

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЧЕРНІГІВСЬКА ПОЛІТЕХНІКА»
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МЕТОДИЧНІ ВКАЗІВКИ

до практичних занять та самостійної роботи

для здобувачів вищої освіти освітнього ступеня «бакалавр»
спеціальності 033 «Філософія» освітньо-професійної
програми «Аналітика суспільно-політичних процесів»
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ВСТУП

Формування в здобувачів вищої освіти здатності до іншомовної комунікації у професійному середовищі передбачає врахування потреб та особливостей майбутньої спеціальності. Методичні вказівки з дисципліни «Англійська мова професійного спрямування» розроблені для практичних занять та самостійної роботи здобувачів вищої освіти першого (бакалаврського) рівня спеціальності 033 «Філософія» освітньо-професійної програми «Аналітика суспільно-політичних процесів» та спрямовані на розвиток іншомовної комунікативної компетентності майбутніх фахівців.

Навчальний матеріал охоплює шість тематичних розділів: «Навчання. Освіта. Дослідження», «Ефективна комунікація», «Суспільство», «Політичні системи», «Уряд», «Місьцеве управління та самоврядування», зміст яких відповідає програмі дисципліни. Матеріал кожного уроку складається з текстів з фаху різного ступеню складності, необхідного мінімуму фахової лексики, різноманітних вправ, спрямованих на опанування лексичного матеріалу та розширення словникового запасу.

Запропоновані завдання ґрунтуються на автентичних матеріалах, дозволяють формувати мовленнєві вміння в умовах наближених до реальних ситуацій професійного середовища, сприяють розвитку критичного та креативного мислення, індивідуальних стратегій навчання тощо. Широкий вибір вправ та завдань уможливорює використання методичних вказівок як на практичному занятті, так і для самостійної роботи. В окремому додатку пропонуються різноманітні тестові завдання, які можуть бути використані в якості поточного контролю знань здобувачів.

Правильність виконання завдань та сформованість комунікативних умінь може оцінюватися викладачем безпосередньо на практичному занятті, консультації або дистанційно.

UNIT 1. STUDY, EDUCATION, RESEARCH

Lead-in:

Before you read the text, answer these questions.

1. Do you prefer to study
 - a. online
 - b. offline
 - c. in a library
 - d. at home?
2. Do you study best
 - a. Early in the morning
 - b. during the day
 - c. at night
 - d. at any time of the day?
3. Do you prefer to work
 - a. with friends
 - b. with background music
 - c. in silence
 - d. on my own?

1. Study the vocabulary:

studious	старанний
to have difficulty doing	мати труднощі з виконанням
to overcome	долати
to go back to basics	повернутися до основ
equipment and tools	обладнання та інструменти
to take a course	пройти курс
protractor	транспортир
compass	циркуль
to prepare an assignment	підготувати завдання
to revise for an exam	готуватися до іспиту
curriculum	навчальна програма
lecturer	викладач
a learning disorder	розлад, що заважає навчатися
to struggle	боротися

2. Read the text and answer the questions below.

Even the most studious among you will probably have difficulty studying at some stage in your academic career. If or when this happens, the only way to overcome this problem is to go back to basics. First, make sure you have a comfortable environment to study in. Some students need to have a quiet space to themselves and can't concentrate if there are too many distractions. Others need some sort of background noise, such as music or the company of friends. Whatever your personal preference is, you need to organize this first of all.

Next, make sure you have all of the equipment or tools you need. For example, if you are taking a geography course and you have to learn about countries and their capital cities then you will need to have your atlas to hand. If you're doing your maths homework then be sure to find your calculator, ruler, protractor and compass before you start. Perhaps you're not preparing a homework assignment or project, but are trying to revise for an exam. If so, you need to know exactly what is on your curriculum. You should also review your notes and make sure that you have a clear understanding of what your lecturers have taught you. Of course, people with a learning disorder such as dyslexia may need to work harder than others at their studies as they often struggle to read even relatively simple texts.

1. What are some common challenges students face when studying?
2. How can we overcome difficulties in studying?
3. Why is it important to establish an appropriate study environment?
4. Can you give examples of some equipment or tools you need for completing your study tasks?
5. What problems can occur in students with different learning disorders?

3. Read the text again and find a word or phrase to match these definitions.

- someone who study a lot;
- things that stop you from working;
- a sound you can hear, but do not actively listen to;
- two different types of homework or school task;
- to study for an exam;
- another word for syllabus;
- to check your work;
- to do something with great difficulty.

4. Match verbs and definitions:

know	learn about a subject through books / a course
find out	get new knowledge or skills
study	already have the information
learn	get the information

5. Underline the correct words in each sentence.

1. I would really like to *learn about* / *study about* the ancient Egyptians.
2. We need to *find out* / *know* where to buy the tickets for the concert.
3. I got into trouble at school because I didn't *know* / *find out* my multiplication tables.
4. I did well in the test because I had *known* / *learned* how to spell all of the words on the list.
5. Excuse me, do you *find out* / *know* where the nearest post office is?
6. It was difficult for me to *learn* / *study* at home, because we didn't have a lot of space.
7. I want to *learn how* / *study how* to drive a car.
8. I think you can only really *learn from* / *learn with* experience.

9. I'm *learning law / studying law*.
 10. I'm *learning to knit / studying to knit*.

6. Which of these kinds of education have you experienced? Find out the meaning of these collocations.

pre-school, secondary school, independent school, university, nursery, local state school, boarding school, technical college, primary school, fee-paying school, faith school, distance learning course.

7. Replace the words in italics below with one word.

Teacher: Can you tell me about your early education?

Student: Well, I went to *a school for very young children* from the age of four and I remember that I didn't enjoy it very much at all. My *from age of 5 to 11* school was a little better, especially because my mum was a teacher in the school. She taught *in the younger part of the* school and she was actually my teacher in *first level*, but when I went up to the *older part of the* school, I didn't see very much of her. After that I was lucky enough to receive a *chance to go to school without paying fees* for a very good *from age 11 to 18* school. My parents couldn't have afforded to send me to a *not free* school so it was a really great opportunity for me. It was a *only for one sex* school, so there were no boys. I'm glad I didn't go to a *for boys and girls* school because I think there are fewer distractions so everyone can just concentrate on their studies.

8. According to the model in the task 7 share your school experience.

9. Word building. Complete the table.

subject	person	adjective
architecture		
		archeological
biology		
economics		
geology		
	geographer	
	journalist	
languages		
	lawyer	
		mathematical
science		
noun	verb	adjective
	establish	
<i>event</i> <i>person</i>	graduate	-
education <i>person</i>		<i>of a person</i> <i>for this purpose</i>
<i>thing</i> <i>person</i>		innovative

influence		
general noun motivator		motivated (of a person) (increasing this) motivational (for the purpose of increasing this)

10. Complete the sentences with suitable words from the table.

- I've always wanted to go on an a... dig to try to find fossils and ancient artefacts.
- Have you seen a copy of the a... plan for the new building?
- My daughter is a l...; she speaks six different languages.
- The government has a good e... policy. I'm sure the recession will be over soon.
- I'm studying j..., I've always wanted to be a political writer.
- I'm not very familiar with the g... of that part of the world.

11. Choose the correct adverbs in these sentences.

- The newly /firmly established early years centre is already serving a large number of local families.
- The historic university is newly/firmly established as top choice for international students hoping to study in the city.
- We are seeking advice on how to recruit the highly / poorly educated workforce needed for these skilled roles.
- He plays the character of a highly / poorly educated caretaker who has an innate gift for mathematics.
- His theory was increasingly / highly influential in the development of educational practices in the latter part of the century.
- The department will become increasingly / highly influential as the publication of papers in top journals continues.
- Focus groups showed that parents were strongly / politically motivated to do the best for their offspring whilst being wary of other parents' competitive behaviour.
- The announcement today of additional grants for poorer students has been seen as a strongly / politically motivated attempt to deflect allegations of a U-turn.

12. Read the part of a talk for students and complete the notes below. Write no more than two words for each answer.

Vocabulary:

to graduate from university	закінчити університет
thesis, dissertation	дипломна робота, дисертація
postgraduate student	магістр, аспірант, докторант
to ascertain	визначитись
to narrow smb's choices down	звужити свій вибір
controversy	суперечка
to involve costly equipment or surveys	залучити вартісне обладнання або дослідження
to provide a grant for research	надавати грант на дослідження
accurate	точний, ретельний, коректний

So, you have graduated from university and decided to continue studying towards a Master's or PhD. At some stage during the next few years, you will need to consider your thesis. One of the greatest difficulties faced by postgraduate students is choosing a topic to base their dissertation on. Writing a thesis can be very daunting, but the task is much more straightforward if the topic you select is appropriate for you. So, what can you do to solve this problem?

Well, there are several things to keep in mind. Firstly, you need to do your research so that you are very familiar with all the current literature. On top of this, you also need to be sure that you have a broad knowledge of your area of specialisation. If you do this, it will help you with the next important point in choosing a good subject for your research, which is to ascertain what is relevant in your research area. This will be crucial in helping you to narrow your choices down. From the very beginning, it is really vital to set clear limits and to have a very fixed plan in terms of the scope of your research.

It can be even more helpful to analyse existing research and ask yourself if there are any controversies. Perhaps there is a theory that you may want to challenge and this could be the focus of your study. A further and very important factor to take into account is your own financial resources. If these are limited then you need to avoid choosing a study that will involve costly equipment or surveys. However, if this is the case, you needn't despair or abandon your ideas altogether, instead make enquiries into funding from external agencies such as your local government. You may even find that local industries are willing to support your research by providing a grant. It's always worth looking around to see just what is possible. And finally, be sure to make good use of your tutor, especially when it comes to making sure that your findings are accurate.

Continuing your studies after graduation

Writing your dissertation

Important considerations:

- Many students struggle to find a research
- Writing a ... is easier if you make the right choice.
- You need to:
- Study the
- Have a wide ... of your field of study.
- Establish what is ... in your field.
- Have a clear idea of the ... of your study.
- Consider whether there are any ... in existing research.
- Think about your ... carefully.
- Ask about ... from outside sources. Ask your ... to check your results.

13. Write synonyms for the following words then introduce them into your sentences: after graduation, dissertation, is easier, wide, field of study, establish, consider, think about, results.

14. Complete the text with words: *capacity, child-centred, classroom, educators, foster, graduate, images, influence, method, needs, potential, whole.*

Maria Montessori was one of the most important early years 1 ____ of the 20th century. She was the first woman to 2 ____ from the University of Rome medical school and became interested in education through her work as a doctor, treating children with special 3 ____ . When she went on to establish schools for the disadvantaged children of working parents in Rome, she approached their education as a scientist. She used the 4 ____ as her laboratory for observing children and finding ways to help them to achieve their full 5 ____ . It soon became apparent that Dr Montessori had developed a highly effective teaching 6 ____ which could be used with great success with each and every child. She began to travel the world, establishing schools, lecturing about her discoveries, and writing articles right up to her death in 1952. She was a true pioneer of 7 ____ education.

Her innovative classroom practices and ideas have had a profound 8 ____ on the education of young children all over the world. Montessori saw that children learn best by doing and that happy self-motivated learners form positive 9 ____ of themselves as confident, successful people. She created specially designed resources to 10 ____ independence and a love for learning from an early age. The Montessori approach is holistic, that is, it aims to develop the 11 ____ child. Fundamental to this approach is the belief that a child's early life, from birth to six years old, is the period when they have the greatest 12 ____ to learn.

15. Match these words and phrases with their definitions.

special needs	person who is the first to develop an idea
disadvantaged	based on the needs and interests of children
achieve our potential	able to work at something without encouragement
child-centred	without the necessary education, money etc. to succeed in life
pioneer	requirements due to physical or mental problems
innovative	succeed to the best of your ability
self-motivated	new and original

16. Complete these sentences with the correct prepositions. There are similar sentences in 14.

1. My brother graduated ____ Harvard University in 2009.
2. In some countries, children ____ special needs are taught in mainstream schools.
3. The professor toured the world, lecturing ____ his educational theories.
4. Successful teachers are those who have a good influence ____ their students.
5. Children often learn better ____ doing things themselves rather than listening passively.
6. Students who have a positive image ____ themselves are usually happy and successful.
7. Ever since I started school, I have had a real love ____ learning.
8. Everyone can succeed at something. This idea is fundamental ____ my beliefs about education.

Listening

17. Listen to Steve describing his apprenticeship and answer these questions.

1. Why was the apprenticeship better for Steve than a course at his local college?
2. What additional opportunities does the company offer Steve?
3. How is Steve continuing his education?
4. Which industry do you think Steve is working in?

18. Listen again and complete these sentences with words Steve uses.

- 1 The ___ course in Engineering at the local college didn't appeal to Steve.
- 2 Steve's apprenticeship provided him with ___ experience that he couldn't get elsewhere.
- 3 Steve's manager worked out ___ plans and objectives with him.
- 4 Steve and his fellow apprentices learnt useful business skills at ___ organised by the company.
- 5 The company also puts on ___ events in recognition of people's hard work.
- 6 Steve has been on a day-___ course and gained a nationally recognised ___.
- 7 When he completed his apprenticeship, Steve moved into a full-time ___.

19. Choose the correct words in these sentences.

1. My sister *abandoned* / *left* school at the age of 16.
2. I'm going to *apply* / *request* for a catering course in September.
3. My experience has given me a real *insight* / *view* into how universities work.
4. Modern companies often organise *group* / *team-building* days to enable staff to work well together.
5. While he was working as an apprentice, Steve helped to *lift* / *raise* funds for charities.

20. Complete the text with the correct forms of the words in capital letters at the ends of the lines.

Mechanical Engineering is among the most diversified of the 1 ___ engineering disciplines. Mechanical engineers design and build machines and devices that 2 ___ humans to live and work in space, in the air, on the ground, and under water. Their machines can extend our physical 3 ___ and improve our health and standard of living. Students acquire an 4 ___ of the fundamentals of mechanics and of the thermal energy sciences. They learn to perform 5 ___ design tasks using computers and to select appropriate materials for a specific 6 ___. They also become familiar with the chemical and 7 ___ sciences, which are often essential to the total design and 8 ___ of a mechanical system. We have a small but active group of faculty 9 ___; graduate students and undergraduates who share a passion for Mechanical Engineering.	TRADITION ABLE CAPABLE UNDERSTAND INTERACT APPLY ELECTRIC REALISE RESEARCH
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UNIT 2. EFFECTIVE COMMUNICATION

Lead-in:

- Which of these methods of contacting friends do you use most often?
phone call, email, video call, postcard, text message, social networking site, letter
- Which of the communication methods would you use for these purposes?
 - a. organising a social event
 - b. sending an informal greeting
 - c. maintaining casual friendships
 - d. having a face-to-face conversation
 - e. making people take you seriously
 - f. sending a message when on the move
 - g. sending something to multiple recipients
 - h. expressing personal and private feelings

1. Study the vocabulary:

proliferation	розповсюдження
one-to-one conversation	розмова тет-а-тет
meaningful	змістовний
to usurpe	узурпувати
disagreement	розбіжність
to convey	передавати
to long	передати, донести
heartrending	несамовитий
soppy	сльозливий, сентиментальний
old-fashioned	старомодний
to offers smb an opportunity	пропонувати кому-л. можливість
tedious chore	нудна робота
genuine sincerity	непідробна щирість

2. Read the text and answer these questions:

1. Why does the speaker prefer letters to phone calls?
2. What other methods of communication does she mention?

There was a time when writing letters was our only means of communicating over long distances. In today's world, we can pick up a phone and speak to anyone anywhere in a second or two. I have found, in my not very scientific research, that most people prefer to use the phone when they have something to say. Speed and ease of use are the main reasons. The proliferation of long-distance services has brought the cost of speaking to distant friends down drastically, giving us yet another reason to pick up the phone instead of writing.

Most people enjoy one-to-one conversations and interaction is an important component of communication. However, there are times when writing is better. Yes, it's nice to hear someone say, 'I love you', but to read it in a letter, knowing someone took the time to write it, makes it much more meaningful. And even if, at some time in

the future, they take those words back, you still have a permanent record of it. Once written, you can read it over and over again. After all, writing requires thought, concentration and effort. People often speak without thought - it is, for the most part, an automatic response. But, the phone is not the only reason that people have stopped writing. Greeting cards, as well, have usurped letter writing. Is there something meaningful you need to say? Today you can go to the shop and buy a card to say just about anything. 'I miss you!' or 'Sorry we had a disagreement.' They're nice gestures, but they're still someone else's words. I know that most people truly feel what the card is trying to convey, but I write a note, or letter, to say it in my own words as well. I long to receive a three-page, heartrending, soppy letter, filled with carefully chosen words, and, yes, I have written such letters - with no reply, thank you very much. Maybe I'm a hopelessly romantic dreamer, or just old-fashioned.

Sadly, the advent of the telephone in the late 1800s, cheap long-distance services of today and the ever-growing Internet have made writing letters a lost art. But modern technology offers us the opportunity to (almost) bring it back. Forget the tedious chore of putting pen to paper, writing and rewriting. Worry no more about your handwriting, spelling and grammar. Welcome the personal computer with word processing, spellchecker and grammar checker. If you're the slightest bit creative, you can even buy software to create your own beautiful, heartfelt cards, too.

Imagine cards and letters filled with genuine sincerity from both the author and sender. Try it - you'll like it, and so will your loved ones when they receive them. And who knows, maybe they'll write back to you. Won't you feel special then?

3. Complete the sentences with words from the text:

1. In the past, people could only communicate over l ___ d ___ by writing letters.
2. The main reasons people prefer to use the phone are speed and e ___ o ___ u ___.
3. One of the most important aspects of communication is i ___ with another person.
4. The speaker likes receiving letters because they are a p ___ r ___ which you can read more than once.
5. Unlike writing, speaking is usually an a ___ r ___ to something another person says.
6. The growth of the Internet has resulted in letter writing becoming a l ___ a ___.

4. Match the words in italics with their definitions. Use a dictionary to help you.

1. The <i>proliferation</i> of long-distance services	a giving attention to one thing only
2. It requires <i>concentration</i> and effort	b boring
3. Greeting cards have <i>usurped</i> letter writing	c causing great sadness or sympathy
4. I long to receive a three-page, <i>heartrending</i> ,...	d great or sudden increase
5. <i>soppy</i> letter	e replace or take over from
6. the <i>tedious</i> chore of putting pen to paper	f sincere
7. create your own beautiful, <i>heartfelt</i> cards	g very emotional or sentimental

5. Answer these questions with your own ideas.

1. What situations require your *concentration*?
2. What housework do you find *tedious*?
3. Do you enjoy reading *sappy* books or watching *sappy* films?
4. What *heartrending* news stories have you heard about recently?

6. Which words are possible replacements for the words in italics in the extracts?

extracts	possible replacements
1 <i>means</i> of communicating	choice method way
2 <i>component</i> of communication	aspect feature piece
3 what the card is trying to <i>convey</i>	advise communicate express

7. Underline the words in these sentences which show positive or negative feelings.

1. She couldn't even be bothered to speak to me in person. She just left a hastily scribbled note on my desk.
2. It was very thoughtful of you to send me a card when I was ill. It did brighten up my day.
3. Sending him these sappy messages all the time just makes her come across as desperate.
4. Her response to the petition was scathing, which I find very frustrating after all our hard work.
5. He rambled on for hours about his life, and never once asked me how I was doing.
6. He's so articulate that, even when he dominates the conversation, he's a pleasure to be around.

8. Complete the article with words: *business, forums, location, members, networks, profile, reconnect, relationships, share, touch.*

Through social networking, people can use 1 ___ of online friends and group memberships to keep in 2 ___ with current friends, 3 ___ with old friends or make real-life friends through similar interests or groups. Besides stablishing important social 4 ___, members can 5 ___ their interests with like-minded members by joining groups and 6 ___. Some networking sites can also help members find a job or establish 7 ___ contacts. Most social networking sites also offer additional features like links to blogs. 8 ___ can express themselves by customising their 9 ___ page to reflect their personality. These days, much social networking is done on the move by smartphone, so users can now share their current 10 ___ as well as their photos and personal thoughts.

9. Which word in each list does NOT form a collocation?

be in touch with	your emotions, your problems, your relatives, reality
share	your thoughts, a passion, a question, your view
establish	your credentials, a network, a reputation, an idea
create	a friend, a new identity, an illusion, an impression

make	an arrangement, a connection, an impact, an understanding
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10. Complete each question with a suitable word from 9 and then answer them with your own ideas.

- 1 How can you establish your ____ online?
- 2 Have you met anyone that you share a ____ with online?
- 3 What problems have arisen from people creating new ____ for themselves online?
- 4 Is it possible to lose touch with ____ when you use social networking sites?

11. Match the phrases in italics to their definitions below.

1. A *former friend* of the actor has revealed details of the star's personal life to the tabloid press.
2. Loads of *childhood friends* that I haven't seen for years have added me to their list of contacts.
3. The director is a *personal friend* of mine. If I recommend you, he's bound to help you out.
4. A *true friend* would have trusted me with the money without asking what it was for!
5. He hasn't called since I had the accident. He turned out to be a bit of a *fair-weather friend* really.
6. I got chatting to a woman on the train and we realised we had several *mutual friends* in the area.
 - a. a friend you knew in your schooldays
 - b. someone two people both have friendships with
 - c. a friend who disappears when you have problems
 - d. a friend you socialise with outside work
 - e. someone you have ended a friendship with
 - f. a friend who is loyal, supportive and dependable

12. Answer these questions about writing letters.

1. When was the last time you wrote a letter? What kind of letter was it?
2. Have you ever sent or received these types of letter?
 - a thank-you letter
 - a letter of resignation
 - an apology
 - a complaint
 - a letter of condolence
 - a handwritten letter
 - a love letter
 - a poison-pen letter

13. What is the difference between these types of written document: letter, memo, note, card, petition, invoice, diary? Choose one of them and write your variant.

UNIT 3. SOCIETY

Lead-in:

Can you explain the term “society”?

Comment on the following definition of society as “people who live in a definable community and who share a culture” by Strayer (2015).

1. Study the vocabulary:

shared values	спільні цінності
habitualization	звикання
to get around	пересуватися
to enforce societal characteristics	втілювати в життя, забезпечувати додержання (виконання) соціальних характеристик
to run	керувати
to be interconnected	бути взаємопов'язаним
to maintain	підтримувати
deviant members of society	девіантні члени суспільства
drastic changes	радикальні зміни
the destructive effects	руйнівні наслідки

2. Read the text and answer the questions below.

In a broad sense *society* can be regarded as the cornerstone of everything. The type of society we live in determines many aspects of our lives, such as where we grow up, how we are influenced, who we meet, what we do, and how we experience life. Each society is different, and there are millions across the world.

Societies are characterized by their shared values, beliefs, and cultures. However, the remarkable thing is that every individual society has different values, beliefs, and cultures; no two societies are the same! For example, in New York, it is very normal to get around using a virtual taxi app such as Uber or Lyft. But in many societies in the Netherlands, they don't use these apps; instead, their shared culture is to get around on a bike.

A society consists of its people and the institutions that surround them. A characteristic of more advanced societies is that their members often share political authority. According to the study of P. Berger and T. Luckmann, the society is based on human interaction, something that they called habitualization.

“Any action that is repeated frequently becomes cast into a pattern, which can then be... performed again in the future in the same manner and with the same economical effort”. This idea continues to enforce our societal characteristics such as shared norms and values. We construct our own society, and accept it because others have created it before us. Society is a social construct and due to habitualization, we continue to create it.

Societies change drastically over time; with each major change comes a different type of society. Functionalists see society as a perfectly working body. They believe that each member of society and each institution of society have specific roles which, if performed correctly, make society run smoothly. They see that all aspects of society

are interconnected and believe this is important to maintain. Thus É. Durkheim (1895) saw society as similar to a living organism and that each “organ” had a vital role in keeping it alive. Durkheim went on to argue that even the deviant members of society are important, as they teach everyone else the accepted values and beliefs.

For K. Marx, it was important to study society to understand how it exploits its members. Marx saw conflicts in society between those who owned the means of production (the bourgeoisie) and those who worked for them (the proletariat). He viewed this capitalist conflict as a negative force in society, arguing that a society running on capitalism was damaging for its members.

For M. Weber, the importance of society lays within its changes. He saw the drastic changes that Western society experienced due to industrialization, and was concerned about the destructive effects this would have on its members. Weber saw certain societies as rational and others as not. For him, rational societies were ones that ran on logic rather than tradition. He differs here from Marx, as Weber believed a capitalist society was an extremely logical one.

Whatever the models, it should be admitted that a modern society consists of people living together in an organized community with shared laws, traditions, and values.

1. What are some factors that are influenced by the type of society we live in?
2. How do societies differ?
3. According to P. Berger and T. Luckmann, what is the basis of society?
4. In what ways do societies vary across different regions or countries?
5. How do functionalists view society, and what analogy do they use to describe it?
6. What did K. Marx think on society, especially in terms of class conflict?
7. How did M. Weber view the changes brought about by industrialization in Western society?
8. Are there any key characteristics that distinguish one society from another?
9. How do laws, traditions, and values contribute to the cohesion of a society?
10. What are some common elements that characterize modern societies?

3. Find English equivalents for the following expressions:

наріжний камінь; відрізнитися від; спільні цінності, вірування та культура; розвинені суспільства; людська взаємодія; звикання; закріплювати суспільні характеристики; соціальний конструкт; ідеально працюючий організм; забезпечувати безперебійне функціонування; девіантні члени суспільства; експлуатувати; володіти засобами виробництва; зазнавати радикальних змін, руйнівного впливу; організована спільнота.

4. Match words with their definitions:

to experience life	a society in which the means of production, distribution, and exchange are owned and controlled by private individuals or corporations, rather than by the state or collective groups
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shared values	to be actively engaged into the world, embracing various situations, emotions, and opportunities for personal growth and understanding
belief	negative or harmful consequences or impacts of certain actions, behaviours, or phenomena that can be manifested in social, environmental, economic, and personal domains
institution	an organization or establishment founded for a specific purpose, such as a hospital, church, company, or college/ an established custom, law, or relationship in a society or community.
deviant members of society	the arousal of two or more strong motives that cannot be solved together
destructive effects	individuals whose behaviour, beliefs, or actions depart from the accepted norms, values, or expectations within a given society
rational society	a group of people who live in the same area (such as a city, town, or neighborhood) and/or have the same interests, religion, race, etc.
capitalist society	in such a society, decisions are made using critical thinking skills, empirical data and scientific understanding that greatly influences various aspects of life, including governance, education, economics, and social interactions
community	a mental attitude of acceptance or assent toward a proposition without the full intellectual knowledge required to guarantee its truth.
conflict	beliefs, principles or ideals that are commonly held among a group of people or within a society

5. Study the following definitions of the notion “society”. Then choose appropriate sentences to suit them.

a.	people in general thought of as living together in organized communities with shared laws, traditions, and values
b.	the people of a particular country, area, time, etc., thought of especially as an organized community
c.	people who are fashionable and wealthy
d.	an organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.
e.	such a system characterized by its dominant economic class or form
f.	the state of being with other people
g.	the social class that comprises such persons

1. We need to do more to help the poorer members of our society.
2. He has been a member of the North of England Horticultural Society for many years.

3. Poverty hurts society as a whole.
4. These problems affect only a small segment of society.
5. That kind of behaviour isn't allowed in polite society.
6. She was introduced to society at a formal reception.
7. The club's members are drawn from the ranks of high society.
8. Since her university studies she has enjoyed the society of good friends.
9. He avoided the society of other writers.
10. We live in a capitalist society.
11. The couple quickly became a fixture of society pages.

6. Read and complete the text below. For each empty spaces (1-10) choose the correct answer (A, B, C, D). Write your answers on the separate answer sheet.

A melting pot

The term melting pot is 1. _____ associated with the United States. The United States is a melting pot of people from different cultures and races. While American English is generally standard, American speech can 2. ___ according to what part of the country you are in. Certain traits and personalities are connected with certain regions. Westerners are known as 3. _____ traditional of Americans, and the most tolerant of change and differences. Midwesterners are known for 4. _____ honest, straightforward people of traditional values. The southwest has had the least influence by European immigrants. Much of its culture 5. ___ by native Americans and by Spanish. Southerners are known for their hospitality. The Northeast is well known for its culture with excellent theaters and museums.

1	A	strong	B	stronger	C	strongest	D	strongly
2	A	be differed	B	be differing	C	do differ	D	differ
3	A	least	B	the least	C	the less	D	little
4	A	to be	B	be	C	being	D	been
5	A	has been defined	B	had defined	C	defined	D	is defined

7. Complete the text with words: asylum, seekers, contract, workers, expatriates, illegal, immigrants, professionals, refugees, settlers.

1. _____ are people who intend to live permanently in a new country. Most head for just a few main countries, for example, the USA. Some will succeed in their aims and gain status as legal residents of the country they have moved to. These people are technically called 2. _____, although this term is most commonly used by people from English-speaking nations to describe people from more developed nations living permanently abroad.

Migrants who leave their homes to escape danger or persecution may also be looking for a permanent new home. Until their claims are dealt with they are known as 3. _____, and if their claims are accepted they will be classified as 4. _____. In some cases of mass flight, when thousands of people escape across a border, they are immediately granted this status.

Looking for a job, a better income or perhaps just an experience, other migrants are admitted to countries as 5. _____. They are allowed to stay in their destination

country on the understanding that it is for a specific period. Some are seasonal employees. Others will stay in the new country for a year or more. These include employees of multinational corporations who are moved around from country to country. These people are often 6.____, with specialist knowledge in their field.

Some migrants overstay their visas or work whilst in the country on tourist visas. When this happens they become 7.____ in the eyes of the officials. They may also try to enter an ‘immigration country’, often endangering their own lives, by being smuggled in by people they have paid for this service.

8. Answer these questions.

1. Which types of migrants come to your country? Which countries do they come from?
2. Which types of migrants leave your country? Which countries do they go to?

9. Match these words with their definitions.

1 multinational corporation	a take things or people to or from a country illegally or secretly
2 smuggle	b worker whose employment is related to a time of the year
3 seasonal employee	c company that operates in more than one country
4 overstay	d remain beyond a specific time limit
5 persecution	e subject someone or a group of people to cruel or unfair treatment

10. Read the first part of the radio interview:

Do you fantasise about a new life on the other side of the world?... Where everything is exciting and the dreary routine of home is a million miles away? Lots of people do. The dream of pastures new is realised by thousands of Brits every year... but the downside is that, however wonderful your new surroundings, it is likely that you will pine for some aspect of home. 35-year-old Jane Foreman knows all about the pain of homesickness. Her husband David’s job took her to Kuala Lumpur in Malaysia a year and a half ago, but she is desperate to return home to Alnwick in Northumberland.

11. Complete this summary. Write no more than two words for each gap.

Many people imagine that their life in a new country will be more exciting than the 1.____ of home. But in fact, although their new 2.____ are better, they often pine for aspects of their old life. Jane Foreman has experienced painful 3.____. Her husband David's job 4.____ them to Kuala Lumpur in Malaysia eighteen months ago. Now all she wants to do is 5.____ to Northumberland.

12. Now read the personal stories of Jane Foreman and Louisa Stevenson and answer questions.

- We’ve managed to find a pretty strong expat community out here, but I still feel homesick most of the time. I miss my family and friends desperately, the daily contact

with people I've known all my life. As a family we're very close-knit, always on the telephone or popping round for this and that. I definitely feel I've lost more than many by moving here. After eighteen months we still haven't found our feet and I'm starting to feel like it will be impossible to really settle. If you look at it logically, KL is a far more exciting place to live...it's multicultural, there are amazing places to eat and drink...it's one of the best cities in Asia for shopping, and it's summer all year round. By contrast, Alnwick is pretty dull really... but my heart's in Northumberland. We would be home like a shot if it wasn't for David's job.

Severe homesickness, like Jane's, is difficult to overcome, but it can be done. Louisa Stevenson, a 32-year-old environmental engineer from Sheffield, initially regretted her decision to emigrate to New Zealand's South Island - but after 6 months she says she's happier than ever before.

- In the past I've travelled a fair bit, and I'd always been one for going off the beaten track. I spent a year as a volunteer in Tanzania and another year in Indonesia. I'd also spent several holidays here in Christchurch with my fiancée's family. None of this prepared me for the sense of loss that overwhelmed me on arrival though. It was like a rug being pulled out from under my feet. I didn't know anyone. Obviously, my in-laws and my fiancée were here, but compared to Sheffield. All the familiar faces were gone for good. I felt very insecure. Somebody once told me that homesickness is similar to the grieving process. I can believe that now... That's passed though and things are looking up. The wedding helped; I met so many of Jason's friends... then I joined a local Thai kickboxing class. The teachers at the centre are lovely welcoming people... And just last week I found out that I'm going to have a baby! Kickboxing may be off the menu for a while, but, right now, emigrating to New Zealand feels like the best decision I ever made.

1. What positive aspects of life in Kuala Lumpur does Jane mention?
2. What has happened to make Louisa feel happier in New Zealand?

13. Match definitions with words from the texts.

needing or wanting something very much	a pine for
miss something very much	b insecure
having strong, supportive relationships	c grieve
feel deeply sad because of a death	d familiar
anxious, not confident	e close-knit
well-known and easily recognised	f desperate

14. The adjective prefix *multi-* means 'many'. Complete the sentences with an adjective starting with *multi-*.

1. The city is home to people from many different cultures. It's a *multi-* ___ city.
2. Many different languages are spoken in our country. It's a ___ society.
3. HSBC is a bank which operates in many different nations. It's a ___ company.
4. The fabric is printed with many contrasting colours. It's ___ fabric.
5. My printer has many different functions. It's a ___ printer.

15. Complete these sentences with phrases: *sense of belonging, sense of duty, sense of humour, sense of responsibility, sense of urgency, sense of loss.*

1. We're leaving in half an hour and he hasn't finished packing yet. He has no _____.
2. I have a real _____ even though I've only lived here for six months.
3. Nothing makes you laugh. You have absolutely no _____.
4. He didn't really want to see his parents. He only visited them out of a _____.
5. She has looked after her brothers and sisters since they arrived in the country. She has an amazing _____.
6. When my long-term neighbour moved house I was surprised by the _____ I felt.

16. Answer these questions.

1. If you *dream of pastures new*, what do you want to do?
2. If you say '*my heart is*' somewhere, do you want to be in that place or not?
3. If you *find your feet*, do you feel more or less comfortable in a situation?
4. If you do something *like a shot*, do you do it slowly or quickly?
5. If you go *off the beaten track*, do you travel to tourist destinations or not?
6. If a *rug was pulled out from under you*, would you feel more or less confident?
7. If *things are looking up*, is your situation getting easier or more difficult?
8. If something you planned to do is *off the menu*, can you do that thing as planned?

UNIT 4. POLITICAL SYSTEMS

Lead-in:

Can you explain the term "political system"?

Are you politically conscious?

1. Study the vocabulary:

to enforce	втілювати в життя, забезпечувати додержання (виконання)
prevalent	поширений, розповсюджений
to contribute to	зробити свій внесок у
to specialize in	спеціалізуватись на
to enable smb to	спонукати когось до
to obtain a political power	отримати політичну владу
electoral contest	передвиборча боротьба
hereditary succession	спадкове правонаступництво
diverse governance models	різноманітні моделі управління
emergence	виникнення
to rule over	керувати, правити
social pressure	соціальний тиск
welfare state	соціальна держава
increase in	збільшення

2. Read the text and answer the following questions:

The main types of modern political systems recognized are democracies, totalitarian regimes, and authoritarian regimes with a variety of hybrid regimes. Monarchies are also regarded as a hybrid system of the main three. Historically prevalent forms of government include monarchy, aristocracy, timocracy, oligarchy, democracy, theocracy, and tyranny. These forms are not always mutually exclusive, and mixed governments are common. The main aspect of any philosophy of government is how political power is obtained, with the two main forms being electoral contest and hereditary succession.

The moment and place that the phenomenon of human government developed is lost in time. By the third to second millenniums BC, some of these had developed into larger governed areas: Sumer, ancient Egypt, the Indus Valley civilization, and the Yellow River civilization. One reason that explains the emergence of governments includes agriculture, because it was an efficient method to create food surplus. This enabled people to specialize in non-agricultural activities. Some of them included being able to rule over others as an external authority. Others included social experimentation with diverse governance models. Both these activities formed the basis of governments. These governments gradually became more complex as agriculture supported larger and denser populations, creating new interactions and social pressures that the government needed to control.

Starting at the end of the 17th century, the prevalence of republican forms of government grew. The English Civil War and Glorious Revolution in England, the American Revolution, and the French Revolution contributed to the growth of representative forms of government. The Soviet Union was the first large country to have a Communist government. Since the fall of the Berlin Wall, liberal democracy has become an even more prevalent form of government.

In the nineteenth and twentieth century, there was a significant increase in the size and scale of government at the national level. This included the regulation of corporations and the development of the welfare state.

1. What are the main types of modern political systems, and how do they differ from historical forms of government?
2. What makes monarchies a hybrid system?
3. How do historical forms of government interact with each other?
4. What are the primary methods of acquiring political power?
5. What historical events contributed to the rise of representative forms of government?
6. How did the increasing complexity of governments correspond to changes in agricultural practices and population density?
7. How did the fall of the Berlin Wall impact the prevalence of liberal democracy?
8. What were some key aspects of the increase in the size and scale of government at the national level during the nineteenth and twentieth centuries?

3. Match the following forms of government with their definitions:

timocracy	a form of government where a single person, known as a monarch, holds supreme authority and typically
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	inherits the position, often with powers varying from symbolic to absolute
monarchy	a form of government where power is vested in a small ruling class or nobility, often based on hereditary privilege, wealth, or social status
oligarchy	a system of government in which possession of property is a qualification for office or citizenship, with political power often tied to a person's wealth or property ownership
aristocracy	a form of government where power is concentrated in the hands of a small group of people, often based on wealth, family ties, military control, or other influential factors
tyranny	a system of government in which power is vested in the hands of the people, either directly or through elected representatives, with the majority typically determining decisions and policies
theocracy	a form of government where religious leaders or institutions hold political authority, and religious law or doctrine plays a significant role in governance
democracy	a form of government characterized by oppressive or unjust rule by a single individual or group, often without regard for the rights or interests of the people

4. Find English equivalents for the following words and phrases:

керувати організованою спільнотою; законодавча, виконавча та судова влади; політика; гібридна система; спосіб отримання політичної влади; передвиборча боротьба; спадкове правонаступництво; надлишок їжі; спеціалізуватися на несільськогосподарських видах діяльності; соціальний тиск; громадянська війна; представницька форма правління; поширена форма правління; державне управління; регулювання діяльності корпорацій; розвиток соціальної держави.

5. Complete the gaps with choices below.

Plato in his book “The Republic” in 375 BC divided governments into five basic types (four being existing forms and one being Plato’s ideal form, which exists “only in speech”): aristocracy 1._____, democracy 2._____, oligarchy 3._____, timocracy 4._____, Sparta as an example, tyranny 5._____. These five regimes 6._____ aristocracy at the top and tyranny at the bottom. In his “Politics”, Aristotle elaborates on Plato’s five regimes 7._____. From this follows the classification of forms of government according to which 8._____: either one person (an autocracy, such as monarchy), 9._____ (an aristocracy), or 10._____ (a democracy, such as a republic).

- a. rule by wealth and market-based-ethics, like a laissez-faire capitalist state;
- b. rule by honour and duty, like a “benevolent” military;

- c. rule by law and order, like ideal traditional “benevolent” kingdoms that are not tyrannical;
- d. the people as a whole;
- e. rule by pure liberty and equality, like a free citizen;
- f. progressively degenerate starting with;
- g. people have the authority to rule;
- h. discussing them in relation to the government of one, of the few, and of the many;
- i. a selected group of people;
- j. rule by fear, like a despot.

6. Read the text and decide which answer (A, B, C or D) best fits each space.

Reports that the government is about to (1)_____ the go ahead to plans for the building of a new runway at London’s Gatwick airport have angered local (2)_____ and raised fears of increased noise and exhaust pollution. The (3) _____ plans also include permission for additional night flights and will (4) _____ the compulsory purchase of farmland, (5) _____ the demolition of a number of private homes. According to sources close to the Ministry of Transport, the government is known to be concerned by the increasing (6) _____ of traffic at London Heathrow, where there are no plans for further runways in the foreseeable (7) _____ Gatwick is widely (8) _____ as a better (9) _____ for expansion than London’s third airport, Stansted, which still (10) _____ from poor transport links. A spokesperson for the Keep Gatwick Quiet association, (11) _____ up of local people, accused the government of (12) _____ back on promises made before the General Election. “We were told then that the airport authority had no (13) _____ of building another runway, and we believe that the government has a duty to (14) _____ its pledges.” Prominent figures in the government are also believed to be concerned at the news, although the Prime Minister, interviewed last night, is (15) _____ as saying that reports were “misleading”. However, he would not give an assurance that plans for building a runway had definitely been rejected.

1) A sign	B make	C give	D approve
2) A inhabitants	B dwellers	C occupants	D residents
3) A controversial	B debatable	C notorious	D doubtful
4) A involve	B concern	C assume	D need
5) A further to	B as well as	C moreover	D what's more
6) A sum	B size	C volume	D length
7) A years	B period	C time	D future
8) A regarded	B believed	C felt	D held
9) A potential	B outlook	C prospect	D likelihood
10) A affects	B undergoes	C experiences	D suffers
11) A made	B set	C brought	D taken
12) A getting	B falling	C going	D turning
13) A desire	B intention	C wish	D objective
14) A bear out	B count on	C pull off	D stand by
15) A quoted	B known	C thought	D written

7. Both options make sense. Underline the one which forms a common collocation.

- a) The two men, *disguised/transformed* as security guards, overpowered staff at the bank and escaped with £150,000.
- b) The pilot was the *one/sole* survivor of the crash.
- c) The fire *extensively/widely* damaged the 500-year-old building.
- d) Mr Johnson was taken to Maidstone General Hospital where his condition was described as "*critical/perilous*".
- e) The government spokesperson declined *to speak about/comment on* the matter.
- f) A woman and a man were later *detained/arrested* for questioning.
- g) The *findings/results* of the committee are due for publication this week.
- h) The government agreed that the problem must be *removed/tackled* at once.
- i) We must be very careful with *sensitive/difficult* issues such as this, to avoid giving offence.
- j) A police spokesperson admitted that detectives were *baffled/upset* by Mr Day's disappearance, but were hoping to come up with an explanation.

8. Complete each space in the text with a word formed from the words in capitals.

Press (1) continues over whether the Prime Minister is on the point of calling a General Election. An (2) is expected shortly from government headquarters. Political (3) believe that the timing of an election is crucial to the (4) of the government. Michael Lee of the "Independent" commented: "We've had repeated (5) from the Prime Minister that no election would be called this year, but present circumstances may just cause him to change his mind. "Six months ago this would have been (6). An election would have been (7) suicide, and would certainly have led to the (8) of the government. The government was coming in for severe (9) because of its education policy. It was also widely attacked for its (10) involvement in the arms export scandal, and for its (11) to address the problem of (12) But according to recent opinion polls, the electorate is impressed at the way the PM has restored party (13) and overcome the internal (14) which were threatening to rip the party apart. Michael Lee comments: "There would be some (15) in calling an election pretty soon. In fact, I wouldn't be at all surprised if it happens within the next day or two."

SPECULATE

ANNOUNCE

ANALYSE

SURVIVE

ASSURE

THINK /POLITICS

DOWN

CRITICISE

DISASTER

FAIL

EMPLOY

UNITE / DIVIDE

JUSTIFY

9. Read and fill in the blanks with 1–2 words:

According to modern scientists, there are three main types of political ... today: democracies, totalitarian regimes and, sitting between these two, ... regimes with hybrid regimes. Another modern classification system includes monarchies as a standalone entity or as a ... system of the main three. Scholars generally refer to a dictatorship as either a form of authoritarianism or totalitarianism. An autocracy is a

system of ... in which supreme power is concentrated in the hands of one ..., whose decisions are subject to neither external legal restraints nor regularized mechanisms of popular control. Absolute monarchy is a historically prevalent form of ..., wherein a monarch governs as a singular sovereign with no limitation on royal prerogative. Most absolute monarchies are..., however some, notably the Holy See, are elected by an electoral college (such as the college of cardinals, or prince-electors). Other forms of autocracy include ..., despotism, and dictatorship.

10. Render the following text into English.

Демократія - це система правління, в якій громадяни здійснюють владу шляхом голосування та обговорення. Громадяни країни шляхом прямого голосування формують керівні органи або здійснюють управління опосередковано, обираючи представників або делегатів, як правило, шляхом виборів або, рідше, шляхом жеребкування. Обрані громадяни формують керівний орган, наприклад, законодавчий орган або суд присяжних. Деякі уряди поєднують як пряме, так і непряме демократичне врядування, коли громадяни обирають представників для здійснення повсякденного управління, водночас залишаючи за собою право керувати безпосередньо через народні ініціативи, референдуми та право відкликання. У конституційній демократії повноваження більшості здійснюються в рамках представницької демократії, але конституція обмежує владу більшості, як правило, шляхом надання всім певних універсальних прав, таких як свобода слова або свобода об'єднань.

NB! When someone is complaining, we often show we agree by saying *I know or Tell me about it* (“да, це так”, “повністю погоджуюсь”) and then adding a comment. When we disagree, we soften our response like this: *know what you mean, but... Well, maybe, but...*

11. Match the complaints in 1-6 to the responses.

- 1) I don't know how people can make ends meet.
 - 2) The job market is so competitive at the moment.
 - 3) The pace of life is so fast here.
 - 4) There's so much crime, you can't go out at night!
 - 5) They haven't done anything to boost tourism.
 - 6) This country is so bureaucratic!
- a I know! It's exhausting. I feel like I spend my life just rushing around.
 - b Tell me about it! I can only just get by and I've got a good job.
 - c Tell me about it! I had to fill in four forms in three different places to get a work permit!
 - d I know what you mean, but if you're prepared to be flexible there's plenty of work.
 - e Well maybe, but it's not like that everywhere. If you avoid certain areas, it's perfectly safe.
 - f I know what you mean, but look what they've done to improve poor areas. That's great.

12. Take turns responding to the sentences below.

They're destroying the environment!

It's so expensive to travel abroad at the moment.

All politicians are corrupt.

The government's soft on terrorism.

They're doing nothing to improve state schools.

The government is undermining democracy.

13. Put these decisions in order from easy to difficult.

what to have for lunch	
where to get married	
where to live	
what career to choose	
where to go on holiday	
whether to have children	

14. Read five short stories. Discuss with a partner. Which decision was the most difficult? Did any of the people make the wrong decision?

1 Monica was putting up a shelf when she dropped a piece of wood from the window of her flat by mistake. It fell on a man's head.

He fell into the road and a car hit him and killed him. The driver thought he was responsible. Nobody had seen the piece of wood fall, so Monica didn't tell the police.

2 Basia was travelling with her teenage daughter in a country where the penalties for smuggling are very severe. The customs officers found prohibited goods in her daughter's bag and asked, 'Whose bag is this?' Basia said it was hers so she was arrested.

3 Jim and Neil's car broke down in the desert. They started to walk but Jim fell and broke his leg. He couldn't walk without help from Neil. The nearest water was two days' walk away but with Jim's broken leg it would take a week, and they couldn't survive that long without water. Jim told Neil to go alone. Neil did this and Jim died.

4 Fernando was a prisoner of war. The enemy captain told him to shoot another prisoner. If you don't kill one, I will kill two,' he said. Fernando refused and the captain shot two prisoners.

5 There was a cruel landlord who everybody feared and hated. One day, Ernesto was in a fight with the landlord and killed him, but nobody saw the crime. Ernesto told his best friend Toni about it and Toni promised to keep the secret. Some time later, an innocent man was wrongly accused of the crime and sentenced to death. Toni told the police what Ernesto had told him.

15. Write a 100-150 word essay about one of the biggest social issues that affect modern society.

UNIT 5. GOVERNMENT

Lead-in:

Can you explain the term “government”?

What is a form of government in Ukraine?

1. Study the vocabulary:

an organized community	організована спільнота
to determine policy	визначати політику
governing principles	принципи управління
distribution of powers	розподіл повноважень
branches of government	гілки влади
shared	спільний
intersecting	перехресні
overlapping	перетинання
fusion of powers	злиття повноважень
independent electoral commission	незалежна виборча комісія
auditory branch	аудиторська гілка
to take charge of	взяти на себе відповідальність
to appoint	призначати
winning party	партія-переможець
civil servant	державний службовець

2. Read the text and answer the following questions:

A government is the system or group of people governing an organized community, generally a state. It normally consists of legislative, executive, and judiciary powers. Government is a means by which organizational policies are enforced, as well as a mechanism for determining policy. In many countries, the government has a kind of constitution, a statement of its governing principles and philosophy.

Governments are typically organised into distinct institutions constituting branches of government each with particular powers, functions, duties, and responsibilities. The distribution of powers between these institutions differs between governments, as do the functions and number of branches. An independent, parallel distribution of powers between branches of government is the separation of powers. A shared, intersecting, or overlapping distribution of powers is the fusion of powers.

Governments are often organised into three branches with separate powers: a legislature, an executive, and a judiciary. However, in parliamentary and semi-presidential systems, branches of government often intersect, having shared membership and overlapping functions. Many governments have fewer or additional branches, such as an independent electoral commission or auditory branch.

3. Find English equivalents for the following expressions:

повноваження, обов'язки, відповідальність, гілка влади, незалежний розподіл повноважень, перехресний розподіл повноважень, розподіл повноважень, при

якому обов'язки гілок влади накладаються один на одного, злиття влад, законодавча, виконавча та судова влади, перетинатися, мати спільне членство, незалежна виборча комісія, аудиторська гілка влади.

4. Read the text paying attention to words in bold:

Parliament and the Government

Parliament and the Government are different. They have different roles and do different things. His Majesty's Government (abbreviated to HM Government, and commonly known as the Government of the United Kingdom) consists of the Prime Minister, their Cabinet and junior ministers, supported by the teams of non-political **civil servants** that work in government departments.

The Government are the people responsible for **running the country**. The political party that **wins the most seats** at a General Election **takes charge of** the Government for up to five years, until the next General Election. The leader of the winning party is **appointed** as Prime Minister and chooses other party members to work in the Government with them - as Cabinet ministers and junior ministers. The Government is responsible for deciding how the country is run and for managing things, day to day. They **set taxes**, choose what **to spend public money** on and decide how best **to deliver public services**, such as:

the National Health Service

the Police and Armed Forces

welfare benefits like the State Pension

the UK's energy supply

Parliament is there to represent people's interests and make sure they are taken into account by the Government. The Government cannot make new laws or raise new taxes without Parliament's agreement. The British Parliament is made up of people that have been elected and people who have been appointed. They sit in two separate Houses:

- The House of Commons, where all the people elected at the General Election work, as MPs, for the next five years. This includes people in other political parties, as well as those in the winning party who were not chosen to be ministers.

- The House of Lords, whose members are mostly appointed for life rather than elected. They have often been chosen because of their **achievements and experience**. Many do not **belong to** a political party.

Parliament's job is to look closely at the Government's plans and to monitor the way they are running things, whether Government **decisions** are **open and transparent** – by questioning ministers and requesting information; **workable and efficient** – by examining new proposals closely and suggesting improvements, checking how public money is being spent and tracking how new laws are working out in practice; **fair and non-discriminatory** – by checking that they comply with equalities and human rights laws and by speaking up on behalf of affected individuals.

Government ministers are required to come to Parliament regularly to answer questions, respond to issues raised in debates and keep both Houses informed of any important decisions they take. In this way, Parliament can hold the Government to **account for** its actions.

5. Work in pairs and discuss these questions:

1. What does Parliament do?
2. What are the Government roles?
3. What do the Government do?
4. Who does the House of Commons consist of?
5. Who represents the House of Lords?
6. How can the Government efficiency be monitored?
7. What are the best and the worst things about your country?
8. Can a government make a better society? How?
9. Are we more or less civilized than we were in the past?
10. Is there anything you would like to change in our society?

6. Study the vocabulary and read the text:

congressional system	парламентська система
levy federal taxes	стягувати федеральні податки
declare war	оголосити війну
put foreign treaties into effect	вводити в дію іноземні договори
pass a bill	приймати закон
amend and vote a bill	вносити поправки та голосувати за законопроект
break a tie	порушити рівновагу; розтяти гордіїв вузол
formidable	могутній, потужний
veto a bill	накладати вето на законопроект
issue regulations and directives	видавати постанови та директиви
carry out the work	виконувати роботу
federal courts of appeals	федеральні апеляційні суди
associate justices	помічники суддів
scrutiny	перевірка

The political system of the USA.

The United States is a constitutional republic. The nation operates as a presidential system also known as a congressional system. The federal government's power is divided between three branches – the legislative, the executive and the judicial.

Legislative Branch. The legislative branch – the Congress – is made up of elected representatives from each of the 50 states. It is the only branch of U.S. government that can make federal laws, levy federal taxes, declare war, and put foreign treaties into effect. Members of the House of Representatives are elected to two-year terms. Each member represents a district in his or her home state. In all, there are 435 representatives in the House. Senators are elected to six-year terms. Each state has two senators, regardless of population. There are 100 senators. To become a law, a bill must pass both the House and the Senate. After the bill is introduced in either body, it is studied by one or more committees, amended, voted out of committee, and discussed in the chamber of the House or Senate. If passed by one body, it goes to the other for

consideration. Once both bodies have passed the same version of a bill, it goes to the president for approval.

Executive Branch. The chief executive of the United States is the president, who together with the vice president is elected to a four-year term. As a result of a constitutional amendment that went into effect in 1951, a president may be elected to only two terms. Other than succeeding a president who dies or is disabled, the vice president's only official duty is presiding over the Senate. The vice president may vote in the Senate only to break a tie. The president's powers are formidable but not unlimited. As the chief formulator of national policy, the president proposes legislation to Congress. The president may veto any bill passed by Congress. The president is commander-in-chief of the armed forces. Within the executive branch, the president has broad powers to issue regulations and directives carrying out the work of the federal government's departments and agencies.

Judicial Branch. The judicial branch is headed by the U.S. Supreme Court, which is the only court specifically created by the Constitution. In addition, Congress has established 13 federal courts of appeals and, below them, about 95 federal district courts. The Supreme Court meets in Washington, D.C., and the other federal courts are located in cities throughout the United States. The Supreme Court consists of a chief justice and eight associate justices. With minor exceptions, cases come to the Supreme Court on appeal from lower federal or state courts.

7. Answer the following questions:

1. What are the three branches of the United States federal government and their respective functions?
2. How is the legislative branch structured?
3. Describe the electoral terms and representation in the U.S. House of Representatives and Senate.
4. What steps must a bill pass through in Congress before becoming a law?
5. What are the key powers and responsibilities of the President of the United States?
6. How does the Vice President of the United States contribute to the functioning of the federal government?
7. What is the role of the U.S. Supreme Court within the judicial branch?
8. How do cases typically reach the U.S. Supreme Court for consideration?

8. Write true or false.

1. The United States is a constitutional republic.
2. Members of the House of Representatives are elected to two-year terms.
3. The U.S. Congress consists of 435 representatives in the House of Representatives, each elected to two-year terms to represent specific districts within their respective states.
4. For a bill to become law in the United States, it must be approved by both the House of Representatives and the Senate in identical form before being sent to the president for final approval.
5. The vice president's only official duty is presiding over the Senate.

6. The president is elected to a six-year term and can serve an unlimited number of terms.
7. The Supreme Court meets in Washington, D.C., and the other federal courts are located in cities throughout the United States.

9. Read the text and fill in missing words from the list. There are some options you don't need to use: *executive, provide support services, the federal government, the Senate, breaks ties, the president's nominees, interpreting the meaning, to declare war, the Supreme Court, President, nominated by the president, unconstitutional laws.*

The Constitution of the United States divides 1. ____ into three branches: legislative, 2. ____, and judicial. This ensures that no individual or group will have too much power. The legislative branch is made up of Congress (3. ____ and House of Representatives) and special agencies and offices that 4. ____ to Congress. The legislative branch's roles include: drafting proposed laws, confirming or rejecting presidential nominations for heads of federal agencies, federal judges, and 5. ____, having the authority 6. _____. The executive branch's key roles include: 7. ____ - the head of state, leader of the federal government, and Commander in Chief of the United States armed forces; Vice president who supports the president and also presides over the U.S. Senate and 8. ____ in Senate votes; the Cabinet whose members serve as advisors to the president. They include the vice president, heads of executive departments, and other high-ranking government officials. Cabinet members are 9. ____ and must be approved by the Senate. The executive branch also includes executive departments, independent agencies, and other boards, commissions, and committees. The judicial branch includes the Supreme Court and other federal courts. It evaluates laws by 10. ____ of laws, applying laws to individual cases, deciding if laws violate the Constitution, how each branch of government provides checks and balances.

10. Fill in the prepositions:

1. In the British government, ministers are appointed 1. ____ their roles by the Prime minister.
2. They take 2. ____ significant responsibilities 3. ____ their respective departments.
3. They must take 4. ____ account public opinion and parliamentary scrutiny when making decisions.
4. In the House of Commons, the speaker has the authority to break ties 5. ____ voting.
5. Ministers are subject 6. ____ the scrutiny of parliament and are accountable 7. ____ their actions and decisions.
6. In the American government, Congress deals 8. ____ legislative matters, including debates 9. ____ bills and budget allocations.
7. To pass a bill, both the House of Representatives and the Senate must agree 10. ____ its contents.
8. The executive branch, consisting of the President and federal agencies, is responsible for coming 11. ____ policies and implementing laws passed 12. ____ Congress.

11. Correct the 15 vocabulary mistakes in the text. The first one has been corrected for you:

Although we have a better standard of living nowadays, in many ways our quality of life is not as good in the past because we are too busy to enjoy what we have.

Everyday life today is much more complicated than in the past. Even in our leisure time we have to *take* so many choices about what to do or even what to watch on TV. We are often spoilt for choice and this can leave us feeling confused and dissatisfied. We all know that it is important to *get* a balance between work and play, but many of us do not succeed. Instead, we *make* extra pressure *for* ourselves by trying to be as successful in our work life as in as in our personal life.

Life in the past was much simpler as many people worked to *get* their basic needs. Today, for many of us, our job is not just a way of making a *life*. For many, work *is* an important role in our everyday life and gives us a strong *feeling* of personal fulfilment. What is more, we have become much more materialistic. Many people *get* themselves goals such as buying a new house or car and so we measure our success by the material things we own. Desiring these luxuries is what motivates us to work much harder than on the past, so in many ways we *choice* this way of life.

We have worked hard to improve our standard of living, but it may have come at a very high price. We need to make some changes in our *perspectives* so that family occasions are as important as business meetings. We should also *make* every possible opportunity to relax and enjoy our leisure time. Once you have *given* the decision to do this, you should find that your quality of life also improves. My ultimate aim is to have a happy family life. If I *get* this goal then I know I will not regret any chances I have *lost* to stay longer at the office.

1 <i>make</i>	6	11
2	7	12
3	8	13
4	9	14
5	10	15

12. Read and translate the text paying attention to the words in bold.

What is law?

Law is a system of rules and guidelines, usually enforced through a set of institutions. It shapes politics, economics and society in numerous ways and serves as **a social mediator** of relations between people.

In democratic societies, laws often establish checks and balances on government power. They **define the limits** of governmental authority and **protect against abuses** of power, ensuring that no individual or group can **exert** unchecked control over others. Clear and fair laws can **facilitate** economic and social development. They create an environment where businesses can **thrive**, investments can be made securely, and innovations can **flourish** under a predictable legal framework.

Law is essential in democratic societies because it provides the structure, protection, and mechanisms necessary for individuals and communities to coexist harmoniously, pursue their interests, and uphold the principles of justice and equality.

Contract law regulates everything from buying a bus ticket to trading on derivatives markets. Property law **defines rights and obligations** related to the transfer and title of personal and real property. Trust law applies to **assets** held for investment and financial security, while tort law allows **claims for compensation** if a person's rights or property are harmed. If the harm is criminalised in a statute, criminal law offers means by which the state can **prosecute the perpetrator**. Constitutional law provides a framework for the creation of law, the protection of human rights and the election of political representatives. Administrative law is used to review the decisions of government agencies, while international law governs affairs between sovereign states in activities ranging from trade to environmental regulation or military action.

Legal systems **elaborate rights and responsibilities** in a variety of ways. A general distinction can be made between civil law jurisdictions, which **codify their laws**, and common law systems, where judge made law is not consolidated. In some countries, religion informs the law. Law provides a rich source of scholarly inquiry, into legal history, philosophy, economic analysis or sociology. Law also raises important and complex issues concerning equality, fairness and justice. "In its majestic equality", said the author Anatole France in 1894, "the law forbids rich and poor alike to sleep under bridges, beg in the streets and steal loaves of bread." In a typical democracy, the central institutions for interpreting and creating law are the three main branches of government, namely an impartial judiciary, a democratic legislature, and an accountable executive. To implement and enforce the law and provide services to the public, a government's bureaucracy, the military and police are **vital**. While all these organs of the state are creatures created and **bound by law**, an independent legal profession and a vibrant civil society inform and support their progress.

12. Decide whether sentences below are true or false:

1. Trust law applies to assets held for investment and financial security, while tort law allows claims for compensation if a person's rights or property are harmed.
2. Constitutional law provides a framework for the creation of law, the protection of human rights and the election of political representatives.
3. To implement and enforce the law and provide services to the public, a government's bureaucracy, the military and police are vital.
4. Contract law governs transactions ranging from purchasing a bus ticket to trading on derivatives markets.
5. Trust law applies solely to assets held for investment and financial security.
6. Criminal law allows the state to prosecute individuals for actions that harm others.
7. Constitutional law primarily focuses on regulating international relations between sovereign states.
8. Administrative law is used to review and oversee the decisions made by government agencies.

13. Case-Study. Find out how the Ukrainian Government is organised. Discuss with your mates and present information to your group.

UNIT 6. ADMINISTRATION AND GOVERNANCE

Lead-in:

What do you know about local administration in your town?

What are they responsible for?

How could you assess their performance?

1. Study the vocabulary:

public (n)	народ; громадськість
(adj)	суспільний, громадський; народний; державний
public policy	державна політика
administration	управління, керівництво; адміністрація, уряд; виконавча влада (у США)
execution (n)	виконання
legislature (n)	законодавство, законодавча влада, законодавчий орган
body (n)	орган; орган (влади, управління), організація
public body	орган державної влади, державного управління, державний орган
civil (adj)	громадянський, державний, цивільний
civil service	державна служба
legal framework	правове поле; нормативна база
issue (n)	спірне питання, проблема, предмет обговорення
judiciary (n)	судова влада; судоустрій
(adj) = judicial	судовий
power (n)	повноваження, право, компетенція; влада
liability (n)	зобов'язання, відповідальність
public authorities	органи державної влади, державного управління
implement	виконувати, здійснювати; запроваджувати в життя
administrative practices	адміністративна діяльність
government department	урядове відомство, міністерство, департамент (амер.)
jurisdiction (n)	юрисдикція, компетенція; влада, повноваження

2. Read and translate the text paying attention to the words in bold.

PUBLIC ADMINISTRATION

Public administration is a feature of all nations whatever their **system of government** is. It is usually associated with government employment and bureaucracy and is found whenever there is a need to manage large numbers of people and tasks.

Today public administration is often regarded as including also some responsibility for **determining the policies and programs** of governments. Specifically, it is the planning, organizing, directing, coordinating, and controlling of government operations. Traditionally defined, public administration is the **process of managing public affairs** on both **national and local levels** in accordance with the **laws adopted** by the legislature and the executive branch of government. It deals with **execution of public policies and government programs** to achieve better qualitative and quantitative indicators of economic, social and cultural health of the country.

The body responsible for public administration of a country is called the **civil service**. The civil service is known to be the administrative service in government. Public administration is a broader term than the civil service because it does not limit itself to management, but incorporates all of the political, social, cultural and legal environments that affect the managing of public institutions. **National laws and policies are put into effect** by civil servants - people of different occupations including economists, lawyers, engineers, social workers, public relations specialists, computer programmers, etc., who work in a great number of government agencies, departments and offices. So, public servants are **government employees** who are directly **involved in carrying out public policies** and **making** all kinds of **decisions**, from minor details (garbage disposal or street lightening) to the **fundamental issues** of that policy (regulation of economy or pollution control). Public policy is a plan of action adopted by government to fully **meet public interests** and **people's needs** in various fields, such as education, economy, welfare, housing, and many others.

Certain characteristics are common to all civil services. Senior civil servants are regarded as the **professional advisers** to those who **formulate state policy**. Civil servants in every country are expected to **advise, warn, and assist** those responsible for state policy and, when this has been decided, **to provide the organization for implementing it**.

The civil service is contrasted with other agencies **servicing** the state **full time** such as military, judiciary and the police. In most countries a distinction is also made between the home civil service and those persons **engaged abroad on diplomatic duties**.

The legal framework within which public administration is carried out is the administrative law. The administrative law covers the organization, **the powers, the liabilities** as well as the **duties and functions** of **public authorities engaged in administrative practices** at all levels. It also **regulates the relations of public bodies** with one another, with **non - governmental organizations and citizens**. The relations of central government departments and local authorities are also **under jurisdiction** of the administrative law.

3. Complete the sentences.

1. Public administration is the process of ___ public ___.
2. A civil servant is a government ___ who is directly involved in ___ ___ ___ and ___ all kinds of ___ to improve the quality of people's life.
3. In most countries a distinction is made between the ___ ___ ___ and those persons ___ ___ on diplomatic duties.

4. The administrative law regulates the ___ of ___ ___ with one another, with non-governmental ___ and ___.
5. Public policy is a ___ of ___ adopted by ___ to fully ___ ___ ___ and ___ ___ in various fields.

4. Fill in the correct preposition.

- 1) associated ___ government employment
- 2) contrasted ___ other bodies
- 3) carried ___ ___ civil servants
- 4) engaged ___ administrative practices
- 5) a distinction ___ civil and military service
- 6) common ___ all civil services
- 7) in accordance ___ something

5. Make ten questions based on the text to ask your partner.

6. Match the words with their definitions.

- | | |
|-------------------|--|
| a) administration | 1. the executive policy-making body of a country or locality |
| b) government | 2. the act or process of administering |
| c) legislature | 3. plan of action adopted by government to meet public interests |
| d) bureaucracy | 4. rule or set of rules regulating life of society and its members |
| e) public policy | 5. elected or appointed government officials making public policy |

7. Fill in the gaps with the words or phrases from the box.

the powers the civil service implementation the relations of public bodies
 government policy advise formulate state policy professional advisers
 the interests of citizens assist

Public Administration can be broadly described as the development, implementation and study of 1) ____. The body of public administrators is usually called 2) ____. Senior civil servants are regarded as the 3) ___ to those who 4) ____. Civil servants in every country 5) ____, warn, and 6) ___ those responsible for state policy and provide the organization for its 7) ____. A civil servant's first priority is to represent 8) ____. The administrative law covers the organization, 9) ____, the liabilities as well as the duties and functions of public authorities engaged in administrative practices at all levels. It also regulates 10) ___ with one another, with non-governmental organizations and citizens.

8. Discussion.

What are the main problems of public administration in Ukraine?

9. Before reading the text study the vocabulary notes:

Vocabulary

underpin	підтримувати, підкріпляти, становити основу
openness	відкритість
accountability	відповідальність
effectiveness	ефективність
coherence	узгодженість
establishing democratic governance	встановлення демократичного врядування
apply (to)	стосуватися
improve the confidence	зміцнювати довіру
relevance	відповідність
ensure wide participation	забезпечити широку участь
follow an inclusive approach	дотримуватись інклюзивного підходу
develop and implement	розробляти і впроваджувати
be involved in	бути залученим до
timely	своєчасний
objective	мета, ціль, завдання
evaluation of future impact and past experience	оцінювання майбутнього впливу і минулого досвіду
proportionate manner	відповідний спосіб
appropriate level	відповідний рівень
enlargement	розширення
diversity	різноманіття, багатоманітність
challenge	виклик, проблема, складне завдання
cross the boundaries	перетинати кордони
require	вимагати, потребувати
ensure a consistent approach	забезпечувати послідовний підхід
achieve	досягати
separate actions	окремі дії

PRINCIPLES OF GOOD GOVERNANCE

Five principles underpin good governance: *openness*, *participation*, *accountability*, *effectiveness* and *coherence*. Each principle is important for establishing more democratic governance. They underpin democracy and the rule of law in the Member States, but they apply to all levels of government – global, European, national, regional and local. They are particularly important for the Union in order to respond to the challenges highlighted in the preceding chapter.

Openness

The Institutions should work in a more open manner. Together with the Member States, they should actively communicate about what the EU does and the decision it takes. They should use language that is accessible and understandable for the general public. This is of particular importance in order to improve the confidence in complex institutions.

Participation

The quality, relevance and effectiveness of EU policies depend on ensuring wide participation throughout the policy chain – from conception to implementation. Improved participation is likely to create more confidence in the end result and in the Institutions which deliver policies. Participation crucially depends on central governments following an inclusive approach when developing and implementing EU policies.

Accountability

Roles in the legislative and executive processes need to be clearer. Each of the EU Institutions must explain and take responsibility for what it does in Europe. But there is also a need for greater clarity and responsibility from member States and all those involved in developing and implementing EU policy at whatever level.

Effectiveness

Policies must be effective and timely, delivering what is needed on the basis of clear objectives, an evaluation of future impact and, where available, of past experience. Effectiveness also depends on implementing EU policies in a proportionate manner and on taking decisions at the most appropriate level.

Coherence

Policies and action must be coherent and easily understood. The need for coherence in the Union is increasing: the range of tasks has grown; enlargement will increase diversity; challenges such as climate and demographic change cross the boundaries of the sectoral policies on which the Union has been built; regional and local authorities are increasingly involved in EU policies. Coherence requires political leadership and a strong responsibility on the part of the Institutions to ensure a consistent approach within a complex system.

Each principle is important by itself. But they cannot be achieved through separate actions. Policies can no longer be effective unless they are prepared, implemented and enforced in a more inclusive way.

10. Match the sentence halves.

- | | |
|--|--|
| 1 Effectiveness depends on | a) a consistent approach within a complex system. |
| 2 EU institutions must take responsibility for | b) is accessible and understandable for the general public. |
| 3 The quality and effectiveness of EU policies depend on | c) coherent and easily understood. |
| 4 The institutions should use language that | d) based on clear objectives. |
| 5 Policies must be effective, timely and | e) ensuring wide participation throughout the policy chain. |
| 6 Coherence ensures | f) implementing EU policies and on taking appropriate decisions. |
| 7 Policies and actions must be | g) what they do in Europe. |

11. Complete the sentences, translating the words in brackets.

The five principles that (становлять основу) good governance are: (відкритість, участь, відповідальність, ефективність, узгодженість).

Each principle is very important for (встановлення демократичного врядування).

Institutions should (забезпечити широку участь громадян) in order to (розробляти і впроваджувати) effective policies on the basis of (інклюзивного підходу).

Clear objectives, (оцінювання майбутнього впливу і минулого досвіду) are necessary to implement policies.

Effectiveness of policy implementation also depends on (прийняття правильних рішень на відповідних рівнях).

Regional and local authorities are involved in implementing policies to (щоб забезпечувати послідовний підхід) within a complex system.

Policies are effective if they are properly prepared and (втілені в життя).

12. Watch the video 'Ukraine's E-Governance Future'.

<https://www.youtube.com/watch?v=nD-pZGR6wL0>

Use the topical vocabulary to answer the questions:

enable	робити можливим
licence	дозвіл
obtain a licence	отримувати дозвіл
transparency	прозорість, відкритість
endemic corruption	повальна корупція
tackle	енергійно братися (за справу)
draft law	законопроект
procurement	закупівля
put through	виконати, завершити (роботу)
scale up	поступово збільшувати
approach	підхід
tax	податок
literacy	грамотність, компетентність
penetration	проникнення, розповсюдження
capacity	здатність
interconnection	взаємозв'язок
participatory	спільний, об'єднаний
decision making	прийняття рішення
engage citizens	залучувати громадян
interact (with)	взаємодіяти
online environment	онлайн середовище
ranking	рейтинг
score	набирати бали
GDP (gross domestic product)	валовий внутрішній продукт
improve	вдосконалювати, покращувати
across the board	по всіх напрямках
voting	голосування

election campaign	виборча кампанія
crowdfunding	громадське фінансування
transaction	ділова (комерційна) операція
abuse	зловживання

1. What do e-services include?
2. How will e-governance help combat endemic corruption in Ukraine?
3. What is the percentage of internet usage in Ukraine?
4. What are the key obstacles to using information communication technologies in Ukraine?
5. What does the Ukrainian-Swiss e-governance programme include as the key components?

13. Complete the table with the social issues in the box below. Some issues can go with more than one category.

pollution poverty drought famine drunkenness and drug abuse divorce domestic violence debt obesity lack of drinking water homelessness

Social issues	<p>Put a cross next to the issues that are not a major problem in your country. Then work in pairs and compare your answers. Discuss questions 1-3 in pairs.</p> <p>1. What do you think are the three main social problems in your country?</p> <p>2. Do you think these problems are present all over the world or are they specific to your country?</p> <p>3. For each problem, can you suggest one change or action that could make a positive difference?</p>
money <i>poverty</i>	
health	
environment	
family	
country	

14. Complete the collocations with *issue/question/problem* using an adjective from the box.

political economic ethical global industrial domestic rural urban

15. Complete the sentences with the collocations from activity 14.

1. This problem has nothing to do with any other country. It's a purely ___ issue.
2. You can't decide on the basis of finance or politics. It's a/an ___ question – a matter of right or wrong.
3. People in cities don't understand. It's a/an ___ problem.
4. The decision on the election date is a/an ___ question and will depend on the government's popularity.
5. The country has serious ___ problems, which mean that taxes will probably have to double next year.
6. The typhoid epidemic started as a/an ___ problem but has rapidly spread to the countryside.

7. The situation can't be decided by one or two countries acting alone. It's a/an ____ issue.
8. These are typical ____ problems and affect most kinds of factories, from food production to car manufacture.

NB! The government, economics and society

We often use they and their to refer to the government - or to other groups of officials like the council, the police, etc.

The government's OK. They've done a lot to improve education. We're beginning to see the effects of their policies.

16. Read sentences 1-11 and guess the meaning of the words in bold.

1. The government's made a huge **difference** since they came to power. They've done a lot to help the poor.
2. Crime is almost **non-existent**. You can leave your front door unlocked at night if you want to.
3. There's a **recession**. The economy's in a total mess.
4. They're **soft** on drugs. They should introduce stricter penalties.
5. A lot of companies have **gone bankrupt** recently, so unemployment's going up.
6. The economy's **booming**. Lots of new businesses are starting up and plenty of new jobs are being created.
7. With so little rain, there are a lot of water **shortages** so the government's investigating new policies to help.
8. Inflation has really **shot up** over the last year or so. Everything's suddenly much more expensive.
9. Their policies have **boosted** our **standing** in the world. Other countries see us as more important than before.
10. Their policies are **undermining** national unity. It's made society less stable. They could destroy the country if they continue.
11. People are struggling **to make ends meet**, because wages are so low and the cost of living's so high.

17. In groups, discuss whether you think the sentences are true or false for your country, and explain why.

TEST PRACTICE

A. READ AND TRANSLATE THE TEXT:**Work experience and internship programs**

Through our student work experience program, the education authority provides over 9000 work experience placements for young people each year. Our program is designed to offer employment opportunities for students that will enrich their academic studies and help them gain valuable work-related skills thereby improving their chances of finding a good job after graduation. A placement does not need to be related to a particular field of study and so participants may even discover areas of work they have never considered before.

A secondary and post-secondary school students in full-time education are eligible to apply for the program. Individual case managers will determine the minimum level of academic achievement required for each job. During an academic term, a student may work part-time. During the summer holidays a student may work full-time or part-time. The education authority is responsible for the recruitment of all students under the work experience program. Applicants apply in person to our office and we refer candidates to the appropriate department.

Our internship program is designed specifically for post-secondary students, whether part-time or full-time. Students on the internship program are given an assignment related to their research area offering them the chance to use their academic knowledge in an actual work setting. The academic institution plays an important role in the placement of students under this program and they will determine the duration of a work assignment. These traditionally last four months but internship assignments may vary from 4 to 18 months. Students in this program normally work full-time.

- Write the correct ending A-E to questions 1-3:

1. You can apply for the work experience program ... **A** if you have high academic results from your educational institution.
 2. You can work on the student work experience program full-time ... **B** if you are a full-time student.
 3. You can only join the internship program ... **C** outside of normal term time.
- D** when you have graduated from university.
E if you have finished your secondary education.

- Complete the summary below. Choose no more than two words and/or a number from the text for each answer:

To take part in the work experience program, first you need to apply to the **4...** . Your **5...** will tell you what qualifications you need. The internship program allows undergraduates to gain work experience in their **6...** . The maximum length of an internship assignment is **7...** . This is decided by the **8...** .

TESTS

B. CHOOSE THE CORRECT LETTER A, B, C, D.

1. My company has ... a new approach to staff meetings. We now have them standing up!

A adapted B adopted C addressed D admitted

2. You can tell a lot by the way members of a family ... with each other.

A identify B interact C relative D understand

3. We were unable to reach an agreement because of the ... between the two groups.

A contact B concern C connection D conflict

4. If we don't ... the artistic skills of young children they are far less creative as adults.

A nurture B nature C provide D prevent

5. There is a very clear relationship ... education and academic success.

A about B between C for D in

6. I have a very close relationship ... my mother.

A to B with C of D for

7. The ... to make quick decisions is vital in an emergency.

A ability B knowledge C skill D talent

8. In my country people use their hands and ... a lot when they talk.

A show B tell C gesture D imitate

9. I have very fond ... of my time in Spain.

A memorise B minds C souvenirs D memories

10. Children need to learn to accept the consequences ... their actions.

A of B or C in D by

11. My older brother is very ... for his age. He still needs my parents to help him with everything.

A mature B maturity C immature D immaturity

12. Everyone should travel; it really ... the mind.

A broadens B develops C opens D widens

13. I can't eat peanuts because I'm ... to them.

A allergy B allergic C appetite D infection

14. Some forms of this disease are ... and can last for five years or more.

A chronic B acute C moderate D obese

15. Unfortunately, scientists have been unable to find a ... for this complaint.

A prevention B disorder C therapy D cure

16. The man was put into an isolation ward because the disease was highly

A infected B infectious C harmful D harmed

17. After several hours the doctor was finally able to give us his John had broken his ankle.

A diagnosis B disease C symptoms D signs

18. Eating fatty foods can damage your ...

A healthy B health C harmful D unhealthy

19. You can always play it safe. Sometimes you need to ... a risk.
 A have B make C put D take
20. It's important to set yourself clear ... so you know what you are aiming for.
 A ambitions B goals C decisions D opportunities
21. She is very All she cares about is clothes and expensive cars.
 A realistic B optimistic C materialistic D pessimistic
22. I like making things with my own hands. It gives me a lot of
 A satisfaction B exhaustion C fulfilment D creation
23. I always try to keep a positive ... on life.
 A overview B overlook C outlook D insight
24. The cost of ... has risen dramatically in the last few years.
 A life B live C lives D living
25. The researchers ... many experiments to find the most effective materials.
 A confirmed B conducted C considered D concerned
26. Children who do not learn to read before they finish ... school struggle throughout the rest of their education.
 A primary B first C nursery D kindergarten
27. My tutor has some very interesting ... on how students learn.
 A topics B thesis C themes D theories
28. We had to cancel the project due to lack of ...
 A findings B fundings C limits D controversy
29. We had to cover the rest of the ... ourselves while our teacher was ill.
 A contents B current C syllable D syllabus
30. I can already speak three languages, but I'd really like to ... to speak Chinese.
 A know B study C learn D teach

C. Read the following article from a newspaper and answer the multiple choice questions by choosing the best answer A, B, C or D.

Are we living in a walk-on-by society?

Today how many of us seeing a group of 11- or 12-year-olds vandalising a phone box or picking on a younger child would actually intervene? Yet if we don't, who will? Intervening would be an example of 'active citizenship', in which citizens should become guardians of their own communities, confronting disrespect and disorder. Instead of asking for more and more policemen on the beat, we should take minor law and order into our own hands.

Frankly this strikes me as unrealistic to the point of lunacy. In a highly disciplined society-Japan, for instance - you might well get away with rebuking someone for anti-social behaviour. But this is because the Japanese have a very highly developed sense of respect for authority.

I remember sitting in a subway train in Kyoto and noticing, to my surprise, that a young man sitting opposite me had put his feet up on the seat without removing his shoes (which the Japanese invariably do). As a foreigner, and with limited Japanese, I did not even think of rebuking him. But he caught my glance, obviously read my

unspoken thought, blushed and removed his feet. Try anything like this on the London Underground and you might find that even an unspoken, but obvious, thought will call forth a torrent of the foul-mouthed abuse that has become such a notable feature of our society.

We all have at the back of our minds the notion that we are entitled to make a 'citizens arrest'. But I have never met anyone mad enough to try a citizens arrest - and with good reason. If you get your facts wrong and jump to a hasty conclusion that the man lying on the ground is the victim when he actually started the fight, so that you seize the wrong man, then you could be guilty of 'false arrest' and be liable to damages.

Given that criminals are very ready to assert their 'rights', even against their victims, only a criminal lawyer or an off-duty policeman could arrest someone without fear of getting into serious trouble. So, what would you do if, walking through the local park one day you notice two children who are obviously playing truant. Would you simply ignore them and then moan about the problems of truancy later to friends, or take a firm hold of their collars and march them to the police station. Or what if you saw a man hitting a woman in the street, you are bound to feel honourably called upon to intervene. But what if it is a lovers' row, and they both turn on you?

Surely there are times when we have to do something. What if you hear a woman scream in a side street and it sounds like a scream of terror, then what else can you do but try to help? The French actually have a stern and strictly enforced law that makes it a criminal offence if you fail to assist someone in danger or distress.

Our trouble is that we are an undisciplined society, in which we increasingly use the law to try to regulate fairly minor anti-social behaviour. The result is that many people feel that to be active citizens is to go along with an increasing busybodiness that is actually deeply unpopular.

How many of us would really want to report a motorist (let alone rebuke him) for a minor parking offence? Do not most of us feel that the police are already too keen to prosecute car owners, so that if we help them we feel less like 'active citizens' than collaborators. The paradox is that it is in societies which by our standards are not so organised that people are much more willing to intervene.

In Cairo a few months ago, coming out of a restaurant, I was approached by three ragged boys begging for money. They were obviously just about to snatch my wallet and run off when two passers-by on opposite sides of the street bellowed at them in a real fury, and sent them on their way. I doubt this would happen in London. But in Cairo everyone smokes on trains and buses, everyone drops masses of litter and everybody hates the police.

A few years ago an elderly, publicly spirited woman I know saw a well-built mugger snatch a handbag from a girl on the Underground. She followed him down the escalator, found him standing on a platform waiting for a train, marched up to him and said: 'Young man, give me that handbag.' He was so startled that he meekly handed it over.

Then she really did behave like an active citizen: 'You will now come with me upstairs and we shall find a policeman and he will arrest you.' 'Ma'am,' he replied, 'don't push your luck.' This is what I would say to anybody prepared to take these ideas of active citizenship too seriously.

1. How did the writer react to the sight of the man on the train?
 - A He asked him to take his feet off the seat.
 - B He was embarrassed by his behaviour.
 - C He didn't say anything.
 - D He told him off for not removing his shoes.

2. The writer feels that
 - A we should be asking for more policemen.
 - B we should be prepared to deal with small law and order problems ourselves.
 - C active citizenship works really well in Japan.
 - D the idea of active citizenship is inappropriate in England.

3. Making a citizen's arrest
 - A is something we often have on our minds.
 - B might lead to somebody other than the criminal being punished.
 - C could lead to the wrong person being found guilty.
 - D is only carried out by criminal lawyers and off-duty policemen.

4. Compared to the French, the British are less likely to intervene because
 - A they don't want to be unpopular.
 - B they can't be bothered.
 - C there is no law to make them do so.
 - D they can leave it to the police.

5. Which statement is closest to the writer's opinion?
 - A Cairo is less organised but people are more likely to intervene.
 - B Cairo is more organised but people are more willing to intervene.
 - C People in Cairo hate the police as much as the British.
 - D People have similar attitudes in both cities.

6. How did the writer feel about the actions of the elderly woman?
 - A She expected too much.
 - B She was foolish to intervene.
 - C He was surprised by what she did.
 - D He thought she acted bravely.

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