

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
«ОДЕСЬКА ЮРИДИЧНА АКАДЕМІЯ»

Кафедра іноземних мов

ENGLISH FOR POLITICAL SCIENCE STUDENTS

**ПРАКТИКУМ З ІНОЗЕМНОЇ МОВИ
за професійним спрямуванням**

для підготовки до аудиторних занять та самостійної роботи
здобувачів другого (магістерського) рівня вищої освіти
галузі знань 05 «Соціальні та поведінкові науки»
спеціальності 052 «Політологія»

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Практикум призначений для здобувачів другого (магістерського) рівня вищої освіти спеціальності «Політологія». Видання складається з п'яти розділів, кожен із яких розкриває запропоновану тему, а також містить ряд лексичних завдань, що мають поліпшити уміння і знання майбутніх фахівців з фахової англійської мови.

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ВСТУП

Практикум призначений для здобувачів другого (магістерського) рівня вищої освіти спеціальності Політологія, а також для широкого кола осіб, що використовують англійську мову в своїй професійній діяльності.

Метою видання є:

- забезпечення широкого і поступового засвоєння лексики та фахової термінології англійської мови;
- розвиток умінь та навичок роботи з літературою за фахом;
- формування навичок та умінь самостійного вирішення проблем при англійськомовному спілкуванні.

Видання складається з шести розділів, кожен з яких розкриває запропоновану тему, а також містить ряд лексичних завдань, що мають поліпшити знання і уміння майбутніх політологів з фахової англійської мови.

Тематика і характер завдань, запропонованих у практикумі, зможуть забезпечити формування у здобувачів вищої освіти професійного словника, а також поліпшать навички читання і вільного мовлення в межах професійної діяльності.

Оцінювання результатів навчання здобувачів вищої освіти щодо опанування навчальної дисципліни здійснюється відповідно до Положення про організацію освітнього процесу в Національному університеті «Одеська юридична академія».

Критерії оцінювання знань здобувачів:

Оцінка виставляється за національною чотирибальною шкалою: «відмінно», «добре», «задовільно», «незадовільно». При оцінці за основу слід брати повноту і правильність виконання завдань.

1. Оцінка «5» (відмінно) ставиться в тому разі, коли відповідь здобувача правильна, повна, послідовна, логічна; здобувач впевнено володіє фактичним матеріалом з усього курсу, вміє застосовувати його щодо конкретно поставлених завдань.

2. Оцінка «4» (добре) ставиться в тому разі, коли відповідь правильна, послідовна, логічна, але здобувач допускає у викладі окре-

мі незначні пропуски фактичного матеріалу вміє застосувати його щодо конкретно поставлених завдань.

3. Оцінка «3» (задовільно) ставиться у тому разі, коли здобувач володіє більшою частиною фактичного матеріалу, але викладає його не досить послідовно і логічно, допускає істотні пропуски у відповіді, невірно формулює основні теоретичні положення та причинно-наслідкові зв'язки.

4. Оцінка «2» (незадовільно) ставиться в тому разі, коли здобувач виявляє незнання більшої частини фактичного матеріалу або здобувач відмовляється відповідати на поставлені питання.

Шкала оцінювання: національна та ECTS

100-бальною шкалою	Шкала за ECTS	За національною шкалою	
		Екзамен	залік
90-100	A	Відмінно	зараховано
82-89	B	Добре	
74-81	C		
64-73	D	Задовільно	
60-63	E		
1-59	Fx	Незадовільно	не зараховано
1-34	F		

PERSONALITIES

UNDERSTANDING WHAT MAKES US UNIQUE

Every person has a unique personality, which is shaped by many factors such as genetics, upbringing, experiences, and culture. Personality refers to the combination of characteristics and traits that define how a person behaves, thinks, and feels. While some aspects of personality remain consistent throughout life, others may change depending on circumstances.

One widely accepted theory of personality is the “Big Five” model. According to this model, five major traits describe human personality: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Each person exhibits a different level of these traits, creating a unique profile.

- Openness to experience reflects a person's willingness to try new things, embrace change, and explore creative ideas.
- Conscientiousness refers to being organized, responsible, and hardworking.
- Extraversion describes how social and outgoing a person is. Extroverts tend to enjoy interacting with others, while introverts are more reserved.
- Agreeableness is linked to kindness, cooperation, and the ability to empathize with others.
- Neuroticism measures emotional stability. Those high in neuroticism may experience mood swings and anxiety, while those lower are generally calm and resilient.

Our personalities influence many areas of our lives, including relationships, career choices, and personal growth. For example, highly conscientious people often excel in structured environments where attention to detail is crucial, such as in law or medicine. Meanwhile, individuals high in extraversion may thrive in jobs that involve interacting with others, such as sales or teaching.

Although our personalities can shape our lives, it's important to remember that we also have the power to change aspects of ourselves. For instance, an introverted person can practice social skills to become more comfortable in group settings, or someone with high neuroticism can learn techniques to manage stress.

Task 1. Answer the following questions:

1. What factors shape a person's personality?
2. How does the "Big Five" model define personality?
3. What does the trait "openness to experience" refer to?
4. How do extroverts and introverts differ in terms of social interaction?
5. Which personality trait is linked to being organized and responsible?
6. How does personality influence career choices according to the text?
7. Can personality traits change over time, and if so, how?

Task 2. Match the Words with their Definitions

1. Conscientiousness
2. Extraversion
3. Neuroticism
4. Openness to experience
5. Agreeableness
 - a. The tendency to be kind and cooperative.
 - b. Being responsible and organized.
 - c. A person's emotional stability or instability.
 - d. The quality of being outgoing and sociable.
 - e. The willingness to explore new ideas and experiences.

Task 3. Fill in the Blanks with the Correct Word

(openness, conscientiousness, extraversion, agreeableness, neuroticism)

1. Maria is very friendly and enjoys meeting new people, which is why she scores high on _____.
2. People who are detail-oriented and responsible often show high levels of _____.
3. Someone who tends to worry a lot may have a high level of _____.
4. Those who like trying new things and are curious often score high in _____.
5. A person who is empathetic and cooperative would likely rank high in _____.

TAKING PART IN DEBATES

A SKILL WORTH DEVELOPING

Debating is an important skill that helps individuals express their opinions clearly, think critically, and engage in discussions on a variety of topics. A debate is a structured argument where two or more people or groups present opposing viewpoints on a specific issue. Whether it's in a classroom, in politics, or during a public event, debates allow participants to defend their position, challenge opposing arguments, and convince others of their perspective.

To participate effectively in a debate, it's crucial to understand both sides of the argument, not just the one you support. This helps you anticipate what your opponent might say and prepare counterarguments. Successful debaters do thorough research, organize their thoughts logically, and present their ideas in a calm, confident manner.

There are several key skills that are useful in debates:

1. **Critical thinking:** This involves analyzing the strengths and weaknesses of different arguments. Debaters need to evaluate evidence and logic to identify flaws or strengths in their opponent's points.

2. **Public speaking:** Being able to speak clearly and confidently is vital. Even the strongest argument can lose its impact if it's not delivered well. Practice helps to improve voice control, body language, and pacing.

3. **Active listening:** Effective debaters don't just focus on what they want to say next; they also listen carefully to their opponents. By understanding the opposing argument, debaters can respond more effectively and address specific points.

4. **Research and evidence:** A strong debate relies on solid facts and reliable data. Debaters should back up their claims with evidence from credible sources to make their arguments more convincing.

One common format of debate is the Oxford-style debate, in which two teams, one in favor and one against a motion, argue their position. Each team has a chance to present their main arguments, and then there is a period for rebuttals, where each side can challenge the points made by the opposition.

Debating not only helps improve communication skills but also encourages people to be open-minded. It teaches participants to consider different perspectives and appreciate the complexity of many issues. By taking part in debates, individuals become better equipped to express themselves in both formal and informal settings.

Task 1. Answer the following questions:

1. What is a debate, according to the text?
2. Why is it important to understand both sides of an argument in a debate?
3. Which key skills are important for effective debating?
4. What role does critical thinking play in a debate?
5. Why is public speaking considered crucial for successful debating?
6. How does active listening improve a debater's performance?
7. What is an Oxford-style debate?
8. How can participating in debates benefit an individual's communication skills?

Task 2. Match the Words with their Definitions:

1. Counterargument
2. Rebuttal
3. Critical thinking
4. Active listening
5. Public speaking
 - a. The process of analyzing arguments and evaluating their validity.
 - b. A response that challenges or disproves an opponent's argument.
 - c. The ability to listen attentively and understand the other person's point of view.
 - d. A formal presentation of ideas in front of an audience.
 - e. An argument made to oppose or refute another argument.

Task 3. Fill in the Blanks with the Correct Word:

*(rebuttal, public speaking, critical thinking,
active listening, counterargument)*

1. In a debate, after hearing the opposing team's point, you need to present a strong _____ to challenge their claims.
2. _____ is essential to find the weaknesses in an argument and assess the evidence presented.
3. Good debaters engage in _____ to understand the other side's perspective fully.
4. A well-prepared _____ can make the difference between winning and losing a debate.
5. Confidence in _____ helps deliver arguments clearly and persuasively in a debate.

WHAT IS DEBATING?

We live in a world where we communicate with others all the time. Debating is a more formal way of communicating. It builds confidence and self-esteem, and develops critical thinking and reasoning skills. If we can speak publicly and convey our ideas and thoughts coherently, we have a valuable tool that can aid us in our public, private and future lives.

Debating is different to public speaking because it includes rebuttal; proving that the opposition has arguments that are wrong.

Rules:

A debate has a Chairman who conducts the debate and a timekeeper who records the time of each speaker.

There are two teams: an *Affirmative* – the team that agrees with the topic and a *Negative* – the team that disagrees with the topic.

Each speaker speaks for a set time, with a warning bell from the timekeeper ringing once 30 seconds before the finish of the debate, giving the debater a little time to sum up and finish, followed by a final bell, which rings twice. Each debater may speak 30 seconds after the final bell, however a continuous bell will ring after that and the speaker may then be penalised.

PREPARING YOUR ARGUMENTS

As a debater, it's important that you make points that are clear, relevant and easy to understand. The use of a verbal illustration or an analogy may help you to clarify complicated terms.

In presenting and developing your argument remember to explain what you mean to prove, what the scope and implication will be, and why it is true with facts and evidence (not just assertions) to support your case. Debaters often ask how many points they should have. There is no right or wrong answer. However, realise that you have limited time in which to discuss your points. The more points, the less in-depth each point can be explored. As you prepare your case you might think about your rebuttal.

PLANNING

There are a number of things that you can do in preparation for a debate. Below are some suggestions:

- Assign speaker roles to your members
- Meet with your team members as often as you can
- Practice your debate, and record it so you can see what you look like
- Talk to other people, ask for their help
- Write out your debate on cue cards in your own words
- Use a dictionary or thesaurus to improve your vocabulary

Task 1. Answer the following questions:

1. How do you understand term *debate*. Consult a glossary if it is necessary.
2. Can we claim that debating is informal way of communication?
3. Which skills for our public private and future lives do we gain through debating?
4. What are the duties of a Chairman in debates?
5. What are the two teams in debates?
6. Which tools can help you during your speech?
7. What can you do to make a speech more emphasised?

Task 2. Choose one of proposed topics and debate:

- Is it necessary to have a university degree to get a good job?
- Should the university education be free?
- Do home tasks help students learn?
- Do exams are the best way to measure students' ability?

USEFUL PHRASES FOR DISCUSSION AND DEBATE

1. Introducing a point
 - Firstly, I'd like to specify that...
 - The main idea is...
 - The problem is...
 - Speaking of...
2. Listing of points
 - Primarily, I would like to say...
 - In addition to your point...
 - In addition...
 - Furthermore, ...
 - Another point of this is...
 - Eventually, ...

3. Expressing a personal opinion

- In my opinion...
- I believe that...
- I am absolutely convinced that...
- I suppose that...
- If you ask me...
- As to me ...
- The way I see it, ...

4. Expressing doubt

- I am not sure ...
- I am not convinced in...
- I doubt that.
- 5. Expressing disagreement
- I can't agree with you about...
- I don't accept your point of view that...
- I'm of a different opinion...

RELATIONSHIPS, CONFLICTS, AND PROBLEMS

Relationships are an essential part of our lives. Whether they are with family members, friends, colleagues, or romantic partners, maintaining healthy relationships can significantly influence our well-being. However, no relationship is free from conflicts and problems. Understanding how to navigate these challenges is crucial for maintaining strong, long-lasting bonds.

Conflicts in relationships often arise due to misunderstandings, different values, or unmet expectations. For example, family members might argue over household responsibilities, or friends may disagree over how much time they spend together. In romantic relationships, common sources of conflict include lack of communication, jealousy, or financial stress. At work, conflicts can occur when team members have different approaches to completing tasks or when there is competition for promotions.

While conflicts are a natural part of any relationship, how we handle them determines whether they strengthen or weaken our connections. One key to resolving conflicts is effective communication. It's important to express feelings and opinions openly but respectfully. Listening to the other person's point of view is just as essential as sharing your own thoughts. By practicing active listening, both parties can better understand each other and find common ground.

Another important aspect of resolving conflicts is compromise. Healthy relationships require give and take. This means that each person should be willing to adjust their expectations and find a solution that works for both sides. Sometimes, a third-party mediator, like a friend or professional counselor, may be needed to help find a resolution when conflicts escalate.

In addition to resolving conflicts, it's essential to recognize signs of deeper problems in a relationship. These may include constant arguing, feelings of neglect, or even abusive behavior. In such cases, it's important to address the issue as soon as possible and seek help if necessary. In some situations, ending the relationship may be the healthiest choice for both individuals involved.

By learning to manage conflicts effectively, we can strengthen our relationships and avoid many common problems. Developing patience, empathy, and good communication skills can lead to healthier, happier interactions with those around us.

Task 1. Answer the following questions:

1. What are some common causes of conflicts in relationships?
2. How can conflicts in romantic relationships arise?
3. Why is communication important in resolving conflicts?
4. What does the text suggest about the role of compromise in relationships?
5. How can active listening help in managing conflicts?
6. What are some signs of deeper problems in a relationship?
7. When might it be necessary to involve a third-party mediator?
8. What should be done if conflicts in a relationship cannot be resolved?

Task 2. Match the Words with their Definitions:

1. Compromise
2. Conflict
3. Misunderstanding
4. Mediator
5. Neglect
 - a. A failure to understand something correctly, often leading to conflict.
 - b. A disagreement or argument between two or more parties.
 - c. A solution in which both sides make concessions to reach an agreement.
 - d. A neutral third party who helps resolve disputes.
 - e. Failing to give enough attention or care to someone or something.

Task 3. Fill in the Blanks with the Correct Word:

(compromise, conflict, communication, neglect, mediator)

1. John and Lisa were able to solve their disagreement through _____, as both agreed to make small changes to meet each other halfway.

2. Poor _____ can lead to major issues in relationships, as people may not fully understand each other's needs.
3. The constant _____ between the two coworkers made the work environment stressful for everyone.
4. If a conflict cannot be resolved, a neutral _____ may be helpful in finding a solution.
5. Feeling _____ in a relationship can lead to resentment and further issues between partners.

UKRAINE'S PARTICIPATION IN THE ACTIVITIES OF INTERNATIONAL ORGANIZATIONS

UNESCO

Today, UNESCO is one of the most representative international organizations that unites 195 member countries. Ukraine joined UNESCO in 1954 and since that time has been actively involved in its activities. For four times Ukraine was elected to the government of the organization – last time for the period until the end of 2017.

Seven Ukrainian sites are included into the UNESCO World Heritage List. These are cultural, architectural and natural places. Saint-Sophia Cathedral and Related Buildings, Kyiv-Pechersk Lavra in Kyiv, the Historic Centre of Lviv as well as Ancient City of Tauric Chersonese, Ancient Forests of Carpathians are among them.

Under the conditions of the illegal occupation by Russia of the Autonomous Republic of Crimea and the city of Sevastopol, the main priority of Ukraine in UNESCO today is to use every opportunity to draw the attention of the international community to the issues in the temporarily occupied territory.

Two Ukrainian cities – Melitopol and Nikopol – participate in the UNESCO Global Network of Learning Cities. Lviv is the UNESCO City of Literature and a member of the UNESCO Creative Cities Network. At the 39th session of the UNESCO General Conference the center was established at the Junior Academy of Sciences of Ukraine to expand the opportunities for international scientific cooperation among young people.

Ukraine will continue its effective work with the UNESCO program activities.

Task 1. Read the text and mark the sentences as true (T) / false (F) / not given (NG).

1. Ukraine has been a member of UNESCO for more than 50 years.
2. Ukrainian representatives have never been elected to the government of UNESCO.

3. Eight places in Ukraine are on the list of the UNESCO World Heritage List.
4. UNESCO has had a dialogue with Russia about the historic areas in Crimea.
5. Lviv was chosen the UNESCO City of Literature.

Task 2. Match the Words with their Definitions:

1. Representative
2. Occupation
3. Opportunity
4. Issue
 - The act of illegal invasion and taking control of the territory
 - To work together for some purpose
 - An occasion or chance to do something
 - A person who speaks or acts formally on behalf of another person or group
 - A problem that is being discussed
5. Cooperation

Task 3. Fill in the Blanks with the Correct Word:

co-founder, participate, issue, security, ambassador, UNESCO, union

1. An _____ of plastic use is discussed by many international organizations.
2. Millie Bobby Brown, a star of Stranger Things TV series, has recently become an _____ for UNICEF.
3. Lviv historic city center is on the list of World Heritage Sites of _____.
4. Did you know that the _____ of Grammarly spell check services are two Ukrainian guys?
5. This summer I'd like to _____ in an exchange program for youth.
6. A lot of international institutions deal with the _____ of nations.

POWER OF APPEARANCE

FIRST IMPRESSIONS COUNT

A) Traditionally uniform was – and for some industries remains manufacturing to protect the employee. When it was designed, it's also likely that uniform had symbolic meaning – like those for the military were initially designed to impress and even terrify the enemy; other uniforms denoted a hierarchy – chefs wore white because they worked with flour, but the main chef wore a black hat to show he supervised.

B) The last thirty years, however, have seen an increasing accent on their role in designing the image of an organization and in uniting the workforce into a homogeneous unit – especially in ‘customer facing’ sectors, and particularly in financial services and retailing. From workwear and uniforms has occurred “corporate clothing”. “The employed people are your ambassadors,” said Mr. Peter Griffin, managing director of a major retailer in the United Kingdom. “How they look, what they say, and even their behavior is terribly important.” The result is a new way of looking at corporate workwear. From being a simple means of identifying the members of your staff, the workwear is emerging as a new source of marketing communication.

C) Truly effective marketing via visual signals such as workwear is a subtle art, however. Wittingly or unwittingly, our appearance sends all sorts of powerful subliminal signals to other people. Black colors give an aura of authority while light shades suggest approachability. Specific clothes style creates a sense of conservatism, others a feeling of openness to new ideas. If the person is neat, it can suggest efficiency but, if it is overdone, it can indicate an obsession with power. “If the company is selling quality, then it must have quality workwear. If it is selling style, its uniforms must be stylish. If it wants to appear innovative, everybody can't look exactly the same. Subliminally we see all these things,” says Lynn Elvy, a director of image consultants House of Color.

D) But translating corporate philosophies into the right mixture of style, color and degree of branding and uniformity can be a fraught process. And it is not always successful. According to Company Clothing magazine, there are one thousand companies supplying the workwear

and corporate clothing market. Of these, twenty-two account for eighty-five percent of total sales - 380 million in 1994.

E) A successful uniform needs to balance two key sets of needs. On the one hand, no uniform will work if staff feel ugly or uncomfortable. Giving the wearers a choice has become a key element in the way corporate clothing is introduced and managed. On the other, it is pointless if the look does not express the business's marketing strategy. The greatest challenge in this respect is time. First impressions count when it comes to human perceptions. Customers will size up the way staff look in just a couple of seconds, and that few seconds will color their attitudes from then on. Those few seconds can be so crucial that big companies are prepared to invest years, and millions of dollars, getting them right.

F) In addition, some uniform companies also offer rental services. "There will be an increasing specialization in the marketplace," predicts Mr. Blith, Customer Services Manager of a large United Kingdom bank. The past two or three years have seen consolidation. Increasingly, the big suppliers are becoming "managing agents", which means they offer a total service to put together the whole complex operation of a company's corporate clothing package – which includes reliable sourcing, managing the inventory, budget control and distribution to either central locations or to each staff member individually. Huge investments have been made in new systems, information technology and amassing quality assurance accreditations.

G) Corporate clothing does have potential for further growth. Some banks have yet to introduce a full corporate look; police forces are researching a completely new look for the XXI century. And many employees now welcome a company wardrobe. A recent survey of staff found that ninety per cent welcomed having clothing which reflected the corporate identity.

Task 1. The passage First Impressions Count has seven paragraphs A-G. Which paragraphs discuss the following points?

1. different kinds of purchasing agreement
2. the initial purposes of uniforms
3. the popularity ranking of staff uniforms
4. attracting personnel in the selection of a uniform
5. the changing importance of company uniforms
6. perceptions of different kinds of clothes

Task 2. Do the following statements agree with the views of the writer of the passage?

YES	if the statement agrees with the writer's opinions
NO	if the statement contradicts the writer's opinions
NOT GIVEN	if it is unable to say what the writer thinks about this statement

1. Uniforms were more thoroughly made in the past than they are nowadays.
2. Uniforms make workers feel part of a team.
3. Using uniforms as a marketing tool requires great care.
4. Being too intelligent could have a negative impact on clients.
5. Most companies that provide company with clothing have a success.
6. Uniforms are the best choice by marketing consultants.
7. Clothing companies are planning to provide financial services in the future.

FORMAL E-MAILS

FORMAL LETTERS: STRUCTURE AND IMPORTANCE

Writing formal letters is an essential skill in both personal and professional life. Whether you are applying for a job, submitting a complaint, or addressing a business inquiry, the ability to write a clear and respectful formal letter can make a strong impression. Unlike informal letters or emails to friends, formal letters follow specific guidelines regarding tone, structure, and language.

The most important aspect of a formal letter is its structure. A well-structured letter not only looks professional but also helps convey your message effectively. Below is the basic structure of a formal letter:

1. **Sender's address:** This is placed at the top right-hand corner and includes your address and the date the letter was written.
2. **Recipient's address:** On the left, below the sender's address, include the recipient's address and any relevant details, such as the name of the person or company.
3. **Salutation:** Start the letter with a formal greeting. If you know the recipient's name, use "Dear Mr./Ms. [Last Name]." If you don't know the recipient's name, you can use "Dear Sir/Madam."
4. **Introduction:** In the opening paragraph, briefly state the purpose of your letter.
5. **Main body:** In this section, provide more details and information about your request, inquiry, or concern. Keep your language polite and professional.
6. **Conclusion:** Conclude by summarizing your main points and mentioning any action you would like the recipient to take. You may also express appreciation for their time.
7. **Closing:** End the letter with a formal sign-off such as "Yours sincerely" if you know the recipient's name or "Yours faithfully" if you do not.
8. **Signature:** Sign your name below the closing line, and if applicable, type your name and title below your signature.

TONE AND LANGUAGE

When writing a formal letter, the tone should always be polite and professional. Avoid slang, contractions, and overly casual expressions. Instead, use full forms of words (e.g., "I am" instead of "I'm") and formal expressions. For example, instead of saying "I want," you could say, "I would like to request." Being clear and respectful in your wording helps ensure your message is taken seriously.

TYPES OF FORMAL LETTERS

There are many types of formal letters. Some of the most common include:

- Job application letters: These letters are written when applying for a job, outlining why you are qualified for the position.
- Complaint letters: These are written to express dissatisfaction with a product, service, or situation, requesting a solution or compensation.
- Business inquiries: When you need information or clarification from a company or organization, a formal letter can help present your request professionally.

By mastering the art of writing formal letters, you can improve your ability to communicate effectively in professional settings and build strong connections with others.

Task 1. Answer the following questions:

1. Why is writing formal letters an important skill?
2. Where is the sender's address placed in a formal letter?
3. What should you do if you don't know the recipient's name in a formal letter?
4. What is the purpose of the introduction in a formal letter?
5. How should the tone and language of a formal letter differ from an informal letter?
6. Name two common types of formal letters mentioned in the text.
7. What should be included in the conclusion of a formal letter?
8. How do you sign off a formal letter if you know the recipient's name?

Task 2. Match the Words with their Definitions:

1. Salutation
2. Recipient
3. Formal
4. Conclude
5. Complaint
 - a. The person who receives the letter.
 - b. The greeting at the beginning of a letter.
 - c. An expression of dissatisfaction or grievance.
 - d. To end or finish something.
 - e. Polite and proper, following certain rules.

Task 3: Fill in the Blanks with the Correct Word:

(recipient, formal, salutation, conclude, complaint)

1. Every letter should begin with a polite _____ to greet the reader.
2. After presenting the main ideas in the body of the letter, you should _____ with a brief summary.
3. A letter of _____ is typically written when someone is unhappy with a service or product.
4. The _____ of the letter is the person or organization you are addressing.
5. It's important to use a _____ tone when writing to someone in a professional setting.

10 RULES FOR WRITING PROFESSIONAL EMAILS

Being able to write professional emails is very important. Learn the following rules to make a good impression on your future employer.

1. ALWAYS include a meaningful heading in the subject line along with a brief outline of what the email body will include.

e.g. [REQ] Request (for a reference)

[ACTION] Action (to be completed)

[FYI] For your information

2. ALWAYS address the reader in a professional manner. If you are not sure who the reader is you can see the example on how you could address them. You should make it as personal as possible.

e.g. Dear Miss Rose
Dear Mohammed
To whom it may concern

3. Round up the main point of your email in the opening sentence.

e.g. Think about what you would like the reader to do next, what actions they need to take or how the information you are sending is useful for them. Think about what you want to say in advance.

4. DO NOT use all capital or all small case unless referring to a known acronym or term that is familiar to the reader.

e.g. CSDO/ WP/ TTFN/ PAF

5. ALWAYS check your grammar before sending and NEVER use slang/ text speak/colloquiums.

e.g. LOLWAG1/WUUP2/LY

6. ALWAYS keep language professional. If necessary, ask a friend or colleague to proof read before you send the email.

e.g. Would it be possible to request this information from you?

7. Be concise and polite. ALWAYS remember to use 'please' and thank you'.

e.g. Thank you in advance for your time.

8. ALWAYS check for spelling, grammar, punctuation and any careless mistakes.

e.g. Careless mistakes are more difficult to identify so attention to detail is necessary.

9. ALWAYS use paragraphs.

e.g. Ensure that the email is broken up into paragraphs and not written as an essay.

10. Add a signature block at the end of the email to ensure the reader has details on how to contact you.

e.g. Emma Watson
BSc Sociology and Criminology
2nd year
Student ID: 060002365

NOTE: Add address and contact telephone number if necessary

Sample Professional Email

Here are sample emails with their different components. The style may vary depending on the system you use.

Formal Email

1. From: Janet Hugues
2. Sent: 10 January, at 9:10AM
3. To: Frank Bonkowski
4. CC: Craig Gonzales
5. Bcc: Jacky Lestrangle
6. Subject: New Book
7. Attachment: Press release.doc

8. Dear Mr. Bonkowski,

9. I thought you may be interested in *The Pocket Writer's Guide*, a new book that may benefit your readers.

Please let me know if you are interested in seeing a copy or would be interested in speaking with the author, Susan Barnes. I am including the text of our press release in an attachment.

I look forward to hearing from you.

10. Best regards,

11. Janet Hughes
Director of Publicity
12. Nash Public Relations
360 Madison Avenue, Suite 103
New York, NY 10011
13. 212-602-4008 x15

14. www.nashpr.com

15. Twitter: @NPRinc

1. Name of person sending the email
2. Date and time
3. Name of person receiving the email
4. Other person receiving the message
5. Another person receiving the email without the sender knowing
6. Content of the email
7. Document sent separately, not included in the email
8. Greeting or opening
9. Body of the email
10. Closing
11. Sender's name and title
12. Company and address
13. Telephone number
14. URL or website address
15. Social media link

Task 1. Compose emails:

1. *You are a junior diplomat in your country's Ministry of Foreign Affairs. You need to email a representative from another country to initiate discussions on a potential trade agreement. In your email you should:*

- Introduce yourself and your position.
- Politely request a meeting or video call to discuss the trade agreement.
- Outline the key points that your country would like to address during the discussions.
- Show diplomatic courtesy and maintain a formal tone.

2. *You are an intern at a political think tank. Your task is to email a high-ranking government official to recommend a policy change related to climate change. In your email you should:*

- Provide a brief introduction of your organisation.
- Explain why this policy change is necessary with evidence-based arguments.
- Suggest a specific course of action or policy amendment.
- End with a polite closing, offering to provide more detailed reports or research if needed.

Task 2. Peer Review:

1. *Write a formal email to the Director of the organisation, introducing yourself, explaining your interest in the internship, and highlighting your qualifications, following the given guidelines:*

- Email Guidelines:
- Clear and professional subject line (e.g., "Application for policy research internship").
- Formal greeting (e.g., "Dear Dr. [Last Name]").
- Body:
 - * Introduction: Who you are and why you are writing.
 - * : Why you are interested in this internship, relating to global governance or policy research.
 - * Qualifications: Highlight relevant academic or work experiences.
 - * Polite request: Politely ask for further instructions on applying or setting up a meeting.

- A formal sign-off (e.g., "Sincerely," or "Best regards," followed by your name).
- Attach a resume (optional).

2. *Exchange your emails with a peer and review your peer's email using the following criteria:*

- **Subject Line:** Is it clear, specific, and professional?
- **Tone and Formality:** Does the email maintain a formal and polite tone throughout?
- **Clarity:** Is the purpose of the email clear from the introduction? Is the content easy to understand?
- **Structure:** Is the email well-organised with a logical flow (introduction, body, conclusion)?
- **Persuasiveness:** Does the writer effectively highlight their qualifications and interest in the internship?
- **Grammar and Spelling:** Are there any grammatical errors, spelling mistakes, or awkward phrasing?
- **Closing and Sign-Off:** Is the email closed professionally with a polite request or conclusion?

3. *Provide your feedback:*

Task 3. Writing formal email responses.

You work as an advisor to the Minister of Foreign Affairs. You receive the following email from a representative of an international

non-governmental organisation (NGO) focused on human rights. The NGO is requesting a meeting to discuss a recent human rights report and its implications for national policy.

Subject: Request for a Meeting to Discuss Human Rights Report

Dear [Your Name],

I hope this message finds you well. I am writing on behalf of the Global Human Rights Initiative, an international NGO dedicated to advocating for human rights globally.

Our organisation has recently published a comprehensive report on human rights issues in your country, particularly focusing on freedom of the press and judicial independence. We believe this report offers valuable insights that could benefit your government's ongoing efforts to improve these areas.

We kindly request a meeting with the Ministry of Foreign Affairs to present our findings and discuss potential areas of collaboration. Please let us know your availability in the coming weeks, or if you would like more information about the report prior to the meeting.

We look forward to hearing from you.

Sincerely,

[NGO Representative Name]

Global Human Rights Initiative

Task: Write a formal email response to the NGO representative on behalf of the Ministry of Foreign Affairs. You must address the following points in your response:

- Acknowledge the email and express gratitude for the report.
- Respond to the meeting request: Confirm availability or suggest alternative dates for the meeting.
- Optional: Request additional information on the report before the meeting.
- Maintain a formal and diplomatic tone throughout the response.

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Навчальне видання

**ENGLISH
FOR POLITICAL SCIENCE
STUDENTS**

**Практикум з іноземної мови
за професійним спрямуванням**

Для підготовки до аудиторних занять та самостійної роботи
здобувачів другого (магістерського) рівня вищої освіти
галузі знань 05 «Соціальні та поведінкові науки»
спеціальності 052 «Політологія»

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