



Università degli Studi di Cagliari

Corso di Laurea Magistrale in Scienze dell'Amministrazione

Lingua Inglese 2
A.A. 2019/2020

Giordano – Wolley

*Public Administration in the UK. English
for Administrative Science*

Aracne

The Civil Service

Early developments:
1800-1870

The Civil Service

Early developments: 1800-1870

1800

1870

1854

A horizontal timeline is shown with a light blue background. A vertical tick mark is positioned at the center of the timeline, with the year '1854' written below it. The years '1800' and '1870' are written at the far left and right ends of the timeline, respectively.

The Civil Service

Early developments: 1800-1870

1800

1870

1854

The Northcote-Trevelyan reform



Before the Northcote-
Trevelyan reform
(paragraph 2.2 p. 52)

Before the 18th century the state offices were secretariats for the leaders with positions in court

A gradual evolution took place during the 18th century, in response to the growth of the British Empire and to the economic changes

18th c. → development of:

- Office of Works
- Navy board

Each had its own structure and staff were appointed by **purchase or patronage**

Purchase

The action of buying something

Patronage

The power to control appointments to office or the right to privileges

Purchase

The action of buying something - *acquisto*

Patronage

The power to control appointments to office or the right to privileges – *clientelismo, favore*

19th c. → creation of the East India Company College, whose purpose was to train administrators and make the system more efficient, but it was not successful since only wealthy people continued to be appointed.

The origins of the
modern Civil Service:
The Northcote-Trevelyan
Report - 1854
(paragraph 2.3 p. 55)

In 1853, Prime Minister Gladstone commissioned secretaries Northcote and Trevelyan to look into the operation and organisation of the Civil Service

Four recommendations:

1. Recruitment based on merit by open, competitive examinations

Four recommendations:

2. Entrants with a good generalist education enter a unified Civil Service and not a specific department, to allow for inter-departmental transfers

Four recommendations:

3. Recruits placed into a hierarchical structure of classes and grades

Four recommendations:

4. Promotion based on merit and not on preferment, patronage or purchase

All these changes became effective from the 1870s, when competitive examinations became the primary means of entry in the Civil Service and civil servants were organised into divisions and classes corresponding to the different works done.

The Northcote-Trevelyan Report (1854)

represents the foundation of
a permanent, neutral non-
elected administrative body
working for the elected
government of the day

Prepositions

In the 18th century, in response _____ the growth of the British Empire and economic changes, institutions such as the Office of Works and the Navy Board developed.

a. of

b. at

c. to

Prepositions

In the 18th century, in response *to* the growth of the British Empire and economic changes, institutions such as the Office of Works and the Navy Board developed.

a. of

b. at

c. *to*

Prepositions

Each had its own structure and staff were appointed _____ purchase or patronage.

a. on

b. at

c. by

Prepositions

Each had its own structure
and staff were appointed *by*
purchase or patronage.

a. on

b. at

c. *by*

Prepositions

In 1806 the Honourable East India Company established a college, the East India Company College, in order _____ train administrators.

a. of

b. to

c. with

Prepositions

In 1806 the Honourable East India Company established a college, the East India Company College, in order *to* train administrators.

a. of

b. *to*

c. with

Prepositions

Promotion should be _____ the basis _____
merit and not _____ the grounds _____
preferment, patronage and purchase.

a. at/on – at/on b. on/of – on/of

c. on/to – on/to

Prepositions

Promotion should be *on* the basis *of* merit and not *on* the grounds *of* preferment, patronage and purchase.

a. at/on – at/on

b. *on/of* – *on/of*

c. on/to – on/to

Prepositions

The Northcote-Trevelyan report was the foundation of a permanent, neutral non-elected administrative body working _____ the elected government of the day.

a. to

b. at

c. for

Prepositions

The Northcote-Trevelyan report was the foundation of a permanent, neutral non-elected administrative body working *for* the elected government of the day.

a. to

b. at

c. *for*

A brief history of the Civil Service. Early Developments

Appointed	+	by
Abide		
Chosen		
Able	+	to
In response		
According		
In order		
Accountable	+	for
Responsible		
Accountable		

Implementation	+	of
On the basis		
Composed		
Known	+	as
Carried	+	out
Based	+	on

LANGUAGE & GRAMMAR



**Men start
washing hands
because of
coronavirus**

LANGUAGE & GRAMMAR

Men start washing hands because of coronavirus

The spread of the COVID-19 coronavirus has made more men wash their hands more often, especially after going to the toilet. A recent survey of 2,000 men in the UK found that 32 per cent of them did not wash their hands after using the toilet. However, social media reports that more men are washing their hands in public toilets since the outbreak of COVID-19.

LANGUAGE & GRAMMAR

Men start washing hands because of coronavirus

People on Twitter wrote that a month ago, it was unusual to see a man using the sinks in a public toilet. Since the outbreak, more men have been washing their hands in public toilets. Dan McCoy, a writer from New York, said: "For once, there are lines in men's restrooms as coronavirus makes men wash their hands for the first time."

LANGUAGE & GRAMMAR

Men start washing hands because of coronavirus

Governments around the world have stressed the importance of regular handwashing. This is not just after using the bathroom but also throughout the day. Doctors say regular handwashing is the best way to stop the spread of the coronavirus. Health authorities in the UK and USA have told people to wash their hands for at least 20 seconds each time - or the time it takes to sing "Happy Birthday" twice.

LANGUAGE & GRAMMAR

Men start washing hands because of coronavirus

A caller into a UK radio station spoke about the first time he realised men were washing their hands. It was when he stopped at the toilets on a highway. He said: "There were eight sinks and men were washing their hands in all of them." He also said the men were spending a long time carefully washing their hands.

LANGUAGE & GRAMMAR

**Let's keep up
the good habits!**

LANGUAGE & GRAMMAR

Men start washing hands because of coronavirus

The spread of the COVID-19 coronavirus **has made** more men wash their hands more often, especially after going to the toilet. A recent survey of 2,000 men in the UK found that 32 per cent of them did not wash their hands after using the toilet. However, social media reports that more men are washing their hands in public toilets since the outbreak of COVID-19.

People on Twitter wrote that a month ago, it was unusual to see a man using the sinks in a public toilet. Since the outbreak, more men **have been washing** their hands in public toilets. Dan McCoy, a writer from New York, said: "For once, there are lines in men's restrooms as coronavirus makes men wash their hands for the first time."

LANGUAGE & GRAMMAR

PRESENT PERFECT SIMPLE: have + past participle

PRESENT PERFECT CONTINUOUS: have been + *-ing* form

	PRESENT PERFECT SIMPLE	PRESENT PERFECT CONTINUOUS
POSITIVE	I have watched	I have been watching
NEGATIVE	I haven't watched	I haven't been watching
INTERROGATIVE	Have you watched?	Have you been watching?

LANGUAGE & GRAMMAR

Sometimes there is **no** or **little change** in meaning:

I have lived here for 20 years. =

I have been living here for 20 years.



LANGUAGE & GRAMMAR

I have lived here for 20 years/I have been living here for 20 years. → I still live here

Generally, we can use either the present perfect simple or the present perfect continuous to talk about the duration of an action that is still continuing in the present or has just ended.

LANGUAGE & GRAMMAR

How do we **ask** about the duration?

LANGUAGE & GRAMMAR

How long...?

LANGUAGE & GRAMMAR

1. _____

2. _____

1. I have lived here for 20 years.

2. I have been living here for 20 years.

LANGUAGE & GRAMMAR

- 1. How long have you lived here/there?*
- 2. How long have you been living here/there?*

- 1. I have lived here for 20 years.*
- 2. I have been living here for 20 years.*

LANGUAGE & GRAMMAR

1. SINCE + MOMENT IN TIME
2. FOR + PERIOD OF TIME

- 1. I have lived/been living here **since** 2000.*
- 2. I have lived/been living here **for** 20 years.*

LANGUAGE & GRAMMAR

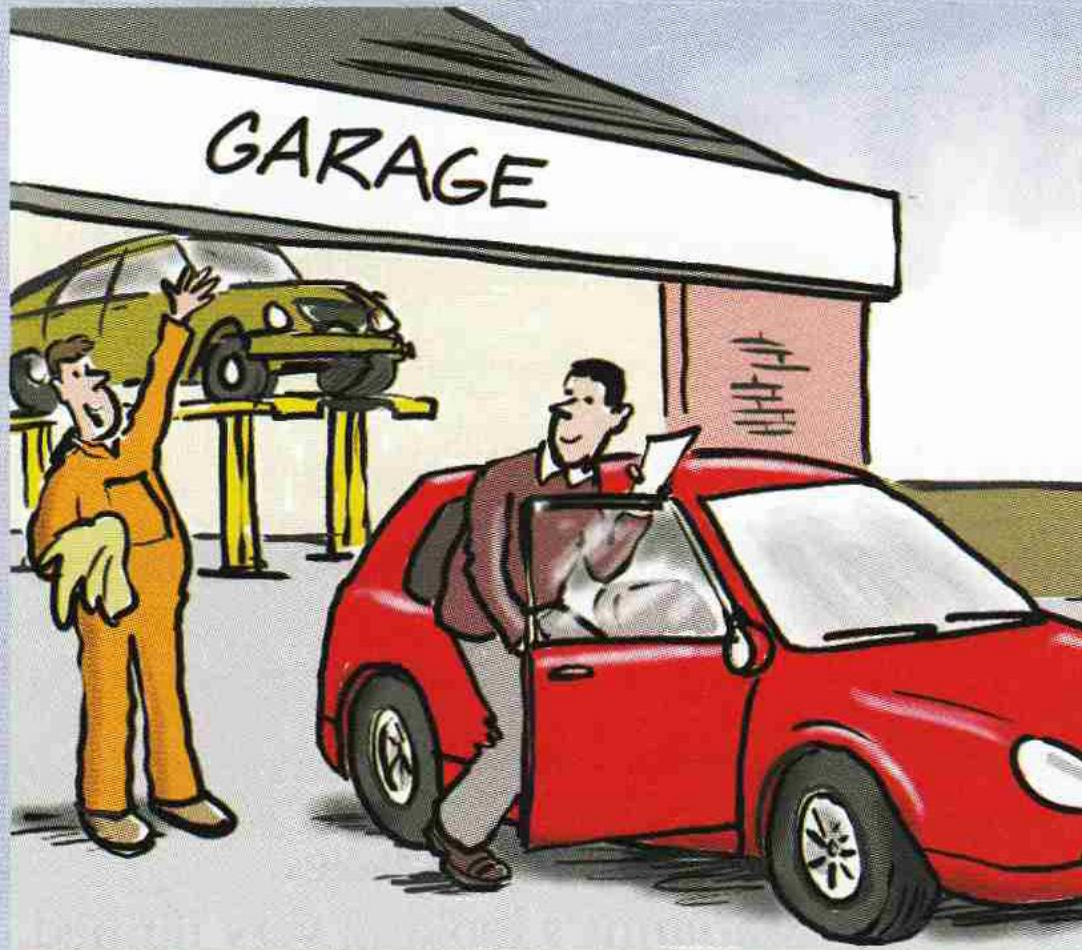
PRESENT PERFECT SIMPLE	PRESENT PERFECT CONTINUOUS
<p>An action that is completed:</p> <p><i>I've driven an automatic car before.</i></p>	<p>An activity that is still continuing, or has just ended:</p> <p><i>I've been driving since nine o'clock.</i></p>

LANGUAGE & GRAMMAR

Foley, M. & Hall, D. (2012) *MyGrammarLab Intermediate*. Pearson (116)

PRESENT PERFECT SIMPLE

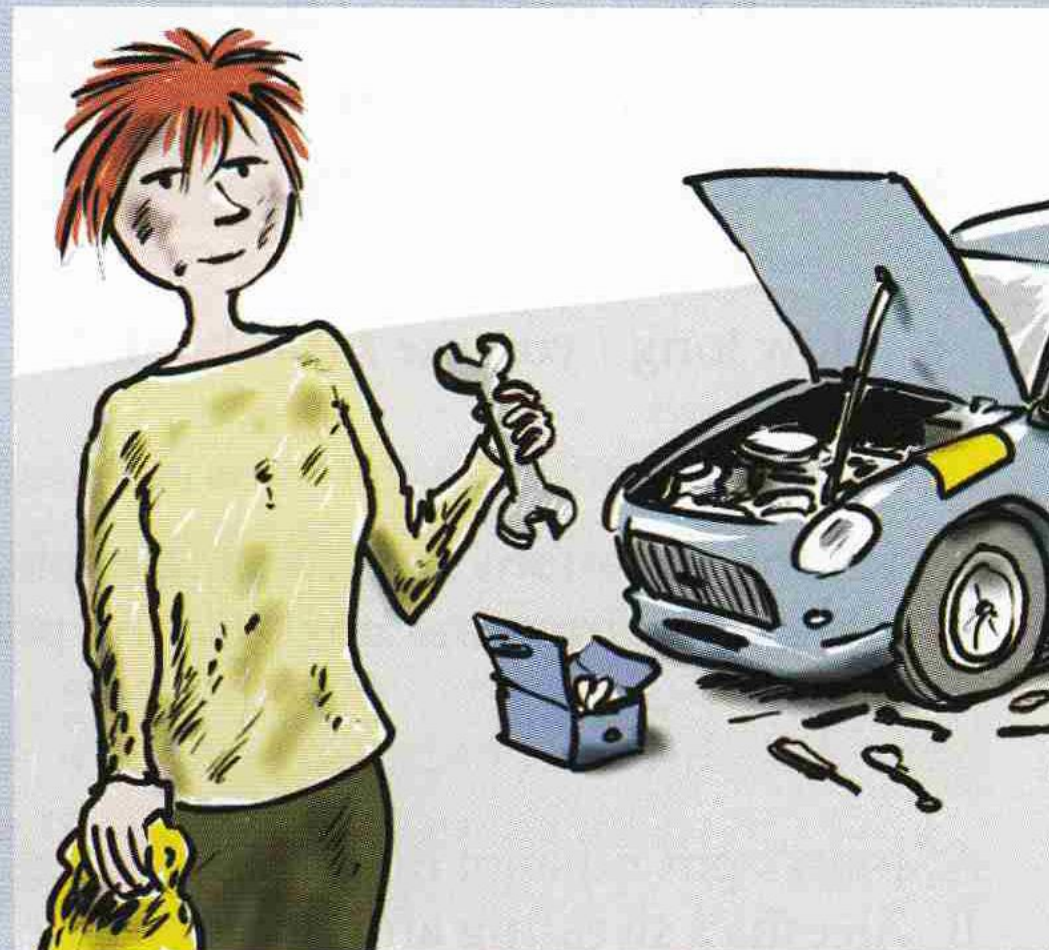
emphasis on the result of a past action:



The mechanic has repaired the car. (It's ready for the customer now.)

PRESENT PERFECT CONTINUOUS

emphasis on the cause of a present result:



*Why is Caroline dirty?
She's been repairing the car.*

LANGUAGE & GRAMMAR

Murphy, R. (2004) *English Grammar in Use*. Cambridge (20)



Kate's clothes are covered in paint.
She **has been painting** the ceiling.

Has been painting is the *present perfect continuous*.

We are interested in the activity. It does not matter whether something has been finished or not. In this example, the activity (painting the ceiling) has not been finished.



The ceiling was white. Now it is red.
She **has painted** the ceiling.

Has painted is the *present perfect simple*.

Here, the important thing is that something has been finished. **Has painted** is a completed action. We are interested in the result of the activity (the painted ceiling), not the activity itself.

LANGUAGE & GRAMMAR

Men start washing hands because of coronavirus

The spread of the COVID-19 coronavirus has made more men wash their hands more often, especially after going to the toilet → **the result of men washing their hands more often is the important thing**

Since the outbreak, more men have been washing their hands in public toilets. → **the action of washing hands is the focus: they have started since the outbreak and they are still doing it.**

LANGUAGE & GRAMMAR

PRESENT PERFECT SIMPLE

Time expressions: *always, recently, before, ever, already, just, still, yet, for* and *since*

I've always lived in that flat.

I've lived there since I was born.

PRESENT PERFECT CONTINUOUS

Time expressions: *for, since* (NOT *always, yet*)

~~*✗ I've always been living in that flat.*~~

✓ I've been living there for years.

LANGUAGE & GRAMMAR

As usual, we **don't** use the **continuous form** with **STATE VERBS**, usually indicating mental processes or senses (*love, hate, understand, own, know, be, hear, smell..*):

I've known my husband for 10 years and we've been married for 5.

~~*I've been knowing my husband for 10 years and we've been being married for 5.*~~

LANGUAGE & GRAMMAR

The **present perfect continuous** form is **not** normally used with verbs that refer to **actions that are completed** at a single point in time such as *start, stop, finish...*

Has the film started yet?

~~*Has the film been starting yet?*~~

LANGUAGE & GRAMMAR

Complete the dialogue choosing between the present perfect simple and continuous

ANNA Let's talk about our dinner party next week. How many people ***have you invited*** (you/invite)?

SOPHIA Four. All of them 1 _____ (reply) and all of them 2 _____ (say) that they can come.

ANNA Well, I 3 _____ (think) about Arthur and Fiona. I 4 _____ (decide) that we should invite them as well.

SOPHIA Good idea. We 5 _____ (not see) them for ages. I wonder what they 6 _____ (do).

ANNA Well, I 7 _____ (hear) from George that their lives 8 _____ (change) quite a bit. They 9 _____ (move) to a new house and they 10 _____ (decorate) it – they 11 _____ (not finish) doing that yet. But Arthur 12 _____ (lose) his job.

SOPHIA Oh dear. Well, let's invite them. It might cheer them up.

ANNA OK.

LANGUAGE & GRAMMAR

Complete the dialogue choosing between the present perfect simple and continuous

SOPHIA Four. All of them 1 ***have replied***
(reply) and all of them 2 ***have said*** (say)
that they can come.

LANGUAGE & GRAMMAR

Complete the dialogue choosing between the present perfect simple and continuous

ANNA Well, I **3** *'ve been thinking* (think) about Arthur and Fiona. I **4** *'ve decided* (decide) that we should invite them as well.

LANGUAGE & GRAMMAR

Complete the dialogue choosing between the present perfect simple and continuous

SOPHIA Good idea. We 5 *haven't seen* (not see) them for ages. I wonder what they 6 *have been doing* (do).

LANGUAGE & GRAMMAR

Complete the dialogue choosing between the present perfect simple and continuous

ANNA Well, I **7** *'ve heard* (hear) from
George that their lives **8** *have*
changed (change) quite a bit.

LANGUAGE & GRAMMAR

Complete the dialogue choosing between the present perfect simple and continuous

ANNA They 9 ***have moved*** (move) to a new house
and they 10 ***have been decorating*** (decorate) it –
they 11 ***haven't finished*** (not finish) doing that yet.
But Arthur 12 ***has lost*** (lose) his job.

SOPHIA Oh dear. Well, let's invite them. It might
cheer them up.

ANNA OK.