

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОДЕСЬКА ПОЛІТЕХНІКА»**

**Інститут економіки та менеджменту
Кафедра публічного управління та адміністрування**

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**ІНОЗЕМНА МОВА ¹
МЕТОДИЧНІ ВКАЗІВКИ**

**до виконання теоретичних та практичних завдань
для здобувачів першого (бакалаврського) рівня вищої освіти
заочної форми навчання
спеціальності 281 «Публічне управління та адміністрування»**

за I та II семестри

**Затверджено на засіданні кафедри
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Методичні вказівки до виконання теоретичних та практичних завдань з дисципліни «Іноземна мова ¹» за I та II семестри для здобувачів першого (бакалаврського) рівня вищої освіти заочної форми навчання спеціальності 281 «Публічне управління та адміністрування» / Укл.: М.Є. Шепель, О.С. Балан – Одеса: НУ «Одеська політехніка», 2023. – 54 с.

Освітня програма «Публічне управління та адміністрування» (2023)

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У методичних вказівках до виконання теоретичних та практичних завдань з дисципліни «Іноземна мова ¹» для здобувачів першого (бакалаврського) рівня вищої освіти заочної спеціальності 281 «Публічне управління та адміністрування» відображені цілі та задачі написання завдань, дана характеристика структури завдань, порядок їх виконання, основні вимоги щодо оформлення завдань та їх захисту.

1 ВСТУП

Розвиток України як незалежної та демократичної держави висуває перед вищими навчальними закладами нові та важливі завдання й вимоги. Основним чинником змін освітнього процесу виступає інтеграція України до Європейського освітньої спільноти, зміцнення зв'язків із розвинутими державами та впровадження нових педагогічних технологій. Сьогоднішній ринок праці має попит на фахівців галузі публічного управління та адміністрування, які на достатньому рівні володіють англійською мовою як засобом міжнародного спілкування.

Згідно з Загальноєвропейськими Рекомендаціями з мовної освіти та Концепції навчання іноземних мов, основною метою їх навчання виступає формування у майбутніх фахівців немовних спеціальностей комунікативної компетенції, а це, у свою чергу, означає оволодіння мовою як засобом міжкультурного спілкування, розвиток умінь використовувати іноземну мову як інструмент у діалозі культур і цивілізації сучасного світу. Основою комунікативної компетенції виступають комунікативні вміння, які сформовані на основі мовленнєвих знань і навичок, соціокультурних та соціолінгвістичних знань, вмінь.

Іноземна мова – є дисципліною, що сприяє формуванню іншомовної комунікативної компетенції майбутніх фахівців, розвиває уміння використовувати іноземну мову як інструмент налагодження міжнародних зв'язків, виховує повагу до інших культур і націй.

Курс «Іноземна мова 1» є загальною основою підготовки першого (бакалаврського) рівня вищої освіти.

Навчальна програма з дисципліни «Іноземна мова 1» є нормативним документом Одеського національного політехнічного університету, який розроблено кафедрою адміністративного менеджменту та проблем ринку на основі освітньо-наукової програми підготовки відповідно до навчального плану першого (бакалаврського) рівня вищої освіти для здобувачів освіти денної форми навчання.

Навчальну програму укладено згідно з вимогами кредитно-модульної системи організації освітнього процесу в ОНПУ.

Програма визначає обсяги компетентностей, які повинен опанувати здобувач освіти відповідно до освітньо-кваліфікаційної характеристики, алгоритму вивчення навчального матеріалу дисципліни «Іноземна мова 1», необхідне методичне забезпечення, складові та технологію оцінювання навчальних досягнень.

Дисципліна викладається протягом першого і другого семестрів першого курсу, складається з практичних занять і входить в загальну частину навчального плану підготовки першого (бакалаврського) рівня вищої освіти. У відповідності до навчального плану завершується екзаменом.

У ході вивчення дисципліни у студента формуються та розвиваються навички комунікативної компетенції, вокабуляр пов'язаний із професійною діяльністю, навички сприймання текстів, діалогів, публічних виступів на слух. У процесі вивчення дисципліни студент знайомиться з основами іншомовного ділового етикету через читання текстів, перегляд відео фрагментів, розігрування ситуацій, що у свою чергу сприятиме професійному становленню майбутніх фахівців.

2 МЕТА ТА ЗАВДАННЯ ДИСЦИПЛІНИ

Мета дисципліни – формування та розвиток у здобувачів освіти іншомовної (англомовної) комунікативної компетенції у всіх видах іншомовної мовленнєвої діяльності (читанні, говорінні, аудіюванні, письмі), вдосконалення набутих на попередньому етапі навчання загальних (знання світу, соціокультурні знання, міжкультурне усвідомлення, вміння та навички, «компетенція існування», вміння учитися, мовна і комунікативна свідомість, загальні фонетичні здібності, евристичні уміння) та комунікативних компетентностей (лінгвістичної, лексичної, граматичної, семантичної, фонологічної, орфографічної).

Завдання дисципліни – полягає у розвитку навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої потребами сфер майбутньої діяльності (особистої, публічної, професійної, освітньої) та вдосконалення вже набутих вмінь з лексики та граматики через опрацювання новітньої автентичної англомовної інформації, продукування діалогічного та монологічного мовлення у межах загальної тематики; переклад рідною мовою англомовних текстів загального характеру. В результаті навчання іноземної мови студент повинен:

Мовленнєві вміння

1. Аудіювання

- розуміти основні ідеї та розпізнавати відповідну інформацію в ході обговорень, дебатів, доповідей, бесід, що за темою пов'язані з навчанням та спеціальністю;
- розуміти обговорення проблем загальнонаукового та професійно-орієнтованого характеру, що має на меті досягнення порозуміння;
- розуміти повідомлення та інструкції в академічному та професійному середовищі. Розуміти намір мовця і комунікативні наслідки його висловлювання (напр., намір зробити зауваження);
- визначати позицію і точку зору мовця.

2. Говоріння

а) Діалогічне мовлення

- реагувати на основні ідеї та розпізнавати суттєво важливу інформацію під час обговорень, дискусій, бесід, що пов'язані з навчанням та професією. Володіння лексичним мінімумом ділових контактів, ділових зустрічей, нарад;
- чітко аргументувати відносно актуальних тем в академічному та професійному житті (напр., на конференціях, дискусіях в академічному навчальному середовищі). Володіння мовленнєвим етикетом спілкування: мовні моделі звертання, ввічливості, вибачення, погодження тощо ;
- поводитись адекватно у типових академічних і в професійних ситуаціях (на конференціях, на конференціях, дискусіях в академічному навчальному середовищі);
- мовленнєвий етикет світського спілкування;
- виконувати широку низку мовленнєвих функцій і реагувати на них, гнучко користуючись загальноновживаними фразами.

б) Монологічне мовлення

- чітко виступати з підготовленими індивідуальними презентаціями, щодо широкого кола тем академічного та професійного спрямування;
- продукувати чіткий, детальний монолог з широкого кола тем, пов'язаних з навчанням та спеціальністю
- користуватися базовими засобами зв'язку для поєднання висловлювань у чіткий, логічно об'єднаний дискурс.

3. Читання

- розуміти автентичні тексти, пов'язані з навчанням та спеціальністю, з підручників, популярних і спеціалізованих журналів та Інтернет джерел;
- розуміти головні ідеї та знаходити необхідну інформацію в неадаптованій технічній літературі за фахом;
- розуміти інструкції по роботі устаткування / обладнання
- розуміти графіки, діаграми та рисунки;
- вміння передбачати основну інформацію тексту за його заголовковою частиною та ілюстративним матеріалом, що супроводжує текст (прогнозує читання);
- здійснювати ознайомче читання неадаптованих технічних текстів для отримання інформації;
- накопичення та використання інформації з різних джерел для подальшого використання (на презентаціях, конференціях, дискусіях в академічному навчальному середовищі а також у подальшій науковій роботі);
- вивчаюче читання з метою поповнення термінологічного тезаурусу;
- розуміти автентичну академічну та професійну кореспонденцію (напр., листи, факси, електронні повідомлення тощо);
- розуміти інформацію рекламних матеріалів .

4. Письмо

- писати анотації до неадаптованих текстів за фахом;
- написання рефератів на основі автентичної технічної літератури за фахом
- укладання термінологічних словників за фахом на базі автентичної технічної літератури за фахом;
- складання текстів презентацій, використовуючи автентичні науково-технічні матеріали за фахом;
- писати зрозумілі, деталізовані тексти різного спрямування, пов'язані з особистою та професійною сферами (напр., заяву) ;
- готувати і продукувати ділову та професійну кореспонденцію; писати з високим ступенем граматичної коректності резюме;
- заповнювати бланки для академічних та професійних цілей з високим ступенем граматичної коректності ;

5. Навчання перекладу як важливого засобу оволодіння мовним матеріалом і різними видами мовленнєвої діяльності включає в себе оволодіння:

- елементами усного перекладу інформації поданою іноземною мовою в
- процесі ділових контактів, ділових зустрічей, нарад;
- основами перекладу професійно-орієнтованих іншомовних джерел;
- комп'ютерним перекладом великих обсягів іншомовної інформації.

3 КОМПЕТЕНТНОСТІ, ЗНАННЯ ТА ВМІННЯ

Навчальна дисципліна «Іноземна мова 1» передбачає комплексне викладання мови: усі аспекти мови викладаються та вивчаються у сукупності з розвитком мовленнєвих навичок та вмінь і навчанням комунікації. Особлива увага приділяється фаховій лексиці в контексті відповідних аутентичних матеріалів. Дисципліна викладається з урахуванням Європейських рекомендацій з мовної освіти, але водночас із особливостями фаху й контекстного підходу до викладання англійської мови. Навчальна дисципліна «Іноземна мова 1» спрямована на формування у здобувачів освіти усіх стандартних

компетентностей, зокрема професійної мовної компетенції, що сприятиме їхньому становленню як майбутніх фахівців як професіоналів.

В результаті вивчення курсу «Іноземна мова 1» здобувачі освіти повинні

знати:

- предмет, мету вивчення, завдання і значення курсу;
- мовні форми, властиві для офіційних та розмовних реєстрів академічного та професійного мовлення;
- терміни, професійні лексичні одиниці та фразеологію майбутнього фаху; розмовні штампи та кліше при складанні ділової кореспонденції; широкий діапазон словникового запасу (у тому числі термінології), що є необхідним в академічній та професійній сферах;
- норми ділового етикету і мовної поведінки; особливості професійного спілкування;
- природу синтаксичних відношень, особливості граматичних розрядів, щоб дати можливість розпізнавати і продукувати інформацію в професійній сфері;

вміти:

- читати, розуміти, перекладати тексти професійного характеру зі спеціальності;
- застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в професійному середовищі;
- володіти культурою діалогу;
- здійснювати аналіз тексту та вміти аргументувати його;
- сприймати, відтворювати фахові тексти та різноманітні професійні документи, ділові папери, вести ділові бесіди і переговори з професійних питань;
- правильно вибирати мовні засоби в залежності від ситуації і особливості співрозмовника;
- належним чином поводити себе й реагувати у типових ситуаціях повсякденного життя;
- готуватися до публічного виступу;
- розуміти різні корпоративні культури в конкретних контекстах і те, яким чином вони співвідносяться одна з одною; дотримуватися етикету спілкування.

Професійні компетентності, які отримують здобувачі після вивчення навчальної дисципліни

Назва компетентності	Складові компетентності
Інтегральна компетентність	Здатність розв'язувати складні спеціалізовані завдання та практичні проблеми у сфері публічного управління та адміністрування або у процесі навчання, що передбачає застосування теорій та наукових методів відповідної галузі і характеризується комплексністю та невизначеністю умов.
ЗК11. Здатність спілкуватися іноземною мовою.	РН 3. Уміти усно і письмово спілкуватися іноземною мовою. РН 12. Уміти налагодити комунікацію між громадянами та органами державної влади і місцевого самоврядування.
ЗК 13. Здатність спілкуватися з представниками інших професійних груп різного рівня (з експертами з інших галузей знань/видів діяльності).	РН 2. Застосовувати норми та правила професійного спілкування українською мовою. РН 3. Уміти усно і письмово спілкуватися іноземною мовою. РН 12. Уміти налагодити комунікацію між громадянами та органами державної влади і місцевого самоврядування.

4 НАЙМЕНУВАННЯ ТА ЗМІСТ ТЕМ ЗГІДНО З НАВЧАЛЬНОЮ ПРОГРАМОЮ

Структурування навчальної дисципліни за семестровими та змістовими модулями здійснюється на основі навчального плану першого (бакалаврського) рівня вищої освіти та навчальної програми дисципліни.

Тематичний план навчальної дисципліни складається з двох модулів у 1 семестрі, та двох модулів у 2 семестрі. Кожний з модулів є відносно окремим самостійним блоком дисципліни та поєднує близькі за напрямком теми. На початку вивчення дисципліни студент повинен бути ознайомлений з програмою дисципліни, її структурою, критеріями оцінювання навчальної роботи.

СЕМЕСТРОВИЙ МОДУЛЬ 1

ЗМІСТОВИЙ МОДУЛЬ 1

1. The English Language in Future Professional Activity.
 - 1.1 General English vs Business English. Speech Etiquette
2. Working day
 - 2.1 Daily Tasks
 - 2.2 A Work Plan
 - 2.3 A Survey. Talking about People and Roles
 - 2.4 Webpage. An Email
3. Travelling for work
 - 3.1 Travel Arrangements
 - 3.2 Airports and Train Stations
 - 3.3 Emails to a Project Manager. Setting up a Video Call
 - 3.4 A Business Trip
 - 3.5 Different countries – Different Cultures
 - 3.6 Meeting a Business Partner

ЗМІСТОВИЙ МОДУЛЬ 2

4. Public Administration. Public Administration Career
 - 4.1 The Notion of Public Administration
 - 4.2 Jobs in Public Administration
 - 4.3 Curriculum Vitae
 - 4.4 Job Interview
5. Government.
 - 5.1 Government. The Types of Government
6. Political Systems
 - 6.1 The Political System of Ukraine
 - 6.2 The Political of Great Britain
 - 6.3 The Political System of the USA
7. The World Organizations.
 - 7.1 The European Union: Its History and Structure
 - 7.2 The UNESO: Its History and Structure.

СЕМЕСТРОВИЙ МОДУЛЬ 2

ЗМІСТОВИЙ МОДУЛЬ 3

- 1 Constitution

- 1.1 What is Constitution. The Constitution of Ukraine. The First Constitution in the World
- 2 Law.
- 2.1 Law
- 2.2 The Civil Law System
- 2.3 Administrative Law in Civil Law Countries
- 2.4 Administrative Law in Common Law Countries
- 3 Local Authority. City Managers.
- 3.1 The Notion of Local Authority
- 3.2 City Managers A City Manager's Competencies

ЗМІСТОВИЙ МОДУЛЬ 4

- 5 Local Government in Ukraine and English-Speaking Countries.
- 5.1 The Local Government Structure in Ukraine.
- 5.2 Local Government Structure in the UK. London Local Government
- 5.3 Town and Township Government in the USA
6. Government Budget. Taxes. Regulatory Economics
- 6.1 The Budget and Taxes. Public Finance
- 6.2 Regulatory Economics
- 7 Urbanization. Rural Areas. Demography
- 7.2 Urbanization and Rural Areas. Demography.

5 ВИМОГИ ДО ЗАВДАНЬ ТА ЇХ ВАРІАНТИ

Для виконання роботи здобувачі освіти вибирають варіант за двома останніми цифрами в номері залікової книжки (1-ий стовпчик табл. 1). Якщо останні цифри більш за 12 – відлік варіанту почати спочатку. Згідно варіанту студент виконує чотири практичні завдання, складає доповіді з двох тем, і відповідає на усі тестові питання. Робота виконується в письмовій, рукописній формі в робочому зошиті.

Робота виконується у документі Microsoft Word/ Libre Office Writer. Також допускається виконання контрольного завдання у письмовій формі від руки (надсилається фотоскрин у розширенні jpeg або pdf) або здобувач залишає роботу на кафедрі. По середині потрібно зазначити прізвище та ініціали, шифр та номер групи, номер варіанту.

Виконуючи завдання письмово, студент повинен дотримуватись наступних правил: писати охайно, чітким почерком; для зауважень залишити поля; переписувати в зошиті умову завдання.

Виконуючи завдання у документі Word здобувач повинен дотримуватись наступних правил: шрифт 14 пт Times New Roman, інтервал – 1,5., поля – 2 см.

Об'єм доповіді має не перевищувати 3 сторінок друкованим шрифтом, або 5 сторінок від руки (враховуючи список літератури). Список літератури подається відповідно до вимог ДСТУ 7.1:2006 (Див. Додаток 1).

Якщо студент хоче змінити тему/теми доповідей потрібно звернутися до викладача.

Якщо роботу виконано без додержання вимог або не повністю, вона повертається для повторного виконання.

№	Практичні завдання				Теми доповідей	
1	1	3	12	15	1	19
2	2	4	11	16	2	18
3	3	5	13	17	3	17

4	4	6	12	15	4	16
5	5	7	11	17	5	15
6	6	8	14	15	6	14
7	7	9	11	14	7	13
8	8	10	12	17	8	12
9	9	5	13	16	1	11
10	10	4	14	17	2	10
11	1	8	11	15	3	9
12	2	3	12	16	4	12

6 ПРАКТИЧНІ ЗАВДАННЯ

Task 1

- a) *What is the difference between formal and informal English? Give your own examples.*
b) *Rewrite informal sentences into formal*
- I'm really sorry I forgot your birthday
 - What you need to do is..
 - I think that's fantastic news!
 - I'd really prefer to visit...
 - Can you send me the train times?
 - Thanks a lot for everything you did for us.
 - You really must go to a Spanish restaurant.

Task 2 *Complete the sentences with the words below.*

Answer, calls, data, do, emails, meetings, orders, start, travels, writes

- The Sales Assistants _____ work at 9 a.m.
- The Production Engineer writes a lot of _____
- The Sales Manager _____ customers every week.
- The Admin Assistants _____ the phone.
- The Project Manager often _____ for work.
- My boss _____ sales reports.
- We go to _____ on Thursdays.
- I _____ a lot of research in my job.
- The Admin Assistant processes _____.
- Our manager analyses sales _____.

Task 3 Write sentences about Nico and Paula. Use the notes.

Nico is a Head of a territorial community.

- starts work early (always)
- travels for work (never)
- calls the representatives of the departments (usually)

Paula is a Project Manager in a territorial community.

- does research (often)
- goes to meetings with clients (sometimes)
- processes orders (rarely)

Task 4

You want to improve facilities in your workplace (a territorial community) or where you study. Write a survey to find out what people do and what facilities they use now. Ask eight questions.

Use these ideas to help you:

- The workspace
- Meetings and meeting rooms
- The canteen
- Available computers/IT (projectors, etc.)
- Access (stairs/lifts)
- Quiet areas
- Gym facilities
- Other facilities
- Your own ideas

Task 5 Complete questions for the interview

Complete the questions for the interview. Answer the questions

1. Which / department / work in / ?
2. What / do / ?
3. Where / work / ?
4. How / get to work / ?
5. How long / be / your journey / to work / ?
6. How often / travel / abroad / ?
7. Where / travel / to / ?
8. Why / travel for work / ?
9. Do / work on the train/plane / ?
10. What / favourite travel destination / ?

Task 6 Complete the information about yourself. Use the example to help you. Be ready to present yourself

NAME: Miguel Diaz
OFFICE: Singapore
JOB: Engineer
DEPARTMENT: Design
ACTIVITIES: I work with the Design Manager. We develop new products. I sometimes meet customers.

NAME:
OFFICE:
JOB:
DEPARTMENT:
ACTIVITIES:

Task 7 Read the emails and choose the correct option.

Hi Nadia,

I hope you are well.

We need to have a budget meeting next week. I'm available all day on Wednesday and Thursday, 15–16th September. Are you available on those days?

Best regards,

Jan

Hi Jan,

Thanks for your message.

I'm sorry, I'm not available on Wednesday or Thursday. I need to prepare a presentation on Wednesday, and on Thursday I have team meetings in the morning and a client meeting all afternoon. How about Friday?

Best regards,

Nadia

Hi Nadia,

Sorry, I usually travel for work on Fridays. How about Monday 13th September? Is 11 a.m. OK? Shall we meet in my office?

Best regards,

Jan

Hi Jan,

Perfect. See you in your office at 11 a.m. on Monday.

Best regards,

Nadia

1 When do Jan and Nadia need to have a budget meeting?

- a tomorrow
- b this week
- c next week

2 What does Nadia need to do on Wednesday?

- a meet clients
- b prepare a presentation
- c have a team meeting

3 What does Jan usually do on Fridays?

- a work from home
- b travel for work
- c make calls

4 What day is the budget meeting?

- a Monday
- b Wednesday
- c Friday

Task 8 You are the president of a country (choose any). You are waiting for public officials from different countries. Prepare a speech\presentation about etiquette rules in your country.

Task 9

Make a dialogue on the topic “Booking a flight/a train/ a hotel”

Task 10

Make an itinerary of your business trip. You should take into account the following:

- country, city
- dates of your trip
- the purpose of your trip
- accommodation
- transport

Task 11

Find job descriptions to the following careers in Public Administration:

- Marketing executive
- Financial managers
- Tax analysts
- Human resources managers
- Chief administrative officers
- Budget analysts

Task 12

Write an undergraduate student's CV. Mention the following:

- Personal information
- Personal statement
- Education
- Honors and awards
- Publications
- Research
- Employment history
- Skills
- Hobbies and interests

Task 13

a). Match the job interview questions (1-5) with their answers (a-e)

1. How many jobs have you had?	a) I now have more responsibility since leaving university and work longer hours.
2. Why have you changed jobs so often?	b) Well, I lead the sales team. I'm also chairperson of a local business association.
3. What have you done that shows leadership?	c) I wanted to earn more money.
4. In what ways have your job changed since you joined the company?	d) Well, the boss in my last company wasn't easy to work with.
5. Have you ever worked with a difficult person?	e) I've worked for six companies.

b) Complete these interview questions using the present perfect form of the verbs in brackets.

1. How you (to change) over the last five years?
2. What other jobs you (to apply) recently?
3. What you recently?
4. What kind of people you (to work) with?
5. What sort of bosses you (to have)?
6. What you from your other jobs?
7. What sort of problems you (to deal) with?
8. What you (to do) that shows your leadership?

c) Make a dialogue on the topic "Job interview"

Task 14

What do you think makes a good civil servant? Which four the following qualities do you think are the most important?

- being decisive: able to make quick decisions
- being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and soon
- being friendly and sociable
- being able to communicate with people
- being logical, rational and analytical
- being able to motivate and inspire and lead people
- being authoritative: able to give orders
- being competent: knowing one's job perfectly, as well as the work of one's subordinates
- being persuasive: able to convince people to do things

- having good ideas
- being highly educated and knowing a lot about the world
- being prepared to work 50 to 60 hours a week
- wanting to make a lot of money

b) Are there any qualities that you think should be added to this list?

c) Which of these qualities can be acquired? Which must you be born with?

Task 15

Read the text. Make a dialogue on the text

Government can be defined as the institution or institutions that possess the basic authority to rule a society. In theory, and frequently in practice, governments possess a monopoly on the use of violence. Politics describes the struggle for power that takes place within government, or in Harold Lasswell's famous phrase "who gets what, when, and where?" This course assumes that all governments seek to bolster their authority to govern by seeking legitimacy. Why? Although governments can, and do, exercise authority by the threat of armed violence, violence is an extremely expensive way to maintain power. A government can't place a policeman on every corner or rule by military might alone if it wants to be sustainable (although the long life of dictatorships often challenges this assertion). It is much easier for governments when citizens obey their authority voluntarily. To this end all governments, even nondemocratic governments, seek legitimacy in the eyes of its citizens. Legitimacy is the belief that a government is just and deserves obedience.

The American form of government is democracy. Although democracy is the most prevalent form of government in recent decades, it has no shortage of competitors. Among them: Monarchy - Rule of one. Traditionally a king or emperor, but in modern times this usually describes a dictator.

Oligarchy - Rule of the few. Traditionally, this described a group of aristocrats, men of noble blood, but it just as easily describes a group of warlords or a military junta.

Theocracy - Technically, rule by God. In practice, since God rarely shows up to manage the day-to-day affairs of government, this involves rule by a religious leader or group of religious officials who interpret God's will. The country of Iran has many aspects of a theocratic state.

Authoritarianism - Monopoly of political power by an individual or small group that otherwise allows people to go about their private lives as they wish.

Totalitarianism - Rule by an elite that exercises unlimited power over individuals in all aspects of life.

Task 16

Compare the political system of Ukraine with the political system of any European country.

Task 17

Read the text and answer the questions

International Organisations

An international organisation is an organisation with an international membership, scope or presence. International organisations are classified into two main categories:

Non-governmental organisations (NGOs). These may be: international non-profit organisations, for example: the World Wide Fund for Nature, the International Committee of the Red Cross, MBAs without borders, the World Youth Alliance; international corporations,

referred to as multinational corporations, for example: The Coca-Cola Company, Toyota, Microsoft, Adidas, Siemens.

Intergovernmental organisations (IGOs). These are organisations that are made up primarily of sovereign states (or member states). Examples include: the European Union (EU), the World Trade Organisation, NATO, the Organisation for Security and Cooperation in Europe (OSCE), Interpol, the International Monetary Fund (IMF), the Group of Eight (G-8).

The formation of international organisation was a 20-th century phenomenon. Nowadays there are more than 2,500 international organisations. Among them there are more than 130 intergovernmental unions. The United Nations Organisation is the most notable. Other important organisations are the European Economic Community, the North Atlantic Treaty Organisation, Interpol, Greenpeace and UNESCO. The creation of international organisation on a world-wide scale in the 20-th century was the result of the progress in the technology of communication, transportation, warfare, and the spread of industrialization. These processes gave rise to a sense of independence among the nations of the world, and made people recognise the importance of international cooperation to avoid danger, solve problems, and use the opportunities which face the society of nations on a world-wide scale. Some organisations are concerned only with single and relatively narrow problems while others such as the UN and UNESCO (the United Nations Educational, Scientific and Cultural Organisation), deal with a great variety of matters.

Let's take, for example, the United Nations. It's an organisation to which nearly all the countries of the world belong. Its headquarters are situated in New York. Its central aim is to maintain peace and security in the world and to develop friendly relations among nations.

Greenpeace is an international organisation, which deals with ecological and environmental problems. It was formed in 1971. Now it is a powerful organisation, which works all over the world. There are many serious actions in the list of Greenpeace activities. The national offices exist in 27 countries of the world. In Russia Greenpeace was formed in 1992. It works here in three directions: Wood Campaign, Antinuclear Campaign and Campaign for preservation of Lake Baikal. Greenpeace tries to attract public attention to different problems in the world and to find the way out. It is financed by personal voluntarily donations of its supporters.

The results of activity of international organisations are significant. The UN General Assembly passed a number of resolutions and declarations. They are the Nuremberg Principles dealing with crimes against peace, war crimes, and crimes against humanity, the Universal Declaration of Human Rights; the right of people and nations to self-determination; denuclearization, and non-intervention. The most important of them is the Universal Declaration of Human Rights. This general agreement, which stresses that all human beings are titled to some basic liberties, marked the birth of the international and universal recognition of human rights.

Questions for discussion:

1. Could you give the definition of an international organisation?
2. What types of international organisations do you know?
3. How many international organisations are there nowadays?
4. Why did people create international organisations?
5. What are the most important international organisations that you know?
6. Could you name the most famous ecological and political international organisations?
7. Can you dwell on one of the international organisations?
8. When was Greenpeace created?
9. What problems does Greenpeace deal with?
10. What are the results of activity of international organisations?

7 ТЕСТОВІ ЗАВДАННЯ

Part 1 Choose the correct option

1. *Our technician repaired the fault on 12th June. Now it's your turn to pay us*
 - a) formal English
 - b) informal English
 - c) both
2. *Although the fault was repaired on 12th June, payment for this intervention has still not been received.*
 - a) formal English
 - b) informal English
 - c) both
3. *His insufficient production conducted to his dismissal*
 - a) formal English
 - b) informal English
 - c) both
4. *He withdrew the amount from an ATM.*
 - a) formal English
 - b) informal English
 - c) both
5. *The company laid him off because he didn't work much.*
 - a) formal English
 - b) informal English
 - c) both
6. *The bank can't find the payment you say you've made.*
 - a) formal English
 - b) informal English
 - c) both
7. *Should you require any assistance, please feel free to contact us*
 - a) formal English
 - b) informal English
 - c) both
8. *Notwithstanding that the payment has been sent the bank fails to acknowledge it.*
 - a) formal English
 - b) informal English
 - c) both
9. *I have to _____ the phone in the mornings.*
 - a) answer
 - b) give
 - c) call
10. *We _____ research to find new clients.*
 - a) make
 - b) do
 - c) take
11. *My sister often travels _____ work.*
 - a) for
 - b) with
 - c) to
12. *Let's _____ to business, Mr. Smith*

- a) come down
 - b) put down
 - c) get down
13. *That's why we are interested _____ your company*
- a) in
 - b) at
 - c) for
14. *Our driver and the car are _____ disposal for the entire week of your visit*
- a) in
 - b) at
 - c) for
15. *I sometimes go _____ meetings on Fridays.*
- a) at
 - b) to
 - c) on
16. *Someone who you know but who is not a close friend*
- a) acquaintance
 - b) colleague
 - c) staff
17. *I'm waiting for a colleague from a French community now. Her flight _____ from Orleans in 15 minutes.*
- a) Changes
 - b) arrives
 - c) departs
18. *The train leaves from _____ I.*
- a) platform
 - b) gate
 - c) aisle
19. *I showed my passport when I went through _____*
- a) platform
 - b) security
 - c) gate
20. *Who _____ the housework in your house?*
- a) makes
 - b) does
 - c) has
21. *William Shakespeare _____ in this house when he was a child.*
- a) had lived
 - b) used to live
 - c) would live
22. *I couldn't take any pictures because I _____ my camera at home.*
- a) had left
 - b) am leaving
 - c) have left
23. *When I got home I saw that my brother _____ all the chocolates! The box was empty!*
- a) had eaten
 - b) has eaten
 - c) ate
24. *In the evenings, we used to sit around the piano and our mother _____ our favourite songs.*
- a) played

- b) would play
 - c) plays
25. *A group of people that governs a state or nation*
- a) justice
 - b) government
 - c) legislation
26. *Fairness in protection of rights and punishment of wrongs.*
- a) justice
 - b) equality
 - c) security
27. *Connected with the government and the services it provides for the people*
- a) publicity
 - b) government
 - c) security
28. *A person who belongs to a particular country*
- a) citizen
 - b) habitant
 - c) local
29. *A number of nations that are controlled by one country*
- a) commonwealth
 - b) community
 - c) empire
30. *An official who works in a bureaucracy, especially one who you think follows rules and procedures too strictly*
- a) civil servant
 - b) administrator
 - c) beaurocrat
31. *The departments, ministries, and committees that carry out the decisions of the political leaders of a country*
- a) government
 - b) authority
 - c) powers
32. *A particular amount of money that is paid, usually every week, to an employee, especially one who does work that needs physical skills or strength, rather than a job needing a college education*
- a) wage
 - b) salary
 - c) compensation
33. *The process of employing new people to work for a company or organization*
- a) employment
 - b) staffing
 - c) recruiment
34. *. Are top executives who supervise the daily operations of a business and are ultimately responsible for its performance. They are in charge of administrative management of private, public or governmental corporations and the de facto heads of the organization.*
- a) Human resources managers
 - b) Chief administrative officers
 - c) Marketing executive
35. *To announce formally that you are leaving a job*
- a) resign
 - b) retire

- c) relieve
- 36. *Someone who is paid to work for someone else*
 - a) employer
 - b) employee
 - c) labourer
- 37. *Money that is paid to someone in exchange for something that has been lost or damaged or for some problem*
 - a) wage
 - b) salary
 - c) compensation
- 38. *Are responsible for providing financial advice and undertaking related accounts administration. They advise on business planning and help in decision making processes to ensure that businesses are financially successful*
 - a) Budget analysts
 - b) Tax Analysts
 - c) Financial Managers
- 39. *Are responsible for leading an organization's Human Resources programs and policies as they apply to employee relations, compensation, benefits, safety, performance and staffing levels*
 - a) Human resources managers
 - b) Marketing executive
 - c) Chief administrative officers
- 40. *It is a government of people, by people and for people*
 - a) oligarchy
 - b) democracy
 - c) monarchy
- 41. *A government where the nation comes before the individual. Most of the power is focused on the government, and usually one leader. Strict laws and punishments exist to keep*
 - a) fascism
 - b) communism
 - c) anarchy
- 42. *Ukraine is*
 - a) presidential republic
 - b) parliamentary - presidential republic
 - c) presidential - parliamentary republic
- 43. *The United Kingdom of Great Britain and Northern Ireland is a*
 - a) constitutional monarchy
 - b) absolute monarchy
 - c) semi-constitutional monarchy
- 44. *The US Congress consists of*
 - a) two chambers
 - b) three chambers
 - c) four chambers
- 45. *European Union (EU), international organization comprising _____ European countries and governing common economic, social, and security policies.*
 - a) twenty-five
 - b) twenty-six
 - c) twenty-seven
- 46. *Most major cities have grown significantly over the last 30 years.*
 - a) grew
 - b) have grown

- c) will grow
47. *I'm tired. I _____ for 3 hours!*
 a) have studied
 b) have been studying
 c) had been studying
48. *. This time next year I _____ . in London for 7 years.*
 a) will have been living
 b) will have lived
 c) will be living
49. *They will read the report fully before they _____*
 a) will vote
 b) would vote
 c) vote

Part 2 Open the brackets. Choose the correct tense form

1. I _____ since nine in the morning, but I _____ yet. (WORK, NOT FINISH)
2. _____ to my sister yesterday? – No, I _____ her for a long time. (YOU SPEAK, NOT SEE)
3. I couldn't come to the party on Friday because I _____ ill the whole week. (BE)
4. They _____ a game of cards when the headmaster entered the classroom. (PLAY)
5. He usually _____ to see me every day, but he _____ yet today. (COME, NOT COME)
6. What _____ since the last time I saw you? (YOU DO)
7. It _____ so cold last night that the water in the lake _____. (BE, FREEZE)
8. Jack and Jill _____ married next October. (GET)
9. After they _____ building the bridge, they started constructing a new road. (FINISH)
10. Mary _____ a new hat when suddenly the wind _____ it away. (WEAR, BLOW)
11. She normally _____ the bus to work but today her dad _____ her. (TAKE, DRIVE)
12. He _____ his keys. He _____ for them since yesterday, but he _____ them yet. (LOSE, LOOK, NOT FIND)
13. Where is Jean? – She _____ her homework. (STILL DO)
14. I am not English. I _____ from Australia. (COME)
15. They _____ for four hours when they finally reached the village. (HIKE) Since when _____ that new car? – When _____ it? (YOU HAVE, YOU BUY)
16. When I _____ a child, I _____ to know a lot of fairy tales. (BE, USE)
17. I think I _____ a drink now. I'm so nervous. (HAVE)
18. It _____ her for the past five weeks (NOT RAIN) _____ to China? – Yes, I _____ there on a business trip a few months ago. (YOU EVER BE, BE)

19. Jeff _____ our bank manager at the moment. He _____ here for three years. (BE, BE)
20. I _____ when the alarm _____ off at 5.30 this morning. (STILL SLEEP, GO)
21. If everyone donates \$5, we _____ enough to buy a new machine. (HAVE)
22. There _____ a great documentary on TV yesterday evening. _____ it? – No, I didn't. I _____ to take my television set back to the store to have it repaired. (BE, YOU SEE, HAVE)
23. When I _____ to the car park I didn't know where I _____ my car. (RETURN, PARK)
24. My uncle _____ the same pullover the whole winter. I guess he _____ it. (WEAR, LOVE)
25. Mum _____ dinner when the doctor _____. (PREPARE, ARRIVE)
26. He _____ around with a limp since he _____ his accident a few weeks ago. (WALK, HAVE)
27. You look pretty worried. – What _____? (HAPPEN)
28. When we _____ at the theatre the play _____. (ARRIVE, ALREADY START)
29. When she _____ home, she _____ that her husband _____ for some time. (COME, SEE, DRINK)
30. _____ the good news? – Stan and Margie _____ married! – That's not new. – I _____ about it for a few weeks. (YOU HEAR, GET, KNOW)
31. I _____ to call you the whole week! – Where _____? (TRY, YOU BE)
32. The manager _____ to an important customer at the moment, but he _____ you in a few minutes. (SPEAK, SEE)
33. Do you realize that you _____ on my toes? – It hurts! (STAND)
34. I think I _____ a break. I surely deserve one. (TAKE)
35. I wonder if he _____ my number. I _____ for him to call for the last two hours. (FORGET, EXPECT)
36. The novel is about a man who _____ home from the war and _____ a new life. (COME, START)
37. When I _____ for my passport a few days ago, I _____ across this old photo of our family reunion. (LOOK, COME)
38. I am sorry that I _____ to leave your party so early last night. I _____ myself. (HAVE, REALLY ENJOY)

8 ТЕМИ ДОПОВІДЕЙ

1. General English vs Business English (Відмінності ділової та повсякденної мови)
2. Business Etiquette in Different Countries (Діловий етикет у різних країнах)
3. A Working Day (Робочий день)
4. Travelling for Work (Робочі поїздки)
5. Business Communication (Ділова комунікація)
6. A Work Plan (План роботи)
7. Travelling by Different Means of Transport (Подорожі річним транспортом)
8. Different Countries – Different Cultures (Різні країни – різні культури)

9. The Notion of Public Administration (Визначення публічного управління)
10. Historical Overview of Public Administration Development (Історичний огляд публічного управління)
11. Jobs in Public Administration (Професії у публічному управлінні)
12. Curriculum Vitae (Резюме)
13. Job Interview (Співбесіда на роботу)
14. The Role of Human Resources in Public Administration (Роль людських ресурсів у публічному управлінні)
15. The Political System of Ukraine (Політична система України)
16. The Political of Great Britain (Політична система Великої Британії)
17. The Political System of the USA (Політична система США)
18. The European Union: Its History and Structure (Європейський союз: його історія та структура)
19. The UNESCO: Its History and Structure (ЮНЕСКО: його історія та структура)

II СЕМЕСТР

1 ВИМОГИ ДО ЗАВДАНЬ ТА ЇХ ВАРІАНТИ

Для виконання роботи здобувачі вибирають варіант за двома останніми цифрами в номері залікової книжки (1-ий стовпчик табл. 1). Якщо останні цифри більш за 12 – відлік варіанту почати спочатку. Згідно варіанту здобувач виконує чотири практичні завдання, складає доповіді з двох тем, і відповідає на усі тестові питання.

Робота виконується у документі Microsoft Word/ Libre Office Writer. Також допускається виконання контрольного завдання у письмовій формі від руки (надсилається фотоскрин у розширенні jpeg або pdf) або здобувач залишає роботу на кафедрі. По середині потрібно зазначити прізвище та ініціали, шифр та номер групи, номер варіанту.

Виконуючи завдання письмово, здобувач повинен дотримуватись наступних правил: писати охайно, чітким почерком; для зауважень залишити поля; переписувати в зошиті умову завдання.

Виконуючи завдання у документі Word здобувач повинен дотримуватись наступних правил: шрифт 14 пт Times New Roman, інтервал – 1,5., поля — 2 см.

Об'єм доповіді має не перевищувати 3 сторінок друкованим шрифтом, або 5 сторінок від руки (враховуючи список літератури). Список літератури подається відповідно до вимог ДСТУ 7.1:2006 (Див. Додаток 1).

Якщо здобувач хоче змінити тему/теми доповідей потрібно звернутися до викладача.

Якщо роботу виконано без додержання вимог або не повністю, вона повертається для повторного виконання.

№	Практичні завдання				Теми доповідей	
1	1	3	8	11	1	19
2	2	4	9	12	2	18
3	5	7	13	18	3	17
4	6	10	11	12	4	16
5	3	9	14	18	5	15
6	1	4	12	15	6	14
7	3	8	9	20	7	13
8	6	7	9	12	8	12

9	3	15	18	20	1	11
10	2	5	12	13	2	10
11	1	6	13	18	3	9
12	3	9	12	14	4	12

2 ПРАКТИЧНІ ЗАВДАННЯ

Task 1

Read the text about 10 oldest constitutions in the world. What do they have in common? What points are different. Prepare a short speech

There is a lot of talk about the US Constitution these days, mostly thanks to our divided political climate. However, what most people don't realize is that there are constitutions in most of countries out there.

Though there are certainly people out there who believe that constitutions should be modernized, there are plenty out there that are hundreds of years old. They are still being used today and legally binding. The question you might be wondering is this: Which constitution is the oldest? The answer might surprise you! But first, here are a few other very old constitutions:

10. The Constitution of Australia

Date: January 1, 1901

Type of Government: Parliamentary Democracy Under a Constitutional Monarchy

Key People: Andrew Inglis Clark, John Quick, Charles Kingston, Sir Richard Baker

Status: Amended

The Constitution of Australia is made of several documents. Originally, the Constitution of Australia gave the United Kingdom power to change the laws. In 1986, Queen Elizabeth II signed the Australia Act 1986, which ensured that the UK has no legal ties to Australia.

Though Australia is an independent country that makes its own laws and decisions, Queen Elizabeth II remains the Head of State. She appoints a Governor-General to represent her in the Australian government, but she doesn't have any significant power over the country.

9. Constitution of Tonga

Date: November 4, 1875

Type of Government: Constitutional Monarchy

Key People: King George Tupou I

Status: Amended

If you don't know, Tonga is an island state in Polynesia that consists of more than 160 islands, but only 39 of those are inhabited. The country is a constitutional monarchy, and has the ninth oldest constitution in the world.

The Tongan constitution, like the US constitution, was written to create a balance between the legislative, executive, and judiciary parts of the government. Each year, the constitution is celebrated throughout the land on Constitution Day. Tonga has a king, and he wields power through a Cabinet, and to keep that in check, there is also of State. She appoints a Governor-General to represent her in the Australian government, but she doesn't have any significant power over the country.

8. Constitution of Luxembourg

Date: October 17, 1868

Type of Government: Constitutional Monarchy

Key People: William III, Grand Duke of Luxembourg

Status: Amended

The Constitution of Luxembourg is the set of laws that people of the Grand Duchy of Luxembourg follow. This is a modern constitution, but it dates back to 1868 and has been amended several times over the years.

This constitution brought in radical changes in the country, and technically, you can call this constitution an amendment of the original constitution of the country. The original constitution was created in 1841. There are 121 articles in this constitution, and it is divided into 13 different chapters.

7. Constitution of Canada

Date: July 1, 1867

Type of Government: Federal Parliamentary Democracy Under a Constitutional Monarchy

Key People: Parliament of the United Kingdom

Status: Amended

The Constitution of Canada, which was created due to the Constitution Act, 1867, established Canada as patriated from the UK. From 1867 to 1982, the UK could technically make changes to the Canadian constitution at will, but after the passage of the Constitution Act, 1982, changes to the constitution only occur in Canada.

One of the most interesting things about Canada is that it's a bilingual country, or one that has both a civil and common law system. This is thanks to Quebec, where private law is governed by civil law, not common law, which is applied in all other provinces. This means that every law passed in Canada must take both into account, and must print laws in both English and French.

6. Constitution of Argentina

Date: May 1, 1853

Type of Government: Presidential Republic

Key People: Juan Bautista Alberdi

Status: Amended

The Constitution of Argentina is the main legal document of which all laws are based in the country. Drafted primarily by Juan Bautista Alberdi, he based much of the Argentinian constitution on the U.S. Constitution. This constitution has been reformed six times.

There are four parts to the Argentinian constitution and the rights of the people are divided into four different categories: Civil, Patrimonial, Politic, and Social. Like similar governments, Argentina has three branches of government: Executive, Legislative, and Judicial. There is also a Public Ministry that is an independent body.

5. Constitution of Denmark

Date: June 5, 1849

Type of Government: Parliamentary Constitutional Monarchy

Key People: King Frederick VII

Status: Amended

The Constitution of Denmark forms part of the laws of the Kingdom of Denmark, but not all, as the country is also ruled by Royal Law. Not only does the constitution affect the Kingdom of Denmark, but also the Faroe Islands and Greenland. Like most constitutions, this one lays out the basis of Denmark's government, and also explains the rights of citizens, including freedoms of religion and speech. There is also information about the country's military service, which is compulsory.

As one of the oldest constitutions in the world, Denmark's constitution only has a few amendments. The original constitution had 100 sections, which has been amended down to 89 sections.

4. Constitution of Belgium

Date: February 7, 1831

Type of Government: Federal Parliamentary Democracy/Constitutional Monarchy

Key People: King Leopold I of Belgium

Status: Amended

The Constitution of Belgium is the main law of Belgium, and it was put into effect by the National Congress in February of 1831. At that time, Belgium declared independence from the Kingdom of the Netherlands and established itself as a constitutional monarchy under King Leopold I.

The constitution of Belgium remained largely unchanged until 1993. At that point, the original one from 1831 was revised and changed significantly. It also changed the government into a federal state with a constitutional monarchy. The last time the Belgian constitution was amended was in 2012.

3. Constitution of the Netherlands

Date: March 29, 1815

Type of Government: Parliamentary Constitutional Monarchy

Key People: King William I of the Netherlands

Status: Amended

The Constitution of the Netherlands is the supreme law of the nation. The original constitution was adopted in 1815, and then it was greatly revised on October 11, 1848. This changed to government to a parliamentary democracy. However, it has been changed many times since then, including in 2002, which was the final time.

The Netherlands' constitution also contains rights for its citizens, but these were not added until 1983. Currently, the government of the Netherlands is controlled by King Willem-Alexander along with the Prime Minister and the Senate and House of Representatives, which make up Parliament.

2. Constitution of Norway

Date: May 17, 1814

Type of Government: Parliamentary Constitutional Monarchy

Key People: King Christian VIII

Status: Amended

The Constitution of Norway is the second oldest constitution in the world that is still being used. When it was enacted, most people in the world thought that this was a radical idea, but Crown Prince Christian Frederick had other ideas.

The Norwegian constitution was founded on ideals including the sovereignty of the people, human rights, and separation of power. This constitution established three branches of government, and it has been changed several times.

1. United States Constitution

Date: June 21, 1788

Type of Government: Constitutional Federal Republic

Key People: James Madison

Status: Amended

The oldest constitution in the world is the United States Constitution. The US Constitution is made of seven articles, a preamble, and a closing endorsement. In addition, the constitution has a Bill of Rights and several amendments.

The Philadelphia Convention is credited with writing the US Constitution, and James Madison is known as the person who wrote much of the words, simply because he liked to take notes during the meetings of the convention. He also helped to write the constitution for Virginia, which was used as the basis of the US Constitution. Thus, he is known as the "Father of the Constitution."

Task 2

Read the text about Common Law and Civil Law. What do they have in common? What are their differences? Prepare a short speech

COMMON LAW VS. CIVIL LAW: AN INTRODUCTION TO THE DIFFERENT LEGAL SYSTEMS

April 1, 2019

By Victoria Cromwell

Head of QLTS Prep by BARBRI

The legal systems of different countries around the world typically follow either the common law or the civil law, or, in some cases, a combination of the two.

Broadly speaking, a common law system is based on the concept of judicial precedent. Judges take an active role in shaping the law here, since the decisions a court makes are then used as a precedent for future cases. Whilst common law systems have laws that are created by legislators, it is up to judges to rely on precedents set by previous courts to interpret those laws and apply them to individual cases.

In certain common law countries, courts (such as the Supreme Court of the United States) have the ability to strike down laws that were passed by legislators if those laws are deemed unconstitutional in violation of federal law. By contrast, in the United Kingdom, the concept of parliamentary sovereignty means that legislation can only be amended or revoked by Parliament, not the courts.

Civil law systems, on the other hand, place much less emphasis on precedent than they do on the codification of the law. Civil law systems rely on written statutes and other legal codes that are constantly updated and which establish legal procedures, punishments, and what can and cannot be brought before a court.

In a civil law system, a judge merely establishes the facts of a case and applies remedies found in the codified law. As a result, lawmakers, scholars, and legal experts hold much more influence over how the legal system is administered than judges.

Both civil law and common law systems originated in Europe. Prior to 1066 and the Norman Conquest, the United Kingdom had no coherent legal system, and was instead made up of customs that applied to different parts of the country. William the Conqueror was the first King to unite these accumulated customs and traditions and create courts and a legal system common to the whole country, hence the term “common law”.

The common law system developed alongside the courts of equity which devised remedies to legal issues based on fairness and equality to counter the sometimes rigid common law. The decisions of these courts were recorded and published, and it therefore became possible for the judiciary to look at previous decisions (precedents) and apply them to the case at hand.

Judicial precedent therefore works on the basis of the principle of stare decisis, a Latin phrase which means “let the decision stand”. The common law now has certain rules. For example, only certain parts of a judgment becoming binding precedent, and only if handed down by a superior court.

By contrast, civil law can be traced back to Roman law. The use of a codified system here allows for primary sources of law to be recorded in legal codes, which are intended to cover the law in a particular area.

The legal system of the United Kingdom is classified as a common law system, similar to the U.S., although there are many codified laws in the form of statutes. This is in contrast to our European neighbours such as France, Germany, Italy, and Spain, where the legal systems are entirely codified and therefore operate on a civil law basis.

Although there are fundamental differences between the two systems of justice, both common law and civil law have become global legal traditions that continue to effectively shape the justice systems of hundreds of countries. Both affect how business is conducted within a specific jurisdiction. Both affect how international business is carried out.

Task 3

Fill in the blanks with the appropriate preposition from the list below.

In, into, for, to (x2), out.

1. The President of this company usually sets ... his ideas absolutely clearly in his speeches.
2. Every political community, and thus every national state, has a constitution, at least in the sense that it operates its important institutions according ... some fundamental body of rules.
3. Criminal law defines breaches of duty to society ... large.
4. Everything I have said doesn't apply ... you.
5. Family law is divided ... public and private cases.
6. In economic affairs, tort law provides remedies ... businesses that are harmed by the unfair and deceptive trade practices of a competitor.

Task 4

Translate the following sentences.

1. Admiralty law is a distinct body of law which governs maritime questions and offenses and deals with matters including marine commerce, marine navigation, shipping, sailors, and the transportation of passengers and goods by sea
2. Family law is an area of the law that deals with family-related issues and domestic relations including: the nature of marriage, civil unions, and domestic partnerships; issues arising throughout marriage, including spousal abuse, legitimacy, adoption, surrogacy, child abuse, and child abduction the termination of the relationship and ancillary matters including divorce, annulment, property settlements, alimony, and parental responsibility orders.
3. Criminal law, or penal law, is the body of rules that defines conduct which is prohibited by the state because it is held to threaten, harm or otherwise endanger the safety and welfare of the public, and that sets out the punishment to be imposed on those who breach these laws.
4. Civil law is a legal system inspired by Roman law, the primary feature of which is that laws are written into a collection, codified, and not (as in common law) determined by judges.
5. Canon law is the body of laws and regulations made by or adopted by ecclesiastical authority, for the government of the Christian organization and its members and the way that such church law is legislated, interpreted and at times adjudicated varies widely among three bodies of churches Catholic Church, Orthodox Church and the Anglican Communion of churches.
6. The law of torts serves four objectives
 - it seeks to compensate victims for injuries suffered by the culpable action or inaction of others;
 - it seeks to shift the cost of such injuries to the person or persons who are legally responsible for inflicting them;
 - it seeks to discourage injurious, careless, and risky behavior in the future and at last
 - it seeks to vindicate legal rights and interests that have been compromised, diminished, or emasculated.

Task 5

Make the following sentences complete by translating the phrases in brackets

1. Law is (набір правил чи норм поведінки) which mandate, proscribe or permit specified (відносини між людьми та організаціями); as well as punishments for those who do not follow the established rules of conduct.

2. Labour law arose due to the (потреб робочих у кращих умовах праці), the right to organize, and the simultaneous demands of employers to (обмежити повноваження організацій робітників).
3. As law is a system of rules and guidelines, usually enforced through a set of institutions, (воно формує політику, економіку та суспільство численними способами) and serves as a social mediator of relations between people.
4. Constitutions may be (писані або неписані), they may be (складні чи прості), they may provide for vastly different patterns of governance.
5. The party in force has proposed a new law (щоб захистити людей) from being evicted unfairly.
6. Commercial law is a body of law (яке розглядає ділові та комерційні угоди).

Task 6

Match the definition with the law

- a) fixed or controlled by law
- b) money paid by an employer to a worker who cannot work because of illness
- c) a condition in an agreement or law
- d) work that you do to earn money
- e) an act of removing someone from their job
- f) physical problems that make someone unable to use a part of their body properly
- g) the ability to control your behaviour or way of working
- h) something that you complain about because you feel you have been treated unfairly

1. disability
2. discipline
3. dismissal
4. employment
5. statutory rights
6. provision
7. sick pay
8. grievance

Task 7

Read the text. Put down unknown words. Then compare the requirements for a city manager both in Ukraine and the USA

For those interested in local politics and who like to get things done, a career as a city manager may be a good choice. In the council-manager form of government, the city council is the governing body elected by the citizens. The powers of the mayor in this form of government vary from city to city; however, the mayor is not the chief executive.

The council hires a city manager to serve as the chief executive of the city government. With some exceptions that vary from city to city, the city manager oversees all city staff.

The city manager advises the council on their decisions but has no formal authority to vote on laws enacted by the council. Once laws or other decisions are made, the city manager is ultimately responsible for carrying out the council's wishes.

City Manager Duties & Responsibilities

City managers need to be able to conduct the following duties effectively in the job:

Communicate.

Delegate tasks.

Oversee projects.

Create and manage budgets.

Bridge gaps in political disputes.

Hire and fire department heads.

Represent the city.

City managers bridge the gap between politics and the day-to-day administration of city services. In most cities, all departments report to the city manager, who reports to the city council. City managers serve residents by ensuring that city services are running smoothly and efficiently. However, they also have to balance this against serving the agendas of the city councilmembers who hired them.

A common joke in the city management profession is that all a city manager needs to know is how to count to four since many city councils are made up of seven members. As long as a majority of the council is happy, the city manager has some level of security.

Such job security is easier imagined than accomplished since electorates can be fickle, meaning the makeup and priorities of any city council can change dramatically in a short period of time. Sometimes, running a city well means convincing council members that what they want (or what they promised their constituents) might not be the best uses of city resources or time.

City Manager Salary

A city manager's salary generally correlates with the size of the city's tax base, which is not the same as the size of the city's population. While larger cities generally have larger tax bases, it's not uncommon for some small cities to have large tax bases due to high property values. The opposite also can be true.

Median Annual Salary: \$95,610 (\$45.96/hour)

Top 10% Annual Salary: \$163,480 (\$78.59/hour)

Bottom 10% Annual Salary: \$52,750 (\$25.36/hour)

Source: U.S. Bureau of Labor Statistics, May 2017

City managers often have contracts that stipulate other types of benefits such as car and housing allowances, and deferred compensation.

Education, Training, & Certification

If not hiring an experienced manager from another municipality, cities often hire from within, meaning most administrative leadership positions in local government can serve as stepping-stones to a position as a city manager.

Degrees: Many who serve as city managers obtain a master's degree in public administration, but undergraduate degrees vary since city managers often are promoted from different city departments. For example, a former finance director might have a degree in accounting or finance while a former police chief might have a degree in criminal justice.

Certification: Those pursuing a city manager position might also seek to earn a Certified Public Manager (CPM) credential. This involves training in key areas such as leadership, public service, personal and organizational integrity, planning, and more.

Task 8

Listening practice. Watch the video and highlight what has been achieved by the city managers

<https://www.youtube.com/watch?v=ul5zndK5fBI>

Task 9

Imagine that you are going to become a city manager. What would you like to change in your city? What would you keep after your predecessor?

Task 10

Read and write a short summary on the text

Competences of Local and Regional Authorities

Ukrainian governance at the local and regional level is split between centrally appointed state administrators and locally elected councillors. In theory, the former hold executive authority and undertake the day-to-day governance of localities, whilst the latter elected councillors represent the views of their electorates.

In reality, however, the Ukrainian system for governing the localities is characterised by a high degree of duality and overlapping competences between elected local councils on the one hand and the administration of the central state on the other, eroding the development of strong self-government at the local and regional level, and undermining the effective provision of public services.

Central state authorities in the regions are responsible for the implementation of state policy at the regional level, in accordance with the 1999 Law of Ukraine on Local State Administrations.

In accordance with the 1997 Law of Ukraine on Local Self-Government, the district and regional councils are local selfgovernment bodies representing the mutual interests of the territorial communities of villages, settlements and towns.

However, rayon and regional state administrations do not have the tangible practical authority and resources to formulate and implement programme documents and strategic solutions regarding the development of rayons and regions (EEO Group, 2010: 22). This represents a significant problem both with regard to the delivery of key public services, but also the development of regional policy and as such, the implementation of the EU-Ukraine Dialogue on Regional Policy MoU.⁵ The confusion and ambiguity regarding the competences of local and regional authorities in Ukraine is the result of several factors.

First, the legal framework provided in the Ukrainian constitution and supplementary legislation does not clearly set out a division of competences between the different levels of government. Thus at the present time, local politicians are elected but do not have the executive authority to push through their agenda, nor indeed are they really held responsible for the delivery of key public services. The central government appointed state bureaucracy is charged with delivery of local services in many cases, but is largely unaccountable since it is accountable to central government ministries in Kyiv rather than to a local ones.

Task 11

The table below provides a quick guide to local authority responsibility for major services in England. What common and different functions do they have? Prepare a short speech

	Shire Areas			Metropolitan Areas	London	
	Unitaries	County Councils	District Councils	Metropolitan Districts	London Boroughs	GLA
Education	✓	✓		✓	✓	
Highways	✓	✓		✓	✓	✓
Transport planning	✓	✓		✓	✓	✓
Passenger transport	✓	✓		✓		✓
Social care	✓	✓		✓	✓	
Housing	✓		✓	✓	✓	
Libraries	✓	✓		✓	✓	
Leisure and recreation	✓		✓	✓	✓	
Environmental health	✓		✓	✓	✓	
Waste collection	✓		✓	✓	✓	
Waste disposal	✓	✓		✓	✓	
Planning applications	✓		✓	✓	✓	
Strategic planning	✓	✓		✓	✓	✓
Local taxation collection	✓		✓	✓	✓	

Task 12

Professor Conor Gearty talks to Tony Travers - Advisor to the House of Commons, Communities and Local Government Select Committee and Board Member of the Local Government Network – about the issues surrounding local government. Watch the video and answer the questions

What it should be empowered to control?

Where are the pitfalls?

How prone are local officials to corruption?

<https://www.youtube.com/watch?v=RO8c1Iy1VWE>

Task 13

Conduct a survey. Highlight the differences between local government and state government in Ukraine and any other country. Prepare a short speech

Task 14

Read and write a short summary on the text

Town and township governments (both labeled “townships” by the U.S. Census Bureau) have a special significance as small community institutions. The 16,519 towns and townships in the United States serve more than 50 million residents, according to Census of Governments figures. This total includes more than one million persons in each of 10 states: Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, Illinois, Indiana, Michigan, Ohio and Wisconsin. Towns and townships comprise more than 20 percent of the U.S. population.

More so than any other form of local government, towns and townships are rooted in rural and small-town traditions. New England towns of the 17th century were the first real local governments on the American continent, with Virginia counties running a close second. The nation owes many of its present ideas of local self-governance to these colonial organizations, including the town meeting and the election of citizens to individual offices and boards. From New England, town government—in one form or another—spread south and west to several mid-Atlantic states and most of the Midwest.

Township governments were actually in place in most of the Midwestern states before they achieved statehood. A critical step in this process was the Northwest Ordinance of 1787, enacted by Congress to establish the initial government of the territory that eventually became the states of Ohio, Indiana, Illinois, Michigan and Wisconsin. The territorial governor and legislature began to create county and township governments in 1790, with the townships largely coinciding with the six-mile square land divisions established in the federal surveys of the region.

Today, towns and townships operate in 20 states, in three regions of the nation: New England—Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island.

Mid-Atlantic—New York, New Jersey and Pennsylvania.

Midwest—Michigan, Ohio, Indiana, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Kansas, Nebraska and Missouri.

Because they often serve rural areas, Midwestern townships tend to focus on providing roads and bridges, fire and rescue, and other basic services to scattered populations. New England town governments—and mid-Atlantic towns and townships to a lesser degree—deliver extensive and varied services similar to those provided by cities. For example, towns in Connecticut, Maine and Vermont spend more in total revenues than cities in these states. Most New England towns also fund or administer K-12 schools.

This regional variation in the role of town and township governments goes hand-in-hand with differences in what county governments do as service providers. In New England, where county governments are nonexistent or perform limited activities (usually confined to judicial functions and regional jails), towns are the primary local governments. Midwestern townships, however, share responsibilities with relatively active county governments.

Such regional distinctions are not always an accurate guide to the activities of individual governments. Many Midwestern townships, for example, have become municipal service providers in recent years. They take responsibility for services such as water supply, wastewater treatment, police protection, and zoning and building code enforcement. Program expansions of this sort are usually responses to community change, particularly population growth, and occur in states where townships have flexible powers.

Source: Grassroots Governments and the People They Serve, National Association of Towns and Townships

Task 15

Compare local governments in Ukraine, Great Britain and the USA. What do they have in common. What are their differences? Prepare a short speech

Task 16

Read and write a summary on the article

A government budget is an annual financial statement which outlines the estimated government expenditure and expected government receipts or revenues for the forthcoming fiscal year. Depending on the feasibility of these estimates, budgets are of three types -- balanced budget, surplus budget and deficit budget. Mentioned below are brief explanations of these three types of budgets:

A government budget is said to be a balanced budget if the estimated government expenditure is equal to expected government receipts in a particular financial year. Advocated by many classical economists, this type of budget is based on the principle of "living within means." They believed the government's expenditure should not exceed their revenue.

Though an ideal approach to achieve a balanced economy and maintain fiscal discipline, a balanced budget does not ensure financial stability at times of economic depression or deflation. Theoretically, it's easy to balance the estimated expenditure and anticipated revenues but when it comes to practical implementation, such balance is hard to achieve.

MERITS OF A BALANCED BUDGET

- Ensures economic stability, if implemented successfully.
- Ensures that the government refrains from imprudent expenditures.

DEMERITS OF A BALANCED BUDGET

- Unviable at times of recession and does not offer any solution to problems such as unemployment.
- Inapplicable in less developed countries as it limits the scope of economic growth.
- Restricts the government from spending on public welfare.

SURPLUS BUDGET

A government budget is said to be a surplus budget if the expected government revenues exceed the estimated government expenditure in a particular financial year. This means that the government's earnings from taxes levied are greater than the amount the government spends on public welfare. A surplus budget denotes the financial affluence of a country. Such a budget can be implemented at times of inflation to reduce aggregate demand.

DEFICIT BUDGET

A government budget is said to be a deficit budget if the estimated government expenditure exceeds the expected government revenue in a particular financial year. This type of budget is best suited for developing economies, such as India. Especially helpful at times of recession, a deficit budget helps generate additional demand and boost the rate of economic growth. Here, the government incurs the excessive expenditure to improve the employment rate. This results in an increase in demand for goods and services which helps in reviving the economy. The government covers this amount through public borrowings (by issuing government bonds) or by withdrawing from its accumulated reserve surplus.

MERITS OF A DEFICIT BUDGET

Helps in addressing public concerns such as unemployment at times of economic recession.

Enables the government to spend on public welfare.

DEMERITS OF A DEFICIT BUDGET

Can encourage imprudent expenditures by the government.

Increases burden on the government by accumulating debts.

Task 17

Read the text and answer the questions

1. What is the definition of a tax?
2. How can taxes be paid?
3. How were taxes paid in medieval Europe?
4. Why were many taxes originally introduced?
5. What kind of document describes what taxes people have to pay?

A tax is a compulsory charge or other levy imposed on an individual or a legal entity by a state or a functional equivalent of a state (e.g., tribes, secessionist movements or revolutionary movements). Taxes could also be imposed by a subnational entity.

Taxes may be paid in cash or in kind or as corvée labor. In modern capitalist taxation systems, taxes are designed to encourage the most efficient circulation of goods and services and are levied in cash. In kind and corvée taxation are characteristic of traditional or pre-capitalist states and their functional equivalents. The means of taxation, and the uses to which the funds raised through taxation should be put, are a matter of hot dispute in politics and economics, so discussions of taxation are frequently tendentious.

Public finance is the field of political science and economics that deals with taxation.

HISTORY OF TAXATION

Political authority has been used to raise capital throughout history. In many pre-monetary societies, such as the Incan empire, taxes were owed in labor. Taxation in labor was the basis of the Feudal system in medieval Europe.

In more sophisticated economies such as the Roman Empire, tax farming developed, as the central powers could not practically enforce their tax policy across a wide realm. The tax farmers were obligated to raise large sums for the government, but were allowed to keep whatever else they raised.

Many Christians have understood the New Testament to support the payment of taxes, through Jesus's words "Render unto Caesar the things that are Caesar's".

There were certain times in the Middle Ages where the governments did not explicitly tax, since they were self-supporting, owning their own land and creating their own products. The appearance of doing without taxes was however illusory, since the government's (usually the Crown's) independent income sources depended on labor enforced under the feudal system, which is a tax exacted in kind.

Many taxes were originally introduced to fund wars and are still in place today, such as those raised by the American government during the American Civil War (1861-1865). Income tax was first introduced into Britain in 1798 to pay for weapons and equipment in preparation for the Napoleonic wars and into Canada in 1917 as a "temporary" tax under the Income War Tax Act to cover government expenses resulting from World War I.

The current income tax in America was set up by Theodore Roosevelt in 1913. It was called The Federal Income Tax and was deducted from incomes at rates varying from 1-7%. But, since then, the American Tax Code has been modified and new taxes have been added, especially over the World War I and II periods. Since World War II, the American Tax Code has increased in size four-fold.

Task 18

What the video about Urbanization and the future of cities. Do you agree and disagree with the author? Prepare a short speech

<https://www.youtube.com/watch?v=fKnAJCSGSdk>

Task 19

Read the text highlight the differences between urban and rural areas

An urban area is the region surrounding a city. Most inhabitants of urban areas have nonagricultural jobs. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways.

"Urban area" can refer to towns, cities, and suburbs. An urban area includes the city itself, as well as the surrounding areas. Many urban areas are called metropolitan areas, or "greater," as in Greater New York or Greater London.

When two or more metropolitan areas grow until they combine, the result may be known as a megalopolis. In the United States, the urban area of Boston, Massachusetts, eventually spread as far south as Washington, D.C., creating the megalopolis of BosWash, or the Northeast Corridor.

Rural areas are the opposite of urban areas. Rural areas, often called "the country," have low population density and large amounts of undeveloped land. Usually, the difference between a rural area and an urban area is clear. But in developed countries with large populations, such as Japan, the difference is becoming less clear. In the United States, settlements with 2,500 inhabitants or more are defined as urban. In Japan, which is far more densely populated than the U.S., only settlements with 30,000 people or more are considered urban.

Throughout the world, the dominant pattern of migration within countries has been from rural to urban areas. This is partly because improved technology has decreased the need for agricultural workers and partly because cities are seen as offering greater economic opportunities. Most of the world's people, however, still live in rural areas.

Towns

One type of urban area is a town. A town is generally larger than a village, but smaller than a city. Some geographers further define a town as having 2,500 to 20,000 residents.

Towns usually have local self-government, and they may grow around specialized economic activities, such as mining or railroading.

The western part of the United States, for instance, is dotted with "ghost towns." Ghost towns no longer have any human population. They are full of abandoned buildings and roads that have been overtaken by shrubs and natural vegetation.

Many ghost towns in the western U.S. are the remains of "boom towns," which developed after gold and silver were discovered in the area in the 19th century. Economic activity boomed in these towns, most of it centered on mining. When all the gold and silver was mined, economic activity stopped and people moved away, leaving ghost towns of empty homes and businesses.

Growth of Suburbs

Suburbs are smaller urban areas that surround cities. Most suburbs are less densely populated than cities. They serve as the residential area for much of the city's workforce. The suburbs are made up of mostly single-family homes, stores, and services.

Many city residents move to suburbs, a situation known as suburban migration. Homes in suburbs are usually larger than homes in cities, and suburbs usually have more parks and open spaces. Residents may move to escape the traffic, noise, or to enjoy a larger residence.

Large groups of Americans began to move to suburbs in the late 1800s. The invention of the streetcar made it possible for residents to commute from their homes to their city jobs.

At the end of World War II, the U.S. government enacted a program that gave home loans to returning war veterans. This created an explosion of single-family homes and increased the growth of suburbs across America.

The establishment of the Federal-Aid Highway Act of 1956 also contributed to the growth of suburbs and urban areas. The Highway Act created 66,000 kilometers (41,000 miles) of interstate roadway systems. The original plan for the highway system was for the evacuation of large cities in case of a nuclear or military attack. What the Highway Act created instead was suburban sprawl.

Suburban sprawl continues to be a phenomenon in the U.S. First, outlying areas of a city widen. Slowly, these outlying areas become more crowded, pushing the suburbs farther into rural areas.

Housing and businesses that serve suburban communities eat up farmland and wilderness. More than 809,000 hectares (2 million acres) of farmland and wilderness are lost to development every year in the U.S.

Smart Growth

Recently, experts have tried to curb the spread of suburban sprawl, or at least create urban areas that are developed more purposefully. This is known as "smart growth." City planners create communities that are designed for more walking and less dependency on cars. Some developers recover old communities in downtown urban areas, rather than develop the next piece of farmland or wilderness.

States such as Oregon are passing laws to prevent unplanned urban sprawl. They have created boundaries around cities that limit the growth of development. Officials have created laws stating that the minimum size of a plot of land is 32 hectares (80 acres). This is to prevent developers from creating suburban communities. An 80-acre plot of land is too costly for a single-family home!

Other smart-growth communities are creating new types of development. Some have large amounts of undeveloped "green space," organic farms, and lakes.

Urban areas typically drain the water from rain and snow, which cannot collect in the paved-over ground. Rather than use drainage pipes and ditches, smart-growth communities create wetlands designed to filter storm runoff.

More city planners are developing urban areas by considering their geography. Engineers build structures that blend with their natural surroundings and use natural resources. White roofs, for example, reflect the sun's rays and lower the cost of air conditioning. Homebuilders in urban areas as diverse as Los Angeles, California, and the island communities of Greece create homes and businesses with white plaster or tile roofs for this reason.

There is also a move toward preserving and maintaining more green areas and planting more trees in urban areas. Landscape designers often consult with city planners to incorporate parks with development.

Task 20

Read the text about Population Pyramid. Write your own questions on the text.

A population pyramid is a way to visualize two variables: age and sex. They are used by demographers, who study populations. A population pyramid is a graph that shows the distribution of ages across a population divided down the center between male and female members of the population. The graphic starts from youngest at the bottom to oldest at the top. It is called a population pyramid because when a population is growing (there are more babies being born than there are people dying), the graphic forms the shape of a triangle. A population pyramid can be used to compare differences between male and female populations of an area. They also show the number of dependents (children and, sometimes, elderly people) and general structure of the population at any given moment.

There are three main trends in populations that affect the shape of a population pyramid. The first is when there are both high fertility and high mortality rates among younger members. This type of population, known as “expansive,” creates a sharp triangle shape in the graph. Expansive pyramids mean that the population does not increase much in total number and has many young people. The second trend, known as “constrictive,” is when there is a lower mortality rate with the fertility rate remaining constant. These population pyramids are wider in the middle of the graph as the population has high numbers of middle aged and elderly people, but fewer young people. The third trend is “stationary” which is a population with low mortality and low fertility rates. These graphs have a square or “pillar” shape rather than a pyramid one. These population pyramids represent a stable population that will not change significantly barring any sudden changes to fertility or mortality rates.

Population pyramids are useful for studying the future of a region as well as examining historical and current population trends. If part of the population has been affected by sudden changes, such as casualties from armed conflict, high female mortality in childbirth, or the migration of young workers out of poorer regions, the graph will offer a way to visualize how the future population will be affected. They can also help direct government and private industry distribution of services for regions based on population needs.

Population pyramids help show how populations are composed and how they are changing. Here is a population pyramid from the United States in August 2016 showing various age groups: baby boomers, generation X, generation Y, and generation Z. Typically, there are three trends in population pyramids: expansive, constrictive, and stationary. These illustrate the trajectory of a regional population, which may be growing, shrinking, or staying the same.

3 ТЕСТОВІ ЗАВДАННЯ

Part 1 Choose the correct option

1. A state with a defined territory that administers its own government and is not subject to or dependent on another power.

- a) federation

- b) sovereign state
- c) colony

2. *The power of a government that is responsible for making certain that laws and decisions are put into action*

- a) executive power
- b) legislative power
- c) judicial power

3. *The Verkhovna Rada of Ukraine adopted the Constitution on _____*

- a) 5 December 1994
- b) 24 August 1991
- c) 28 June 1996

4. *The Constitution consists of _____*

- a) 15 chapters, 161 articles
- b) 16 chapters, 161 articles
- c) 17 chapters, 161 articles

5. *The Constitution asserts that Ukraine is a sovereign and independent, democratic, legal state with _____*

- a) free citizenship
- b) single citizenship
- c) double citizenship

6. *Citizens have equal Constitutional rights and freedoms, and they are equal before the _____*

- a) government
- b) local authorities
- c) law

7. *The President is the head of the _____*

- a) legislative power
- b) judicial power
- c) executive power

8. *The President is elected directly by the voters for a term of _____ years with no more than 2 full terms*

- a) four years
- b) five years
- c) six years

9. *The highest body of the executive power is _____*

- a) the Cabinet of Ministers
- b) the Supreme Court
- c) the Constitutional Court

10. *The constitution of Philip Orlik in 1710 is the first in the world to regulate _____ of a vassal and his subordinates*

- a) freedoms
- b) duties
- c) rights

11. *What country has the oldest constitution*

- a) Luxemburg
- b) Canada
- c) Denmark

12. *Philip Orlik's Constitution was written in _____*

- a) one language
- b) two languages
- c) three languages

13. *Philip Orlik's Constitution included the position of the theory of _____ in the organization of public administration in three directions, functioning independently - legislative, executive, judicial.*

- a) powers separation
- b) powers combination
- c) powers relation

14. *The most important step in the Constitution of 1710 was the provision on raising _____ to the constitutional level*

- a) local self-government

- b) local authorities
- c) amalgamated territorial communities

15. _____ *is the branch of civil law that deals with oral and written agreements*

- a) contract law
- b) property law
- c) corporate law

16. _____ *focuses on helping clients conduct their business affairs in a manner that is efficient and consistent with the law*

- a) civil rights law
- b) corporate law
- c) municipal law

17. _____ *is the law specific to a particular city or county (known legally as a "municipality"), and the government bodies within those cities or counties*

- a) immigration law
- b) securities law
- c) municipal law

18. *The origin of the civil law system is ancient _____*

- a) Rome
- b) Greece
- c) Egypt

19. *The _____ is used in many countries which were colonies of European countries.*

- a) common law system
- b) civil law system
- c) administrative law system

20. _____ *from the need to create and develop a system of public administration under law, a concept that may be compared with the much older notion of justice under law*

- a) common law
- b) civil law
- c) administrative law

21. *Administrative law in _____ generally rules the relationship between authorities and the citizens.*

- a) France
- b) Germany
- c) New Zealand

22. *In Britain as in many countries, there are special courts with very strong powers to control and transfer private property in the interests of _____*

- a) adults
- b) families
- c) children

23. *_____ are professional administrators who try to make local governments operate with the efficiency of successful businesses*

- a) City mayors
- b) City managers
- c) City authorities

24. *Identifying complex problems and reviewing related information to develop and evaluate options and implement solution means*

- a) Complex problem solving
- b) Critical thinking
- c) Social Perceptiveness

25. *Considering the relative costs and benefits of potential actions to choose the most appropriate one means*

- a) Management of Personnel Resources
- b) Social Perceptiveness
- c) Judgment and Decision Making

26. *It comes as no surprise therefore that the current administrative and territorial structure _____ greatly since independence in 1991*

- a) is not changed
- b) has not changed
- c) was not changed

27. *_____ is a medium-sized territorial unit of typically 50 000 or so people of which there are 490*

- a) rayon
- b) oblast
- c) village

28. _____ is the smallest territorial unit for the governance of Ukraine.

- a) town
- b) city
- c) rural area

29. Local governments have very few _____ and must act within the framework of laws passed by the central Parliament

- a) legislative powers
- b) executive powers
- c) judicial powers

30. There are five types of _____ in England.

- a) executive authority
- b) social care
- c) local authority

31. Each county in Britain is divided into several _____.

- a) districts
- b) authorities
- c) boroughs

32. London is divided into 32 London _____ and the City of London.

- a) councils
- b) boroughs
- c) counties

33. In Wales and Scotland there is a single _____ system of local government.

- a) tier
- b) taxation
- c) health

34. In Northern Ireland there are _____ local boroughs, city and district councils

- a) elected

- b) environmental
- c) cleaning

35. *A systematic process of planning a desired future, and transforming it into goals or objectives.*

- a) planning application
- b) strategic planning
- c) strategic application

36. *The collection of money people pay to the government by local authorities.*

- a) local taxation collection
- b) local taxation development
- c) local taxation implementation

37. *Local government in London takes place in _____*

- a) two tiers
- b) three tiers
- c) four tiers

38. *The historic counties in the UK have formed geographic and cultural units since the _____, and they historically had a variety of administrative powers*

- a) Ancient Times
- b) Middle Ages
- c) New Times

39. *The London Assembly, which examines the Mayor's _____*

- a) duties
- b) responsibilities
- c) decisions

40. *Municipalities can be structured in many ways, as defined by state _____, and are called townships, villages, boroughs, cities, or towns.*

- a) tiers
- b) districts
- c) residents

41. *Municipal _____ those defined as cities, towns, boroughs (except in Alaska), villages, and townships*

- a) governments
- b) tiers
- c) districts

42. *Town and township government is the oldest _____ form of government in the United States.*

- a) exciting
- b) existing
- c) including

43. *The board serves as the legislative body, setting policy, adopting budgets, and levying _____*

- a) towns
- b) townships
- c) taxes

44. *The national budget of Ukraine is composed of _____*

- a) two parts
- b) three parts
- c) four parts

45. *_____ is the budget prepared by the central government for the country as a whole.*

- a) State Budget
- b) Plan Budget
- c) Union Budget

46. *This budget forecasts the budget of the coming year with regards to revenue and expenditure*

- a) Supplementary Budget
- b) Performance Budget
- c) Zero-Based Budget

47. *_____ is a type of tax based on how much money a person earns.*

- a) Property tax

- b) Income tax
- c) Supplementary tax

48. *The pace of business-friendly reforms decreased over the past year, although the reforms implemented in recent years _____ some macroeconomic stability and improved the business environment*

- a) brought
- b) has brought
- c) had brought

49. *Urbanization is a movement of the population from _____*

- a) urban to rural areas
- b) rural to urban areas
- c) between areas

50. *Demography is widely taught in many universities across the world. The discipline attracts students with initial training in _____ sciences, public administration, statistics or health studies*

- a) society
- b) socializing
- c) social

Part 2 Open the brackets. Use the correct tense form

Here is a part of transcript of HM Queen Elizabeth II in the House of Lords on 1 November 1960:

My Lords and Members of the House of Commons

My Husband and I 1 _____ (to look forward) eagerly to the series of visits we 2 _____ (to make) next year in the Commonwealth, where we 3 _____ (to renew and to extend) the friendships which we 4 _____ (to value) so very highly.

In the early part of the year we 5 _____ (to visit) India and Pakistan, on the invitation of the Presidents of those countries; and I 6 _____ (to welcome) especially this opportunity of 7 _____ (to see) for the first time something of these two great nations of the Commonwealth.

No less a pleasure 8 _____ (to be) the prospect of our journey to Africa, where, later in the year, we 9 _____ (to visit) the Republic of Ghana, Sierra Leone and the Gambia. We 10 _____ (to be) happy to visit also the Republic of Liberia.

My Husband and I 10 _____ (to look forward) with lively satisfaction to renewing our friendships with His Majesty the King of Nepal, His Imperial Majesty the Shahinshah and

the President of the Italian Republic when we 11 _____ (to visit) their countries next year.

Throughout the coming session, My Government 12 _____ (to continue / give) resolute support to the work of the United Nations. The improvement of relations between East and West 13 _____ (to remain) a primary object of their policy. In particular, they 14 _____ (to go on) working for the success of the Geneva Conference on the Discontinuance of Nuclear Weapons Tests and 15 _____ (to do) their utmost to achieve comprehensive disarmament under effective international control.

My Government 16 _____ (to play) their full part in maintaining the North Atlantic Alliance and the other regional pacts to which they 17 _____ (to belong). My Armed Forces 18 _____ (to continue/make) their contribution to the safeguarding of world peace.

The friendship which 19 _____ (to link) us to our great ally, the United States of America, 20 _____ (to be) a powerful element in the defence of peace.

My Government 21 _____ (convene) a conference to review the Constitution of the Federation of Rhodesia and Nyasaland in accordance with the provisions of that Constitution.

A Bill 22 _____ (to bring) before you to enable Sierra Leone to achieve its independence within the Commonwealth.

My Government 23 _____ (to hope) that in Malta self-government 24 _____ (can/restore) on firm foundations and that, with the co-operation of a Maltese Government, their efforts to expand the island's economy 25 _____ (to be) successful.

Part 3 Wordbuilding. Put down the correct form of the word in brackets

Text 1

Rural Habitats

CITIES HAVE EXISTED for thousands of years and can be traced back to the river valley 1 _____ (civil) of Mesopotamia (present-day Iraq), Egypt, India, and China. At first, these 2 _____ (settle) depended largely on agriculture and domestic cattle, but as they grew in size they became centers for merchants and traders.

Urban growth, also known as 3 _____ (urban), accelerated dramatically with the advent of industrialization some 200 years ago. At that time, large numbers of people moved to cities in search of jobs, mostly in factories. But the most rapid 4 _____ (grow) has taken place over the past 50 years. While less than one-third of the world's 5 _____ (popular) lived in cities in 1950, about two thirds of 6 _____ (human) is expected to live in urban areas by 2030. Most of that urbanization is taking place in Asia, Africa, and Latin America.

What does it mean to be urban?

Urban is defined as "that which is 7 _____ (characterize) of a city." But what 8 _____ (exact) is a city? In the past, walls may have defined a city. But today's city boundaries are often blurred. Are suburbs, which are often called metropolitan areas, part of cities? Depending on the boundaries used, Tokyo can have a population of anywhere between 8 and 40 million people.

Cities make a lot of sense for humans. People are 9 _____ (concentrate) in a small space rather than being spread out over a large territory. This allows the government and others to provide services such as water, electricity, and transportation to a 10 _____ (large) number of people. Schools and shops are more easily 11 _____ (access) than in rural areas.

Cities have always been at the center of economic growth and 12 _____ (technology) advances. The promise of jobs and prosperity pulls people to cities. But their rapid growth has also brought with it many negative things: violence, poverty, overcrowding, health problems, and pollution. Many cities in 13 _____ (develop) countries in particular are growing too rapidly for their own good, with many residents unable to find jobs and forced to live in slums.

Urban expansion is also encroaching on wildlife habitats everywhere. 14 _____ (Increase) people live and work in close proximity to wild animals whose native habitats have been lost or broken up. Many animals—from mice and cockroaches to pigeons and squirrels—have adapted to city life, taking advantage of abundant food and warmer temperatures.

Text 2

What Step Is Crucial in Fighting Cities' Air Pollution?

In rapidly 15 _____ (grow) cities such as Beijing and New Delhi, air pollution has become so severe that 16 _____ (respirator) disease is on the rise, flights have been grounded, and the public is often warned against letting children play outside.

Chokingly thick blankets of smog are often a byproduct of 17 _____ (economy) growth, which results in more vehicles on the road and more 18 _____ (burn) of fossil fuels, especially coal. The bad air can be deadly: Outdoor air pollution, both in cities and rural areas, prematurely killed 3.7 million people worldwide in 2012, according to the World Health Organization. With two-thirds of the population expected to live in cities by 2050, the need to ease urban pollution is 19 _____ (particular) acute.

The problem goes beyond respiratory health and quality of life: A recent study 20 _____ (publish) in the Proceedings of the National Academy of Sciences found that in India, short-lived air 21 _____ (pollute) such as ozone and black carbon, along with the 22 _____ (change) climate, cut 2010 crop yields in half.

Los Angeles offers an example of what cities can do to 23 _____ (reduction) pollution. Long notorious for its smog, the car-centric city has seen some air pollutants decline by 98 percent over the past 50 years, even though an 24 _____ (increasing) population has used more gasoline. Rules to make cars and fuels cleaner helped achieve the reductions, but the city still struggles with air quality issues. In 2014, Los Angeles saw an uptick in smog due to heat and drought, suggesting the fight against air pollution remains a challenge for cities dealing with both climate change and population growth.

In the drive to build smarter cities around the world, what is the most 25 _____ (importance) thing we should do to tackle air pollution?

4 ТЕМИ ДОПОВІДЕЙ

1. What is Constitution. The Constitution of Ukraine (Поняття конституції. Конституція України)
2. The First Constitution in the World (Перша у світі конституція)
3. Types of Law (Види права)
4. The Civil Law System (Система цивільного права)
5. Administrative Law in Civil Law Countries (Адміністративне право у країнах цивільного права)

6. Administrative Law in Common Law Countries (Адміністративне право в країнах загального права)
7. Branches of Law in Ukraine (Галузі права в Україні)
8. The Notion of Local Authority (Визначення місцевої влади)
9. City Managers. A City Manager's competencies (Керівники міста. Компетентності керівника міста)
10. The Local Government Structure in Ukraine (Структура місцевого урядування в Україні)
11. Local Government Structure in the UK. London Local Government (Структура місцевого урядування у об'єднаному королівстві. Лондонське місцеве урядування)
12. Town and Township Government in the USA (Міське та районо урядування у США)
13. The Government Budget Structure in Ukraine. The Sources of Government Budget (Система державного бюджету в Україні. Ресурси державного бюджету)
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ЛІТЕРАТУРА

Основна література:

1. Англійська мова в галузі публічного управління та адміністрування. Методичні вказівки до практичних занять для студентів денної форми навчання спеціальності 281 «Публічне управління та адміністрування» / Укл. Кормільцина С.Ю. – Чернігів : ЧНТУ, 2019. – 65 с.
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Складові частини документів

На складову частину документа складається аналітичний опис. До складових частин документів належать: самостійний твір (стаття або інший матеріал) або частина твору (глава, розділ, параграф тощо), яка має самостійний заголовок. Для більш чіткого розмежування відомостей про складову частину документа і відомості про документ, де вона уміщена, існує знак приписної пунктуації – дві косі риси з інтервалом в один друкарський знак до і після знаку.

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