days ago.
.....?
- c) The jury listened to all the evidence and reached a verdict last week.
.....?
- d) He admitted stealing the car when he saw all the evidence against him.
.....?
- e) They acquitted him because they found him not guilty.
.....?
- f) They released him on bail because the case was hard.
.....?
- g) A judge decided to give him a life sentence last week.
.....?
- h) My neighbor got a fine when the police caught him driving too fast yesterday.
.....?
- i) He informed the police when he saw a shoplifter in a supermarket last month.
.....?

4. In pairs. Compare your answers.

**LESSON 17 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 structure. Translate the names of the elements of a normative act into Polish.**

English	Polish
The legal basis	
The main body	
Preamble	
The signature	
The heading	

- 3. 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) The legal basis

This element may be attached 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 marked with Arabic numerals; in statutes, individual parts are called 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

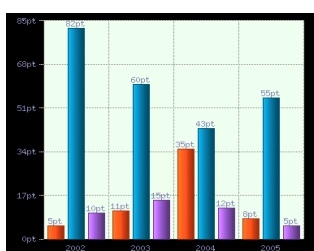
This element is not relevant for statutes; other normative acts should not be issued without indicating a legal basis.

e) The heading

This element specifies the social and political origin of a given act, as well as justification of the need to introduce this act.

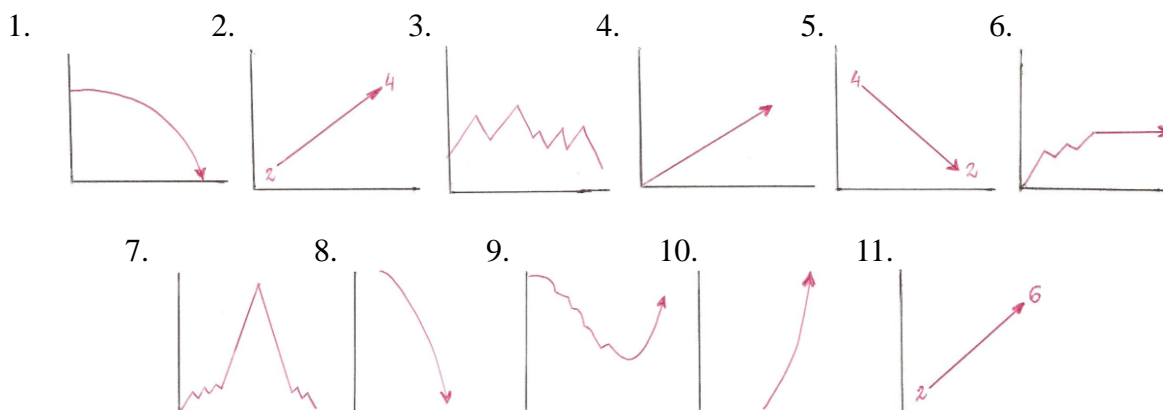
Correct order: 1 ... 2 ... 3 ... 4 ... 5 ...

LANGUAGE SKILLS



1. What kind of movement do these verbs describe? Match them to the symbols below. Then compare your answer with your partner:

- | | | | | | |
|---------|----------|--------|-----------|-----------|------|
| decline | increase | double | level off | decrease | peak |
| gain | soar | fall | triple | fluctuate | rise |
| drop | collapse | halve | recover | improve | jump |





2. Match the words and phrases on the left with more idiomatic equivalents on the right. Then match the pairs with the graphs above.

- | | |
|------------------|--------------------------|
| 1. soar | a) plummet |
| 2. collapse | b) slide |
| 3. fluctuate | c) reach a high |
| 4. fall off | d) cooling of enthusiasm |
| 5. peak | e) roller coaster ride |
| 6. fall steadily | f) go through the roof |

3. The two sentences below have the same meaning. Study the example, and then rewrite the sentences 1-5 in the same way.

*There was a **considerable increase** in oil prices.*

adjective + noun

means the same as:

*Oil prices **increased considerably**.*

verb + adverb

- There has been a **dramatic fall** in exports.
- It seems that there is going to be a **substantial rise** in taxes.
- There was a **steady rise** in the number of unemployed people.
- Are you saying that there is a **significant decline** in production?
- I think domestic demand will **fall slightly**.



**LESSON 18 EXEMPLARY FORMS OF ADMINISTRATIVE ACTS I****1. What is the most basic example of an administrative act?****2. What is an administrative decision? Who is it issued by?****3. Read the following definition and check your answers:**

An administrative decision is an administrative act that is used by an administrative body to resolve an administrative case. An administrative decision can be called: concession, permit, licence, consent, etc.

4. What are the different types of administrative decisions? Match the Polish translation with the English terms in the text:

zgoda	
licencja	
pozwolenie	
koncesja	

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

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

6. 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** and **non-final decisions**. Non-final decisions (decyzja nieprawomocna) are such that can be appealed against. On the other hand, final decisions (decyzja prawomocna) are those decisions that are issued by a body of second instance, not appealed against on time, made by a minister and by the **Regional Audit Chamber** (Regionalna Izba Obrachunkowa) or decisions that cannot be appealed against.





LANGUAGE SKILLS

1. Look at the sentences below. Underline examples of the simple past and circle examples of the present perfect.

- The company has sold its London offices.
- The Managing Director resigned three years ago.
- I have not read the newspaper today.
- A rival manufacturer has bought the company.
- The top selling product made over 3 m. Euros last year.

2. The past simple or the present perfect? Use the correct form of the verbs given to complete the conversation.

- Adam: Eva! What a surprise! I *haven't seen* you for months. /see/
Last time we1, you2 about to go to Italy. /meet, be/
Eva: That's right! Yeah! I3 there to train the sales staff /go/
at our main subsidiary.
- Adam: Hmm... What was that like?
Eva: Interesting, but tough I'm not sure I4 from the experience yet.
/recover/
- Adam: Really! What5? /happen/
Eva: Well, one of the guys in the team6 anything /reject/
that7 like a new idea. /look/
- Adam: I suppose that's what you call 'resistance to change'.
Eva: Yeah! Exactly! And now to make things worse he8 /drop out/ of
the team.
- Adam: Well, not a big loss from what you are saying.
Eva: Hmm... You are probably right. Anyway. What about you?
I have no idea what you9. up to. /be/
- Adam: Guess what! I10 my job. /change/
Eva: What? You11 your job? /quit/
Adam: Yep! I12 working for my previous employer a month ago. /stop/
Eva: Oh! That's a big surprise!
Adam: I certainly don't regret my decision. Since I13 /start/ working for
them I feel a lot better. And I14 /take up/ scuba-diving. .



**LESSON 19 EXEMPLARY FORMS OF ADMINISTRATIVE ACTS II****1. 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 authorized to issue the decision or if a decision was issued in the form of an electronic document, it should be affixed with a secure electronic signature verified by means of a valid qualified certificate or with a personal signature. 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

2. 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	





3. 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 text and check your answers:

Provisions of procedural administrative law are administrative acts that are issued by a public administrative body during administrative proceedings. This is the fundamental difference between provisions and decisions.

4. Work in groups and describe the different forms of administrative acts. Give examples. Use the vocabulary from the texts.

LANGUAGE SKILLS



1. Look at the example:

Yesterday Adam and Eva went to a restaurant. They began to celebrate their wedding anniversary at 7 p.m. and finished at 9 p.m. So at 8 o'clock they **were having** dinner.

2. Name the highlighted tense in the example above.

3. Put the verbs in the correct form, the past continuous or the past simple.

- Peter **was having** (have) a shower when I **arrived** (arrive).
- What (you do) this time yesterday. I was at the cinema.
- (you go) out yesterday? No, I had to stay at work late.
- Did Amanda make a presentation yesterday? Yes, she (talk) for two hours!
- How fast (you drive) when the police (stop) you?
- He (take) a photograph of her when she (not/look).
- I haven't seen Adam for ages. When I last (see) him, he (try) to find a new job.

4. Make sentences about yourself. Begin with: *This time last year....*



LESSON 20 *CENTRAL ADMINISTRATION IN POLAND*

1. What is central administration and what functions does it have?

2. Read the following text and compare your answers:

Central administration is an important segment of the administrative system situated on the highest level of its structure. It is composed of different organs, offices, agencies and institutions that perform tasks of public administration in the whole country. The central administration mechanism is described in general by the Constitution and specified in more detail by legislation and executive orders (rozporządzenia).

Central administration is divided into two basic segments, the political-governmental and the administrative-executive. The political-governmental element consists of the President of the Republic of Poland, the Council of Ministers, the Prime Minister, ministers and chairmen of certain committees. They have a superior position in relation to other organs. The administrative-executive segment consists of the other parts of central administration, called central offices, organs, bodies, each of which is subordinated to one of the organs of the political-governmental component. They are autonomous organs with its own powers given by law. The competences of these bodies cover the area of the whole 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...





3. Match the examples of central bodies of state administration and match them with their superiors.

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 complete the following sentences.

- a) The office of the president is of public administration in Poland.
- b) In France the prime minister is to the president, who is head of state and has greater control of government policy.
- c) The political-governmental organs are bodies over central offices.

LANGUAGE SKILLS

1. Read the conversation below. When you tell a story which tense can you use for each of these functions:

- a) introduce a new topic
- b) give the background information
- c) talk about the main events





- Adam: Have you ever had an injury?
- Robert: Yes, I have. I was playing football for a local team and it was in the second half of the match. I was trying to kick the ball when a player from the other team knocked me over. I fell heavily on my leg.
- Adam: Oh dear! Were you badly hurt?
- Robert: Yes, I broke my leg. I couldn't play football for a year.

2. Stories are often told in five stages. Put the headings below in the appropriate places to show the five stages of the story.

the background how you felt the problem the resolution introduction

The stages of the story	The summary of the story
1. Introduction	Have I ever told you about the time when a horse bit me.
2.	It was 15 years ago when I was a child. It was summer. The sun was shining, and I was riding a horse for the second time in my life.
3.	We were going through the forest when suddenly my horse stopped. There was a big snake in the grass so the horse got really scared and dropped me on the ground. I tried to calm my horse down, but it bit me really badly.
4.	I have never been so frightened in my entire life. I was absolutely terrified.
5.	Fortunately, the instructor who was just behind me calmed my horse down and took me to the hospital. I only had a small cut and a few bruises. Then I decided not to ride a horse again.

3. In pairs. Tell each other a similar story you or your friends have experienced.





LESSON 21 THE COMPETENCES OF THE PRESIDENT OF THE RP

1. What is the role of the President in Poland?

2. The competences of the President of the RP can be divided into three groups.

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 - respecting the Constitution
- i - appointing and **recalling** the representatives of the Republic of Poland to other states
- j - granting academic titles





k - **depriving** individuals of Polish citizenship

l - protecting the **sovereignty** and security of the State

4. Match the words in bold with their synonyms:

1. grant	a manage, control
2. convene	b give
3. preside over	c independence, self-government
4. recall	d take something. away from sb.
5. deprive of	e ask, order to return
6. sovereignty	f call together

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

- a) The Parliament's plenary session was on Tuesday, 29 June and was by the President.
- b) If you were born British, you could not be of your citizenship.
- c) The president our ambassador from the country when the war started.
- d) In the year 2009, a total of 2369 foreigners were..... Polish citizenship, which is 20% more than in the year before.

LANGUAGE SKILLS



1. In pairs. Ask and answer the questions:





- a) Who used to do most of the cooking in your family?
- b) Did you use to help in the kitchen?
- c) Where there some things you didn't use to like eating?
- d) What time did you use to have dinner?
- e) Did your family use to eat in restaurants much?
- f) What was your favorite dish?

2. Rewrite these sentences using *used to*. Some of the sentences cannot be written with *used to*. Leave them as they are.

Example: I hated school when I was a child. *I used to hate school when I was a child*

- a) I refused to play sport as a child.
.....
- b) My parents worried about me.
.....
- c) In 2000 we went to Australia.
.....
- d) I went to church every Sunday.
.....
- e) I was afraid of the dark.
.....
- f) I didn't like vegetables.
.....
- g) One day I decided to take up Spanish.
.....

3. Are the sentences from Ex. 2 true for you? Rewrite four of the sentences so they are true for you.



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

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

The highest administrative organ of state authority, the Council of Ministers (called **the cabinet**), and its chairperson, the prime minister, form the acting government. The Council of Ministers is subordinated 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. Before you read check the meaning of the following phrases:**

internal affairs foreign policy State Treasury draft national defence

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

- I. The Council of Ministers shall control 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. 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;
 - g) ensure the internal security of the State and public order;





- h) ensure the external security of the State;
- i) **exercise** general control over relations with other States and international organizations;
- j) **conclude** international agreements;
- k) exercise general control of **national defence**.

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

guarantee	
have, use	
bring to an end, sign	
make public	
manage, control	
approve, accept	
organise	
monitor	

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

- a) In Poland internal and external security is..... by the Council of Ministers.
- b) On 7 August 1998 the Cabinet a regulation creating counties as administrative units.
- c) The Polish Parliament a statute that does not allow smoking in public places.
- d) The Government an Agreement on co-operation with Germany.
- e) At the national level, public administration authority through the Minister of the Interior, at the local level through the mayor.



**LANGUAGE SKILLS****1. Underline examples of the past perfect in the sentences below.**

- a) After I had shut the door I realised my key was inside.
- b) I had finished my sandwich when the phone rang.
- c) When I returned I saw that someone had left a package on my desk.
- d) Mr. Nowak had not finished opening his post when a secretary came in.

2. Robert has a problem with the photocopier. Complete the dialogue using the past perfect.

- Adam: What happened?
 Robert: Before the machine broke down I1 (make) 50 copies.
 Adam: Then what?
 Robert: When I2 (do) 50 copies, the paper jammed.
 Adam: What did you do?
 Robert: When I3 (clear) the paper, I pressed the start button.
 Adam: Then?
 Robert: I thought4 (solve) the problem. But I5 (not notice) another problem. Smoke was coming out of the back.
 Adam: So, then what happened?
 Robert: After I6 (see) the smoke I telephoned you.

3. Put the verbs in brackets into the correct form, the past perfect or the past simple.

- a) Was Tom at work when you arrived? No, he (go) home.
- b) I felt very tired when I finished work, so I (go) straight to bed.
- c) The office was very quiet when I got there. Everybody (go) to a cafeteria.
- d) Sorry, I'm late. The car (break) down on my way to work.
- e) We were driving along the road when we (see) a circus caravan.





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 as the chief government administration body?
3. Read the list of competences of the Prime Minister and put them into the correct column:

Competences of the Prime Minister

- ✦ issues executive regulations and orders;
- ✦ convenes meetings;
- ✦ represents the Council of Ministers;
- ✦ controls central and territorial bodies of the government administration;
- ✦ 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;
- ✦ coordinates and controls the work of ministers and other Council members;
- ✦ supervises self-governments;
- ✦ has political responsibility;
- ✦ recruits employees of government administration bodies;
- ✦ 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. Underline the correct verb forms, past simple or past continuous.**

I worked /was working late one evening at my desk at home when I noticed/was noticing 1 that my laptop computer became/ was becoming 2 really hot. I switched/was switching 3 it off so it could cool down while I ate/was eating 4 my dinner.

Then, when I began/was beginning 5 to work again the computer did the same thing. I just wandered/ was just wandering 6 what to do when smoke started to come out of the back of the machine. I threw / was throwing 7 it out of the window into the swimming pool.

The next morning, while I tried/ was trying 8 to telephone the manufacturer I saw/was seeing 9 on TV news that the company asked/ was asking 10 people to return the laptops because the batteries were/ were being 11 dangerous.

2. Write the verbs in brackets in the correct form, past perfect or past simple.

- After we (be) in business for a year, we made our first profit.
- Before she (start) her own company, she'd worked for three years in fashion industry.
- The company (close) in 2006.
- They (plan) to launch the new software before last October, but problems delayed the official launch date.

3. Write the words in the correct order to complete the questions.

Example: When you were ten years old...

did/ have/ lunch/ to/ use/ you ...*where did you use to have lunch?*

- did/ drink/ in/ the/ morning/ the/ to/ use/ you
what.....?
- be/ did/ favourite/ food/ to/ use/ your
what.....?
- go out/ restaurants/ to/ use/ you/ to
did.....?

4. Write true answers to three questions in Ex. 3.



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) consists of the unified and non-unified bodies and offices. The unified territorial-governmental administration (wojewódzka administracja zespolona) bodies are first of all governors of the provinces (wojewoda) and also the bodies subordinate to them. They deal with issues which are managed by the local authorities of the self-government and other governmental units. Apart from the governor of the province, there are also the directors of the unified services, inspectorates and guards (kierownicy służb, inspekcji i straży), the first and second deputies of the governor, the director-general of the regional office (Dyrektor Generalny Urzędu Wojewódzkiego) and department directors.

Non-unified governmental administration bodies (wojewódzka administracja niezespolona) are not directly subordinated to the governor, but to ministers or other directors of central bodies. The governor of the province has the right, however, to appoint and dismiss non-unified governmental administration bodies. What is more, organs that operate in the area of jurisdiction of the governor have to co-ordinate with the governor drafts of local law made by them and co-ordinate their actions with orders and regulations of the governor. Bodies of the special administration include, for example, tax and customs offices or military administration.

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

- a) What does the territorial governmental administration consist of?
- b) What bodies does the organ of the unified territorial-governmental administration consist of?
- c) Give examples of entities of the non-unified administration.
- d) Who supervises non-unified governmental administration bodies?
- e) How is the governor involved in the operation of non-unified governmental administration bodies?



**LANGUAGE SKILLS****1. Jennifer North, Sales Director at Madison in New York, makes two telephone calls to Cristina Verdi, a fashion buyer in London.****Listen and note a) the purpose of each call and b) the result.****2. Listen to the first call again and complete this extract.**

Jennifer: I'm calling because I'll be in London next week and
1 to see you. I want to tell you about our new collection.

Christina: Great. What2 I'm fairly free next week, I think.

Jennifer...3? In the afternoon. Could
4 then?

Christina: Let me look now. Let.....5 .Yes, that'd be no problem at all.6 two o'clock? Is that OK?

3. Listen to the second call again and complete this extract.

Receptionist: Thank you. I'm putting you through. Hello, I'm afraid she's engaged at the moment1 or can I put you through to her voicemail.

Jennifer: Would you be able to take a message for me, please? I'm in a bit of a hurry.

Receptionist: Yes, certainly.

Jennifer: The thing is, I should be meeting Ms Verdi at 2 p.m.,
2 My plane was delayed, and I've got to reschedule my appointments. If possible,3
 tomorrow,4 in the morning.5
 here at the hotel, please, to confirm?

Receptionist: Certainly. What's the number?

Jennifer: It's6.

4. Role play one of these two telephone conversations.

A. Role play. In pairs. Student A, you are a company employee who has arranged to meet Student B, a colleague from one of your subsidiaries. Explain that you cannot keep the appointment and give a reason. Suggest an alternative day.

B. Student B, you are on a business trip to Paris and need to stay an extra day. Your hotel is full. Telephone the airline office. Talk to the representative, Student A, to arrange a different flight and a night at another hotel.





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.

statutory fulfil maintain provide supply

Territorial self-government is an important component of public administration. Local government administration is situated at all three territorial levels. Regions, districts and communes are units of the country's basic territorial structure and also units of territorial self-government. Whereas communes and districts are units of local government, a region is the only structure that unites governmental and local systems of administration.

The functions of local government administration are performed at all three territorial levels. However, the role of each level is different. Regional self-government is responsible for economic and social development of the region. Local self-government (communes and districts) deals with public needs, maintains the technical and infrastructural basis of a given area and takes care of everyday matters.

Commune and district self-government units perform tasks of local nature addressed to the residents of a given community. These tasks include providing basic services such as e.g., education, health care, culture, local roads, and water supply.

Self-government bodies act mainly 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 take part in elections or local referenda on the commune, district and region levels.

3. Read the text once again and mark the statements true (T) or false (F) or not given (NG). Correct the false statements:

- a) Territorial self-government is an autonomous unit. ...
- b) 2. Territorial self-government is composed of three units. ...
- c) There is one common local government for all three territorial levels. ...
- d) Local self-government is responsible for economic and social development of the region. ...
- e) The addressees of the actions of commune and districts are their residents. ...
- f) Self-government bodies at every level are composed of people living in a given territorial unit. ...





LANGUAGE SKILLS

1. Read the conversation between two flatmates. Why is Eva unhappy?

Joanna: Hi!

Eva: Oh. Hello.

Joanna: You don't look very happy. Has something happened at work?

Eva: No, work's fine. Adam hasn't rung, and we're supposed to be going to a party tonight. What are you doing tonight? Do you fancy coming to the party with me?

Joanna: I'd love to, but (1) Robert's coming round and (2) we're going to plan our summer holiday.

Eva: Oh, well, what am I going to do?.... I know- (3) I'll phone Colin.

2. Three different ways of talking are highlighted in the conversation. Which form is used to talk about:

- a spontaneous decision (you speak at the moment you decide to do something)?
- an intention (you speak after you have already decided to do something)?
- a arrangement (you speak after you have already arranged to do something)?

3. In pairs. Choose the best answer and discuss the reasons for your choice.

- 'It's too hot.' OK, I'm going to open/ I'll open a window.
- I'm going to train/ I'll train as an actor when I leave school.
- She'll meet/'s meeting Adam and Eva seven o'clock.
- I don't want to go out. I'm going to stay in/ I'll stay in and read my book
- He'll arrive/'s arriving on the 11.30 train from Poznan.

4. Write the verb in brackets in the best future form (will, going to or present continuous).

- I've made a decision and I..... (apply) for a course in business.
- We (meet) them outside the concert hall at 6 p.m.
- We've got a problem because We don't have enough people in the team. I've got an idea! I..... (ask) my friend Robert. He plays soccer
- My parent..... (sell) their house and buy a boat! I don't think We can change their minds.
- We have booked a taxi. He (pick) us up in the morning.

5. In pairs. Tell each other about your plans for the nearest weekend.

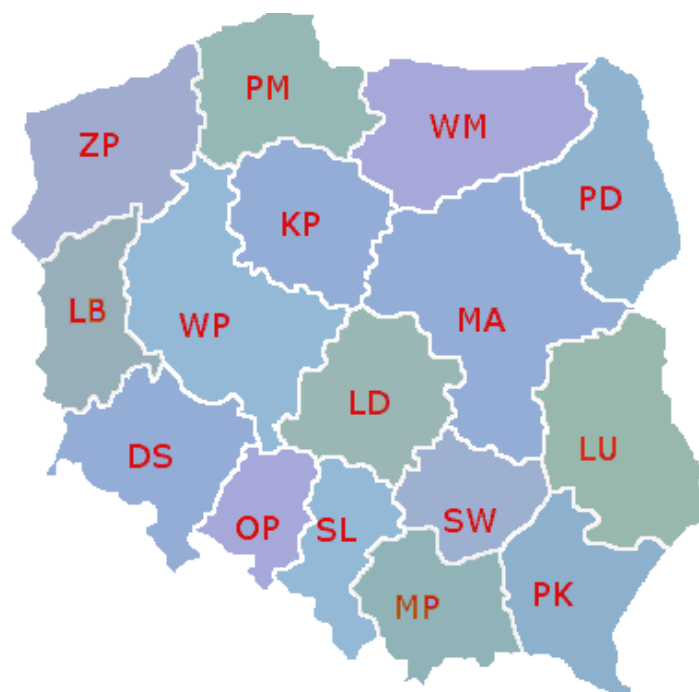


LESSON 26 VOIVODSHIPS OF POLAND

1. Define a county (a district) as a territorial self-government body.

2. Read the text and look at the map. Complete the table.

The voivodship or province has been a high-level administrative division of Poland since the 14th century. After the Polish local government reforms in 1998, sixteen new voivodships were created.



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

Abbreviation	Voivodeship	Capital
DS		
KP		
LU		





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

LANGUAGE SKILLS

1. In pairs. Ask and answer questions.

- Do you like writing business letters?
- How often do you write emails?
- What is the most effective way to exchange information in business? Why?

2. What do these abbreviations mean?

<p>enscs TNKS pp PLS Re Dept. incl. RGDS ATTN ASAP PDQ c.c.</p>
--

3. Complete the table below with words and phrases from the box.

1. Would you like me to...?	6. seeing you on the 29 th .
2. You will be pleased to hear that...	7. any inconvenience caused...
3. Enquire...	8. please do not hesitate to ask
4. I am afraid...	9. Further to...
5. Please find enclosed...	10. Could you possibly...?





Starting	We are writing to	advise you of... confirm... a).....
Starting a reference	Thanks for your letter of January 23rd With reference to b).....	our telephone conversation today,... your email of June 5th
Giving good news	I am delighted to tell you... c).....	
Giving bad news	We regret to inform you that... Unfortunately... d).....	
Making a request	We would be grateful if you could... I would appreciate if you could... e).....	
Offering help	If you wish we would be happy to... f).....	
apologizing	I would like to apologize for... We are sorry for g).....	
Enclosing documents	I am enclosing... h).....	
Closing remarks	If you have any further questions, i)..... Thank you for your help.	
Referring to future contact	I look forward to	meeting you next week. j)

4. Write an email using as many standard phrases as possible from Ex. 3. Choose one of the topics below.

You have heard that Ms Parker, a colleague from your Warsaw office, will be visiting your company next week. You need to offer to book a hotel for her.

Mr Nowak wrote and asked you to speak at the conference in Krakow. Unfortunately you can't go.



**LESSON 27 ADMINISTRATIVE POWERS OF THE AUTHORITIES OF A VOIVODESHIP****1. What are the authorities of a voivodship?****2. Read the paragraph and check your answers. Before you read check the following vocabulary items.**

assembly property by-law

Administrative authority at voivodship level is shared between a governor called a voivode (wojewoda), an elected assembly called a sejmik, and an executive chosen by that assembly. The voivode is appointed by the Prime Minister and is the regional representative of the central government. The voivode acts as the head of central government institutions at regional level (such as the police and fire services, passport offices, and various inspectorates), manages central government property in the region and controls the functioning of local government. The voivode's offices are known as the urząd wojewódzki.

The sejmik is elected every four years. It passes by-laws, including the voivodship's development strategies and budget. It also elects the marszałek (marshal) and other members of the executive. The executive (zarząd województwa), headed by the marshal, drafts the budget and development strategies, implements the resolutions of the sejmik, manages the voivodship's property, and deals with many aspects of regional policy, including management of European Union funding. Its offices are known as the urząd marszałkowski (the Marshal's Office).

3. Read the text again and mark the following statements true (T) of false (F). Correct the false statements.

- a) Competences and powers at voivodship level are shared between the voivode (governor), the sejmik (regional assembly) and the executive. ...
- b) The voivode represents the local authorities and is selected to fill the position by the President of the city. ...
- c) Sejmik decides on the finances of the voivodship. ...
- d) The marshal has the executive power in the province. ...

4. In groups 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 voivodship assembly (sejmik)?
- c) What are the competences of the marshal?





LANGUAGE SKILLS

1. In pairs. Discuss the questions.

- Do you socialise with your customers or colleagues?
 Do you go on training courses or conferences?
 Do you think it's important?
 What are the most popular business topics you discuss?

2. Listen to the first part of a conversation between two executives. They are attending a conference in Seattle, USA, on management software systems. They meet at the hotel breakfast table, introduce themselves and have a conversation. Answer the questions.

- What are the names of the two executives, and where do they come from?
 - Which of these subjects do they mention?

- a) the name of their company e) their journey to the conference centre
 b) their position at the company f) the reason for coming to the conference
 c) where they are from g) their accommodation
 d) the performance of their company

3. Listen again and answer the questions.

What do Antonio and James Whitfield say when they first meet each other?

4. Complete the chart with the information from the conversation.

	Antonio	James
Type of company	<i>Office equipment</i>	
Job title		<i>System analyst</i>
Company performance		
Flight		
Accommodation		

5. Listen to the second part of the conversation and answer the questions.

Who is: a) a senior official? b) a director? c) a managing director?

6. (optional) In small groups. You are attending a conference. You need to exchange some information about each other. Find out two things you have in common.





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.

A powiat (district, county) is a unit of administration in Poland. A powiat is a part of a larger unit called a voivodeship. A district is usually divided 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 powiat").

Legislative power within a district is held by an elected council (rada powiatu), while local executive power is held by the starosta (staroste), who is elected by that council. The administrative offices 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 or president (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.

Districts have limited powers. Some of the main areas in which the district authorities have decision-making powers and competences include:

- ▲ education at high-school level (primary and middle schools are run by communes)
- ▲ health care (at county level)
- ▲ public transport
- ▲ maintenance of certain roads
- ▲ 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 (staroste) 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

1. In pairs. Discuss the questions.

- a) Do you ever make telephone calls in English? When? What for?
- b) When is it better to make a phone call than send an email?
- c) What problems have you had when talking in English on the phone?

2. Do the telephoning quiz:

Which do you think is the best way to answer the phone at work?

- a) By saying *Hello!*
- b) By saying your name.
- c) By saying your name and the name of your department or company.

How do you think English people answer the phone when they are at home?

- a) They say their phone number e.g. 01228 455547
- b) They say the name of their town and their phone number: Nottingham 0115 848 5810.
- c) They say Hello!

Which of these do you think is the best way to reply when someone on the phone says: Can I speak to (your name)?

- a) That's me!
- b) Speaking.
- c) Yes, I'm.

How should Jan Nowak introduce himself for the first time on the phone?

- a) It's Jan Nowak.
- b) I'm Jan Nowak.
- c) My name is Jan Nowak.





How should Inge Bergman introduce herself on the phone to someone who already knows her?

- a) This is Inge Bergman
- b) I'm Inge Bergman.
- c) It's Inge Bergman here.

When you ask someone to wait on the phone, which of these is quite formal, which is informal, and which would you probably never say?

- a) Could you hold on a minute, please?
- b) Hang on!
- c) Wait, please.

When you want to know who is calling you, which of these is formal, which is informal, and which sounds rude?

- a) Who's that?
- b) Who are you?
- c) Who's calling, please?

Which of these would you say when you want to find some information on your computer while you're on the phone?

- a) Wait while I get it on my computer, please.
- b) Just a moment while I get it up on the screen.
- c) I'm just bringing up your details now.

3. Read this telephone conversation. What's wrong with it? Make it more polite.

Mr Nowak: Could you put me through to Ms Newton, please?
 Receptionist: Who are you?
 Mr Nowak: Robert Nowak.
 Receptionist: What?
 Mr Nowak: Robert Nowak.
 Receptionist: Wait.
 Mr Nowak: Hello. This is Robert Nowak
 Ms Newton: What do you want?
 Mr Nowak: Could we arrange a meeting to discuss our contract? Are you free this Wednesday?
 Ms Newton: No.
 Mr Nowak: Oh, that's a pity. How about Thursday then, or next Monday?
 Ms Newton: Thursday or Monday is OK. I don't care which.





LESSON 29 COMMUNES OF POLAND (GMINY)

1. Define a commune as a territorial self-government body. What types of communes are there?

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

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

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

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

Own objectives include matters such as: 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, the **sewage** system, removal of urban waste, **maintenance of cleanliness** and order, sanitary **facilities**, dumps, supply of electric and thermal energy and gas, public transport, health care, **subsidised** housing, public education, cultural facilities, historic monuments conservation and protection, the sports facilities and tourism, public parks, communal graveyards, public order and safety, fire and flood protection etc.

Commissioned tasks cover the rest of public tasks commissioned by central government. The tasks are **handed over** between the self-government units and central government administration.

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

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



**LANGUAGE SKILLS**

Match each polite question on the left with a sentence from the right which has a similar meaning.

- | | |
|--|--|
| 1. Would you mind if I went to the bank? | a) Do you want to go to the bank? |
| 2. Would you mind going to the bank? | b) Go to the bank, please. |
| 3. Would you like me to go to the bank? | c) Please may I go to the bank? |
| 4. Would you like to go to the bank? | d) Do you want me to go to the bank for you? |

Now rewrite these sentences as polite questions. Begin each one with- *Would you...*

Example: I can send you our latest annual report. Do you want me to?
Would you like me to send you our latest annual report?

1. I'd like a day off next week. Is that OK?
 Would you
2. Do you want to fly a Business Class?
 Would you.....?
3. Please wait a few seconds. The manager is busy at the moment.
 Would you
4. Do you want to visit our showroom?
 Would you.....?
5. We can pay you in advance if you want.
 Would you.....?
6. May I pay by credit card?
 Would you

In pairs. Write a telephone conversation between a manager and an employee.

A manager phones an employee and asks him to come back to work to the store. He tells him he can't because his car is in the garage for repairs and he lives 50 miles away.





LESSON 30 COMMUNES OF POLAND (GMINY) II - AUTHORITIES

1. What are the authorities of communes in Poland?

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 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).

The head of the commune is the executive body of the community. This body is elected by inhabitants of the commune. The head of the commune performs his tasks with the help of the community (municipal) office (urząd gminy) and is also a director of this office.

The mayor of the town is the executive body in the local self-government. In cities above 100,000 inhabitants, the executive body is the president of the city.

From decisions of the heads of the commune, mayors, or presidents of the cities, the citizen or legal person may appeal to a higher body, called the Local Self-Government Board of Appeal (Samorządowe Kolegium Odwoławcze, SKO).

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

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

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

- How the commune council organised and what is are its competences?
- How is the head of the commune chosen?
- Where can you appeal against decisions issued by the heads of the commune, mayors, or presidents of the cities?
- What is the difference between the mayor and the president?
- What are the lowest units of the commune council in rural and urban areas?





4. Match the words from lessons 29 & 30 in bold in the text with their definitions:

keeping something in proper condition	
having partial financial support from public funds	
liquid and solid waste	
give, transfer	
act as chairperson or president	
people living in an area	
around a thing or place	
the absence of dirt	
a service that an organization or a piece of equipment offers you	

5. Work in groups and compare the competences of the authorities of a voivodship, county and commune.

LANGUAGE SKILLS



1. In pairs. Ask and answer the questions below.

Do you know how far it is to the nearest airport? Can you tell me what the time is?
 Can you tell me how much a bus ticket costs? Do you know where I can buy a phone card?

Direct questions	Indirect questions
How far is the station?	Do you know how far the station is ?
Where can I get a taxi?	Can you tell me where I can get a taxi?



What time does the train arrive?	Do you know what time the train arrives?
Is the museum open?	Do you know if the museum is open?

2. Make these questions indirect.

How long does the journey take? (Do know?)

Do you know how long the journey takes?

- a) How much is that? (Can/tell?)
.....?
- b) Where can I get an application form? (Do/know?)
.....?
- c) Do you have any first class stamps? (Can/ tell?)
.....?
- d) How far is it to the nearest library? (Do/ know?)
.....?
- e) Is there a post office near here? (Can/ tell?)
.....?
- f) What's the time? (Do/know?)
.....?
- g) Where do I get off the bus? (Can/tell?)
.....?

3. In pairs. Ask each other four indirect questions.



**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. Before you read check the meaning of these words:***binding internal subordinate to a superior*

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. Cindy Tan calls the Guongong Trading Company (GTC) to get information about an advertisement in the China Post for the position of Marketing assistant. Listen to her talking to Li Ping, a member of the Human Resources department. Tick the points about which she needs further information.

- the closing date
- what the duties would be
- if there is an application form
- when she would be expected to join the company
- how many days' holiday she would get
- what the starting salary would be





2. Listen to the call again and complete the extracts.

- Cindy: 1 if you could give me a little more information.
- Li Ping: Certainly, what do you need to know?
- Cindy: Well, first of all, am I2?
- Cindy: Just one or two questions.
.....3 when the successful candidate has to start work with you. I mean, If I get the job, will I be able to give my present employer sufficient notice?
- Li Ping: OK, that's a good question. How much
.....4?
- Cindy: OK, so,5, I probably wouldn't have to start until February, and maybe even later?
- Li Ping:6
- Cindy: One last question. Could I ask you7?
It wasn't given in the advert.
- Li ping: You're right. It would depend on a lot of things: qualifications, experience, personal qualities, that sort of thing.
- Cindy:8 you can't give me a figure?
- Li ping: That's right. The salary's9

3. In pairs. Role play. A department store will be hiring a number of temporary workers. The H&R Manager calls an employment agency to discuss some terms and conditions of the contract. Read your role, then role play the call. Try to use indirect questions.

Student A- You are the H&R manager. Before you start using the Professionals Employment Agency, you need the following information:

- Introductory fee (how much?)
- The hourly wage for temporary workers
- Minimum period to hire a temporary worker
- Travel expenses of temporary workers.
- When to pay for temporary workers

Student B- You work for the employment agency. You will receive a call from the H&R Manager. The manager will ask you some questions. Here are the answers.

- The introductory fee is charged: 25% of worker's first salary.
- The hourly wage for a temporary worker is 20 pounds.
- The minimum period to hire a temporary worker is a month.
- Travel expenses of workers paid by the client.
- The agency bills clients each week for the total hours worked by temporary staff.





LESSON 32 LOCAL LAW

1. Define local law. Who does it bind?

2. Read the following text and check your answers. Check these two words before you read:

urgent *serve to somebody*

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). The local self-government **is authorised to establish** local law which can be divided into three basic groups:

a) charters (statut) - issued by districts, provinces, associations (stowarzyszenia) of districts and communes;

b) executive local law (bye-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 in bold.

- The Constitution, as the most fundamental act, is and is the for all government authority.
- The Parliament is vote on law proposals as well as to control the Government.
- The issues connected with primary and middle schools are of communes.





- d) A commune council as a law-making body can acts of local law.

LANGUAGE SKILLS

1. Look at the definitions below and answer the questions.

(shoplifter) A person that takes things from shops without paying.

(a fine) An amount of money that is paid as a punishment.

- a) In which definition can you replace the relative pronoun *that* with *which*?
- b) In which definition can you replace the relative pronoun *that* with *who*?
- c) Is it possible to leave out the relative pronoun in these definitions? Why?/ Why not?

2. Underline the correct relative pronouns in the sentences below.

- a) English is a subject that / who is important to learn.
- b) A teacher is a person which / who tries to help students learn.
- c) A laptop is a small computer which / who is easy to carry around.
- d) A babysitter is someone that / which looks after young children when the parents go out in the evening
- e) Your parents are the people which / who take care of you when you are young.

3. Combine the pairs of sentences using *who* or *which*.

- a) I know a man. He's a famous politician.
.....?
- b) I've got a new computer. It speaks to me.
.....?
- c) What's the name of your friend? She works in Warsaw.
.....?
- d) This is the film. It was very popular in Europe.
.....?
- e) Do you like that woman? She works with your brother.
.....?
- f) Those are the lions. They escaped from the zoo.
.....?



**LESSON 33 CIVIL SERVICE**

1. What is Civil Service? Describe its structure in Poland.

2. Read the following text and compare your answers. Before you read match the vocabulary items in bold with their definitions:

scope of duties	perform, carry out
principles of proceeding	put into effect
discharge of obligations	how many obligations a person or institution has
execute	a procedure

Civil Service is a 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.

According 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 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 whole Civil Service Corps is the Prime Minister, but there is also the 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 (z późniejszymi zmianami) on the State Offices Employees, we can divide employees of the state offices into nominated, non-nominated and other employees.



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

- a) Civil service is subordinated to the Prime Minister. ...
- b) The police force is a part of Civil Service. ...
- c) Servants are employees of Civil Service Corps. ...
- d) The Prime Minister is also the Head of the Civil Service Corps. ...
- e) All employees of the CSC are nominated. ...

4. Make sentences with the phrases from the table in task 2.**LANGUAGE SKILLS****1. Look at the example below and tell your teacher what kind of relative clause this is. Do you know?**

My brother Adam, *who lives in Warsaw*, is a doctor.

2. In pairs. Choose one of the options in italics.

Non- defining relative clauses:

A. *have/ do not have* commas before them, and after them if necessary.

B. *do/ do not* use that.

C. *give extra/ essential* information about the person, thing or idea in the main clause.

3. Make one sentence from two. Use the sentences in brackets to make a non-defining relative clause.

Example: Eva is very friendly. (She lives next door.)

Eva, who lives next door, is very friendly.

- a. We stayed at the Sobieski Hotel. (Adam recommended it to us.)
.....
- b. We went to his party. (We really enjoyed it.)
.....
- c. I went to see a doctor. (He told me to take some antibiotics.)
.....
- d. Ian is one of my closest friends. (I have known him for ten years.)
.....
- e. We often visit our friends in Gniezno. (It's only 20 kilometres away.)
.....

4. Write three non- defining relative clauses describing some people you know.

**LESSON 34 LOCAL SELF-GOVERNMENT ADMINISTRATION EMPLOYEES****1. Who are the local self-government administration employees?****2. Read the text and check your answers.****3. Complete the text with the missing words:**

servants x3 regulated nomination marshal associations districts

employment

The status of the local self-government administration employees (pracownicy samorządowi)

is 1. in the Statute of the 22nd March 1990 on Local Self-Government

2. The statute defines that the local self-government 3. are employees of:

a) 4. offices, voivodships and local self-government organisational units;

b) 5. organisational units;

c) commune offices, commune units and commune administrative institutions;

d) 6. of local self-government units.

Local self-government 7. are employed in different manners. We can

include here: election, appointment, 8. to a post and contract of 9.

4. In groups discuss the following questions:

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

B. What are the differences between their duties and prerogatives?





LANGUAGE SKILLS



1. In pairs. Discuss the questions.

- a) Do we need to encourage investment in new technology industries?
- b) Does the Internet enable safe exchange of information? Why? Why not?
- c) Are you the Internet enthusiast? Why? Why not?
- d) Do you think it's necessary to invest more in technology these days?

2. Read the text below. Add the appropriate relative pronouns in the spaces provided. Add commas if necessary.

We now need to encourage investment in new high technology industries such as clean energy and environmental technology. These are sectors1 we have lacked political leadership not just recently but for decades.

The internet.....2 enables the open and free exchange of information, is critical to our future economic growth. It has already proved to be vital to entrepreneurs and America's small businesses3 generate up to 80% per cent of new jobs in the US. But continuing this record will require a strong federal commitment to keeping the Internet open.

Technologies such as the Internet can also help make our government more open and responsive to citizens. But even those of us4 are technology's biggest enthusiasts must recognise its limitations. In the end, it is people5 will have to make decisions.

More than ever, we need a leader6 will look beyond the old thinking and orthodoxies and7 understands the importance of investment in ideas and technology for our future.

This article expresses the personal opinion of Eric Schmidt.....8 is the Chief Executive of Google.



LESSON 35 EUROPEAN UNION

1. What does the term European Union mean?

2. 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.

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.

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.

3. Read the text again and mark the statements true or false (T/F).

- There are many political partnerships similar to the EU. ___
- The EU was established to improve economic cooperation and avoid another war. ___
- Every member country gets money from the EU gross national product ___.
- EU secondary legislation is based on the treaties. ___

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

- wspólny/powszechny -
- zniesienie –
- waluta –
- produkt narodowy brutto –
- wprowadzić -





- f. cele -
- g. współzależny -
- h. ogólne zasady –
- i. promować/rozwijać –

5. Complete the sentences with the following words and phrases.

services, prosperity, percentage, launched, travel, currency, abolition, budget

- a. It has delivered half a century of peace, stability, and....., helped raise living standards,.....a single European....., and is progressively building a single Europe-wide market in which people, goods,....., and capital move among Member States as freely as within one country.
- b. Thanks to the.....of border controls between EU countries, it is now possible for people to.....freely within most of the EU.
- c. The EU.....is funded from sources including a.....of each member country's gross national product.

6. 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. In pairs. Discuss the questions below.

Do you have to wear a uniform at work?

Do you think employees must arrive on time at work? Why?



Do you think you should be paid bonuses for extremely effective work?
 In many companies people mustn't smoke inside any buildings?
 How about your company?

2. Choose the most appropriate verb. There are some situations where both verbs are correct. Why?

- You *mustn't* / *don't have to* give purple flowers as a gift in many countries.
- All personnel should / must read the health and safety notices in the building.
- Staff *don't have to* / *mustn't* disclose the information on the project unless authorised.
- I think you *should* / *must* encourage the team to develop language skills.
- Robert *doesn't have to* / *shouldn't* work so hard- he looks tired.
- When going to a new country you *should* / *must* do some research into their culture.
- You *mustn't* / *don't have to* pay immediately. We can offer you a credit.

3. Read these notes on Chinese business protocol. How does each piece of advice compare with the situation in Poland? Discuss in pairs.

Chinese business protocol and etiquette.

Greetings:

You must greet the oldest person first.
 You mustn't move to a first –name basis until advised to. You should address the person by an honorific title and their surname.

Business cards:

You should hold the card in both hands when offering it.
 You mustn't write on someone's card unless asked to.

Giving gifts:

You shouldn't give flowers, as many Chinese people associate them with funerals.
 You mustn't give four of anything, as four is an unlucky number.

Entertaining at home:

It's a great honour to be invited to someone's home. If you cannot accept an invitation, you must offer a very good excuse.
 You should arrive on time, remove your shoes, bring a small gift and eat well to show you are enjoying the food?



LESSON 36 EU INSTITUTIONS

1. Name as many EU institutions as you can and try to briefly explain their role.
2. Read the text 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 businesses 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 unite 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 text 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

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

LANGUAGE SKILLS



1. In pairs. In what business situations can you use these expressions

- a) Congratulations! b) Cheers! c) Make yourself at home. d) Help yourself.
 e) I don't mind. f) Excuse me. g) Sorry. h) it's on me. i) I'm afraid...
 j) Yes, please k) Could you...? l) That sounds good. m) After you.
 n) That's no problem o) Bad luck. p) Not at all.



2. Listen to a conversation between two people who have recently met. What is wrong? How can it be improved?

3. What would you say in the following situations?

- a. You don't hear someone's name when you are introduced to them.
- b. You have to refuse an invitation to dinner with a supplier.
- c. You are offered food you hate.
- d. You want to end a conversation in a diplomatic way.
- e. You have to greet a visitor.
- f. You have to introduce to people to each other.
- g. You offer to pay for a meal.
- h. You have to propose a toast.
- i. Your colleague has been made redundant.
- j. You arrive half an hour late for a meeting.

4. Listen and compare your answers to Ex. 3.





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 check your answers.

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.

- debates and passes European laws, with the Council
- scrutinises** other EU institutions, particularly the Commission, to make sure they are working democratically
- 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'.

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.

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 match the words in bold to the following terms:

control – watch – an impact – accept –
 approval – to assume –
 approve – to inspect – yearly –

4. Read the text again and mark the following statements true or false (T/F).

- Members of the European Parliament are elected by EU people personally.
- National governments are not involved in making new law by the European Parliament.
- The European Parliament supervises the work of other EU institutions.
- Members of the Commission have to report to the EU Parliament.

5. Fill in the gaps with the words and phrases from the box. Do not change the words and phrases in any way.

appointed, join, represent, monitors, adopt, elected, areas, members,

- Directly.....by EU voters every 5 years, members of the European Parliament (MEPs)..... the people.
- In many, 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 officiallythem.
- Parliament must also give its permission for other important decisions, such as allowing new countries tothe EU.
- When a new Commission is, its 27 – one from each EU country – cannot take up office until Parliament has approved them.
- Parliament has a committee thathow the budget is spent.

6. Read the text again, and answer the following questions:

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





LANGUAGE SKILLS

1. In pairs. Do you agree with the statements below?



England isn't as spectacular as Venezuela.

Norway is safer now than it was in the past.

2. Complete these sentences with comparatives. Use the adjectives in the box.

quiet bad exciting old far happy

Her CV says she is the only twenty years old. I thought she was *older*.

- This café is very noisy. Can we go somewhere
- That film sounds really boring. 'Harry Potter' sounds
- My job is quite good. It could be a lot
- You seem today. You looked quite sad yesterday.
- The house was away from the station then I thought.

3. Complete the following sentences with your opinions about different places. Then compare it with your partner. Do you have similar answers?

Example: *London is much noisier than Poznań.*

- isn't nearly as as
- is just as as
- is much than





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.

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.

I. Passing EU laws

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

II. 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.

III. 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.

IV. Approving the EU budget

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

V. 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.

VI. 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 mark the following sentences true or false:**

- National ministers from each EU country are members of the Council of the European Union.
- The Council of the EU meets around four times a year.
- The Council and Parliament propose new laws to the Commission.
- The Council signs agreements with other countries.
- The Council decides on the EU budget together with European Parliament.
- Foreign and defence policy is controlled by the Council and Parliament.

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

collective –to synchronise – various – to attempt –
 total –acknowledged –

5. Fill in the gaps with the words from the box. Do not change the words in any way.

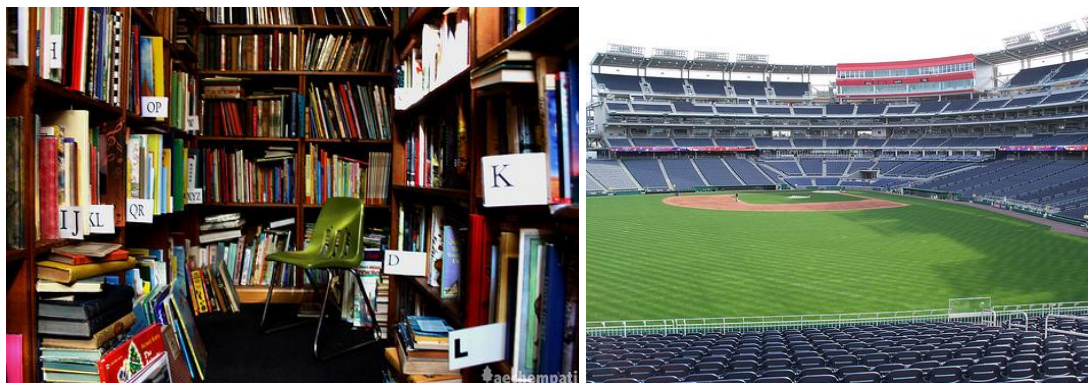
agreements, areas, ensure, access, policies, develop, recognised, coordinated, jointly,

- This is where national ministers from each EU country meet to adopt laws and coordinate
- EU member countries have decided they want an overall economic policy for Europe,by the economics and finance ministers of each country.
- The Council signson behalf of the EU.
- The money the EU can spend every year is decidedby the Council and the European Parliament.
- National governments have independent control in these, but are working together toa joint foreign and defence policy
- EU citizens should have equalto justice anywhere in the EU.
- In the Council, justice ministers strive tothat court judgements in one EU country – on divorce cases, for instance – arein all other EU countries.

6. Discuss the following statement: How is the Council of the European Union different from the European Council and the Council of Europe?



LANGUAGE SKILLS



1. In pairs. Discuss these questions.

- Where is the nicest swimming pool in the area?
 Where is the biggest football stadium in England?
 Where is the best shop to find English books?
 Where is the oldest / most famous building in your city?

2. Complete the sentences with superlatives. Use the adjectives in the box.

tall friendly expensive fast long hot

Example: It's the *longest* play I have ever watched. It lasted for 3 hours.

- The dress costs 450 Euros. It was the one in the shop!!!
- August is usually month in the UK. The temperature goes up to 30°C.
- Amanda is girl in the class. She is nearly 190 tall.
- This is motorbike I have ever had. It goes from 0-100 kilometres per hours in 5 seconds.
- Adam is man I have ever met. He loves to meet people.

3. Complete the questions with different superlative adjectives.

- Who is singer in the world?
- What is music group of all time?
- What is place you have ever visited?
- Who is person you know?

4. In pairs. Ask each other four questions from Ex. 3





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.

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

I. 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**).

II. 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.

III. **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.

IV. Representing the EU internationally

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



**3. 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 –

4. Read the text again and mark the following sentences true or false (T/F).

- The European Commission represents the whole of Europe.
- Every EU member state has one commissioner in the Commission.
- All Commissioners need to be approved by the European Parliament.
- The Commission does not propose new laws on issues that can be dealt with at other levels.
- The Commission can punish national governments which do not apply EU law.

5. Answer the following question:

How does the European Commission ensure that EU policies are properly implemented?

LANGUAGE SKILLS**1. Read the two emails below.**

Subject: Meeting Monday?

| HTML

Thanks for the note. Sorry, but I can't make Monday - I'm off to London tomorrow. Back Thursday. How about the day after? If that's OK, tell Eva to put it in my diary and email me.

See you next week.

Amanda





Subject:

| HTML

Dear Sir / Madam,

I noticed from your website that you are a retailer and importer of luxury leather goods. Our company has been in the business of producing and exporting stylish, quality ladies leather accessories for over 50 years. We are a small family-run business located in Wielkopolska, Poland. I would be delighted to have the opportunity to submit a copy of our autumn/winter 2012 catalogue along with samples of our leather and export price list.

Should you be interested in learning more about us and our products, please send me a direct mailing address and will post the catalogue and the samples immediately.

Yours faithfully,

Anna Nowak

2. Are the following statements true or false? Discuss them in class.

- Email always uses informal language.
- You should never send emails to people you don't know.
- Emails are usually shorter than letters.
- Very informal emails don't need opening and closing salutations.
- Formal emails are very similar to formal letters.

3. Use the following tips to write a reply to each email.

- Respond of the same level of formality as in the original email.
- Use appropriate standard phrases (either formal or informal) for each reply.
- Use appropriate opening and closing salutations.

<i>Informal and formal language</i>	
Informal	Formal
Contractions	No contractions
Short words	Long words
Common words	Less common words
Phrasal verbs	Other types of verbs
I'm looking forward	I look forward
Abbreviations	No abbreviations





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

1. What are the functions of the Court of Justice?

2. Read the text below and mark the following statements true or false.

- 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.
- There are only 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.

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
- actions for **annulment** - against EU laws thought to **violate** the EU treaties or fundamental rights
- 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. Fill in the gaps with the words from the box. Do not change the words in any way.

appointed, organisations, applied, rules, renewed, cases, interprets,

- a. The Court of JusticeEU law to make sure it is in the same way in all EU countries.
- b. Individuals, companies orcan also bringbefore the Court if they feel their rights have been infringed by an EU institution.
- c. Each judge and advocate-general isfor a term of six years, which can be
- d. The 'EU Civil Service Tribunal'on disputes between the European Union and its staff.

4. Find the words in bold in the text and match them to the following definitions.

- a. the act of cancelling –
- b. to decide authoritatively; decree –
- c. fairly; without prejudice –
- d. To break or disregard –
- e. a disagreement or argument about something important –
- f. go against, as of rules and laws –

LANGUAGE SKILLS

1. In pairs. Discuss the questions.

- Can you tell people what you really think?
- Can you keep calm in stressful situations?
- Could you laugh at yourself when you were a teenager?
- Could you usually get what you wanted when you were younger?
- Will you be able to relax after this lesson?
- Were you able to go out yesterday? If yes, where?





2. Complete the sentences with the correct form of *can*, *could* or *be able*. Sometimes more than one answer is possible.

- a) He looked for the book but he (not) find it.
- b) When he was young, he sing very well.
- c) She is ill, so she come this weekend.
- d) If she spoke slowly, I to understand her.
- e) It was very dangerous, but she keep calm.
- f) She was sensitive and she take criticism.
- g) I know your face but I (not) remember your name.
- h) I used to to dance well, but I (not) dance last night.

3. Think of two or three specific occasions in the past when you were or weren't able to do something you wanted or needed to do. Say what happened.

Usually I can't relax with people I don't know well, but when I met Adam, he was so friendly that I was able to get on very well with him immediately.



**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 mark the following sentences true or false (T/F).

- a. The European Central Bank carries out the EU's economic and monetary policy. ___
- b. The ECB is responsible for controlling inflation. ___
- c. The central banks of the member states which are not in the eurozone do not cooperate with the ECB. ___
- d. The ECB controls the amount of money available in the eurozone. ___

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 'Eurosystem'.

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.



**3. In the text find the words in bold that match the following definitions:**

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

4. Fill in the gaps with the words from the box. Do not change the words in any way.

implementing, referred to, area, single, responsible, adopted, cooperation, stability

- a. The European Central Bank (ECB, based in Frankfurt, Germany) manages the euro – the EU'scurrency – and safeguards pricein the EU.
- b. The ECB is alsofor framing and the EU's economic and monetary policy. The European Central Bank (ECB) is one of the EU institutions.
- c. It also leads the close cooperation between central banks in the euro– the 16 EU countries that havethe euro, also known as the eurozone.
- d. Thebetween this smaller, tighter group of banks isas the 'Eurosystem'.

5. How is the European Central Bank similar or different from your country's national central bank?



LANGUAGE SKILLS

1. Work in pairs. Use the ideas below to make sentences about the pictures you can see.

She	can't	be sad.
It	might	be a woman.
He	must	be happy.
They		be feeling lonely.
		be a church.
		a holiday resort in Austria.
		be selling drugs.
		be a fairly modern picture.
		be scared.



2. Agree with the conclusions using must, can't or might.

Example: I'm sure he is a journalist. He must be a journalist.

- a) He certainly isn't a doctor.
- b) Perhaps he is working late.
- c) I'm certain he doesn't have a job.
- d) I'm sure she is able to drive.
- e) I'm certain she isn't in the office at the moment.
- f) He is possibly a farmer.
- g) I'm certain she is reliable.

3. Write similar sentences about some members of the class. Compare them with the other students.

Example: Piotr must be working hard these days. He looks very tired.

**LESSON 42 TERMINOLOGY OF EU LEGISLATION**

1. Name as many examples of the EU legislation terminology as you can.

2. Match the English EU legislation terms to their Polish equivalents on the right.

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





White/Green Paper on...

Rezolucja

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

- Since the published document contained a number of errors, a has now been issued.
- After long negotiations both federations reached to form a joint working committee.
- Family members issued ato the media saying: “We would like to deny any allegations...”
- In this the Commission examines the transport strategy set out in the 2006

LANGUAGE SKILLS

1. Look at these two sentences and answer the questions.



I bought **flowers** for **my mum**.

I bought **my mum** **flowers**.

- Do the sentences mean the same?
- What colour is the direct object in each sentence?
- What colour is the indirect object in each sentence?



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2. Complete the table to show two ways of saying the same thing.

Subject + verb + thing + to/for + person	Subject + verb + person + thing
I never lend my car to anybody.	I never lend anybody my car.
My friends send lots of emails to me.	
I sometimes buy chocolate for my children.	

3. Complete the sentences with *for* or *to*.

Example: I think I will buy some perfume *for my sister*.

- I told a story *the children*.
- I have lent my car *my brother-in-law*.
- He made a delicious meal *his girlfriend*.
- Why don't you get some sweats *your nephews*?
- He showed his wedding photos *his boss*.

4. Rewrite the sentences in Ex. 3. Replace the words in italics with a pronoun (**him, her, it, them**). Do not use *for* or *to*.

I think I will buy some perfume *for my sister*.

I think I will buy *her* some perfume





LESSON 43 STANDARD STRUCTURE OF EU LEGISLATIVE ACT

1. Have you ever seen 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 concise 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 purpose of the recitals (**motywy**) is to set out concise reasons for the chief provisions of the enacting terms, without reproducing or paraphrasing them.

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 mark the following sentences true or false (T/F).**

- The title tells the reader which legislative act he/she is dealing with. ___
- The citations and recitals are elements of the preamble. ___
- The recitals contain the chief provisions of the enacting terms. ___
- The citations explain the reason for drawing up a legislative act. ___

4. Match the words and phrases in English to their following Polish equivalents:

implementing measures	złożoność
mandatory	zakres stosowania
legal basis	przepisy nadające uprawnienia wykonawcze
the provisions conferring implementing powers	środki wykonawcze
scope	obowiązkowy
subject matter	przepisy przejściowe i końcowe
transitional and final provisions	podstawa prawna
complexity	przedmiot

5. Fill in the gaps with the words from the box. Do not change the words in any way.

accompanied, comprises, followed, composed, drafted,

- All Community acts of general application areaccording to a standard structure.
- The 'title'all the information in the heading of the act which serves to identify it. It may be by certain technical data.
- They areof articles, which may be grouped in titles, chapters and sections and may beby annexes.



**LANGUAGE SKILLS****1. In pairs. Discuss the questions.**

- What is your favourite sport?
- Why do you enjoy it?
- Is there anything you dislike about it?

2. Read the text and decide which sport the suggestions refer to.

Watching and playing sport is still one of the world's most popular leisure activities. But with the arrival of professional competition, many people think some sports, like tennis and football, have changed and have become too predictable. What is your favourite sport? Do you think it has become boring, too dangerous or even too violent? Here are some suggestions about how some sports could be improved to give players and spectators a sporting chance.

- a) I would make them use a circular pool and make them try to pass each other.
- b) I would let the referee look at video recording before he decides to send a player off.
- c) I wouldn't let people over two metres play.
- d) Why don't they make them fight in a round ring, not in the traditional square?
- e) I wouldn't let the players have a second serve.
- f) I wouldn't let them all go down the slope at the same time, racing against each other.
- g) If the goal posts were wider apart it would let players score more.
- h) Make the players use heavier or wooden rackets.

3. Complete these sentences with the correct form of *make*, *let* or *not let*.

- a. Would you me take you to the match.
- b. They you touch the ball in football.
- c. They you have two serves in tennis.
- d. They him swim in freezing water.
- e. They you stay in your seats in stadiums in Britain.
- f. Do they you touch the ball with your head?

4. Think of a sport you play or enjoy watching. What would you do to improve it? Use *make*, *let* and *not let*.

In tennis, I would make the players use wooden rackets. I wouldn't let them use metal frame rackets.





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. Match the following list of internal references in English to their Polish equivalents on the right. Check your answers with the teacher.

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





3. Look at the following terms used in internal references and put them in the table according to the size of the unit they represent.

point, article, chapter, paragraph, section, subparagraph,

Designation	Comments
Higher divisions Part Title _____ _____	These divisions may or may not have a title
Basic unit _____	
Subdivisions _____ _____ _____	Subdivisions do not have a title Subdivisions of an article Subdivision of a paragraph

LANGUAGE SKILLS

1. In pairs. Discuss the questions.

- What kind of house do you hope to live in when you are 65?
- What kind of job do you hope to have in three years time?
- What countries do you want to visit next year?
- Have you planned to go anywhere on holiday this year?
- When was the last time when you arranged to meet someone?

2. Complete each sentence which a suitable verb.

- a) Don't forget *to post* the letter I gave you.
- b) There was a lot of traffic but we managed to work in time.
- c) Eva has decided not a car.
- d) We have got a new camera. I haven't learned how it yet.
- e) I wonder where Adam is. He promised not late.
- f) We were all too afraid to speak. Nobody dared anything.

3. In pairs. Write five sentences using the verbs below.

agree afford decide hope intend try want manage





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. Match the following list of enactment and termination terminology in English to their equivalents in Polish on the right. Check your answers with the teacher.

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

3. Translate the following sentences into English. Use some of 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 skuteczny 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 text. Which of these tips do you find the most/ least useful?

Superhints is a book of good ideas: a collection of helpful suggestions on a variety of subjects – from cookery, gardening, planning ahead, emergencies to travelling – contributing by TV personalities, actors, designers, politicians, beauty experts, company executives and housewives.

To make your windows really shine, clean them with wet newspaper, and then polish them with a soft cloth.

Judi Dench, Actress

To keep teeth shining and bright, brush them occasionally with salt.

Mrs Nigel Talbot-Rice

To clean flies off the windscreen, put toothpaste on with a wet rag, wash it off and polish the glass with newspaper.

Rosemary Marchioness of Northampton

To comfort a young puppy, put a ticking clock in its basket, along with a hot water bottle, both wrapped in a blanket.

Mrs Lionel Green





2. In pairs. Do you know how to do these things below? Write similar tips.

Make lettuce crisp again

Remove red wine from the carpet

Remove wax from clothes

3. Write the endings to the beginnings of the sentences below.

- a) I went to the supermarket to
- b) He went on holidays to Zakopane to
- c) My boss took a few days off to
- d) I'm on a special diet to
- e) I want to improve my English to



**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 –
- a particular manner of speaking, esp. when specialized –
- the gradual beginning or coming forth –

5. Word formation. Fill in the following table with suitable words from the text.

VERB	NOUN
To emerge	
To access	
To append	
To add	
To mean	
To embody	

6. Discuss the question: Should the EU have a constitution laid down in a single comprehensive constitutional document?

LANGUAGE SKILLS

1. In pairs. Discuss the questions below.

- Do you enjoy speaking English?
 Do you spend a lot of time reading in English?
 Are there any household jobs you can't stand doing?
 Do you mind other people smoking next to you in public places?
 When did you start learning English?

2. Put the verbs into the correct form.

- They denied the money.
- Do I need an umbrella? Has it stopped yet?
- Why do you keep me questions?
- One of the boys admitted the window.
- Ann was having dinner when the phone rang. She didn't answer the phone. She just carried on

3. In pairs. Write four sentences using the following verbs:

can't stand consider enjoy feel like give up suggest deny





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. ‘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. ‘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. 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. ___





d. 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.

- a. Suitable for a particular person, condition, occasion, or place -
- b. Fully and clearly defined or formulated -
- c. executed with proper legal authority -
- d. to take back or withdraw; cancel -
- e. 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. Word formation. Fill in the following table with suitable words from the text.

VERB	NOUN
To object	
To apply	
To amend	
To state	
To arrange	

- ✧ **What non-binding EU measures do you know? Try to give as many examples as possible.**

LANGUAGE SKILLS

1. Underline the correct structure.

- a) I hope *getting* / *to get* a well-paid job soon.
- b) I want *to travel* / *travelling* to Australia.
- c) I enjoy *to speak* / *speaking* foreign languages.
- d) I need *spending* / *to spend* more time with my family.





- e) I never waste time *worrying* / *to worry* about my financial situation.

2. Are any sentences true for you? Ask your partner questions to find out.

Example: Do you hope to get a well-paid job soon?

3. Put the verb in the right form: -ing or infinitive with or without to.

- a. She doesn't allow *smoking* in the house. (smoke)
- b. I have never been to Ireland but I would like there. (go)
- c. I have got a problem with my computer. What do you advise me ? (do)
- d. He said the letter was personal and wouldn't let me it. (read)
- e. His mum made him a lot of books when he was a child. (read)
- f. Adam's parents encouraged him Hard at school. (study)
- g. He decided as a dentist. (work)
- h. In the past I spent a lot of time about my future. (worry)
- i. My father gave up two weeks ago. (smoke)
- j. I suggest more fun. You look too stressed. (have)

4. In pairs. Compare your answers with your partner.





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. ___

**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 –

5. Discuss the question: 'How far do the EU regulations interfere in Member States' domestic affairs?'**LANGUAGE SKILLS****1. Read what the people say. Do you have anything in common with them?**

I always take a spare key because I'm incredibly forgetful and I very often leave my keys at home, and pull the door closed behind me, with the keys still on the kitchen table. So, if I take a spare key, I don't have to disturb my neighbour, who also keeps one for me.

If there is a long wait, I like to have something to read. So I always take a book in my bag in case I have to wait for a bus or something. Even in the cinema, you can wait ages for the film to start.

I'd be completely lost without my diary. It contains all my addresses as well. If I'm out all day on business and I can't remember what my next appointment is, I check in my diary.

I never leave without a pile of business cards. They are useful if you have to leave someone a note, or in case you need to make sure that the person you have been seeing remembers who you are.

I always have a penknife with me. Actually it's a special penknife, it was my father's and it has got a lovely handle. But it's useful if I need to cut something like a fruit or cheese or open an envelope.



**2. Complete these sentences with *in case* or *if*.**

- a) Can you collect me from the airport the plane arrives late.
- b) I always take something to drink I get thirsty.
- c) Can you get me some stamps the post office is open.
- d) He gets to the station early he can miss a train.
- e) Use my pen yours doesn't work.
- f) I always carry a bar of chocolate I get hungry.

3. In pairs. Talk about equipment you usually take on a car journey, a skiing trip or walking holiday. Explain why you take each item using the zero conditional, *in case* and *if*.

A zero conditional is used for facts that are always true.

Present + Present

If you press this switch, the television comes on.





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).**

- a. The purpose of the directive is to unify the Union law with the Member States domestic laws. ___
- b. The directive is one of the essential elements in developing the single market. ___
- c. Directives become part of the Member States domestic law. ___
- d. 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.

- a. opposition between two conflicting forces or ideas –
- b. a state or condition in which everything is regular, homogeneous –
- c. occurring at the beginning –
- d. To make compatible or consistent –
- e. the state or quality of being different or varied –
- f. To determine the extent of; appraise –
- g. To take the place of; replace –
- h. 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****1. Choose the correct alternatives for the grammar rules in the box.**

The first conditional talks about a possible / impossible situations in the future.

If you use the cream once a day, I'll have softer skin.

You will notice the difference if you use the cream twice a day.

Make the first conditional with:

if + *present tense* / *past tense* + will (won't) + verb

The *if clause* comes *first* / *either first or second*



**2. Complete the first conditional sentences with the correct form of the verbs in brackets.**

- If you (eat) a lot of junk food, you (put) on weight.
- You (not / sleep) well tonight if you (drink) all that coffee.
- If he (not / call) you, what (you / do)?
- He (not / have) any money left if he (buy) any more DVDs.
- If you (not / start) training now, you (not / be able) to run the marathon.
- (you / call) me if your bus (be) late?

3. Complete sentences about these possible events.

- If I work harder,
- If I get promoted,
- I'll be very unhappy
- I'll be delighted
- If I don't go out this evening,





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).**

- a. The Union institutions are not able to take binding measures on individuals__.
- b. The decision applies only to those individuals who are the addressees of it__.
- c. The decision must be executed fully__.
- d. Sometimes decisions become directives__.

4. Find the words in bold in the text and match them to the following definitions.

- a. mark as different –
- b. undertake or take on or over –
- c. a determining or modifying factor –
- d. obtainable or accessible and ready for use or service –
- e. The effect or impression of one thing on another –
- f. to broaden the meaning or scope of –
- g. choose not to do something –

5. 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****1. Read the examples below. Choose the correct alternatives to complete the rules.**

If a cash-point machine gave me too much money, I would tell the bank.
If I won a lot of money, I would travel around the world.

If + past simple + would + verb

- a) The second conditional refers to *imaginary / real* situations.
- b) The second conditional refers to *past / present and future time*.
- c) The *if clause* comes *first / first or second*.
- d) Use *would / might* if you are less certain.





2. Put the words in the correct order.

- a. had / you / if you / would / a dog / exercise / get / more
.....
- b. he / his exams / pass / worked / he / if / would / harder
.....
- c. she / if / much / her boyfriend / be / would / she / left / happier
.....
- d. spoke / job / easier / German / I / much / my / be / if / would
.....
- d. if / a car / I / to / had / would / to work / I / drive
.....

3. Complete these sentences about imaginary events.

- a. If my company made me redundant,
- b. If I became a chairman of a company,
- c. I would be very disappointed
- d. If I spoke perfect Chinese,



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

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

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).

- a. Member states are not bound by opinions and recommendations. ___
- b. Member States cannot adopt or amend any legal or administrative provisions in a way which might violate the recommendations by the Commission. _



c. Opinions issued by the Union institutions may sometimes be followed by other legally binding acts.____

4. Fill in the gaps with the words and phrases from the box. Do not modify the words and phrases in any way.

appropriate, distortion, preliminary, provided for, expectations, amendment

a. A final category of legal measures explicitlyin the Treaties is recommendations and opinions.

c. In cases where the adoption orof a legal or administrative provision in a Member State causes aof competition in the European internal market, the Commission may recommend to the State concerned such measures as areto avoid this distortion.

d. However, recommendations and opinions can have indirect legal effect where they are ato subsequent mandatory instruments or where the issuing institution has committed itself, thus generating legitimatethat must be met.

5. Discuss the following question: 'What is the actual significance of opinions and recommendations within the EU law?'

LANGUAGE SKILLS

1. Read the example below, answer the questions, then choose the correct alternatives to complete the rules

*Eva says: If I had stayed at work, I wouldn't have spent time with Adam.
Did Eva stay at work? Did she spend time with Adam?*

a) Use the third conditional to talk about a *real* / *hypothetical* situation in the *present* / *past*.

b) The *if* clause comes *first* / *first or second*.



**2. Match the sentence beginnings (a-h) with the endings (1-8).**

- a) If I had known the test was today, ...
 b) I wouldn't have missed the last train ...
 c) If I had known it was you on the phone, ...
 d) If you had asked me to go out to dinner, ...
 e) I wouldn't have felt so tired this morning ...
 f) If I hadn't gone on holiday to Greece, ...
 g) I would have made dinner for you ...
 h) I wouldn't have spent so much time with my children ...

- 1) if I'd gone to bed earlier.
 2) I'd have said yes.
 3) I would have done some revision.
 4) if I'd known you were coming.
 5) I would've answered it.
 6) if I hadn't stopped work.
 7) if I had left home earlier.
 8) I wouldn't have met my husband.

3. Write third conditional sentences using the prompts.

Example: *I didn't know Adam was ill. I didn't visit him.
 If I had known Adam was ill, I would have visited him.*

- a. Taxis were very expensive. We didn't take one.

 b. They didn't ask anyone for directions. They got lost.

 c. The weather wasn't very good. We didn't enjoy the holidays very much.

 d. It was raining. They crashed the car.





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, interpreted,

- Bythe Union, the Member States have limited their legislative sovereignty and in so doing have created a self-sufficient body of law that ison them, their citizens and their courts.
- The concepts of Union law arein 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 areby Union law and without it they would be
- The fact that they areto the same people, who thus simultaneously becomeof 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. Would you give your money away like Warren Buffet? Read the text.

Warren Buffet, the world's second richest man, now worth \$ 44 billion, gives 85% of his wealth to five charitable foundations. Most of the money will go the Bill and Melinda Gates Foundation...

2. Read the extracts below and answer the questions.

If someone from a charity comes to my door, I nearly always give them money.

Adam

If I see a street musician on my way home tonight, I will probably give him something.

Eva

If I had Warren Buffet's money, I'd splash it out on luxurious things.

Jake

If I hadn't given the money to the charity, I would have donated it to an orphanage.

Mary

- Does Adam give money to charity?
- Is it possible that Eva will give money to a busker tonight?
- Is Jake as rich as Warren Buffet?
- Did Mary give money to an orphanage?

3. Match these forms with what the people say in Ex. 2.

a) If + past + would (unlikely or imaginary)

b) If + past perfect + would have (unreal in the past)

c) If + present + present (always true)

d) If + present + future (possible and likely)

4. Make questions with *if*. Choose conditionals depending on how likely the situation is.

- you / win a lot of money / what / you / spend it on?
- what / you / buy / you / go / shopping at the weekend
- you / find a lot of money / on the street / what / you / do?
- what / you say / receive / you / present you don't like?





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.

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.



d. The Council must always approve a legislative proposal unanimously.

4. Find the words in bold in the text and match them to the following definitions.

- a. to make better; improve –
- b. without exception, by common consent -
- c. the act of being present –
- d. 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-decisionof the Parliament became the ‘ordinary legislative procedure’, i.e. ‘the general rule’, thereby further enhancing the EU’s democratic
- b. The co-decisionconsists in theadoption 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'sthen the act is adopted.
- d. The Commission also informs Parliament of its position on the
- e. The Parliament maythe Council's text, leading to aof 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



1. Complete the example sentences below.

- Scotch whisky exported all over the world. (present simple)
- Gun powder discovered in China. (simple past)
- Wine made in France for centuries. (present perfect simple)

2. Match the rules (a- c) to the sentences 1-3.

A) We use the active to describe what someone / something does.

B) We use the passive to describe what happens to someone / something (often when the person or thing that does the action is not known or not important).

C) If we want to say who / what does the action in the passive sentence, we often use by.

- The bulb was invented in 1879 by Thomas Edison.
- Thomas Edison invented the bulb in 1897.
- The bulb was invented in 1897.

3. Rewrite these sentences in the passive.

- China makes three times as many bicycles as the USA and Japan.
- The Romans first mined coal in the 1st century AD.
- W. Shakespeare wrote *Romeo and Juliet* in 1596.
- Charles Barry designed Big Ben in the 19th century.
- Portuguese constructors built Belem Tower in the 16th century.





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).

- The support from the Structural Funds and the Cohesion Fund is reserved only for Europe's poorer regions.
- The Common Agricultural Policy is part of the Structural Funds.
- Regions are divided mainly according to their Gross National Product per capita levels.
- 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.

- liable to, open to, exposed to, vulnerable to –
- the act of distributing by allotting or apportioning; distribution according to a plan –
- qualified or entitled to be chosen –
- a pointer or an index –
- based on or making use of other sources; not original or primary –
- inequality or difference in some respect –
- 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. In pairs. Discuss the questions.

How often do you take part in business meetings?

What are the main reasons for holding meetings?

Are meetings always successful?

2. Four marketing executives at a sports sponsorship agency are talking about finding a new sponsor for their client, a well-known media company. Listen to the conversation and answer the questions.

a. Why does the client want to change the sport they sponsor?

b. Which four sports do the executives consider?





- c. Which sport does Mario suggest? Why does he suggest it?
 d. What must David do before he contacts Larry Harrington's agent?

3. Listen again and complete the extract.

- Joy: Well, there are several possibilities (1) ice hockey? It's an incredibly fast, exciting sport; it's very popular in America and in a lot of European countries.
- David: Ok, that's a possibility (2), Natasha? Would ice hockey be a good choice?
- Natasha: Hmm, (3). It's not really an international sport, is it? Not in the same way as baseball, for example, or tennis.
- David: (4) – baseball's got a lot more international appeal, and it's a sport that's got a good image. I don't know about tennis – I'm not sure I would be suitable. Mario, (5)?
- Mario: (6), motor racing would be perfect for our client. It's fast, exciting, and the TV coverage of Formula 1 races is excellent. They would get a lot of exposure; it will really strengthen the image.
- David: That's a great idea, Mario. (7) get in touch with Larry Harrington's agency and see if he is interested? Harrington's young, exciting – he'd probably jump at the chance to work with our client. They are a perfect match. But first I must check with our client and make sure they're happy with our choice.

4. Which of the phrases in Ex. 3 are:

- A. asking for opinions?
 B. giving opinions?
 C. agreeing or disagreeing?
 D. making suggestions?





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.





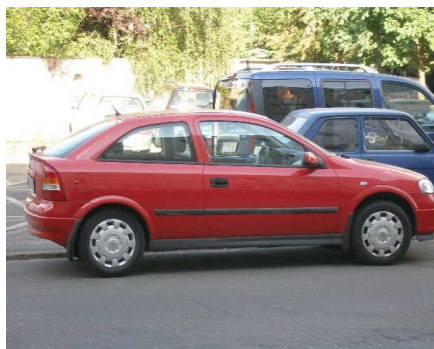
4. Find the words in bold in the text and match them to the following definitions.

- a. To tend toward or approach an intersecting point –
- b. To continue to be in the same place; stay or stay behind –
- c. a variation that is different from the standard or norm –
- d. a word that provides a superset or grouping of concepts that all fall under a single common category –
- e. enough, adequate –
- f. an official, express written agreement that states use to legally bind themselves –

5. 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. Read the following sentences and the rules. Match 1-2 with a-b.

- 1) Chris repaired his car two weeks ago.
 - 2) Chris had his car repaired yesterday.
- a) in this sentence someone does something for you
 - b) in this sentence you do something yourself





2. Put the words in the following sentences in the correct order.

- a) have / my letters / by / I / my secretary / typed
- b) on Sundays / wash / I / my car
- c) my hair / have / I / cut / every six weeks
- d) at the weekend / clean / my / house / I
- e) have / my nails / regularly / I / manicured

3. Rewrite the sentences so that they are true for you.

Example: I type my own letters. I get my car washed at the local garage.

4. In groups. How well do you know your town. Discuss the following:

Where is the best place to ...

- have your hair cut
- have your eyes tested
- get your films developed





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.

- A. 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.
- B. 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).

- a. The freedom of movement for workers is one of the four economic freedoms.
- b. The freedom of movement for workers is dependent on nationality.





- c. Workers employed in a particular Member State are subject to the same law and regulations as the nationals of that state.
- d. 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 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 –
- f. have as a logical consequence –

5. Fill in the gaps with the words from the box. Do not modify the words in any way.

apply, labour, regards, conditions, provisions, right, movement, justified,

- a. It is part of the freeof persons and one of the four economic freedoms: free movement of goods, services,and capital.
- b. Such freedom of movement shall entail the abolition of any discrimination based on nationality between workers of the Member States asemployment, remuneration and otherof work and employment.
- c. It shall entail the right, subject to limitationson grounds of public policy, public security or public health.
- d. Theof this article shall notto employment in the public service.
- e. The right to free movement has both 'horizontal' and 'vertical' direct effect, such that a private citizen can invoke the in an ordinary court, against other persons.

6. Discuss the following question: 'Is every citizen of the EU free to find employment in all Member States, without any limitations?'



**LANGUAGE SKILLS**

1. Yesterday you met a friend of yours, Robert. Here are some of the things he said to you.

"I'm living in Warsaw now".

"I haven't seen your girlfriend recently".

Later that day you tell another friend what Robert said.

Robert said that he was living in Warsaw now.

Robert said that he hadn't seen my girlfriend recently.

2. Match the sentences with their reported equivalents.

She said:

- 1) "I'm always thinking about you".
- 2) "I'll always think about you".
- 3) "I've always thought about you".
- 4) "I always think about you".

She said:

- a) she had always thought about him.
- b) she always thought about him.
- c) She would always think about him.
- d) She was always thinking about him.

3. Rewrite these sentences in reported speech.

- a) "I'm going to call him this afternoon". She said
- b) "I will write to you next week". He said
- c) "I won't be home tonight". He said
- d) "He rang me from the airport yesterday". She said
- e) "He left ten minutes ago". He said
- f) "I'll see him tomorrow". She said



**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 neglected 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 –
- in a hurry, at speed –



e. the act or an instance of buying –

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

- a. Free movement of capital isto permit movement of investments such as property purchases andof shares between countries.
- b. The free movement of capital is unique insofar as that it isequally to non-member states.
- c. Capital within the EU may bein any amount from one country to another.
- d. All intra-EU transfers in euro areas domestic payments and bear the corresponding domesticcosts.
- e. Thisall member States of the EU, even those outside the Eurozone providing theare 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

1. Yesterday you met a friend of yours, Robert. Here are some questions he asked you.

“Are you living in Poznan now?”

“Have you seen my girlfriend recently?”

“What is your address?”

Later that day you tell another friend what Robert asked you.

Robert asked me if I was living in Poznan now.

Robert asked me if I had seen his girlfriend recently.

Robert asked me what my address was.

2. Turn these direct questions into reported questions.

- a) “Do you read daily newspapers?” She asked him
- b) “What’s your favourite TV programme?” She asked him
- c) “Is a number of the Internet users growing?” She asked me
- d) “Do you watch a lot of television?” She asked them



**LESSON 58 FREE MOVEMENT OF GOODS AND SERVICES****1. What is free movement of goods and services in the EU?****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 imposing 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.

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 restrictions 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 legal to provide services in any EU member state only for a limited period of time.

4. Find the words in bold in the text and match them to the following definitions.

- of or relating to government finances, esp. tax revenues –
- 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 –





- e. to forbid by law or other authority –
- f. having a bearing on or connection with the matter at hand –
- g. An international association organized to eliminate customs restrictions on goods exchanged between member nations and to establish a uniform tariff policy toward non member nations –

5. Discuss the following question: 'How does the free movement of goods and services influence national economies of the member states?'

LANGUAGE SKILLS

1. Write these sentences in direct speech.

- a) She told me she was OK.
.....
- b) Sam said he was going to watch a DVD.
.....
- c) He asked me what I was doing.
.....
- d) Susan asked me if I could help her with a project.
.....
- e) Peter told me he'd just finished reading a good book.
.....

2. Complete the second sentence so that it has a similar meaning to the first sentence.

- a) 'I'm sorry, but I don't agree.'
He told me that
- b) 'What are you thinking?'
She asked me what
- c) 'We've been arguing for days.'
He told us they for days.
- d) 'What do you think of the film?'
He asked me what of the film.
- e) 'I found the plot rather disappointing.'





LESSON 59 REVISION

I. Choose five questions and discuss them with your partner:

1. Define administration and its functions.
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 central and local administration in Poland.
7. Describe the territorial division of Poland.
8. Describe the European Union and name some of its institutions and their functions.
9. Name as many examples of the terminology of the EU legislation as you can.
10. Describe the standard structure of the EU legislative act.

II. Complete the sentences with the following words and phrases. Do not change the words and phrases.

implementing, common, conferred, elected, primary, adopt, invoke, binding, apply, upholds, currency, according to, joint,

1. The European Union has delivered half a century of peace, stability, and prosperity, helped raise living standards and launched a single European _____
2. Members of the European Parliament (MEPs) represent the people and are directly _____ by EU voters every 5 years.
3. Council of the European Union is the institution where national ministers from each EU country meet to _____ laws and coordinate policies.
4. The Commission represents and _____ the interests of the EU as a whole.
5. The ECB is responsible for framing and _____ the EU's economic and monetary policy.
6. All Community acts of general application are drafted _____ a standard structure.
7. The Treaties, being legal instruments created directly by the Member States, are known in legal circles as _____ Union law.
8. 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.

9. A Member State has no power to _____ a regulation incompletely or to select only those provisions of which it approves.
10. A directive is _____ on the Member States as regards the objective to be achieved.
11. 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.
12. The right to free movement has both 'horizontal' and 'vertical' direct effect, such that a private citizen can _____ the right, in an ordinary court.
13. Member states have removed customs barriers between themselves and introduced a _____ customs policy towards other countries.

III. Language skills - fill in the gaps.

1. He (watch) TV every day.
2. she often to the cinema? (go)
3. I like tennis. (play)
4. What you at the moment? (do)
5. I as an English teacher, but now I as an interpreter. (work)
6. I to England many times. (be)
7. I emails all afternoon. (send)
8. I 25 emails so far. (send)
9. What are you in? (interest)
10. Who English fluently in your class? (speak)
11. I to Scotland last week. (go)
12. he to France two weeks ago? (go)
13. When we English (learn), the telephone (ring)
14. I my holidays with my parents as a child. (spend)
15. I her computer. I have made all the necessary arrangements. (buy)
16. I think, I my mum flowers. (buy)
17. Before I went to work, I breakfast. (have)





18. Would you mind if I the window? (open)
19. Do you know what the time? (be)
20. My brother Colin,.....lives in Nottingham, is an English teacher.
21. I know a man is a famous actor.
22. You mustn't here. (smoke)
23. You drive on the right in Poland.
24. Warsaw is than Zakopane. (big)
25. Nile is river in the world. (long)
26. She draw well.
27. It be quite a modern picture. I'm not sure.
28. My teacher me work very hard when I was a pupil.
29. You need to work hard successful.
30. I hate (iron)
31. I decided my job. (change)
32. When you this switch, the television (press / come on)
33. If you don't give me the money back, I the police. (call)
34. If I you, I him. (be / leave)
35. If I the alarm, I on time. But I didn't hear it and I overslept. (hear / wake up)
36. That house in the 20th century. (build)
37. I can't cut my hair myself, so I went to the hairdresser's. I my hair (cut)
38. "What are you doing?" She asked me





LESSON 60 FINAL TEST



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