МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНА ЮРИДИЧНА АКАДЕМІЯ УКРАЇНИ
імені ЯРОСЛАВА МУДРОГО

English for Law Students

**Підручник з англійської мови
для студентів I-III курсів
юридичних спеціальностей
вищих навчальних закладів**

За загальною редакцією
професора ***В. П. Сімонок***

*Затверджено Міністерством освіти
і науки України
як підручник для студентів юридичних спеціальностей
вищих навчальних закладів*

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Рецензенти:

О. Ю. Кузнецова, доктор педагогічних наук, професор кафедри англійської мови Харківського державного педагогічного університету ім. Г. С. Сковороди;
В. А. Дмитренко, кандидат філологічних наук, професор кафедри англійської філології Харківського національного університету ім. В. Н. Каразіна

Автори:
О. В. Гончар, О. П. Лисицька, О. Ю. Мошинська, В. П. Сімонок, О. С. Частник

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Підручник ставить за мету сформувати навички роботи з літературою за фахом, навчити володіти правничою термінологією та ознайомити студентів-юристів з країнознавчою термінологією України, Великої Британії, США – про державний устрій цих країн, політичні партії, виборчі системи, правові системи, систему судочинства. У підручнику міститься матеріал про право Європейського Союзу, права людини, міжнародне право, конституційне право, трудове право.

Підручник призначений для студентів I–III курсів юридичних спеціальностей вищих навчальних закладів.

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Передмова

Пропонований підручник призначений для студентів I-III курсів юридичних вузів.

Мета підручника – навчити студентів володіти юридичною лексикою, сформувати навички роботи з літературою за фахом, які спрямовані на розвиток аналітичного мислення, а також на активізацію мовленнєвої комунікації.

Підручник складається з 4-х розділів, які містять 12 модулів, що у свою чергу розподіляються на підрозділи (Units). Перший розділ призначений повторенню і закріпленню фонетики, другий – вивченню граматики, країнознавчої термінології і основ права, третій — діловій англійській мові.

Підручник побудований на поступовому ускладненні фахового матеріалу. Правова лексика вводиться тематично і закріплюється в різноманітних вправах.

Усі підрозділи ідентичні за структурою. Вони складаються з базового тексту, словника до нього, вправ на розуміння тексту, лексико-граматичних вправ та додаткових текстів.

Наприкінці підручника подається граматичний довідник, перелік слів, призначених для обов'язкового запам'ятовування.

Додаткові тексти призначені для самостійного опрацювання.

Останній розділ підручника, спрямований на розвиток навичок писемного мовлення, вводить основи ділового листування, анотування, анкетування, написання автобіографії, проведення наукової конференції.

Матеріали, що були використані для читання і перекладу, є результатом ретельної підбірки, що відповідає прагненню авторів представити якомога більший спектр правових документів за їх тематикою.

Автори висловлюють щиру подяку за поради і консультації проректору Національної юридичної академії України імені Ярослава Мудрого Заслуженому юристу України професору В. В. Комарову.

Part I

PHONETIC GUIDE

I. Check your knowledge

1. Discuss the following questions with your partners, if necessary ask your teacher to help:

1. How many letters does the English alphabet have? What are they?
2. How many English sounds are there?
3. How many vowels and consonants are there? What are they?
4. Can you read transcription?
5. What is a diphthong? (Write down all the diphthongs and give example to illustrate each of them).
6. What is a syllable? How can we divide an English word into syllables?
7. What is a stressed vowel?
8. What is intonation?

2. Write down the correct answers in your copy-book.

II. Reading rules of English vowels

1. Consult the dictionary and read the following words. Explain the types of pronunciation of vowels

	a	o	e	i	y	u
I	name	home	be	crime	my	mute
II	plan	rob	test	kill	myth	drug
III	part	force	term	firm	bird	murder
IV	fare	more	here	fire	tyre	during

2. Complete the table according to the types of pronunciation used in the following words

	a	o	e	i	y	u
I						
II						
III						
IV						

Flat, student, far, sun, sky, party, parliament, fork, not, farther, sister, big, academy, girl, car, role, bill, take, army, table, large, mug.

III. Reading rules of English vowels

1. A. Analyze the way of pronunciation in the following letter combinations

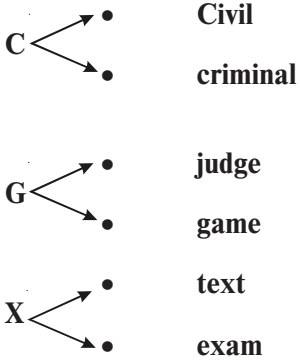
Letter combination	Example	Your example
sh	she	
ch	chief	
ck	black	
th	thin	
th	this	
wh	what, who	
ph	phone	
qu	question	
ng	morning	
nk	thank	
kn	know	
wr	write	

B. Consult the dictionary and write down their transcription, give for each one your own examples.

2. Practise reading of the following words. Pay special attention to the letters in italics.

*ch*alk, *th*at, *sh*elf, *wh*y, lo*ng*, *qu*ick, *kn*ife, *ph*oto, *wr*ong, ba*nk*, *sh*ock, *th*ick

3. Analyse the way of pronunciation in the following letter combinations. Consult the dictionary if necessary. Give your own examples.



4. Practise reading the following words. Pay attention to the letters in italics.

citizen, ***g***un, e***x***ample, ***c***oura***g***e, ***g***rant, **c**ase, ta***x***, ***c***at, ***g***an***g***, **c**ourt, ***c***ry

IV. Reading rules of English "problem" sounds

1. A. Underline the sounds which should not be confused with sounds of your native language and then divide them into phonetic groups.

Window, question, cat, murder, law, how, whole, here, hat, who, dog, good, lord-lot, thick, thank, three, then, than, twin, sweet, walk, twelve, morning, evening, America, cinema, matter, runner, cap, leave, cup

B. Describe the pronunciation of the following words, paying special attention to the so-called «problem» sounds. Consult a dictionary to check yourselves. Repeat them after your teacher.

[i / i:]	[æ / e]	[u / u:]	[^ /a:]
live – leave	bad - bed,	full-fool	much-March
this – these	man – men	pull-pool	cut-cart
kill –keel	said-sad	to-too	come-calm
sin-scene-seen	lend-land	lose-loose	hut-heart
fill-feel	pen-pan	route-root	cup-carp
piece-peace	ten -tan	fox-forks	hum-harm

[t/d]	[k/g]	[n/n]	[v\w]
set-said	cold-gold	win-wing	vine-wine
late-laid	back-bag	thin-thing	verse-worse
latter-ladder	card-guard	sin-sing	vest- west
tear-dear	dark-dug	kin-king	veal-wheel

C. Choose the right word and read the sentences paying your attention to the pronunciation of "problem"-sounds:

1. A ... has seven days. He is very ... after the operation. (weak\week)
2. The knife is made of ... . It is unmoral to ... . (steal\steel)
3. To kill is a ... . He went to a ... of a crime. (sin\scene)
4. The king ... that his daughter was very ... . (sad\said)
5. They ... me the sum of money to buy a piece of ... . (land\lend)

6. Young people usually make .... when ... . (merry\marry)
7. If it is nice ..., we'll have good ... . (Vine\wine)
8. Your ... won't be ... . (worse\verse)
9. Do ...need ... ? (forks\fox)
10. Is this a ... to ... ? (sing\sin)
11. On the 8th of ... there is ... happiness everywhere. (march\much)
12. It was ... but the thief was going on to ... . (dug\dark)

V. Reading rules of English diphthongs

1. Read the following word combinations and sentences; list the diphthongs, explain and practise the reading rules of *diphthongs:*

- Take a place in the train to Wales.
- Out of sight, out of mind.
- The spoiled boy destroyed the toys.
- Nobody knows how lonely the road is.
- What have you found out about it?
- Come here, my dear.
- I dare swear Mary takes care of her hair.
- Poor jury.

2. Compose your own sentences to illustrate the reading rules of *diphthongs.*

VI. Reading rules and English phonetic processes

1. Read the following word combinations and sentences, explain and practise the reading rules of *«linking -«R»* and compose your own sentences to illustrate the phonetic rule.

- mothe**r a**nd father
- my teache**r a**nd me
- in the cente**r of** city
- my brothe**r or** father
- What colou**r is** it?
- The**re are** many books on the table.

2. Practise the following aspirated sounds [p, t, k] in the phonetic drills:

- Take a piece of paper, please.
- A black cat sat on a mat.
- Take the ticket to Tokyo.
- Ask Kate to take the cake.
- Peter Piper picked a peck of pickled pepper
  A peck of pickled pepper Peter Piper picked;
  If Peter Piper picked a peck of pickled pepper
  Where's a peck of pickled pepper Peter Piper picked?
- Don't trouble trouble
  Till trouble troubles you.

3. Explain the pronunciation of the underlined words, point out the phonetic processes.

- First **of all.**
- Most **of all.**
- It's a kind **of you**.
- Plea**s**e.
- Pe**ns**, please.
- Rea**d te**xts.
- The**se** are my ma**ps**.
- Se**nd T**ed.
- He loo**ked**.
- She ope**ned** it.

VII. English intonation

Describe the basic rules of English intonation using the following examples:

- My name is Helen.
- Send Alexander my map and book.
- Do you speak English?
- What's the English for «закон»?
- Is this a good or bad book?
- He is reading now, isn't he?
- I have lessons on Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.
- Good morning! How are you? — Fine, thanks. And how are you?

- Thank you very much. — Not at all.
- Sorry. Pardon.

REVISION

1. Consult a dictionary and try to read the following words according to the phonetic rules.

academy	constitution	matter	prison
arrest	desk	measure	rape
arson	evening	murder	safe
bench	flag	newspaper	save
bomb	gang	our	security
calendar	hobby	paper-clip	surname
cash	hour	part	table
cat	killer	pencil	witness
cell	map	photo	tale

2. These words are widely used as computer terms. Consult a dictionary and try to read them according to the phonetic rules.

Escape, computer, delete, click, internet, shift, home, end, top, page, www (wide world web), file, disk, up, space, system, insert, lock, print, gap, enter, screen, insert, web-site

3. A. Read the text paying attention to the right pronunciation of the words.

My surname is Kovalenko. I live in the centre of the city. I have got a mother, a father and younger sister. I am a student. I study law. Every day I get up early in the morning. Twice a week we have English lessons. I like them best of all.

- What is his name?
- Is he a student?
- He studies law, doesn't he?
- Does he have English or French lessons?

B. Explain the rules of English intonation and read the text again.

C. Give the phonetic analysis of the underlined words.

Part II

BASIC COURSE

Module 1 Unit 1

Text: Introducing people
Vocabulary in use
Language focus:

Word order in affirmative, alternative and negative sentences
Types of questions
Prepositions
The noun (articles, number, case)
Pronouns
The Present Simple Tense
Adverbs many/ much/ (a) few/ (a) little
There + to be
To be going to

Pre-reading tasks

1. It is your first English lesson. You want to know more about your new friends and to introduce yourself. Write your name in column and try to continue each letter with a word which accurately presents your personality. Use the Ukrainian-English dictionary if necessary.

***Be impartial!** Example:

N ice
I ndustrious
C lever
K ind-natured

2. Match the following English words and expressions with their Ukrainian equivalents

1	obvious	a	провалити спробу
2	unfortunately	b	правова держава
3	to fail during one's attempt	c	на жаль
4	to try one's luck	d	сутність професії юриста
5	the essence of the legal profession	e	усвідомлювати
6	to realize	f	очевидний
7	law-governed state	g	спробувати щастя
8	highly qualified	h	висококваліфікований

Reading tasks

1. Read and translate the text about Serhiy, a student in Ukraine.

Notes on the text:
first name — ім'я
second name — прізвище
lawyer — юрист

INTRODUCING PEOPLE

Good morning, ladies and gentlemen. Let me tell you a few words about myself. My first *name* is Serhiy and my *second name* is Petrenko. I was born in an old Ukrainian city of Chernihiv in 1985 in the family of *lawyers*. My father used to work* as a prosecutor, and now he is a judge in the Appellate Court. My mother is a private notary.

My family is not very large; it consists of seven people. I have a father, a mother, an elder brother, a grandmother and a grandfather. My brother works as a Security Service of Ukraine investigator in Kyiv, and my grandma and granddad are retired. They were not in legal profession; they worked as teachers at Chernihiv schools.

At school I enjoyed nearly all my subjects, but I liked the Humanities best of all.

So, you can see that after finishing school my choice was obvious — I decided to become a lawyer, too. I applied to Yaroslav the Wise National Law Academy of Ukraine in Kharkiv. My parents and my brother graduated from this higher education institution, and I have always dreamed to become a student there, too. Unfortunately, I failed during my first attempt, but decided to try my luck again in a year.

Meanwhile, I started my legal career and began working at the Prosecutor's Office in my native city. The year that I spent there helped me to understand the essence of the legal profession, and I enjoyed people who were in it more and more. I understood that a law-governed state needs highly qualified lawyers to put the legal reforms into effect, and I thought I would be able to contribute to it.

In a year I tried to enter the Academy again, and passed all my exams successfully. So, now I am a student at the Prosecutors' Training Institute of Yaroslav the Wise National Law Academy of Ukraine.

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* **Gr. note**: used to+verb позначає повторювану дію в минулому і перекладається як «колись», «бувало».

UNDERSTANDING MAIN POINTS

2. In the text there are a lot of examples connected with the family, school and legal profession. List them in the columns below and add three more examples of your own to each column.

Family	*School*	*Legal profession*

3. Ask and answer the following questions about Serhiy Petrenko.

1. What is his full name?
2. Where does he come from?
3. How old is he?
4. How many people does his family consist of?
5. What does he do? Is he a student?
6. Does he enjoy the people who are in legal profession?
7. What school subjects did he like best of all?
8. Why did he decide to enter the Law Academy?
9. How many foreign languages does he speak?
10. What is he going to do after the legal course at the Academy?

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*at, in, of, to, from*).

1) Every year many Ukrainian young people apply ... various higher education institutions.
2) My great wish is to enter ... Yaroslav the Wise National Law Academy of Ukraine.
3) Bill enjoys ... his free time when he is out of work.
4) John tells ... me that they agree to do the interview though they are studying ... their exams at the moment.
5) I am not very ambitious but I'd like to be good ... all the legal subjects ... the Academy.
6) My elder brother graduated ... the Medical University last year and started his medical careeras a surgeon.
7) My close friend says ... us that they failed during their first attempt and tried their luck ... a year.

8) Our team consists ... five experienced specialists.

5. Ask questions about your friends to get similar information. Fill in the chart about the three people (friends).

#	First/ Second name	Age	Town/ city/ Village/ country	Family -marital status -members	Occupation	Hobby	Ambitions
1.							
2.							
3.							

6. It's time for the role-play activity. Ask your partner questions to collect educational and professional information in order to complete your partner's EMIGRATION CONTROL CARD below.

EMIGRATION CONTROL CARD

Surname _____
First name _____
Marital status _____ **Male/Female** _____
Children _____

Date of birth _____
Place of birth_____
Present address _____

Qualifications _____**Occupation** _____
Passport No. _____ **Date of issue** _____
_____ **Date of expiry** _____

Post-reading tasks

1. Social English.

A. We say certain things at certain times. Match the following ones:

a. How do you do? (Very informal) 1. Bye!
b. How are you? 2. Nice to meet you!
c. Nice to meet you, Helen. 3. Sleep well!

d. Hello, John!
e. Good morning!
f. See you tomorrow.
g. Good night!
h. Hi!

4. Fine, thanks! How are you?!
5. Hello!
6. How do you do?
7. Hi, Mike!
8. Good morning!

B. Remember!

a. Cheers! (When you're drinking)
b. Bless you! (When someone sneezes)
c. Excuse me! (to get smb's attention)
d. Good-bye! (formal/informal)
e. Have a good weekend!
f. Thank you very much indeed! (formal/informal)
g. Make yourself at home/comfortable! (When a guest comes to your place)
h. I hope you enjoy our stay.

1. Thanks!
2. Thanks, same to you!
3. That's very kind of you!
4. Good health!
5. Yes, can I help you?
6. Bye-Bye! (informal) Get in touch with... (formal)
7. Thanks, O.K. (informal)/Not at all/ Don't mention it (formal)
8. That's very kind of you! Thank you!

2. Refer to the situations and make up dialogues. Use clichés of Social English if necessary.

- greet your friend(s);
- greet your colleagues in the firm;
- introduce yourself to the students in your academic group;
- introduce yourself to someone at a party;
- introduce your boss to your friends at a scientific conference;
- introduce your friends to each other;
- say good-bye to your friends/colleagues.

3. Write down the plan for the presentation of your personality.

4. Translate into English in writing.

Мене звуть Олег. Моє прізвище Короленко. Народився я в місті Золочів, що на Харківщині. Там і досі живуть мої батьки. Батька звуть Владиславом Миколайовичем. Йому 43 роки. Він — офіцер і вже майже 25 років служить в органах МВС. Мати — Оксана Петрівна. Їй 39 років. Вона працює приватним нотаріусом.

У мене є сестра, Оленка. Вона молодша за мене на 2 роки і поки навчається у школі. Ще в мене є дідусь і бабуся, які мешкають у

селі неподалік від нашого міста. Вони — пенсіонери. У суботу та неділю ми любимо їздити до них.

У нашій родині кожен любить та розуміє один одного.

Ще школярем я вирішив вивчати закон і отримати професію юриста, бо ми живимо в правовій державі. В Академії у мене багато друзів, які також бажають стати висококваліфікованими та ерудованими фахівцями, щоб зробити свій внесок по втіленню правових реформ у життя.

OVER TO YOU

1. Translate the following sentences into Ukrainian paying attention to the translation of DO-phrases.

1) My elder brother *does his morning exercises* every day because he wants to be strong and healthy!
2) When I was in London we went to the restaurant where they *did tasty dishes!*
3) The judge is so busy that he has no time *to do an interview.*
4) *What does she do?* — She is a lawyer.
5) What does she *do* in class? — She reads, writes and speaks English.
6) My son *does well* at school.
7) My neighbour graduated from the University and is *doing well* now.
8) «Oh! *Do* be careful!» said mother to her sons.
9) This investigator *does his best* to find a murderer.
10) *What does your husband do for his living*? — He works as a teacher. He *does lecturing* at the Academy.
11) *It is often done* when investigating crimes.
12) *That will do*!

2. Translate into Ukrainian giving the Ukrainian equivalents of the following English proverbs. Use them in short dialogues.

a. In Rome do as the Romans do.
b. What is done cannot be undone.
c. East or West, home is best.

LANGUAGE FOCUS

Word order in affirmative, alternative and negative sentences. Types of questions

1. Arrange the words in each sentence in the right order:
Example: *He/ a/ local/ judge/ court/ in/ a/ is.- He is a judge in a local court.*

1. profession/ they/ are/ in/ legal.
2. my/ notary/ private/ a/ mother/ is.
3. cousins/ my/ are/ prosecutor's/ assistants.
4. head/ the/ court/ of/ a/ is/ judge/ a.
5. second/ my/ name/ is/ Petrenko.
6. granddad/ are/ and/ retired/ grandma/ my.
7. an/ my/ is/ investigator/ brother.

2. Name parts of the sentence and make them interrogative and negative:

1. I am a student at the Law academy.
2. My father is a lawyer at the Prosecutor's Office.
3. Twice a week I have my legal class.
4. They are in legal profession.
5. My brother is an investigator at the Security Service of Ukraine.
6. He is a student at the Prosecutors' Training Institute.
7. My mother is a private notary.

3. Make up alternative questions about relatives and their professions, use the following words and word combinations.
Example: *Is your brother a notary or a judge?*

A lawyer, a teacher of Law, a jurist, a prosecutor, a judge, a criminal, an officer, an investigator, a notary, a criminal expert, a lawmaker.

4. Answer the following tag questions as in the example:
Example: *Her mother is a lawyer, isn't she? — No, she isn't, she is an engineer.*

1. His father isn't a criminal, is he? 2. They are jurors, aren't they? 3. Mary is a prosecutor, isn't she? 4. His brother is an investigator in

Kyiv, isn't he? 5. His name is Serhiy, isn't it? 6. His grandma is retired, isn't she? 7. They are students at the Prosecutors' Training Institute, aren't they?

5. Translate into English:

1. Мій брат — студент юридичної академії. 2. Скільки років вашому брату?

3. Хто ця жінка? — Вона моя мати. 4. Твоя сестра одружена? — Ні. 5. Її чоловік юрист? 6. Дозвольте відрекомендуватися. Мене звуть Сергій, моє прізвище Петренко. 7. Чим займається твій батько? — Він суддя. 8. Хто твоя мати?- Вона приватний нотаріус. 9. Мій брат слідчий у Києві, я теж хочу стати висококваліфікованим юристом. 10. Мої бабуся і дідусь не пов'язані з юридичною професією, вони вчителі.

6. Ask your partner, let him answer. Mind the use of the verbs *to be* and *to have*:

1. How many are you in the family? 2. What are your parents? 3. How many brothers or sisters do you have? 4.What is your brother or sister? 5.What is your friend's name? 6. How old are you? 7. How old is your friend? 8. You have a large family, don't you? 9. You are not married, are you? 10. Is your grandmother a pensioner?

7. Translate these imperative sentences into English and explain the word order.

1. Розкажіть про себе. 2. Пришліть мені факс. 3. Познайомтеся з моїм другом. 4. Відрекомендуйтеся. 5. Дайте мені сумку. 6. Вступайте до академії. Спробуйте цього року. 7. Подзвоніть викладачу.

Prepositions

1. Fill in the gaps with the correct preposition:

This is the Sheriff's Office in Mexico City. The sheriff is ...his desk. Lots of papers and books are ...the desk. Some photographs of «wanted» men are ...the office ...the walls. A clock is ...the Sheriff's head. A bunch of keys is...the cell...the wall. A coat stand is ...the Sheriff's desk.

2. Translate into English:

на дошці, у вазі, до академії, біля офісу, за столом, на землі, на полиці, у театрі, у бібліотеці, на станції, на стадіоні, у школі, на роботі, на занятті, на заводі, у прокуратурі, до суду, у кіно, у снігу, на підлозі, на траві, на півночі, на схід, о четвертій годині, на сході сонця, опівночі, у неділю, п'ятого березня, цього місяця, минулого року, наступного року, навесні, улітку, узимку, увечері, з весни, за годину, через два дні, через дорогу, по вулиці, по місту, по країні.

Articles

1. Fill in articles where necessary:

a) 1. My mother is... lawyer. She is at...work now. 2. They are...boys. They are...students. 3. This is ...beautiful story. 4 This is...house. ...house is so big! 5. ...Englishman's house is his castle. 6. She usually gives me...coffee and...cake. 7. I see...book in your ...hand. 8. This is my table. On...table I have...book, two...pencils, ...pen and...paper. 9. She has two...children. They are at...school. 10. Is your brother at...home?

b) 1. ...health is better than...wealth. 2. ...geese like to swim. 3. ...men and...women like sport. 4. ...love is blind. 5. These writers are...Americans. 6. ...mice are grey animals. 7. ...peace is ...universal problem. 8. He is ...honest man. 9. ...life is ...mystery. 10....wolves are animals.

c) 1. What is...weather like today? 2. ...sun is yellow, ...sky is blue. 3. ...earth is...planet.

d) 1. My younger brother gets up at 6 in ...morning because he goes to...school. 2. My friend usually goes to...bed early in...evening. 3. In...afternoon it is usually very warm, and we usually play in ...yard till late in...evening.

e) 1. I usually have...breakfast at 7 o'clock in...morning. 2. My brother always has...lunch at 1 o'clock in ...afternoon. 3. My parents have...dinner at 5 p.m. 4. My granny has ...tea at 6 p.m.

2. Answer the questions:

1. The Volga is the longest river of Russia, isn't it? 2. The Mississippi is an American river, isn't it? 3. Is London the capital of Great Britain? 4. Is the Congo in Asia or in Africa? 5. Is Rome the capital of Italy? 6. Berlin is the capital of Germany, isn't it? 7. China and India are the

greatest Asian countries, aren't they? 8. What countries are situated in the Middle East? 9. Is the Nile an African or American river? 10. The Lebanon is in Asia, isn't it?

The Noun (number, case)

1. Make sentences singular:
Example: *Those are new institutes. — That is a new institute.*

1. These countries are poor. 2. Those are heavy boxes. 3. Mice are grey. 4. The oxen are in the yard. 5. These heroes are known to everybody. 6. The children are at home. 7. These knives are sharp. 8. Those men and women are lawyers. 9. Don't take those files!

2. Fill in the blanks using the possessive forms of the nouns:

1. ...friend is at the counter (Al). 2....problems are interesting to any writer (people). 2. ... fiancée is serious (Mike). 3. The... skin is red (fox). 4. The...life is in danger (child). 5. The ...fur is grey (mice). 6. ...decisions are very different from women's (men). 7. Alison's University is a bit far from ...(Mike).

3. Change word-combinations using the possessive forms of the nouns:
Example: *The book of my friend. — My friend's book.*

1. The questions of the professor. 2. The parents of Serhiy Petrenko. 3. The poems of Pushkin. 4. The new office of lawyers. 5. The life of this woman. 6. The documents of the investigator. 7. The uniform of the policemen. 8. The lawyers of the Appellate Court.

Pronouns

1. Replace the nouns by the personal pronouns in the Nominative or Objective Case:
Example: *The teacher explains a new law. — He explains a new law.*

1. *The film* is very interesting. 2. *My sister* works in court. 3. We usually listen *to the professor* with great interest. 4. Put *the documents* on the shelf. 5. On my way home I often meet *my teacher* and tell him about *my study*. 6. *The policemen* are in danger.

2. Say that people do something themselves, using reflexive pronouns:
Example: *I usually prepare my law reports... — I usually prepare my law reports myself.*

1. She cooks breakfast...2. The chief inspector went to Kiev...3. The prisoners built the bridge...4. The professor performed the operation... 5. This investigator usually types documents...6. Irene makes an expert examination...

3. Replace the nouns in the Objective case by possessive pronouns:

1. This woman's name is Marry. 2. That man's suitcase is so big! 3. The students' knowledge is poor. 4. The mouse's tail is long. 5. Our professor's advice is useful. 6. Our friends' dream is to become prosecutors.

4. Put into the plural, pay attention to the form of demonstrative pronouns:

1. This is our application form. 2. That is my case. 3. That is a criminal. 4. This is our teacher. 5. That is a department of the Procurator's Office. 6. Is that a new bank? 7. Is this an investigator?

The Present Simple Tense

1. Make the following sentences interrogative and negative:
Example: *My niece dreams to become a prosecutor. — Does my niece dream to become a prosecutor? My niece doesn't dream to become a prosecutor.*

1. My father works as a prosecutor. 2. During the break he often meets his lecturers. 3. They want to be judges. 3. An investigator usually uses a deductive method. 4. Water freezes at 0 °C. 5. We often have chance to see each other. 6. She often says «Don't go to the pub!» 7. We always understand each other well.

2. Put the verb into the correct form:
Example: *He (to specialize) in Slavonic languages. — He specializes in Slavonic languages.*

1. She (not/ to work) as a lawyer, she is a student. 2. A policeman usually (to stop) cars in the street. 3. The Sun (to rise) in the East. 4. My elder brother (to learn) English. 5. It often (to rain) in England. 6. He

(not/ to want) to become an investigator. 7. We (not/ to have) much time. 8. I (to want) to develop my own operation system. 9. He (to major) in law.

3. Put questions to the italicized words:
Example: Her aunt lives *in London*. — *Where does her aunt live?*

1. My father works *in court*, he is a prosecutor. 2. My sister is a student, she studies *at the University of Hertfordshire*. 3. We usually read *periodicals* in the library. 4. My aunt teaches *Law*. 5. I play computer games *after classes*. 6. Her parents always give her *useful advice*. 7. He often visits *performances* with his fiancee.

4. Translate into English:

1. Де ти працюєш? Де працює твій батько? 2. Він не працює у прокуратурі, він — студент. 3. Що ви робите після уроків? 4. Він хоче стати слідчим. 5. Ви хочете стати юристом? 6. Моя мати викладає право. 7. Де працює цей хлопець? — Він технічний секретар у прокуратурі.

Many, much, (a) few, (a) little

1. Translate into English:

a) багато юристів, багато днів, багато хлопчиків, багато роботи, багато книжок, багато снігу, багато років, багато знань, багато молока, багато статей, багато свідків, багато інформації; b) мало чаю, мало вікон, мало світла, мало кави, мало солі, мало друзів, мало квітів, мало паперу, мало інформації, мало снігу, мало радості.

2. Insert
a) many *or* much:

1. There is...snow in the street. 2. I don't have ..exams this winter. 3. She has...work to do. 4. Don't hurry. You have...time. 5. There are...papers on the table. 6. ...of her advice is useful. 7. There are... professors in the staff. 8. Do you have...mistakes in your test?

b) (a) little *or* (a) few:

1. I have ...money left, so I can't buy this coat. 2. I have...information and...evidence. 3. She makes...mistakes in her speech. 4. I have...money, so we can go to the cinema. 5. That girl works too..., that's why she knows nothing. 6. Let me tell you...words about myself. 7. The hall is almost empty, there are...people in it. 8. I'd like to say...words about my journey.

There + to be

1. Make the following sentences interrogative and give short answers:
Example: *There are 26 universities in our city. — Are there 26 universities in our city? There aren't 26 universities in our city.*

1. There is no telephone in this room. 2. There is much snow in the street. 3. There are no lawyers in my family. 4. There are a lot of professors among our teachers. 5. There are few criminals in this district. 6. There are a lot of witnesses of the shoplifting. 7. There is much dirt on your shoes!

2. Insert *there is* **or** *there are*:
Example: *...a lot of documents in the drawer. — There are a lot of documents in the drawer.*

1. ...some chocolate and a piece of cake on this plate. 2. ...no fruit at home. 3. ...good news for you! 4. ...some money in my purse. 5. ...some useful information on the automatic machine. 6. ...some assistant professors in the committee. 7. What kind of books ...there on the table?

3. Translate into English:

1. Які документи на столі? 2. В академії багато професорів? 3. Скільки хлопців та дівчат у вашій групі? 4. У неї тут багато цікавих статей з криміналістики. 5. Недалеко від нашого гуртожитку є лікарня. 6. У цьому тексті є нові юридичні терміни. 7. Праворуч від академії — прокуратура. 8. У доповіді багато важливих фактів.

To be going to

1. Translate into Ukrainian:

1. I am going to become a prosecutor.
2. She is going to make a law report tonight.
3. They are going to become good specialists.

2. Say what people are going to do:

I	am	work at the Procurator's Office	next year
We	are going	visit our friends	tomorrow
They		prepare for an exam in Civil Law	tonight
My friend		is learn French	soon
His sister		arrange a party	tomorrow evening

3. Translate into Ukrainian:

1. Я збираюся готуватися до конференції сьогодні ввечері. 2. Що ви збираєтесь робити завтра? 3. Коли ви збираєтесь працювати над доповіддю з кримінального права? 4. Я збираюся стати гарним спеціалістом. 5. Ми не будемо розмовляти з його адвокатом завтра, ми будемо опитувати свідків.

Module 1 Unit 2

Text: Appearance and Character
Vocabulary in use
Language focus:

The Present Continuous Tense
The Numeral
The Adjective. Degrees of comparison
Pronouns some/ any/ no
The Present Perfect Tense
Word formation

Pre-reading tasks

1. Mark these statements T(true) or F(false) according to your opinion. Prove your idea.

1. Everyone wants to be attractive.
2. Most beautiful people are unhappy.
3. Attractive people are usually intelligent.
4. Ugly people aren't happy people.
5. A plain face is easily forgotten.
6. It's difficult to be always good-looking.
7. A fat person can't be happy.
8. Frown people are bored.

2. Match the following English words and expressions with their Ukrainian equivalents.

1	wanted	a	озброєне пограбування
2	armed robbery	b	заради Бога
3	complexion	c	у тюремних камерах
4	the suspect	d	підозрюваний
5	big white staff	e	велика біла палиця
6	for God's sake	f	питання, справа
7	matter	g	розшукується
8	in cells	h	колір обличчя

Reading tasks

1. Read the text and pay attention to the words describing appearance

Note on the text:
«Neighbourhood watch» — «Сусідський контроль» (Neighbourhood Watch is the best known and most effective example of the community working together to prevent crime, reduce the fear of crime and improve quality of life. Over 155,000 Neighbourhood Watch schemes operate throughout the United Kingdom covering up to 25% of all households.
The concept of Neighbourhood Watch was brought back to the UK in 1982 from the United States by a group of police officers who had visited Chicago. The first scheme was set up in the village of Mollington in Cheshire in response to a spate of burglaries and was an immediate success. Good news travelled fast and surrounding areas were quick to adopt the idea. Growth throughout the 1980s was dramatic establishing Neighbourhood Watch countrywide. It is now the largest voluntary organisation in the UK.
Neighbourhood Watch schemes can be large or small. They are generally led by a volunteer co-ordinator whose job is to get people working together and make sure things get done. As well as the co-ordinator there is usually a committee who meet regularly to plan which problems to target and what action to take. Schemes keep in close touch with the local police to share information and advice.)

«Well, well, what do we have here...,» Tim Wisdom is opening his favourite daily newspaper «The Gazette».

He usually reads it every evening. Now he is sitting on the sofa on the ground floor of his cottage and looking through the headlines. There seems to be nothing particularly interesting in this issue. «I have already read all the titles, and there is no article to spend the evening with,» Tim thinks sadly. But suddenly huge letters attract his attention: WANTED. As an active «*Neighbourhood Watch*» member, Tim has always been interested in such materials. He studies the article carefully.

«Wanted for armed robbery. 23 December, Ealing Broadway trade centre. At 4.25 p.m. the suspect entered the pet shop armed with a big white staff and demanded, «Give me two kilos of deer food, or else!..» Then he disappeared in the crowd. The suspect is described as a white male, age unknown, medium height, well-built. Round face, fair hair, bushy eyebrows, pale complexion. Prominent red nose, full lips, plump

cheeks, massive chin. Heavy bearded. He was dressed in red gown with white fur, red hat and gloves.

If you have any information about the suspect, contact the Police immediately.»

«Mr. Sanders?» an idea appears in Tim's mind, «But no, his face is not round, it's rather square. This is Jim Redford from Park Lane! But... His lips are thin, and his nose is hooked. And, for God's sake, what does he need the deer food for?!»

«I have a good idea,» Tim says to himself, «I am going to walk along the streets and watch for the strangers. No, I have a better idea, really the best one! I am going to discuss the matter with the friends in the pub!» With these words Tim leaves the house and suddenly sees the suspect right near the opposite house! Mr. Wisdom grabs the man, disarms him, puts him in his car and takes him to the police station.

AN HOUR LATER. «Sergeant Reeves!» the voice of constable Dobson is very serious. «Neighborhood Watch» activist Wisdom has arrested five suspects.»

«And?..»

«And we are having now five Santas in our cells! This Christmas joke of «The Gazette» was the most stupid one!»

2. In the text there are a lot of examples connected with a verbal personal physical description. List them in the columns below and add three more examples of your own to each column.

Sex	Race	Figure/Height	Face	Hair/ Bearded	Peculiarities

UNDERSTANDING MAIN POINTS

3. Answer the following questions:

1. Why is an identification important in police\militia?
2. Why does Mr. Wisdom consider Mr. Sanders not to be the wanted person?

***Gr. note:** Subjective infinitive construction перекладається як «здається, що...»

3. Why was Mr. Redford not identified as the suspect?
4. Why does Constable Dobson consider the Christmas joke to be the most stupid one?

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*with, in, on, by, of, to, for,* Ø).

1. The portrait parle was devised ... Alphonse Bertillon.
2. An identi-kit may be transmitted by telegraph ... other agencies.
3. My neighbour is wanted ... armed robbery.
4. The reference to fingerprints as 'the prints from man's hands can be found ... the Bible.
5. The students of Law Academy of Ukraine are very interested ... the records.
6. What does he look like? — The victim was described as a black female ... a middle size with a pimpled face and dyed hair.
7. The policemen were walking along the central street of the town and watching ... the strangers very carefully.
8. That evening a wanted man armed ...a gun walked into Foxy's wine store and got away with $3, 000.
9. There was an expression of surprise ... his face.
10. The thief grabbed ... the rope, but missed and fell to his death.

BUILD UP YOUR VOCABULARY

5. A. What kind of information should be obtained (if possible) for a complete description of a person in the process of identification? List them filling in the chart, use topic vocabulary if necessary.

Points	Description (choice)
1. Sex	Male / female
2. Age	
3. Race/nationality/colour	
4. Height	
5. Figure	
6. Face / forehead	
7. Hair / bearded/ moustaches	
8. Eyebrows / eyes / lashes	

9. Nose	Straight/hooked/flat/aquiline/snub-nosed
10. Chin/ jaw	
11. Mouth/ teeth/ lips	
12. Neck	
13. Ears	Big / small/ lop-eared
14. Arms, hands and fingers	
15. Legs and feet	
16. Fingerprints	Arches / whorls/ loops
17. Physical defects	
18. Clothing	
19. Blood	Type
20. Peculiarities	
21. Behavioral characteristics	
22. Name	
23. Characteristic	+ Sociable, calm, composed, just, industrious, clever, intelligent, capable, devoted, strong-willed, attentive, witty, gentle, easy-going; - unkind, ill-natured, cruel, insensible, envious, selfish, boring, tactless, fussy, dishonest, coarse

B. Ask questions about any person to get similar information. Fill in the chart with the information concerning the suspect presented in the text and your own suspect.

Points	**Description of the Person**	
	The Suspect from the text	**Your Suspect**
1. Sex		
2. Age		
3. Race/nationality/colour		
4. Height		
5. Figure		
6. Face / forehead		
7. Hair / bearded/moustache		

8. Eyebrows/ eyes/ lashes		
9. Nose		
10. Chin/ jaw		
11. Mouth/ teeth/ lips		
12. Neck		
13. Ears		
14. Arms, hands and fingers		
15. Legs and feet		
16. Fingerprints		
17. Physical defects		
18. Clothing		
19. Blood		
20. Peculiarities (characteristics)		
21. Name		

6. Find in the text:

a) antonyms for the following words:

to appear	female	hollow cheeks	thin eyebrows
to arm	known	blooming complexion	straight nose

b) synonyms for the following words:

a daily number, a heading, chubby cheeks, to catch, merrily, sallow complexion

Post-reading tasks

1. Describe any person sitting next to you or anyone of your fellow-students and other students must listen to your description and guess the name of this person. Use words from the text including such lexical patterns as:

- seems
- looks like
- to take after
- appears
- to be as like as two peas
- to look alike
- strikes me
- Who/What does he look like?

2. Computer Dating Information Form.
Ask your friend any questions (and write them down) about desirable appearance and characteristics of his/her future partner (wife or husband).

3. Translate into English in writing

Розшукується Криводід Миколай Олександрович, 1968 року народження, народився у м. Одеса, національність — українець.

Його прикмети: зріст 187см, міцної статути, волосся чорняве, кучеряве; зачіска коротка, шия тонка, довга; ніс кирпатий, очі сірі, може носити окуляри.

Був одягнутий у джинси, чорний светр та піджак, шкіряну куртку темно-зеленого кольору, чорні шкіряні черевики.

BUILD UP YOUR VOCABULARY

4. What methods of investigation which are used in the process of detection do you know?
Match each of these words with the correct definitions: use the Ukrainian equivalents in brackets below (if necessary):

a) identification	1.a set of pictures of different features that can be fitted together to form the face of a person
b) identi-kit	2. a person's particular style of writing
c) voiceprinting	3. a process of taking somebody's fingerprints
d) fingerprinting	4. a process of making a distinctive spectrographic pattern of a person's voice
e) photography	5. a process of identifying
f) handwriting	6. a process of taking a photo
g) portrait parle	7. a verbal picture or description of a human body
h) artist sketch	8. a process of drawing a sketch of somebody

(розпізнавання або встановлення особи; словесний портрет; фоторобот; ескіз художника; знімання відбитків пальців; фото; запис голосу; почерк)

5. Physical Appearance and Description. Complete the following questionnaire in pairs. Then compare the results in groups.

1. When you first meet somebody, what do you look at first?
   a. their hair;
   b. their face;
   c. their eyes;
   d. their mouth;
   e. the clothes they are wearing;
   f. the back of their body;
   g. the front of their body;
   h. other (please specify).
2. Which of the following will make you think most positively about someone?
   a. They are attractive;
   b. They are well-groomed;
   c. They are smiling;
   d. They look interesting;
   e. other (please specify).
3. Which of the following will make you think most negatively about someone?
   a. They aren't good-looking;
   b. They are frown;
   c. They are smiling;
   d. They look strange;
   e. other (please specify).
4. Think of two people that you find unusual and striking. What is the most physically unusual and striking thing about them?
5. Think of two people that you find very attractive. What is the most physically attractive thing about them?
6. Think of two people that you find very suspicious. What does a common thief/murderer/terrorist look like?

OVER TO YOU

1. Read, translate into Ukrainian and prove that the proverbs have sense.

1. The face is the index of the mind.

2. Never judge by appearance.
3. A man is as old as he feels, and a woman is as old as she looks.

2. Which of the following parts of the body can go with these verbs? One verb often goes with more than one part of the body and vice versa.

1. head	a. wave
2. fist	b. incline
3. finger	c. clench
4. hands	d. point
5. arms	e. wiggle
6. legs	f. wag
7. eyebrow	g. fold
8. hand	h. hunch
9. shoulder	i. shrug
10. hips	j. nod
11. teeth	k. raise
12. ear	l. cross
	m. shake

3. Metaphors from the body. Match the pairs:

1. head	a. of the law
2. long arm	b. for fighting
3. hand	c. of the company
4. heart	d. of Fate
5. no stomach	e. of the matter

4. Make up a dialogue with your partner and play it in pairs or write a letter in which you ask your friend to meet your sister in the airport and give her description. The problem and danger is that she is much alike with a wanted criminal arriving and landing at the same time that makes it difficult to recognize her.

LANGUAGE FOCUS

The Present Continuous Tense

1. Make the following sentences interrogative and negative:
Example: *The police are making inquires now. — Are the police making inquires now? No, the police are not making inquires now.*

1. He is opening his favourite newspaper. 2. He is sitting on the sofa and looking through the headlines. 3. Look, the suspect is entering the pet shop. 4. They are discussing the matter with the friends in the pub. 5. The officers are disarming the suspect. 6. Now we are having five Santas in our cells!

2. Put questions to the words in italics:
Example: The deputies are discussing *the new bill.* — What are the deputies discussing?

1. The suspect is wearing *the red gown with white fur, red hat and gloves.* 2. They are discussing the details of the crime *in the office*. 3. The policemen are bringing the accused *out of the courtroom*. 4. The reporters are interviewing *the criminal*. 5. Mr. Wisdom is taking *the suspect* to the police station. 6. He is looking *rather strange*: prominent red nose, full lips, plump cheeks, massive chin, heavy beard.

3. Choose the correct form (Present Simple or Present Continuous):
Example: *Listen, the judge (announces/ is announcing) the sentence.* — *Listen, the judge is announcing the sentence.*

1. I don't understand him, he (is demanding/ demands) two kilos of deer food.

2. Experts (examine/ are examining) the fingerprints. 3. Huge letters (attract/ are attracting) his attention: WANTED. 4. Tim (leaves/ is leaving) the house and suddenly (sees/ is seeing) the suspect right near the opposite house! 5. I (have/ am having) a better idea, really the best one! 6. The clerk (checks/ is checking) the copies of the documents.

4. Translate into English:

1. Дивись! Підозрюваний вибігає з магазину і кричить щось. 2. Невідомий білий чоловік з бородою тримає гаманець у руці. 3. Що ти робиш? — Я читаю свою улюблену газету. 4. Це телефонує активіст Віздом, він тримає підозрюваного та веде його до дільниці. 5. Сержант Рівз та констебль Добсон роззброюють злочинця. 6. Тепер ми маємо п'ятьох Санта Клаусів у в'язниці!

The Numeral

1. Read and write the cardinal numerals in words:

a) 3; 13; 30; 4; 14; 40; 5; 15; 50; 2; 12; 20; 8; 18; 80;
b) 21;82; 35; 44; 33; 55; 96; 67; 79; 41; 53; 22;
c) 143; 258; 414; 331; 972; 568; 441; 999 230;
d) 1 562; 3 013; 5 612; 9 444;
e) 234 673; 569 034; 11 390; 456 190; 556 782;
f) 1 232 585; 35 890 562; 352 789 209.

2. Form, read and write the ordinal numerals in words:

a) 7; 4; 8; 9; 5; 12; 3; 2; 1; 13; 15; 11; 10;
b) 20; 21; 30; 32; 40; 43; 50; 54; 60; 75; 80; 98;
c) 100; 120; 125; 200; 230; 231; 300; 450; 563; 892.

3. Read and write in words the following dates:

9.03.1814; 22.04.1941; 9.05.1945; 23.11.1928; 30.11.1982; 1.12.1991; 31.10.1999.

4. Do the sums:

3 + 4 =	12 x 13 =	195 — 70 =	54 / 9 =
14 + 15 =	6 x 7 =	16 — 9 =	45 / 9 =
18 + 19 =	6 x 6 =	17 — 8 =	24 / 3 =

5. Read and write in words the following fractions:

1/7 1/5 1/9 1/15 2/5 4/7 9/23 2 5/7;
3,5 1,1 0,1 52,51 0,302 132,054.

The Adjective. Degrees of comparison

1. Write the comparative and superlative of the following adjectives:

a) white, great, active, fine, brave, deep, short, round, fair, pale, thin, full;
b) hot, fat, bushy, big, easy, dry, dirty, silly, happy;
c) old, far, good, bad, little, much, many;
d) reliable, interesting, important, useful, efficient, difficult, applicable, certain, appropriate, ambitious, relevant, consistent, satisfactory.

2. Compare three suspects: here are some adjectives about their appearance. Write at least ten sentences using the degrees of comparison of adjectives if possible.
Example: *Mr. A is taller than Mr. B. Mr. C is the tallest of all/the three. Mr. A is not as (so) tall as Mr. C.*

	MR. A	MR. B	MR. C
Height (tall/ short)			
Face (round/ square)			
Complexion (pale/ dark)			
Chin (massive/thin)			
Nose (prominent/ straight/ hooked)			
Hair (fair/ dark)			
Built (slim/ average/ stout/ slender)			

3. Here are the beginnings and ends of some traditional expressions with as ... as. See how many expressions you can put together correctly. Make up sentences with them.

AS:			AS:		
black	cold	flat	a beetroot	gold	
good	green	hard	grass	the grave	
old	pretty	quiet	the hills	ice	iron
red	thin	warm	night	a pancake	
white			a picture	a rake	
			a sheet	toast	

Pronouns some/ any/ no

1. Translate the following sentences into Ukrainian and explain the use of *some, any*:

1. There is some interesting information in the newspaper. 2. If you have any information about the suspect, contact Sergeant Reeves immediately. 3. Some people don't like police. 4. Please give me any information on this matter. 5. Do you have any friends in this town? 6. There aren't any jokes in the «Gazette». 5. I don't think we have any time left. 6. Please tell me any idea you have.

2. Fill the blanks with *some* **or** *any*:

1. Do you learn...foreign languages? 2. Do you have ... suspects? 3. Please take ...magazine you like. 4. There aren't ... interesting articles in the newspaper. 5. Do you have...lawyers in the family? 6. There is ...useful information in this document.

3. Translate the following sentences into English:

1. У мене немає жодної думки щодо злочину. 2. Цей підозрюваний має риси злочинця: кругле обличчя, русяве волосся, прямий ніс, повні губи, борода? 3. У вас є питання? — Так, кілька. 4. Я дивлюсь газету і бачу, що тут немає цікавих статей. 5. Деякі з цих статей дуже важливі для роботи судді. 6. Він має якусь зброю?

The Present Perfect Tense

1. Make the following sentences interrogative and negative:
Example: *I have already told you the whole story! — Have you told me the whole story yet? — I have not told you the whole story yet!*

1. I have already read all titles. 2. I have already questioned three witnesses but I haven't got any useful information. 3. I have got some information about the suspect. 4. He has lived here all his life. 5. We have already arrested five Santas. 6. He has just disarmed him! 7. The police have found stolen things.

2. Put questions to the words in italics:
Example: The policeman hasn't told *the criminal* of his right to remain silent or to have a lawyer present during questioning. — *Who hasn't policeman told of his right to remain silent or to have a lawyer* present during questioning?

1. They have taken the suspect *to the police station*. 2. He has looked through *all articles* in the paper. 3. I have already discussed *the matter* with friends in the pub. 4. They *have just left* the house. 5. Mr. Wisdom has just telephoned and informed *of another 2 suspects*. 6. He has just become a *«Neighbourhood Watch» member*.

3. Read the situations and write sentences as in the example. Use these verbs:

lose break go up cut improve

Example: *Mike is looking for her purse. He can't find it and is very nervous. — He has lost it.*

1. Margaret can't walk and her leg is in plaster. It hurts very much. 2. Maria's English wasn't very good. Now it is much better. 3. Tim didn't have a scar on his cheek last month. Now he has a scar. 4. This morning I was expecting a letter. Now I have it. 5. Last week the bus fine was 6$. Now it is 10$.

4. Translate the following sentences into English:

1. Ми вже прочитали про активіста Віздома. 2. Він затримав та роззброїв п'ятьох Санта Клаусів! 3. Він працює над цією справою вже три тижні. 4. Слідчий нарешті надав речові докази. 5. Вона вже розповіла про жарт у газеті. 6. Сержант Рівз вже зателефонував і розповів мені про справу.

Word formation

1. Say a) which parts of speech the following words are; b) from which parts of speech they are built:

headline, sadly, neighbourhood, watch, carefully, broadway, wanted, unknown, to disappear, well-built, eyebrows, suspect, immediately, to disarm, activist, constitution, agreement, speaker, lawyer, illegal, homework, courtroom, newspaper, initiative, kingdom, criminal.

2. State the function and the meaning of prefixes, translate into Ukrainian:

a) unlawful, unmarried, injustice, improper, inadmissible, impossible, irresponsible; b) discovery, to disclose, to disrespect, to misunderstand, to misuse, to misinform; c) to reread, to redirect, to oversleep, to overwork, to cooperate.

Module 1 Unit 3

Text: Travelling to the UK
Vocabulary in use
Language focus:

The Present Perfect Continuous Tense
The Past Simple Tense
The Future Simple Tense

Pre-reading tasks

1. A. Discuss the following questions:

a. Do you like travelling?
b. What means of transport do you prefer?
c. How often and where do you travel?

B. Which of the following statements attract you best of all?

1. Tourism is a waste of everybody's time.
2. It is impossible to educate people to be good tourists.
3. Sightseeing makes us better people.
4. The best way to have a good rest is visiting the place where you haven't been before.
5. The best way to travel is on foot, because it's impossible to «feel» the place from a window.
6. I would be afraid of going to study abroad.

2. Match the following English words and expressions with their Ukrainian equivalents.

1	terminal	a	носій в аеропорту
2	flight	b	місце для багажних візків
3	lounge	c	термінал
4	trolley collection point	d	зал очікування
5	to complete paperwork	e	завершити оформлення документів

6	skycap porter	f	номер, шифр
7	luggage	g	багаж
8	reference number	h	політ, рейс

Reading tasks

1. Read the text to understand what information is of primary importance or new for you:

Notes on the text:
Entry Clearance — дозвіл на в'їзд до країни
officer — тут: службовець
Skycap porter: Skycaps provides portering at the UK's foremost airports, Heathrow and Gatwick. Operating this service on behalf of BAA, Skycaps provides liveried porters for VIPs, commercially important people or celebrities, holiday tour operators and individual members of the public. Skycaps provides up to 1200 portering movements a day between London's two major airports. Skycaps provides a «Meet & Greet» service at both Heathrow and Gatwick Airports. Passengers arriving in the UK can either be met in the baggage reclaim hall or arrivals hall and escorted to their chosen mode of transport.

TRAVELLING TO THE UK

After you have made your decision to come to the UK to study you will need to make final arrangements, which will include, in most cases, obtaining a Visa. Apply for your visa as soon as possible — this procedure will take some time, especially during the summer months. Each year many students are unable to study in the UK because they did not leave enough time for visa applications.

The documents you need in order to enter the UK depend on your country of origin. It is important to find out whether you need permission to enter the UK as a student. The UK Visa web-site (http://www.ukvisas.gov.uk) will tell you the current information about whether or not you need a visa to enter the UK and if so how to apply for one.

An entry clearance certificate (or a visa) is a sticker placed in your passport at your local UK visa office/British High Commission, British Embassy or Consulate and demonstrates that an entry clearance officer

understood that the passport holder has the right to enter the UK for the purpose and the period stated on the certificate. If you hold a visa/ an entry clearance certificate your passage through immigration on arrival in the UK will normally be smooth.

There are two types of visa: multiple entry and single entry. Imagine that your course of study lasts six months or less: in this case you will be granted a maximum of six months' permission to stay in the UK. If you know that you will want to travel out of the UK and return during this time (for a holiday for example), apply for a multiple entry visa before you leave for the UK.

You will to apply to the *Entry Clearance Officer* (ECO) or Visa Officer at your nearest British Embassy, High Commission or Consulate and complete a special form. All the documents that you will produce to accompany this form must be originals. There is a charge for all types of entry clearance.

Whatever the type of entry clearance you require, the Entry Clearance Officer will usually ask you to complete an application form and will sometimes interview you.

When you arrive in the UK*, an immigration officer puts a stamp in your passport with the length of time you have permission (or «leave») to stay in the UK. Normally this is for one year, although it is possible for the Immigration Officer to give you permission to stay for up to three years.

Most of international students arrive at* one of London's major international airports, usually Heathrow, but if you travel from Europe, you will sometimes arrive at Gatwick.

Immigration Control. Gaining entry into the UK is a time consuming process. After completing the necessary paperwork in immigration, passengers usually reach the Arrivals Lounge 40-60 minutes after their flight has landed. Please ensure that all your necessary documentation is easily available. Signs indicate which Passport Control desk you will approach: either European Community Passport Holders, or Other Passport Holders. The Immigration Officer sometimes asks you some questions, but if you have all your documentation to hand, you will not have any difficulty. If you have problems with your English then you have the right to ask for an interpreter.

***Gr. note:** to arrive in a country, city; to arrive at town, station, airport

The stamp then entered on your passport will show that:

• you have entered the UK, on a specific date, for the purpose of full-time study;

• you have permission to stay a stated length of time;

• you are required to register with the Police, or not.

As a full-time student, you will normally get permission to remain in the UK for 12 months. If your course is longer than the period granted, then you will need to extend your stay later. If you get permission to stay for only a short period, it is likely that the Immigration Officer will ask you to provide further evidence to the UK Home Office, before you are given permission to remain in the UK for a longer period of time.

After you arrive in the UK it is important that you comply with the immigration rules, so that you can complete your course of study. The immigration officer may have put a stamp or sticker in your passport telling you that you are required to register with the police. If your husband, wife or child entered the UK with you, they sometimes have a similar stamp too. If this is the case, you will need to register with the police within 7 days of your arrival in the UK.

Going through Customs. After passing through Passport Control, you need to go to the Baggage Reclaim area. Free trolleys are available to make it easy to carry your luggage. At Heathrow and Gatwick airports blue-uniformed *Skycaps porters* are available to help you with your bags. There is a charge of J7 for up to 7 items of luggage for this service. They are normally around to help at Trolley Collection Point. It is possible to pre-book a Skycap Porter to help with your luggage. Again there is a charge for this service. Information they require includes your names, travel details and credit card number. They will give you a reference number, which you will need to tell the Porter who meets you at the luggage collection point.

After you have collected your luggage you need to go through the Customs Hall. There are three channels:

RED — Items to declare

GREEN — Nothing to declare

BLUE — Arrival from a European Country

You should check before you leave home what can or cannot be brought into Britain. Such information is also available at British Embassies, High Commissions and Consulates abroad. If you are in any doubt you should take the RED channel and ask for advice. You may be asked to open your luggage for inspection in the Customs

channel. If requested, you must open, unpack and repack your luggage.

In order to get to London use the underground service from Heathrow (Piccadilly Line from Terminal 1, 2 or 3, journey time — 40 minutes) or use the Gatwick Express Airport Rail Link (30 minutes). A taxi from Heathrow into London will cost from J40 and the journey time is about 60minutes. The taxi fare from Gatwick to London will cost from J55 and the journey takes 80 minutes.

2. In the text there are a lot of instructions how to avoid problems when traveling abroad. Underline all the information you didn't know before reading the text. Write a plan of the text and share your knowledge with your friends following it.

UNDERSTANDING MAIN POINTS

3. Use a dictionary and give explanation for each of the following word combinations:

1) entry clearance;
2) British High Commission;
3) embassy;
4) consulate;
5) an entry clearance officer;
6) visa;
7) immigration Control;
8) multiple/ single entry;
9) UK Home Office;
10) customs.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*at, with, for, on, from, through, in, to*)

1. People smuggling illegal goods usually like to pass ... customs in the middle of the queue.
2. The investigator arrived ... the station just in time to catch the train.
3. I'm just going to San Francisco International Airport but my answer depends ... when I'll have a flight tomorrow.

4. A strange woman entered ... the room and closed the window.
5. If it is your first trip you should apply ... Customs officers ...the necessary instructions.
6. Has the immigration officer put the stamp ... your passport?
7. When he arrived ... Kharkiv, he asked the way ... the National Law Academy.
8. When travelling be careful and comply ... the rules!
9. After you have collected your luggage ... the conveyor belt you need to go ... the Customs Hall.
10. The taxi fare ... Borispol ...Kyiv is high enough.

5. Imagine that you are 2 passengers sitting next to each other on a long flight. Spend 2 or 3 minutes presenting some details about you. Be ready to ask him/ her questions about himself/ herself.

6. Some your English friends are planning to visit your city and surroundings in three month's time what pieces of advice you would give to them. Find out the important information for traveling, use the text if necessary.

1. Do they need a visa?
2. What are the best souvenirs to buy/to bring?
3. What's necessary to know in order to pass through customs at international airports?
4. Will you specify others?

Post-reading tasks

1. Social English.

A. Questions and Inquires

I would be glad to know...
Please, let me know....
We hope that you'll inform ....
I wonder, if ...
In accordance with law I request ...
Where can I (see the schedule) /(check my luggage)/ (Leave my bag)?
I'm interested in...
Could you help me?
May I do smth.?
How can I get to...?

B. Thanks
It's very kind of you
Thank you for doing smth.
I am most grateful to you for helping me.
Thank you very much.

2. **Your foreign friend has been studying at a Law college in Ukraine. He/She'll finish the course at the end of this month and wants to go sightseeing around Ukraine. Help her to apply to a travel agency. Make up sentences using the following list of words and word combinations:**
to apply for a visa
to complete an application form
to be available
to require the necessary information
to comply with
to provide
to go through the Customs
to pack your luggage
to declare
to buy
to pay in cash
to take a flight/ the flight is full

OVER TO YOU

Only in London there are three airports. Heathrow is London's major airport. Over 40 mln people pass through it every year. There are many robberies from passengers' luggage at the airport; that's why sometimes it is called «Thiefrow». With your partner discuss the following statements about the crimes happened at the airport.

1. Most thieves are young men.
2. Most thefts take place late at night.
3. Very few thieves are arrested.
4. The average stealing takes about 5 minutes.
5. At any time you may become a victim of a pick-pocket, a thief or even hijackers.

LANGUAGE FOCUS

The Present Perfect Continuous Tense

1. Make the following sentences interrogative and negative:
Example: *They have been listening to the instructions for a long time already. — Have they been listening to the instructions? They have not been listening to the instructions for a long time.*

1. They have been completing the entrance form for an hour already. 2. The Immigration Officer have been asking questions for half an hour already. 3. They have been flying for 2 hours and everybody has been nervous. 4. He has been telling me about the documents that I need to enter the UK for an hour. 5. She has been going through the Customs for 10 minutes.

2. Put questions to the words in italics:
Example: The have been watching their behavior *for a month.- How long have they been watching their behavior?*

1. The police have been preparing the description *of the man wanted*. 2. They have been working *at the law report* for 2 weeks already. 3. *The Immigration Officer* has been examining my entry clearance documents for half an hour by now. 4. It's a long way from Heathrow to London, we have been going by the underground *for 30 minutes already*. 5. They have been looking through *my luggage* 5 minutes already.

3. Compare the situations and comment on the use of the Present Continuous and Present Perfect Continuous:

1. Don't disturb me now. I am working. — I have been working hard for 2 hours, now I want to have a rest.
2. We need an umbrella. It's raining. — The ground is wet. It has been raining the whole day.
3. Hurry up! We are waiting. — We have been waiting for you for an hour already, hurry up!

4. Read the situation and complete it as in the example:
Example: *The rain started 2 hours ago. It's still raining now. — It has been raining for 2 hours.*

1. I started Civil Law classes in September. I'm still studying Law. 2. Our father began to work as a judge 10 years ago. He is still working. 3. The investigator started to question the criminal an hour ago. He is still doing it. 4. I began completing the entrance form half an hour ago. I am still writing. 5. Ann began looking for a job in the Procurator's Office 6 months ago. She is still looking now. 6. Years ago you started learning English in the UK. You still learn it.

5. Translate the following sentences into English:

1. Я лечу вже 4 години, я дуже стомився. 2. Я вивчаю цивільне право вже місяць. 3. Він відповідає на питання митного службовця вже 10 годин. 4. Мій брат працює прокурором вже 5 років. 5. Вони обговорюють деталі подорожі вже місяць. 6. Він складає екзамен з адміністративного права вже півгодини. 7. Ми чекаємо на еміграційного службовця вже 5 хвилин.

The Past Simple Tense

1. Write the Past Indefinite of the following irregular verbs:

put, choose, write, begin, grow, come, buy, bring, tell, wear, cut, teach, take, find, bind, sleep, stand, get, learn, know, send, see, hear, have, be, draw, break.

2. Make the sentences interrogative and negative:
Example: *I applied for a visa a week ago. — Did I apply for a visa a week ago? — I didn't apply for a visa a week ago.*

1. I studied Criminal Law in the UK. 2. When I traveled to the UK I arrived at Heathrow. 3. A taxi from Heathrow cost me 40 pound. 4. I got permission to remain in the UK for 12 months. 5. Then I opened my luggage for the inspection. 6. I paid a charge for all types of entry documents.

3. Put questions to the words in italics:
Example: They landed *at 9 o'clock this morning. — When did they land?*

1. I completed a special form *at the nearest British Embassy.* 3. His brother worked as an immigration officer *last year.* 4. I needed permission to enter the UK *as a student.* 5. He put *a stamp* in my passport a minute ago. 6. I complied with all immigration rules *in order to complete my course of study.*

4. Rewrite the following sentences using the Past Simple:

1. His father works at the British Embassy. 2. All my necessary documentation is easily available. 3. You have a right to ask for an interpreter. 4. I usually ask for advice to take the Red or Green channel. 5. It takes me 40 minutes to get to London from Heathrow by the underground. 6. A Skycap Porter usually helps me with my luggage.

5. Translate the following sentences into English:

1. Необхідна інформація включала імена, деталі подорожі та номер кредитної картки. 2. Ми зареєструвалися в поліції, оскільки я подорожувала з дитиною. 3. Я йшла через зелений коридор митниці. 4. Вона слідувала всім іміграційним правилам, щоб закінчити курс навчання. 5. Я отримала дозвіл залишатися в країні 12 місяців. 6. Коли я прийшла до посольства, я заповнила спеціальну форму.

The Future Simple Tense

1. Make the following sentences interrogative and negative:
Example: *Your final arrangements will include obtaining a Visa. — Will your final arrangements include obtaining a Visa? No, your final arrangements will not include obtaining a Visa.*

1. You will have a grant a maximum of 6 months' permission to stay in the UK. 2. Mrs. Evans will apply to a visa officer at the nearest Embassy. 3. As far as I know, you will arrive at Heathrow. 3. You will have permission to stay for 6 months. 4. A Skycap Porter will help you

with your luggage. 5. The taxi fare will be rather expensive for you. 6. Mr. Black will meet you at the luggage collection point.

2. Put questions to the words in italics:
Example: The UK Visa web-site will tell you *the current information.* - *What will the UK Visa web-site tell you?*

1. Our friends will come to the airport at 7 *p.m.* 2. Then you'll go *to the Customs Hall.* 3. All the documents will be *originals.* 4. The procedure will take *a lot of time.* 5. I'll go to the UK for the *purpose of study.* 6. They will produce all the documents *in time.*

3. Choose the correct item (Present Simple or Future Simple):
Example: *Don't leave the town until they (prepare/ will prepare) documents. — Don't leave the town until they prepare documents.*

1. If they (ask/ will ask) you to open your luggage, you will open, unpack and repack it. 2. If you (hold/ will hold) a visa, your passage through immigration will be easy. 3. If you (travel/ will travel) from Europe you will sometimes arrive at Gatwick. 4. If your husband (travels, will travel) with you the immigration officer will put a stamp in his passport too. 5. If you (get/ will get) permission to stay for a longer period of time the Immigration Officer will ask you to provide the evidence of permission. 6. If you (have/ will have) no items to declare you will go to the Green channel.

4. Translate the following sentences into English:

1. Коли ви подасте документи на візу? 2. Коли ви приїдете до Об'єднаного Королівства, імміграційний службовець поставить штамп у ваш паспорт. 3. Я впевнений, що Ваш приїзд до Великої Британії пройде легко. 4. Ви отримаєте дозвіл на перебування у країні на 6 місяців. 5. Це буде Ваша перша подорож до Британії? 6. Якщо Ви будете декларувати якісь речі, йдіть до червоного коридору!

Module 2 Unit 1

Text: Yaroslav the Wise National Law Academy of Ukraine
Vocabulary in use
Language focus:

The Past Continuous Tense
The Future Continuous Tense
Articles in word combinations with *school, bed, home, prison, town, university, work*

Pre-reading tasks

1. Give at least 3 reasons why you decided to become a lawyer. Do you enjoy the people who are in legal profession?

2. Match the following English words and expressions with their Ukrainian equivalents

1	staff development	a	рівень акредитації
2	according to	b	відповідно до
3	to provide access to	c	підвищення кваліфікації
4	database	d	окрема процедура
5	online services	e	державні органи
6	accreditation level	f	послуги в режимі он-лайн
7	state bodies	g	база даних
8	individual procedure	h	надавати доступ до

Reading tasks

1. Read the text about Yaroslav the Wise National Law Academy of Ukraine:

Notes on the text:
faculty — факультет
full-time faculty — денний факультет
part-time faculty — заочний факультет
department — кафедра

YAROSLAV THE WISE NATIONAL LAW ACADEMY OF UKRAINE

Yaroslav the Wise National Law Academy of Ukraine is a higher legal education institution with great history, which began in 1804, when Russian Emperor Alexander I approved the statute of Imperial Kharkiv University. Among the other *faculties* there was a faculty of law there. The faculty became an independent institute in 1920, which later, in 1995, became Yaroslav the Wise National Law Academy of Ukraine.

According to the President's Decree the Academy is an autonomous state higher education institution with the highest accreditation level.

There are 31 *departments* in the Academy's structure. The students study at 9 *full-time faculties*, 2 *part-time faculties*, an evening faculty and at the Prosecutors' Training Institute. The Academy also has the Staff Development Institute and faculties in Kyiv, the Crimea and Poltava.

Admission to the Yaroslav the Wise National Law Academy of Ukraine is given to people who have completed full secondary education and who have successfully passed entrance examinations. The Academy is licensed to have 1,900 full-time students and 1,900 part-time new students each year. There are more than 2,500 graduates each year. During the years of its existence the Academy has trained more than 60,000 specialists. More than 15,000 students study here now.

All the students are guaranteed employment after graduation, because the Academy has special agreements with the corresponding state bodies. But in order to become a judge, defence lawyer or notary public they are to pass an individual procedure after graduating from the Academy.

The law library of the Academy has about 1,500,000 volumes of reference works, law reports and manuals. It provides the students with access to computer terminals with different online services, including Ukrainian legislation database.

The National Law Academy of Ukraine is the leading higher legal education provider of Ukraine, and is also the centre of dissemination

of scientific and research experience in the country. The academic staff members of the Academy participated in the development of the Constitution of Ukraine and of numerous important legal acts of the Verkhovna Rada and the Cabinet of Ministers.

UNDERSTANDING MAIN POINTS

2. Look through the text to answer these questions:

1. What is the full name of the higher legal educational institution described in the text?
2. What can you tell about its history?
3. What do you know about the Academy's structure?
4. Who can become a student of the Academy?
5. What does the Academy provide the students with?
6. Where can the graduates of the Academy work?
7. When did you hear about the Law Academy first?
8. What are you going to do after the legal course at your higher legal education institution?

3. Many words have more then one meaning. Consult your dictionary: look up each word (already known to you from the previous texts):

study, staff, institute examination, state, body, lawyer, procedure, terminal, enter evidence

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*in, with, during, after, of, to*).

1. In Ukraine every year many people apply ... various higher education institutions.
2. This year I have entered ... Yaroslav the Wise National Law Academy of Ukraine.
3. According ... the Constitution every young person has the right to education.
4. All the students ... my group are guaranteed ... employment.
5. Admission ... this University is given to young people who have finished secondary school and successfully passed the entrance exams.

6. Last month ... order ...work as a judge he passed an individual procedure ... graduating the Academy.
7. At that moment my close friend was doing his lessons ... the library because it provided him ... access ... legislation database.
8. These students were taking their entrance examinations ... five hours.

5. Look through the text again and say:

- what information about the Academy you would mention in order to persuade your friend to enter it;
- what facts you would include in the booklet «Guide to Ukrainian higher education institutions».

Post-reading tasks

1. Social English

HANDLING A DIALOGUE

These phrases help you to keep the conversation moving:

Will you tell me what ...
If you ask me ...
Have you got anything to add ... ?
The point is ...
Have you got any idea ...?
Why do you think so?
Do you share my opinion?
What a silly way to talk!
I really couldn't imagine that ...
What do you mean ...?
They say that ...
Have you heard that ...?

2. Spend 2 or 3 minutes inventing some details about yourself and answer the following questions using as many words and phrases from the text as you can. Chat with your partner asking him/her the same questions.

- When did you get full secondary education?
- When did you choose your future profession?
- How many professions did you change in dreams when you were a child?
- Did anybody help (influence) you in choosing your future profession?
- How many higher education institutions had you visited or changed in dreams before you chose exactly this one?
- Why did you prefer this higher educational institution?

3. You are a first year student or a freshman. Describe what steps students have to take for admission to the higher educational institution? Use the following words and word combinations if necessary.

To choose; to consult; to discuss; to apply; an applicant; to fill in; an application including personal information; school-leaving certificate including the list of all the courses taken and all grades received and test results; recommendation and characteristics by a form master; to be late for; a medical extraction; to pass successfully entrance examinations; to follow the requirements, etc.

BUILD UP YOUR VOCABULARY

4. Read the list of words, translate into Ukrainian and sort them out into 3 columns. Consult your dictionary if necessary.

A monitor, a dean, a group, a diploma, a record(credit)-book, a test period, a credit, an examination, a mark-book, a lesson, a time-table, debts, to pass an exam, to take an exam, a break, a double period, department, faculty, a teacher, an assistant professor, an associate professor, a senior lecturer, professor, a lecture-room, a classroom, a library, a dining hall, director, vice-chancellor, rector, a blackboard, a hostel, a reading hall, free time, a form master.

School life	Student's Life	Both

Post-reading task

Describe your student's life using the words and word combinations presented in the text and given in the tasks 3, 4.

OVER TO YOU

1. **Here is a series of extreme opinions. Build a conversation about the topics. Use conversational phrases to keep the dialogue moving.**
   - People are born for this or that profession.
   - Better unborn than untaught.
   - Ignorant teacher is like a death-blow.

2. **Compare how the time-table of your usual working day has changed filling in the columns of the table.**

Time	My working day at school	Time	My working day at the higher educational institution

LANGUAGE FOCUS

The Past Continuous Tense

1. **Make the following sentences interrogative and negative:**
   Example: *The investigator was preparing the materials of the case all day yesterday. — Was the investigator preparing the materials of the case all day yesterday? No, the investigator was not preparing the materials of the case all day yesterday.*

1. They were preparing documents for the report all yesterday evening. 2. Mary was participating in the conference yesterday noon, that's why she didn't take the receiver. 3. When I came into he was taking his entrance examination. 4. The dean was discussing that

important problem with the academic staff from 5 till 6 yesterday. 5. When we ran into the hall he was reading the President's Decree.

2. Put questions to the words in italics:

Example: *They were discussing special agreements with state bodies from 5 till 7 yesterday. — What were they discussing from 5 till 7 yesterday?*

1. The man *was speaking on the phone* when somebody knocked at the front door. 2. They were examining the results of entrance examinations *for 2 hours yesterday morning*. 3. *The notary* was preparing necessary documents all day yesterday. 4. The speaker *was reading the President's Decree* when the Rector interrupted him. 5. They were working with the computer *all yesterday evening*. 6. They were smiling at each other *when they heard the voice '...diploma'*.

3. Say what you were doing:

1) at 8 o'clock yesterday evening;
2) at 10.15 yesterday morning;
3) at 7.45 yesterday evening;
4) at 5 o'clock last Saturday;
5) at 4.30 this morning;
6) half an hour ago.

4. Compare two sentences and comment on the use of Past Continuous or Past Simple in the following sentences:

1. I had dinner at 3 p.m. — I told you! I was having dinner from 3 till 4 p.m. yesterday.
2. I worked in the court last year. — I was working in the office from 5 till 6 p.m. yesterday.
3. I walked home after the meeting last night. — I was walking home when I met our dean.
4. The criminal took out a pistol and demanded: «Give me money!». — The criminal was taking out his pistol when I heard a sound of the police car approaching.
5. I studied the documents, analized the details of the examination and counted 2,500 graduates that year. — I was studying the documents when I was interrupted by the telephone.

5. Translate the following sentences into English:

1. Усі обговорювали майбутнє рішення Верховної Ради, коли міністр повернувся. 2. Я розмовляв з проректором, коли задзвонив

телефон. 3. Вони слухали доповідь з історії Національної юридичної академії, коли декан зайшов в аудиторію. 4. Вони складали вступний іспит протягом двох годин. 5. Члени академічного складу весь день аналізували питання щодо вступу до академії. 6. Лист від адвокатів надійшов саме тоді, коли вона готувала сніданок.

6. The Alibi Game:

A murder happened at 11 o'clock last night. 2 students are the main suspects. One of them leaves the classroom and must create an alibi to prove their innocence (*where they were, what they were doing, what they were wearing* etc.). The rest of the class are detectives and ask questions. Each suspect enters the class and is questioned separately. If their answers are not the same, then they are accused of committing the murder. Students should use **Past Continuous Tense**.

The Future Continuous Tense

1. Make the following sentences interrogative and negative:
Example: *They will be signing the decision of the Cabinet of Ministers at 10 a.m. tomorrow. — Will they be signing the decision of the Cabinet of Ministers at 10 a.m. tomorrow? — They won't be signing the decision of the Cabinet of Ministers at 10 a.m. tomorrow.*

1. We will be discussing the problem of employment after graduation tomorrow morning. 2. The investigator will be questioning the suspect in an hour. 3. The students will be listening to the lecture to be ready for questions. 4. Will you be passing the National Law Academy when you are out? 5. This time next week I'll be sitting in the office and listening to the advocate's considerations. 6. Will you be using this information in your report?

2. Put questions to the words in italics:
Example: In 5 minutes the judge will be announcing *the sentence*. *— What will the judge be announcing in 5 minutes?*

1. The Director of the Prosecutors' Training Institute will be discussing the results of the individual procedure *in his office*. 2. We all will be listening to *the Rector's speech*, it'll be rather interesting. 3. We will be having access to Ukrainian legislation database *in an hour*.

4. Members of the academic staff will be discussing *a new legal act* next week. 5. I will be taking *the entrance examination* in the evening's faculty building. 6. Where is he? — In 5 minutes he will be going home *to take his credit book*. 7. My parents will be meeting me *at the Dean's office*.

3. Put the verbs in brackets into the correct form to express future (Future Simple, Present Continuous, Future Continuous):

1. Don't phone me from 7 till 8. We (to discuss) all the details of the admission to the Academy. 2. If you need to contact the Dean he (to stay) in the office until 9. 3. You (to meet) the Prime Minister today? — Yes, certainly. 4. Tomorrow afternoon we are going to the Prosecutor's Training Institute. Thus at 3.30 we (to take) an entrance examination. 5. You (to threaten) him with the gun? — No, I am going to kill him! 6. Next year he (to become) a post-graduate student. 7. This year there (to be) 2,500 graduates of the National Law Academy. 8. After the graduating from the Academy I (to pass) an individual procedure to become a defence lawyer. 9. Notary public (to examine) the case carefully for a while and advice us on the right decision.

4. Say what you will be doing soon:

1) have dinner/ in an hour;
2) go to the Academy/ soon;
3) watch the football match/ tonight;
4) wait for the attorney/ from 4 till 5 p.m.;
5) prepare for the test in Administrative Law/ tomorrow;
6) work at the necessary documents/ this afternoon;
7) leave the office/ at 4.30 today.

5. Translate the following sentences into English:

1. Серед інших факультетів тут буде також факультет міжнародного права. 2. Через хвилину ми будемо проходити поряд з Національною юридичною академією України. 3. Експертна комісія буде вивчати результати вступних іспитів з 10 до 12. 4. Через годину я буду працювати в Інтернеті, я хочу знайти потрібний документ у правовій інформаційній базі. 5. Члени академічного складу протягом двох годин будуть обговорювати новий правовий акт Верховної Ради. 6. Де ти будеш опівдні? — Я буду розмовляти

з деканом стосовно роботи після закінчення академії 7. Ввечері ректор буде робити доповідь про новий Указ Президента.

Articles in word combinations with *school, bed, home, hospital, prison, town, university, work*

1. Compare the use of articles:

1. When I leave *school*, I'll go *to university*. (I'll be a student). — I see *the school*, tell me where *the university* is. (I need the university building).
2. Ken's sister is *in prison* for robbery. (She is a prisoner). — Ken went to *the prison* to visit his sister. (He is a visitor).
3. Kate had an accident last week. She is *in hospital* now. (She is a patient).- Serhiy went to *the hospital* to visit Kate. He is at *the hospital* now. (He is a visitor).
4. She feels ill, that's why she is *in bed* now. — She sat down on *the bed* (a piece of furniture).
5. He has spent fifteen years *in town*, but he likes country life. (town is opposed to country) — I want to go to *the town* where I was born. (Particular town).

2. Fill in the gaps with the articles where necessary:

1. It's getting late. Let's go...home.
2. I'd like to read in... bed before I go to sleep.
3. I like travelling but there is no place like...home.
4. What time do you usually start...work?
5. If you want to get a degree, you have to study at...university.
6. When I was young I hated...school.
7. The judge decided to fine the man $ 500 instead of sending him to ... prison.
8. She works as a cleaner at...hospital.
9. I must hurry up, I don't want to be late for...work.
10. When she leaves ...school, she wants to study law at...university.

Module 2 Unit 2

Text: Law: what is it? (part 1)
Vocabulary in use
Language focus:

The Past Perfect Tense
The Future Perfect Tense

Pre-reading tasks

1. Discuss the following questions:

a. In what circumstances do people think of their everyday activities as legal matters?
b. What does the word «law» mean for you?

2. Match the following English words and expressions with their Ukrainian equivalents.

1	judicial decision	a	з точки зору
2	remedy	b	наприклад
3	lawmaker	c	судове рішення
4	in a civilized fashion	d	примусове виконання
5	for instance	e	цивілізовано
6	coercive	f	примусовий
7	in the view	g	законотворець
8	enforcement	h	засіб судового захисту

Reading tasks

1. Read the text to understand what information is of primary importance or new for you:

Notes on the text:
rule — правило
regulation — норма
morality — мораль, принципи поведінки
natural law — природне право

LAW: WHAT IS IT? (part 1)

Law is a body of official *rules* and *regulations*. It is generally found in constitutions, legislation and judicial decisions. Law is used to govern a society and to control the behaviour of its members. The nature and functions of law have varied throughout history. In modern societies, some authorized body such as a legislature or a court makes the law. It is supported by the coercive power of the state, which enforces the law by means of appropriate penalties or remedies.

Formal legal rules and actions are usually distinguished from other means of social control and guides for behaviour such as *morality*, public opinion, and custom or tradition. Of course, a lawmaker may respond to public opinion or other pressures, and a formal law may prohibit what is morally unacceptable.

Law serves a variety of functions. Laws against crimes, for example, help to maintain a peaceful, orderly, relatively stable society. Courts contribute to social stability by resolving disputes in a civilized fashion. Property and contract laws facilitate business activities. Laws limit the powers of government and help to provide some degree of freedom that would not otherwise be possible. Law has also been used as a mechanism for social change; for instance, at various times laws have been passed to improve the quality of individual life in matters of health, education, and welfare.

Law is not completely made by humans; it also includes natural *law*. The best-known version of this view, that God's law is supreme, has had considerable influence in the United States and other Western societies. The civil rights movement, for example, was at least partially inspired by the belief in natural law. Such a belief seems implicit in the view that law should serve to promote human dignity, as for instance by the enforcement of equal rights for all. Muslim societies also embrace a kind of natural law, which is closely linked to the religion of Islam.

UNDERSTANDING MAIN POINTS

2. Mark these statements T(true) or F(false) according to the text. Find the part of the text that gives the correct information:

1. The word «law» refers to limits upon various forms of behaviour.

2. Social traditions and rules are both enforced by governments or lawmakers.
3. Many laws reflect social customs.
4. Any law is to improve the quality of individual life.
5. Some laws are called to limit the powers.
6. Law is enforced equally against all members of the nation.

3. WORD FAMILIES. These words can be used to form other words which can be related to other Parts of Speech. Create as many words as possible. Refer to the text if necessary.

Law, make, force, to decide, to accept, use, to act, stable, govern, civil, nature, authority, part.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the text (*of, to, from, in, at, during*).

1. It is important to consider to what extent the precise laws made by nations can be distinguished ... customs and social rules.
2. ... course, sometimes law is simply an attempt to implement common sense.
3. Public opinion can contribute ... government decisions.
4. ... various times the aim of laws has been the implementation of justice.
5. We should realize what law is ... the view that the laws by government of one country are often very different ... the laws ... another country.
6. Land property law is a guide ... the activity of all property agents.
7. Muslim societies embrace a kind ... law, which is closely linked ... the religion of Islam.

Post-reading tasks

1. Put each of the following words into its correct place in the passage below. Refer to the text if necessary.

nature	such as	authority
rules	to accept	member
customs	to enforce	courts
penalties	instances	law
	crimes	

The rules of social institutions tend to be more formal than _____, carrying precise _____for those who break them. They are not enforceable by any political_____. Sports clubs, for instance, often have detailed _____for their members. And if the _____breaks a rule, the club may ask him to _____the appropriate punishment or to leave the club.

However, when governments make laws for their citizens, they use a system of _____backed the power of the police to_____these laws. Of course, there may be _____where the law is not enforced against someone — _____when young children commit ____or in countries where there is so much political corruption that certain people are able to escape justice by using their money or influence. But the general _____ of the law is that it is enforced equally against all members of the nation.

3. Answer the questions and then discuss your answers with other students:

1. Why do some laws appear to differ from common sense?
2. Why are laws usually international, unlike social or national customs?
3. Give your own example of a law that you don't agree with, if any?
4. Try to create your own definition of law.

LANGUAGE FOCUS

The Past Perfect Tense

1. Make the following sentences interrogative and negative:
Example: *He had studied particular subjects at university before he started teaching law. — Had he studied particular subjects at university before he started teaching law? — He had not studied particular subjects at university before he started teaching law.*

1. His view had already formed public opinion before everybody realized the mistake. 2. By the end of last week they had resolved the dispute at last. 3. They had passed 3 property laws before going on holiday. 4. Entrance examination had been over by the end of the last

week. 5. After they had finished analyzing the subject of contract law, we came to an important conclusion. 6. After the policeman had explained me everything I realized his fault. 7. They had found the escaped prisoner before the sunset.

2. Put questions to the words in italics:

Example: This lawyer had won *100 cases* by the beginning of this year. — *How many cases had this lawyer won by the beginning of this year*?

1. He had studied Law *for 5 years* before he entered Law Academy. 2. I had known the witness *for a long time* before she committed the crime. 3. *Social changes* had already happened by 1920, when the country started to suffer new economic policy. 4. The lawmaker had proven *the necessity of enforcing the law* by the time the President decided to take necessary measures. 5. They had prohibited *the use of drugs* but a lot of people had died already. 6. The new law limited the powers of government *which before had given them the right to use foreign bank accounts*. 7. The functions of Law had changed by the time Lincoln became President.

3. Read the situations and write sentences using the words in brackets as in the example:

Example: *You went to the office last night. You arrived at the office late (the conference/ already/ begin). — The conference had already begun.*

1. The clerk came into the courtroom and I showed him the necessary document with judicial decision (I/ find/ the necessary document). 2. They went to their home town after many years. The beliefs weren't the same as before (they/ change/ a lot). 3. I offered Jones to read the report on legislature in Ukraine but he didn't want (he /just/ read/ all necessary information). 4. The case was over. There was no the decision of the lower court in the list of documents (the Supreme Court/ to exclude/ it).

4. Say by what time the students of different groups had finished to study their topics:

Group	*Topic*	*Time*
1	Introducing People	by the end of September
3	National LawAcademy	by the end of October

7	Ukraine	7 November
13	Great Britain	13 January
17	Law: What is it?	17 February
19	Legal Profession	19 March

5. Use the appropriate form of the verb (Past Perfect or Past Simple):
Example: *The judges reached a decision after the (had discussed/ discussed) the case privately. — The judges reached a decision after they had discussed the case privately.*

1. They (had finished/ finished) the examination when the chief expert asked for the results. 2. By the time the train reached the city, he (had received/ received) 5 calls informing him of robbery from the bank. 3. When we came into the room, the last meeting of the Supreme Court (had already finished/ already finished). 4. He (had accepted/ accepted) any possible penalty when the officer started to tell him of his rights. 5. We (had already passed/ passed) through the Red channel when the immigration officer asked us to return. 6. They (entered/ had entered) the UK and got permission to stay a stated length of time.

6. Translate the following sentences into English:

1. Коли він увійшов до кабінету, законодавці вже закінчили роботу. 2. Коли студенти прийшли до академії, засідання вже розпочалося. 3. Нотаріус вже приготував усі папери, коли Джеймс прийшов до офісу. 4. Спікер вже закінчив доповідь з системи покарання в Україні, коли вона підійшла до дверей залу. 5. Поліція знайшла та піймала злочинців ще до сходу сонця. 6. До кінця тижня вони видали три закони щодо права власності на землю.

The Future Perfect Tense

1. Make the following sentences interrogative and negative:
Example: *Tom will have studied Criminal Law by the end of the first year. — Will Tom have studied Criminal Law by the end of the first year? — Tom won't have studied Criminal Law by the end of the first year.*

1. By the end of this week the investigator will have collected all necessary proofs of his guilt. 2. They will have gone through the

Customs by 7 p.m. 3. I'll have found it out by the time you need it. 4. By the time you come home I'll have finished preparing the report on enforcement of laws in Canada. 5. No doubt, by the time the police arrive they will have killed him. 6. I am sure, this important law will have changed and improved the situation by summer.

2. Change the following sentences using Future Perfect:

1. We had got the results of the expert examination by the end of the working day. 2. The quality of individual life in matters of education and welfare life had improved by the new decade. 3. The first period of discussion of a new law had finished by the end of last week. 4. After they had finished questioning all the witnesses, we came to the important conclusion. 5. They had prepared for the test before the bell rang. 6. They had found the escaped prisoner before the sunset. 7. The prosecutor had already finished his speech before we came into the hall.

3. Promise that you'll have done something:

1) by the time you get home;
2) by the end of this year;
3) by the beginning of February;
4) until midnight;
5) by the time the officers start observing the territory.

4. Put the verbs in brackets into the correct form (Future Indefinite or Future Perfect):

1. He (to receive) the judicial decision by tomorrow. 2. He (to receive) the judicial decision tomorrow. 3. They (to inform) him of the penalty by noon. 4. They (to inform) him of the penalty at 12. 5. You (to meet) the accused in court tomorrow. 6. You (to meet) the accused in court by the beginning of the hearing. 7. You (to take) your examination in Criminal Procedure next week. 8. By the 20th of January you (to pass) your examination in Criminal Procedure, I hope.

5. Translate the following sentences into English:

1. Президент обіцяє, що якість особистого життя, а саме освіта та охорона здоров'я поліпшиться до початку наступної декади. 2. Злочинця знайдуть та покарають до кінця місяця. 3. Коли

ви прийдете, вступний екзамен буде завершено. 4. До початку наступного року велику кількість законів буде змінено. 5. Судове рішення вже буде оголошено, коли ти прийдеш. 6. Обговорення нового закону з права власності на землю буде закінчено до початку наступного тижня.

6. **Remember what you have already done and say what you are going to do, assure your friends that you will have finished it by the end of the year.**

Module 2 Unit 3

Text: Law: What is it? (part 2)
Language focus:

The Past Perfect Continuous
The Future Perfect Continuous
PROGRESS CHECK: Tenses in the Active Voice

Reading tasks

1. **Scan the text to find out the information on the nature of business law (legal regulation of business).**
   Remember! Scanning **means to check carefully for a specific piece of information**

Notes on the text:
tribe — плем'я
worship — поклоніння
priest — священик
sacrilege — святотатство
sacrifice — принесення в жертву
counsel — захисник
euthanasia — евтаназія

LAW: WHAT IS IT? (part 2)

Development of Law

Law develops as society evolves. Historically, the simplest societies were tribal. The members of the *tribe* were bonded together initially by kinship and *worship* of the same gods. Even in the absence of courts and legislature there was law — a blend of custom, morality, religion, and magic. The visible authority was the ruler, or chief; the highest authorities were the gods whose will was revealed in the forces of nature and in the revelations of the tribal head or the *priests*. Wrongs against the tribe, such as *sacrilege* or breach of tribal custom, were met with group

sanctions, and, the tribe members thought, with the wrath of the gods. People appeased the gods in ritualistic ceremonies ending perhaps in *sacrifice* or expulsion of the wrongdoer. Wrongs against individuals, such as murder, theft, adultery, or failure to repay a debt, were avenged by the family of the victim, often in actions against the family of the wrongdoer. Revenge of this kind was based on tribal custom, a major component of early law.

Tribal society gradually evolved into territorial confederations. Governmental structures emerged, and modern law began to take shape. The most significant historical example is Roman law, which influenced most of the legal systems of the world.

The common-law systems of England, and later of the U.S., developed in a different manner. Before the Norman Conquest (1066), England was a loose confederation of societies, the laws of which were largely tribal and local. The Anglo-Norman rulers created a system of centralized courts that operated under a single set of laws. This legal system, known as the common law of England, began with common customs, but over time it involved the courts in lawmaking (in response to changes in society).

Substantive and Procedural Law

Substantive law defines the rights and duties of persons; procedural law defines procedures for enforcing those rights and duties. Substantive law determines a wide variety of matters — for example, what is required to form a contract, what the difference is between larceny and robbery, when a person can have compensation for an injury, and so on. The rules of procedure and jurisdiction determine the court that may deal with a claim or dispute; the form of the trial, hearing, or appeal; the time limits involved; and so on. Related rules also cover the kinds of evidence that may be presented.

Public Law

Public law concerns the relationships within government and between governments and individuals.

The development of administrative law is a comparatively recent event. Numerous administrative agencies now make rules that deal with all kinds of activities, including licensing, protection of health, etc. Their powers emanate from legislation, and the courts can review their rules.

Laws concerning taxation and the regulation of business are in the public area, as is criminal law, which involves the use of governmental power by way of enforcement and punishment. Other constitutional protections such as the right of the accused to remain silent and the right

to effective *counsel* further emphasize the public-law nature of the area. Criminal law not only promotes security and order but also reinforces moral norms. There have been continuous debates regarding the legitimacy of government intervention in areas where moral attitudes are in significant conflict (such as in matters of birth control and *euthanasia*).

Private Law

Private law involves the various relationships that people have with one another and the rules that determine their legal rights and duties among themselves. The area is concerned with rules and principles concerning private ownership and use of property, contracts between individuals, family relationships. Historically, government involvement was usually minimal.

The relative significance of purely private law has decreased in modern times. Public law dominates in government-controlled societies; democratic societies have a mix of public and private law. The private sphere includes individuals and a great number of groups, associations, organizations, and special legal entities such as corporations. They compete with one another and with government for control of resources, wealth, and power. Special fields of law, such as labour law, facilitate and control this competition. Much of such law is in the commercial and corporate areas. Manufacturers have experienced an expansion of liability for physical injuries caused by defects in their products. The formerly purely private law of property and contracts, for example, is now overlaid with legislation, regulations, and judicial decisions reflecting the competition. The public law of taxation has significant impact on the whole private sphere.

UNDERSTANDING MAIN POINTS

2. Go over the text once more and according to the information in it find the parts of the text that give the correct information. Mark the statements T (true) or F (false).

1. Law didn't develop gradually throughout history.
2. Codification of every interrelation between members of a tribe was a major component of early law.
3. Customs are informal rules of social and moral behaviour of people.
4. Before William of Normandy invaded England in 1066, law was based on local and ancient customs.

5. Common law systems are an important part of the legal systems of many countries, such as the USA, which have been influenced by English law.
6. Laws concerning taxation are closely linked to private law.

BUILD UP YOUR VOCABULARY

3. Match the following English words with their definitions. Give their Ukrainian equivalents.

A. Murder	1. homicide that is neither accidental nor lawful
B. Robbery	2. It is more limited than theft and required carrying away of the property
C. Euthanasia	3. The offence of using force against any person, or putting them in fear of being subjected to force, in order to commit a theft either before the theft or during the course of it.
D. Theft	4. The dishonest appropriation of property belonging to someone else with the intention of keeping it permanently (stealing without violence usually)
E. Larceny	5. A compulsory contribution to the state's funds.
F. Taxation	6. A penalty imposed on a defendant convicted of a crime by an authorised court. It is declared in the sentence of a court.
G. Injury	7. Damage or loss sustained, especially of a bodily part.
H. Punishment	8. mercy killing

4. In the text there are a lot of legal terms.
A. Group the following words into a few logical groups. Explain your division. List them into the columns.

Murder, public law, victim, criminal law, theft, common law, larceny, hearing, labour law, evidence, the accused, robbery, injury,

trial, counsel, procedural law, punishment, euthanasia, private law, judicial decisions, administrative law, substantive law, lawmaking, taxation, licensing, Roman law.

B. Write down a few sentences of your own with the following words.

5. WORD FAMILIES. Give the word families of the following words. Mark the meaning in which the following words are used in the text with a tick:

1) evidence	- докази; - показання свідка; - підтвердження;
2) will	- воля; - заповіт; - допоміжне дієслово;
3) victim	- жива істота, яка принесена у жертву божеству; - жертва; - потерпілий;
4) injury	- шкода; - телесне пошкодження; - збиток.

Post-reading tasks

1. Write down the main points of the text in the form of questions and ask your friends to answer them.

2. It is known that the main purpose of law is the implementation of justice or a just decision. Will you discuss the following cases and share your opinions as for the fair penalties.

A. A 13 –year-old boy lives on the streets of a big city with a younger sister. The rest of his family is very poor and lives in the countryside; he hasn't seen his parents who are alcoholics for months.

He goes to school and in the evenings he works as a car — washer at the restaurant. Whenever nobody is looking he steals some food to give to his sister. One day he is caught. *What should happen to him?*

B. An 85 –year- old man is suffering from a terminal illness and always in great pain. When found out about his illness he made his wife promise that she would kill him when his suffering became great. One day she puts poison in his food and he died. *What should happen to the wife?*

3. A. Translate into Ukrainian paying attention to the use of legal terms:

1) breach of peace
2) to enforce
3) liability
5) taxation
6) individual
7) evidence.

B. Use these worlds in the sentences of your own.

OVER TO YOU

1. Write down a summary of the two texts on what law is.

2. Read, translate into Ukrainian and prove that the proverbs and idiom have sense.

1) Customs are as old as Adam
2) Life is not a bed of roses
3) Murphy's law

LANGUAGE FOCUS

The Past Perfect Continuous Tense

1. Make the following sentences interrogative and negative:
Example: *He had been walking all day and he was tired. — Had he been walking all day and he was tired? He had not been walking all day and he was tired.*

1. For several years now Barney had been secretly working for the FBI. 2. He had been collecting evidence for 2 hours when the bell rang. 3. The investigator had been questioning the accused for an hour when his colleague informed of another murder. 4. They had been searching for the criminal for a month when his wife came to the police station. 5. They had been fighting for an hour when police arrived. 6. The house had been burning for 2 hours when firemen came to the place.

2. Change the following sentences into Past Perfect Continuous making necessary changes:
Example: *Mark has been preparing for his exam in Administrative Law for 3 hours. — After Mark had been preparing for his exam in Administrative Law for 3 hours, he decided to have a rest.*

1. He has been following a thief for an hour. 2. I have been writing a law report for half an hour. 3. They have been discussing the judge's decision the whole day. 4. A doctor has been examining the victim for 10 minutes. 5. They have been discussing a new substantive law for a week already. 6. They have been preparing the marriage contract the whole day already.

3. Translate the following sentences into English:

1. Коли я увійшов до класу, студенти обговорювали різницю між публічним та приватним правом вже 10 хвилин. 2. Коли Джон закінчив університет, його брат працював суддею вже 2 роки. 3. Коли Пуаро дізнався про вбивство, поліція розслідувала цю справу вже 2 тижні. 4. Він допитував звинуваченого вже годину, коли інший слідчий повідомив про другу крадіжку майна. 5. Моя мати викладала кримінальне право в академії 5 років, коли батько запропонував поїхати з міста.

4. Interview one of your teachers, ask him order about the steps in obtaining this position.

The Future Perfect Continuous Tense

1. Make the following sentences interrogative and negative:

Example: *You will have been keeping me in the cell for 25 hours by the time your boss comes. It's unlawful! — Will you have been keeping me in the cell for 25 hours by the time your boss comes? You will not have been keeping me in the cell for 25 hours by the time your boss comes.*

1. The meeting of the High Court will have been going on for about 2 hours by the time you come into the court room, it'll be too late! 2. A murderer will have been keeping victims for 24 hours by the time you start to plan of capture. They might die within this long time! 3. «You, stupid things, will have been looking for me for about 5 years by the next morning and still can't catch me!» 4. Detective Smart will have been questioning the accused for about 3 hours by the midday. 5. They will have been discussing the new law for 5 hours by 6 p.m.

2. Put the verbs in brackets into the correct form (Future Perfect or Future Perfect Continuous):
Example: *By 7 p.m. they (work) for 8 hours already. — By 7 p.m. they will have been working for 8 hour already.*

1. I (finish) preparing my report in Criminal Law by the time you get home. 2. «By the end of next month I (be) in Winston prison for exactly three year». 3.This meeting (probably/not/finish) until midnight. 4. How long (hold) you the position of the assistant prosecutor by the end of this year? 5. It's unbelievable! The accused (remain) silent for 3 days by this morning. 6. By the beginning of the year I (to finish) studying the history of all legal systems of the world.

3. Put the verbs in brackets into the correct form (Future Perfect Continuous, Future Perfect, Future Continuous):
Example: *Don't worry! You (forget) all about this horrible situation by this time next year! You will have forgotten all about this horrible situation by this time next year!*

1. By Friday I (work) on this project for two weeks. 2. You (discuss) this matter for 2 hours already when the judge comes. 3. They (inspect) the place of murder for half a day when I call to inform the chief investigator. 4. The policemen (follow) the criminal for 2 hours by the moment the Prosecutor General wonders about the result. 5. The witnesses (present) their evidence in an hour. 6. They (select) the trial jury by the end of the week.

4. Translate the following sentences into English:

1. Вони будуть працювати над докладом з адміністративного права вже 5 годин поспіль, коли прийде батько. 2. Інспектор буде допитувати звинуваченого вже 2 години, коли головний слідчий прийде перевірити результат. 3. Лікар буде оглядати жертву вже годину до того, як оголосить діагноз про пошкодження. 4. Вона буде читати доповідь про систему матеріальних правил в Україні півгодини, коли ректор зайде до залу. 5. Він буде тяжко працювати вже 10 годин поспіль, коли офіцер прийде і звільнить його.

Tenses in the Active Voice
PROGRESS CHECK

1. Use the appropriate form of the verb (Present, Past, Future Simple):

A. 1. There (to be) no courts in ancient societies. 2. God's will (to reveal) in natural phenomena: rain, snow and wind. 3. Revenge (to be) a major component of early law. 4. After the Norman Conquest English courts (to begin) to take part in lawmaking. 5. Long ago chiefs (to rule) communities. 6. Robber (to be) a person who steals money from a person or place, especially by violence or threat. 7. Between 55 BC and AD 412 English people (to be) under Roman control, naturally they (to use) Roman law.

B. Roman Law, which (to evolve) in the 8th century BC, (to be) still a blend of custom and interpretation by magistrates of the will of the gods.

Common Law (to evolve) from the tribal and local laws in England. It (to begin) with common customs, but over time it (to involve) the courts in lawmaking that (to be) responsive to changes in society. In this way the Anglo-Norman rulers (to create) a system of centralized courts that (to operate) under a single set of laws that (to replace) the rules of earlier societies.

Napoleonic Code (to refer) to the body of French law, contained in five codes dealing with civil, commercial, and criminal law.

2. Use Present, Past, Future Perfect or Present, Past Perfect Continuous:

1. If the parties (to choose) a jury trial, it begins with the selection of jurors. 2. By the time we get to the place the court hearing (to finish). 3. He is a real criminal, he (to breach) the law twice already. 4. The investigator (to question) the victim for an hour already. 5. (to hear) you the news? John is accused of murder. 6. They (to discuss) the judge's decision the whole day. 7. He (to hear) just that his wife is accused of larceny. He can't believe it.

3. Choose the correct item:

1. Long ago each community ... its own law based on its own traditions and customs.
   a) has b) had c) has had
2. Private law ...of the rules governing the relations between private persons or groups.
   a) consist b) consists c) consisted
3. Property law ...the rules for how to own or pass on the property.
   a) has included b) includes c) is including
4. Since long ago it ...the function of the police to enforce laws.
   a) was b) is c) has been
5. They...a man during a robbery.
   a) had murdered b) murdered c) have murdered
6. The court reporter ...a report of the trial for 2 hours already.
   a) has written b) has been writing c) is writing
7. He...collecting the evidence when the chief inspector came to the place of crime.
   a) has collected b) was collecting c) will be collecting.

4. Correct the mistakes:

1. For 2 hour the police is already preparing the description of the man wanted. 2. The accused of murder has escaped from Prinston prison 2 hours ago. 3. For several years now Barney is working for the FBI. 4. They have been examining the victim's clothes when the investigator came to ask for the result. 5. The victim gets compensation for the injury after the trial meeting was over. 6. She just prepared the report on procedural laws. 7. By the time the police started to search for the evidence of Brown's guilt, poor woman has already avenged him cruelly.

5. Translate the text:

Чому у людей існують закони та правові системи? На одному рівні, закони — це тип правил, які регулюють поведінку між людьми. Ці закони є у всіх суспільних організаціях, таких як сім'я чи спортивний клуб.

На другому рівні, закон — це склад правил та норм, які є в конституціях та законодавчій базі. Вони регулюють суспільство та поведінку його членів. Суди та законодавчі органи створюють закони, а поліція гарантує їх правозастосування (enforcement). Судові органи (body of judges) відіграють важливу роль у кожній країні, хоча правові системи відрізняються від держави до держави. Однак єдине, що стосується всього світу, це те, що судовий позов (legal action) є дорогим та потребує багато часу.

Module 3 Unit 1

Text: Ukraine (part 1)
Vocabulary in use
Grammar focus:

The Passive Voice (simple tenses)

Pre reading tasks

1. Discuss these questions:

Where do you live? What region is your native one?
Are you a citizen of Ukraine? What does it mean for you?
Who was the first President of Ukraine?
Who is the President of Ukraine nowadays?
When did Ukraine become an independent state?

2. Match the following English words with their Ukrainian equivalents:

1	deposits	a	ґрунти
2	soils	b	поклади корисних копалин
3	fertile	c	марганець
4	manganese	d	нафта
5	iron ore	e	родючий
6	oil	f	залізна руда
7	vast	g	населення
8	population	h	просторий

Reading tasks

1. Scan the whole text to find the following information, make notes in your copy-books:

Country name: - conventional form:
- former:

Location:
Border countries:
Area:
Language: - official language:
- others:
Capital:
Government form:
Religious activity:
Natural resources:
Industry:

Notes on the text:
AD (Anno Domini) — нашої ери; BC (Before Christ) — до нашої ери
Orthodoxy — православ'я
Catholic — католик
Jew — іудей
Muslim — мусульманин
Baptist — баптист

UKRAINE (part 1)

Ukraine is a country in Eastern Europe, and the second largest country in Europe after Russia. Ukraine borders on Poland, Slovakia, Hungary, Romania, Moldova, Russia and Belarus; it is washed by the Black Sea and the Sea of Azov. The capital and largest city is Kyiv.

Ukraine is rich in natural resources, and has a developed economy with significant agricultural and industrial sectors. The country has a democratic form of government headed by a president.

From the 9th century *AD* northern Ukraine was a part of Kyivan Rus, the first significant East Slavic state, which succumbed to the Mongol invasions of the 13th century. Ukraine was for centuries under the rule of a succession of foreign powers, including Poland and the Russian Empire. In 1918 a Communist government was established in Ukraine, and in 1922 the Ukrainian Soviet Socialist Republic (SSR) was one of the four founding republics of the Union of Soviet Socialist Republics (USSR). Ukraine's declaration of independence, approved by a popular vote on December 1, 1991, was a major factor in the USSR's collapse later that month.

Ukraine possesses rich and conveniently located natural resources. About half of its territory, especially the central and southern regions,

consists of the exceptionally fertile black chernozem, a type of soil that is ideal for agriculture. Forests cover 13 per cent of Ukraine's territory. The Donets Basin in the south-east has large deposits of coal, while the east central Kryvyy Rih area is rich in iron ore. Ukraine has some of the world's largest manganese deposits, located in south central Ukraine in Nykopil. There are also considerable deposits of oil and natural gas in the Carpathian foothills, the Donets Basin, and along the Crimean coast.

Ukraine was the second-ranking Soviet republic in industrial and agricultural production, after Russia. It traditionally had a highly developed agricultural sector because of its vast, fertile lands. It generated more than one-fourth of the total agricultural output of the Soviet Union.

Ukraine is the world's largest producer of manganese ore and second largest producer of iron ore. Reserves of these minerals are located primarily in the south central Kryvyy Rih area.

Ukraine has a large metallurgical industry. Heavy industries such as metalworking, mechanical engineering, and machinery and chemicals manufacturing also dominate the industrial sector.

Most of Ukraine's energy, or about 60 per cent, is supplied by coal- and oil-based thermal power stations. Hydroelectric stations supply less than 10 per cent of its energy, most notably the Dniprohes hydroelectric station on the Dnipro near Zaporizhzhya, one of Europe's largest. Ukraine's nuclear power plants generate about 30 per cent of the country's electricity.

The largest cities in Ukraine are Kyiv, the country's capital and economic, cultural and educational centre; Kharkiv, noted for its engineering expertise, machinery plants, and educational institutions; Dnipropetrovsk, a centre of metallurgical and aerospace industries; and Donetsk, known for mining and metallurgy. Odesa, on the Black Sea coast, is the country's largest seaport.

The official language of the country is Ukrainian. Russian also is widely used, especially in the cities.

Religious activity is relatively strong in Ukraine now, and it has greatly expanded since the collapse of the Soviet Union in 1991. A majority of the population, or 67 per cent, adheres to Eastern *Orthodoxy*. Nearly 10 per cent of the population, based almost exclusively in western Ukraine, belongs to the Ukrainian Catholic (Uniate) Church. Other denominations include Roman *Catholics, Jews, Muslims,* and *Baptists*.

UNDERSTANDING MAIN POINTS

2. Fill in the chart using the text. Copy out as many words and expressions from the text as you find to complete it.

geographical position	natural resources	Industry	politics

3. Write a plan for the text. Try to point out the main ideas of the text.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the text (*by, on, for, in, along, to*)**. Then ask your friend to answer the questions.**

1. What other European countries besides Russia does Ukraine border ... ?
2. What part of Europe is Ukraine located ... ?
3. What is Kharkiv known ... ?
4. What is Ukraine rich ... ?
5. What is Ukraine washed ... ?
6. What is Ukrainian's declaration of independence approved ... ?
7. What considerable deposits are there ... the Crimean coast?
8. What kind of church does the most part of the population belong ...?

Post-reading tasks

1. Imagine that your business partner asked you to describe the geographical position of Ukraine. What should you mention first of all?

2. Write down the main points of the text in the form of questions and ask your friends to answer them.

3. Ask your friend to tell you about his/her place of birth:
Let him/her mention:

- what part of Ukraine their native town (village, city, etc.) is situated in;
- what places of interest are worth visiting;

- how old the place of birth is;
- what is known for;
- what industries are developed there;
- if anything has changed there since Ukraine declared its independence?

LANGUAGE FOCUS

The Passive Voice (simple tenses)

1. Make the following sentences interrogative and negative:
Example: *The Supreme Court is divided into two branches: the High Court and the Court of Appeal. — Is the Supreme Court divided into two branches: the High Court and the Court of Appeal? The Supreme Court is not divided into two branches: the High Court and the Court of Appeal.*

1. Ukraine's independence was declared in 1991. 2. The name Ukraine is connected with the word «Ukraine» which originally meant «borderland». 3. Ukraine is situated in south-eastern part of Central Europe. 4. The territory of Ukraine is mostly a plain, it is called stepp. 5. Main industrial enterprises are located in Kyiv, Kharkiv and Dnipropetrovsk. 6. The first task of the judge is to preside over the proceedings and see that order is maintained. 7. Admission to the academy is given to people who have successfully completed secondary education. 8. Kharkiv is noted for engineering expertise and machinery plants.

2. Write passive sentences:
Example: *The country — to head — by the President. — The country is headed by the President.*

1. Children — to teach — school. 2. After graduation students — to guarantee — employment. 3. Law — to generally find — in constitutions and legislation. 4. Formal legal rules usually — to distinguish — from other means of social control. 6. Law — not to make — completely by humans. 7. She — to suspect — murder. 8. The chairman — to elect — every year.

3. Make the sentences passive:
Example: *The investigator left a suspect in the room. — A suspect was left in the room by the investigator.*

1. The officers wrote the report in a terrible hurry. 2. We know Donetsk for mining and metallurgy. 3. They widely use Russian in Ukraine. 4. A popular vote approved Ukraine's declaration of independence. 5. They established a Communist Government in 1918. 6. The president received the delegation yesterday. 7. Everybody discussed the new law. 8. The policeman stopped the car. 9. The suspect demanded the victim's money.

4. Read the following text and put the words in brackets into the appropriate form using passives:

Criminal Law vs Civil Law

One category is the criminal law — the law which deals with crime. A case (to call) a prosecution. The case (to institute) by the prosecutor, who takes over the case from the police who have already decided to charge the accused with specific crimes. The civil law is much more wide-ranging. The civil law includes the law of contract and family law (or intellectual property). In a civil case, the plaintiff (позивач), normally a private individual or company, brings an action to win compensation. If the case (to prove), the defendant normally pays the plaintiff damages (money).

5. Transform the following newspaper headlines into sentences using Passive Voice:

FIVE PEOPLE INJURED IN CAR ACCIDENT
PRESIDENT OF UKRAINE WELCOMED TO AUSTRALIA YESTERDAY
POP CONCERT CALLED OFF YESTERDAY BECAUSE OF RAIN
ACCUSED FOUND GUILTY

6. Choose the appropriate form of the verb (active or passive):
Example: *In ancient societies revenge (based/ was based) on tribal custom. – In ancient societies revenge was based on tribal custom.*

1. A body of expert lawyers (is needed/ needed) to apply the law. 2. A case usually (presented/ is presented) by the prosecutor. 3. Common law (based/ is based) on the principle of deciding cases by reference to previous judicial decisions. 4. The world's largest manganese deposits (located/ are located) in south-central Ukraine. 5. The suspect (is

described/ described) as a white male, medium height, slim, with a big, hooked nose. 6. In a minute he (disarmed/ was disarmed) and put into Mr. Wisdom's car. 7. Visa (will obtain/ will be obtained) tomorrow.

8. Translate the following sentences into English:

1. За підозрюваним доглянуть. 2. Його буде засуджено на п'ять років ув'язнення. 3. Її звинувачують у вбивстві. 4. Вони будуть покарані. 5. Його знайдуть та допитають. 6. Про цей закон багато говорять. 7. Воля Бога проявлялася у силах природи. 8. Якщо імміграційний службовець запідозрить щось, вас попросять відкрити багаж для інспекції. 9. Дніпропетровськ відомий шахтарством та металургією.

9. Write passive sentences and then tell the class what happened to Sarah Ford:

Sarah Ford/ kidnapped/ yesterday. Threatening calls/ made/ before. Kidnappers/ given / 300,000$.

Sarah/ released. Police/ informed immediately. All areas/ searched. The suspect/ found. Sarah/ examined by the doctor at the police station. The accused/ convicted with kidnapping/ and /imprisoned.

Module 3 Unit 2

Text: Ukraine (part 2)
Vocabulary in use
Language focus:

The Passive Voice (continuous tenses)
Modal verbs (with Simple Infinitive)

Pre-reading tasks

1. Discuss the following questions:

a. Who was the first President of Ukraine?
b. What kind of political system has Ukraine?
c. Is there a written constitution?
d. Who is the Prime Minister of Ukraine now?
e. When was the Constitution of Ukraine adopted?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	with the consent of	a	вищий апеляційний суд
2	authority	b	за згодою
3	conference of judges	c	влада
4	courts of general jurisdiction	d	суди загальної юрисдикції
5	far-ranging autonomy	e	таємне голосування
6	the highest appeals court	f	з'їзд суддів
7	majority vote	g	більшість при голосуванні
8	secret ballot	h	широка автономія

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

Notes on the text:
Verkhovna Rada (or Supreme Council) — Верховна Рада
United Nations (UN) — Організація Об'єднаних Націй (ООН)
Commonwealth of Independent States (CIS) — Співдружність незалежних держав (СНД)
Council of Europe — Рада Європи
Organization on Security and Cooperation in Europe (OSCE) — Організація безпеки і співробітництва в Європі (ОБСЄ)

UKRAINE (part 2)

The collapse of the Soviet Union in 1991 brought Ukraine independence. Ukraine's first direct presidential election was held in 1991. In June 1996 Ukraine adopted a new constitution. Under it, the President is the head of the state and acts in its name. The President is elected by direct, majority vote for a term of five years (by secret ballot) and may serve no more than two consecutive terms. The President is also the Commander-in-Chief of the Ukrainian Armed Forces. The Prime Minister of Ukraine is appointed by the President of Ukraine with the consent of more than one-half of the constitutional composition of the Verkhovna Rada of Ukraine. Under the advice of the Prime Minister, the President appoints the Cabinet of Ministers (executive body). These appointments are subject to confirmation by the legislative body (the Supreme Council — *the Verkhovna Rada*). The Prime Minister is the head of the government and is responsible for carrying out its policies. The legislature (the Verkhovna Rada) consists of a single chamber of 450 deputies elected for four-year term. The highest court is the Constitutional Court, which is charged with protecting and interpreting the constitution. The President, the legislature, and a conference of judges each appoints six of the court's 18 members. The Supreme Court is the highest appeals court for nonconstitutional issues. The Supreme Court of Ukraine is the highest judicial body in the system of courts of general jurisdiction.

Although Ukraine is a unitary state, its constitution allows for a considerable degree of decentralization. The country is divided into 24 regions (oblasts) and one autonomous republic, the Crimea. The cities of Kyiv and Sevastopol' have special status; their governments, which operate independently of oblast authority, are responsible only to the central government in Kyiv. Local councils and executive bodies, elected every four years, are responsible for their jurisdiction's taxes, budgets,

schools, roads, utilities, and public health. The Crimean Autonomous Republic enjoys far-ranging autonomy within Ukraine, including its own constitution, legislature, and the Cabinet of Ministers. The latter controls the Crimea's government and economy, but is restricted from implementing policies that would contradict the constitution of Ukraine.

In 1945 Ukraine became a member of the *United Nations* (UN). In December 1991 it was a founding member of the *Commonwealth of Independent States* (CIS), and in November 1995 it became a full member of the *Council of Europe*. It is also a member of the *Organization on Security and Cooperation in Europe* (OSCE)*.

UNDERSTANDING MAIN POINTS

2. Mark these statements T (true) or F (false) according to the text. Find the part of the text that gives the correct information.

1. The Cabinet of ministers is the law-making body.
2. Ukraine consists of 25 regions (oblasts).
3. The President of Ukraine is the chief of its military forces.
4. Presidential elections in Ukraine are held every five years.
5. The highest body of the executive power is the Verkhovna Rada.
6. The Constitutional Court is the highest judicial body.
7. The President of Ukraine nominates nine justices of the Supreme Court.
8. The country has a democratic political power.
9. The executive power is headed by the President of the USA.
10. Ukraine has become a member of the UN since 1945.

BUILD UP YOUR VOCABULARY

3. Find in the text and decide from the context what the word could mean, then choose the appropriate definition.

1) body

a) the whole physical structure of a person or animal;
b) an organized group of people working as a unit;
c) a corpse;

2) head
a) the upper part of the body, containing the brain, eyes, ears, nose and mouth;
b) a leader or chief;
c) intellect or mind;

3) policy
a) a guiding principle or course of action adopted toward objectives;
b) practical wisdom;
c) a document embodying a contract of insurance;

4) subject
a) any member of a State except the Supreme ruler;
b) a topic or arrangement which is talked, written or studied;
c) to be dependent upon influenced by something, to be under domination.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*by, under, into, of, from, to, for, with, after*).

1. Administratively Ukraine is divided .... 24 regions.
2. The President is elected ... five-year term.
3. All the laws in Ukraine are subject ... the Constitution, the main law of the country.
4. ... the Traffic law it is illegal to drive under influence of alcohol.
5. The constitutional composition of the Verkhona Rada consists ... 450 National Deputies of Ukraine.
6. The President appoints ... office and dismiss from it, ... the consent of the Verkhovna Rada of Ukraine.
7. What is the Cabinet of Ministers responsible ... ?
8. The President of Ukraine may be removed ... the office by the Verkhovna Rada ... the procedure of impeachment, if he commits treason or other crime.

5. A. Read and translate Article 20 of the Constitution of Ukraine that provides the brief information about national symbols of Ukraine and find English words and expressions for the following Ukrainian equivalents:
державні символи: Герб, тризубець, гімн, прапор

Article 20

• The state symbols of Ukraine are the State Flag of Ukraine, the State Coat of Arms of Ukraine and the State Anthem of Ukraine.

• The State Flag of Ukraine is a banner of two equally-sized horizontal bands of blue and yellow.

- The Great State Coat of Arms («Trident») of Ukraine shall be established with the consideration of the Small State Coat of Arms of Ukraine and the Coat of Arms of the Zaporozhian Host, by the law adopted by no less than two-thirds of the constitutional composition of the Verkhovna Rada of Ukraine.
- The main element of the Great State Coat of Arms of Ukraine is the Emblem of the Royal State of Volodymyr the Great (the Small State Coat of Arms of Ukraine).
- The State Anthem of Ukraine is the national anthem set to the music of M. Verbytskyi, with words that are confirmed by the law adopted by no less than two-thirds of the constitutional composition of the Verkhovna Rada of Ukraine.
- The description of the state symbols of Ukraine and the procedure for their use shall be established by the law adopted by no less than two-thirds of the constitutional composition of the Verkhovna Rada of Ukraine.
- The capital of Ukraine is the City of Kyiv.

B. Present some information about national symbols of Ukraine in your own words.

6. Write down the following abbreviations in full words:
CIS, UN, OSCE, the USSR.

Post-reading tasks

1. Translate into English the following extracts from the Constitution of Ukraine.

Стаття 1

Україна є суверенна і незалежна, демократична, соціальна, правова держава.

Стаття 6

Державна влада в Україні здійснюється на засадах її поділу на законодавчу, виконавчу та судову.

Стаття 8

В Україні визнається і діє принцип верховенства права.

Стаття 13

Земля, її надра, атмосферне повітря, водні та інші природні ресурси, які знаходяться в межах території України, є об'єктами права власності Українського народу.

Стаття 19

Правовий порядок на Україні ґрунтується на засадах, відповідно до яких ніхто не може бути примушений робити те, що не передбачено законодавством.

Стаття 24

Громадяни мають рівні конституційні права і свободи та є рівними перед законом.

Стаття 55

Права і свободи людини захищаються судом.

Стаття 75

Єдиним органом законодавчої влади в Україні є парламент — Верховна Рада України.

Стаття 76

Конституційній склад Верховної Ради України — чотириста п'ятдесят народних депутатів України, які обираються на основі загального, рівного і прямого виборчого права шляхом таємного голосування строком на чотири роки.

Стаття 85

До повноважень Верховної Ради України належить:

прийняття законів;

затвердження бюджету України;

надання згоди на призначення Президентом України Прем'єр-міністра України;

призначення третини складу Конституційного суду України.

Стаття 102

Президент України є главою держави і виступає від її імені.

Стаття 103

Президент України обирається громадянами України на основі загального, рівного і прямого виборчого права шляхом таємного голосування строком на п'ять років.

Одна й та сама особа не може бути Президентом України більше ніж два строки підряд.

Стаття 106

Президент України:

забезпечує державну незалежність та національну безпеку України;

є Верховним Головнокомандувачем Збройних Сил України, призначає на посади та звільняє з посад вище командування Збройних Сил.

LANGUAGE FOCUS

The Passive Voice (continuous tenses)

1. Make the following sentences interrogative and negative:
Example: *The new Prime Minister will be appointed tomorrow. The candidate is being discussed now. — Is the candidate being discussed now? No, the candidate is not being discussed now.*

1. The judge of the Supreme Court is being appointed at the moment. 2. The matter of the Crimea's budget is being considered by the members of the government. 3. The suspect was being observed for a minute, then he disappeared. 4. Somebody is walking behind us. I think we are being followed! 5. The victim is being examined now. 6. An agreement is being worked out. 7. A new building of the Parliament is being built.

2. Write passive sentences:
Example: *The police are making inquires now. — Inquires are being made by the police now.*

1. The Committee was examining the results of the meeting of the heads of the CIS all yesterday afternoon. 2. The investigator was examining clothes when the expert arrived. 3. The Verkhovna Rada is passing the law. 4. The committee is discussing the date of the presidential election. 5. I was writing a law report all day yesterday. 6. They are spending a lot of money on weapons nowadays. 7. They are checking all information about the new article of the Constitution.

3. Open the brackets using the appropriate form of the verb (Present or Past Continuous):
Example: *He (to be questioned) at the moment I came in. — He was being questioned at the moment I came in.*

1. The new Tax bill (to be discussed) all day yesterday. 2. I didn't notice anything, but when I got a cassette I realized everything. Our conversation (to be recorded). 3. The decision of the Constitutional Court (to be discussed) and we heard loud voices. 4. She didn't realize anything, she (to be robbed) for 30 seconds! 5. Don't come in! The

identi-kit of the maniac-murderer (to be made). 6. The plan of future changes in the system of courts (to be discussed) in the afternoon.

4. Translate the following sentences into English:

1. Вашу інформацію щодо винності депутата зараз перевіряють. 2. Підозрюваного зараз допитують. 3. Будинок учора обшукували цілий день, але нічого не знайшли. 4. Зараз проводиться засідання Верховної Ради. 5. Справу зараз слухають у суді. 6. Зараз розробляють порядок денний засідання Кабінету Міністрів. 7. Зараз беруть інтерв'ю у Прем'єр-міністра України. 8. Чому їх арештовують? Вони невинні.

Modals (with Simple Infinitive)

Can and equivalent (to be able to)

1. Make up sentences with *can, can't, could* **and its equivalent** *to be able to* **using the following words and word combinations:**
Example: *to read — Can your brother write? My brother can't write, he is only five. My brother could read when he was four. He will be able to write soon.*

To write, to teach law, to explain the system of courts, to question the witness, speak to the chief investigator, to examine the evidence, to describe the political system of Ukraine.

2. Write what these people can do:

a judge, a prosecutor, a lawyer, a lawmaker, an investigator, a criminologist, an expert, a criminal psychologist.

3. Translate the following sentences into English using can:

1. Я не вмію розмовляти англійською мовою. 2. Ти можеш перекласти доповідь Президента? 3. Вона не може пояснити, чому вони подали апеляцію до Верховного Суду. 4. Де тут можна знайти поліцейський відділок? 5. Ти зможеш перекласти текст правил голосування на президентських виборах? 6. Завтра я буду вільний і зможу тобі допомогти знайти інформацію про виконавчий орган влади Канади. 7. Хто може бути відповідальним за здоров'я суспільства?

May and equivalent (to be allowed to)

1. **Make up sentences with** *may* **using the following words and word combinations:**
   Example: *to touch the gun — May I touch the gun? It may shoot.*

To come into the courtroom, to read the report of the decision of the Constitutional Court, to take part in lawmaking, to speak to the Prime Minister, to watch the questioning of the accused, to use one's evidence, to speak to the prisoner, to overhear the discussion of the Verkhovna Rada.

2. **You friend is in hospital, he has a broken leg. The doctor is telling him what he may and what he may not do. Write 10 sentences.**

3. **Translate the following sentences into English using may:**

1. Можна війти? 2. Слідчий говорить, що я вже вільний. 3. Будь обережний: ти можеш впасти! 4. Незабаром можуть відбутися зміни в законодавстві. 6. Депутат може забути про свою обіцянку. 7. Я думаю, мені не дозволять бути присутнім на засіданні Верховного суду. 8. Коли мені дозволять подивитись рішення про зміни у складі Верховної Ради?

Must and have to

1. **Make up sentences with** *must, to have to* **using the following words and word combinations:**
   Example: *to analyze the mistakes not to make them in future — We must analyze the mistakes not to make them in future! Did they have to analyze the mistakes not to make them in future? We won't have to analyze the mistakes, it will be useless.*

To perform urgent actions, to examine all details thoroughly, to be responsible for carrying out new policy, to appoint court's members, to follow the Prime Minister's advice, to control the problem of public health.

2. **Write about your duties. Write 5 sentences what you must do and 5 sentences what you mustn't do.**

3. What are some of the things you have to do and some of the things you don't have to do? Write 10 sentences.

4. Translate the following sentences into English using *must* or *to have to*:

1. Ви повинні наполегливо вчитися, щоб стати спеціалістом у галузі права. 2. Я повинен був чекати на неї у прокуратурі. 3. Чекайте, я повинен порахувати всі голоси «за». 4. Вони повинні проаналізувати всі засоби застосування нового закону. 5. Місцеві органи влади Криму повинні обиратися кожні чотири роки. 6. Вищий суд повинен розгладати всі апеляції.

5. Fill in the gaps with *can, may, must* or *to have to*:

1. ... you speak Spanish? — No, I ... 3. At what time ... you come to the Academy? 4. ... I come in, sir? 5. You ... not smoke here. 6. ... take your lawbook? — I am afraid not. I need it. 7. I ... to help my friends with this report in Criminal Investigation, so I cannot go with you. 8. A formal law...prohibit what is morally unacceptable.

6. Translate the following sentences into English:

1. Можна мені взяти участь у розслідуванні? 2. Вас можуть попросити відкрити багаж. 3. Ви повинні були ретельно проаналізувати всі обставини справи! 4. Я не міг бути присутнім на засіданні Верховної Ради вчора. 5. Суддя Вищого суду говорить, що питання щодо кримінальної відповідальності депутата може бути вирішено завтра. 6. Прем'єр-міністр може бути обраний тільки зі згоди більшості, ніж половини конституційного складу Верховної Ради. 7. Місцевий уряд повинен бути відповідальним за податки, бюджет, дороги та охорону здоров'я.

Module 3 Unit 3

Text: Civil Law
Vocabulary in use
Language focus:

The Passive Voice (perfect tenses)
Special difficulties in the use of articles

Pre-reading tasks

1. **What cases do you think civil law deals with?**
   Give the definition of the civil law using your background knowledge.

2. **Match the following English words and expressions with their Ukrainian equivalents:**

1	unification of law	a	основні наслідки
2	accumulated wisdom	b	уніфікація права
3	origin	c	змішані правові системи
4	comprehensive code	d	всеохоплюючий кодекс
5	strong legal institutions	e	сильні правові установи
6	family property	f	походження
7	major consequences	g	накопичена мудрість
8	mixed legal systems	h	сімейна власність

Reading Tasks

1. **Scan the text to find distinct meanings of civil law. Write them down. Compare them with the definition given in a dictionary.**

   CIVIL LAW:

   1) Roman law.
   2) The law of any particular state, now usually called municipal law.

3) A legal system based on Roman law, as distinct from the English system of common law.
4) Private law, as opposed to criminal law, administrative law and military law.

Note on the text:
Emperor Justinian — імператор Юстиніан

CIVIL LAW

Civil Law is the body of private law used in those countries in which the legal system is based on ancient Roman law modified by medieval and modern influences. Civil law is used in most nations in Europe and Latin America, as well as in some countries in Asia and Africa. The law of Great Britain, the United States, Canada, and a number of other nations is based on English common law, which differs from civil law in origin and other important respects.

The term civil law is also employed to distinguish those legal codes that deal with civil relationships (such as citizenship, marriage, divorce, and certain contractual arrangements) from other codes such as those dealing with criminal law.

The civil law originated in ancient Rome. One of the principal characteristics of Roman civilization was the development of strong legal institutions. In the 6th century, a commission appointed by the *Emperor Justinian* collected and consolidated all the sources of law, including the opinions of the great legal scholars during previous centuries. The result was the Corpus Juris Civilis (Body of Civil Law), also called the Justinian Code, a comprehensive code with the accumulated wisdom and experience of many generations of Roman jurists.

During the 17th and 18th centuries, the authority of the Corpus Juris began to decline. The stage was then set for the systematic and comprehensive codification of modern civil law. The most influential, although not the first, codification effort was the enactment, during the Napoleonic period, of the five basic codes of France. In the course of the 19th century, most civil-law countries similarly codified their legal statutes.

Codification of the civil law had several major consequences: (1) After their enactment, the codes constituted comprehensive and authoritative legal texts that superseded all earlier authorities in the

teaching of law as well as in legal practice. (2) Within each nation-state, the codes brought about a strong measure of national unification of the law. (3) In their substance, the codes differed from one nation to another. In recent years, however, there were efforts, in the nations of the European Union and elsewhere, to replace certain isolated national laws with international legal practices.

From its origins in continental Europe, the civil law gradually spread to all of the areas in Africa, Asia, and Latin America that were colonies of France, the Netherlands, Belgium, Spain, or Portugal. When they gained independence, most of the former colonies continued the civil-law orientation of their legal systems. Civil-law systems were also voluntarily adopted in Japan, South Korea, Taiwan, Thailand, and Turkey.

In a number of countries, moreover, the civil law constitutes an important component of a mixed legal system. For example, in Scotland, South Africa, and Sri Lanka, the legal system combines civil- and common-law elements. In North America the same phenomenon can be observed in the state of Louisiana and in the province of Quebec. The legal systems of many North African and Middle Eastern nations are strongly influenced by the French civil-law codes, even though in some areas of law — especially those relating to the family and to family property — these countries tend to follow Islamic tradition.

UNDERSTANDING MAIN POINTS

2. Skim the text to understand its general meaning. Try to point out the main ideas of the text and write a plan for the text.

3. Find in the text the code types and give the Ukrainian equivalents.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*on, by, in, from, as...as, to, with***).**

1) ... the 5th century various Anglo-Saxon tribes invaded Britain.
2) One of the two traditions of law in the world is based ... English Common law.
3) What legal code deals ... such civil relationship as marriage and divorce?

4) The lawmakers of many parts of Europe were often influenced ... the model of Roman law.
5) Common law, or case law system, differs ... Continental law in having developed gradually throughout history, not as the result of government attempts to codify every legal relation.
6) In most situations it is not necessary to distinguish illegal conduct ... consequences.
7) Though Canada is called a «common law country», it has both case law and statute law ... well ... administrative law.
8) Private law, or civil law, consists ... the rules relating ... the relations between private persons and groups.

5. Insert one of the following words into the text in an appropriate form.

century, code, civil,
spread, efforts, wisdom,
private, to adopt, to influence,
to include

There are two major systems of law which are ... in the Western world such as common law and civil law. Most English-speaking countries have a common law system. The term ... law has two different meanings. It may refer to civil or ...law, or to the system used by many continental European countries.

The civil law system is the older of the two. Its beginnings can be traced back to the law of the Romans. In the 6th.…., there were ... of the Emperor Justinian to accumulate ... and to compile a Code that ... all of great Roman laws. This code ... to those parts of Europe under Roman control. In the 19th century, Napoleon established a similar ..., which was later adopted to many European countries. For example, the Napoleonic Code also greatly ... the lawmakers of Quebec Civil Code.

Post-reading tasks

1. Write down a summary of the text.
***Note*!** *Summary is a representation of the contents of complete works in brief. It is expected to be about a sixth or tenth of the original in length.*

2. Give the definitions for the term «civil law» from the different points using the text.

OVER TO YOU

ARTICLE PRESENTATION STEPS
(the list of the main points to be mentioned)

HEADLINE is a large type printed in large letters above an article indicating contents.

PLACE AND DATE OF PUBLICATION

AUTHOR OR SOURCE OF INFORMATION (look at BY-LINE that is a line at the beginning indicating author's name or information bureau).

NEWSPAPER SECTION

The main idea & purpose of the article.

Remember! *Generally the summarizing sentence comes in each paragraph. The authors of the article proceed from a general statement to particulars. Occasionally the topic sentence comes last when the author of the article wishes to prepare his reader for the general idea or a conclusion.*

Note! *Both philologists and psychologists believe that in order to make the content of any article clear it is necessary to find answers for the following six «eternal» questions, such as:*

WHO	WHEN	WHAT
WHERE	HOW	WHY

Give some facts & arguments to illustrate the topic (e.g. smb's opinions, an eyewitness account, etc.).

CONCLUSION

LANGUAGE FOCUS

The Passive Voice (perfect tenses)

1. Make sentences interrogative and negative:
Example: *The criminal has been caught at last. — Has the criminal been caught? The criminal hasn't been caught.*

1. The criminal law has been codified since the Criminal Act of New Zealand 1893. 2. The burglar has been arrested. 3. A kidnapped

child has been found. 4. Mrs. Jane's evidence has been presented to the jury. 5. The investigation has been finished successfully.

2. Write passive sentences as in the example:
Example: *The French civil-law codes have influenced the legal systems of North African and Middle Eastern countries.- The legal systems of North African and Middle Eastern countries have been influenced by the French civil-law codes.*

1. They have made the conclusion that it is necessary to develop strong legal institution. 2. Someone has stolen Mike's bicycle. 3. Have you heard the news? Somebody has shot the Prime Minister! 4. I am really shocked. I have lost my job, my wife has left me and my friend has betrayed me. 5. The doctor has already examined the victim. She has got a black eye and her leg was bleeding. 6. They have offered him a job at the Procurator's Office. 7. The Parliament has passed the important law.

3. Imagine that a policeman has made a report and now tells his boss about the event of the day. Write passive sentences where necessary using these words (use Passive Perfect):

1) The famous deputy/ to kill. Two suspects / to catch near the place of murder. Witnesses / already to question. 2) Famous murderer Stivenson / to escape from federal prison. All areas / to search. All roads leading to the city / to take under control. All police headquarters / already to inform. His pictures / to show on TV.

4. Rewrite the following active sentences, using the passive form (Simple or Perfect):
Example: *Special courts administer ecclesiastical law. — Ecclesiastical law is administered by special courts.*

1. The organizers will supply all relevant information about the meeting in advance. 2. The Act of Union united Great Britain with Ireland. 3. English law has greatly influenced Scots law. 4. The English courts interpret Acts of Parliament according to fixed rules of precedent. 5. It is possible that the Verkhovna Rada will eventually codify Ukrainian law. 6. Roman law has influenced many modern European legal systems. 7. The Treaty and Acts of Union of 1706 and 1707 established one parliament for Great Britain.

5. Look at the notes and write a news report using passive forms (Simple, Continuous, Perfect):

Lives — lose — in a major sea tragedy in the Pacific Ocean. The disaster happened when the ship — hit — something unknown. Women and children — put — into lifeboats first while the men — tell — to stay on the ship. A nearby ship — bring — into action as a rescue vessel. The men who — leave — on the ship — rescue. Unfortunately some of the men — frighten — and jump into the water. It — believe — they are now dead. Survivors — take — to hospital — by helicopter and maximum effort now — make — to find the missing men.

Start with

Many lives have been lost in a major sea tragedy in the Pacific Ocean...

6. Translate the following sentences into English:

1. Кожному повнолітньому в нашій країні гарантується право голосувати. 2. Відомого злочинця нарешті заарештували. 3. Речі підозрюваного вже доставлено, їх відправляють експертам. 4. Необхідні свідчення про злочинця вже отримано: фоторобот складено і розіслано до всіх відділків поліції, відбитки з бокала знято, свідків допитано. 5. Жертву вже прооперували, вона прийшла до тями і хоче дати свідчення. 6. Її вже визнали винною у трьох інших крадіжках магазинів. 7. Судові рішення ухвалюються судами і є обов'зковими до виконання.

Special difficulties in the use of Articles

1. Fill in the space with articles if necessary

a) *names of people (titles, position, members of a family)*

1. The members of the Committee looked at ...James with astonishment.
2. ...Cristy looked through the articles of the Criminal Code and made notes.
3. ...Johnsons have been always interested in politics.
4. ...President Kuchma is also a Commander-in-chief of the armed forces.
5. The head of the state is...President.

6. They elected George...chairman.
7. He was elected ...President for the third time.
8. ...Mr. Bush was present at the meeting with the President of the UNO.
9. ...Princess Anne is charged with the united women's organization in England.
10. ...Professor Kenson gives lectures in Criminal Procedure.
11. She turned to ...aunt Polly.
12. ...Prime Minister is the head of the government.

b) *names of places (exceptions)*
1. ... United Kingdom is the only European state without a formally written constitution.
2. Bush is the President of ... USA.
3. ...Netherlands is situated on the north.
4. They decided to meet in ...Hague.

c) *names of languages*
1. Notaries attest translations from...Russian and foreign languages.
2. What is...English for «декларація»?
3....English language is much easier than ... Chinese.

d) *universities*
1. ...Oxford University is the most famous and oldest educational establishment.
2. ... Prosecutor's Training Institute is a part of ...National Law Academy.
3. Mike is a post-graduate student at ... University of Hertfordshire.
4. ... Staff Development Institute is situated in Kyiv and Poltava.

e) *political parties and organizations*
1. ...Supreme Court of Ukraine is the highest judicial body.
2. ...Verkhovna Rada consists of 450 deputies.
3. ... Parliament of Ukraine is called the Verkhovna Rada.
4. It is ...Parliament (in GB) and not the people that is responsible for the constitution.
5. ...Cabinet of Ministers represents the executive branch of power.
6. ...House of Lords is a hereditary chamber.
7. ...United Nations is a World Organization dealing with the most important political, economic and cultural problems.
8. ...Commonwealth of Independent States includes Russia, Ukraine and Belarus.

9. Ukraine took a lot of measures to become a member of...Council of Europe.
10. ...World Trade Organization fixes rules of economic relations among its members.
11. ... Entry Clearance Office is the organization where you apply for a visa.
12. The head of...Anglican Church is the Queen.

f) historical events

1. Before...Norman Conquest laws in England were based on local traditions and customs.
2. ...World War II caused a lot of damage to the development of most countries involved.
3. ... Civil War took place in 1920s in Russia.

g) documents

1. ...British Constitution is based on two principles.
2. ...Bill of Right determines the rights of citizens of the state and their responsibilities.
3. ...Programme of the «Nasha Ukraina» party determines the principles of social defence of the citizens.

Module 4 Unit 1

Text: Great Britain (legal and political system)
Vocabulary in use
Language focus:

Passive Voice. PROGRESS CHECK
Indirect Speech

Pre-reading tasks

1. Discuss the following questions

1. Who is the Queen of the United Kingdom of Great Britain and Northern Ireland now? What is Her surname?
2. What major political parties does Great Britain and Northern Ireland have?
3. Is there a written Constitution in Great Britain and Northern Ireland?
4. What is the Union Jack?
5. What are Britain's national flowers?

2. Match the following English words and expressions with their Ukrainian equivalents.

1	due to	a	політична баталія
2	interpreting the law	b	об'єднуюча роль
3	to swear allegiance to the crown	c	важливі питання
4	integrating role	d	впливові дворяни
5	political battle	e	тлумачення права
6	money bill	f	фінансовий законопроект
7	issues of importance	g	завдяки
8	influential nobility	h	клястися у вірності монарху

Reading Tasks

1. Read the text to understand what information is of primary importance or new for you.

Notes on the text:
The British constitution is a mixture of legal provisions, conventions and acceptance of the constitutional principles. — Британська конституція — це правові положення, звичаї та визнання конституційних принципів.
to hold on tight — твердо додержуватися
peer — пер
Lay peer — світський пер
Peerage — звання пера
Lords Spiritual — єпископи — члени палати лордів
Lord Temporal — світські члени палати лордів

GREAT BRITAIN (LEGAL AND POLITICAL SYSTEM)

The United Kingdom of Great Britain and Northern Ireland is the only European state without a formally written constitution. Of course, this does not mean that a constitution does not exist. *The British constitution is a mixture of legal provisions, conventions and acceptance of the constitutional principles.*

The essence of the British constitution is based on two basic principles: the rule of law, and the sovereignty of Parliament. The rule of law protects citizens from the state and forces Parliament to put into law the powers it transfers to the government. Laws can be rejected, repealed or passed by a simple majority. Since there is no written constitution, there is no need for special majorities to enact changes to the constitution.

The English legal system simplifies the flexible way in which the British constitution develops. It is based on common law. The main feature of common law is its foundation on case law, that is, precedents set by previous cases, which can be used to settle new disputes, and developed further according to new legislation. Legal decisions are always based on firm cases and not a general rule. A code of law like the one in Ukraine does not exist. This means that a great deal of flexibility exists in interpreting the law.

Due to the legal and constitutional traditions in Great Britain the modification of laws and institutions to meet new challenges has been possible without major external changes. The widespread idea that Great Britain is a nation that holds on tight to its historical traditions is based on this outer impression of formal continuity. The role of the monarch and the role of Parliament have changed dramatically over the past four centuries despite this continuity.

In addition to the rule of law, sovereignty of Parliament forms the second pillar of the British constitution. While Parliament is responsible for passing laws and is solely responsible for controlling legislation, it is not bound to a written constitution and therefore cannot be overruled. It is Parliament and not the people that is responsible for the constitution*.

The United Kingdom of Great Britain and Northern Ireland is a constitutional hereditary monarchy. The head of state is the reigning monarch. Executive power, however, is wielded by a prime minister, who is head of government, and a committee of ministers called the cabinet. The prime minister is usually the leader of the majority party in the House of Commons. By custom, cabinet ministers are selected from among the members of the two houses of Parliament. The King or Queen is responsible for appointing Bishops to the Church of England, the Chief Justice and the highest-ranking members of the armed forces, who all swear allegiance to the Crown. The monarch performs a representative, ceremonial and integrating role. The present Queen, Elizabeth II, has been on the Throne since 1952 and (and the Royal Family) represents the UK at home and abroad, as well as being the head of the Anglican Church. The Queen carries out and legitimises acts of state such as the annual opening of Parliament during which the Queen reads out a speech drawn up by the Prime Minister, which marks out the government's intended legislative program for the coming Parliament (Queen's Speech). The monarch's neutral position makes him/her a generally accepted figure of national integration even in times of war and crisis.

The UK Parliament is one of the oldest representative assemblies in the world. From the 14th century, parliamentary government in the United Kingdom has been based on a two-chamber system. The House of Lords (the upper house) and the House of Commons (the lower house) sit separately and are constituted on entirely different principles. The relationship between the two Houses is governed largely by

convention but is in part defined by the Parliament Acts. The legislative process involves both Houses of Parliament and the Monarch.

The House of Commons is traditionally regarded as the lower house, but it is the main parliamentary arena for political battle. A Government can only remain in office for as long as it has the support of a majority in the House of Commons. As with the House of Lords, the House of Commons debates new primary legislation as a part of the process of making an Act of Parliament, but the Commons has primacy over the non-elected House of Lords. «Money Bills», concerned solely with taxation and public expenditure, are always introduced in the Commons and must be passed by the Lords promptly and without amendment. When the two houses disagree on a non-money bill, the Parliament Acts can be called upon to ensure that the will of the elected chamber prevails.

The House of Lords is the second chamber of the UK. Houses of Parliament. Members of the House of Lords (known as *«peers»*) consist of *Lords Spiritual* (senior bishops) and Lords Temporal (*lay peers*). Law Lords (senior judges) also sit as *Lords Temporal*. Members of the House of Lords are not elected. Originally, they were drawn from the various groups of senior and influential nobility in Britain, who advised the Monarch throughout the country's early history.

Following the House of Lords Act 1999 there are only 92 peers who sit by virtue of hereditary *peerage*. The majority of members are now life peers and the Government has been consulting on proposals for further reform of the Lords.

The House of Lords considers legislation, debates issues of importance and provides a forum for government ministers to be questioned. The Committees of the House consider a wide range of issues and produce reports on them. The House of Lords is also the highest court in the United Kingdom.

The most important political role in the British democratic system is reserved for the Prime Minister. British prime ministers are powerful. This is because they have great power and appoint, for instance from among, around 100 senior and junior ministerial posts to members of the ruling party across government. The Prime Minster's power is based on the parliamentary loyalty of his/her party.

*** Gr. note:** Конструкція it is...that перекладається як «саме, якраз»

UNDERSTANDING MAIN POINTS

2. Look through the text carefully to answer the following questions:

1. What role does the Queen play in the Parliament?
2. What is the British Constitution?
3. Whom do the House of Lords and the House of Commons consist of?
4. Who is responsible for the state policy?
5. What are the differences in function and in composition between the British Government and the Parliament?
6. Which of these people aren't elected: a peer, an MP, a civil servant, the Queen, the Prime Minister?
7. What is the difference between the life peer and the hereditary one?
8. What kind of political system does Great Britain and Northern Ireland have?

3. Scan the whole text. You have met a lot of new words in it. Copy the following table in your notebooks and complete it.

Monarch	Parliament	Government	Judiciary	Legislation	Others
The Queen reigns	The House of Commons	Prime Minister	court	bill	Political battle

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*on, by, of, for, in, from, over, to, between, among*).

The UK is a monarchy, but powers of the Queen are limited ... the Parliament, which consists ... two Chambers, the House of Commons and the House of Lords.

Everything in the country officially is done ... the name of the Queen (or King), but, in reality, the PM is responsible ... the policy conducted ... the Parliament.

Peers sit in the House of Lords; in the House of Commons representatives of the people ... England, Scotland, Wales and Northern Ireland take their seats.

The essence of the British Constitution is based ... two main principles: sovereignty of Parliament, the rule... law. The latter protects every citizen ... the state and enforces Parliament to put into laws the powers it transfers

to the government. According ... the Parliament Acts ... 1911 and 1949 there is the supremacy of the House of Commons ... the House of Lords.

Due ... the traditions Ministers of the Cabinet are selected ... the members of the two Houses of Parliament. The relationship ... the two Houses is governed ... convention and partially defined by the parliament Acts.

5. Insert one of the following words into the text in an appropriate form.

legislative, judicial, executive, courts, Crown, majority, Queen, MPs, Monarch, Prime Minister, Lords (2), Commons, judges, spiritual, ministers, organ, effect

In theory, constitution has three branches of power:

1. ... . Parliament is the legislative ... which is composed of the ..., the House of Lords, the House of Commons.

2. ... . Government which puts the law into ... and consists of the ministers appointed by the ... on the recommendation of the ..., who is appointed directly by the Crown and is the leader of the political party which for the two time being has a ... of seats in the House of Commons.

3. ... . Law Courts, which interpret the law and belongs to:

a. House of ..., which is the Final Court of Appeal.

b. Courts of Appeal, which deal with criminal and civil law cases.

c. Magistrate's Courts, which deal with minor criminal and civil cases.

d. Crown ..., which deal with more serious criminal cases and County Courts which deal with more serious civil cases.

Although the ... is officially head of all three branches, she has little direct power.

The House of ... consists of 651 ... ; its main function is to make laws.

The House of ... consists of the Lords ... (senior bishops) and the Lords Temporal (lay peers/senior ...).

BUILD UP YOUR VOCABULARY

6. Study the following words and phrases from the text, relating to UK institutions:

Bill, Prime Minister, Act of Parliament, the Throne, constituency, constitution, Parliament, Chamber.

7. Copy the following words in your notebooks, consult any «Law Dictionary» and give the meaning that, you think, the following words have in the context:

Throne, crown, custom, house, head, cabinet, rule, will
Example: Throne
a) ceremonial chair or a seat of a monarch;
b) royal authority, the sovereign.

Post-reading tasks

1. Read the extracts below and put them in correct order.

ELECTION FEVER

_____The British Head of State is not a president; it is a king or queen who has little real power. One of the few important functions left to the Head of State is to make sure that the Head of Government, the Prime Minister, calls a general election within five years.

_____In Britain for many years the contest has been between the Conservative Party on the right, and the Labour on the left. But there are now other major political parties in the centre: the Social Democrats and the Liberals. And of course, the centre parties hope to attract more votes from both conservatives and socialists.

_____The PM listens to the advice of the cabinet ministers, and chooses a time when opinion is favourable. At last the date of the general election is announced and the voters, who must be over the age of 18, make choice. And as soon as it is all over, the politicians start talking about when the next election will be.

_____Most British politicians spend a great deal of time discussing when the next general election will be. In the House of Commons, they talk about it all the time. Members of Parliament know that if they don't get enough votes they could be looking for a new job.

2. Describe the political system of Great Britain and Northern Ireland using words from the chart reading task 3(reading tasks):

a) the Monarch;
b) Legislature;
c) the Executive.

3. Describe the number of stages which any bill should pass through in order to become a new law. Use the following words:

amendment, First/Second Reading, Committee stage, Report stage, Third Reading, The House of Commons, the Royal Assent, to go through, to be debated, to discuss in detail, to accept or to reject.

4. Social English.

Agreeing and Disagreeing.

Read and translate the following cliches and learn them by heart.

<————————————————————————————>

Strongly agree ***Strongly disagree***

- ***I think it depends on…***
- ***I don't think so***
- ***I'm not really sure***
- ***I completely/quite agree***
- ***Certainly***
- ***I disagree with you***
- ***Nonsense***
- ***Nothing of the kind***
- ***Yes, but…***
- ***I don't really agree***
- ***I agree in some ways***
- ***I suppose so***
- ***That's absolute rubbish***
- ***I agree in theory, but …***

B. Work in pairs. Find three arguments for and against monarchy and unwritten form of Constitution. In the discussion, use the given forms of agreements and disagreements.

LANGUAGE FOCUS

Tenses in the Passive Voice
PROGRESS CHECK

1. Use the appropriate form of the verb (Simple, Continuous, Perfect, Passive):

1. The British Constitution (to be based) on two basic principles. 2. Parliament (not to be bound) to a written constitution. 3. The common law offences (to be codified) by 1986. 4. The offences (to be classified) by the police service in London. 5. Laws in Great Britain can (to be rejected) by a simple majority. 6. The House of Lords (to be presided) over by the Lord Chancellor. 7. The Speaker of the House of Commons (to be elected) by the members of the House at the very moment.

2. Choose the correct item:

1. The ministers of the Government ...by the Crown on the recommendation of the Prime Minister.
a) are being appointed b) have been appointed c) are appointed
2. The work of the Government...by the Lords and Commons.
a) are examined b) is examined c) was being examined
3. Members of the Cabinet...by the Prime Minister since long ago.
a) are chosen b) have been chosen c) have been choosing
4. The House of Commons decides what taxes...and how the money shall be spent.
a) to be collected b) must be collected c) must to be collected
5. The results from each constituency (округ) are announced as soon as the votes...
a) are counted b) have been counted c) are counting
6. The Conservative Party...in the mid of 19th century.
a) is formed b) has been formed c) was formed
7. The speech which the Queen is reading out,...by the Prime Minister.
a) has been drawn up b) was drawn up c) was being drawn up

3. Correct the mistakes:

1. A new tax bill will passed by the Parliament next week. 2. The Prime Minister was appoint by the President last week. 3. The common law offences have been codified by 1986. 4. Precedents have always used to settle new disputes and cases. 5. A new law is being discussing by the members of Parliament. 6. The law regarding pensions has been rejected. 7. The monarch have always performed an integrating role.

4. Translate the text:

Об'єднане Королівство поділяється на 659 територій, які відомі як округи (constituencies). Проміжок між виборами складає

5 років. Дата оголошується Кабінету. Загальні вибори проводять за 17 днів після розпуску Парламенту. Що відбувається в день виборів? Кожний округ поділяється на кілька виборчих районів. Виборцям надсилають картки для голосування заздалегідь. Після перевірки скриньок для голосування (voting boxes) їх закривають та опечатують. Результати від кожного округу оголошують, щойно голоси пораховано. Національний результат стає відомим наступного ранку.

Коли всі результати відомі, Королева пропонує лідеру партії, що перемогла, більшість місць в Палаті Громад та посаду Прем'єр Міністра. Потім буде оголошено дату державного відкриття Парламенту.

Палата Лордів не бере участі (to be involved) у виборчому процесі.

Indirect Speech

1. Commands. Rewrite sentences as in the example:
Example: *Work hard! — He told (asked) me to work hard.*

1. Stop talking on the phone! I am waiting for an important call! 2. Put hands on your neck! 3. Have a break for a moment! 4. Don't speak so loud! I can't hear the Speaker. 5. Don't make so many mistakes! 6. Keep some money for a rainy day! 7. Tell him the truth! 8. Don't complain of your boss! 9. Follow that car!

2. Change the following sentences into indirect speech as in the example:

Example:	*Are you busy?*	*She asked* if *I was busy.*
	Where are you going?	*She asked* where *I was going.*
	When do you get up?	*She asked* when *I got up.*

1. Do you work as a legal adviser or a prosecutor? 2. Has he presented the evidence? 3. Did he have a personal interest in the case? 4. What does the legislative process involve? 5. Where are the members of the House of Lords drawn from? 6. What are the chambers of the UK Parliament? 7. What is the highest court in the United Kingdom?

3. Rewrite sentences as in the example:
Example: *I am very busy. (Frank) — Frank said he was very busy.*

1. The rule of law protects citizens from the state. (the legislator). 2. We are going to settle the dispute. (Philip). 3. John is suspected of murder! (Alfred). 4. Legal decisions are always based on firm cases. (the lawyer). 5. They went to the Prosecutor's Office. (Jerry). 6. He was giving evidence that moment. (Frank). 7. They work as notaries. (Kelly).

4. Turn these into indirect speech, beginning *I didn't know*:
Example: *There is no written constitution in the UK. — I didn't know that there was no written constitution in the UK.*

1. Laws in the UK can be passed by a simple majority. 2. The English legal system is based on common law. 3. Great Britain has been a nation that holds on tight to its traditions. 4. The Queen is responsible for appointing Bishops to the Church. 5. The Prime Minister's power is based on the loyalty of his party. 6. This famous barrister will represent James in court. 7. The main feature of common law has always been its foundation on case law.

5. Rewrite the following sentences in indirect speech:
Example: *The Prime Minister said, 'The role of Parliament has much changed over the past 10 years' — The Prime Minister said that the role of Parliament had much changed over the past 10 years.*

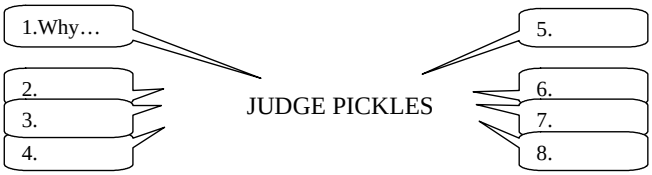
1. The judge said, 'I have never faced such an awful mistake'. 2. The students said, 'The professor explained the legal and political system of Great Britain properly'. 3. The policeman said, 'I saw them at the station'. 4. The postman said, 'I have brought you a recommended letter'. 5. Mary said, 'I studied Criminology at the Academy'. 6. His aunt said, 'Something terrible happened'.

6. Translate the following sentences into English:

1. Вона сказала, що Парламент вже затвердив новий закон. 2. Слідчий департамент повідомив, що злочинця спіймали. 3. Юрист сказав, що прецеденти використовуються для вирішення нових спорів. 4. Газета повідомила, що докладаються певні зусилля, щоб покращити зв'язок з молоддю щодо попередження злочинності. 5. Він сказав, що королева Єлизавета II править з 1952 року. 6. Він запитав, яка гілка влади відповідальна за дотримання та застосування законів. 7. Студент поцікавився, які екзамени здають адвокати.

7. Guess the exact words Judge Pickles said to Fletcher:

He asked him why he did it. Then he told him he was definitely guilty. He told him to look at him when he was speaking to him. He asked him if he was sorry for what he had done. He told him that the police officer was still in hospital. He said he would go to prison for a long time for that crime. He asked him if he had anything to say in his defence. Then he told the policeman to take him away.



Module 4 Unit 2

Text: The USA
Vocabulary in use
Language focus:

Used to (would) Participle I
Adjectives and Adverbs in -ed and -ing

Pre-reading tasks

1. Discuss the following questions:

1. Who was the first President of the USA?
2. How many political parties has the USA?
3. Name the two political parties in the U.S. and say which animals symbolize each party?
4. What is Washington D.C.?
5. Why is the national flag of the USA called «stars and stripes»? Explain the symbolism of the stripes and the stars on the U.S. flag.
6. Who is the President of the USA now?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	the chief executive	a	перебувати на довічній посаді за умови бездоганної поведінки
2	to act on smb's authority	b	окружні суди
3	union of states	c	суддя
4	courts of appeal	d	апеляційні суди
5	circuit courts	e	союз штатів
6	justice	f	ратифікація договорів
7	to serve on good behaviour for life	g	*амер.* голова виконавчої влади, президент
8	ratification of treaties	h	діяти на основі повноважень

Reading tasks

1. Read the text about the USA to understand what information is of primary importance or new for you.

Notes on the text:
D.C. (District Columbia) — Округ Колумбія
Electoral College — (*амер.*) колегія виборщиків (*на президентських виборах*)

The USA

The United States of America, popularly referred to as the United States or as America is a federal republic on the continent of North America, consisting of 50 states. New York City is the largest city in the United States. Washington, *D.C.*, is the capital.

The supreme law of the land is the Constitution of the United States. The Constitution was drafted in 1787, was ratified by the required two-thirds of the states by June 1788, and was put into effect in 1789. The first ten amendments, known as the Bill of Rights, were adopted in 1791. They provide for freedom of speech, freedom of religion, freedom of the press, the right to assemble, the right to petition the government, and various due process and criminal procedure rights for individuals. Seventeen additional amendments were adopted between 1795 and 1992, abolishing slavery, providing for an income tax, and providing for universal suffrage for all people 18 or older, among other purposes.

The Constitution provides for a union of states, each with its own constitution, republican form of government, and reserved powers, within a federal system. The national government is responsible for external affairs and has concurrent powers with states, commonwealths, and self-governing territories over domestic matters. The head of state is the President of the United States; and the seat of government is the District of Columbia, which has limited home rule and no voting representation in the national legislature.

The Constitution establishes three separate branches of government: the legislative, executive, and judicial.

Article II of the Constitution states that a president and vice president are chosen by a majority of voters in the *Electoral College*, for a fixed term of four years. The 22nd Amendment (1951) limits presidents to two terms

in office. By state law, electors are chosen by a plurality of the popular vote in each state and in the District of Columbia. In almost all cases the winner of the popular vote is elected president.

The American President typically has a greater range of functions than prime ministers in parliamentary governments because the President serves as ceremonial chief of state as well as head of government. Unlike most presidents in other nations, the American President is also the head of his or her party, an important legislative leader, and the chief executive. The Constitution makes the President Commander-in-Chief of the U.S. armed forces.

The president's diplomatic powers include negotiation and ratification of treaties, with the consent of two-thirds of the Senate; the appointment of ambassadors to foreign nations, also with the consent of the Senate; and the reception of foreign ambassadors. The president negotiates, on his or her own authority, executive agreements with leaders of other nations.

An extensive advisory system serves the president. The President's cabinet also serves as a source of information and advice. It consists of the heads of the governmental departments and a few other officials, such as the director of the Central Intelligence Agency and the U.S. ambassador to the United Nations (UN). The cabinet has no power of its own.

All legislative powers granted by the Constitution in Article I are exercised by the Congress of the United States. Congress consists of two houses, the Senate and the House of Representatives. The Senate contains 100 senators, two representing each state — a provision of the Constitution not subject to amendment. The 435 members of the House are elected by the different states on the basis of their population at the most recent U.S. census. Every two years all 435 members of the House are elected, and one-third of the senators.

Congress has extensive powers in domestic affairs, including the power to tax, borrow money and pay debts, coin money and regulate its value, and regulate commerce among the states. Congress helps to establish and oversees the departments and agencies of the executive branch; it also establishes the lower federal courts and determines their jurisdiction. Congress has the power to declare war, raise and maintain the armed forces, establish tariffs, and regulate commerce with foreign nations.

The legislative branch also includes agencies such as the Congressional Budget Office, the General Accounting Office, the Library of Congress, and the Government Printing Office.

The federal court system derives its powers from Article III of the Constitution. The system includes the Supreme Court of the United States, established by the Constitution; and 12 courts of appeal (sometimes called circuit courts), 91 district courts, and special courts, all established by the Congress.

The federal courts perform two constitutional functions. First, they interpret the meaning of laws and administrative regulations. Second, the courts determine whether any law passed by Congress or state legislatures, or any administrative action taken by the national or state executive branches, violates the US Constitution. Federal courts can declare null and void laws or actions, at the national and state levels, that violate the Constitution.

The nine justices of the Supreme Court and the other federal judges are nominated by the president with the advice and consent of the Senate. The President, in making district court nominations, usually follows the recommendations of senators from the president's party. All federal judges and justices of the Supreme Court serve on good behaviour for life. They may be removed from office only through the process of impeachment, which has been used fewer than 20 times, and never successfully against a Supreme Court justice.

UNDERSTANDING MAIN POINTS

2. Mark these statements T (true) or F (false) according to the text. Find the part of the text that gives the correct information:

1. The law-making body of the USA government is called the Congress.
2. The Congress consists of two chambers.
3. The US President is the head of its military forces.
4. There is an equal number of Senators representing each state in the USA.
5. Presidential elections in the USA are held every five years.
6. The elected President can't serve as long as he wins elections.
7. Besides others the executive branch includes the Library of Congress.

8. The President of the USA nominates nine justices of the Supreme Court.
9. The president's Cabinet has no power of its own.
10. The President is the chief executive of the USA.

3. Find in the text and decide from the context what the word could mean, then choose the appropriate definition:

1) office
a) room used as a place for business;
b) buildings of a government department;
c) public position of authority

2) seat
a) something for sitting on
b) a place where something is located or based;
c) a parliamentary constituency;
d) membership on a legislative authority

3) state
a) the condition of a person or thing with respect to circumstances;
b) a nation or a government, a country;
c) a part of the USA

4) justice
a) a judge of the Supreme Court;
b) the administration of what is just according to law;
c) rightfulness or lawfulness

5) term
a) the time or period, usually fixed;
b) a word defining something in a particular field;
c) pl. conditions and stipulations;
d) pl. words expressed in a specified way

6) house
a) a building in which people live;
b) a legislative or deliberative body;
c) a building for any purpose

7) rule
a) a principle or regulation governing conduct, procedure;
b) control or government;

c) the customary or normal condition, practice

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*by, from, with, to, for, of, through*).

1. The two houses of Congress are responsible ... enacting the nation's laws.
2. Why is the state flag of the USA referred ... as «stars and stripes»?
3. How many justices does the Supreme Court consist ...?
4. The State of Louisiana has a Roman civil form of law which derives ... its days as a French colony?
5. What process can the President be removed ... the office ...?
6. The chairman of the House of Representatives, the Speaker is elected ... the House.
7. All the Supreme Court judges are nominated ... life ... the President.
8. What freedoms were provided ... by the Bill of Rights?
9. What office can a person be appointed only ... the consent of the Senate?

BUILD UP YOUR VOCABULARY

5. Substitute the active vocabulary of the lesson for the italicized parts.

1. The preliminary version of the constitution *was composed* in 1787.
2. This law was *implemented* in 2001.
3. The American people were proud of the decision *to put an end to* slavery in their country.
4. No country has a right to interfere with the *internal* affairs of the other states.
5. The interpretation of the law meaning is *performed* by the Supreme Court of the USA.
6. Federal courts may declare laws violating the Constitution *invalid*.
7. The ambassador of the country has no absolute right for the ratification of *any formal agreement reached by negotiations between two or more countries* without consent of the President.

8. The US President is the *head* of the state and Commander-in-chief of the armed forces.

6. The verbs below can all be used to form nouns. Find in the text the nouns which have related meanings and make up your own sentences with them:
Example: To lead — a leader (n.) e.g. Who is the leader of the political party?

To lead, to amend, to negotiate, to vote, to ratify, to regulate, to advise, to agree, to treat, to appoint, to legislate

Post-reading tasks

1. From the text select the information which was new for you or impressed you.

2. List some similarities and differences between the US system of government and that of your own country.

3. Summarize everything you have learnt about the system of the US government (do it in a written form).

4. Who's the Chief? Match a line A with a line B.

A	B
a) the House of Commons	1) the President
b) the House of Lords	2) the Speaker
c) Great Britain and Northern Ireland	3) the Lord Chancellor
d) the USA	4) the Prime Minister
e) Ukraine	5) the British Sovereign
f) The British Commonwealth of Nations	
g) The UK government	

LANGUAGE FOCUS

Participle I

1. Rewrite the following sentences as in the example:

A. **Example:** *The men who work in the Prosecutor's Office are my colleagues. — The men working in the Prosecutor's Office are my colleagues.*

1. The United States of America is a federal republic that consists of 50 states. 2. The head of state is the monarch who reigns. 3. Several amendments to the Bill of Rights were adopted that abolished slavery and provided for an income tax. 4. Congress has powers in domestic affairs which include the power to regulate commerce among states. 5. The federal court system in the USA which includes the Supreme Court, courts of appeal, district courts and special courts, is rather different from any other court system we have already studied. 6. The lawyer who is announcing the sentence is a judge. 7. The unknown man who is following us looks like a criminal.

B. **Example:** *When she heard the strange noise, she turned around. — Hearing the strange noise she turned around.*

1. When I looked through the report on the presidential budget I realized everything. 2. When the President said about the victims he thought about his own family. 3. When they recognized his voice on the cassette, they became suspicious. 4. When the stranger saw the congressman, he demanded to stop. 5. When I went out of the court, I remembered I was going to visit the Library of Congress. 6. When they pass a law they always think if it violates the US Constitution. 7. When I realized what had happened, I called the police.

C. **Example:** *I read the article and made notes. — I read the article making notes.*

1. The senator looked at me and smiled. 2. At the time of negotiations I spoke and trembled. 3. The judge told about his youth and showed old pictures with blood on them. 4. He turned over the pages of voting forms and counted the number of votes for his elector. 5. The President was making his speech and looked at the audience. 6. They looked through the presidential budget requests and made notes.

2. Translate the following sentences into Ukrainian. Point out Participles:

1. People appeased the gods in ritualistic ceremonies ending in sacrifice or expulsion of the wrongdoer. 2. Numerous administrative agencies now make rules that deal with all kinds of activity, including licensing and protection of health. 3. Recently there have been

continuous debates regarding the legitimacy of government intervention in matters of birth control. 4. In the 6th century a commission consolidated all sources of law including the opinions of great legal scholars. 5. All criminal trials in Britain are held before a judge and a jury consisting of 12 ordinary people. 6. Looking back over English legal history it is plain to see that the old local customs at and around the time of the Norman Conquest are the historical source of the common law. 7. When emerging from the Lords the Bill may be amended. 8. Being the most serious offences, these cases are always tried by federal court judges.

3. Translate the following word combinations into English:

Сенат, що складається з сенаторів штатів; люди, що голосують на виборах; партія, що керує країною; закон, що захищає права громадян; законотворчий орган; партія, що перемагає на виборах; кабінет, що складається з міністрів.

4. Translate the following sentences into English:

1. Конгрес має великі повноваження, включаючи владу стягувати податки, позичати гроші, платити борги та регулювати комерційні справи між штатами. 2. Судді, які обіймають посаду все життя, можуть бути звільнені тільки після процесу імпічмента. 3. Конгрес, який складається з двох палат, має владні повноваження щодо вирішення внутрішніх справ. 4. У Королевському суді Об'єднаного Королівства працюють три види суддів, залежно від серйозності справи. 5. Дії або закони, що порушують Конституцію, можуть бути визнані недійсними. 6. Конгресс займається справами відносин з іншими країнами, регулюючи комерцію з іноземними державами.

Used to (would)

Complete these sentences with used to + Infinitive of a suitable verb:

1. He...a lot because his job was connected with commerce among the states. 2. They...the members of the House of Representatives presenting California and Vermont. 3. She...work much as she was an advisor at the Central Intelligence Agency; now she is retired and has a plenty of time. 4. They...an income tax but now the presidential

budget requests have changed. 5. We...in a small village but now we live in New York. 6. There...the Government Printing Office opposite the station but it moved to another building long time ago. 7. I...a lot of people from the government and I don't know any these days.

Adjectives and adverbs in -ing, -ed

Choose the correct word:

1. The Congressman was satisfying/ satisfied with the results of the election.
2. Are you interesting/ interested in politics?
3. They were/ disappointing/ disappointed with the Justice's decision.
4. It's sometimes embarrassed/ embarrassing when you have to ask people for money.
5. Why does he always look so boring/ bored? Is his work really so bored/ boring?
6. Most of the members of the House of Representatives had a really terrifying/ terrified experience. Afterwards everybody was very shocking/ shocked.
7. The explanation of an amendment to the Constitution was confused/ confusing.
8. Our aim is to create a law- governing/ law-governed state.
9. It's not surprised/ surprising that in almost all cases the winner of the popular vote is elected president.
10. The officials of the General Accounting Office have been working hard all day and now they are exhausted/ exhausting.

Module 4 Unit 3

Text: Common Law
Vocabulary in use
Language focus:

Participle II

Pre-reading tasks

1. Discuss the following questions:

Are terms «Common law» and «Case law» similar? What do you know about these notions from your law course?

2. Match the following English words and expressions with their Ukrainian equivalents.

1	to preserve independence	a	судове рішення
2	rule of decision	b	встановити прецедент
3	to set a precedent	c	проведення судового засідання
4	trial court	d	винести вердикт
5	conduct of a court	e	розглядати спори
6	to reach a verdict	f	зберігати незалежність
7	to adjudicate disputes	g	суд першої інстанції
8	appellate courts	h	апеляційні суди

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

COMMON LAW

Common Law is a term, which describes the main body of English unwritten law that evolved from the 12th century onward. The name comes from the idea that English medieval law, as administered by the courts, reflected the «common» customs of the kingdom. This system of law prevails in Great Britain and in those countries, such as Canada and the United States, that were originally colonized by English settlers.

The common law is based on the principle of deciding cases by reference to previous judicial decisions, rather than to written statutes drafted by legislative bodies. Common law can be contrasted to the civil law system, based on ancient Roman law, found in continental Europe and elsewhere.

As the number of judicial decisions accumulate on a particular kind of dispute, general rules or precedents emerge and become guidelines for judges deciding similar cases in the future. Subsequent cases, however, may reveal new and different facts and considerations, such as changing social or technological conditions. A common-law judge is then free to depart from precedent and establish a new rule of decision, which sets a new precedent as it is accepted and used by different judges in other cases. In this manner, common law retains a dynamic for change.

In all common-law systems, a pyramidal structure of courts exists to define the law. At the base of the pyramid are trial courts, composed of a single judge and a jury selected from local citizens. The judge controls the conduct of the court and the admission of evidence. After both sides have presented their evidence, the judge instructs the jury on the appropriate legal principles to be applied in determining the case. The jury then weighs the facts and applies the law, as stated by the judge, in order to reach a verdict or judg(e)ment.

Above the trial courts, layers of appellate courts, composed entirely of judges, exist to adjudicate disputes. These disputes centre on whether or not the trial judge applied the correct principles of law. (The jury's determination of fact and its ultimate verdict or judg(e)ment are not subject to appellate review, however, in order to preserve the independence of the jury as a check on judicial power.) The interpretations of law made by appellate courts form the precedents that govern future cases. Furthermore, the importance of a precedent for any given court depends on that court's position in the pyramidal structure; for example, a precedent set by an appellate court has greater force in trial courts than in other appellate courts.

UNDERSTANDING MAIN POINTS

2. Mark these statements T (true) or F (false) according to the text. Find the part of the text that gives the correct information.

1. The term «Common Law» has been used since the 12th century.

2. Common Law system is used in the USA, Canada, Great Britain and in continental Europe.
3. Common law is a term which describes the civil-law system.
4. In all the countries with common law system, the structure of courts exists in order to define the law.
5. Common law system is characterized as a very dynamic one.
6. The jurors are usually selected from residents.
7. Any verdict couldn't be reached before both sides have presented their evidence.
8. The jury's verdict is ultimate but is subject to appellate review.
9. Appellate courts have no right to interpret laws.
10. The precedent set by appellate courts has greater force in appellate courts than in other trial courts.

3. Below are some words and phrases derived from «appeal» and «judge». Link each item to its definition.

A.	1) appeal	a) to ask a more senior court or person to review a decision of a subordinate court or person
	2) appellate	b) permission of the court to institute appeal proceedings from a single judge or lower court to full court or a higher court respectively which appeals are made on points
	3) appellee	c) a court to which appeals are made on points of law resulting from the judgement of a lower court
	4) court of appeal	d) a party who appeals against a judicial decision which isn't in that party's favour
	5) leave to appeal	e) refers to a higher court that can hear appeals from a lower court

———————————————————————————

B.	1) judge	a) the judicial decision of a case in court or verdict
	2) judicial	b) a body of persons sworn to render a verdict or true answer on a law case officially submitted to them

3) jury	c) a public officer authorized to hear and to determine cases in a court of law
4) adjudicate	d) to settle judicially
5) judgment	e) pertaining to courts of law or to judges

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*by, from, in, on, to, of, for*).

1. If no precedent could be found, the judge made a decision that is based ... existing legal principles and his decision would become a precedent for other courts to follow when a similar case arose.
2. All new treaties must be adopted only ... reference ...the main legal document of a country, its Constitution.
3. These judges are free to depart ... the precedent and set a new precedent as it is accepted and used by other judges.
4. How many chapters is the Ukrainian Constitution composed ...?
5. In the USA jurors are selected at random ... all of the registered voters in the district.
6. The judge must instruct the jury ... the law that applies ... the case.
7. Even statutes often need to be interpreted ... the courts ... order ... fit particular cases, and these interpretations become new precedents.
8. The property and affairs of mentally-ill persons are administered ... the Court of Protection.

BUILD UP YOUR VOCABULARY

5. Substitute the active vocabulary of the lesson for the italicized parts.

1. The investigator *disclosed* new facts and evidence.
2. In civil cases, the jury's verdict must be unanimous, unless the *sides* have agreed before the trial that they will *agree to* a verdict that is not unanimous.
3. What issues will be taken into *deliberation* during pre-trial conference.
4. The judges are free to *deviate* from the precedent and *establish a new court decision* as it is used by other judges to follow when a similar case arose.

5. The jury retired to the jury room to discuss the evidence and to reach *a verdict*.
6. In all common law systems, judges sometimes make laws, since their *creative explanation* may become precedents for other courts to allow.
7. In English law, the principle of judicial *re-examination* enables a court to overturn a decision made by government ministry that acted illegally.
8. In most cases the lawyers and judges agree before trial what issues are *engaged in argument involving different opinions*.

6. Many words have more than one meaning and you must be careful when you use your dictionary to find the right definition. In the following sentences, the words in italics have several meanings. Translate the words paying special attention to the meanings as legal terms.

1. Who is the leader of the political *party*?
2. Yesterday he invited me to his birthday *party* and I was very glad to hear it.
3. Each of the sides involved in a legal dispute is a *party*.
4. A lawyer participates in questioning the witnesses and submits *evidence*.
5. Do you have any *evidence* to prove your idea?
6. Judgement is a legal *term* that means the legal reasoning and decision of a court in a case brought before it.
7. The constitutional composition of the Verkhovna Rada of Ukraine consists of 450 National Deputies of Ukraine who are elected for a four-year *term* on the basis of universal, equal and direct suffrage, by secret ballot.
8. Every year many Ukrainian young people *apply* to various higher education institutions.
9. The courts interpret and *apply* the law.
10. *Applicant* is a person who makes a formal request or application to a court.

Post-reading tasks

1. The term «Common Law» has several different meanings depending on the context. Using the information from the text, give the definitions of «Common Law».

2. What system of law does your country have? If you were President which law system you would prefer? Why?

OVER TO YOU

1. Using the following points, be ready to describe the Ukrainian electoral system:

1) **The electorate:** who can vote?
2) **Constituencies:** number of constituencies?
3) **Parliamentary candidates:** who chooses candidates?/ how?
4) **Financing political parties:** expenditure during election campaigns / who finances parties?
5) **The electoral system: which** candidates are elected? / the importance of the distribution of political support in the country?
6) **Electoral reform:** reason for changing the system/possible effects of electoral reform?

2. A. Describe the system of government in your own country including the following points:

1) **THE HEAD OF STATE**: appointment, functions and power, relationship with other organs;
2) **THE LEGISLATURE:** composition, functions and power, relationship with other organs;
3) **THE EXECUTIVE:** composition, functions and power, relationship with other organs;

B. Take turns to describe different aspects of the system of government in the USA and the UK. Speak aloud.

3. Work alone or in pairs.

Compare the systems of government. If you prefer you may complete the chart to help you.

a. What are the most striking differences between the UK system of government, the US system of government and your own country?
b. Are there significant similarities between the above-mentioned systems?
c. Compare one or more aspects of government that particularly interest you. Make a short report.
d. When you are ready speak aloud. Then exchange your most interesting ideas with the rest of the class.

LANGUAGE FOCUS

Participle II

1. Translate the following sentences into Ukrainian, find Past Participles and explain the use:

1. The suspect is described heavy-bearded with hooked nose. 2. An entry clearance certificate is a sticker placed in your passport at your local visa office. 3. In modern societies some authorized body such as a legislature or court makes the law. 4. Ukraine's declaration of independence, approved by a popular vote in 1991, has become a general rule. 5. Donetsk, known for mining and metallurgy is one of the biggest cities in Ukraine. 6. The Constitutional Court charged with protecting and interpreting the constitution is the highest court in Ukraine. 7. The country divided into 24 regions includes also the autonomous republic of Crimea. 8. Civil law used in many countries is based on ancient Roman law. 9. Precedents set by previous cases can be used to adjudicate new disputes. 10. At the annual opening of the Parliament the Queen reads out a speech drawn up by the Prime Minister.

2. Rewrite the following sentences as in the example:
Example: *We live in the city which was founded more than 1,500 years ago. — We live in the city founded more than 1,500 years ago.*

1. Money bills which are concerned with taxation are always introduced by the Commons. 2. The first ten amendments to the Constitution of the USA which is known as the Bill of Rights were adopted in 1971. 3. There are 93 districts courts and special courts which all were established by the Congress of the USA. 4. English medieval law which is administered by courts reflected the «common» traditions and customs of the USA. 5. The common law is not based on the principle of deciding cases by reference to written statutes. 6. The civil law which is found in continental Europe can be contrasted to the common-law system. 7. The jury which is selected from local citizens applies the law to reach a verdict. 8. The interpretation of law which is made by appellate courts forms the precedents that govern future cases.

3. Translate the following word combinations into Ukrainian paying attention to the use of Participle II:

A. a solved problem; a retired judge; the proposed action; the highly-qualified lawyers; the given powers; the required qualifications; unwritten law;

B. any accused person; any imprisoned citizen; any attended trial; any elected representative; any detailed rule; any examined witness;

C. the individual involved; the area concerned; the terminology used; the courts organized; the decision taken; the recommendations made; the old customs found in England;

D. the courts organized by the local landowners; an action based on principles; the meaning dictated by Parliament; the members selected by the Prime Minister.

4. Translate the following sentences into English using Participle II:

1. Кожен заарештований чи затриманий повинен бути проінформований щодо причини його арешту чи затримання. 2. Кожен затриманий має право оскаржити (to challenge) в суді своє затримання. 3. Родичі заарештованої чи затриманої особи повинні бути проінформовані негайно про його чи її арешт. 4. Затримана чи арештована особа повинна бути звільнена одразу, якщо на це не було відповідного рішення суду. 5. Президент України дає таку клятву: «Я, (ім'я та прізвище), обраний за волею народу як Президент України, торжественно клянуся бути вірним Україні (allegiance to Ukraine). 6. Акти Президента України, видані в межах його повноважень, підписуються також Прем'єр-міністром України. 7. Письмові статути, складені (to draft) законодавчими органами, є основою для вирішення справ по системі цивільного права. 8. Суди, які роглядають справи по суті, що складаються з судді та присяжних, лежать в основі піраміди судів.

Module 5 Unit 1

Text: Legal Profession(als)
Vocabulary in use
Language focus:

The Gerund
Construction both ... and

Pre-reading tasks

1. Discuss these questions:

1. Why did you choose law as a career?
2. What are different branches of legal profession in your country?
3. What is the normal way that lawyers become qualified to practice law in your country?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	notary	a	програмні пакети
2	barrister and solicitor	b	нотаріус
3	to be computer literate	c	навички роботи в команді
4	inescapable fact	d	інформаційні технології
5	information technology (IT)	e	професійна обізнаність
6	software packages	f	володіти навичками роботи з комп'ютером
7	teamwork skills	g	неминучий факт
8	professional awareness	h	баристер і солісітор

Reading Tasks

1. Read the text about people who are in legal profession to understand what information is new for you.

LEGAL PROFESSION(ALS)

The legal profession is changing and responding positively to the outside world. The future demands greater professional responsibility and self-management skills to succeed. The better and informed future

lawyers — judges, prosecutors, notaries, investigators in Ukraine; barristers and solicitors in the United Kingdom — are, the more aware they are of their strengths and ambitions, the more they will be able to manage future career opportunities.

The legal profession is driven both by the changing needs of its clients and by government policy and new legislative frameworks. Lawyers need to ensure that services and standards are properly regulated, maintained and enhanced.

The legal profession is increasingly international — global economy, the European Union influences different aspects of lives of a European lawyer. Many lawyers deal with international business and clients now. In the UK, it tends to be solicitors who work for international law firms, but barristers may also be representing international clients.

Increased competition is a growing aspect of the legal profession. Clients look for high-quality specialist services. Within the legal profession in the UK there is a healthy competition between solicitors and barristers.

Information technology is an inescapable fact of modern life. You can't get away from IT — you ought to be, and need to be, computer literate. You have to depend on relevant IT solutions — the legal profession here is no exception. Expect to make good use of specialist software packages and other IT services for research and client support as part of your everyday job.

As a prospective lawyer you will need to consider your options carefully:

– where do I train — what is the best course and training opportunity for me?

– what branch of the profession and areas of law do I eventually want to practice in and what are the opportunities?

You should be starting to ask yourself these questions now. Remember that as well as academic excellence, employers place a premium on good communication and teamwork skills combined with professional awareness.

UNDERSTANDING MAIN POINTS

2. Answer the following questions:

1. What demands should the modern lawyer answer?

2. Why is the legal profession changing?
3. How does the European law influence legal professionals' affairs?
4. What role does IT play in a modern life?
5. What items should you consider as a prospective lawyer?
6. In which two different meanings is a word «lawyer» used in the text? Give the definitions.

3. WORD FAMILIES. Find in the text the words having the same basic part of a word (root). Their meanings are related. Compose your own sentences to illustrate their meaning and function in a sentence.

To escape, to increase, to manage, to support, to except, to need, to train, to prosecute, aware, profession.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*with, on, to, of, for*).

1. My neighbour looks ... a good lawyer with self-management skills.
2. The law should respond ... political and economical changes.
3. Every highly-qualified professional is to make good use ... IT services.
4. It will depend ... many facts.
5. Smoking tends ... injure the voice.
6. A lawyer is a person who deals ... legal affairs.

BUILD UP YOUR VOCABULARY

5. A. Substitute the active vocabulary of the lesson for the italicized parts. To help — *to succeed, to maintain, competition, client, opportunity, skill, to ensure, increasingly, to get away.*

SOLICITOR OR BARRISTER?

You can't *live without* the people who are in legal profession. The legal profession becomes *more numerously* international. The solicitor is the first point of contact with the law for a *person who needs the services of a lawyer* in the UK. The solicitor listens carefully to the client *to make sure* their needs are clearly understood and then explains the legal position and gives advice. By contrast, barristers will only see the client in the company of a briefing solicitor. The barrister is the

specialist with particular *abilities to do well* in advocacy, a consultant who will examine the case and decide what line to take in court. There are only a few solicitors who have *chances* to present cases in the higher courts. Much more solicitors spend much of their time in an office making investigations, giving advice to clients and preparing documents for counsel. A barrister spends time either in a courtroom or preparing his arguments for the court. Barristers are self-employed in the independent Bar. Solicitors are normally salaried and may be offered a share in the profits of the practice if they *turn out successfully*. There is a healthy *contest* between solicitors and barristers.

The Bar is a small but influential independent body with just over 8,000 practising barristers in over 400 chambers in England and Wales. In addition, there are about 2,000 barristers employed as in-house lawyers. The Bar is an advocacy profession. The work divides equally between civil and criminal law.

But many people believe the distinction between barristers and solicitors should be eliminated in England, as has already happened in Australia. The government is considering various proposals, but there are *for keeping in existence*, as well as removing, the division.

Neither kind of lawyer needs a university qualification. The vast majority of barristers and most solicitors do in fact go to university, but they do not necessarily study law there. This arrangement is typically British.

B. Answer the following questions:

1. Who may represent the accused in court?
2. What is a solicitor?
3. What is a barrister?
4. In what cases does the solicitor hire a barrister?

Post-reading tasks

1. **Write down the plan for this text in the form of questions. Ask your partners to answer them.**
2. **Give your friend who is going to become a lawyer some advice.**
3. **Being a lawyer is regarded as one of the best professions in many countries. Think about what the different areas of specialisation are, and which you would choose, or have chosen, and why.**

Make notes under the headings: choice of specialisation; number of years of training; income expectations; responsibilities; kinds of clients; need for foreign languages; likely challenges and opportunities. Add any other points that occur to you.

LANGUAGE FOCUS

The Gerund

1. Rewrite the following sentences as in the example:
Example: *It is important to have good friends. — Having good friends is very important.*

1. It's easy to learn how to read. 2. It's important to become computer literate. 3. Is it difficult to study Criminal Law? 4. It's important to have professional awareness. 5. It is interesting to learn about global economy. 6. It's important to maintain legality. 7. It's necessary to obtain team work skills.

2. Answer the questions using the gerund:

1.What is the best way for training investigator skills? 2. What is the best way for gaining as much knowledge as possible in Criminal Law? 3. Learning a foreign language is necessary to become a good lawyer, isn't it? 4. Maintaining public order is the task of law-enforcement bodies, isn't it? 5. Everyone has the right to a good standard of living sufficient for him and his family hasn't he? 6. After finishing school your choice was obvious, wasn't it? 7. You should start asking yourself now, what you must do to become a good lawyer, shouldn't you?

3. Encourage people to do the following things*:*
Example: *to read from page 1 — Would you please start/begin reading from page 1?*

1. to write a law report; 2. to compose a dialogue; 3. to examine the evidence; 4. to discuss the case with a judge; 5. to prepare the case for the trial; 6. to search the scene of the crime; 7. to exchange impressions at the lesson. 8. to tell about the accident. 9. to answer the inspector's questions.

4. Make a polite request using the construction *stop/ start + gerund*:
Example: *to make that terrible noise — Would you please stop making that terrible noise?*

to type those legal documents; to lie the lawyer; to chatter about the case; to listen to the President; to use the dictionary; to go to those meetings; to use the phone so much; to trust her.

5. Express your attitude to the following using the structure *to be worth + gerund*:
Example: *to read the book — The book is (not) worth reading.*

1. to discuss his speech at the meeting; 2. to study to become a prospective lawyer; 3. to repeat an investigatory experiment; 4. to develop your self-management skills; 5. to be computer literate; 6. to go to the police and tell everything ourselves; 7. to interrupt the speaker.

6. Make up sentences using the structure *need + gerund*:
Example: *to paint the window — The window needs painting.*

1. My jacket, to clean. 2. This difficult problem, to think about carefully. 3. The door, to repair. 4. The information, to check. 5. The documents, to analyze. 6. The evidence, to examine. 7. The report, to rewrite.

7. Make up sentences as in the example (use the verb *to excuse*):
Example: *to interrupt — Excuse my interrupting.*

to come late; to tell all the story to mother; to give so much trouble; to cause your trouble; not to call you on Sunday; to remind you of your promise; to remind of your debt; not to be present at the court hearing; to forget our arrangements to meet.

8. Complete the following sentences with appropriate verb in the gerund form:

1. He is accused of... 2. I insist on telling ... 3. He didn't succeed in finding ... 4. Passing a sentence must be ... 5. Without considering the evidence of the accused the jury can't ... 6. Before becoming a judge one must ... 7. After explaining the rules to the accused the judge began ... 8. The House of Representatives kept on discussing ... 9. Making laws is ... 10. They are suspected of... 11. I am looking forward to... 12. We depend on...

9. Translate the following sentences into English:

1. Нарешті вони почали ретельно вивчати питання міжнародного бізнесу. 2. Припиніть хвилюватися. Ви безумовно отримаєте місце в цій юридичній фірмі. 3. Проблему інформаційних технологій треба розглянути дуже ретельно. 4. З цим не слід сперечатись: клієнти шукають високо-якісних спеціалістів у галузі права. 5. Вона заперечувала, що працює барістером. 6. Припиніть звинувачувати усіх! 7. Вони з нетерпінням чекають на підвищення якості послуг.

Construction *both … and*

1. Use the construction both…and in your own sentences, use the following words:

1. (somebody)... to be professional solicitors.
2. (somebody)... to have become computer literate.
3. (somebody)... to be able to manage future opportunities.
4. (something)... to demand legal professionals.
5. (something)... to be needed to get a good job in the sphere of law.
6. (something)... to become a prospective lawyer.
   (something)... to influence different aspects of lives of a European lawyer.

Module 5 Unit 2

Text: Civil Law (family, contract, intellectual property)
Vocabulary in use
Language focus:

The Infinitive

Pre-reading tasks

1. **Give examples from your country (different countries) of how the family is given special legal consideration.**

2. **Match the following English words and expressions with their Ukrainian equivalents:**

1	welfare of children	a	кримінальний злочин
2	loan	b	особа, яка понесла збитки
3	aggrieved person	c	винагорода за зусилля
4	to be infringed	d	торгова марка
5	criminal offence	e	позика
6	terms	f	добробут дітей
7	trademark	g.	бути порушеним
8	reward for the efforts	h.	умови

Reading tasks

1. **Read the text to understand what information is of primary importance or new for you.**

Note on the text:
Tort — делікт, цивільне правопорушення

CIVIL LAW
(FAMILY, CONTRACT, INTELLECTUAL PROPERTY)

The civil law covers cases related to family, property, contracts and non-contractual wrongful acts suffered by one person at the hands of another (*torts*). Family law includes the laws governing marriage, divorce

and the welfare of children; the law of property governs ownership, disposal of property on death, etc.; the law of contract regulates, for instance, the sale of goods, loans, partnerships, insurance and guarantees.

Civil proceedings are started by the aggrieved person. As a private matter, they can usually be abandoned or ended by settlement between the parties at any time. In many cases, parties to a dispute settle their differences through their lawyers before the trial stage is reached.

Family law is divided into public and private law cases. Public law cases involve local government and other public authorities and include matters such as care of children. Private law cases involve divorce proceedings, etc. Most court cases involving children concern private disputes between parents — often after separation.

Torts include wrongs such as negligence, defamation, etc. If these legal rights have been infringed, a plaintiff can sue for compensation. One of the most important tort actions is that for negligence, when a person fails to live up to an expected standard of care and someone is injured as a result. This can cover physical damage or financial loss.

A contract is an agreement between two or more parties, which is enforceable by law. A valid business contract, for instance, must involve an offer to supply goods or services, consideration (the price to be paid) and acceptance by the purchaser. The offer may be revoked at any time before acceptance but it must be communicated to the purchaser. Acceptance of an offer must mean agreement entirely with the terms of the offer, and the terms must be sufficiently detailed. In addition, the object of the contract must not be illegal; it is against the law for two people to make a deal between themselves if this involves a criminal offence.

An example of a contract is the purchase of goods in a shop. If the goods purchased turn out to be shoddy, the purchaser can sue the seller in the civil courts usually for damages. Conversely, if the ownership of goods passes to the purchaser and they are not paid for, the seller can sue for the price of goods. Similarly, an employer is bound to pay an employee for work done; if he or she fails to do so, a breach of contract action can take place.

Intellectual property laws reward the creators of original works by preventing others from copying, performing, or distributing those works without permission. They also provide incentives for people to produce scientific and creative works that benefit society at large. Some types of intellectual property are automatically protected by law from the moment of their creation. Other types require a specific grant of

rights from a government agency before they may be protected by law. Nearly all nations have laws protecting intellectual property. The principal types of intellectual property are patents, copyrights, and trademarks. Patent law protects inventions that demonstrate technological progress. Copyright law protects a variety of literary and artistic works, including paintings, sculpture, prose, poetry, plays, musical compositions, dances, photographs, motion pictures, radio and television programs, sound recordings, and computer software programs. Trademark law protects words and symbols that serve to identify different brands of goods and services in the marketplace.

Intellectual property differs from other forms of property because it is intangible, a product of the human imagination. Because intellectual property is intangible, many people may use it simultaneously without conflict. For example, only one person can drive a car at a time, but if an author publishes a book, many people can read the work at the same time. Intellectual property is also much easier to copy than it is to create. It may take many months of work to write a novel or computer program, but with a photocopy machine or a computer others could copy the work in a matter of seconds. Without intellectual property laws, it would be easy to duplicate original works and sell them for very low prices, leaving the original creators without any chance to secure economic rewards for their efforts. The legal system avoids this problem by making it against the law to reproduce various forms of intellectual property without the permission of the creator.

UNDERSTANDING MAIN POINTS

2. Divide the text into logical parts and supply a title for each of them.

3. Find in the text and decide from the context what the word could mean, then choose the appropriate definition.

a) family law — makes it illegal for others to manufacture or use the invention without permission.

b) defamation — is usually owned by the creator of the work- the writer, painter or musician- but like other property, it might be passed to someone else.

c) breach of contract	— is a wrongdoing for which a private citizen (or company) is sued by another private person.
d) damages	— is the aggrieved party that starts criminal proceedings.
e) copyright	— money paid by one party of a legal action (usually civil) to compensate the other party for loss or injury.
f) tort	— deals with the family as a special institution, marriage, the process of divorce, custody of and responsibility for children.
g) patent	— is the tort of saying or writing something which is untrue and which harms another person's good name.
h) negligence	— it is called so if one party fails to fulfill his obligations under the agreement.
i) plaintiff	— is a tort consisting of the breach of a duty of care resulting in damage to the plaintiff, carelessness.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*without, after, of, from, for, by*).

1. Literature, computer programs, artistic works cannot be patented, but they can be protected ... copyright.
2. In most countries, such work is automatically protected when it is created; there is no need to apply ... or to register copyright.
3. In recent years it has been difficult for intellectual property law to prevent new original works ... copying and to keep pace with technological change.
4. The Laws of intellectual property usually require anyone wanting to copy something to ask permission from the holder ... the patent or copyright.
5. In Britain, ... instance, the 1988 Copyright and Patents Act covers a work of music, drama, computer software, ... 50 years after the author's death.

6. In addition to financial loss a plaintiff sometimes tries to sue ... mental distress caused by the breach of contract.
7. Most legal systems allow a certain amount of copying even ... asking permission.
8. In order to prevent a new scientific discovery ... being copied, it is necessary to apply ... a patent.

BUILD UP YOUR VOCABULARY

5. Insert one of the following words into the text in an appropriate form.

an offer, an agreement, damages, loss,
contract, acceptance, terms,
to consider, compensation, a court,
a breach, a seller, goods, to enforce,
party, to reject, sale, addition,
to sue, plaintiff

English law textbooks often describe a contract as ... which made between two or more ... and which is binding in law. The parties must agree to contract on certain ... .

When ... is deciding if a contract has been made, it must consider the following principles. One principle of English ... law is that there must be offer and ... . An advertisement to sell a car, and I telephone the advertiser and agree to buy it, the seller is not obliged to sell it to me. This is because the law ... that the real ... is when I contact ... asking to buy the car. The seller may then decide whether to accept or ... my offer. This is the reason that a store doesn't to have to sell you ... it displays for ... . And there is no ... of contract.

So another principle is that there is no valid contract if one of the parties did not intend to be legally bound.

What is valuable consideration? The principle behind this phrase is that the law will not ... an empty promise.

But once the court decides that there has been a breach of contract, it must the judge how the party must compensate the other party. The usual award is ... — monetary ... . In ... to financial ... a ... sometimes tries to ... for mental distress caused by the breach of contract. Such claims are less successful in Britain than in the USA, except for holiday contracts.

6. The verbs below can all be used to form nouns or adjectives. Find in the text the nouns/ adjectives which have related meanings and make up your own sentences with them.

Example: To lead — a leader (n.) e.g. Who is the leader of the political party?

To sell, to employ, to create, to enforce, to accept, to offer, to divorce from, to add, to agree, to settle, to insure, to concern, to deal, to guarantee

Post-reading tasks

1. Make a list of age limits in your country for such activities as marriage, voting, driving a car, smoking, buying alcohol drinks and others. Express your opinion as to whether the limits are too high or low.

2. Collocations

Match the verbs and nouns. Use a dictionary to help you if necessary.

1 start	a a client
2 bring	b a prosecution
3 prefer	c a copyright
4 prepare	d a suspect
5 reach	e a fee
6 settle	f out of court
7 charge	g a verdict
8 arrest	h a case
9 defend	i a brief
10 infringe	j an accusation

3. Write an essay about the following statement:

Copying audio tapes at home is just as bad as stealing them from a store

Use this information to organize it correctly.

Essay Writing

- *Read the topic carefully.*
- *Underline words indicating the specific things to be answered in the essay.*
- *Write an introductory paragraph including 2-3 sentences only.*
- *Write 3 paragraphs of the body, trying to use 1st and 2nd paragraphs for opposite points of view and the 3rd expressing your own opinion.*
- *Write a good conclusion as your answer to the problem.*
- *Check it carefully*

Discuss your opinion with other students.

LANGUAGE FOCUS

The Infinitive

1. Find the Infinitives, translate the sentences into Ukrainian:

1. His duty is to make sure that the place of work is safe. 2. He has just finished his speech to read the text on family law. 3. I expect him to be always fair in fixing price for goods. 4. I would like to see the witness again. 5. This is the place to act. 6. He demanded to know the truth. 7. I beg to inform me of the details of the case. 8. We asked to be given convincing evidence. 9. However a private matter is thought to be ended by settlement, it is usually settled before the trial.

2. Make sentences using the words from the table:

It	takes took will take	me you him them her us	less than a minute half an hour five days a fortnight three weeks two years	to get there.

3. Make sentences using the infinitive as a subject after *It's important/ dangerous/ interesting/ hard/ unfair... as in the example*:
Example: *to become a good specialist — It's important to become a good specialist.*

To learn foreign languages; to study Criminology; to have practice in court; to regulate copyrights and trademarks; to learn about other criminal codes; to consider his state of mind; to examine all evidence; to know the definition of tort; to revoke an offer.

4. Write your plans for the future:
Example: *to work as a bar — My plan for the future is to work as a bar.*

As a solicitor, as a judge, as a prosecutor, as an attorney, as a lawmaker, as an investigator, as a criminalist, as an expert, as a criminal psychologist, as an law-enforcement officer.

5. Write what the officer made your friend do when he was apprehended: Start with: The officer made me…

1) to show my pockets;
2) to sit by the wall;
3) to answer the officer's questions;
4) to call mother;
5) to tell about the circumstances;
6) to tell the truth;
7) to put signature.

6. Encourage your friends to do something and make up short dialogues:
Example: *to walk to the Academy — Let's walk to the Academy.*

To call the notary today (to put it off till tomorrow); to go to the meeting (to go to the Prosecutor's Office); to finish the law report tonight (to leave it till tomorrow); to go to Kyiv by train (to go there by bus); to make our own expert examination (to employ a specialist); to write out some unknown words denoting civil wrongs (to read them).

7. Respond to the statements by giving advice or making recommendations:
Example: *I've got much work to do before the meeting. — You'd better go to the hostel and prepare for the meeting.*

1. We'll take an exam in Criminal Law soon (to study the major factors in determining of criminal intent). 2. We may be late with this information (to prove the necessity of using force). 3. You have little time to prepare for the seminar on English Court System. (go to the reading hall now). 4. You have no right to blame him; he performed his legal duty (to justify him). 5. You don't have enough evidence (to settle the dispute out of court).

8. Fill in the gaps with the particle *to* if necessary:

1. Let him ... help you with your work at the case. 2. He would rather die than ... betray his friends. 3. Have you ever heard him ... break the law? 5. She seems ... know a great deal about public law. 6. Let them ... come as soon as possible. 7. Have you enough information ... to sue for compensation?

9. Translate the following sentences into Ukrainian and define the functions of the infinitive:

1. It is the duty of the Government to maintain law and order. 2. Laws tell people what they must do and what they must not do. 3. The members of the jury have only to decide the questions of fact. 4. A witness box is a place where a witness stands to give evidence in a court of law. 5. It's wrong to blame the seller for his refusal to sue for the price: the goods turned out to be shoddy. 6. The problem was too complicated to solve it within 2 hours. 7. The plaintiff was satisfied to have been paid damages.

10. Translate the following sentences paying attention to the Objective and Subjective Infinitive Constructions:

A. 1. I heard the door of the court hall open. 2. Do you expect the jury to believe that you are innocent? 3. Everybody expected this crime to be justifiable. 4. I saw the public meet that verdict with satisfaction. 5. A local authority prefers the child to remain at home under supervision. 6. The court allowed Mr. X. to remain at home. 7. He is believed to be the fairest judge in our town. 8. They want him to be charged for the second time, but it's prohibited by the law. 9. I hate you to say such terrible things.

B. 1. The information proved to be wrong. 2. The girl is considered to be in need of protection. 3. The young offender was seen to be working very hard. 4. He is expected to be honest during the trial. 5. He is known to earn money by writing law reports. 6. The court is unlikely to give a different sentence. 7. Three people are reported to have been injured in the accident.

11. Read this text, choose the correct non-finite form of the verb and translate the words in brackets into English. Necessary verbs are in the table:

to bind	*to write*	*to sign*	*to involve*
to contract	*to contract*	*to agree*	*to injure*

What is a contract?

It is an agreement that creates a (зобов'язуюче) obligation upon the parties. The essentials of a contract are as follows: mutual agreement; a

legal consideration; parties who have legal capacity to make a contract; absence of fraud; a subject matter that is not illegal or against public policy.

What form does a contract take?

In general, contracts may be either oral or (письмові). Certain types of contracts must be written та (підписані). These include contracts (які охоплюють) the sale and transfer of property.

How does a contract end?

In case of a breach of contract, (сторона, яка понесла збитки) may go to court to sue for financial compensation or damages. Specific performance of a contract is the right by one (сторони контракту) to have the other (сторона контракту) perform the contract according to the terms (узгоджених).

12. Translate the following sentences into English:

1. Президент США має право відхилити проект. 2. Я почув, як суддя говорив латиною. 3. Невже ви сподіваєтесь, що присяжні повірять у те, що ви невинний? 4. Він вимагав, щоб йому надали можливість відшкодувати збитки. 5. Вважали, що дівчині потрібна допомога. 6. Вона сподівалася, що другий свідок підтвердить її версію. 7. Здається, вона багато знає з цивільного права. 8. Ви колись чули, щоб він порушував закон?

Module 5 Unit 3

Text: Criminal Law
Vocabulary in use
Language focus:

The non-Finite forms of the verbs (the Infinitive, the Gerund, the Participle)
PROGRESS CHECK

Pre-reading tasks

1. **Do you agree with the statement «Criminals need help more than punishment»?**
   Discuss your answer with your partners.

2. **Match the following English words and expressions with their Ukrainian equivalents:**

1	codification of law	a	бездіяльність
2	double jeopardy	b	свідома дія
3	voluntary act	c	злочинний намір
4	omission	d	кодифікація права
5	sleepwalking	e	визначення, передбачене законом
6	mental disorders	f	лунатизм
7	criminal intent	g	заборона повторного переслідування з однієї і тієї ж справи
8	statutory definition	h	психічні захворювання

Reading tasks

1. **Read the text to understand what information is of primary importance or new for you.**

CRIMINAL LAW

Criminal Law is the body of law that defines criminal offences, regulates the apprehension, charging, and trial of suspected persons, and fixes punishment for convicted offenders.

The offences that involve criminal law, a part of public law, are those against the state. Criminal law presupposes a rule of law in defining acts as criminal. In other words, however immoral or unjust an act may be thought to be, it is not a crime unless the law says it is one. Under the common law, custom and precedent define criminal action; in countries or states where a legal code exists, statute defines it. Criminal law usually prohibits the trial of a person a second time for the same offence (double jeopardy) and contains statutes of limitations — that is, limits for the period during which charges may be made.

A crime is usually defined as a voluntary act or omission, in conjunction with a given state of mind. Acts committed during fits of epilepsy or while sleepwalking are involuntary and thus do not qualify as crimes. Mental disorders are also widely recognized as limiting responsibility for acts otherwise regarded as criminal. Other factors entering into the determination of criminal intent are self-defence, defence of other persons, protection of property, and enforcement of the law. The law of most countries recognizes that the use of force, while not justifiable, may be excused if the defendant believed that the use of force was necessitated by special circumstances.

Criminal acts include arson, rape, treason, aggravated assault, theft, burglary, robbery, and murder. Other concerns of criminal law are conspiracy, a rather broad term that denotes agreement between two or more individuals to commit a crime, and attempt. The definition of attempt varies from one legal system to another, but essentially it is preparation for criminal action that has gone beyond a legally defined point.

Important differences exist between the criminal law of most English-speaking countries and that of other countries. The criminal law of England and the United States derives from the traditional English common law of crimes and has its origins in the judicial decisions embodied in reports of decided cases. England has consistently rejected all efforts toward comprehensive legislative codification of its criminal law; even now there is no statutory definition of murder in English law. Some Commonwealth countries, however, notably India, have enacted criminal codes that are based on the English common law of crimes.

The criminal law of the United States, derived from the English common law, has been adapted in some respects to American conditions. In the majority of the U.S. states the common law of crimes has been

repealed by legislation. The effect of such statutes is that no person may be tried for any offence that is not specified in the statutory law of the state. But even in these states the common-law principles still exist, for the criminal statutes are often simply codifications of the common law, and their provisions are interpreted by reference to the common law.

In Europe the criminal law of modern times has emerged from various codifications. By far the most important were the two Napoleonic codes of 1808 and 1810. The German codes of 1871 (penal code) and 1877 (procedure) provided the models for other European countries.

In the last few decades the movement for codification and law reform has made considerable progress everywhere.

Modern criminal law has been affected considerably by the social sciences, especially with respect to sentencing, legal research, legislation, and rehabilitation.

UNDERSTANDING MAIN POINTS

UNDERSTANDING MAIN POINTS

2. A. Give the definitions for the following legal terms:

a. Criminal law is ...
b. Crime is ...
c. Conspiracy is ...
d. Attempt is ...

B. Answer the questions:

1. What are the two important elements of a crime which the prosecution must prove?
2. What is «double jeopardy»?
3. What differences exist between the criminal law of most English-speaking countries and that of other countries?
4. What criminal codes provided the model for many European countries?
5. What has modern criminal law been affected by?

3. Law Breakers. Find in the text the word and decide from the context what this word could mean, then choose the appropriate definition. Match each word on the left with the correct definition on the right.

A

(a) an arsonist	1. sets fire to property illegally
(b) a shoplifter	2. is anyone who breaks the law
(c) an offender	3. breaks into houses or other buildings to steal
(d) a vandal	4. steals from shops while acting as an ordinary customer
(e) a burglar	5. kills someone
(f) a murderer	6. causes damage to property
(g) a kidnapper	7. steals things from people's pockets in crowded places
(h) a pickpocket	8. gets secret information from another country
(i) an accomplice	9. buys and sells drugs illegally
(j) a drug dealer	10 takes away people by force and demands money for their return
(k) a spy	11. helps a criminal in a criminal act
(l) a terrorist	12. uses violence for political reasons

B

(a) an assassin	1. causes damage or disturbance in public places
(b) a hooligan	2. hides on a ship or plane to get a free journey
(c) a stowaway	3. takes control of a plane by force and makes
(d) a thief	4. the pilot change course
(e) a hijacker	5. murders for political reasons or a reward
(f) a forger	6. is someone who steals
(g) a robber	7. makes false money or signatures
(h) a smuggler	8. is a member of a criminal group
(i) a traitor	9. steals money etc by force from people or places
(j) a gangster	10. marries illegally, being married already
(k) a deserter	11. is a soldier who runs away from the army
(1) a bigamist	12. brings goods into a country illegally without paying tax
	13. betrays his or her country to another state

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*by, from, in, on, to, for*).

1) The Crown Prosecutor, who works for the Director of Public Prosecutions, is responsible ... prosecuting criminals based on evidence presented by the police.

2) The definition of some legal terms varies ... one legal system to another.
3) The judge sentenced my neighbour to punishment ... the crime which he hadn't committed.
4) The State of Louisiana has a Roman civil form of law which derives ... its days as a French colony.
5) This decision was repealed ... the Constitutional Court.
6) One of the two accused men was tried ... an offense at yesterday's trial.
7) In Ukraine ... the last eight years the movement of law reform has made considerable progress.
8) The judicial decision was based ... the Criminal Code of the country.
9) The judge sentenced the other accused man ... two years in prison.

BUILD UP YOUR VOCABULARY

5. Here are some words connected with law and crime. If necessary, use a dictionary to help you check that you understand what they all mean. Then divide them into three groups, in what seems to you to be the most logical way.

theft	member of a jury	judge	statute
juvenile delinquency	sentencing	rehabilitation	bribery
investigator	terrorism	omission	arson
probation	detective	death penalty	code
drunken driving	traffic warden	aggravated assault	rape
malfeasance	lawyer	conspiracy	precedent
treason	burglary	smuggling	fine

6. Crime. Put each of the following words and phrases into its correct place in the passage below.

bigamy	civil	classes	community
countries	crimes	criminal law	felony
fine	forgery	laws	life imprisonment
misdemeanour	offences	punishment	person
prison	state	term	treason

Crime

Crime violates the laws of a community, ... or nation. It is punishable in accordance with these ..... . "The definition of crime varies according

to time and place, but the laws of most ..... consider as crimes such ..... as arson, ..., burglary, ..., murder, and .....”.

Not all offences against the law are ..... . The laws that set down the punishments for crimes form the ..... . This law defines as crimes those offences considered most harmful to the ..... . On the other hand, a ..... may wrong someone else in some other way that offends the ..... law.

The common law recognizes three ..... of crime: treason, ..., and misdemeanour. Death or ..... is the usual ..... for treason. Laws in the United States, for example, define a felony as a crime that is punishable by a ..... of one year or more in a state or federal ..... .A person who commits a ..... may be punished by a ..... or a jail term of less than one year.

7. Make a plan of the text in the form of questions and ask your friends to answer them.

Post-reading tasks

1. Here are some more crimes. Complete the table if necessary consult the dictionary.

crime	criminal	verb	definition
terrorism	.....	.....	.....
blackmail	.....	.....	.....
drug-trafficking	.....	.....	.....
forgery	.....	.....	.....
assault	.....	.....	.....
pickpocketing	.....	.....	.....
mugging	.....	.....	.....

2. Give the name of the defined law breaker.

1. steals — a _ _ _ _ _
2. steals purses and wallets — a _ _ _ k _ _ _ _ _ _
3. gets money by threatening to disclose personal information — a _ _ _ _ k _ _ _ _ _ _
4. seizes aeroplanes — a _ _ j _ _ _ _ _
5. takes things from a shop without paying — a _ _ _ _ l _ _ _ _ _
6. kills people — a _ _ r _ _ _ _ _
7. steals from houses or offices — a _ _ _ g _ _ _

8. steals from banks or trains — a _ _ b _ _ _
9. takes people hostage for a ranson — a _ _ _ n _ _ _ _ _
10. steals government secrets — a _ _ _
11. wilfully destroys property — a v _ _ _ _ _
12. marries illegally while being married already — a b _ _ _ _ _ _ _

3. Put these words and phrases from the text in the correct box.

murder
rape
sexual assault
assault causing grievous bodily harm
mugging
robbery
burglary
euthanasia
car theft
homicide
arson
blackmail
child abuse
embezzlement
kidnapping
fraud
pickpocketing
shoplifting
stealing

Crimes against people	Crimes involving things or property

4. Explain what two important elements to every crime there usually must be (to help: Actus Reus and Mens Rea).

5. Game «Just a minute». Here are the phrases of three people discussing one of the problems/ crimes. What crime are they talking about?

— «smoking in public places»
— «a lucky escape from the place of the fire»
— «He has more than one wife»
— «He stole her briefcase from her car»
— «We have a video of the accused robbing a bank»
— «They entered (reached through the window) my neighbour's house without permission and stole his new TV-set».

LANGUAGE FOCUS

The non-Finite Forms of the Verbs (the Participle, the Gerund, the Infinitive) PROGRESS CHECK

1. Choose between the infinitive or the ing-form (Participle I or Gerund) of the verb:

1. We didn't have an opportunity...(to apprehend) him. 2. The most offences...(to involve) criminal law are those against the state. 3. Copyright law protects literary and artistic works...(to include) paintings and sculpture. 4. They want him...(to pay) damages. 5. I've never heard him...(to start) legal proceedings. 6. They'll look forward to...(to charge) him for the second time. 7. The offence turned out...(to be) committed while sleepwalking, and this act can't be qualified as a crime.

2. Choose the correct item:

1. Roman law is a system of laws...in the 8th century BC.
   a) evolved b) evolving c) to evolve
2. Authority is the control...from a community's system of rules.
   a) to result b) resulting c) resulted
3. The civil law includes cases...to family, property and contracts.
   a) relating b) related c) to be related
4. Family law includes the laws...marriage, divorce and welfare of children.
   a) governed by b) governing c) to govern
5. We can't believe him...the offer.
   a) to revoke b) revoking c) being revoked
6. I suspect him ... this computer program.
   a) of copying b) to copy c) copying
7. They sold the original work for low price,...the original creator without a chance to get economic reward.
   a) to leave b) leaving c) by leaving

3. Correct the mistakes:

1. Criminal law presupposes a rule of law in defined acts as criminal. 2. Intellectual property laws reward the creators of original works by

prevent others from to copy their works. 3. They stopped to involve the lawyer to defend the offender. 4. That's not worth to involve children into the trial stage. 5. He is accused to committing robbery. 6. We didn't make him to determine if there was a criminal intent. 7. If the offender turns out to being a policeman, we'll qualify the offence as omission. 8. Acts committing during fits of epilepsy are involuntary.

4. Read these sentences choose the correct non-finite form of the verb and translate the words in brackets into English:

1. A criminal lawyer is a lawyer (що спеціалізується) in felonies. 2. A war criminal is a person (звинувачений чи засуджений) of crimes against humanity. 3. Criminal procedure is the rules (що регулюють) the investigation of crimes; the arrest, (обвинувачення) and a trial of (звинувачених) criminals; and the (винесення вироку) of those convicted. 4. Criminal liability is a responsibility for (скоєння) crime. 5. Money (відмивання) is an attempt to transform illegally (отримані) money into apparently legitimate money. 6. Murder is the unlawful (вбивство) of a person with intent. 7. (озброєне) robbery is the unlawful taking of another's property (використовуючи) dangerous weapon.

Module 6 Unit 1

Text: Crime Investigation: Forensic Science and Scientific Expertise
Vocabulary in use

Pre-reading tasks

1. Answer the following questions:

1. What are the investigation departments in Ukraine?
2. What is preliminary investigation called upon?
3. What types of physical evidence do you know?
4. What are the essential qualities of a successful investigator?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	forensic science	a	по кожному конкретному випадку
2	DNA profiling	b	пожежа з людськими жертвами
3	case-by-case basis	c	розслідування випадків використання вогнепальної зброї
4	fatal fire	d	дослідження місця пожежі
5	domestic premises	e	криміналістика
6	investigation of shooting incidents	f	аналіз ДНК
7	microscopic examination	g	аналіз за допомогою мікроскопа
8	fire-scene examination	h	житлові приміщення

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

Notes on the text:
spent bullet — стріляна куля
cartridge case — гільза

CRIME INVESTIGATION: FORENSIC SCIENCE AND SCIENTIFIC EXPERTISE

Forensic science and scientific expertise serve the administration of justice by providing scientific support in the investigation of crime and providing evidence to the courts. Scientific expertise is available

on a case-by-case basis to different law enforcement agencies. It is very important during investigation of many crimes, particularly fires where arson is suspected, cases involving DNA profiling and offences involving the use of firearms.

The scientists have a wide range of experience in fire-scene examination, including fatal fires in domestic premises, large industrial fires and vehicle fires.

DNA profiling is a revolutionary scientific testing process, which can positively identify an individual from a specimen of blood, hair roots, tissue, etc. its application to crime specimens represents the greatest advance in forensic science in decades. The vast potential of DNA profiling is recognized by the police and the legal profession, and its use in criminal investigation has increased.

Forensic science experts provide advice on firearms and related matters and assistance in the investigation of shooting incidents. When presented with a suspect weapon, the expert is able to establish whether or not it was the weapon used in a crime. Experts are particularly adept in the microscopic examination of spent bullets and cartridge cases.

The experts also use fingerprinting, method of identification using the impression made by the ridge patterns found on the fingertips. No two persons have exactly the same arrangement of ridge patterns, and the patterns of any one individual remain unchanged through life. Fingerprints may be classified and filed on the basis of the ridge patterns, setting up an identification system that is almost infallible.

The first recorded use of fingerprints was by the ancient Assyrians and Chinese for the signing of legal documents. The use of fingerprints for identification purposes was proposed late in the 19th century by the British scientist Sir Francis Galton, who wrote a detailed study of fingerprints in which he presented a new classification system using prints of all ten fingers, which is the basis of identification systems still in use. Subsequently, the use of fingerprinting as a means for identifying criminals spread rapidly throughout Europe and the United States, superseding the old system of identification by means of body measurements.

As crime-detection methods improved, law enforcement officers found that any smooth, hard surface touched by a human hand would yield fingerprints made by the oily secretion present on the skin. When these so-called latent prints were dusted with powder or chemically treated, the identifying fingerprint pattern could be seen and photographed or otherwise preserved. Today, law enforcement agencies can also use

computers to digitally record fingerprints and to transmit them electronically to other agencies for comparison. By comparing fingerprints at the scene of a crime with the fingerprint record of suspected persons, officials can establish absolute proof of the presence or identity of a person.

UNDERSTANDING MAIN POINTS

2. A. Give the definitions for the following terms and expressions. What are these methods used for? What can they help to an investigator?

1. DNA profiling
2. Fire-scene examination
3. fingerprinting
4. body measurements
5. microscopic examination
6. latent prints

B. Answer the following questions using the information from the text:

1. What is the principle objective of forensic science and scientific expertise?
2. What was the revolutionary testing process?
3. How can an individual be identified?
4. On which cases do forensic science experts provide advise?
5. What are other methods that are used by experts, besides DNA profiling?
6. Do ridge patterns of an individual change through life?
7. In what way did ancient Assyrians use fingerprints?
8. What is Sir Francis Galton famous for?
9. How can absolute proof of a person's identity be established?

3. WORD STUDY: translate the pairs of sentences and explain the difference in the meanings of the following words. Find the words in the text and decide from the context what the word could mean, then give your own examples.

1. accident/incident

a. A bomb exploded in a department store but no one was killed in the incident.

b. Her father was killed in a car accident.

2. matter/case

a. This piece of land is the main matter of dispute.
b. Have you ever dealt with cartridge cases?
c. It is a matter of a few hours.

3. adept/expert

a. His conclusion is always infallible. He is really adept.
b. He is an expert at DNA profiling.

4. crime/offence

a. This act of terrorism is considered as a crime against humanity.
b. Most prosecutions for crime are brought by police.
c. I think it is a real offence against the law.
d. Offences may be classified as indictable or summary and as arrestable or nonprintable.

5. specimen/sample

a. He has brought the book of samples. Let's look through them.
b. This specimen of blood helped to identify the victim.

6. proof/evidence

a. This evidence is reliable and can be admissible.
b. This requires no proof.
c. The words of this passer-by need to be proved.
d. Evidence consists of testimony, documentary evidence, real evidence and, when admissible, hearsay evidence.

7. inquiry/investigation

a. The investigator has made inquiries about the suspected.
b. An inquiry into a death the cause of which was unknown was conducted by a coroner.
c. Who is responsible for the results of the investigation?

8. scene/place

a. There is no place like home.
b. What place do you come from?
c. The scene is laid in France.
d. It was striking scene.

4. Choose the right preposition in brackets according to the contents of the sentences (*for, throughout, in, on, with, to, by...of, for*).

1. Experts advise...weapon and related matters.
2. The identification system, which basis was worked out by Sir Francis Galton, is still ... use.

3. The use of fingerprinting spread rapidly ...Europe.
4. After a human hand yields its fingerprint on any surface, it is usually dusted ...powder.
5. The old identification system was based on the identifying of an individual...means...body measurements.
6. Nowadays digitally recorded fingerprints are usually transmitted electronically to other investigation agencies...comparison.
7. Specimen of blood can be applied ... crime specimens; this method helps to positively identify an individual.
8. The method of fingerprinting is a means ...identifying criminals.

BUILD UP YOUR VOCABULARY

5. Insert one of the following words into the text in an appropriate form.

Fingerprints

scientific, fingerprints, **to set up, forensic, subsequently,** **to record, identification, skin,** **ridge, examination, patterns, scene,** **to transmit, evidence, to arrest, specimen**

Very many books and ... papers have been published on the subject of ..., and the reference to «the prints from man's hand» can even be found in the Bible.

The study of the application of fingerprints for useful .... purposes was ... in the latter part of the 17th century when, in 1684, the anatomist Doctor N. Grew published a paper on the subject which he illustrated with drawings of various fingerprints... . About the same period, in Italy, Prof. Malpigni was investigating the functions of the ... .

A method of classifying and research in this field was initiated by Sir Francis Galton and Henry Faulds independently at the end of the 19th century.

Each day, the fingerprints of people who have been sentenced to a term of imprisonment, and those who have been ... and charged with other than the most minor offences, are ... to New Scotland Yard for processing.

One of the main tasks of the National Fingerprints Office is to establish whether the person has a previous record. Scenes of serious crime are

examined for fingerprints by Senior Identification Officers. The function of these officers to detect and to ... any finger or palm mark (or the arrangement of ... patterns) which an offender may have left at the scene. They also retrieve ... clues, e.g. a ... of blood, shoe or tissue marks, which are then forwarded to the Forensic laboratory for microscopic... .

One of the cases involving the use of fingerprints ... was in 1905, when a thumb print left on a cash box at the ... of a murder in Deptford of shopkeepers Mr. and Mrs. Farrow, was identified as belonging to Alfred Stratton, one of two brothers. As a result they were jointly charged with the crime and ... hanged.

6. There are two crime-detection methods, fill in the chart with the words below. Sort out odd words.

Fingerprinting	DNA profiling

Specimen, oily secretion, blood, bullet, powder, hair root, tissue, finger, skin, weapon, fingertip, ridge pattern, fingerprint record, shooting incidents.

7. WORD FAMILIES. The verbs below can all be used to form nouns. Find in the text the words which have related meanings and make up your own sentences with them. Pay special attention to where the stress is.

Example: *To lead — a leader (n.) e.g. Who is the leader of this political party?*

to compare, to record, to identify, to investigate, to test, to examine, to present

8. Complete the table. Consult the text or a dictionary if necessary.

Crime	*Definition*	*Arm of the service*	*Criminal*	*Verb*
murder **arson** **terrorism** **theft** **shoplifting** **drug-trafficking**				

Post-reading tasks

1. DISCUSSION. What are the types of witnesses that an investigator can deal with at the time of investigating a case?

2. An investigator is to ask and answer a lot of questions to disclose a crime and classify it. Write them out, they are beginning with:

1) who(at least 5);
2) what (at least 7);
3) where (at least 7);
4) when (3);
5) how (4);
6) with what (2);
7) why (2);
8) with whom (4);
9) how much (4).

3. Read the text and 1) give the names to the types of murders considering the motive; 2) write out Participles I and Participles II and give written translation.

1. Because these murders are not carefully planned, but instead spring from emotions spontaneously acted on, there are often witnesses and considerable evidence. This type of murder occurs most frequently and tends to follow a set pattern:

- The victim and the assailant were married living together;
- The victim and the assailant were under the influence of alcohol;
- The victim and the assailant were from a low socioeconomic group;
- The incident that led to the assault was trivial;
- The assailant has been implicated in earlier violent incidents.

2. These murders occur between individuals who are professionally or personally involved in such a manner that the perpetrator stands to benefit materially from the victim's death. The material benefit can take many forms. One of the key questions that the investigator must ask is: Who stands to gain the most from the victim? These murders are carefully planned, and the perpetrator sometimes goes to great length to make the death appear natural or accidental.

3. Like spontaneous murders, these murders have a high clearance rate because the assailant is primarily concerned with injuring or killing the person on whom his or her emotions have become fixed. The murderer is often a rejected lover, and the victim may be either the person who has done the rejecting or some third party involved in a lover's triangle.

4. These murders may be pre-planned by the perpetrator or may occur as a secondary aspect of a sex crime. The actual murder of the victim may occur before, during, or after the sex act; it depends on the idiosyncrasies (відхилення в психиці) of the perpetrator and the actions of the victim.

5. Judges, police officers, organized crime figures and drug dealers may be victims of these murders. In some instances the act of revenge (помста) is made indirectly, on some member of the target person's family.

4. Which of these types are singled out in the Ukrainian Criminal Code? Find necessary information, compare and add the classification of exercise 3.

5. Put each of the following words in its correct place in the passage below.

An Arrest

theft	fingerprints	cell	
arrest	investigate	charge	detained
court	magistrate	handcuff	

A policeman was sent to (a) ___ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to (b) ___ the boy, he became violent and the policeman had to (c) ___ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to (d) ___ him with the (e) ___ of the camera and cash. They took his (f) ___, locked him in a (g) ___, and (h) __ him overnight. The next morning he appeared in (i) ___ before the (j) ___.

Module 6 Unit 2

Text: Police
Vocabulary in use

Pre-reading tasks

1. Do you agree with the statement «Criminals need help more than punishment»?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	to enforce rules of conduct	a	охоронець
2	paid informant	b	попередження злочинів
3	cooperation of public	c	спрощене судочинство
4	crime prevention	d	забезпечувати дотримання правил
5	to preserve order	e	платний інформатор
6	watchman	f	залишатися в силі
7	to remain in effect	g	співпраця громадськості
8	summary justice	h	підтримувати порядок

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

Notes on the text:
Praetorian — преторіанець (Praetorian Guards were bodyguards of the ancient Roman emperors. By the 2nd century BC the bodyguard of a Roman general was known as the praetorian cohort, but Augustus, the first Roman emperor, in 27 BC instituted the Praetorian Guard as a separate force by organizing 9 cohorts, each consisting of 500 men, under the command of a prefect, who was called the praetorian prefect. The Praetorian Guard, being the only large permanent body of troops allowed in Rome itself, or near the city,

soon acquired great political power. Members served 16 years, receiving special privileges and pay. They gradually began to exercise their political power in an unscrupulous manner, deposing and elevating emperors at their pleasure. In AD 193, after the assassination of Emperor Publius Helvius Pertinax, they sold the throne to Didius Severus Julianus. In the same year the Guard was reorganized by his successor, Emperor Lucius Septimius Severus. It was abolished by Emperor Constantine the Great in 312.)

POLICE

Police is an agency of a community or government that is responsible for maintaining public order and preventing and detecting crime. The basic police mission — preserving order by enforcing rules of conduct or laws — was the same in ancient societies as it is in sophisticated urban environments.

The conception of the police force as a protective and law enforcement organization developed from the use of military bodies as guardians of the peace, such as the *Praetorian Guard* of ancient Rome. The Romans achieved a high level of law enforcement, which remained in effect until the decline of the empire and the onset of the Middle Ages. Beginning in the 5th century, policing became a function of the heads of fiefdoms and principalities.

During the Middle Ages, policing authority, particularly in England, was the responsibility of local nobles on their individual estates. Each noble generally appointed an official, known as a constable, to carry out the law. The constable's duties included keeping the peace and arresting and guarding criminals. For many decades constables were unpaid citizens who took turns at the job, which became increasingly burdensome and unpopular. By the mid-16th century, wealthy citizens often resorted to paying deputies to assume their turns as constables; as this practice became widespread, the quality of the constables declined drastically.

In France during the 17th century King Louis XIV maintained a small central police organization consisting of some 40 inspectors who, with the help of numerous paid informants, supplied the government with details about the conduct of private individuals. The king could then exercise a kind of summary justice as he saw fit. This system continued during the reigns of Louis XV and Louis XVI. After the French Revolution, two separate police bodies were set up, one to handle ordinary duties and the other to deal with political crimes.

In 1663 the city of London began paying watchmen (generally old men who were unable to find other work) to guard the streets at night. Until the end of the 18th century, the watchmen — as inefficient as they were — as well as a few constables, remained the only form of policing in the city.

The inability of watchmen and constables to curb lawlessness, particularly in London, led to a demand for a more effective force to deal with criminals and to protect the populace. After much deliberation in Parliament, the British statesman Sir Robert Peel in 1829 established London Metropolitan Police, which became the world's first modern organized police force. The development of the British police system is especially significant because the pattern that emerged not only became a model for the American police system but also had great influence on the style of policing in almost all industrial societies.

The Metropolitan Police force was guided by the concept of crime prevention as a primary police objective; it also embodied the belief that such a force depended on the consent and cooperation of the public, and the idea that police constables were to be civil and courteous to the people. The force was well organized and disciplined and, after an initial period of public skepticism, became the model for other police forces in Great Britain. Several years later the Royal Irish Constabulary was formed, and Australia, India, and Canada soon established similar organizations. Other countries, impressed by the success of the plan, had adopted police systems based on the British model.

UNDERSTANDING MAIN POINTS

2. Mark these statements T (true) or F (false) according to the text. Find the part of the text that gives the correct information.

1. The police mission wasn't the same in ancient societies.
2. The conception of the police force developed from the use of constables.
3. In France during the 17th century the king only exercised justice.
4. There wasn't need for a more effective force to deal with criminals in England.
5. London Metropolitan Police wasn't the world's first modern organized police force.
6. In London, the 19th century, the primary police objective was crime prevention.

7. The Metropolitan Police became the model for other police forces in Great Britain.

3. WORD STUDY. In the text there are a lot of expressions with words law and order. List them in two columns below and add three more examples of your own to each column:

order	**law**

4. Complete the following sentences using the text:

1. The basic police mission is...
2. Bodyguards of the Roman emperors were the first...
3. The constable duties included...
4. London Metropolitan Police were the first...
5. London's watchmen were to...
6. Sir Robert Peel established...
7. The Metropolitan Police became a model for...

5. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*in, of, to, on, with, for*).

1. The Roman system of military forces remained...effect until the collapse of the Roman Empire.
2. Most policemen have to resort...using weapon when apprehending criminals.
3. In the 17th century the French police organization consisted...40 inspectors and paid informants.
4. A demand...a more effective police force caused the establishment of London Metropolitan Police.
5. Police systems of Australia, India, and Canada were established in 19th century and based...the British model.
6. They had no free time as they were involved...politics.
7. The British police system had great influence...the police systems of other countries.
8. He supplied the criminals ... weapon.

BUILD UP YOUR VOCABULARY

6. A. Circle the letter of the expression that is closest in meaning to the italicized word or phrase.

B. Substitute the active vocabulary of the unit in the suitable form for the italicized parts.

1) When in 1829, Sir Robert Peel received authority from the Parliament for the formation of a newly organized police force, its first officers were selected for their *patience and tact*.
   a) being courteous
   b) being kind-natured
2) Each Divisional CID office is run by a Detective Chief Inspector, Detective sergeants and Detective Constables *to deal with* crime investigation.
   a) to take care of
   b) to handle
3) Though they have moved many times, the name of Scotland Yard is kept and the address *is* one of the most famous addresses in the world.
   a) to remain
   b) to stay
4) The Chief Constable *takes over the duties* to control the police force.
   a) to guard
   b) to assume
5) The informants *provide* investigators with very important evidence.
   a) to supply
   b) to submit
6) The police are called *to cover from injury or danger* the citizens of the country.
   a) to curb
   b) to protect
7) A new police organization was established because watchmen were *unable to achieve the desired result* to curb lawlessness.
   a) inefficient
   b) able to
8) The basic mission of the law enforcement bodies is *to keep up* order.
   a) to defend
   b) to preserve

7. WORD FAMILIES. The verbs below can all be used to form nouns. Find in the text the words which have related meanings and make up your own sentences with them. Pay special attention to where the stress is.
Example: *To lead — a leader (n.) e.g. Who is the leader of the political party?*
to force, to guard, to arrest, to conduct, to turn, to pay

8. Translate the following sentences into Ukrainian paying special attention to the translation of *"turn/ civil/ environment"* **—** *phrases.* **Look up each word, find the right contextual meaning, give the exact translation of it. Point out the meaning of the word used in the text «Police».**

A)

a. It is a serious crime. Things have taken a dangerous *turn*.
b. «Right *turn*!» — said a constable.
c. «It's our young inspector's *turn* to inform us about the case in detail»- said a senior uniformed officer.
d. He has *a turn* to detect crimes.
e. «My *turn* will come» — murmured the criminal when the police came to arrest him.
f. I don't like the *turn* of your speech. A police officer must be courteous to the people.
g. His conduct should be controlled by an inspector at every *turn*.
h. Will you *take turns* in order to carry out your duties but not to sleep?

————————————-

B)

1. Every citizen should know his *civil* rights and duties.
2. My neighbour is a servant of *civil* Service.
3. He studies *Civil* Law.
4. It is a *civil* case, but not criminal.
5. You are an official. Keep your *civil* tongue!

————————————-

C)

1. According to the 27th Session of the United Nations General Assembly, June 5 is World *Environment* Day.
2. The *environments* favoured to our work.

9. Practise the usage of *keep-phrases***: translate the following word combinations and compose your own sentences connected with the topic «Police».**

to keep smth / smb against; to keep watch (over); to keep guard; to keep peace; to keep the law

Post-reading tasks

1. A. Give definitions for the following words of your own:

informant, constable, inspector, watchman, guardian, Commissioner, Deputy Commissioner

B. Study the Police Ranks in Britain and compare them with those Ukrainian.

POLICE RANKS

METROPOLITAN POLICE	CITY OF LONDON	ROYAL ULSTER CONSTABULARY	OTHER FORCES
Commissioner	Commissioner	Chief Constable	Chief Constable
Deputy Commissioner			
Assistant Commissioner	Assistant Commissioner	Deputy Chief Constables	
Deputy Assistant Commissioners			
Commanders	Commander	Assistant Chief Constables	Assistant Chief Constable(s)
Superintendent			
Chief Inspector			
Inspector			
Sergeant			
Constables			

2. Read the text and fill in the gaps with the words from the box below:

to patrol	**law**
guns	**order**
to guard	**uniform**
police force	**beat**
criminals	**crime**

The British police officer — sometimes called «the bobby» after Sir Robert Peel, the founder of the...-is a well-known figure to everybody who has visited Britain or who has seen British films. Policemen are to be seen in towns or cities keeping...and..., either walking in the streets («pounding the beat») or driving in cars (known as «panda cars» because of their distinctive markings).

To be a policeman means doing...work, wearing a... and working in a small area of London, preventing...and arresting....

In most countries the police carry....The British police generally do not keep firearms, except in Northern Ireland. Only a few police officers are regularly armed — for example, those who...politicians and diplomats or who...airports.

Module 6 Unit 3

Text: The European Union (part 1)
Vocabulary in use

Pre-reading tasks

1. **Before you read, find out as much information as possible about the European Union.**

2. **Match the following English words and expressions with their Ukrainian equivalents:**

1	pooling of sovereignty	a	запобігати деструкції
2	to be committed to working together	b	безпека і справедливість
3	to delegate sovereignty	c	сукупність суверенних прав
4	to prevent destruction	d	гарантувати виконання (правових норм)
5	to ensure compliance	e	бути зобов'язаним працювати разом
6	to be flanked by	f	делегувати суверенні права
7	maladministration	g	приєднуватися
8	security and justice	h	недобросовісне управління

THE EUROPEAN UNION (part 1)

The European Union (EU) is a family of democratic European countries, committed to working together for peace and prosperity. It is not a State intended to replace existing states, but it is more than any other international organisation. The EU is, in fact, unique. Its Member States have set up common institutions to which they delegate some of their sovereignty so that decisions on specific matters of joint interest can be made democratically at European level. This pooling of sovereignty is also called «European integration».

The historical roots of the European Union lie in the Second World War. The idea of European integration was conceived to prevent such killing and destruction from ever happening again. It was first proposed by the French Foreign Minister Robert Schuman in a speech on 9 May 1950. This date, the «birthday» of what is now the EU, is celebrated annually as Europe Day.

There are five EU institutions, each playing a specific role:

- European Parliament (elected by the peoples of the Member States);
- Council of the European Union (representing the governments of the Member States);
- European Commission (driving force and executive body);
- Court of Justice (ensuring compliance with the law);
- Court of Auditors (controlling sound and lawful management of the EU budget).

These are flanked by five other important bodies:

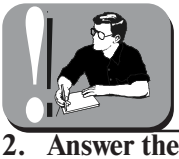
- European Economic and Social Committee (expresses the opinions of organised civil society on economic and social issues);
- Committee of the Regions (expresses the opinions of regional and local authorities);
- European Central Bank (responsible for monetary policy and managing the euro);
- European Ombudsman (deals with citizens' complaints about maladministration by any EU institution or body);
- European Investment Bank (helps achieve EU objectives by financing investment projects);

A number of agencies and other bodies complete the system.

The rule of law is fundamental to the European Union. All EU decisions and procedures are based on the Treaties, which are agreed by all the EU countries.

Initially, the EU consisted of just six countries: Belgium, Germany, France, Italy, Luxembourg and the Netherlands. Denmark, Ireland and the United Kingdom joined in 1973, Greece in 1981, Spain and Portugal in 1986, Austria, Finland and Sweden in 1995. In 2004 the biggest ever enlargement takes place with 10 new countries joining.

In the early years, much of the co-operation between EU countries was about trade and the economy, but now the EU also deals with many other subjects of direct importance for our everyday life, such as citizens' rights; ensuring freedom, security and justice; job creation; regional development; environmental protection; making globalisation work for everyone.



UNDERSTANDING MAIN POINTS

2. Answer the following questions using the information from the text:

1. What is the aim of the European Union?

2. Why is the EU unique?
3. When and why was the EU established?
4. What are the five European Union institutions?
5. What is the specific role of the European Central Bank?
6. What are the European Union decisions based on?
7. Which countries did the EU consist of initially?
8. What subjects does the EU deal with nowadays?

3. WORD STUDY. In the text above there are a lot of word combinations with the word *European*. Find them all and give Ukrainian equivalents.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*on, of, for, with, by,* Ø).

1. In 2004 ten new countries joined...the European Union.
2. The decisions ...all matters of joint interest are always made at European level.
3. Initially the EU consisted...6 countries.
4. The European Union dealt...trade and economy in early years.
5. The Court of Auditors is responsible...controlling lawful management of the EU budget.
6. The specific role of the Court of Justice is ensuring compliance...the law.
7. The five EU institutions are flanked...the European Economic and Social Committee, the Committee of the Regions, the European Central Bank, the European Ombudsman, the European Investment Bank.

5. Fill in the articles if necessary:

...Denmark, ...European Parliament, ...Sweden, ...Netherlands, ...UK, ...European Central Bank, ...Luxembourg, ...European integration.

6. Contextual deduction: use the context to work out the probable meaning of the following words and phrases in the text.

- *globalisation*
- *driving force*
- *treaty*
- *environment* (environmental protection)
- job *creation*
- European *integration*

Post-reading tasks

1. Read the text and fill in the gaps with the words from the box below:

The European Parliament is one of the EU.... Members of the European Parliament (MEPs) are drawn from member states of the EU but group themselves...rather than....

The European Parliament holds its... in Strasbourg, but its... ... is in Luxembourg and its committees meet in Brussels. The elected Parliament serves a ... of five years, after which elections are held.

The European Parliament's power and influence derive from its power to ..., and subsequently to... or reject, the EU's budget.

to amend	to adopt	institutions	nationally	sessions
	politically	Secretariat General	term	

DISCUSSION

2. Prepare for the discussion: find necessary information, present your own opinion on the following:

1. The perspective of Ukraine's joining the European Union.
2. The new 10 countries that have joined the EU in 2004. The celebration in Dublin.
3. The countries that are in line to join the European Union.
4. Eastern countries such as Belarus, Ukraine, Moldova etc. strive to join the EU.

Module 7 Unit 1

Text: The Prosecutor's Office
Vocabulary in use

Pre-reading tasks

1. What do you understand under the term the Prosecutor's office. Predict the list of words which to your mind could be used in the text.

2. Match the following English words and expressions with their Ukrainian equivalents:

1	to bring somebody to justice	a	записка по справі, що передається в апеляційний суд
2	supervision of the observance of laws	b	винести вердикт про передачу справи до суду
3	to express no confidence	c	мати в штаті
4	to employ staff	d	вести справу
5	questioning of witnesses	e	передавати суду
6	to return an indictment	f	нагляд за додержанням законів
7	brief	g	висловити недовіру
8	to plead the case	h	допит свідків

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

Notes on the text:
The Prosecutor's Office of Ukraine — прокуратура України
Crown Prosecution Service — Королівська служба судового розгляду

THE PROSECUTOR'S OFFICE

Prosecutor is a government official charged with bringing defendants in criminal cases to justice in the name of the state. Although responsibilities vary from one jurisdiction to another, many prosecutors

are in charge of all phases of a criminal proceeding, from investigation by the police through trial and beyond to all levels of appeal. Many also defend the state in civil actions. In the United Kingdom, prosecution is carried out in the name of the crown. In this sense the crown can be said* to prosecute, and the prosecution is often referred to as «the crown.»

According to the Constitution of Ukraine, the *Prosecutor's Office of Ukraine* constitutes a unified system that is entrusted with:

1) prosecution in court on behalf of the State;

2) representation of the interests of a citizen or of the State in court in cases determined by law;

3) supervision of the observance of laws by bodies that conduct detective and search activity, inquiry and pre-trial investigation;

4) supervision of the observance of laws in the execution of judicial decisions in criminal cases, and also in the application of other measures of coercion related to the restraint of personal liberty of citizens.

The Prosecutor's Office of Ukraine is headed by the Prosecutor General of Ukraine, who is appointed to office with the consent of the Verkhovna Rada of Ukraine, and dismissed from office by the President of Ukraine. The Verkhovna Rada of Ukraine may express no confidence in the Prosecutor General of Ukraine that results in his or her resignation from office.

The term of authority of the Prosecutor General of Ukraine is five years.

The organisation and operational procedure for the bodies of the Prosecutor's Office of Ukraine are determined by law.

In the UK the *Crown Prosecution Service* is responsible for prosecuting people charged with a criminal offence. As the principal prosecuting authority in England and Wales, it is responsible for:

- Advising the police on cases for possible prosecution.
- Reviewing cases submitted by the police.
- Preparing cases for court.
- Presentation of cases at court.

The head of The Crown Prosecution Service is the Director of Public Prosecutions. The Director of Public Prosecutions reports to the Attorney General, who holds Parliamentary responsibility for the

*__Gr. note__: Subjective Infinitive Construction перекладається як «говорять, що...»

Service. The Crown Prosecution Service employs approximately 7,700 staff including lawyers and administrators. These key personnel are located throughout the country and handle over 1.3 million magistrates' court cases and 115,000 Crown court cases every year.

The Crown Prosecution Service started operating in 1986 when the Prosecution of Offences Act (1985) became law. Before this time local police forces were responsible for deciding whether to prosecute particular cases.

In most U.S. state and local jurisdictions, prosecutors are elected to office. On the federal level, district attorneys are, in effect, members of the executive branch of the government; they are usually replaced when a new administration comes into office. In the United States the prosecutor presents evidence at a hearing before a grand jury, which may or may not return an indictment for trial.

In countries where the judge handles the questioning of witnesses, the prosecutor is limited to presenting evidence and giving a final summation. In the United States and Great Britain the prosecutor plays an active role in questioning witnesses. In most countries, when a decision is appealed to a higher court, the prosecutor presents briefs and pleads the state's case.

UNDERSTANDING MAIN POINTS

2. Answer the following questions using the information from the text:

1. What is a prosecutor?
2. How do prosecutor's responsibilities vary?
3. What is the Prosecutor's Office entrusted with according to the Constitution of Ukraine?
4. What is the head of the Prosecutor's Office of Ukraine?
5. Which body may dismiss and express no confidence in the Prosecutor General of Ukraine?
6. What is the UK Crown Prosecution Service responsible for?
7. What is the staff of the Crown Prosecution Service?
8. Which authorities does a prosecutor have in the USA and the UK?

3. WORD STUDY. Find in the text the words that correspond to the following definitions:

1) approval of something done or proposed;
2) process of crime-detection;
3) agency responsible for maintaining public order and preventing crime;
4) body of men and women selected at random to determine facts and to provide a decision in a legal proceeding (traditionally consists of 12 people);
5) judicial examination of the issues between the parties;
6) to charge someone with a crime or a civil violation;
7) formal charge issued by a grand jury stating that there is enough evidence that a person committed the crime;
8) written statements that explain each side's case and tell why the court should decide in its favour (are the documents of appellate procedure).

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*in, of, to, out, with*).

1. Prosecutor brings defendants to justice ... the name of the state.
2. What is the Prosecutor's Office entrusted ... according to the Constitution of Ukraine?
3. Many prosecutors are ... charge ... defending the state in civil actions.
4. The Prosecutor General of Ukraine is appointed to the office ... the consent of the Verkhovna Rada.
5. People charged ... criminal offences will be prosecuted by the Crown Prosecution Service.
6. In which countries is a prosecutor limited ... presenting evidence and giving a final summation?
7. The restraint ... personal liberty of citizens is one of the measures of coercion.
8. In the United Kingdom prosecution is carried ... in the name of the crown.

BUILD UP YOUR VOCABULARY

5. A. Give the definitions of the following words from the text:

1) appeal;

2) final summation;
3) Attorney General;
4) resignation;
5) coercion measures;
6) judicial decision;
7) consent;
8) personnel.

B. Compose your own sentences with these words illustrating their meaning.

Post-reading tasks

1. Translate the following idioms and use them in your own sentences:

1) to catch somebody red-handed (to catch somebody during his or her committing a crime);
2) to be in the red (to be broken, having no money);
3) to see red (to get terribly angry);
4) to be in the black and white (in a very clear way);

2. Read the text and fill in the gaps with the words from the box below:

The Prosecution Process

motive against weapon officer evidence victim booklet Crown Prosecutor decision crime principles factors violence

After the police have investigated a ... and passed papers to the CPS, one of the lawyers — called a ... — carefully reviews the papers to decide whether or not to go ahead with the case. The prosecutor's ... is based on the two tests set out in the Code for Crown Prosecutors.

The code is a ... which sets out the general ... which prosecutors must apply when they decide whether to continue a case.

The two tests set out in the Code are as follows:

Is there enough ...?

Is it «in the public interest» for us to prosecute? This means that the prosecutor must think carefully about the ... for and against a prosecution. For example, a prosecution is likely to be needed if:

- a ... was used or ...was threatened during an offence;
- the ... for the offence was any form of discrimination;
- the offence was committed ...a person serving the public such as a police ....

Crown Prosecutors must always think carefully about the interest of a ... of a crime. This is an important factor when prosecutors decide whether the public interest lies.

Module 7 Unit 2

Text: Punishment
Vocabulary in use

Pre-reading tasks

1. Do you agree with the statements:

- The main purpose of law is to protect but not to punish;
- "Whosoever sheds man's blood, by man shall his blood be shed";
- The punishment cell is never vacant?

Discuss your answer with your partners.

2. Match the following English words and expressions with their Ukrainian equivalents:

1	offended party	a	подальші реформи
2	significant call	b	смертна кара
3	vindication	c	кара, помста
4	deterrence and separation from society	d	кримінальний злочин, що наказується смертною карою
5	capital crimes	e	віра в помсту
6	ensuing reforms	f	сторона, щодо якої вчинено злочин
7	capital punishment	g	значна потреба
8	beliefs in vengeance	h	утримання та ізоляція від суспільства

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

Note on the text:

Genesis — Буття, перша книга Старого Заповіту (Genesis, the first book of the Bible, tells of the beginning of the world from the time when «God created the heaven and the earth» (1:1) until the death of Joseph, the 11th son of the Hebrew patriarch Jacob. The book falls into two unequal parts. The first part (chapters 1-11) is concerned with the primeval history of humankind and contains

stories about the first man and the first woman, their disobedience, the first murderer and his victim, the flood that God sent to destroy all things save the immediate family of one «just man» (6:9) and the creatures committed to him for preservation, and the confounding of the speech and scattering abroad of later people. The first part of Genesis also contains the first covenant made by God with humanity in the person of Noah (9:9-17). The second part (chapters 12-50) is mainly an account of the lives of the Hebrew patriarchs Abraham, Isaac, and Jacob, that is, a history of the origins of the Hebrew nation).

PUNISHMENT

Punishment, in modern criminal law, is a penalty inflicted by the state upon a person for committing a criminal offence.

In early societies punishment for a crime was left to the person wronged or to his or her or tribe. The punishments inflicted were characteristically cruel, and, by modern standards, out of proportion to the offence committed. Torture and capital punishment, prevalent early forms of punishment, evolved largely from old beliefs in vengeance. With the growing complexity of society and the centralization of governments, the right to punish was taken from the offended party and vested in the state.

Only at the end of the 18th century significant call for improved criminal procedure arise. Punishment came to be thought of not only as express vindication but also as a means of protecting the laws from abuse by individual members of the society. Deterrence and separation from society, rather than revenge, became the principal purposes of punishment, with the degree of penalty adjusted to reflect the nature of the crime. Ensuing reforms reduced the number of capital crimes, restricted corporal punishment, and virtually abolished mutilation, replacing most of these harsh measures with imprisonment. Emphasis began to be placed on rehabilitation for the good of society and the individual, rather than on punishment for its own sake.

The issue of punishment versus benign corrective treatment has persisted to this day. Arguments against punishment cite its essentially vindictive and negative nature; its effects are viewed as ineffective and perhaps even destructive. Proponents of legal punishment, on the other hand, stress its value as a deterrent to those criminally inclined and, in the case of imprisonment for its own sake, as a means for protecting society from chronic or dangerous lawbreakers. Criminal codes of the different countries vary with regard to specific penalties that may be imposed for crimes.

In modern law the most severe form of punishment is capital punishment, legal infliction of the death penalty. The usual alternative to the death penalty is long-term or life imprisonment.

The classic moral arguments in favour of the death penalty have been biblical and retributive. «Whosoever sheds man's blood, by man shall his blood be shed» (*Genesis* 9:6) has usually been interpreted as a divine warrant for putting the murderer to death. «Let the punishment fit the crime» is its secular counterpart; both maxims imply that the murderer deserves to die. Proponents of capital punishment have also claimed that society has the right to kill in defence of its members, just as the individual may kill in self-defence. The analogy to self-defence, however, is somewhat doubtful, as long as the effectiveness of the death penalty as a deterrent to violent crimes has not been proved.

Critics of the death penalty have always pointed to the risk of executing the innocent, although definitely established cases of this sort in recent years are rare. They have also argued that one can accept a retributive theory of punishment without necessarily resorting to the death penalty; proportioning the severity of punishment to the gravity of the crime does not require the primitive rule of «a life for a life.»

Nowadays many countries of the world have abolished the death penalty. The most severe form of punishment in Ukraine is life imprisonment.

UNDERSTANDING MAIN POINTS

2. A. Explain the meanings of the following words according to the text:

- Punishment is ...
- Versus (*abbr.*) means...

B. Answer the questions:

1. What arguments do opponents of legal punishment present?
2. What arguments do proponents of legal punishment present?
3. What kinds of punishment are mentioned in the text?
4. What arguments do opponents of death penalty present?
5. What moral arguments do proponents of death penalty present?

3. WORD STUDY. Here are some words connected with law, punishment and crime. Revise the law-breakers (5.3). **If necessary, use a dictionary**

to help you check that you understand what they all mean. Then divide them into three groups, in what seems to you to be the most logical way.

thief	death penalty	rehabilitation	bribery
juvenile delinquency	terrorist	omission	arsonist
life imprisonment	traffic warden	death penalty	code
probation	lawyer	aggravated assault	abuse
drunken driving	burglar	torture	warrant
malfeasance	penitentiary system	corporal punishment	fine
corrective labour institution			

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*from, in, on, at, of, for*).

1. The UN has declared itself ... favour ... abolition, Amnesty International actively campaigns for abolition, and now the issue is the focus of great debate.
2. The length of sentences varies ... a few days to a lifetime.
3. The judge sentenced my neighbor to punishment ... the crime which he hadn't committed.
4. The Crown Prosecutor, who works for the Director of Public Prosecutions, is responsible ... prosecuting criminals based on evidence presented by the police.
5. ... recent years the phenomenon of death row (people sentenced but still alive) increases.
6. I believe that my friend is innocent because he killed ... self-defense.
7. ... the one hand the judge is fair; ... the other hand this measure is rather harsh.
8. ... the end if 18th century in England there was the case when the penalty for theft was supposed to frighten people from stealing and compensate for inabilities to detect and catch thieves.

BUILD UP YOUR VOCABULARY

5. WORD FAMILIES: give the chain of derivatives for the words below:
Model: effect-effective-effectiveness-ineffectiveness
severe, deter, murder, inflict, severe

6. a) Match the adjectives in column A with the nouns in column B:

A	B
benign	murder

brutal	criminal
cold-blooded	offender
harsh	crime
corporal	punishment
severe	treatment

b) Match the verbs in column A with the nouns in column B:

A	B
to inflict	mutilation
to commit	punishment
to impose	crime
to abolish	corporal punishment
to adjust	smb. from murder
to deter	the number of offenses
to reduce	rules of behavior
to restrict	

c) Match the following synonyms and try to guess the differences in their meanings. Compose your sentences to illustrate the usage of these words:

Word	Synonym from the text
to execute	proponent
revenge	life imprisonment
supporter	death penalty
punishment	penalty
capital punishment	to carry out
long-term imprisonment	vengeance
harsh	severe
kind	benign

7. Civil and Criminal Penalties

A. Put each of the following words or phrases in its correct place below and in appropriate form.

to be imposed innocent community service
to reduce to vary imprisonment
corporal punishment to be released fine
suspended to abolish to deter death penalty harsh

There are several kinds of punishment available to court. In civil cases the most common punishment is ... .

For criminal offences fines are also often used when the offense is not a serious one and when the offender has not been in trouble before. Another kind of punishment is available in some countries is ... .

This requires the offender to certain amount of unpaid work, usually for a social institution such as hospital. For more serious crimes the usual punishment is .... .

Some prison sentences are ....: the offender is not sent to prison if keeps out of trouble for a fixed period of time, but if he does offend again both suspended sentence and any new one will .... . The length of sentences ... from a few days to a lifetime. However, a life sentence may allow the prisoner ... after a suitably long period if a review (parole) board agrees his detention no longer serves a purpose. In some countries, such as the Netherlands, living conditions in prison are fairly good because it is felt that deprivation of liberty is punishment in itself and should so ... that it ... the possibility of the re-educating and reforming himself. In other countries, conditions are rather bad. Britain and the USA are trying to solve the shortage of space by allowing private companies to open prisons.

In some countries there is also ... ... (physical). In Saudi Arabia theft and possession of alcohol may be punished by cutting off the offender's hand or foot. They believe that it deters others from committing such crimes.

The ultimate penalty is death. But many countries have ... it or ceased to use the ... ... because the innocent people can be executed by mistake.

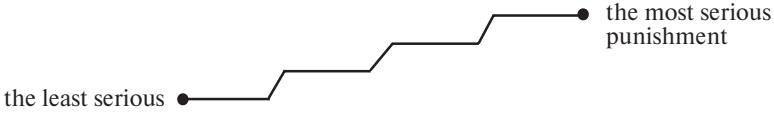
B. Underline the kinds of punishment mentioned in the text and give Ukrainian equivalents for them. Remember them.

8. This is a list of punishments for crimes available in the United Kingdom criminal justice system:

- capital punishment
- probation
- life imprisonment
- community service order
- fine
- suspended sentence
- corporal punishment
- imprisonment

A. Translate them, giving the Ukrainian equivalents. Use them in your own sentences.

B. Draw a word ladder starting with the least serious punishment and ending with the most serious.



9. A. Here are seven paragraphs in the article. They are not in the right order. Write down the correct question for each paragraph and put them in correct order.

_____ Many also believe that it deters others from committing such crimes.

_____The ultimate penalty is death (capital punishment). It is carried out by hanging (Kenya, for example); electrocution, gassing or lethal injection (U.S.); beheading or stoning (Saudi Arabia); or shooting (China).Most countries still have a death penalty, 35 (including almost every European nation) have abolished it; 18 retain it only for exceptional crimes such as wartime offences; and 27 no longer carry out executions even when a death sentence has been passed.

_____ A further argument is that, should a mistake be made, it is too late to rectify it once the execution has taken place. In 1987, two academics published a study showing that 23 innocent people had been executed in the USA.

_____ Opponents argue that execution is cruel and civilized. Capital punishment involved not only the pain of dying but also the mental anguish of waiting, sometimes for years, to know if and when the sentence will be carried out.

_____ As the debate about capital punishment continues, the phenomenon of death row increases. In 1991, no one was executed in Japan, but three people were sentenced to death, brining the total number on death to row to fifty. Sakae Menda lived under sentence of death for 33 years before obtaining a retrial and being found not guilty.

_____ Research has shown that capital punishment is used inconsistently. For example, in South America, black murderers are far more likely to be sentenced to death than whites.

_____ Supporters of capital punishment believe that death is a just punishment for certain serious crimes.

B. Answer the following questions:

1. What methods is capital punishment carried out?
2. What arguments do opponents of death penalty present?
3. What arguments do proponents of death penalty present?
4. What is death row?

Post-reading tasks

1. Match each punishment with its description:

1. capital punishment	a) a period of time in jail
2. corporal punishment	b) being made to do special hard work while in prison
3. eviction	c) death
4. a heavy fine	d) punishment imposed only if you commit a further crime
5. internment	e) a large sum of money to pay
6. penal servitude	f) whipping or beating
7. a prison sentence	g) regular meetings with social worker
8. probation	h) removing (a person) from a house or land by law
9. solitary confinement	i) limiting the freedom of movement esp. for political reason
10. a suspended sentence	j) being imprisoned completely along

2. Make sure you know the difference between the verbs *to steal* **and** *to rob*. The object of the verb «steal» is the thing which is taken away, e.g. they stole my bike, whereas the object of the verb 'rob' is the person or place from which things are stolen, e.g. I was robbed last night. A masked man robbed the bank. 'Steal' is irregular: steal, stole, stolen.

A. Put the right form of either *to rob* **or** *to steal* **in the sentences below:**

1. Last night an armed gang ..... the post office. They ..... £2000.
2. My handbag .....at the theatre yesterday.
3. Every year large number of banks..... .
4. Jane ..... of the opportunity to stand for president.

B. Read the sentences and then complete the chart by ticking the objects that go with the verbs.

He stole her briefcase from her car.
We have a video of the accused robbing a bank.
I was mugged in brood daylight.
The burglary took place some time in the night.

Which of these words has the connotation of violence?

	Bank	House	Warehouse	Watch	Old lady	Car	Bank manager
Steal							
Rob							
Break into							
Burgle							
Mug							

3. Put each of the following words or phrases in its correct place below.

The Purpose of State Punishment

wrongdoer	law-abiding	death penalty
barbaric	rehabilitate	corporal punishment
humane	fit	behaviuor
reform	prevents	
revenge		

What is the purpose of punishment? One purpose is obviously to (a) ___ the offender, to correct the offender's moral attitudes and anti-social (b) _____ and to (c) _____ him or her, which means to assist the offender to return to normal life as a useful member of the community. Punishment can also be seen as a deterrent, because it warns other people of what will happen if they break the law and so (d) _____them from doing so. However, a third purpose of punishment lies, perhaps, in society's desire for retribution which basically means (e) _____. In other words, don't we feel that a (f) ___should suffer for his misdeed? The form of punishment should also be considered, on the one hand, some believe that we should «make the punishment (g) _____ the crime». For those who attack others, (h) ____ should be used. Murderers should be subject to the principle «an eye for an eye and a tooth for a tooth» and automatically receive the (i) ___. On the other hand, it is said that such views are unreasonable, cruel and (j) ___ and that we should show a moral (k) ___ attitude to punishment and try to understand why

a person commits a crime and how society has failed to enable him to live a respectable, (l) ___ life.

4. Essay: «*Imprisonment is revenge, but not rehabilitation*». Write an essay containing two arguments for and two against this statement. Express your own opinion and prove it. Use the following list of transitional words and phrases to connect your paragraphs of an essay: *On the one hand, on the other hand, however, on the contrary, in addition, finally, in particular, etc.* Then discuss your answer with other students.

OVER TO YOU

Put each of the following words in its correct place in the passage below.

1. A. Law and punishment

detective	plain clothes	jury	warders	coroner
verdict solicitor	trial	inquest	death penalty	

(a) If you want legal advice in Britain, you go to a ___.

(b) At the end of the ___, the judge ordered the twelve men and women of the ___ to retire and consider their ___, guilty or not guilty.

(c) Men or women who look after prisoners in prison are called prison officers or ___.

(d) If a person dies in unusual circumstances, an ___ is held at a special court, and the «judge» is called a ___.

(e) A policeman who investigates serious crime is called a ___. He wears ____, not uniform.

(f) In some countries murderers are executed but other countries have abolished the ___.

B. CRIME, THE LAW AND THE POLICE

WORD GRAMMAR VERB COMPLEMENTATION

Put the right preposition after each verb.

He	a confessed _____ b was accused _____ c was charged _____ d was convicted _____ e was found guilty _____ f was sentenced g was arrested _____	shoplifting.

2. A. Here are some simple instructions on "How to rob a bank". Put them in order.

____You go in.
____Someone sets off the alarm.
____You put stocking over you head.
____The police arrive.
____One person waits in the car.
____You steal a car.
____You rush out.
____You make the customer lie on the floor.
____You drive to the bank.
____You change the number plates.
____You get out your shotguns.
____The bank clerk hands over the money.

DISCUSSION

B. What is the fair punishment for this crime?

Module 7 Unit 3

Text: European Union (part 2)
Vocabulary in use

Pre-reading tasks

1. **Describe the nowadays relations between your country and European Union? Is your country a member of it?**

2. **Match the following English words and expressions with their Ukrainian equivalents:**

1	policy guideline	a	перший «стовп»
2	the first «pillar»	b	політичний напрямок
3	non-profit organization	c	подати позов
4	to combat terrorism	d	боротися з тероризмом
5	to be appointed	e	заможні регіони
6	to bring proceedings	f	некомерційна організація
7	development aid policy	g	призначатися
8	well-off regions	h	політика сприяння розвитку

Reading tasks

1. **Read the text to understand what information is of primary importance or new for you.**

THE EUROPEAN UNION (part 2)

The European Parliament (EP) is the democratic voice of the peoples of Europe. Directly elected every five years, the members of the European Parliament (MEPs) sit not in national blocs but in seven political groups. Each group reflects the political ideology of the national parties to which its members belong. Some MEPs are not attached to any political group. In the European election of June 1999, nearly 30 % of the MEPs elected were women.

Parliament's principal roles are as follows:

– to examine and adopt European legislation. Under the co-decision procedure, Parliament shares this power equally with the Council of Ministers;

– to approve the EU budget;

– to exercise democratic control over the other EU institutions;

– to assent to important international agreements such as the accession of new EU Member States and trade or association agreements between the EU and other countries.

As with national parliaments, the EP has parliamentary committees to deal with particular issues (foreign affairs, budget, environment and so on). Via one of these, the Committee on Petitions, European citizens can also submit petitions directly to the European Parliament. The Parliament elects the European Ombudsman, who investigates complaints from citizens about maladministration in the EU.

The Council of the European Union — formerly known as the Council of Ministers -is the main legislative and decision-making body in the EU. It brings together the representatives of the all the Member State governments, which you elect at national level. It is the forum in which the representatives of your governments can assert their interests and reach compromises. They meet regularly at the level of working groups, ambassadors, ministers or — when they decide the major policy guidelines — at the level of presidents and prime ministers, i.e. as the European Council.

The Council — together with the European Parliament — sets the rules for all the activities of the European Community (EC), which forms the first «pillar» of the EU. It covers the single market and most of the EU's common policies, and guarantees freedom of movement for goods, persons, services and capital.

In addition, the Council is the main responsible for the second and third «pillars», i.e. intergovernmental cooperation on common foreign and security policy and on justice and home affairs. That means, for example, that your governments are working together within the EU to combat terrorism and drug trafficking. They are joining their forces to speak with one voice in external affairs, assisted by the High Representative for common foreign and security policy.

The European Commission does a lot of the day-to-day work in the European Union.

It drafts proposals for new European laws, which it presents to the European Parliament and the Council. The Commission makes sure that EU decisions are properly implemented and supervises the way EU funds are spent. It also keeps an eye out to see that everyone abides by the European treaties and European law.

The European Commission consists of 20 women and men (more in 2004), assisted by about 24 000 civil servants. The President is chosen by the governments of the EU Member States and must be approved by the European Parliament. The other members are nominated by the member governments in consultation with the incoming president and must also be accepted by Parliament.

The Commission is appointed for a five-year term, but it can be dismissed by Parliament.

The Commission acts independently of the governments of the Member States. Many, but not all, of its staff work in Brussels, Belgium.

Court of Justice. When common rules are decided in the EU, it is of course vital that they are also followed in practice — and that they are understood in the same way everywhere. This is what the Court of Justice of the European Communities ensures. It settles disputes over how the EU treaties and legislation are interpreted. If national courts are in doubt about how to apply EU rules they must ask the Court of Justice. Individual persons can also bring proceedings against EU institutions before the Court. It consists of one independent judge from each EU country and is located in Luxembourg.

European Court of Auditors. The funds available to the EU must be used legally, economically and for the intended purpose. The Court of Auditors, an independent EU institution located in Luxembourg, is the body that checks how EU money is spent. In effect, these auditors help European taxpayers to get better value for the money that has been channelled into the EU.

The European Central Bank is in charge of the single currency, the euro. The Bank independently manages European monetary policy — deciding, for example, how high interest rates should be. The Bank's main objective is to ensure price stability, so that the European economy will not be damaged by inflation. But the monetary policy also supports other political objectives decided in the EU. The European Central Bank is based in Frankfurt in Germany. It is managed by a president and an executive board in close cooperation with the national central banks of the EU countries.

The European Investment Bank lends money for investment projects of European interest, in particular projects that benefit less well-off regions. It finances, for example, rail links, motorways, airports, environmental schemes, and (via partner banks) investment by small businesses (SMEs) that helps create jobs and growth. Loans also support the Union's enlargement process and its development aid policy. The Bank is based in Luxembourg and raises its funds on the capital markets. As a non-profit organisation it is able to lend on favourable terms.

The Economic and Social Committee. Ranging from employers to trade unions and from consumers to ecologists, the 222 members (more in 2004) of the Economic and Social Committee represent all of the most important interest groups in the EU. It is an advisory body and has to give its opinion on important aspects of new EU initiatives. This is part of the common European tradition of involving civil society in political life.

The Committee of the Regions. Many decisions taken in the EU have direct implications at the local and regional level. Through the Committee of the Regions, local and regional authorities are consulted before the EU takes decisions in fields such as education, health, employment or transport. The Committee's 222 members (more in 2004) are often leaders of regions or mayors of cities.

	Number of votes in Council	**Number of members of Parliament**
Belgium	12	24
Cyprus	4	6
Czech Republic	12	24
Denmark	7	14
Germany	29	99
Greece	12	24
Spain	27	54
Estonia	4	6
France	29	78
Hungary	12	24
Ireland	7	13
Italy	29	78
Latvia	4	9

Lithuania	7	13
Luxembourg	4	6
Malta	3	5
Netherlands	13	27
Austria	10	18
Poland	27	54
Portugal	12	24
Slovakia	7	14
Slovenia	4	7
Finland	7	14
Sweden	10	19
United Kingdom	29	78
TOTAL	**321**	**732**

UNDERSTANDING MAIN POINTS

2. Answer the following questions using the information from the text:

1. What are the principle roles of the European Parliament?
2. What is the main legislative body in the EU?
3. What does the Council of the EU do together with the European Parliament?
4. What forms the second and third «pillar» of the EU?
5. What is the composition of the European Commission? How are the members nominated?
6. Which body ensures the right application of the EU rules?
7. What is the function of the European Court of Auditors?
8. What are the European Central Bank and the European Investment Bank in charge of?
9. Why is the Committee of the Regions called in this way? What is it called upon?

3. There are the words used in the text several times such as *European*. **Find them and give the expressions containing these words.**

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*via, of, on, in, against, before, by*).

1. Intergovernmental cooperation ... common foreign and security policy forms the second «pillar» of the EU.
2. The European Commission ensures that everyone abides ...the European Treaties and European Law.
3. Any person can bring proceeding ...EU institutions ...the Court of Justice.
4. What is the European Central Bank in charge ...?
5. Is the European Investment Bank able to lend money ...favourable terms?
6. The European tradition of involving society ... political life is a part of new EU initiative.
7. The European Investment Bank finances less well-off regions ...partner banks.
8. If you are ...doubt about how to spend a week-end, go to Europe, you won't be sorry.

5. The political structure of the EU includes three branches. Which bodies represent the corresponding legislative, executive and judicial branches. Summarise their functions according to the group.

6. Work in pairs. Your friend would like to know as much as possible about the bodies of the EU. Help him to formulate 9 questions on the main EU institutions and answer them. Use the text if necessary.

BUILD UP YOUR VOCABULARY

7. Find an odd word in the following chains, explain your choice:

currency- euro- taxpayer-inflation-budget-loans;
MEPs-civil servants-taxpayers-ambassadors- ministers;
dispute-complaint-proposal-proceedings against;
to draft-to adopt-to implement-to apply-to belong

8. Using synonyms and antonyms we can avoid repetitions, find in the text the following words:

Antonyms for — to borrow, profit, dependent, employee, to appoint, external;
Synonyms for — assist, prosperous, aim, agreement, very important, to establish;

Post-reading tasks

1. **In the table above the number of votes in the Council of the EU and the number of members of the European Parliament are presented. Compare two columns. Why are they different in figures? Use the information from the text and speak on the principle functions of the European Parliament and the Council of the EU.**

2. **Read the text and fill in the gaps with the words from the box below:**

stage	**common market**	**immigration**	
relations	**monetary**		
union	**area**	**spheres**	**visa**

The federalization is the main trend of development of the European communities and the Union since the moment of their establishment and till now. The most fundamental achievements on this path are:

- the creation of a ... as a basis for the single internal market of the EU;

- the creation of an economic and financial ... based on the single ... unit of EU — the Euro (not yet participated by Britain, Denmark, and Sweden);

- the creation of the Schengen ... and introducing a single ... for foreigners on the basis of the Schengen Agreements;

- the development and carrying out by the EU institutions of the common policy in various ...: a common agricultural policy, a policy of competition, ..., transport, ecological policy, etc.;

- the formation of the EU legislation — an independent legal system regulating many important spheres of social ... with the participation of Member States, juridical persons, and common citizens;

In the beginning of the 21st century the European Union entered a new ... of transformations aimed at making this organization a more democratic one capable of efficient functioning in the conditions of about thirty Member States.

Module 8 Unit 1

Text: Judiciary
Vocabulary in use

Pre-reading tasks

1. Give the definition of the legal term *judiciary*. Predict the list of words which, in your opinion, could be used in the text.

2. Match the following English words and expressions with their Ukrainian equivalents:

1	continuance in office	a	федеральний районний суд
2	district court	b	магістрат, що отримує платню
3	stipendiary magistrate	c	перебування на посаді
4	circuit	d	лорди-судді
5	lords of appeal	e	голова Верховного Суду США
6	the Chief Justice	f	магістрат — непрофесійний суддя
7	associate justice	g	член Верховного Суду США
8	lay magistrate	h	судовий округ

Reading tasks

1. Scan the text and note all the words and phrases that you think are terms closely connected with the judicial system of a country. Compare them with the words which you have predicted.

JUDICIARY

Article III of the United States Constitution establishes the judicial branch as one of the three separate and distinct branches of the federal government. The other two are the legislative and executive branches.

The federal courts are often called the guardians of the Constitution because their rulings protect rights and liberties guaranteed by the

Constitution. Through fair and impartial judgments, the federal courts interpret and apply the law to resolve disputes. The courts do not make the laws. That is the responsibility of Congress. Nor do the courts have the power to enforce the laws*. That is the role of the President and many executive branch departments and agencies.

The Founding Fathers of the nation considered an independent federal judiciary essential to ensure fairness and equal justice for all citizens of the United States. The Constitution they drafted promotes judicial independence in two major ways. First, federal judges are appointed for life, and they can be removed from office only through impeachment and conviction by Congress of «Treason, Bribery, or other high Crimes and Misdemeanours.» Second, the Constitution provides that the compensation of federal judges «shall not be diminished during their Continuance in Office»**, which means that neither the President nor Congress can reduce the salary of a federal judge. These two protections help an independent judiciary to decide cases free from popular passions and political influence.

The Supreme Court is the highest court in the federal judiciary. Congress has established two levels of federal courts under the Supreme Court: the trial courts and the appellate courts.

The United States district courts are the trial courts of the federal court system. Within limits set by Congress and the Constitution, the district courts have jurisdiction to hear nearly all categories of federal cases, including both civil and criminal matters. There are 94 federal judicial districts, including at least one district in each state, the District of Columbia and Puerto Rico. Each district includes a United States bankruptcy court as a unit of the district court. Three territories of the United States — the Virgin Islands, Guam, and the Northern Mariana Islands — have district courts that hear federal cases, including bankruptcy cases.

The 94 judicial districts are organized into 13 regional circuits, each of which has a United States court of appeals. A court of appeals hears appeals from the district courts located within its circuit, as well as appeals from decisions of federal administrative agencies. In addition, the Court of Appeals for the Federal Circuit has nationwide jurisdiction to hear appeals in specialized cases, such as those involving patent laws and cases decided by the Court of International Trade and the Court of Federal Claims.

The United States Supreme Court consists of the Chief Justice of the United States and eight associate justices. At its discretion, and within certain guidelines established by Congress, the Supreme Court each year hears a limited number of the cases it is asked to decide. Those cases may begin in the federal or state courts, and they usually involve important questions about the Constitution or federal law.

In the UK 96% of criminal cases are dealt with at magistrates' court. The case may be tried either by at least two (usually three) justices (lay magistrates) or by a stipendiary (a legally qualified and salaried) magistrate who sits alone. Justices are appointed by the Crown (retiring at the age of 70) and receive no salary (only expenses). They have not usually had legal training before appointment and generally have full-time jobs in other walks of life. Magistrates' courts other than youth courts (and family proceedings courts) are normally open to the public. Justices are normally restricted to ordering sentences of imprisonment of not more than 6 months or fines not exceeding £5,000. For offences triable-either-way if a more severe sentence is thought necessary, the offender may be committed to the Crown Court for sentence.

Within the magistrates' courts, certain are designated as Youth Courts. Such courts are composed of specially trained justices and deal only with charges against and applications relating to children and young persons. They should in most circumstances only deal with persons under 18 who are not jointly charged with adults. They sit apart from other courts and are not open to the public. They consist of not more than three justices, including one man and one woman, or one stipendiary magistrate.

In 1972, following the Courts Act, a single Crown Court was created with power to sit anywhere in England and Wales. It is a part of the Supreme Court. The Court has jurisdiction to deal with all trials on indictment and with persons committed for sentence, and to hear appeals from lower Courts, including juvenile cases. There are currently about 90 court centres of the Crown Court divided into 6 regions, known as Circuits.

The Higher Courts include the Supreme Court, which consists of a) the Court of Appeal; b) the High Court; and c) the Crown Court. A person convicted at a magistrates' court may appeal to the Crown Court, while a person convicted at the Crown Court may appeal to the Court of Appeal and finally to the House of Lords. The highest court in the land is the High Court of Parliament or the House of Lords. This court is composed of the Lords of Appeal, who are lawyers of eminence

generally appointed from amongst the judges of the Court of Appeal. On appointment they are made life peers and are thus members of the House of Lords. They deal with points of law of general public importance brought before them on appeal from the Supreme Court.

In Ukraine justice is administered exclusively by the courts. The jurisdiction of the courts extends to all legal relations that arise in the State. The Supreme Court of Ukraine is the highest judicial body in the system of courts of general jurisdiction. The Constitutional Court of Ukraine is the only body of constitutional jurisdiction in Ukraine. Justice is administered by professional judges and, in cases determined by law, people's assessors and jurors. The independence and immunity of judges are guaranteed by the Constitution and the laws of Ukraine. A judge shall not be detained or arrested without the consent of the Verkhovna Rada of Ukraine, until a verdict of guilty is rendered by a court. Judges hold office for permanent terms, except judges of the Constitutional Court of Ukraine, and judges appointed to the office of judge for the first time.

UNDERSTANDING MAIN POINTS

2. Answer the following questions using the information from the text.

A. The USA

1. Why are the federal courts often called the guardians of the Constitution?
2. What way does the Constitution promote judicial independence?
3. May the federal judges be removed from their jobs against their will?
4. What is a trial court?
5. How many circuits are there in the USA?
6. How many judicial districts is the USA divided into? What does each of them include?
7. What kinds of cases are heard by Court of Appeals?
8. What cases does the Supreme Court hear?

*Gr. Note: Суди також не мають влади застосовувати закон
**Gr. Note: Модальне дієслово shall виражає обіцянку

B. The UK

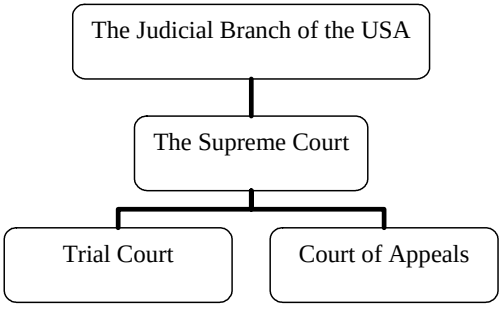
1. What is magistrates' court?
2. How are Justices appointed? What powers do they have?
3. What is Youth Court?
4. What is the Crown court? And how many court centers of it are there?
5. What does the Supreme Court consist of?
6. What is the highest court? What is it composition?

C. Ukraine

1. What role do the courts play in Ukraine?
2. What does the jurisdiction of the courts extend to?
3. What is the Supreme Court of Ukraine?
4. What is the constitutional Court and how are its Members appointed?
5. Is immunity of the judges guaranteed?
6. Whom is justice administered by?

3. Read the text again and compose the diagram presenting the information on judicial organization in UK/ the USA/Ukraine which shows the hierarchy and jurisdiction of the Courts in your notebook. Ask your partner to compare your variants. Write notes, using your own words where possible.

Example:



4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*for, in, of, to, with, from, within, before, without***).**

1. ... addition, the Central Criminal Court, known as the Old Bailey, is a sitting of the Crown Court, having criminal jurisdiction only, over indictable offences committed in Greater London.

2. If the verdict is guilty the judge imposes the sentence, or punishment, ... limits that have been fixed by the legislature.
3. Juries consist ... twelve people selected at random from the list of voters.
4. Do you know that a judge can't be arrested ... the consent ... the Verkhovna Rada?
5. Immigration into the UK is subject ... control under the Immigration Acts 1988; this control extends ... all potential entrants except citizens of the Republic of Ireland.
6. Who was responsible ... bringing the action ... the Court?
7. A judge of the Crown Court sits with two to four justices of the peace to hear appeals ... magistrates' courts and proceedings on committal by magistrates to the Crown Court for sentence.
8. In the UK more than 90% of all cases are dealt ... in magistrates' courts.

BUILD UP YOUR VOCABULARY

5. Substitute the active vocabulary of the lesson in the suitable form for the italicized parts.

1. Judges may be removed from the *position* if Congress through *a lengthy process of charging them with treason, bribery* or other *high crimes* and *less serious offences*.
2. Congress placed each of the 94 districts in one of 13 *appointed appeal court regions*, and each one has a court of appeals.
3. The *freedom or exemption from legal proceeding* is absolute of all words and actions of any judge while *his service in office*.
4. How is *the formal document accusing one or more persons of committing a crime* of the grand jury called?
5. *Besides/except* half of whisky, he drank three gins and some beer. But I drank nothing *besides/except* juice.

6. Dictionary use: find the words in the text and then choose the correct definition for each word in the dictionary, illustrate their meaning giving your own sentences

- to hear (to hear an appeal, to hear a case);
- indictment (to issue an indictment);
- justice (lay justices; associate justices; the Chief Justice);

- lay (layman; a lay magistrates)
- magistrate (magistrates' court);
- to sit (sitting);
- to bring;
- sentence (to impose a sentence; to execute sentence; to serve a sentence; to suspend a sentence; a suspended sentence; a severe sentence; a light sentence);
- proceeding (legal proceeding);
- jury (grand jury; petit jury; to instruct jury; jury list)
- trial (jury trial; to hold a trial; bench trial; a field trial; to put smb. on trial; to bring smb to trial; an open trial; a fair trial; mistrial)

What does this teach you about using a dictionary?

7. **Understanding phrases with** *neither...nor... (either...or...), both... and...*: **refer to the text and find the examples. Study the following examples and give your own one using words from the text.**

***Note!** *This structure is used to join together two negative ideas (the opposite of both... and...).*

Example:
Neither James *nor* Virginia was at home.
I *neither* smoke *nor* drink.
This person is *both* thief *and* murderer.
The Court of Appeal sits in *both* civil *and* criminal divisions.

***Note!** Either *is used with* or *to talk about two possibilities.*
Example:
Either you leave the house *or* I'll call the police.
You can *either* come with me now *or* walk home.

Post-reading tasks

1. **Fill in the gaps with words from the box below and translate the text.**

Trial by Jury

accused; court; judge; legislature; panel; trial; acquit; cross-examination; jurors; list; sentence; witnesses; civil suits; fault; jury; money; swear; counsel; guilty; legal disputes; officer; testimony

A jury is a selected group of laymen that hears the ... in ... and decides the facts. A courtroom trial in which a ... decides the facts is called a ... by jury.

Before each ... term, a jury commissioner or another public ... prepares a panel, or large initial ... of qualified jurors. For each trial, ... are selected by lot from this ... . Before the trial begins, the jurors ... to decide the facts fairly. They hear the ... given by witnesses for both parties, including... . Then ... for each side sum up, or summarize the case, and the ... explains the applicable law in his instructions to the jury.

In ... for financial damages, the jury must decide who is at ... and must determine the amount of ... to be paid. In criminal cases, the jury must decide whether or not the ... is guilty «beyond reasonable doubt», and then either return a verdict of guilty, or ... the defendant by a verdict of not guilty. If the verdict is ... the judge imposes the ..., or punishment, within limits that have been fixed by the ... .

2. A .Here are some more useful verbs connected with crime and law. Note that many of them have particular prepositions associated with them.

to **commit** a crime or an offence: to do something illegal
to **accuse** someone **of** a crime: to say someone is guilty
to **charge** someone **with** (murder): to bring someone to court
to **plead guilty** or **not guilty**: to swear in court that one is guilty or otherwise
to **defend/prosecute** someone in court: to argue for or against someone in a trial
to **pass verdict on** an accused person: to decide whether they are guilty or not
to **sentence** someone **to a** punishment: what the judge does after a verdict of guilty
to **acquit** an accused person **of** a charge: to decide in court that someone is not guilty
(the opposite of **to convict** someone)
to **fine** someone a sum of money: to punish someone by making them pay
to **send** someone **to prison**: to punish someone by putting them in prison
to **release** someone **from prison/jail:** to set someone free after a prison sentence
to **be tried**: to have a case judged in court.

B. Fill the blanks in the paragraph below with one of the verbs from A.

One of the two accused men ..... (1) at yesterday's trial. Although his lawyer ..... (2) him very well, he was still found guilty by the jury. The judge ..... (3) him to two years in prison. He'll probably ..... (4) after eighteen months. The other accused man was luckier. He ..... (5) and left the courtroom smiling broadly.

3. In what stages of the criminal process is the person involved called:

Put them in correct order:

____ a suspected person (the suspect)
____ a criminal
____ an offender
____ a defendant
____ a convicted person (the convict)
____ an accused person (the accused)

4. Use your completed diagram to describe the organization of the courts and judiciary in the USA.

5. ROLE-PLAY. Imagine that you are a young professor of law at one of the Universities in Australia. It is your first lecture. The subject of the lecture is: «Judiciary in Ukraine». Compare the organization of the courts and judiciary in the USA/the UK and in your own country.

***NOTE!** *In order to be successful follow these instructions:*

1) *Make an outline of the future lecture;*
2) *Single out the key-terms, define each of them and compose the diagram to help you;*
3) *Try to speak close to the point;*
4) *Prepare questions or multiple choice tests for examining;*
5) *Use conversational formulas if necessary (Let's get down to...; On the one/other hand..., on the contrary, we can come to conclusion, etc.)*

OVER TO YOU

QUIZ

Now a quiz on some points of law — English style. The answers may well be different in your country. Simply answer the questions Yes or No. The answers according to English law are printed at the end of the quiz.

1. Is it a **crime** to try and kill yourself?
2. Is it illegal to help somebody to **commit suicide?**
3. Can you be **executed** for **murdering** a policeman?
4. If, after a murder, all the **victim's** relatives plead: «Please don't **prosecute!**» can **charges** against the **suspected person be dropped?**
5. If two **armed thieves break into** a house, guns in hand, and one of them shoots and kills the house-owner, is his **accomplice guilty of murder?**
6. If I surprise an intruder in my lounge at night stealing my millions, have I a **legal right** to **assault** him with a **weapon?**
7. If I set a trap — a fifty-kilo weight just above the front door — for any **burglars** who might try and enter the house, am I **breaking the law?**
8. After a **divorce** or **legal separation,** can a wife be required to pay **alimony** to her ex-husband?
9. If I promise to marry my girl friend and then change my mind shortly before the wedding, can she **take** me to **court?**
10. If you said to your teacher in the middle of one of his lessons: «You don't know the first thing about teaching!» could **he bring a civil action** against you?
11. Would I be in danger **of committing an offence** if I put an advertisement for my school in the paper saying: «Male white teacher required»?
12. If, as a **defendant** (or **the accused),** I am not satisfied **with the way my barrister** has **handled my defence,** can I **sue** him?
13. If you were in my house — uninvited — and the ceiling, which had had a large crack in it for some time, caved in and broke your leg, would it be a good idea to **consult your solicitor?**
14. Can a person **suspected of** and **charged with rape** be allowed **bail?**

Answers

1. No, not any more.
2. Yes, even mercy-killing (**euthanasia**) is against the law.
3. No**. Capital punishment** was abolished in the 1960s.
4. No. Murder is a crime against society (this involves criminal law) and not just a civil matter between individuals.
5. Yes. **Joint guilt.** In the eyes of the law**,** both are guilty.
6. No — at least, only in **self-defence.**
7. Yes.
8. Yes.
9. No, not now. Some years ago she could have **sued** me for **breach of promise.**
10. Yes, he could claim it was **slander** (or **libel,** if you wrote it in a newspaper). He probably wouldn't, though, because of the legal costs.
11. Yes, because of the Sex **Discrimination** Act and the **Race Relations** Act.
12. No.
13. Yes. You could sue me for **negligence** and I would probably have to **pay damages.**
14. Yes.

Module 8 Unit 2

Text: Legislation of the European Union (part 1)
Vocabulary in use

Pre-reading tasks

1. Give the definition of the legal term «legislation»? Predict the list of words which to your mind could be used in the text.

2. Match the following English words and expressions with their Ukrainian equivalents:

1	primary legislation	a	однаково
2	accession treaty	b	повністю
3	secondary legislation	c	первинне законодавство
4	the council's secretary-general	d	угода про приєднання
5	in a uniform manner	e	діяти від імені
6	in its entirety	f	генеральний секретар ради
7	to bring an action	g	вторинне законодавство
8	to act on behalf	h	пред'явити позов

Reading tasks

1. Scan the text and note all the words and phrases that you think are terms closely connected with the legislation of EU. Compare them with the words which you have predicted.

Notes on the text:
the White Paper — Біла Книга (*збірник офіційних документів*)
HMSO (Her Majesty's Stationary Office) — Королівська державна канцелярія (HMSO was founded in 1786 in the reign of King George III. Her Majesty's Stationery Office (HMSO) is headed by the Controller and operates as part of the Cabinet Office under the ministerial control of the Minister for the Cabinet

Office. It delivers a wide range of services to the public, information industry and government relating to access and re-use of government information. Since 1996 the shift from paper based formats to online e-service delivery has been significant. Based in London and Norwich, HMSO procures major contracts with the private sector to ensure that UK government printing and publishing services are delivered. As Queen's Printer, all legislation, Command Papers and the official Gazettes are published under the authority and superintendence of the Controller. Since 2000, all UK legislation is published simultaneously on the Internet and in print with both media carrying official status since October 2002.)

LEGISLATION OF THE EUROPEAN UNION (part 1)

There are two principal forms of Community legislation.

First, there is the «primary legislation» created directly by the Member States. It comprises the Community law contained in the treaties establishing and developing the European Community. Examples are the Treaty of Rome, the Merger Treaty, the Single European Act, the Accession Treaties making provisions for the accession to the Community of new Member States. In addition to the main text of a treaty there may be additional annexes and protocols, which have the same legal force as their parent treaty. The treaties lay down the basic aims of the Community, establish the institutions and their powers, formulate the policies of the Community.

Secondly, there is the «secondary legislation» of the Community, the legal rules created by the Community institutions under the authority of the treaties.

Community secondary legislation can only be enacted if there is a treaty provision authorising this. The Treaty does not confer general powers but enacts individual powers to act. Furthermore, the Single European Act and the Treaty of Union greatly extend the areas of competence reserved for Community legislative action. Whether there is authority to enact secondary legislation, therefore, depends on the existence of a provision of a treaty. Any question as to whether the Community has authority to act at all and to the exclusion of the Member States, as to which institution has authority to act on behalf of the Community and as to

whether that institution has acted in accordance with the correct procedures laid down may be referred to the Court of Justice.

The principal secondary legislative measures are regulations and directives.

In many cases, it is possible for secondary legislation to be drafted in such a way that its content can be translated directly and automatically into the domestic legal systems of each and every one of the Member States in order that Community law is identical in each Member State. The measure used here is the regulation. A regulation is legislation created for each Member State by the Community and it replaces any existing and conflicting rule created by the domestic legal system of a Member State. That is the exact words of a regulation automatically become part of the law of each Member State in a uniform manner and at the same time with no further action being required by the Member State. Member States do not need to ratify a regulation. Regulations adopted by the Council must be published in the Official Journal of the European Communities by the Council's Secretary-General. The Official Journal is published in each of the official languages of the Community.

On other occasions, it may be that the content of secondary legislation cannot be translated directly into the legal systems of the Member States in a uniform manner because different Member States may have different legislative and administrative mechanisms in their own systems for dealing with the relevant subject-matter (e.g. statute, delegated legislation or Royal or Presidential Decree). The measure used here is the directive. A directive is actually addressed, usually through its final article, to a Member State or to some or all Member States. A directive is binding upon each Member State to which it is addressed, but leaves to the national authorities the choice of form and methods. A directive, being addressed to Member States rather than directly applicable in Member States, is an instruction to each Member State to bring its legal system into exact conformity with the objectives specified in the directive (and within a specified time limit). It will usually impose this obligation by stating that «Member States shall take the measures necessary to» achieve the purpose(s) intended and conveyed therein. Although not expressly stated, the obvious implication is that the purposes of a directive must be achieved in their entirety. The specified time limit may be months or years and this permits each Member State to proceed at its own speed to repeal existing domestic laws, regulations and administrative practices and to enact new

domestic laws, regulations and administrative practices. If a Member State fails to fulfil the instruction, the omission may be rectified by the Commission bringing an action before the Court of Justice or by an individual in the national courts of the Member State under the principle of «direct effect». The principle of direct effect only has the result of imposing an obligation on the Member State (or one of its organs) and not on private organisations or individuals.

As an example of national implementing measures to give effect to *the White Paper* of the Commission on the completion of the internal market, one may take Council Directive 89/108 of 21 December 1988 on the approximation of the laws of the Member States relating to quick frozen foodstuffs for human consumption (OJ L40, 11 February 1989). This was, for example, implemented in the United Kingdom by the Quick-Frozen Foodstuffs Regulations 1990 (SI 1990 No 2615) and the Quick-Frozen Foodstuffs Regulations (Northern Ireland) 1990 (Statutory Rules of Northern Ireland No 455), published by *HMSO*.

UNDERSTANDING MAIN POINTS

2. Check your understanding of the main points, read the whole text carefully and complete each sentence below.

1. There are two main principal forms of Community legislation, they are:
2. The Community law is:
3. The wide range of questions may be referred to the Court of Justice, they are:
4. The principle secondary legislation measures are:
5. The measure used in each Member State is the regulation that is ...
6. The Official Journal is ...
7. Sometimes the content of secondary legislation cannot be translated directly into the legal system of the Member States because ...
8. A directive is ...
9. If a Member State failed to fulfill the instructions ...
10. The obvious implication is that the purposes of a directive must...
11. The European Court of Justice creates ...
12. Examples of national implementing measures ...

3. WORD STUDY. Translate the chains of words and explain the difference in the meanings. Find the words in the text and decide from the context what they mean, then make up sentences illustrating their meanings.

Example:
1. to fulfil / to carry out/ to perform/ to execute
a. You shouldn't make a promise which you can't carry out.
b. Your order will be executed without any delay.
c. The other party failed to fulfil the contract.
d. He performed his duties very efficiently.
2. goal/purpose/objective/aim
3. domestic/internal/home

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*in, to, on, with, before*):

1. «... accordance ... our main principal we don't publish pornography and don't get mixed in politics»- said the general director.
2. ... addition ...the results of the previous mayoral election were annulled.
3. Referring ... your letter, we wish to inform you that we have received the invitation to the conference.
4. A lawyer should act ... strict conformity ... the Constitution.
5. Who was responsible for bringing the action ... the Court?
6. The terms of contract impose an obligation ... both parties.
7. The book was first published ... an official journal 10 years ago.

BUILD UP YOUR VOCABULARY

5. Find in the text and decide from the context what the word could mean, then choose the appropriate definition. Translate the words paying special attention to their meanings as legal terms.

1) omission
a) leaving out
b) a failure to act
c) neglecting

2) power(s)
a) ability to do or act;

b) ability to control or authority;
c) a set of abilities to influence;

3) principal
a) first or highest in importance *(adj.)*
b) general or fundamental (rule/doctrine);
c) a general or fundamental rule/doctrine *(n.);*
d) a rule of conduct;
e) the person who actually commits a crime;

4) delegate
a) to sent or appoint a person as a delegate *(v)*;
b) to commit powers to another as deputy;
c) a person having power to act for represent others *(n)*;

5) treaty
a) a formal agreement reached by negotiations between two nations;
b) not to be confused with treatment: the process of treating;

6) institution
a) an establishment devoted to the promotion of a particular object;
b) a place of confinement, as a mental hospital;
c) any established law, custom;
d) not to be confused with «institute (n)»

6. WORD FAMILIES. The verbs below can all be used to form nouns. Find in the text the words which have related meanings and make up your own sentences with them. Pay special attention to where the stress is.
Example: *To lead — a leader (n.) e.g. Who is the leader of the political party?*

to annex, to implement, to direct, to fail, to content, to add, to delegate

7. Understanding phrases with «rather than»/ «one»: refer to the text and find the examples. Study the following examples and give your own example using words from the text.

Note! *Rather is not only an adverb of degree. This expression is usually used in «parallel constructions»: that is to talk about preference.*
Examples:

We should check up *rather than* just accept what the witness says.

I'd call him handsome *rather than* ugly.
I decide to write *rather than* telephone.

Note! *One is an indefinite personal pronoun which means «anybody». It is only used to talk about people in general, and is not used to refer to an individual.*

Examples:
One shouldn't get upset about stupid things.
One believes indisputable things.

8. Connectors

Note! *Connectors are words like «hereinafter, hereof, hereafter, etc», which are used to join, or connect different pieces of language together. In the formal language typical of the law (particularly in written texts) you will find many connectors which are not common for everyday English, but are clichés for business language. Learning to understand these words will help you to follow the arguments in the texts and to deal with documents.*

Study the text containing the following «connectors» — *«therefore, furthermore, according to, on behalf of, in accordance with, in addition to, on the contrary, in particular»*. **Copy and complete the table, giving your own examples. If it is difficult you may complete the table in your native language and then give examples.**

Connector	Meaning	Use	Your example
1. Therefore	For that reason, consequently	To give a logical consequence	
2.			

Post-reading tasks

1. A. Fill in the gaps with words from the box below and translate the text.

according to; commission; in addition to; member State; rather than; goal; failure

On May 1, 2004 EU ... President Romano Prodi dealt blow to the country's membership aspirations by saying the EU has no room for Ukraine or other former Soviet states.

According to a Deutsche Welle radio program on May 5, Prodi said Ukraine has no chance of joining *the EU* as a full-fledged ... . Ukraine could, however, along with other eastern European countries, obtain the status of EU associate member, or «friend», granting it certain privileges.

On May 1 Cyprus, the Czech Republic, Malta, Slovenia, Poland and Slovakia became official EU members.

... Ukraine, the countries now bordering the EU *to the East* are Belarus, Russia, and Moldova. Bulgaria and Romania, Turkey and other countries are expected to join within a decade.

... Prodi's version, Ukraine could join a so-called «circle of EU friends», which would also include countries in *the Middle and northern Africa*. While «friend» countries would lack representation in EU structures, they could be granted trade privileges.

The EU's expansion will hit Ukraine hard with annual losses.

The Prime Minister of Ukraine downplayed Ukraine's ... to find support in Brussels for its membership aspirations. «Our strategic ... is to lift the level of living standards for Ukrainians up to European level», he said in an interview with Radio Svoboda (Radio Free Europe). If the living standard of Ukrainians improves, «it wouldn't matter if we, who in fact live in Europe, members of the EU or not», — he added. Improving living standards remains a priority for successive Ukrainian governments.

«Would it not be better for us to build *a Brussels* somewhere in Donetsk or Lviv ..... go to this European capital in *a third-tier wagon*?»- the Ukrainian Prime Minister asked. «I'm confident Europe will take notice of Ukraine only when Ukraine builds *a Europe* within itself».

(KYIV POST
May 6th, 2004)

B. Explain the use of the articles with the italicized words.

C. Give the title / headline of the article.

2. Answer the following questions:

a) Why do you think Ukraine failed to become a Member State of the EU?

b) Comment on the Ukrainian Prime Minister's words: «Would it not be better for us to build a Brussels somewhere in Donetsk or Lviv rather than go to this European capital in a third-tier wagon?» **and answer this question.**

c) Do you share the opinion of the Ukrainian Prime Minister: «Our strategic goal is to lift the level of living standards for Ukrainians up to European level»?

d) Which headline is the best to reflect the content of the article, choose and comment on your choice:

STEP BY STEP TO UKRAINE NOT WELCOME, SAYS EUROPE

EUROPE TO UKRAINE: NO CHANCE

EUROPE TO UKRAINE: NO CHANCE?

EUROPE: WHAT IS THE RIGHT DIRECTION

UKRAINE AND EUROPE: TURNS OF HISTORY

Module 8 Unit 3

Text: Legislation of European Union (Part 2)
Vocabulary in use

Pre-reading tasks

1. What parts (bodies) does European Union Legislation consist of? Predict the list of words which to your mind could be used in the text.

2. Match the following English words and expressions with their Ukrainian equivalents:

1	competition matters	a	одноголосність
2	addressee of the decision	b	переважна більшість
3	unanimity	c	процес прийняття рішень
4	qualified majority	d	питання конкуренції
5	overwhelming majority	e	поправка до пропозиції
6	amendment to proposal	f	адресат рішення
7	decision-making process	g	положення договору
8	provisions of the treaty	h	кваліфікована більшість

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

LEGISLATION OF THE EUROPEAN UNION (part 2)

Sometimes the Community will wish to make a legally binding rule which only affects one or a limited number of Member States or an identifiable organisation or even one individual. Sometimes the Community will wish to require a Member State to take a course of action which does not directly concern individuals and which does not have to become in any direct way the law of the Member State. Sometimes the Community makes what are more akin to administrative decisions (in particular in the

organisation of agricultural and competition matters). The measure here is called a decision. A decision is binding on the addressee of the decision.

The Council must decide unanimously whether directives and decisions should be published for the purpose of information in the Official Journal of the European Communities. As a matter of normal practice, directives are usually published in the Official Journal, which is published in each of the official languages of the Community.

The nearest equivalent within the Community to a national legislature is the Council. In practice, the Council, being in legal form simply a small group of representatives from each Member State, cannot possibly undertake the vast amount of labour involved, or possess the complete expertise needed, in the enactment of secondary legislation. Consequently, the Council works through working parties composed of the administrative staff of the Council and the Committee of Permanent Representatives (COREPER).

COREPER will co-ordinate the work needed to prepare the Council for the formal adoption of secondary legislation and, in practice, unanimity achieved within COREPER will often result in speedy adoption by the Council.

In essence, the Community «legislator» represents a balance of power between the representatives of the Member States (the Council of Ministers) and the representative of the Community (the Commission). The balance is laid down in the Treaty and is achieved by the fact that the final decision belongs to the Council, and Treaty provisions will expressly state that regulations, directives and decisions are to be made, issued and taken by the Council, but the Council can only act upon a proposal from the Commission, and if the Council acts on a proposal from the Commission, unanimity is required for an act constituting an amendment to that proposal (Article 149.1: re-enacted as Article 189a.l by the Treaty of Union). There is a further balance between the desire to allow Member States to protect their national interests and the desire to limit the right of Member States to veto matters on which there is overwhelming agreement by the majority of Member States. This is achieved by provisions which provide for decisions to be taken by the Council by a simple majority of states (Article 148.1), by unanimity (see e.g. Articles 51, 100 and 235) and by a «qualified majority», designed to achieve some measure of weighting according to the population of the state (Article 148.2). A feature of the development of the Community has been a gradual change

from the requirement of unanimity to the requirement of qualified majority. The Single European Act took this even further by amending a number of important provisions of the EEC Treaty which required unanimity so that, in the interests of «unblocking» and speeding up the Community decision-making process, the requirement now is only that of a qualified majority and by making legislative decision making in several of the new areas of Community competence (including the key Article 100a relating to the internal market).

There is no single legislative procedure that is applied unwaveringly to the creation of all secondary legislation.

In all cases the Council, as has been seen, can only act following a proposal from the Commission. The Commission may initiate a proposal of its own motion or it may be required by the Council to draw up a proposal. The proposal will be drafted within the appropriate Commission Directorate(s) General and the final text, if approved by the Commission, will be submitted to the Council for formal adoption.

UNDERSTANDING MAIN POINTS

2. Divide the text into logical parts and supply a title for each of them.

3. Answer the following questions using the information from the text:

1. What is called ‘a decision’ in the legislature of the EU?
2. Where should directives and decisions be published?
3. What is the equivalent to a national legislature within the Community?
4. What are COREPER functions?
5. Which balance does the Community represent?
6. In what way can the Council only act to make regulations, directives and decisions?

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*for, to, through, on*).

1. The decision of the Community is binding ...the addressee.
2. The Council works ... working parties.
3. The final decision belongs ... the Council.
4. The Commission unanimity is required ... an act constituting.

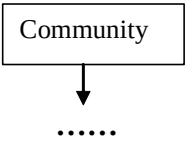
5. The proposal from the Commission Directorate General is submitted ... the Council for formal adoption.
6. The decisions of the Council are published ... the purpose of information in the Official Journal.

5. Which legal documents are proposed by the European Commission and made by the Council of the EU? Try to explain the difference between them.

6. WORD FAMILIES. The verbs below can all be used to form nouns or adjectives. Find in the text the nouns/ adjectives which have related meanings and make up your own sentences with them.
Example: *To lead — a leader (n.) e.g. Who is the leader of the political party?*

to regulate, to direct, to decide, to propose, to provide, to require, to compete, to address, to represent, to enact, to qualify, to legislate, to identify.

7. Compare the process of bill-making in the legislature of the UK with the process of making rules, regulations, directives and decisions in the legislature of the EU. Draw up a scheme:



Post-reading tasks

1. Write down the plan for this text in the form of questions. Ask your partners to answer them.

2. Tell about the decision-making process in the European Union.

3. Match the verbs and nouns. Use a dictionary to help you if necessary:

1) to make	a) rights
2) to undertake	b) a process
3) to possess	c) legislation

4) to adopt	d) steps
5) to limit	e) property
6) to speed up	f) decision

4. Fill in the gaps in the text with the words from the box below:

established	representatives	Commission	issues	
aim	union	principles	law	measures
affairs	gradually	modifications		

The European Union (EU) is an integration organization whose principal ...is «creating an ever closer ... among the peoples of Europe» (Article 1 of the Treaty on the European Union).

Any European State that respects the democratic ... of social structure: «the principles of liberty, democracy, respect for human rights and fundamental freedoms, and the rule of ...» may apply to become a member of the Union (Articles 6 and 49 of the Treaty on European Union).

Beginning from 1975, the Member States began to develop the common ... against crime. It is the Police and Judicial Cooperation (PJC), previously (until May 1, 1999) the Cooperation in Justice and Home ....

The reforms in the European Union are carried out .... The 1997 Amsterdam Treaty (put into effect on May 1, 1999) and the 2001 Nice Treaty (put into effect on February 1, 2003) have introduced partial ... in the contents of constituent documents of the European Union.

The more radical modifications have been delayed till 2004. To prepare for them, a «Convent on the future of the Union» was ... in 2002, being a representative body uniting the national and the «European» parliamentarians (members of Europarliament), and also special ... of the heads of States or heads of governments of the Union countries, and also representatives of the Head of the European ... (the executive body of the EU). The chair of the Convent is the former President of France Valery Giscard d'Estaing. One of the key ... to be discussed by the Convent is the issue of development of the Constitution of the European Union.

5. Revise the information from part 1 and part 2 of the text and speak on the legislature of the European Union.

Module 9 Unit 1

Text: Human Rights
Vocabulary in use

Pre-reading tasks

1. Give your definition for the word-combination *human rights*. What is the difference between human rights and legal rights?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	legally enforceable freedoms	a	країни, що підписали (угоду)
2	signatory states	b	заслати (в межах країни)
3	state interference	c	невід'ємна частина
4	by virtue of being a human person	d	бракувати законності
5	meaningful democracy	e	втручання держави
6	to impose internal exile	f	свободи, забезпечені законом
7	to lack legitimacy	g	справжня демократія
8	part and parcel	h	в силу того, що людина є людиною

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

HUMAN RIGHTS

People use the word «rights» in different senses, and so we need to clarify what they mean.

«Rights» may refer to legally enforceable freedoms. Thus, when lawyers talk about the «right to vote», they may be referring to legal rights contained in the national acts and perhaps also to the international treaty obligations which place a duty on governments to organise

elections. For instance, the countries, which have ratified the First Protocol to the European Convention on Human Rights (ECHR) «undertake to hold free elections at reasonable intervals by secret ballot, under conditions which will ensure the free expression of the people in the choice of the legislature» (Art 3).

«Rights» may also be used to mean something else. Campaigners for voluntary euthanasia in the UK, for example, say that people have the right to die with dignity and with the assistance of their doctor. They are not suggesting that there is currently such a legal right; rather, they use the word «right» as a rhetorical device to add weight to their moral argument in favour of mercy killing. Many philosophers prefer to avoid using the language of rights in such contexts.

Today, the term «human rights» is often used to describe people's residual liberties from interference by State authorities. After the Second World War many countries around the world, came to recognize that rights against State interference and coercion were no longer a question solely for national law. Since the late 1940s, many international treaties have been established under which governments of Signatory States agree with one another to respect the basic freedoms of their citizens. Under the auspices of the United Nations, the Universal Declaration of Human Rights was established in 1948. Several regional treaties were subsequently created, including the ECHR, which came into force in 1953. These treaties were new forms of international law. First, the countries, which are parties to them, agree with one another to respect the rights of people within their jurisdiction; i.e. international law had been regarded as only regulating the relations between States. Secondly, these treaties established tribunals and procedures for monitoring and enforcing the parties' compliance with their treaty obligations.

The term «human rights» is not limited to the freedoms people have from unjustified coercion by State authorities. Several international treaties seek to protect political rights to participate in collective decision-making, such as the First Protocol to the ECHR. «Human rights» also extends to some economic and social entitlements.

There are many jurisprudential debates about the nature of rights and how they are expressed in law. There are two particular controversies: what is the source of human rights; and are they universally applicable to all times and places? For many legal theorists,

human rights exist because they are «natural» or «inalienable» attributes to being a human being. Rosalyn Higgins states that:

Human rights are rights held simply by virtue of being a human person. They are part and parcel of the integrity and dignity of the human being. They are thus rights that cannot be given or withdrawn at will by any domestic legal system [Problems and Processes: International Law and How We Use It, 1994, Oxford: OUP, p 96].

In the past, there have been great philosophical debates over whether such «natural» rights existed, but with the drafting of international legal charters to human rights after the Second World War, these controversies have become less pressing for lawyers and politicians, as they are now able to see those instruments themselves as the source of human rights.

Another debate around the nature of human rights is, therefore, whether they are universal and timeless, or contingent on culture and temporary. This is often part of a more general debate about the nature of liberal democracy. Some legal scholars are anxious to stress the universal aspects of human rights, others are less certain.

The rights set out in international treaties seeking to protect liberty rights are important to the system of liberal democracy for two main reasons. One is that rights to liberty go to the core of what it means to be a human being. Without them, a person is little more than an automaton — a member of an army rather than a citizen belonging to a community. In other words, such rights provide a basis from which to argue that there are areas of personal freedom, which should not be violated by State authorities (including Parliament and the judiciary). A second reason is that many liberties are the pre-conditions for meaningful democracy. Parliamentary elections and the process of legislation are valuable ways of making collective decisions for a society only if people's basic freedoms are respected. Suppose, for example, a government calls an election, but bans other political parties, suppresses dissenting opinion, confiscates critical literature, puts its opponents in jail without fair trial, kills them or imposes internal exile. Even if the governing party wins a majority of votes, its election and its subsequent actions would lack legitimacy.

UNDERSTANDING MAIN POINTS

2. Divide the text into logical parts and supply a title for each of them.

3. Answer the following questions using the information from the text:

1. What does the word 'right' refer to?
2. What does «people have the right to die with dignity» mean?
3. What factors brought about the establishment of the Universal Declaration of Human Rights?
4. What do the countries agree upon in 1950s?
5. Is the term 'human rights' limited to the freedoms from unjustified coercion by authorities?
6. What are the two controversies in jurisprudential debates about the nature of rights?
7. Do all legal scholars are certain about the universal aspects of human rights?
8. What are the two main reasons of the importance of protection liberty rights to the system of liberal democracy?

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*into, to, of, by*).

1. What does the word 'right' refer ... ?
2. What is the moral argument in favour ... mercy killing?
3. The ECHR came ... force in 1953.
4. 'Human rights' also extends ... some economic and social entitlements.
5. An automaton is a member of an army rather then a citizen belonging ... a community.
6. The term 'human rights' is limited ... the freedoms people have from unjustified coercion by state authorities, isn't it?
7. They held free election ...secret ballot.
8. There are areas of personal freedom which shouldn't be violated ... state authorities.

BUILD UP YOUR VOCABULARY

5. Substitute the active vocabulary of the unit for the italicized parts:

1. Under the *patronage* of the USA, the Universal Declaration of Human Rights was established.
2. Regional treaties came into *effect* in 1953.
3. These treaties established *courts* for enforcing parties' compliance with their obligations.

4. Are human rights universal and timeless, or *casual* and temporary?
5. The rights set out in international treaties seek to protect *rights of freedom*.
6. Suppose a government calls an election but bans other political parties, *puts down* dissenting opinion and confiscates critical literature.
7. After the Second World War many countries came to recognize that rights against State *intervention* were no a question solely for national law.

6. Write out all (9) word-combinations with the word 'right' from the text, give their Ukrainian equivalents and use them in your own sentences.

7. WORD FAMILIES. The verbs below can all be used to form nouns or participles. Use derivatives in the sentences of your own.

To oblige, to enforce, to ratify, to interfere, to debate, to apply, to argue, to kill, to establish, to limit, to provide, to protect, to violate, to confiscate, to make, to draft, to sign, to recognize, to regulate, to create, to agree on.

8. Give the word families of the following words. Mark the meaning in which the following words are used in the text:

right

a) title to or an interest in any property
b) freedom to exercise any power conferred by law
c) any other interest or privilege recognized and protected by law

authority

a)power delegated to a person or body to act in a particular way
b) a governing body
c) a judicial decision or other source of law used as a ground for a legal preposition

state

a) the condition of a person or thong with respect to circumstances;
b) a nation or a government, a country;
c) a part of the USA

term

a) the time or period, usually fixed;
b) a word defining something in a particular field;

c) *pl*. conditions and stipulations;
d) *pl*. words expressed in a specified way

Post-reading tasks

1. **Write down the plan for this text in the form of questions. Ask your partners to answer them.**

2. **On December 10, 1948 the Declaration of Human Rights was issued, defining the civil, political, economic, social and cultural rights of human beings. Below are extracts from the first 10 articles (there are 30 in all). A) Complete the text by choosing the correct word from the box. B) Give the information of each article in your own words and comment on each.**

charge detention exile free
freedoms law Liberty punishment race
remedy rights slavery tribunal

Article 1. All human beings are born ... and equal in dignity and rights.

Article 2. Everyone is entitled to all the rights and ... set forth in this Declaration, without distinction of any kind, such as ..., colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3. Everyone has the right to life, ... and security of person.

Article 4. No one shall be held in ... or servitude (рабство); slavery and the slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or ....

Article 6. Everyone has the right to recognition everywhere as a person before the....

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 8. Everyone has the right to an effective ... by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, ... or ... .

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial ..., in the determination of his ... and obligations and of any criminal ... against him.

DISCUSSION

3. Express your thoughts on the subject.

- What is your understanding of the term ‘human rights’?
- How can your liberty be interfered?
- How can your rights be violated?
- What system of protection of human rights violations does your country have? If you were President which system would you suggest?

Module 9 Unit 2

Text: The European Convention on Human Rights. Human Rights and EU law

Vocabulary in use

Pre-reading tasks

1. **What do you understand under the term *human rights*? Predict the list of words which to your mind could be used in the text.**

2. **Match the following English words and expressions with their Ukrainian equivalents.**

1	key objective	a	втручання в приватне життя
2	supra-national judicial tribunal	b	основне завдання
3	alleged violations	c	поводження, що принижує гідність
4	degrading treatment	d	економічний добробут
5	prohibition of torture	e	наднаціональний, міждержавний суд
6	invasions of privacy	f	лібертаріанські цінності
7	economic well-being	g	припустимі порушення
8	libertarian values	h	заборона катування

Reading tasks

1. **Scan the text and note all the words and phrases that you think are terms closely connected with the European Convention on Human Rights. Compare them with the words which you have predicted.**

THE EUROPEAN CONVENTION ON HUMAN RIGHTS. HUMAN RIGHTS AND EU LAW

For people living in Europe today, one international human rights treaty has special importance — the European Convention on Human Rights and Fundamental Freedoms (ECHR). This treaty was created

under the auspices of the Council of Europe, a key objective of which was to secure democracy in Europe after the Second World War. A supra-national judicial tribunal exists to adjudicate on alleged violations of the rights set out in the ECHR and enforce them against signatory States.

Among the rights set out in the ECHR are: the right to life (Art 2); prohibition of torture, inhumane and degrading treatment (Art 3); prohibition of slavery and forced labour (Art 4); rights to liberty and security of the person (Art 5); right to a fair trial to determine civil obligations and criminal charges (Art 6); no punishment without law (Art 7); right to respect for a person's private and family life, his home and his correspondence (Art 8); freedom of thought, conscience and religion (Art 9); freedom of expression (Art 10); freedom of assembly and association, including the right to form and join trade unions (Art 11); and the right to marry (Art 12). There are a number of Protocols to the ECHR, not all of which the parties have yet agreed to be bound by. The First Protocol provides that «every natural and legal person is entitled to the peaceful enjoyment of his possessions» (Art 1), that «no person shall be denied the right to education» (Art 2) and that the parties to the Protocol «undertake to hold free elections at reasonable intervals by secret ballot, under conditions which will ensure the free expression of the opinion of the people in the choice of the legislature» (Art 3).

Some rights, such as the protection against slavery (Art 4), the prohibition on torture and inhuman treatment (Art 3) and the prohibition on retrospective criminal legislation (Art 7) are unqualified; there are no permissible limitations. Many of the other rights are, however, qualified. Article 5 (right to liberty and security), for example, sets out specific situations where limitations by the State may be permissible. In others, Arts 8, 9, 10 and 11, competing interests, which may countervail over the right in question, are set out. These include:

(a) the interests of national security or public safety;
(b) the prevention of disorder or crime;
(c) the protection of health or morals; and
(d) the protection of the rights of others.

Articles 8(2) and 11(2) also include the protection of the freedoms of others, and Art 8(2) allows invasions of privacy, which are in the interests of «the economic well-being of the country». These qualifications must be «prescribed by law», in pursuit of a «legitimate aim» and

«necessary in a democratic society». The ECHR is, therefore, not a charter of libertarian values, which upholds individual liberty against the State in all situations.

The European Union and European Community law is a legal system quite distinct from that of the Council of Europe and the ECHR. There are, however, important interconnections between them. First, all Member States of the European Union are parties to the ECHR.

Secondly, the European Court of Justice in Luxembourg (ECJ) regards the rights protected by the ECHR as forming part of the «general principles» of Community case law.

The European Union itself is not a party to the ECHR. (To be accurate, it would be the European Community, which would become a party, as it has legal personality, whereas the European Union does not). This means that a person or business claiming that an institution of the European Union (for instance, the Commission) has breached human rights cannot take a case to the Court of Human Rights. There are several reasons why the European Union has not become a party to the ECHR. In 1996 the Court of Justice stressed that the EC Treaty contained no express or implied powers enabling the Community to become a party to the ECHR. In any event, some Member States take the view that, because the European Community is not a «State», it ought not, itself, to participate in treaty organisations such as that of the ECHR. It is also far from certain that parties to the ECHR, which are not Member States of the European Union, would welcome it joining.

The question therefore arises whether one or more Member States of the European Union, which are parties to the ECHR, may be liable before the Court of Human Rights for a violation of the ECHR following a decision reached by the European Union's institutions. The Court of Human Rights has answered this in the affirmative. In Matthews v UK (1999), a resident of Gibraltar complained that people living there had no vote in elections for the European Parliament contrary to Protocol No 1 of the ECHR, Art 3. Gibraltar is not part of the UK, but people living there are British nationals. The provisions of the EC Treaty apply there, though Gibraltar is excluded from the operation of some of its provisions, notably on free movement of goods. In 1976, the Member States of the European Community concluded a treaty agreement between themselves on direct elections to the European Parliament; the Council subsequently made a Decision

under EC Treaty, Art 249 setting out in more detail the voting arrangements; Gibraltar was not included in the franchise. The Court of Human Rights accepted that the European Community as such could not be challenged because it was not a contracting party to the ECHR; but it held that the UK, by its actions in participating in making the Council Decision, was responsible for the violation of the ECHR.

UNDERSTANDING MAIN POINTS

2. Check your understanding of the main points, read the whole text carefully and:

A. Complete the tables below:

- **Articles in the ECHR**

Articles	**Contents**
Article 1	
Article 2	
Article 3	
Etc.	

- Over time, new rights have been added to the Convention through **additional Protocols.** Those included in the Human Rights Act at present are:

Protocols	**Contents**
Protocol 1	
Etc.	

B. Complete each sentence below:

1. The European Union and European Community law is a legal system distinct from...
2. The European Union itself is not a party to the ECHR. This means ...
3. There are several reasons why The European Union has not become a party of the ECHR, they are:
4. The Court of Human Rights deals with a range of questions connected with ...

3. WORD STUDY. A. Describe the difference in the meanings of the following words in the pairs below. Point out the part of speech of the words; make up your own sentences with them.

- person-personality;
- national-nationals;
- in detail –in details;
- economic-economics-economical;
- individual-individuals;
- people-peoples.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*in, from, to, before, under, on, against*).

1. There is no currently protection of gays and lesbians ...discrimination in the UK. It was an attempt to ensure that individuals had protection ... such abuses in future
2. Because there is no general right ... privacy in UK law, it has been protected indirectly in certain ways.
3. Which article in the ECHR provides the prohibition ... torture or degrading treatment?
4. In most situations, all persons who are parties to a crime are liable ... the same punishment. –What kind of violations can Member State be liable ... the Court of Human Rights?
5. Who took a case ... the European Court of Human Rights?
6. This provision is contrary ... the previous Protocol.
7. The British Council uses its expertise in education to bring human rights issues to a wide audience, including those who might otherwise be excluded ... access to human rights and justice.
8. Are you going to participate ... making draft version of the legal document?
9. I am sure that the decision of the Court will be ... the affirmative.
10. This decision was made ... Art. 12 of the ECHR.

BUILD UP YOUR VOCABULARY

5. Find an odd word in the following word chains, explain your choice:

- liberty-safety-freedom

- humane-human-inhuman
- include-exclude-conclude
- party-side- political group
- right-wrong-duty
- security-safety-protection
- allowable-inadmissible-permissible
- agreement-treaty-treatment
- Act-Protocol-article-charter

6. WORD FAMILIES. Point out the part of speech of the following words and explain the word-building mechanism underlining their root, prefix and suffix.

interconnection	democracy	permissible
arrangement	disorder	supra-national
security	importance	reasonable
well-being	countervail	affirmative
freedom	peaceful	international

7. 1) abbreviations

A. Look at the title of the mentioned in the text case. Do you understand the abbreviation: Matthews v UK. **How can we say it in spoken English?**

B. Write down the following abbreviations **in full words and compose sentences to illustrate their meanings**

Arts, ECHR, UK, ECJ, EU, EC

2) connectors

Study the text containing the following words («*therefore, whereas, to be accurate, in any event, contrary to*»**). Copy out, illustrating them with your own examples.**

Post-reading tasks

PAIR WORK

1. Here is a list of key words, use them to produce a dialogue. Compare your dialogue with different versions of your friends.

- to adjudicate

- to breach smth.
- to conclude a treaty
- to uphold individual liberty
- to reach a decision
- to imply power
- to claim (business claiming)

2. **With TV/radio programmes like below, discuss what you are going to watch/ listen or you actually did watch/listen to in the previous evening.**

———————————

TV CHANNEL 7

———————————

6.00	Science: Our World
6.15	Sports News
6. 20	**Human Rights in Ukraine: the current situation**
7.00	TV-show «Good evening»

OVER TO YOU

Project Work: A group or personal research over a period of time, choose one of the themes below and try to practice your:

- communication skills (when interviewing and reporting back),
- research skills (when reading and making notes),
- social skills (when discussing and collaborating)

- The European Union and Human Rights: the current situation
- Human Rights Policy: the Treaty of Amsterdam of 97
- Human Rights: the Convention on the Rights of the Child (CRC)
- Current issues of concern in human rights protection

Module 9 Unit 3

Text: Contract Law
Vocabulary in use

Pre-reading tasks

1. What is the key word that characterizes property law vs. contract law?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	mutual assent	a	обов'язки осіб
2	commitment of individuals	b	забезпечити борг
3	to secure the debt	c	родинні зв'язки
4	to handle disputes	d	взаємна згода
5	injured party	e	вирішувати спори
6	ties of kinship	f	той, хто має тимчасову відповідальність (за щось)
7	debt slavery	g	сторона, яка понесла збитки
8	caretaker	h	боргове рабство

Reading tasks

1. Read the text to understand what information is of primary importance or new for you

CONTRACT LAW

A contract, in the simplest definition, is a promise enforceable by law. The promise may be to do something or to refrain from doing something. The making of a contract requires the mutual assent of two or more persons, one of them ordinarily making an offer and another accepting. If one of the parties fails to keep the promise, the other is entitled to legal recourse against him. The law of contracts considers such questions

as whether a contract exists, what the meaning of it is, whether a contract has been broken, and what compensation is due the injured party.

Contract law is the product of a business civilization. It will not be found, in any significant degree, in precommercial societies. Most primitive societies have other ways of enforcing the commitments of individuals; for example, through ties of kinship or by the authority of religion. In an economy based on barter, most transactions are self-enforcing because the transaction is complete on both sides at the same moment. Problems may arise if the goods exchanged are later found to be defective, but these problems will be handled through property law — with its penalties for taking or spoiling the property of another — rather than through contract law.

Even when transactions do not take the form of barter, primitive societies continue to work with notions of property rather than of promise. In early forms of credit transactions, kinship ties secured the debt, as when a tribe or a community gave hostages until the debt was paid. Other forms of security took the form of pledging land or pawning an individual into «debt slavery.» Some credit arrangements were essentially self-enforcing: livestock, for example, might be entrusted to a caretaker who received for his services a fixed percentage of the offspring. In other cases — constructing a hut, clearing a field, or building a boat — enforcement of the promise to pay was more difficult but still was based on concepts of property. In other words, the claim for payment was based not on the existence of a bargain or promise but on the unjust detention of another's money or goods. When a worker sought to obtain his wages, the tendency was to argue in terms of his right to the product of his labour.

A true law of contracts — that is, of enforceable promises — implies the development of a market economy. Where a commitment's value does not vary with time, ideas of property and injury are adequate and there will be no enforcement of an agreement if neither party has performed, since in property terms no wrong has been done. In a market economy, on the other hand, a person may seek a commitment today to guard against a change in value tomorrow; the person obtaining such a commitment feels harmed by the fact that the market value differs from the agreed price.

Traditional contract law developed rules and principles controlling the voluntary assumption of obligations, regulating the performance of obligations so assumed, and providing sanctions for failure to perform.

Modern commercial practice relies to a growing extent on arbitration to handle disputes, especially those that arise in international transactions. There are several reasons for the growing use of arbitration. The procedure is simple, it is more expeditious, and it may be less expensive than traditional litigation. The arbitrators are frequently selected by a trade association or business group for their expert understanding of the issues in the dispute. The proceedings are private, which is advantageous when the case involves trade or business secrets. In many legal systems, the parties can authorize arbitrators to base their decision on equitable considerations that the law excludes. Finally, when the parties are from different countries, an international panel of arbitrators may offer a greater guarantee of impartiality than would a national court. Despite these advantages of arbitration, the development of contract law may suffer considerably by a withdrawal from the courts of litigation involving some of the most significant and difficult problems of the present day, all the more so because the reasoning in arbitral awards is usually not made public.

UNDERSTANDING MAIN POINTS

2. Answer the following questions using the information from the text:

1. What does making of a contract require?
2. What is one party entitled to do if the other fails to keep the promise?
3. What does the law of contract consider?
4. How do primitive societies enforce the commitment of individuals?
5. Did contract law exist in early societies? How were problems solved?
6. What does a true law of contract imply?
7. What are the reasons for the growing use of arbitration?
8. What are the advantages and disadvantages of arbitration?

3. Explain in other words the following words and word combinations:

1. to give hostages
2. to pledge land
3. to pawn into slavery

4. bargain
5. wages
6. assumption of obligations
7. to authorize
8. to be impartial

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*into, on, of, for, to*).

1. What is the party entitled...if the other fails to keep the promise?
2. In precommercial societies there was an economy based ... barter.
3. In primitive societies they pawned an individual ... «debt slavery».
4. What was the claim ... payment based on in primitive societies?
5. What does modern commercial practice rely ...?
6. There are several reasons ... the growing use of arbitration.
7. What are the advantages ... arbitration?

BUILD UP YOUR VOCABULARY

5. Match the verbal combinations with the word 'contract' with their Ukrainian equivalents:

1) to sign a contract	а) порушувати контракт
2) to conclude a contract	б) виконувати контракт
3) to draw up a contract	в) складати контракт
4) to execute (to perform) a contract	г) підписувати контракт
5) to break a contract	ґ) заключати контракт
6) to cancel a contract	д) розривати контракт

6. Substitute the active vocabulary of the lesson for the italicized parts:

1. *Early* societies worked with notions of property rather than of promise.
2. The making of a contract requires the mutual *agreement*.
3. If a contract is broken, compensation is to be paid to *the suffered* party.
4. All problems connected with *damaging* the property were handled through property law.
5. The proceedings are private that is *convenient*.

7. Explain the difference in meanings of the following words in pairs below. Point out the parts of speech of the words; make up your own sentences with them.

1. commitment and obligation
2. to handle disputes and to settle disputes
3. to pledge and to pawn
4. to guard and to secure
5. agreement and treaty
6. wages and salary
7. process and procedure
8. to authorize and to entrust

8. Find all -ing forms in the text above, translate the sentences into Ukrainian and define Prticiples I and Gerunds. State their functions in the sentences.

Post-reading tasks

1. Write down the plan for this text in the form of questions. Ask your partners to answer them.

2. There are many types of legal contracts which create a legal relationship between individuals and between companies and individuals. Look at the following types and link each to its description.

1. Contract of employment	a. This contract comes into existence as soon as a job offer, oral or written, is accepted.
2. Shareholders agreement	b. This agreement is used where one party buys goods from the manufacture and re-cells them on his own account.
3. Consultancy agreement	c. This agreement sets out the terms and conditions on which a business supplies goods.

4. Distribution agreement	d. This agreement is used where one party grants to another the right to run a business in the name of the first party. Examples include Body Shop and McDonalds.
5. Franchise agreement	e. This agreement is used where one party provides services as an independent advisor to a company.
6. Manufacturing licence agreement	f. This is intended to govern the relationship between a number of shareholders in a company.
7. Terms and conditions of sale agreement	g. This agreement should be used where one party (the licensor) owns intellectual property rights in respect of a product it has developed and wishes to license the manufacture to a third party.

3. Legal English is marked by the more formal use of *shall* in legal documents. Complete the sentences with the appropriate form of *shall* or *will*, and rewrite each sentence in a simpler style.

1. The Company ... promptly destroy all materials if so requested.
2. What do you think he ... say when he hears the news?
3. The Company ... not make any reference to the materials without the permission of the firm.
4. Nothing in this document ... be considered as granting any rights to the Company.
5. ‘Confidential information’ ... means all information disclosed.

4. Have you ever seen a marriage contract or a contract of employment? Who signs them and what happens if the contracts are broken? Try to draw up a simple, clear and easy to understand contract.

OVER TO YOU

If you have ever deal with contracts, you notice such navigation words as *hereby, hereinafter, therefore, hereto, herewith, hereof.* **Use an appropriate word to complete each sentence. Try to explain the meaning of these words. The first is done for you:**

1. Now it is *hereby* agreed... (meaning: by means of this document).
2. The two firms, Black and White, ... referred to as the Holder and the Receiver, agree the following.
3. I ... promise that I will not release any further details about the matter.
4. Please find ... three more pages that belong to the brief.
5. Please study the list of prices attached ... and reply immediately to my clerk.
6. This is an urgent matter and ... I ask you to sign and return these papers as soon as possible.
7. The first installment is becoming due one month from the date hereof.

Module 10 Unit 1

Text: The Notary
Vocabulary in use

Pre reading tasks

1. **1. What legal documents provide the range of duties and powers of the Notary in Ukraine? Have you read them?**
   2. Have you ever gone to the notary? When and what reason?

2. **Match the following English words and expressions with their Ukrainian equivalents:**

1	notarial seal	a	користувач права
2	ecclesiastical officer	b	правова визначеність
3	law user	c	завірений документ
4	authenticity	d	належним чином
5	to be admissible	e	автентичність, достовірність
6	in a proper manner	f	печатка нотаріуса
7	certified deed	g	бути допустимим
8	legal certainty	h	церковний посадовець

Reading tasks

1. **Read the text to understand what information is of primary importance of new for you.**

THE NOTARY

The notary is a public official who by state delegation attributes public certification to the documents (contracts, deeds, etc.) he draws up by an appropriate certificate with a notarial seal. These documents are admissible without further proof of their authenticity. In order to allow him independence, the notary has recognised professional status in the way he performs his functions.

In Roman law the *notarius* was originally a slave or freedman who took notes of judicial proceedings. The work of the modern notary, however, corresponds more to that of the Roman *tabularius*, who took and preserved evidence. In medieval times the notary was an ecclesiastical officer who preserved evidence, but his duties were mainly secular.

In the United States, qualifications for the position vary little from state to state, and, in general, a notary must be a citizen of legal age and a resident of the area in which he desires appointment. The jurisdiction of the notary's office is limited to the state or, in some states, only the county in which he resides. In countries such as France and Italy, however, and in the Canadian province of Quebec, which follow the civil-law tradition, there are educational requirements for notaries similar to those for lawyers.

In the civil-law countries of western Europe, and in Latin American and French areas of North America, the office of notary is a much more important position than in the United States and England. The civil-law notary may be roughly described as a lawyer who specializes in the law relating to real estate, sales, mortgages, and the settlement of estates but who is not allowed to appear in court. Documents prepared by him or authenticated in the proper manner are, in these countries, admissible in court without further proof of their authenticity; the notary guarantees the identity of the parties.

The services offered by a notary, whether in the form of advice, which is provided to the parties in an impartial but active manner, or of a certified deed, gives the Law user the legal certainty he seeks. Such legal certainty is ensured by two conditions: on the one hand, notaries are required to have the high educational qualifications which are similar to those required for lawyers (since access to the profession is allowed only after special training), and on the other, the strict disciplinary rules they are subject to in the exercise of their functions.

The notary is qualified as a public official because the State delegates to him the powers of public certification, so the documents drawn up by a notary are considered to be authentic, which means that the deed or contract is valid.

The notary draws up a document after hearing the will of the parties, he adjusts such will to the legal system through his advice and at the same time he exercises control to ensure it is licit by virtue of the powers conferred upon him by the State. The notary is the author of the document and therefore he is responsible for its consistency with the law.

Consulting services are provided to private individuals in an active, personalised and unbiased manner. The duty of being unbiased compels the

notary to inform and provide special assistance to both parties and in particular to the party which were to be in a condition of inferiority with respect to the other in order to reach the necessary balance that will make sure that the contract is entered into in conditions of equality.

The notary as a public official, exercises his functions within a professional setting and within the field of private law where there is no conflict, i.e. only in the sphere of private legal relationships that are established, modified or terminated without disagreement between the parties.

In summary, the function of a notary is preventive in nature, and is thus opposed to the function of a judge, in that the notary has the role of reducing the risk of litigation; a notary provides legal support to the agreements between citizens; thus he protects the legitimate interests of the users of law.

UNDERSTANDING MAIN POINTS

2. Answer the following questions using the information from the text:

1. What is a notary?
2. How do notary's responsibilities vary?
3. What countries is the office of notary more important than in England? Why?
4. Is there any differences in duties and responsibilities of notaries from different countries?
5. How can the civil-law notary roughly described?
6. What kind of documents does the notary deal with?
7. What kind of advice can the notary provide?
8. What is the notary responsible for as a public official?

3. WORD STUDY. Find in the text the words that correspond to the following definitions:

(Here are several definitions of the legal terms used in the text. Read and translate each of them and guess the term)

- written documents that explain each side's case and tell why the country should decide in its favour;
- an interest in property created as a form of security for loan or payment of a debt and terminated on payment of the loan or debt;

- a lawyer or legal practitioner who attests or certifies deeds and other documents or protests dishonoured bills of exchange;
- a document by which a person appoints executors to administer his estate after his death, and directs the manager in which it is to be distributed to the beneficiaries;
- a written document that is signed, sealed and delivered; if it is a contractual document, it is referred to as a contract under seal;
- a contract involving the sale of goods or a similar contract of transfer;
- a gratuitous transfer or grant of property. A legally valid gift must normally be effected by deed, by physical delivery in the case of chatteles.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*in, with, for, to, up, from):*

Note*! Pay attention to the differences between «adverbial particles» and «prepositions».*

1. Mens rea, the certain state of mind, varies ... crime to crime; they may be recklessness, negligence, intention to bring about a particular consequence.
2. Which field of law does your brother specialize ...?
3. Liability is responsibility ... one's actions together with an obligation to repair any injury caused.
4. What are his requirements ... you?
5. Bribery and corruption are offences relating ... the improper influencing of people in certain position of trust.
6. Notary is a legal practitioner who draws ... legal documents, attests deeds, etc.
7. The room became dark and the thief's eyes a moment adjust ... the situation because he had to look ... his knife quickly and then escape.
8. Examples include the immunity of members of the House of Commons and the House of Lords from proceedings ... respect ...words spoken in debate.

BUILD UP YOUR VOCABULARY

5. WORD FAMILIES. Give the chain of derivatives for the words below:

Example: effect-effective-effectiveness-ineffectiveness;

to certify, to require, office, mortgage, authentic, bias, to agree, to reside

6. Match the verbs in column A with the nouns in column B.

A	B
to authenticate	complaints
to draw up	legal advice
to attest	legal assistance
to give	signature
to provide	seal
to certify	deed
to verify	judicial proceeding
to adjust (to smth.)	wills
to take notes of	gifts
to exercise	functions

7. Match the following synonyms and try to guess the differences in their meanings. Compose your sentences to illustrate the usage of these words.

Word	Synonym from the text
impartial	requirements
to verify	unbiased
by means of	deed
sphere	to authenticate
legitimate	licit
to perform	by virtue of
to attest	judicial proceeding
litigation	office
position	field
demands	to certify
transaction	to exercise

8. Study the following text containing the following «connectors» — words (suggested phrases: «*therefore, in general, however, on the one/other hand, in summary, thus, i.e., etc*»**). Copy and complete the table, illustrating with your own examples. If difficult you may complete the table in your native language and then give an example.**

connector	meaning	Use: *In what part of the text/essay*	Your example
1. Therefore 2.	For that reason, consequently	To give a logical consequence	

Post-reading tasks

BUILD UP YOUR VOCABULARY

1. A. Read and translate Article 41 of the Ukrainian Constitution:

- Everyone has the right to own, use and dispose of his or her property, and the results of his or her intellectual and creative activity.
- The right of private property is acquired by the procedure determined by law.
- In order to satisfy their needs, citizens may use the objects of the right of state and communal property in accordance with the law.
- No one shall be unlawfully deprived of the right of property. The right of private property is inviolable.
- The expropriation of objects of the right of private property may be applied only as an exception for reasons of social necessity, on the grounds of and by the procedure established by law, and on the condition of advance and complete compensation of their value. The expropriation of such objects with subsequent complete compensation of their value is permitted only under conditions of martial law or a state of emergency.

B. Translate the sentence; be sure that you know the words in italics:

1. Найбільш поширеними способами набуття права власності є *купівля, отримання в дар (дарування), у спадок за заповітом (право спадкування) та ін.*

2. *Довіреність* на укладання угод має бути нотаріально засвідчена.
3. Згідно з цивільним законодавством *спадкування* поділяється на спадкування за законом та за заповітом.
4. *Купівля-продаж* –договір, за яким одна сторона зобов'язується передати *майно* у власність іншій стороні за певну грошову суму.

2. Translate into English using the vocabulary of the text.

A. Нотаріус (від лат. notarius — писар, секретар) — це посадова особа органів прокуратури, яка вчиняє нотаріальні дії. Нотаріусом може бути громадянин України, який має вищу юридичну освіту, пройшов стажування протягом 6 місяців, склав кваліфікаційний іспит та одержав свідоцтво про право займатися нотаріальною діяльністю.

B. Нотаріат (від „нотаріус») — система державних органів, що здійснюють нотаріальні дії, які спрямовані на підтвердження і закріплення безспірних цивільних прав і фактів.

3. Write a short composition or dialogue describing your visit to the notary office and the prevailing atmosphere.

Module 10 Unit 2

Text: The Lawyer
Vocabulary in use

Pre-reading tasks

1. Is an advocate a member of the bar in your country? Are there different kinds of lawyers? What is an advocate's job in your country?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	to plead the cause/case	a	роль у залі суду
2	agent for another	b	статутні норми корпорації
3	pleader	c	вести справу в суді
4	to seek relief in an appellate court	d	особиста шкода
5	corporate bylaw	e	лояльність у роботі адвоката
6	loyalty in a lawyer's work	f	адвокат, що виступає в суді
7	courtroom role	g	представник іншої особи
8	personal injury	h	добиватися перегляду справи в апеляційному суді

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

***Notes on the text*:**
Canon law — канонічне право

THE LAWYER

Advocate, in law, is a person who is professionally qualified to plead the cause of another in a court of law. As a technical term, advocate is used mainly in those legal systems that derived from the Roman law. In Scotland the word refers particularly to a member of the bar of Scotland, the Faculty of Advocates. In France avocats were formerly an organized

body of pleaders. In Germany, until the distinction between counsellor and pleader was abolished in 1879, the Advokat was the adviser rather than the pleader. The term has traditionally been applied to pleaders in courts of *canon law*, and thus in England those who practiced before the courts of civil and canon law were called advocates. In the United States the term advocate has no special significance, being used interchangeably with such terms as attorney, counsel, or lawyer.

A lawyer is trained and licensed to prepare, manage, and either prosecute or defend a court action as an agent for another and who also gives advice on legal matters that may or may not require court action.

A lawyer applies the law to specific cases. He investigates the facts and the evidence by conferring with his client and reviewing documents, and he prepares and files the pleadings in court. At the trial he introduces evidence, interrogates witnesses, and argues questions of law and fact. If he does not win the case, he may seek a new trial or relief in an appellate court.

In many instances, a lawyer can bring about the settlement of a case without trial through negotiation, reconciliation, and compromise. In addition, the law gives individuals the power to arrange and determine their legal rights in many matters and in various ways, as through wills, contracts, or corporate bylaws, and the lawyer aids in many of these arrangements.

A lawyer has several loyalties in his work. They include that to his client, to the administration of justice, to the community, to his associates in practice, and to himself. When these loyalties conflict, the standards of the profession are intended to effect reconciliation.

Legal practice varies from country to country. In England lawyers are divided into barristers, who plead in the higher courts, and solicitors, who do office work and plead in the lower courts. In the United States attorneys often specialize in limited areas of law such as criminal, divorce, corporate, probate, or personal injury, though many are involved in general practice.

In Ukraine, the advocates act to ensure the right to a defense against accusation and to provide legal assistance in deciding cases in courts and other state bodies.

In addition to these professional groups there are nonprofessional legal counsellors who give advice on various legal problems and are often employed by business firms. In almost all civil-law countries there

are notaries, who have exclusive rights to deal with such office work as marriage settlements and wills.

In Germany the chief distinction is between lawyers and notaries. The German attorney, however, plays an even smaller courtroom role than the French avocat. Attorneys are often restricted to practice before courts in specific territories. There are further restrictions in that certain attorneys practice only before appeals courts, often necessitating a new attorney for each level of litigation. In Germany lawyers are employed in the administration of government to a greater extent than in common-law countries.

In France numerous types of professionals and even non-professionals handle various aspects of legal work. The most prestigious is the avocat, who is equal in rank to a magistrate or law professor. Roughly comparable to the English barrister, the avocat's main function is to plead in court.

UNDERSTANDING MAIN POINTS

2. Make a plan in the form of questions and ask your partner to answer.

3. Give the names of lawyers in different countries from the text (at least 9) and say which term corresponds to which country.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*to, through, about, into, from, on***).**

1. In legal systems that derived ... the Roman law, advocate is used as a technical term.
2. A lawyer can apply the law ... different cases.
3. Can a lawyer bring ... the settlement of a case without trial?
4. A lawyer can settle a case without trial ... negotiation or compromise.
5. In the UK lawyers are divided ... barristers and solicitors.
6. Nonprofessional counselors are employed by business firms and give advice ... various legal matters.
7. In Germany attorneys are restricted ... practice in specific territories.
8. In France an avocat is equal in rank ... a law professor.

BUILD UP YOUR VOCABULARY

5. a) Give the word families of the following words. Mark the meaning in which the following words are used in the text:

lawyer

- a member of the legal profession, esp. a solicitor.
- See also advocate, barrister, solicitor
- a popular name for burbot (a fish)Austral.

bar

- a rigid usually straight length of metal, wood, etc., that is longer than it is wide or thick, used esp. as a barrier or as a structural or mechanical part: a bar of a gate
- anything that obstructs or prevents
- an offshore ridge of sand, mud
- a counter or room where alcoholic drinks are served
- the area in a court of law separating the part reserved for the bench and Queen's Counsel from the area occupied by junior barristers, solicitors, and the general public. See also Bar
- the place in a court of law where the accused stands during his trial: the prisoner at the bar
- a particular court of law

Bar

- the...(in England and elsewhere) barristers collectively
- U.S. the legal profession collectively
- *be called to or go to the Bar.* Brit. to become a barrister
- *be called within the Bar.* Brit. to be appointed as a Queen's Counsel

b) What does the expression *«behind bars»* means? Look it up in your dictionary.

6. Translate the following words and word combinations into Ukrainian:

a) to plead the case; to plead guilty;

b) court; court of law; court of justice; tribunal; court of Appeal; Appellate court; military court; military tribunal; naval court martial; civil court; county court; summary court; International Court of Justice; local court; Probate court; juvenile court; trial;

c) advocacy; defence, to conduct defence; to deprive of defence; to open defence, to provide with defence; to reserve one's defence;

d) advocate; defender; counsel for the defence; defending counsel; defence counsel, defence attorney.

7. Find out necessary information to answer the following questions about the Bar in Ukraine:

1. A lawyer may act as a defense counsel during pre-trial investigation. Who does he represent? What is his part at the trial?
2. Lawyers provide legal aid to citizens, legal persons, state establishments and public organizations. What kind of assistance do they render to them?
3. Any person who has higher legal education and has passed the qualification examination can work as a lawyer in Ukraine, can't he?

Post-reading tasks

1. A. Read the text and mark the statements T/F (true/ false). Use your knowledge and the information from the text below.

1. A barrister and a solicitor are both qualified lawyers in the UK.
2. If you have any kind of legal question you should consult a barrister.
3. A solicitor cannot speak in a higher court.
4. A barrister in the UK is an independent qualified lawyer.
5. There are more solicitors than barristers.
6. A barrister may become a judge, but solicitor can not.
7. A Recorder is a part-time judge.
8. If you want to work for a law company and receive a regular salary you should become a solicitor.

The Bar is a small but influential body with over 8,000 practising barristers in over 400 chambers in England and Wales. In addition, there are about 2,000 barristers employed as in-house lawyers.

The Bar is an advocacy profession. The Bar's right of audience in the higher court remains unchanged. The work divides between civil and criminal law. There are over 70 specialist areas, including major ones like chancery (mainly property and finance) and the commercial bar.

Judges in England and Wales mostly been barristers of 10 years' standing, then Queen's Counsellors and are appointed by the Lord Chancellor. Judges cannot work as barristers once they are appointed. A barrister who is a part- time judge is known as a Recorder.

Solicitors do a variety of work — corporate and commercial, litigation, property, private law, banking and project finance, employment law and environmental law. There are about 66,000 practising solicitors in England and Wales.

From Career Scope, 1997

B. Explain the following word-combinations in a best way:

1. advocacy
a) lawyers
b) rich people
c) pleading in the court

2. in-house
a) hoteliers
b) employed by a company
c) independent

3. Right of audience
a) allowed to speak in court
b) tickets to observe
c) performing on stage

4. commercial bar
a) law of business
b) expensive drinks
c) trade and industry ban

5. chamber
a) building
b) business branch
c) barristers' office

2. Speak on the profession of a lawyer in different countries.

Module 10 Unit 3

Text: International Law
Vocabulary in use

Pre-reading tasks

1. What does international law regulate?

2. Match the following English words and expressions with their Ukrainian equivalents:

1	tenets of international law	a	відносини між країнами
2	mitigation of warfare	b	постійна організація
3	direct negotiations	c	придушення агресії
4	customary international law	d	принципи міжнародного права
5	permanent organization	e	прямі переговори
6	suppression of acts of aggression	f	особа без громадянства
7	intercourse among nations	g	звичаєве міжнародне право
8	stateless person	h	пом'якшення прийомів ведення війни

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

Notes on the text:
Deuteronomy — Повторення Закону — п'ята книга Старого Заповіту. (Deuteronomy, fifth book of the Old Testament, traditionally ascribed to Moses. Its English title, derived from the Greek words *deuteros* («second») and *nomos* («law»), is a misnomer, as the book contains no new legislation. Rather, it is a repetition of previous laws with an urgent appeal to obey them.
The book consists mainly of homilies and sermons attributed to Moses. It begins with a recapitulation

(chap. 1-4) of noteworthy events during the journey of the Israelites, beginning with their departure from Sinai to their arrival in the land of Moab. The next two chapters repeat the Ten Commandments and urge the observance of divine laws and statutes. Included in this section is an exhortation, known as the Shema, «Hear, O Israel: The Lord our God is one Lord» (6:4), a confession of faith and summary of the creed of Judaism that adherents to the faith recite each evening and morning and at the point of death. The next, and lengthiest, section (chap. 7-26) consists of a body of religious and civil law. After presenting the code of laws, Moses then utters a series of blessings and curses (chap. 27-28) that will reward the obedient and punish the disobedient. The closing section (chap. 29-34) contains the last speeches of Moses, an account of the appointment of Joshua as his successor, the farewell Song of Moses, Moses' final blessing of the 12 Israelite tribes, and an account of his death and burial.)

INTERNATIONAL LAW

International Law contains principles and rules of conduct that nations regard as binding upon them and, therefore, are expected to and usually do observe in their relations with one another. International law is the law of the international community.

The need for some principles and rules of conduct between independent states arises whenever such states enter into mutual relations. Rules governing the treatment of foreign traders, travellers, and ambassadors, as well as the conclusion and observance of treaties, developed early in human history. The oldest known treaty, preserved in an inscription on a stone monument, is a peace treaty between two Sumerian city-states, dating from about 3100 BC. A considerable number of treaties concluded by the empires of the ancient Middle East during the 2nd millennium BC show rudimentary notions of international law. In later antiquity the Jews, Greeks, and Romans developed tenets of international law. Jewish law as set forth in the Book of *Deuteronomy* contains prescriptions for the mitigation of warfare, notably prohibitions against the killing of women and children. The Greek city-states created an elaborate treaty system governing a multitude of aspects of the relations among themselves. The conduct of the Olympic Games and the protection

of religious places, such as the Temple of Delphi, were among the subjects of some of these inter-Greek treaties.

Even more than other ancient peoples, the Romans made significant contributions to the evolution of international law. They developed the idea of a jus gentium, a body of laws designed to govern the treatment of aliens subject to Roman rule and the relations between Roman citizens and aliens. They were the first people to recognize in principle the duty of a nation to refrain from engaging in warfare without a just cause and to originate the idea of a just war.

Modern international law emerged as the result of the acceptance of the idea of the sovereign state, and was stimulated by the interest in Roman law in the 16th century. Building largely on the work of previous legal writers, the Dutch jurist Hugo Grotius, sometimes called the father of modern international law, published his celebrated work "On the Laws of War and Peace" in 1625.

International law stems from three main sources: treaties and international conventions, customs and customary usage, and the generally accepted principles of law and equity. Judicial decisions rendered by international tribunals and domestic courts are important elements of the law-making process of the international community. United Nations resolutions now may also have a great impact on the growth of the so-called customary international law that is synonymous with general principles of international law.

The present system of international law is based on the sovereign state concept. It is within the discretion of each state, therefore, to participate in the negotiation of, or to sign or ratify, any international treaty. Likewise, each member state of an international agency such as the UN is free to ratify any convention adopted by that agency.

Treaties and conventions were, at first, restricted in their effects to those countries that ratified them. They are particular, not general, international law; yet regulations and procedures contained in treaties and conventions have often developed into general customary usage, that is, have come to be considered binding even on those states that did not sign and ratify them. Customs and customary usages otherwise become part of international law because of continued acceptance by the great majority of nations, even if they are not embodied in a written treaty instrument. «Generally accepted principles of law and justice»

fall into the same category and are, in fact, often difficult to distinguish from customs.

Since the beginning of the 19th century, international conferences have played an important part in the development of the international system and the law.

At the end of World War I the League of Nations was established by the covenant signed in 1919 as part of the Treaty of Versailles. Pursuant to provisions in this covenant, the permanent Court of International Justice was established in 1921. The League of Nations was created as a permanent organization of independent states for the purpose of maintaining peace and preventing war. During its existence 63 countries were members of the League at one time or another.

The League of Nations was the forerunner of the United Nations. The UN began its life with a membership of 50 nations. There are 191 Member States in the UN now. The aims and purposes of the organization encompass the maintenance of peace and security and the suppression of acts of aggression.

International law regulates intercourse among nations in peacetime and provides methods for the settlement of disputes by means other than war. Apart from procedures made available by the UN, these methods include direct negotiation between disputants under the established rules of diplomacy, the rendering of good offices by a disinterested third party, and recourse to the International Court of Justice. Other peacetime aspects of international law involve the treatment of foreigners and of foreign investments; the acquisition and loss of citizenship; and status of stateless persons; the extradition of fugitives; and the privileges and duties of diplomatic personnel.

UNDERSTANDING MAIN POINTS

2. Answer the following questions using the information from the text:

1. What does international law contain?
2. What were the first rules and treaties developed in early human history?

3. What problems did first international law concern?
4. What is 'jus gentium' developed by the Romans?
5. What are the three main sources that international law stems from?
6. How were first modern international treaties restricted?
7. When was the Court of International Justice established? What is its function?
8. What do the aspects of international law involve?

3. Continue the list of the words that are close in meaning:

Treaty, convention, ...
Law, rule, regulation, ...
Warfare, war, ...
Tribunal, court, ...

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*for, in, from, to*).

1. When does the need ... principles and rules of conduct between states arise?
2. The Romans developed the idea of treatment aliens subject ... Roman rule.
3. It is within the will of each state to participate ... negotiations.
4. At first, treaties were restricted ... their effect to those countries that ratified them.
5. It is rather difficult to distinguish «generally accepted principles of law and justice» ... customs.

BUILD UP YOUR VOCABULARY

5. Give the word families of the following words. Mark the meaning in which the following words are used in the text:

law

• a rule or set of rules, enforceable by the courts, regulating the government of a state, the relationship between the organs of government and the subjects of the state, and the relationship or conduct of subjects towards each other

- a rule or body of rules made by the legislature. See statute law
- a rule or body of rules made by a municipal or other authority. See by law
- the condition and control enforced by such rules(in combination): law court
- a rule of conduct: a law of etiquette
- one of a set of rules governing a particular field of activity: the laws of tennis

court

- an area of ground wholly or partly surrounded by walls or buildings
- a tribunal having power to adjudicate in civil, criminal, military, or ecclesiastical matters
- the regular sitting of such a judicial tribunal
- the room or building in which such a tribunal sits
- marked outdoor or enclosed area used for any of various ball games, such as tennis, squash, etc.
- a marked section of such an area: the service court

treaty

- a formal agreement or contract between two or more states, such as an alliance or trade arrangement
- the document in which such a contract is written
- an agreement between two parties concerning the purchase of property at a price privately agreed between them
- various forms of aid (as modifier): treaty Indians; treaty money

justice

- the principle of fairness that like cases should be treated alike
- the principle that punishment should be proportionate to the offence
- the administration of law according to prescribed and accepted principles
- conformity to the law; legal validity
- a judge of the Supreme Court of Judicature
- short for justice of the peace

6. Substitute the active vocabulary of the unit for the italicized parts:

1. The ancient Romans developed the idea of governing the treatment of *foreigners*.

2. During the 2nd millennium BC the Jews, Greeks and Romans developed *rules* of international law.
3. International law regulates *relations* among states.
4. Rules that govern *dealing with* foreign traders, travelers and ambassadors were the first in human history.
5. Jewish law contained *forbidding* against the killing of women and children.
6. One of the basic sources for international law is the principle of law and *fairness*.
7. It is within the *will* of each state to sign any international treaty.
8. One of the methods of settlement disputes is *applying to* the International Court of Justice.

7. Look through the text and find the definitions of the key words:

1) convention	a) to give formal approval to something in order that it can become law
2) sovereign	b) self-governing and not ruled by another state
3) conclude	c) rule
4) binding	d) legally required
5) treaty	e) legally binding agreement between states sponsored by an international organisation
6) custom	f) legally binding agreement between two or more states
7) regulation	g) a formal legal document
8) ratify	h) a long established tradition or usage that become customary law if it is regularly observed and recognized by those states observing it as a practice that they must follow
9) instrument	i) to make a formal agreement complete and fixed, especially after long discussions and arrangements

Post-reading tasks

1. International Law (Public International Law) consists of rules and principles which govern the relations and dealings of nations with

each other. It concerns itself only with questions of rights between several nations or nations and the citizens or subjects of other nations. In contrast, Private International Law deals with controversies between private citizens, natural or juridical, arising out of situations having significant relations to more than one nation.

Look at the following legal areas and classify them into Public or Private International Law.

adoption arms control contractual relations divorce environmental issues human rights immigration international crime maritime law piracy war crimes	
PUBLIC International Law	**PRIVATE International Law**
adoption	environmental issues

2. The INTERNATIONAL COURT of JUSTICE is the principle judicial body of the United Nations. Its seat is in the Hague (the Netherlands). It began work in 1946, when it replaced the Permanent Court of International Justice which had functioned in the Hague since 1922.

Below there is some information about the court and its activities. Match the information to the following headings:

- Functions of the Court
- Composition
- The Parties in Cases between States
- Jurisdiction in Cases between States
- Procedures in Cases between States

1. One of the roles of the Court is to settle in accordance with international law the legal disputes submitted to it by States.
2. The Members of the Court do not represent their governments but are independent magistrates.
3. The Court is competent to entertain a dispute only if the States concerned have accepted its jurisdiction.
4. The other role is to give advisory opinions on legal questions referred to it by authorized international organs and agencies.
5. The Court is composed of 15 judges elected to 9-year terms of office by the United Nations General Assembly and Security Council.

6. After the oral proceedings, the Court deliberates in camera and then delivers its judgement at a public sitting.
7. If one of the States involved fails to comply with it, the other party may have recourse to the Security Council of the United Nations.
8. The Court may not include more than one judge of any nationality.
9. The judgement is final and without appeal.

3. Speak on the International Law, its notion and functions.

OVER TO YOU

1. A. Read the following speech of Kofi Annan, United Nations Secretary General. Make up four questions, ask your partner to answer them.
Rome Statute of the

INTERNATIONAL CRIMINAL COURT

'In the prospect of an international criminal court lies the promise of universal justice. That is the simple hope of the vision. We are close to its realization. We will do our part to see it through till the end. We ask you...to do yours in our struggle to ensure that no ruler, no State, no junta and no army anywhere can abuse human rights with impunity (без покарання). Only then we will the innocents of distant wars and conflicts know that they may sleep under the cover of justice; that they have rights, and that those who violate those rights will be punished.'

Kofi Annan

B. Here are the objectives of the International Criminal Court. Answer the questions below.

1. to achieve justice for all
2. to end impunity for abuse of human rights
3. to help end wars and conflicts

4. to assume control when national criminal justice institutions are unwilling or unable to act
5. to deter future war criminals

Which objective means the following?

a) The International Criminal Court aims to discourage war criminals through the possibility of trial.

b) Those who commit murder are often not punished.

c) Not everyone receives a fair trial.

d) Local courts may not always be able to deliver justice.

e) The International Criminal Court will try to stop wars.

Part III

BUSINESS ENGLISH

Module 11 Unit 1

1.1. Business correspondence
1.2. Business e-mail
Vocabulary in use

BUSINESS CORRESPONDENCE
(BUSINESS LETTERS, BUSINESS E-MAIL)

Pre-reading tasks

1. **Divide into groups of two or three and make up a list of about 10 reasons of writing letters.**

2. **Brainstorm the reasons of writing in business world.**

Reading tasks

1. **Read the text to understand the role of business correspondence.**

1.1. Business Letters

Definition of a Business Letter

The business letter is the basic means of communication between two companies. It is estimated that close to 100 million business letters are written each workday. It is a document typically sent externally to those outside a company but is also sent internally to those within a company.

Most business letters have a formal tone. You should write a business letter whenever you need a permanent record that you sent the information enclosed. Because you generally send business letters to other professionals, always include a formal salutation and closing.

Purpose of a Business Letter

You will write business letters to inform readers of specific information. However, you might also write a business letter to persuade others to take action or to propose your ideas. Business letters even function as advertisements at times. Consider the letters long-distance phone companies send to those not signed up for their services or the cover letter to your resume. Both of these serve to promote or advertise.

Business letters can be challenging to write, because you have to consider how to keep your readers' attention. This is particularly the case if your readers receive large amounts of mail and have little time to read.

Writing business letters is like any other document: First you must analyze your audience and determine your purpose. Then you gather information, create an outline, write a draft, and revise it. The key to writing business letters is to get to the point as quickly as possible and to present your information clearly.

Determining your Audience Type

Writers determine their audience types by considering:

Who they are (age, sex, education, economic status, political/social/religious beliefs);

What level of information they have about the subject (novice, general reader, specialist or expert);

The context in which they will be reading a piece of writing (in a newspaper, textbook, popular magazine, specialized journal, on the Internet, and so forth).

You'll need to analyze your audience in order to write effectively.

PRACTICE

1. Look at the following letters.

A. What is purpose of each letter? Try to determine the type of audience in them.

Letter 1

Супутник-Зв'язок Лімітед
17, вул. Добролюбова, Харків-77, Україна

Шановний пане/ Шановна пані!

13 травня 2000 року о 19 годині в приміщенні нашого центрального офісу відбудуться урочисті збори та банкет, присвячені річниці створення нашого спільного підприємства. Запрошуються всі, хто брав участь у становленні підприємства. Вхід у вечірньому вбранні.
Просимо відповісти для отримання офіційного запрошення.
З повагою
Генеральний директор С. А. Бровко

Letter 2

6th of July 2000

My dear Mary,
This is just a note to ask you if you and Nick are free in the evening of July 25.
We're going to have a little party at our place with ice-cream, music and all, for a wooden wedding is not a joke!
Do get in touch soon and tell if you can make it.

Love,
Pete and Sarah

B. The chart gives you an idea of difference in structure and wording of ordinary and business letters both in English and Ukrainian. Complete the chart by the missing English and Ukrainian version. Pay attention to the first column of the table.

	Letter 1	Letter 2
Address	*17, вул. Добролюбова, Харків-77, Україна*	—
Date		
Greeting		*My dear Mary*
Date and place of invitation	*13 травня 2000 року о 19 годині в приміщенні нашого центрального офісу*	
Reason of invitation		
People invited		
Type of meeting		*a little party*
Request to answer		
Closing		

2. Consider a scheme of a Ukrainian document.

Емблема фірми	Гриф обмеженого доступу
Назва фірми	Гриф затвердження

Юридична адреса фірми: вул., буд., місто, індекс, тел., факс, розрахунковий рахунок у банку	Адреси Резолюція
Вид документа Дата_____№_____ На №_____від_____	
Заголовок до тексту	
Початок тексту (з абзацу)	
ТЕКСТ	
Додаток	
Посада особи, яка підписала документ підпис	Ім'я або ініціали, прізвище печатка
Прізвище виконавця і телефон	
Відмітка про виконання документа і направлення на розгляд	Відмітка про надходження

Note! However a lot of companies have their own individual systems.

Pre-reading tasks

1. Cousider a scheme of a Ukrainian business letter. Try to write in Ukrainian any business letter of your own.

Reading tasks

1. Read the text to ensure if business letters in different countries are identical.

Structure and Presentation

Business letters in different countries are identical. As a rule a business letter written on the firm form, consists of such elements: sender's address;

date; references; inside address (or receiver's address); salutation; subject; introductory paragraph; body of the letter; complimentary close; signature; per pro; company position; enclosure.

Let's examine some features of a simple business letter.

Sender's address. In correspondence that does not have a printed letterhead, the sender's address is written on the top right-hand side of the page. In the UK, in contrast to the practice in some countries, it is not usual to write the sender's name before the sender's address.

Date. The date is written below the sender's address, sometimes separated from it by a space. The month in the date should not be written in figures as they can be confusing; for example, 11.1.93 means 11th January 1993 in the UK but 1st November 1993 in the USA. In the USA the date may indicate the month first, then the date and then the year, so *15 April 2002* will look as *04.15. 2002 or 04/15/2002.* Nor should you abbreviate the month, e.g. Nov. for November, as it simply looks untidy.

Inside (or receiver's) address. This is written below the sender's address and on the opposite side of the page. If you know the surname of the person you are writing to, you write this on the first line of the address, preceded by a courtesy title and either the person's initial(s) or his/her first given name, e.g. Mr J.E. Smith or Mr John Smith, not Mr Smith.

Courtesy titles used in addresses are as follows: *Mr* is the usual courtesy title for a man. *Mrs* is used for a married woman. *Miss* is used for an unmarried woman. *Ms* is used for both married and unmarried women and it is a useful form of address when you are not sure whether the woman you are writing to is married or not.

Receiver. Writing and translation of addresses used to make some difficulty since Slavic and English layouts are not the same. Now one should mind that they have become almost the same for both home and international correspondence in Ukraine

Compare the following:

Іванову А. А. Голові компанії «Сантана-Трейдінг» 45, вул. Данілевського 61007, Харків-7 Україна	Ms Paul Smith (The) Sales Manager of Union Trading LTD 7 Carswood Street Redhill Surrey TQ1 6 BD Great Britain

In English the number of the building precedes the name of the street without comma. In translation it is not recommended to render Ukrainian or Russian *вулиця, площа, улица, площадь* by English *street, square,* etc. and vice versa to avoid confusion in mail delivery. So, вулиця Данілевського in English will be Vulytsia Danylevskogo, not Danylevsky or Danylevskogo Street as well as Carswood Street will be Карсвуд Стріт, not вулиця Карсвуд.

Salutations. *Dear Sir* opens a letter written to a man whose name you do not know. *Dear Sirs* is used to address a company. *Dear Madam* is used to address a woman, whether single or married, whose name you do not know. *Dear Sir or Madam* is used to address a person of whom you know neither the name nor the sex. When you do know the name of the person you are writing to, the salutation takes the form of *Dear* followed by a courtesy title and the person's surname. Initials or first names are not generally used in salutations: *Dear Mr Smith*, not *Dear Mr J. Smith* or *Dear Mr John Smith*.

References. References are quoted to indicate what the letter refers to (*Your Ref.*) and the correspondence to refer to when replying (*Our Ref.*).

The first paragraph says why you are writing. In the first paragraph you will thank your correspondent for his letter (if replying to an enquiry), introduce yourself and your company if necessary, state the subject of the letter, and set out the purpose of the letter.

The middle paragraphs say what you want or what you are doing (the real reason for writing the letter). This is the main part of your letter and will concern the points that need to be made, answers you wish to give, or questions you want to ask. It is in the middle paragraphs of a letter that planning is most important, to make sure that your most important points are made clearly, fully and in a logical sequence.

The final paragraph is a polite ending. When closing the letter, you should thank the person for writing, if your letter is a reply and if you have not done so at the beginning. Encourage further enquiries or correspondence, and mention that you look forward to hearing from your correspondent soon.

Complimentary closes. If the letter begins *Dear Sir*, *Dear Sirs*, *Dear Madam* or *Dear Sir and Madam*, it will close with *Yours faithfully*. If the letter begins with a personal name — *Dear Mr James*, *Dear Mrs Robinson*, *Dear Ms Smith* — it will close with *Yours sincerely*. Avoid closing with old-fashioned phrases such as *We remain yours faithfully*, *Respectfully yours*, etc. The comma after the complimentary close is optional.

Signatures. Always type your name after your handwritten signature and your position in the firm after your typed signature.

Per pro. The term *per.pro* (p.p) is sometimes used in signatures and means *for and on behalf of*.

Enclosures. If there are any enclosures, e.g. leaflets, prospectuses, etc., with the letter, these may be mentioned at the bottom of the letter, and if there are a number of documents, these are listed.

The main 9-blocked layout looks the following way:

1.Company name

2.References

3.Receiver

4.Date

5.Salutation

6.(Indentation (абзацний відступ)).

7.Close

8.Name and Title

9.Enclosures (Enc.)

There are some formal phrases widely used in business letters. Using them you tune the reader into the appropriate mood and make your communicative task easier.

VOCABULARY IN USE

1. Study the following list of phrases to ensure that you know them all.

2. Compare the given structures of letters in English and Ukrainian: are there any differences. If yes, what are they?

Початок листа	**Opening Phrases**
Шановні пані і панове!	Dear Sirs, and Madams!
Ми отримали Ваш лист...	We have received your letter ...
Дякуємо за лист . . .	We thank you for your letter of...
Ваш лист, в якому Ви просите про ... (з вимогою про...) ми уважно розглянули...	We have given proper attention to your letter where you ask us to do... (with the request/demand of...)
У відповідь на Ваш лист від...	In reply to your letter of...
Посилаючись на Ваш лист від...повідомляємо, що...	Referring to your letter of... we inform you of...(that...)
Ми раді повідомити Вам приємну новину...	We are glad to share good news with you...
Однак ми повинні нагадати Вам, що...	We are sorry (we regret) to have to remind you that...
Із Вашого листа ми дізналися, що...	We learn from your letter that. . .
На підтвердження факсу від. . .	In confirmation of your fax of...
Просимо вибачити за затримку з відповіддю на Ваш лист...	We apologize for the delay in answering your letter...
Будь-ласка, прийміть наші вибачення за ...	Please, accept our apologizes for...
У першу чергу...	First of all (in the first place...)
Фактично...	In fact (actually; virtually)...
Ми повинні повідомити Вас про неможливість виконати Ваше прохання...	We have to inform you of our being unable to meet your request...
Зміст Вашого телекса дещо здивував нас...	The contents of your telex was a sort of a surprise for us...
Повинні нагадати Вам...	We have to remind you that...
Вам, звичайно, відомо, що...	You are no doubt aware that...
Додаємо копію листа від фірми від...	We enclose (are enclosing) a copy of the letter we got from the firm on...

З'єднувальні елементи листа	Binding Phrases
Немає сумніву, що...	There is no doubt that...
Ми впевнені, що...	We are sure that...
Слід зауважити, що...	We find it necessary to note...
Вважаємо за потрібне зазначити...	We find it necessary to note...
Ми були б раді мати можливість...	We would/should be glad to have an opportunity...
Користуючись нагодою, нагадуємо...	We are taking the opportunity to remind you... (Taking the opportunity, we remind you...)
Звертаємо Вашу увагу на той факт, що...	We'd like to draw your attention to the fact that...
У зв'язку з вищезазначеним...	In connection with the above said...
Інакше ми будемо вимушені...	Otherwise we shall have (to)...
Щодо Вашого прохання...	As regards your request...
Справа в тому, що. . .	The matter/The point is that...
Необхідно визнати, що...	We have to admit that...
Досі ми не отримали відповіді...	Up till now we have received no reply. . .
Ми не поділяємо Вашу думку на підставі того, що...	We do not share your point of view for the following reasons...
У разі Вашої відмови...	In case of your refusal...
Згідно з контрактом, що додається...	In accordance with the contract enclosed...
Далі Ви наголошуєте на...	Further you stress that...

Прикінцеві фрази	Closing Phrases
Чекаємо на Вашу згоду (підтвердження, схвалення)...	We are looking forward to receiving your consent (confirmation, approval)...
Чекаємо на прибуття Ваших представників для подальших переговорів...	We are expecting your representatives to arrive for the further talks...
Будемо вдячні за швидке виконання нашого замовлення...	Your prompt execution of our order would be appreciated...
Запевняємо Вас, що буде вжито термінових заходів для виправлення становища...	We assure you that we shall take prompt actions to remedy the situation...

Маємо надію на співробітництво з Вами. . .	We hope to maintain cooperation with you...
Ми будемо Вам вдячні за швидку відповідь...	Your early reply will be appreciated...
Сподіваємось на швидку відповідь...	We are looking forward to hearing from you...
Просимо звертатися до нас про допомогу, якщо така буде необхідна...	If we can be of any assistance please do not hesitate to contact us...
З повагою...	Yours faithfully Faithfully Truthfully yours Yours sincerely

3. Complete the chart by the missing English or Ukrainian version of the phrase.

Thank you for the letter of (date)	Дякую Вам за лист від...
We have received your letter of... and have pleasure in giving you full information on...	
I refer to your letter dated...	З приводу Вашого листа від...
In reply to your letter of... we wish to inform you...	
	Пишемо Вам, щоб повідомити деталі з приводу...
I am writing to make you an offer of ...	Пишемо Вам з метою запропонувати...
	Звертаємося до Вас зі спеціальною пропозицією ...
Thank you very much for the order received this morning.	
Many thanks for sending us an order for...	Дякуємо Вам за розміщення у нас замовлення на...
We are writing to confirm our arrangement...	
	Просимо вибачити за...
Please accept our apologies for...	
We very much regret to say that	Повідомляємо Вас, що на жаль...
	Шкодуємо з приводу затримки...

Pre-reading tasks

1. What kind of business letters do you know? List them in Ukrainian in writing.

Here are some other basic business letters which you will find useful for typical English business correspondence: Official letters, Informal letter, Letters of Thanks, Letters of Congratulation, Letters of Condolence, Letters of Introduction, Making a Sale , Placing an Order, Making a Claim, Adjusting a Claim, Making an Enquiry, Writing a Cover Letter when Applying for a Job.

There are some examples of these letters.

Reading tasks

1. Read the text to find out the types of English business letter.

Letters of Thanks

If you have received the hospitality of a friend, for a weekend or longer, courtesy requires you write a note of thanks within two or three days after your return home. The fact that you soon and enthusiastically thanked your hostess before leaving does not count. You must express your appreciation in writing. This is a so-called «duty» note which is expected of you (which you must write). It has become known as a «bread-and-butter» letter because it thanks hostess for the hospitality she has provided.

Here is an example:

Dear Mrs. Novak,

I'd like you to know how much the week-end at your lovely house in Southampton has meant to me. I not only enjoyed myself immensely, but I feel relaxed and refreshed as I have not it in months. Many thanks to you and Mr. Novak for asking me.

Sincerely,
Ivan Brovko

Letters of Congratulation

Letters of congratulation should be cheerful messages. They may be brief and formal, or they may be chatty and informal —depending on the circumstances. It may be congratulation on winning an honour or distinction, etc.

Dear Mr. Walley,

My warm congratulations to you on your election as President of the State Medical Association. It is a fine tribute from your colleagues, and a reward you richly deserve for your many years of splendid service to the profession and to the people of the state.

My very best wishes to you.
Sincerely yours,
Ivan Brovko.

Letters of Condolence

A letter of condolence should be written promptly as soon as you hear the news and before shock of it has worn off. Put down simply and truthfully what you think and feel at that moment. Remember that the three most essential qualities of a good condolence letter are tact, sincerity and brevity.

Dear Miss Smith,

Please accept my very deepest sympathy on the death of your father. I can well appreciate what a great loss this must be to you.

Sincerely yours,
Irena Levina.

Letters of Introduction

Note that a letter of introduction is offered, not requested. Make it a point never to write a letter of introduction unless you know both persons intimately and well.

Write the letter briefly and to the point. The letter should give the name of the person being introduced, the reason or purpose for the introduction, and any other information that is relevant or important. A letter of introduction may either be handed to the person for whom it is written, to be presented personally, or it may be sent through the mail. If it is to be delivered personally, the envelope should be left unsealed. However a second and private letter may be written and sent by mail, giving more information about the person who is on the way with a letter of introduction.

For example: to be presented in person.

Dear Mr. Cool,

The bearer of this letter, Mr. Kirill Levin, is a friend of mine who is visiting your city on business.
Anything you can do to help him will be a kindness much appreciated by him and, I need hardly to say, by me.

Yours sincerely,
Nikolay Zotov

Official letter

Dear Mr. Bright,

A mutual friend, Mr. George Splint, has advised me to get in touch with you.
I am working on a thesis on English history of the seventeenth century. As you are an expert on this period I would be most grateful if we could meet.
I should be very glad if you would have dinner with me at the Kensington Garden Hotel at 7 p.m. on Wednesday, June 27th.

Yours faithfully,
Peter Resin.

Informal letter

A. If the letter is addressed to an individual.

Dear Ivan,

In the next day or so you will receive a telephone call from George Bondarenko of Kiev. He is a very good friend of mine and as he is planning to be in Edinburgh for a month or more, I gave him a letter of introduction to you.
I know how busy you are, Ivan, and I do not want you to regard this as an obligation. But I feel certain you will enjoy meeting George Bondarenko and I am sure that once you meet him, you will want to keep on seeing him! For George's good company anywhere — at tennis or just talking.
I hope you and Ellen are well and I look forward to seeing you on your next visit to London.

Sincerely yours,
Richard Dawson

B. If the letter is addressed to a firm**.**
For example: participating in a conference.

IELC Secretariat
250 Park Avenue
New York, 23, N.Y
USA
June 5,20

Professor P. Pavlov,
I. Franko University of Lviv,
1 Universytetska Vyl.,
Lviv, Ukraine 290001

Dear Professor Pavlov,
We acknowledge receipt of your paper which you submitted to IELC in New York. Your paper number: 1055. Please refer in all forthcoming correspondence to the above paper number. Thank you for submitting a paper to XXP'01. Your paper will undergo regular review by the appropriate scientific Committee. We look forward to seeing you at the International Environmental Law Conference in New York and fully appreciate the contribution of the Ukrainian law scientists for the success of this conference.

Sincerely yours,
Prof. B. Andrews

PRACTICE

1. A. Match these words with their definitions.
B. Match the following words with their Ukrainian and English equivalents.

1) enclosure	a) person's name signed by himself
2) per.pro	b) an indication of what the letter refers to
3) signature	c) a title to which one has no valid claim
4) salutation	d) for and on behalf of
5) date	e) smth enclosed with a letter
6) reference number	f) an expression of greeting, good will, or courtesy
7) courtesy title	g) an inscription or statement indicating when a thing was written or made

а) за допомогою когось
б) вихідний номер
в) дата, число, датувати
г) титул, звання
ґ) підпис
д) додаток
е) привітання

2. A. Some of common abbreviations:

p.m — post meridiem (lat.) — after noon — ополудні
fig. — figure, figurative — ілюстрація, переносний
assoc. — associate, association — помічник, асоціація
etc. — et cetera (lat.) — and the rest ; and all the others — і так далі
e.g. — exempli gratia (lat.) — for example ; for instance — наприклад
incl. — including — включно
encl. — enclosure — додаток
max. — maximum — максимум
no. — number — номер, число
i.e. — id est (lat) — in other words — тобто
approx. — approximately — приблизно
p.p./per pro. — per procurationem (lat.) — від імені когось, замість
RSVP — repondez s'il vous plait (fr.) — просимо відповісти
misc. — miscellaneous — різноманітний, різний
p.a — per annum (lat.) — щороку, щорік
Ltd. — limited — компанія з обмеженой відповідальністю
c.v. — curriculum vitae (lat.) — brief personal history — resume — автобіографія
Aug. — August — серпень
f.o.b. — free on board — франко-борт

B. Fill in the correct abbreviations (see example):

1. After 12 o'clock midday. *p.m.*
2. Figure _____
3. Association. _____
4. Found at the end of a list and means «and others»._____
5. Put this before an example. _____
6. This means «included». _____
7. Written at the bottom of a letter to show that some other papers are in the same envelope. _____
8. The opposite of min. _____

9. Number. _____
10. That is . _____
11. Used when a measurement or time is not exact. It means «about»._____
12. The eighth month of the year._____
13. Written at the end of an invitation this means you have to send an answer to say you will or will not attend._____
14. Miscellaneous. _____

3. Translate the following to check yourselves. Consult the text if necessary:

a. into Ukrainian:	**b. into English**
Ms Helen Leen	пану Полу Філдінгу
Administrative Manager	Голові економічного відділу
Monitors Pic	189, Ештрі Стріт
302 Noms Road	м. Лидз LQ 1 HIЗ
Reading Berks	Велика Британія
Great Britain	

4. Look through the letter below, what do you think is wrong with it? Correct the mistakes.

Browntown Productions LTD
27 Brownlee road, Catford, Lids SE6 4 PH, U.K.

John Adams
Sakes Manager

International Computer Services

136 Bolt Road
Newbury Berks

our ref: BD/ Your ref: DH/as date: Catford, 29, Fabruary, 2001

Dear mr. John Hicks
I cannot express my gratitude for your previous letter.
Actually, it was the only one I got since my holidays I wonderfully spent in the Cyprus. Our office was moving, so now we are in a good place of the city.
Anyway, what do you really think of my proposition? Please keep in touch.
Hope to hear from you soon.
Bye.
Business Manager

5. Put the parts of this opening of a business letter into the correct order to form sentences:

1. assure we shall We that prompt take you to remedy the situation. action
2. you could If me London in the next few before telephone days, to arrange with I would Dr. S. Ivanenko he be delighted leaves on October 31st a lunch.
3. writing of reference 23 rd February am to we our telephone conversation to confirm arranged. , the With meeting I

6. The letter has been revised by Mr. Thomas so many times that it has become mixed up, and his own word processor has failed to reorganize it. Arrange the letter so that everything is in the right place and translate it into Ukrainian keeping in mind particularities of layout, address writing, etc. The first point in the letter is:

WIDGERTY LTD

(1) Simon Thomas

(3) Pine Estate, Westhornet, Bedfordshire, UB 18 22 BC
Telephone/Fax 9017 45345 E-mail
http://www.connect.com

(6) Yours sincerely,

(7) James Bowers,
Sales Manager, Electronscan Ltd, Orchard Road Estate
Oxbridge UB 84 10 SF

(2) WIDGERTRY LTD

(10) July 2003

4) I look forward to hearing from you.

(5) Your ref: MS/22
Our ref: ST/88

(8) Production Manager

(11) Dear Mr Bowers

(9) Thank you for your letter.
I am afraid that we have a problem with your order since the manufacturers cannot supply it until September. Would you prefer us to supply a substitute for you or would you rather wait?

7. Consider that business lexicon in translation may present difficulties since the word combinability is different in different languages.

A.

1. Match the words from the verb list A1 with the words from the noun list A2 and from the verb list B1.

2. Notice that some of the verbs can collocate with several nouns and vice versa.

List 1	**List 2**
to place	a complaint
to submit	an order
to grant	an account
to settle	a meeting
to lodge	a debt
to launch	prices
to remit	an invoice
to meet	an agreement
to open	an offer
to second	a discount
to chair	a cheque
to quote	a delivery date
to debit	a proposal
to negotiate	a product

B.

1. Match the words from the verb list 1 with the words from the noun list B2.

2. Notice that some of the verbs can collocate with several nouns and vice versa.

List 1	**List 2**
розташувати	умови постачання
подавати	рахунок
відкрити	пропозицію
почати виробництво	зустріч
підтримати	знижку
призначати	чек
надавати	продукт
вести	замовлення

обговорювати	ціни
оплатити	борг
виконати	договір
сплатити по	скаргу
виставити	рахунок-фактуру

C. Find English equivalents in A of all phrases you have made up. Make up as many English word combinations as you can.

8. Fill in the missing words in the letters below. Choose from the following (see example):

appreciate	ask	concerning	delighted	enclose
faithfully	grateful	hearing	please	receiving
Regarding	regret	sincerely	sorry	writing

I.

Dear Ms Chan,

Thank you for your letter of 24 April, (1) *concerning* the exhibition in Anytown in August.

We are (2).....to hear that your company will be taking part and that you will address the opening conference.

(3).....the conference, we should (4).....it if you could send us details of all the delegates so that we can prepare security passes. We would also (5).....you to let us have details of the equipment you need for your presentation.

We look forward to (6).....your reply.

Yours (7).....

II.

Dear Sir/Madam

Your company has been recommended to us by a business associate and I am (8).....to enquire about your translation services.

My company has recently entered the export market and we need advertising material translated into Chinese, Russian, and Turkish.

We would be (9).....if you could send us your prices and terms of payment.

We look forward to (10).....from you.

Yours (11).....

III.

Dear Mr Kadenza

I was very (12).....to hear about your problems with the new super vacuum.

I have investigated the complaint and I (13).....to tell you that the problem is the result of faulty operation. I(14).... .....a copy of the inspector's report with this letter.

If you require us to repair the machine, (15).....contact me at the number above.

Yours sincerely,

9. Write out the letter using the proper business letter format. Put the date and the addresses correctly. Put in the capital letters and punctuation.

«Brownlee & co ltd 5 high street blackheath london se 3 b tel 05 769 098 fax 678 4356 telex 876028(new paragraph) mr j k smith personnel manager hughes & son ltd 435 rowans road london w1a (new paragraph) dear mr smth thank you for your letter of 23 october and your current catalogue and price-list (new paragraph) we are very interested in your products we would appreciate a sample of each of the items listed above (new paragraph) we are looking forward to hearing from you yours sincerely etc....»

Pre-reading tasks

1. Do you have any experience in using email? If yes, who taught you?

2. What rules do you follow in writing email?

Reading tasks

1. Read the text to check your knowledge in writing email.

1.2. How to Write a Better Business Email

Email is the most efficient communications tool that you will ever use in your business. If used properly, it can instantly enhance your business by increasing profits and reducing expenses. Through daily use of email any business can communicate with existing customers, vendors, employees, and friends, as well as find and cultivate new customers. Email is also a great way to get thousands of people to your website.

Here are a few points:

Write your emails as you would a letter. Always use a capital letter to start a sentence and always use proper punctuation, grammar, spelling, and spacing.

Guidelines for writing e-mail:

Keep sentences brief, crisp and simple.

Make good use of headings and numbered points.

Keep social banter (good-humored teasing) to a brief opening sentence.

Use boxes, colours, italics and bold highlighting to draw attention to key points and create a visual impact.

Always edit documents to make sure spelling is consistent and sentences are grammatically correct.

Form ideas clearly into a planned structure before starting to write and check that only relevant parties are sent copies to.

Be very polite and businesslike.

Write your email from the standpoint of the reader. The more information you give that will help the reader, the more likely they will want to visit your website.

Use short paragraphs and add a blank line between paragraphs. Avoid long run on sentences and avoid putting your entire email in a single paragraph.

Space out your email like you would a letter.

Find creative ways to ask the respondent to reply to your email. Offer to send them out a regular email newsletter.

Be sure to include your full webpage address in your email. Give it to them as follows, so it is a clickable URL that will take them directly to your website, like this: http://www.jvlnet.com.

It is OK to send a single unsolicited email to a potential customer, but state in your email that you will not send any follow-up emails to anyone who does not respond with a request for more information.

Keep your initial email brief.

Have two or more places on your website that the potential reader can click on to send you mail. One can be a standard line such as «Click here to send me mail.» You might also create an email link to your name at the end of your site. The more possible ways of getting people to contact you the better.

Sign your email, just like you would a letter, with a proper salutation and your name.

Edit your copy carefully to avoid false or misleading claims. Read the e-mail over completely before sending it. Does it get your message across properly? **Can** you make it more exciting to read? Did you include your complete webpage URL? Did you use proper grammar and spelling? Are you sure the e-mail is still worth sending?

Once you do hit the send button, the e-mail will check itself for spelling. Be sure you have spell check turned on.

After the email is sent it will be copied to your sent file. You could then move specific sent emails into other folders for more efficient storage and sorting.

Email has great potential for personal and business use. Used correctly it can generate much good will. Used poorly it can hurt people and waste their time.

PRACTICE

1. There is a short example of email illustrating the features above. Translate in writing. Analyse its structure.

Hello Ted,

I'm sure you recall the August 1st meeting where we discussed the proposed venture capital funding of XYZ Inc. I've finished the paperwork for the next round and would like to ask you to look it over.
That is, if you are not too busy!
If it is okay with you, could we get together today at 3 p.m.?
Just let me know whether this time is convenient.

Regards,
Margaret

Module 11 Unit 2

2.1. Summary and Review
2.2. Annotation Writing
Vocabulary in use

2.1. Summary

Pre-reading tasks

1. **Give the definition of the terms "summary" and "review" in English in your own words.**

2. **Try to explain their purpose in English.**

Reading tasks

1. **Read the text about summary and review to understand the difference between their types.**

Types of Summaries

A summary should be accurate and while 100% objectivity isn't possible, the summary writer should strive to stay as close as possible to this position. Most importantly, the summary writer should fairly represent the author's ideas. Writers of summaries should save their own ideas and interpretations for the response (відгук), rather than including these things in the summary.

The purpose for the summary can alter (змінюватися) how it is written. Also, the reader's needs and interests must be considered when writing a summary. A key skill to develop for use in written summary is the ability to paraphrase (to express the author's ideas using the summarizer's own words).

There are three types of summary:

- Main Point Summary

- Key Points Summary
- Outline Summary

Outline Summary

This type of summary mimics the structure of the text being summarized. It includes the main points and argument in the same order they appear in the original text. This is an especially effective technique to use when the accompanying response will be analytic, such as an evaluation (оцінювання) of the logic or evidence used in a text.

Main Point Summary

A main point summary reads much like an article abstract, giving the most important «facts» of the text. It should identify the title, author, and main point or argument. When relevant, it can also include the text's source (book, essay, periodical, journal, etc.). As in all types of summary, a main point summary uses author tags (фраза, клише), such as «In the article, the author states...,» or «The author argues/explains/says/asks/suggests...» These tags will make it clear which ideas are those of the author and the text being summarized, not the summarizer. This type of summary might also use a quote (цитування) from the text, but the quote should be representative of the text's main idea or point. A main point summary is often used when writing academic papers as a way to introduce the reader to a source and to place the main point of that source into the context of an argument or discussion of an issue.

Key Point Summary

This type of summary will have all the same features as a main point summary, but also include the reasons and evidence (key points) the author uses to support the text's main idea. This type of summary would also use direct quotes of key words, phrases, or sentences from the text. This summary is used when it is necessary for the summary writer to fully explain an author's idea to the reader. The key point summary involves a full accounting and complete representation of the author's entire set of ideas. One reason to use this sort of summary would be if the writer intended to respond to the author's argument using an agree/disagree response model. In such a case, there may be some of the author's ideas that the writer agrees with, but others with which the writer disagrees.

Review

The very word «review,» both as noun and verb, tells us what we should be doing. As the Latin root indicates, to review means to see again.

The first step in a review is to describe the work and its topic.

The second task is to describe the work itself.

Review articles, including meta-analyses, are critical evaluations of material that has already been published. By organizing, integrating and evaluating previously published material, the author of a review article considers the progress of current research toward clarifying a problem. In a sense, a review article is tutorial in that the author

- defines and clarifies the problem;
- summarizes previous investigations in order to inform the reader of the state of current research;
- identifies relations, contradictions(суперечності), gaps (розбіжності), and inconsistencies(непослідовність) in the literature;
- suggests the next step or steps in solving the problem.

VOCABULARY IN USE

Read and analyse words, word combinations, clichés usually used in the writings.

The text (I'm reproducing) is taken from...	Текст (який я відтворюю) узято з...
The text is headlined...	Текст має назву...
The text (story,article) is concerned with...(deals with...)...	У тексті (оповіданні, статті) йдется про..., (пов'язана з...)
The subject of the text is...	Темою тексту є...
At the beginning (of the text) the author...	На початку (тексту) автор...
describes	описує
depicts	змальовує
dwells on	детально зупиняється на...
touches upon	торкається ...
explains	пояснює
introduces	знайомить з

mentions	згадує
recalls	нагадує
characterizes	характеризує
analyses	аналізує
comments on	коментує
enumerates	дає перелік
points out	вказує на
emphasizes	наголошує
stresses	наголошує
underlines	підкреслює
generalizes about	узагальнює
criticizes	критикує
makes a few critical remarks on	робить кілька критичних зауважень
reveals	викриває
exposes	розкриває
accuses	звинувачує
praises	позитивно оцінює
gives a summary of	коротко описує
gives his account of	дає короткий опис

The article begins with a (the) description of...	Стаття починається з опису
The author begins with a (the) description of...	Автор починає з опису

The article opens with...	Статья розпочинається з ...
by mentioning	згадки
the analysis of	аналізу
a (the) summary of	підсумку
a comment on	коментаря
a review of	огляду
an account of	звіту
the characterization of	характеристики
(his) recollections of	його думки про, його спогадів про
some (a few) critical remarks about...(of, concerning)	кількох критичних зауважень про...
the accusation of	звинувачення
the exposure of	викриття
the (his) praises of	(його) позитивної оцінки

the generalization of	узагальнення
Then (after that, further on, next)	Потім (після цього, далі)
The author	Автор
passes on to...	переходить до...
goes on to say that...	хоче сказати, що
gives a detailed (thorough) analysis (description) of...	дає детальний(ретельний) аналіз (опис)...
In conclusion the author...	На завершення автор...
The author concludes with...	Автор закінчує...
The article ends with...	Стаття закінчується...
At the end of the article the author draws the conclusion that...	У кінці статті (на закінчення статті) автор доходить висновку...
(we make the conclusion that...)	(ми доходимо висновку що...)
To finish with the author describes...	У кінці статті автор описує...
At the end of the article the author sums it all up (by saying...)	У кінці статті автор підсумовує усе вищевикладене (говорячи...)
In the conclusion the author...	У кінці статті автор...
To sum it all up we should say...	У підсумку нам слід сказати...

2.2. Annotation

Pre-reading tasks

1. Have you ever read any annotation? What is its purpose? What does it look like in structure?

Reading tasks

1. Read the text to be sure you know the meaning of annotation writing.

An annotation is a brief summary of a book, article, or other publication. The purpose of an annotation is to describe the work in such a way that the reader can decide whether or not to read the work itself. There are, to be sure, other elements in various types of annotations, but if the six points noted below are covered, the annotator can at least be certain the basics have been covered. By definition annotations are short notes, normally no more than 150 words.

Here are some guidelines for writing annotation:

Step 1: Say something about the author, i.e. what their qualifications are for writing on the subject.

Step 2: Explain the scope and main purpose of the text. This is usually done in one to three short sentences. (This is not a summary of the plot and not an abstract; you cannot hope to summarize the total content of the work).

Step 3: Note the relationship to other works in the field, if any. Or you may want to compare one work in your bibliography with the others that you include and how they are different from each other.

Step 4: Include the major bias or standpoint of the author in relation to the work.

Step 5: Indicate the audience and the level of reading difficulty if it is important. This is not always present in an annotation but is important if the work is targeted to a specific audience.

Step 6: At this point the annotation can end with a summary comment.

You are suggested a plan of annotation:

1. What is the text concerned with?
2. What does the author dwell on?
3. What does the author describe further on?
4. What kind of summary does the author give after that?
5. What does the author point out?
6. What does the author conclude the text with?

You are suggested a scheme of annotation:

The text (the page) I have read deals with (concerns) Criminal law (the branch of the science it is devoted to).

This text (this page) is an abstract from the scientific article (the monograph) under the title of «...».

The book (the monograph) was published in 2001 in Kyiv.

In the first paragraph of the page (of the text) it goes about (мова йдеться про)...

In the second paragraph the author characterises (analyses, explains) the legal issues of...

In the third paragraph he singles out (виділяє) the main peculiarities (characteristics, features) of...

In the fourth paragraph it is stressed (underlined) that...

In the fifth paragraph he cites a primary source (article/section of)...

In the next paragraph the author comes to the conclusion (reaches the conclusion) that...

Summing all it up he points out that...

In my opinion / to my mind this text (book, monograph etc.) is of great (certain) value; up-to-date/outdated a bit; of great importance to/for scientists in the field of Criminal law (to/for criminal jurists).

PRACTICE

1. Using all above-mentioned information read the text, make a plan of annotation and annotate the text.

Labor Law

In general, the state has extensive authority over labor relation matters, including the labor market, unemployment, social insurance, labor safety, standard employment conditions and resolution of labor disputes. The state provides additional employment guarantees to women with children under the age of 6, single mothers with children who are disabled or under the age of 14, senior citizens of preretirement age and persons released from prison.

The Labor Code, which covers nearly all aspects of employee relations in Ukraine, governs employment agreements and contracts; working hours and time off; compensation and social benefits; discipline; employment of women and minors; resolution of employment d-isputes; liabilities of employees and employers.

The Labor Code provides that an employment contract is a special form of employment agreement that may be used only where permitted by law. While an employment contract may be entered into for a definite term or until a specific job is completed, an employment agreement, being the major legal basis of employment relationships, is usually concluded for an indefinite term.

Under the Labor Code, employment may be terminated by: agreement of the parties; expiration of the employment agreement; entry of the employee into military or alternative non-military service; the employee, the employer, or the trade union, if applicable.

An employee has the right to terminate his or her permanent employment agreement without reason upon two weeks notice.

The minimum wage is the lowest compensation allowed by law for simple, unskilled work. The minimum wage does not include any additional compensation payable to an employee. Overtime and holiday work must be compensated at a double rate.

Under the Constitution and the Labor Code, all Ukrainian citizens have equal employment and labor rights regardless of race, color, political, religious or other beliefs, gender, national or social background, financial status, or language. The Labor Code and other laws also provide protection and special employment and labor rights for working women, minors, students, senior citizens and disabled individuals.

Helen Sitenko (The Ukrainian Journal of Business Law № 1 January 2003)

Module 11 Unit 3

Text: Administrative Law
Vocabulary in use

Pre-reading tasks

1. Tell in a few words what you know about administrative law.

2. Match the following English words and Ukrainian equivalents:

1	public administration	a	адміністративний утиск
2	regulatory statute	b	адміністративні дії
3	public official	c	повноваження віддавати административні накази
4	statutory policy	d	право видавати ліцензії
5	rulemaking power	e	законодавча політика
6	legal safeguard	f	повноваження проводити розслідування
7	licensing power	g	нормотворчі повноваження
8	directing power	h	регулюючий закон
9	managerial operations	i	правовий захист, гарантія
10	administrative oppression	j	державний службовець
11	investigatory power	k	державне управління

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

ADMINISTRATIVE LAW

Administrative law is a branch of law regulating the powers, procedures, and acts of public administration. It applies to the organization, powers, duties, and functions of public officials and public agencies of all kinds. Its development has been concurrent with

the modern growth in the functions of government and in bureaucracy and with the parallel expanding need for legal safeguards over the agencies and officials of government.

Of the powers delegated to administrative authorities by modern regulatory statutes, four types may be mentioned: (1) the rulemaking power, or the power to issue general rules and regulations having the force of law for the purpose of filling up the details of statutory policy; (2) the licensing power, or the power to grant or refuse, to renew, and to revoke licenses or permits that may be required by statute for the pursuit of such professions as law and medicine and the conduct of certain forms of business; (3) the investigatory power, or the power to require witnesses to testify and produce books, papers, and records for the purpose of acquiring the information needed for effective regulation; and (4) the directing power, or the power to issue, usually after notice and an opportunity to be heard, administrative orders by which a private party is required, in conformity with the governing statute, to do or refrain from doing specified things.

Whatever the public-service and control functions of the administrative system may be, however, their performance depends upon the conduct of everyday auxiliary operations: the management of personnel, financing, planning, and so on. Accordingly, the law must also establish rules to authorize and govern these auxiliary and managerial operations and the relations that the administrative system is to bear, with respect to these operations, to other parts of the government.

In the broadest sense, the problem of administrative law is an aspect of the central problem of political theory: the reconciliation of authority and liberty. More specifically, the purposes of legal control of public administration are: (1) to establish administrative authorities and enable them to carry out public policies designed to protect the public interest and (2) to safeguard private interests against administrative arbitrariness or excess of power.

It is important to remember, however, that in the larger view each of these interests includes the other as a factor. The public interest includes the welfare of all members of the community, those who are regulated no less than those for whose protection regulation is undertaken. Accordingly, the public interest itself suffers if those who are regulated become victims of administrative oppression. Yet it is equally true that the private interest of those who are regulated includes in the long run the public interest. They

may profit in the short run if the law renders ineffective those administrative efforts designed to prevent their exploitation of the public; but by the same token it may render ineffective their protection against forms of exploitation indulged in by others. The aim of administrative law is thus to attain a synthesis of public and private interests in terms of the social and economic circumstances and ideals of the age.

Administrative law has a valuable contribution to make as an instrument for controlling the bureaucracy. In social democratic regimes, political control and judicial control of administration are regarded as complementary but distinct. Political control is concerned with questions of policy and the responsibility of the executive for administration and expenditure. Judicial control is concerned with inquiring into particular cases of complaint. Administrative law does not include the control of policy by ministers or the head of state.

One of the principal objects of administrative law is to ensure efficient, economical, and just administration. A system of administrative law that impedes or frustrates administration would clearly be bad, and so, too, would be a system that results in injustice to the individual. But to judge whether administrative law helps or hinders effective administration or works in such a way as to deny justice to the individual involves an examination of the ends that public administration is supposed to serve, as well as the means that it employs.

In this connection only the broadest generalities can be attempted. It can be asserted that all states, irrespective of their economic and political system or of their stage of development, are seeking to achieve a high rate of economic growth and a higher average income per person. They are all pursuing the goals of modernization, urbanization, and industrialization. They are all trying to provide the major social services, especially education and public health, at as high a standard as possible. The level of popular expectation is much higher than in former ages. The government is expected not only to maintain order but also to achieve progress. There is a widespread belief that wise and well-directed government action can abolish poverty, prevent severe unemployment, raise the standard of living of the nation, and bring about rapid social development. People in all countries are far more aware than their forefathers were of the impact of government on their daily lives and of its potential for good and evil.

The growth in the functions of the state is to be found in the more-developed and in the less-developed countries; in both old and new states;

in democratic, authoritarian, and totalitarian regimes. The movement is far from having reached its zenith. With each addition to the functions of the state, additional powers have been acquired by the administrative organs concerned, which may be central ministries, local, provincial, or regional governments, or special agencies created for a particular purpose.

UNDERSTANDING MAIN POINTS

2. Mark these statements T (true) or F (false) according to the text.

1. One of the problems of administrative law is an aspect of the central problem of political theory: the inconsistency of authority and liberty.
2. The licensing power, or the power to grant or refuse, to renew, and to revoke licenses or permits may be required by statute for the pursuit of such professions as law and medicine and the conduct of certain forms of business.
3. Constitutional Law is a branch of law regulating the powers, procedures, and acts of public administration.
4. The purpose of administrative law is to attain a synthesis of public and private interests in terms of the social and economic circumstances.
5. An element of administrative law that impedes or frustrates administration would clearly be good, and so, too, would be a system that results in injustice to the individual.

3. Find words and expressions in the text which mean:

1. An official document authorizing a specified activity that would be unlawful without such document. _____
2. Absence of justice; unjust act. _____
3. The body of rules and procedures that organizes government and provides mechanisms for redress of grievances as a result of decisions or actions of government. _____
4. The policy prescribed, authorized or recognized by a statute. _____
5. Government by privileged stratum of higher officials intertwined with the ruling classes. _____

BUILD UP YOUR VOCABULARY

4. Pick out from the text all the word combinations with the following words and give their Ukrainian equivalents.

- public (*adj*)
- power (*n*)
- operation (*n*)
- license (*n*)
- abolish (*v*)
- prevent (*v*)
- revoke (*v*)
- govern (*v*)
- authority (*n*)
- control (*n*)

5. WORD FAMILIES. Give the word family of the word *administration* **(such as adjective, verb, noun etc.) Translate them into Ukrainian.**

6. Find in the text all the word combinations with the word and family of the word *power*. **Give their Ukrainian equivalents. Make up your own sentences with them.**

7. Make the following sentences complete by translating the words and phrases in brackets:

1. May be mentioned four types of the powers delegated to administrative authorities by modern regulatory statutes: (нормотворчі повноваження), (право видавати ліцензії), (повноваження проводити розслідування), (повноваження віддавати адміністративні накази).
2. The law must also establish rules to authorize and govern (додаткові та адміністративні дії).
3. The performance of the public-service and control functions of the administrative system depends upon the conduct of everyday auxiliary operations: (управління персоналом), (фінансування), (планування), and so on.
4. The public interest itself suffers if those who are regulated become victims of (адміністративний утиск).
5. Administrative Law is a branch of law regulating the powers, procedures, and acts of (державне управління).

8. Use the word in capitals at the end of the line to form a word that fits in the space in the same line. See an example.

Administrative Law is a branch of law regulating the powers, (1) *procedures*, and acts of public	PROCEED
(2)_____ .The powers delegated to	ADMINISTRATE
administrative (3)_____ by modern	AUTHORIZE
regulatory statutes is the rulemaking power, or the power to issue general rules and	
(4)_____ having the force of law for the	REGULATE
purpose of filling up the details of (5)_____	STATUTE
policy. The law must establish rules to authorize and govern these auxiliary	
and (6)_____ operations and the relations that	MANAGER
the administrative system is to bear, with respect to these operations, to other parts	
of the (7)_____ In the broadest sense,	GOVERN
the problem of administrative law is an aspect	
of the central problem of (8)_____ theory:	POLITIC
the (9)_____ of authority and liberty.	RECONCILE
Administrative law has a valuable (10)_____	CONTRIBUTE
to make as an instrument for controlling	
the (11)_____ One of the principal objects of	BUREAU
administrative law is to (12)_____ efficient,	SURE
(13)_____, and just administration.	ECONOMY

Post-reading tasks

1. Using the scheme (plan) of annotation (see Module 11. Unit 2) annotate the text «Administrative Law».

Module 11 Unit 4

Text: Constitutional Law
Vocabulary in use

Pre-reading tasks

1. **How do you understand the term *constitution* and its role in a political community?**
2. **Match the following English words and expressions with their Ukrainian equivalents:**

1	inalienable right	a	позитивне, чинне право
2	supranational institutions	b	духовне, божественне право
3	a church congregation	c	невід'ємне право
4	retroactive law	d	наділяти
5	prerequisite	e	передумова
6	to label	f	відносити до категорії,іменувати
7	patterns of governance	g	наднаціональни інститути
8	to ensure respective powers	h	моделі управління
9	to endow	i	конгрегація, релігійна група
10	positive law	j	наділяти відповідними повн оваженнями
11	divine law	k	закон, що має зворотню силу

Reading tasks

1. **Read the text to understand what information is of primary importance or new for you.**

CONSTITUTIONAL LAW

Constitutional law is the body of rules, doctrines, and practices that govern the operation of political communities. In modern times by far the most important political community has been the national state. Modern constitutional law is the offspring of nationalism as well as of

the idea that the state must protect certain fundamental rights of the individual. As national states have multiplied in number, so have constitutions and with them the body of constitutional law. But constitutional law originates today sometimes from non-national sources too, while the protection of individual rights has become the concern also of supranational institutions.

In the broadest sense a constitution is a body of rules governing the affairs of an organized group. A parliament, a church congregation, a social club, or a trade union may operate under the terms of a formal written document labelled constitution. This does not mean that all of the rules of the organization are in the constitution, for usually there are many other rules such as bylaws and customs. Invariably, by definition, the rules spelled out in the constitution are considered to be basic, in the sense that, until they are modified according to an appropriate procedure, all other rules must conform with them. Thus the presiding officer of a club is obliged to rule that a proposal is out of order if it is contrary to a provision of its constitution. Implicit in the concept of a constitution is that of a higher law that takes precedence.

Every political community, and thus every national state, has a constitution, at least in the sense that it operates its important institutions according to some fundamental body of rules. In this sense of the term the only conceivable alternative to a constitution is a condition of anarchy. Constitutions may be written or unwritten; they may be complex or simple; they may provide for vastly different patterns of governance. Even if the only rule that matters is the whim of an absolute dictator, that may be said to be the constitution.

The constitution of a political community is therefore composed, in the first place, of the principles determining the agencies to which the task of governing the community is entrusted and their respective powers. In absolute monarchies, such as the Oriental kingdoms and the Roman Empire in antiquity and the French monarchy between the 16th and 18th centuries, all sovereign powers were concentrated in one person, the king or emperor, who exercised them directly or through subordinate agencies that had to act according to his instructions. In ancient republics, such as Athens and Rome, the constitution provided, as do the constitutions of most modern states, for a distribution of powers among distinct agencies. But whether it concentrates or distributes these powers, a constitution always contains at least the rules

that define the structures and operations of the government that runs the community.

The constitution of a political community may contain more, however, than the definition of the authorities endowed with powers to command. It may also include principles that delimit those powers in order to secure against them fundamental rights of persons or groups. The idea that political sovereignty is not unlimited stems from an old tradition in Western philosophy. Well before the advent of Christianity, Greek philosophers thought that positive law — i.e., the law actually enforced in a community in order to be just must reflect the principles of a superior, ideal law: natural law. Similar conceptions were propagated in Rome by Cicero and by the Stoics. Later the Church Fathers and the Scholastics held that positive law was binding only if it did not conflict with the precepts of divine law. These considerations did not remain abstract speculations of philosophers and theologians; to a measure, they found reception in fundamental rules of positive legal systems. In Europe, for example, the authority of political rulers throughout the Middle Ages did not extend to religious matters, which were strictly reserved to the jurisdiction of the church. The powers of political rulers, moreover, were limited by the rights of at least some classes of subjects. Quarrels and fights over the extent of such rights were not infrequent; and they were sometimes settled through solemn, legal «pacts» among the contenders, the prominent example being Magna Carta (1215). In the modern age, even the powers of an absolute monarch such as the king of France were not truly absolute: acting alone, he could not alter the fundamental laws of the kingdom or disestablish the Roman Catholic Church.

Against this background of already existing legal limitations on the powers of governments, a decisive turn in the history of Western constitutional law occurred when a theory of natural law based on the «inalienable rights» of the individual was developed. John Locke (1632-1704) was the first outstanding champion of the theory. He was followed by others, and in the 18th century the doctrine of the rights of the individual became the banner of the Enlightenment. The theory assumed that there are certain rights belonging to every single human being (religious freedom, freedom of speech, freedom to acquire and possess property, freedom not to be punished on the basis of retroactive laws and of unfair criminal procedures, and so on), which governments

cannot «take away» because they were not «created» by governments. The theory further assumed that governments must be organized in such a way as to afford an effective protection of the rights of the individual. For that purpose it was thought that, as a minimal prerequisite, governmental functions must be divided into legislative, executive, and judicial; that executive action must comply with the rules laid down by the legislature; and that remedies, administered by an independent judiciary, must be available against illegal executive action.

The theory of the rights of the individual was a potent factor in reshaping the constitutions of Western states in the 17th, 18th, and 19th centuries. The first step was made by England at the time of the Glorious Revolution (1688). All of these principles concerning the distinction of governmental functions and their appropriate relations were incorporated in constitutional law. England also soon changed some of its laws so as to give more adequate legal force to the newly discovered individual freedoms. It was in the United States, however, that the theory scored its most complete success. Once the English colonies became independent states (1776), they faced the problem of giving themselves a fresh political organization. They seized the opportunity to spell out in special legal documents, which could be amended only through a special procedure, all the main principles providing for the distribution of governmental functions among distinct state agencies as required by the theory, as well as the main principles concerning the rights of the individual the theory wanted to be respected by all state powers. The federal Constitution (1788) and its Bill of Rights (Amendments 1-X, 1791) did the same, shortly thereafter, at the national level. By giving through this device a formal, higher status to rules defining the essential organization of government, as well as the essential limitations of its legislative and executive powers, U.S. constitutionalism put in full evidence the character that belongs, in essence, to all constitutional law: the fact of its being «basic» with respect to all other laws of the legal system. This also made it possible to set up institutional controls over the conformity even of legislation with the group of rules considered, within the system, to be of supreme importance.

The American idea of stating in an orderly, comprehensive document the essentials of the rules that must guide the operations of government became popular very quickly. Since the end of the 18th century scores of states, in Europe and elsewhere, have followed the United States' example.

Today, almost all states have constitutional documents describing the fundamental organs of the state, the ways they should operate, and, usually, the rights they must respect and even sometimes the goals they ought to pursue. Notwithstanding great differences among themselves, the constitutional charters of contemporary states are all similar at least in one respect: they are meant to express the core of the constitutional law governing their respective countries.

UNDERSTANDING MAIN POINTS

2. Mark these statements T (true) or F (false) according to the text.

1. Not every national state but every political community has a constitution, at least in the sense that it operates its important institutions according to some fundamental body of rules.
2. The constitution of a political community is composed of the principles determining the agencies to which the task of governing the community is entrusted and their respective powers.
3. Once the American colonies became independent states, they faced the problem of giving themselves a fresh political organization.
4. Since the end of the 19th century scores of states, in Europe and elsewhere, have followed the United States' example.
5. Positive law from the Greek philosophers' point of view is the law actually enforced in a community in order to be just must reflect the principles of a superior, ideal law: natural law.

3. Answer the questions on the text above:

1. By what means can constitutional law as the body govern the operation of political communities?
2. What is a constitution in the broadest sense?
3. What kind of organizations may operate under the terms of a formal written document labelled constitution?
4. What types of constitutions may be?
5. What is the composition of the constitution of a political community?
6. Can you describe the conceptions which were propagated in Rome and by whom?

7. Can you explain the rules of positive legal systems in the Middle Ages?
8. What doctrine was the banner of the Enlightenment? What did it assume?
9. What is the role of the USA in the forming of constitutional law?

4. Make the following sentences complete by translating the words and phrases in brackets.

1. The constitution of a (політична спільнота) may also include principles that (визначати межи) powers to command in order to secure fundamental rights of persons or groups.
2. If a proposal is out of order the presiding officer of a club is obliged to rule if it is (суперечити) a provision of its constitution.
3. The only (можлива) alternative to a constitution is a condition of anarchy.
4. The constitution of a political community is (складатися) of the principles determining the agencies to which the task of governing the community is (наділяти) and their (відповідні повноваження).
5. (Вирішальний момент) in the history of Western constitutional law occurred when a theory of natural law based on the («невід'ємне право») of the individual was developed.

5. Find the meaning in which the word «constitution» is used in the text:

1. System of government; laws and principles according to which a state is governed.
2. General physical structure and condition of a person's body.
3. General structure of a thing; act or manner of constituting.

BUILD UP YOUR VOCABULARY

6. Pick out from the text all the word combinations with the following words and give their Ukrainian equivalents.

- community (*n*)
- right (*n*)
- precedent (*n*)
- sovereign (*adj*)
- power (*n*)
- freedom (*n*)
- function (*n*)
- rule (*v*)
- govern (*n*),(*adj*),(*v*)
- law (*n*)

7. WORD FAMILIES. Give the word family of the word *constitution* **(such as adjective, verb, noun etc.). Translate them into Ukrainian.**

8. Find in the text all the word combinations with the word and family of the word «constitution». Give their Ukrainian equivalents. Make up your own sentences with them.

9. Complete the sentences with the given words:

unwritten	**trade union**	**essentials**	**govern**	**individual**	**affairs**

1. Constitutional law is the body of rules, doctrines, and practices that _____ the operation of political communities.
2. In the broadest sense a constitution is a body of rules governing the _____of an organized group.
3. A parliament, a church congregation, a social club, or a_____ _____may operate under the terms of a formal written document labelled constitution.
4. Constitutions may be written or _____; they may be complex or simple; they may provide for vastly different patterns of governance.
5. The theory of the rights of the_____ was a potent factor in reshaping the constitutions of Western states in the 17th, 18th, and 19th centuries.
6. The American idea of stating in an orderly, comprehensive document the_____ of the rules that must guide the operations of government became popular very quickly.

Post-reading tasks

1. Match these documents with the descriptions below:

Magna Carta	Bill of Rights

1. _____a document, frequently but not essentially, of high standing in constitutional law, which sets out protections for the citizens, usually from the state itself.

2. _____one of the foundations of the notion of the rule of law, signed by King John at Runymede,15 June 1215.

2. Explain the meaning of the following in English:

- The Oriental kingdom;
- the advent of Christianity;
- the Scholastics;
- the Enlightenment;
- the Glorious Revolution.

Module 12 Unit 1

Curriculum Vitae
Vocabulary in use

Pre-reading tasks

1. **Have you ever worked? What documents did you have to supply?**
2. **What is resume?**

Reading tasks

1. **Read the first part of the text to understand the purpose of Curriculum Vitae writing.**

CURRICULUM VITAE

Curriculum vitae = C V = resume (USA) = brief personal history.

When a company needs to recruit new people, it can give an announcement in the «Need help» section of a newspaper.

People who are looking for a job can send a letter of application or covering letter (USA cover letter) and in some cases a curriculum vitae or c.v. (in the USA — resume) containing details of their education and experience. A company may ask candidates to fill up a standard application form (see below). The company's Human Resources department selects the most suitable applications and prepares a short list of candidates or applicants, who are invited to attend an interview.

CVs are required for all except the most junior jobs, and are used as a basis for assessment and comparison of applicants for a job.

CVs provide information about an applicant, set out in a way that is easy to read. They should include: name; address and telephone number; date and place of birth; nationality; married or single (give the ages of any children); dates and places of education; examinations passed, especially if internationally recognized; knowledge of English and of other languages; previous employment and work experience; outside interests, hobbies, etc. CVs can vary slightly in the layout, but all give the same basic information. How to write a resume? What Is a Resume?

A resume is a one or two page summary of your skills, accomplishments, experiences, and education designed to capture a

prospective educator's or employer's interest. The purpose of a resume is to introduce yourself to a university, a job or any place where you apply. It is the primary tool of your education or job search and may take several drafts to prepare effectively.

Before you can write an effective resume, you must first be able to identify your skills and abilities as well as your special needs relating to the work environment, salary, geographic location, and people environment. This will help you to develop a career objective.

As you write your resume, keep in mind the following: 1. Use concise language; 2. Minimize or omit everything that is irrelevant; 3. Place the most important information at the beginning of your resume; 4. There must be no grammatical errors; 5. Let an experienced person read it; 6. Print your resume on good paper.

A curriculum vitae/resume must accompany each application for volunteer service. Listed below are the specific items needed:

PERSONAL DETAILS

- Name in full
- Current address
- Phone number
- Fax number
- Email
- Date and Place of birth (optional at time of application but is required for visa and insurance purposes)

EDUCATION

- Secondary School and dates attended
- University/Institute and dates attended
- Educational degrees / certificates date/month received
- Also include any positions held

WORK EXPERIENCE

- List, dates, locations and positions

SPECIAL INTERESTS / HOBBIES / SKILLS

- Competitions and any achievements
- Community involvement
- Sport, arts, music, etc.

AIMS IN LIFE

REFERENCES

Texan Publishers Inc. *an equal opportunities employer*
APPLICATION FOR EMPLOYMENT

All qualified applicants will receive equal opportunity for employment without regard to race, creed, color, national origin, sex or age.

NAME _____
LAST **FIRST** **MIDDLE**

RESIDENCE _____
STREET ADDRESS

_____
CITY STATE ZIP CODE

TELEPHONE _____

SOCIAL SECURITY NUMBER _____

DO NOT WRITE HERE — OFFICE USE ONLY
DATE OF INTERVIEW _____ POSITION _____
SALARY $ _____INTERVIEWED BY_____
HIRE _____ DEPT. _____
SPECIAL NOTES _____

TO BE COMPLETED IF & WHEN EMPLOYED
DATE OF BIRTH _____ MARITAL STATUS _____
MAIDEN NAME IF APPLICABLE _____

EMPLOYMENT DATA:
REFERRED BY _____ SALARY DESIRED _____
APPLICATION FOR POSITION OF _____
FULL TIME PART TIME SUMMER TEMPORARY OTHER

ARE YOU WILLING TO WORK OVERTIME AS REQUIRED? YES NO

PERSONAL DATA:

If you are not a U.S. citizen, what is your Alien Registration or Visa Classification Form Number?

Have you ever been convicted of any violation of law other than minor traffic violation? If yes, indicate disposition.

MEDICAL HISTORY:

Do you have any medical problem that would prevent you from performing the job you applied for? Yes No

If yes, please explain

EDUCATION:

NAME AND ADDRESS	MAJOR	DID YOU GRADUATE?	DATE OF ATFENDANCE
High School			
College or University			
Graduate School			
Other			

PREVIOUS EMPLOYMENT:

Are you now employed? ____

If so, may we inquire of your present employer? Present or last employment ____

Company/address _____

Telephone _____

Position/title _____ Immediate Supervisor

From: Month ___ Year _____ Starting Salary $ _____ per

To: Month ___ Year _____ Final Salary $ _____ per

Reason for leaving _____

Describe major duties

AS AN APPLICANT YOU AGREE TO AND UNDERSTAND THE FOLLOWING:

1) I understand Texan Publishers Inc. follows an employment-at-will policy, in that I or Texan Publishers may terminate my employment at any time, or for any reason consistent with applicable state or federal law. I understand that this application is not a contract of employment. I understand that to be employed I must be lawfully authorized to work in the United States, and I must show Texan Publishers documents that will prove this.

2) 1 understand that Texan Publishers will thoroughly investigate my work and personal history and verify all data given on this application, on related papers, and in interviews. I authorize all individuals, schools and firms named herein, except my current employer if so noted, to provide any information requested about me, and I release them from all liability for damage in providing this information.

3) I certify that all statements herein are true and understand that any falsification or willful omission shall be sufficient cause for dismissal or refusal of employment.

Signature of Applicant

Date _____

2. **Read the second part of the text to be ready to select the best CV format in your situation.**

Selecting your CV format

To get yourself noticed it is important to use a CV format which will best represent you in the jobs market. There is any number of ways of laying out (планувати) a CV, but these can in fact be reduced to 5 basic examples: Chronological CV (traditional approach (підхід) superseded (заміняти) by the Performance CV), Functional CV, Performance CV (an updated form of the Chronological CV), Targeted CV and Alternative CV. The three major formats of resume used by students are Chronological, Functional, and Combined. Each format has particular advantages that you must consider as you prepare it. Choose a format that best emphasizes your skills and experiences, and relates to your job objective. Each of these formats has its advantages and disadvantages (see below).

In general the Performance CV works best for most people, assuming that you are staying in the same field. If this format is unsuitable for you then you could try either the Functional or Targeted CV formats and see which reads/looks better for you. Even if you create a Performance CV for yourself, there are times when a Functional/Targeted CV may help you secure an interview when a Performance CV would fail.

Performance or Chronological CV

In a Performance or Chronological format your employment history is shown in reverse chronological order, with your most recent job first. Job titles and company names are strongly emphasized and duties and achievements are described under each job title. You should use a Performance CV when you are seeking a job which is directly in line with your past experiences or your last employer was a household name. The only difference between a Chronological CV and a Performance CV is that the Performance CV highlights a list of your major achievements near the start of your CV.

Advantages:

1. If you are planning to stay in the same field/work area.
2. If you want to show-off your promotions.
3. If the name of your last employer is highly prestigious.
4. Most people prefer this format to the other formats listed here because it is easy to see who you have worked for and what you did in each particular job.

Disadvantages:

1. If you are planning to change career direction.
2. If you have frequently changed employer.
3. If your work history has been patchy in recent years, either through unemployment, redundancy, self-employment, ill health, etc.
4. If you do not have many achievements (you could just leave out the achievements section as in a traditional Chronological CV) or your achievements are not in line with what you want to do now — either leave out the achievements section or consider using a Functional or Targeted CV

Functional CV

The Functional format highlights major areas of accomplishment and strength. Actual titles and work history are in a subordinate position and sometimes left off entirely. This style gives you flexibility in emphasis and eliminates repetition of job assignments. This type of CV highlights the main functions/achievements of your whole career and it can therefore be very useful if you have had a varied career or you are seeking a change of career direction. In this format, job titles and company names are given less dominance or even omitted (не включати) in some cases.

Advantages:

1. If you want to emphasize abilities and achievements that have not been used in your most recent job(s).
2. If you are changing career direction.
3. If you have had a large number of jobs and you would prefer to describe the experience you have gained in total.
4. If you want to include voluntary/unpaid experience.
5. If your work history has been patchy in recent years, either through unemployment, redundancy, self-employment, ill health, etc.

Disadvantages:

1. If you want to highlight promotions/career growth — you could include this sort of information on the second page of your CV, but it would not be as prominent as on a Performance CV.
2. If your most recent employer is highly prestigious, because their name will not be prominently displayed on the first page. You can get round this by putting their name in both the profile and cover letter.
3. If your job has only a limited number of functions.
4. Unusual CV format — may not be liked by everyone.

Targeted CV

This type of CV emphasizes your abilities and achievements which are directly relevant to a specific job target. It is best used when you are planning a change of career direction.

Advantages:

1. If you want to emphasize abilities and achievements that have not been used in your most recent job(s).
2. If you are changing career direction.
3. If you have had a large number of jobs and you would prefer to describe the experience you have gained in total.
4. If you want to include voluntary/unpaid experience.
5. If your work history has been patchy in recent years, either through unemployment, redundancy, self-employment, ill health, etc.
6. If you have several completely different job targets and you need a CV for each.

Disadvantages:

1. If you want to highlight promotions/career growth — you could include this sort of information on the second page of your CV, but it would not be as prominent as on a Performance CV.
2. If your most recent employer is highly prestigious, because their name will not be prominently displayed on the first page. You can get round this by putting their name in both the profile and cover letter.
3. Unusual CV format — may not be liked by everyone.

Alternative CV

This sort of CV is suitable for creative careers in, for example, writing, public relations and fashion designers. It is not suitable for senior managers/executives who would be better advised to use the Performance CV.

Advantages:

1. If the job requires exceptional talent in either the written or visual mediums.
2. If you will be applying directly to the person you will be working for.

Disadvantages:

1. Not to be used if you are seeking a management position.
2. If you are planning to apply through normal channels such as advertised vacancies/the Personnel Department.
3. This CV format may fail utterly if your ideas are not well received by the recipient of your CV.

Combined CV

In the Combined format, you capitalize on the best of both the Chronological and the Functional formats by emphasizing your skills first, followed by an employment history. A Combined format is especially useful if your employment history is not directly related to the job target, yet denotes responsibility and potential.

PRACTICE

1. Using the following example and keeping in mind at whom your resume is directed choose the format of your own resume and explain your choice. See an example of chronological one.

Chronological resume:
SVETLANA PETRENKO
P. O. Box 9434
Lviv, Ukraine 290005
Telephone: (+380 322) 69 98 33
Fax: (+380 322) 75 44 16
E-mail: svetlana@mydomain.lviv.ua
PERSONAL INFORMATION
Date of Birth: August 7, 1977
Place of Birth: Lviv, Ukraine
Citizenship: Ukrain
Language spoken: Ukrainian, English, Russian, Polish
EDUCATION
1994 High School 53, Lviv Ukraine, received high school diploma
1994 Gilmer High School, Gilmer Texas, received high school diploma, with honors
1995 -present Law Faculty, Lviv State University, Ukraine
1995 Pre-law department, Lviv State University, Ukraine
1996 Alpbach Summer Program on European Integration, Austria
1997 Harvard Ukrainian Summer Institute (FTUSI), History and Political Studies, USA
1998 course on Conflict Resolution at St. Paul's University, Ottawa, Canada
WORK EXPERIENCE
1998 Intern in the House of Commons, Ottawa Canada, office of Dennis Mills
1995 English Teacher, 11th grade , School 99, Lviv, Ukraine
1994-1996 Research Assistant to Julie-Anne Franko, graduate student Yale University
AWARDS AND SCHOLARSHIPS
1998 Full Scholarship to Canada-Ukraine Parliamentary Program
1997 Full Scholarship to Harvard Ukrainian Research Institute Summer Program
1996 Full Scholarship to Alpbach Summer Program on European Intergration

1994 Globe Scholar Award, Gilmer USA
1994 Second place, University Interscholastic League District Award for Speech Making
1993 Rotary Scholarship: one year exchange program to the USA
1992 Lviv Regional English Language Olympiad, II prize

COMMUNITY AND VOLUNTEER ACTIVITIES
1998 President of Rotaract Club of Lviv.
Head of the project in Livchytsi Boarding School for Mentally Impaired Children, English-Ukrainian Simultaneous Translator, TAIZE meetings, Stuttgart Germany, Vienna Austria
HUSI Alumni Association
Youth Group, Trinity Church, (Greek-Catholic)
SKILLS AND INTERESTS
Driving (license 1995)
Computer, IBM, Macintosh (Microsoft Word, Word Perfect, E-mail, Internet)
Judo

Note!

1. Your CV is the information on which your potential employer bases his or her decision on whether to bother interviewing you or not.
2. Your CV should be suitable for each job application — the information should be relevant to the job that you are applying for.
3. Don't be afraid to oversell yourself. Obviously don't blatantly (очевидно) lie on your CV, but you can exaggerate your existing skills (especially if you know for sure that you can do what you are saying you can).
4. Your CV must stand out (відрізняться) from the rest — it's an advert for the skills and services you have to offer.

What should you leave out of your CV?

1. Photos — the only people who need to include these are models, actors, actresses and possibly air cabin crew. Any sort of failure — exams, marriages, businesses, etc.
2. Reasons for leaving each job.
3. Salary information — this can only be used to reject your application. If an advertisement specifically requests this information you can always include the information in your cover letter.
4. Fancy patterns/borders — these detract from your presentation.
5. Title pages, binders(палітурка) and folders(брошура) are usually unnecessary and can be off-putting (though if you are doing a

special presentation, enclosing your CV in a binder may look more impressive).

6. Do not include a list of publications if you are a scientist, unless they are asked for.
7. Leave out age (put in date of birth instead), weight, height, health, or any other personal information that is irrelevant to your application.
8. Do not use poor quality photocopies of your CV — they make it look as though you are sending off your CV to lots of companies and that you may not be bothered who you work for.

2. Using the previous information choose your format, explain your choice and try to compose your own CV.

Module 12 Unit 2

Cover Letter
Vocabulary in use

Pre-reading tasks

1. **Give the exact translation of the term "cover letter" in Ukrainian?**
2. **What does it mean from your point of view? Is it important?**

Reading tasks

1. **Read the text to understand the purpose of cover letter and the main points of writing it.**

COVER LETTER

Whenever you send out a resume, it must be accompanied with a cover letter. The purpose of the letter is to personalize your resume for an employer, and enable you to elaborate more fully on your qualifications.

Why a powerful cover letter is essential?

The average employer is likely to be swamped with applications. Often employers receive more than 100 applications for every single position. Put yourself in the place of the employer who has the task of sifting through stacks of letters hoping to find something that will cause him/her to reach for the telephone. You want your letter to stand out.

BASIC RULES FOR EFFECTIVE COVER LETTERS

1. Address each letter to the recipient by name in both the inside address and the salutation. If no name is given, call to find a contact person.
2. Start your letter off with a strong sentence... one that almost begs the reader to read on.
3. Do not point out what the employer can do for you or what you hope to gain from this job. Instead, show how you can address the needs of this particular employer. Indicate what you have accomplished that you can offer this employer.
4. Use the body of the letter to highlight brief facts about yourself and your accomplishments that will arouse the reader's curiosity and will interest her/him in reading your resume.

5. Skills are not the only factors that determine success. It is also a result of personal characteristics and the ability to interact with others. Therefore, in your letter complement the skills that you highlight by describing personal qualities which will enable you to perform well.
6. In conclusion, ask directly for a meeting and indicate that you will call within a week to ten days to arrange a time at their convenience. By mentioning when you will call in the letter, you are showing serious interest and initiative and almost forcing yourself to follow up!
7. Do not use a letter that looks like it could have been sent to anyone. Make each letter unique to each employer.
8. Keep your letter short (one page).
9. Quantify your experiences and achievements.
10. Sign the cover letter and place it on top of the resume when sending it to an employer.

All cover letters are different but most have three parts: introduction, body and closing. The introduction and closing should each be one paragraph while the body could be one or two paragraphs.

Formatted as a business letter (see example below).

Jane Jobseeker
100 Bluegrass Road
Landville, TN 37966

Ms. Terri Bigboss
Senior Staff Recruiter
Acme Widgets, Inc.
Building 4, Suite 223
Anytown, New Jersey 05867

September 28, 2000

Dear Ms. Roberts:

Paragraph One

State reason for letter, name the position or type of work you are applying for, and identify the source from which you learned of the opening (i.e.: career development center, newspaper, employment service, web advertisement, personal contact).

Paragraph Two and maybe Three

Tell why you are interested in the position, the company, its products and services. Above all, stress what you can do for the employer. If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. If you have practical work experience, point out specific achievements or unique qualifications, even though these

will also appear in your resume. In the cover letter, your discussion of these things will allow the reader not only to get a quick, efficient view of your major selling points; it will also allow the reader to sense your tone and personality. Don't, however, go on at too great a length here. After pointing out your highlights the things about you that most qualify you for the job, internship, scholarship, prize money, etc. refer the reader to your enclosed resume or application, which summarizes your qualifications, training, and experiences.

This paragraph, or perhaps these two paragraphs, are very important. Here is where you'll use your powers of rhetoric most profoundly. This is the place where you must bring your experience, education, and personality to life and convince the reader that you are the hand that will fit into the glove of the job (or whatever) that you're applying for.

Paragraph Three or Four

Request a personal interview and indicate your flexibility as to the time and place. Repeat your phone number in the letter and offer assistance to help in a speedy response. For example, state that you will be in the city where the company is located on a certain date and would like to set up an interview. Or, state that you will call on a certain date to set up an interview. End the letter by thanking the employer for taking the time to consider your application.

Sincerely yours,

Jane Jobseeker

Helpful Hints

Pay attention to details. Make sure the letter contains no errors in spelling, grammar or punctuation. Spell the recipient's name, and the name of the company, correctly.

Don't use gimmicks (дивина) such as off-sized or colored paper. Use good-quality, white bond paper.

Research the company. Relate what you have to say about yourself to the needs of the company.

Use appropriate language by repeating terms the employer used in the advertisement.

Don't exaggerate, brag (хвалитися), lie, or beg.

PRACTICE

1. **Using the above-mentioned information try to compose your own cover letter.**

2. Look at the following advertisements for employment. Make up your biography in Ukrainian, then a CV or resume in English to apply for the job indicated, taking into consideration your individual working experience (internship in youth camps, part-time jobs, etc.)

Kyivsky Vidomosty, April 2000
Wanted lawyer full-time for small joint venture. Good salary. 5-day week, hours 9-5 usually benefits. Reply
with typed c.v.: LH Murrey, 23/34 Lvivska
Ploshcha, Kyiv-09, Ukraine

Courier Today, 6 August 2000
Education Centre
looks for
Interpreters Translators

University degree
Experience as interpreter in a foreign company

Please reply with resume to:
English House
Mrs Mariah Johnes
35 Kucherenko, Kyiv, Ukraine

3. Requesting and giving personal references

A. Consider the letters requesting a written reference, pay attention to the wording.

Рекламне агентство
17, вул. Григорівська, Київ-4, Україна

Менеджеру по кадрах

пані Бровко І.А.
СВІТОЧ
256, вул., Клочківська, Харків,
Україна

Вхідні:
Вихідні: Х456-78
20 листопада 2000 р.

Шановна пані Бровко!

Пані Іванова подала заяву про прийняття на посаду юриста нашого агентства та назвала Ваше им’я як її рекомендувача.

Ми були б вдячні, якби Ви висловили свою думку, щодо її відповідності цій посаді.

Ми особливо зацікавлені мати у розпорядженні фахівця зі здатністю до самостійної роботи.

Зрозуміло, що будь-яка інформація, яку Ви надасте, залишиться конфіденційною.

Щиро вдячні,
Начальник відділу персоналу А.Стеценко

SVITOCH
256, Vulytsia Klochkivska, Kharkiv, Ukraine

Your ref: X456-78
Our ref: P-44-00
12 November 2000

Advertisement Agency
17,Vulytsia Grygorovska
Kyiv-4
Ukraine

To whom it may concern

Reference for Olga Ivanova

As Miss Ivanova's previous employer I am happy to recommend her to you.

Olga Ivanova has worked as a lawyer in our agency since April 1999 and has gained considerable experience of work in the field of law. We have a high regard for her abilities and motivation.

As an employee she has always been diligent, industrious, persistent, and attentive. Working in our agency Miss Ivanova demonstrated proficiency in law, which has been a great help to us.

Her character and personality are commendable.

We are most unhappy that Miss Ivanova is unable to continue her work in our agency because of the change in our working schedule. However, we believe that her next employer will require an efficient and productive professional.

Regards,

I. Brovko
Personnel Manager

B. Complete the chart with the focus phrases of letters requesting and giving personal references.

English	*Ukrainian*
	Звернення до
Miss Ivanova has given your name as a reference Requesting opinion about the referee	
	Гарантія конфеденційності
Agreement to issue a reference	
	Як попередній наймач пані Іванової, я із задоволенням рекомендую її Вам.
Positive recommendation	

4. Make up a request for reference in English from the company you have applied to (see the previous task) and a reference in Ukrainian for yourself from the educational establishment you attend now or your present or previous employer.

5. Imagine yourself as an employer and fill the blanks in the employment letter.

EMPLOYMENT LETTER

Date: ___

To: ___ (Employee)

Dear ___:

We are pleased to confirm your being employed by our firm in the capacity of ___. You will report directly to ___, commencing with your start of employment on ___, 200___.

Your salary shall be $___ per ___. You will also be covered by the standard group benefit plans and fringe benefits explained to you. For the first year vacation time shall be pro-rated, so you will be entitled to ___ days vacation for this year.

If you agree, please sign the enclosed copy and return for our files.

We look forward to your joining the company.

Very truly,

Module 12 Unit 3

Scientific Conference
Vocabulary in Use

Pre-reading tasks

1. **Have you or your close people ever gone to any scientifie conference?**
2. **What problems do you generally cope with during the preparations?**

Reading tasks

1. **Read the first part of the text about the general points of scientific conference.**

General aspects of scientific conference

***Here are some session formats commonly used at scientific conferences*:**

- Guest speaker (a formal lecture, often using audiovisuals, followed by a question-and-answer period)
- Panel (short talks by three or four presenters, including session leader, followed by discussion among the participants)
- Workshop (an intensive, interactive educational program)
- Roundtable (a guided discussion of specific issues of common concern)
- Showcase (a collection of exhibits, programs, or activities on a common theme)
- Interest Group Meeting (a peer discussion group)
- Speakers' Corner (a 15- to 20-minute noncommercial talk on a topic related to science centers).

PRACTICE

1. **This is an annual science conference schedule. Complete all blanks with your own variants of reports and speakers (any sphere of law which you prefer).**

TIME	PANEL A: Room 360	PANEL B: Room 300	PANEL C: Room 365	PANEL D: Room 325	PANEL E: Room 335	PANEL F: Room 330
8:15 - 8:30 a.m.	**REGISTRATION** 3rd Floor Lobby					
8:45 - 10:15	Prisoner's Rights I.Petrov					
10:15 - 10:30	**Break**					
10:30 - 12:00						
12:00- 1:00 p.m.	**LUNCH:** Cafeteria					
1:00 - 3:00						
3:15 p.m.	**AWARDS PRESENTATION:** Room 300					

Possible questions which can appear during your preparations for the conference:

There are 12 questions and possible answers which can appear during your preparations for the conference as a participant.

1. Where is the Conference?
2. What time is the Conference?
3. Do I have to be there all day?
4. How are presenters grouped?
5. How should I dress?
6. How long do I have to present?
7. What kind of audiovisuals, props, etc. can I use for my presentation?
8. What AV equipment is available and how do I obtain special equipment?
9. Can friends, relatives, spouses, etc. come to the Conference?
10. What about lunch?
11. Do I get a copy of the Proceedings?
12. What do I do with the biographical sketch?

Where is the Conference?

The conference will be at the university campus, in the classrooms on the 3rd floor. Specifically, rooms 325, 335, 330, 360, 365, and 300.

What time is the Conference?

Registration starts at 8:15, and the first session is at 8:45. The Conference will close with an awards presentation (Best Presentation and Most Original Paper) at 3:30 pm.

Do I have to be there all day?

Participants (i.e., speakers) are expected to attend for the entire day.

Any guests are welcome to come just to your session, or to as many sessions as they wish.

How are presenters grouped?

The presentations are organized by topic into sessions of 3 to 5 speakers each.

The Law Science Faculty is the Session Leaders, and will introduce you when it's your turn to speak.

How should I dress?

For men: sport coat or suit and tie. For women: suit, or good work dress.

How long do I have to present?

Each person gets 20 minutes to present their speech. Your Session Leader will be timing you, and will stop you when your time is up. Generally that means you should plan to present for 15 minutes, and allow 5 minutes for questions and answers.

What kind of audiovisuals, props, etc. can I use for my presentation?

Some people use overhead transparencies, but you also have such options as video clips, a laptop with video/computer projector.

What AV equipment is available and how do I obtain special equipment?

Every room has an overhead projector and a VCR with monitor. If you need something else (such as a digital/computer video projector), you'll need to reserve it with the authorities. Reservations will be on the basis: "first come", "first served".

Can friends, relatives, spouses, etc. come to the Conference?

The Conference is free and open to the public. Feel free to invite friends, colleagues, family, etc., whether for moral support, professional interest, or to help celebrate one of the major achievements in your graduate study.

What about lunch?

Lunch is from 12:00 to 1:00 in the cafeteria (and the courtyard, if the weather cooperates). It is free for conference participants. Guests pay by themselves.

Do I get a copy of the Proceedings?

Every conference participant gets a free copy of the proceedings. Others may purchase a copy for some sum.

What do I do with the biographical sketch ?

Please fill out the biographical sketch and bring it with you on day of the conference. Your Session Chair will use it to introduce you.

2. Ask your friend 12 possible questions about the conference he (she) is going to.

VOCABULARY IN USE

1. Study the following list of phrases to be sure that you know them all.

Conference Terminology

A Manual for Conference Members and Interpreters

I. Різні категорії засідань	**Different categories of sessions**
Асамблея, збори (зібрання)	Assembly
Загальні Збори	General Assembly
Робоча група	Working party / group
Група для обговорення (колоквіум)	Discussion group; colloquium (pl.colloquia)
Група для вивчення	Study group
Засідання	Sitting (UK& Canada) Meeting (UK & Canada) Session (USA)
Відкрите засідання	Public meeting / session
Закрите засідання	Private / closed meeting
Конструктивне засідання	Briefing meeting
Неофіційне засідання	Unofficial meeting
Офіційне засідання	Official meeting
Перше засідання (відкриття)	Opening sitting / session
Засідання за закритими дверима, таємне засідання	Meeting in camera session (USA)

Збіг засідань	Overlapping with other meetings
Засідати, збиратися	To meet; to sit; to be in session; to hold a meeting
Засідати регулярно	To meet at regular intervals
З'їзд	Convention (USA); Congress (UK)
Ревізійна комісія	Auditing committee / commission
Парламентська комісія	Parliamentary committee
Редакційна комісія	Drafting committee
Комісія для розслідування	Committee / commission of inquiry
Спеціальний комітет	Ad hoc committee
Тимчасовий комітет	Interim committee
Юридичний комітет	Committee on legal (juridical) issues
Комітет з питань прийомів	Hospitality committee; Reception committee
Конференція	Conference
Дипломатична конференція, (конференція уповноважених)	Diplomatic / Negotiating Conference
Конференція круглого столу	Round-table meeting / conference
Масовий мітинг	Mass meeting; rally
Нарада спеціалістів	Panel meeting
II. Підготовка засідань	**Session preparation**
Бути призначеним призначеним	To be appointed (designated)
Відмовитися від участі	To refuse (to decline) to take part in a meeting
Зареєструватися на конференцію	To register at/to the conference
Погодитися взяти участь тільки як спостерігач	To agree / to accept to attend only as an observer
Не мати можливості брати участь (бути присутнім)...	To be unable to take part in (to attend) the...
Підтвердити отримання запрошення взяти участь	To acknowledge the receipt of a letter of convocation
Розсилати повідомлення про скликання, запрошення взяти участь	
Остаточний термін для подання. . .	The latest date (dead-line) for the submission of...
Офіційні мови конференції, наради, переговорів	Official languages of the Conference;
Робочі мови	Working languages; Working languages
Урочисте відкриття	Formal opening sitting; grand opening meeting
За рахунок конференції	At the expense of the conference
Найняти персонал на період проведення конференції	To recruit a staff for the duration of the conference
Усі витрати сплачено	All expenses paid

III. Порядок денний	**Agenda**
Включити в порядок денний	To include in the agenda
Значитися, бути на порядку денному	To appear on the agenda
Інші питання	(Any) other business/issues
Узгоджений порядок денний	Approved agenda
Пункт порядку денного	Item on the agenda
Розклад	Time-table; schedule
Щоденний розклад засідань	Daily programme of meetings (sittings)
IV. Доповіді	**Reports**
Доповідь про досягнуті результати, про перебіг роботи	Progress report
Доповідь про управління, діяльність	Report on the management, activity
Загальна, щомісячна, квартальна, піврічна, річна доповідь, звіт	General, monthly, quarterly, six-monthly, annual report
Занести, включити у доповідь	To state / to mention / to include in a report
Інформаційна доповідь	Information report
V. Протоколи, бюлетені, повідомлення, звіти	**Minutes, journals, releases, records**
Офіційні звіти конференції	Official records of the conference
Вести протокол	To keep / to draw up / to take the minutes
Занести у протокол	To place on record/ in the minutes; to enter in the minutes
Короткий звіт	Summary record
Офіційний бюлетень конференції	Official journal of the conference
Офіційні звіти	Official records
Повідомлення для преси	Press release
Повний стенографічний звіт	Verbatim record
Список промовців	List of speakers
Складати список	To draw up / to fix / to establish a list
Попросити присутніх зареєструватися	To circulate an attendance list
Голосування, обговорення	**Voting, discussion**
Відмовлятися від головування	To give up / to renounce the office of chairman
Звернутися до голови	To appeal to the chairman
Передати головування заступнику	To hand over the chairmanship to the vice- chairman
Погодитися з рішенням голови	To accept the chairman's decision/ruling
Попросити доповідача бути лаконічним	To invite (the) speaker to be brief (laconic)
Попросити доповідача не відхилятися від теми, від предмета обговорення	To request the speaker to keep to the point under discussion

Відкрити дебати щодо процедури	To open (a) debate(s) on the procedure
Відхилити/ відкласти питання	To set aside an issue
Вилучити/зняти питання	To exclude, to discard an issue
Зняти з порядку денного	To delete / to remove from the agenda
Узяти участь у дебатах (обговоренні)	To intervene in debates
Говорити з місця	To speak from one's place
Говорити у мікрофон	To speak into the microphone
Залишити за собою право відповісти пізніше	To reserve one's right to answer later
Записатися до списку доповідачів	To put one's name on the list of speakers
Надаю слово	I call upon / I give the floor /
Обмежити час виступу	To restrict / to limit the time of speech
Оскільки я маю слово; оскільки мені надано слово	Since I am speaking;
Позбавляю слова	I direct the speaker to discontinue his speech
Прошу слова	I ask to speak; I ask for the floor (USA)
Зійти з трибуни	To come down from the rostrum
Я відмовляюся від виступу	I waive my right to speak (to deliver a report)
Дотримуватися правил процедури	To conform to the rules; to comply with the requirements of the rules
Закликати до порядку	To call to order
Констатувати порушення правил процедури	To note an infringement / a violation of rules
Оголосити себе компетентним (некомпетентним)	To declare oneself to be competent (incompetent)
Посилатися на прецедент	To invoke a precedent
Посилатися на текст	To refer to the text

Дебати	**Debates**
Вважати пропозицію недійсною	To consider a proposal as null and void
Вважати, що стаття вже є недійсною (застарілою)	To consider an article as obsolete/ stale
Відійти від питання; відхилитися від теми	To depart from the question; not to keep to the point
Відмовитися розглянути	To refuse to entertain
Виголосити доповідь	To make / to deliver a report
Висловити свою згоду з попереднім оратором	To express agreement with the previous speaker
Виступаючи як ..., я	I speak in my capacity of...

Для/з метою уточнення	On the point of clarification
Запитати про юридичний висновок	To request a legal opinion
За пропозицією...	On the proposal of...
Узяти заяву до відома	To acknowledge a statement
Зробити зауваження; зауважити	To make a remark; to remark
Комітету подана доповідь	The committee has a report before it
Перервати доповідача (оратора)	To interrupt a speaker
Висловити принципове заперечення; заперечувати в принципі	To raise an objection of principle; to object in principle
Погодитися з думкою...	To accept / to endorse the opinion of...
Подати на розгляд поправку у письмовій формі	To present/to submit an amendment in writing
Поправляти/переробляти статтю, доповідь	To amend / to alter an article, a report
Посилатися на статтю	To invoke an article
Поставити запитання у письмовій формі	To put a written question
Правове питання	A legal issue / matter
Узяти до уваги	To take into consideration / into account
Закінчити обговорення	To close the debates / the discussion

3. Read the second part of the text to understand general items of any conference.

Submitting Papers for Conferences

Knowledge gained but not shared with others represents a waste of scarce resources. Teaching, publishing, and conference participation represent the three key ways of disseminating new knowledge so that it may be read, debated, and applied by others.

«Knowledge» in political science is produced by dialogues among scholars who share common interests — although not necessarily common perspectives and values. Portions of these dialogues are usually summarized in the introductions or «literature reviews» of books and articles.

The point of articles and conference papers is to add something to such an ongoing dialogue. Conference papers are often a precursor to publishing an article on a particular topic.

Conferences and your career

Conferences are useful for seeing other scholars, of seeing work in progress elsewhere, and of making yourself visible to others. Writing a paper can also be a good way of forcing yourself to stick to a deadline

or reach some milestone in terms of developing results or some other section. Having conference papers on your CV also suggests that you are aware of the norms of the discipline and have some professional experience. BUT: beware of presenting too many conference papers. Conference paper preparation takes time away from other projects (working on a dissertation chapter), and conference papers are most beneficial when they turn into publications. Students with many conference papers and no publications stand out in a negative way during job searches. The danger is that a potential employer will see this list and reach the conclusion that you are someone who cannot complete (i.e. publish) the work you've started. You should have no more than 3-5 conference papers for each publication on your CV.

General suggestions regarding conference papers

1. Submit a paper when you think you have something to add to an ongoing debate. Your contribution could be purely theoretical or conceptual, but you will usually have supporting evidence as well. Keep in mind that there must be some threshold for validity. Ask: how likely is it that a typical political scientist will find my conclusions plausible? Keeping in mind that scholars disagree, you must be fairly confident that a large number of the audience will find the methods and arguments persuasive.

2. Never write a professional paper without some clear idea about the audience. Who would be interested in reading the paper? Everyone in your major field?

3. Once you have an audience in mind, try to write for a group slightly <u>less</u> specialized than the audience. It is usually possible and important to show non-specialists why the paper topic is interesting. Try not to exclude non-specialists by impenetrable jargon. Try to suggest why your research question, method, or approach might be useful to political scientists generally. This is a good way to set up your introduction.

4. Do not overstate your case. Do not claim your findings will cure cancer and contribute to world peace if your contribution is incremental. Do not claim that the conclusions are «clear» if the evidence is weak and multiple interpretations are possible. (Tip: Avoid the use of «clearly» «obviously» etc. If it is really obvious, there is no need to say so; if a conclusion is not obvious, saying so only invites extra scrutiny).

Proposing a paper for a conference

1. A «Call for Papers» is usually issued 6-9 months before a conference. These calls are usually mailed to organization members and printed in

PS. Often, calls are also mailed to department heads to be posted on bulletin boards; some are distributed through e-mail mailing lists such as PSRT-L.

2. Usually, the conference organizer designates 10-30 individuals to organize conference panels on particular topics. Sometimes it is difficult to tell which session is most appropriate. Imagine that you wanted to present a paper on the comparative trade policies of France and Germany at the 1996 APS A meetings. The call for papers lists different organizers for «Comparative Politics» «Comparative Politics of Advanced Industrial Societies» «Politics and Society in Western Europe» «Political Economy» and «Foreign Policy Analysis.» Depending on the focus of your paper, more than one of these areas might be appropriate. In this case, you must select one or two areas. APS A rules permit you to submit the same paper proposal to one or two organizers, as long as you inform both of the multiple submission. Some conferences only allow you to submit the proposal to one section. Read the call for papers carefully to determine procedures and rules.

3. In political science, the norm is to submit a paper proposal which is an abstract of about 1 page. If the research is nearly complete, the abstract should introduce the research question, discuss specific hypotheses, data and methods (if appropriate), and summarize the major conclusions. If the work is not complete yet, describe the types of conclusions which are possible and explain the methods in sufficient detail that the organizer can get a good idea of how you propose to answer your research question.

4. Sometimes you will submit your proposal by regular mail; other times you may be able to submit your proposal by email. More and more often, there is a web-based submission process. If submitting by mail, the proposal should be accompanied by a brief letter (in case the letter and proposal become separated, be sure to have your name, paper title, and affiliation on both). Again, read the call for papers carefully to determine submission procedures and deadlines.

5. Notification of acceptance or rejection usually arrives 6-12 weeks after the submission deadline. Keep all correspondence because copies of the acceptance letter will be required as part of your application for travel funds.

Presenting the paper

1. If your paper is accepted, you may be required to become a member of the organization (if not already) and pre-register for the conference. More important, you will be expected to mail a finished

copy of the paper to the panel discussant and panel chair 2-4 weeks before the conference. At some conferences, you may also be expected to bring 30-50 copies of the paper with you for distribution (hint: papers written by most of us are rarely sell out; take fewer than recommended).

2. Most panels last 1/2 to 2 hours. Three to five papers are presented with each panelist given about 15 minutes, sometimes less. One or two discussants will be given similar amounts of time to comment on the papers. **Do not read your paper.** For one thing, it is only possible to read 5-8 pages in 20 minutes. Therefore, you need to cover only the essentials. Second, the demands on an audience listening to a paper are far greater than on the same people reading it. You will want to prepare presentation designed for a listening audience (this is a lot like giving a class lecture). For your first conference, time your presentation. If handouts are helpful, prepare 20-25 (bring more if somebody famous is on your panel). Note: If you require an overhead projector or other equipment, you usually must make a special request shortly after your paper is accepted. Read the instructions that accompany the acceptance letter carefully.

3. Upon arriving at the conference, locate the room where your panel will be held. Check out the room and remember how to get there. Beware: the elevators in the conference hotel become jammed as dozens of panels end; do not be late to your own panel! When you arrive, go to the table at the front of the room and introduce yourself to the other panelists.

4. There are three difficult tasks at the panel. The first is looking as if you are paying attention to the first panelist when you are mentally rehearsing your own paper; try to relax and enjoy listening to the other papers. The second challenge is presenting your paper in the allotted time. A good panel chair will pass you a note after 13 minutes which says «2 minutes to go.» Here you may need to pause for a second and map out a strategy for summarizing your conclusions in less time than you planned. The third difficulty is listening carefully to the discussant — especially if you feel the discussant did not understand your paper or did not like it. Take careful notes and try not to over-react when you get a chance to respond. If the discussant has potentially valid criticisms, it is OK to agree. Some people seem naturally better at such presentations than others and some people are more comfortable interacting with other panelists. But everybody gets better with experience.

Travel funds

In general, you should consider the tradeoffs when considering whether to propose a paper. If a conference paper represents a discrete

section of your dissertation, an idea that you can potentially publish with a reasonable amount of additional work, or a critical opportunity to get feedback on a key idea, then go for it. You should feel free to consult with your supervisor when considering submitting a paper proposal.

See an example of a paper proposal:

July 13, 1995

Dr. William G. Jacoby

Department of Government

University of South Carolina

Columbia, SC 29208

Dear Professor Jacoby,

Enclosed is a paper proposal which I hope you will consider for inclusion in next spring's MPSA meetings. The paper focuses on the comparison of female heads of household with women in other marital and parental roles in order to show how family transitions play a crucial role in enhancing or hindering political involvement.

The particulars are:
«Family Life, Resources, and Political Participation»
Eric Plutzer
Dept. of Political Science
107 Burrowes Building

Penn State University
University Park, PA 16802-6200
Office: 814/865-6576, Fax: 814/863-8979,
e-mail: EXP12@psu.edu

As is the norm, I also have sent a proposal to another session organizer, in this case to Nancy Bums in theWomen and Politics section.

I would also be interested in serving as discussant or panel chair. My areas of specialization are women in politics, political participation, and survey methodology.

If possible, please confirm receipt of this fax by a brief e-mail note (EXP12@psu.edu). Thanks in advance.

Sincerely,

Eric Plutzer

VOCABULARY IN USE

1. Study the following list of phrases to be sure that you know them all.

Expressions used while delivering a report:

I shall deal with (be concerned with, concentrate on the problem of)...To start with, let me just to remind you that...

In recent years (in the past few years) much of the effort has been directed to (towards)...

I would like to distinguish some points (legal issues)... Primarily, I want to characterise briefly...Further I should like to dwell on the following issues...

Let me analyse the following data...Special attention was paid to...

The main points I should like to draw your attention to are... It's necessary to single out (to note, to emphasise) that...Let me now pass on to the second/next issue...

Let us look at the following figures...

I should like to conclude my communication (report) by stressing that...

In conclusion I should like to define (дати визначення) the following legal issues...

It's common knowledge that under Ukraine's law «On Advocacy»...

Summing all it up, I dare say that...With this I'll conclude my report. So much for that. That's all what I was going to say. This seems to be all I wanted to inform you of. Thank you for (your) attention.

Expressions used in discussion*:*

Mr. / Madam / Chairman, I'd like to ask a question to... I am going to raise some objections concerning... In my opinion / to my mind (in Prof. Petrenko's opinion)...What is your opinion on...? If I understood you correctly (in a proper way)... I suppose (presume, think) that... I fully (entirely) disagree with you. Our minds differ. As far as I am concerned / as I understood / as I know...Could you clarify

your point of view (proposal)? As a matter of fact...Taking into account your research...

We should probably discuss it privately. Be so kind as to single out the main points of...

Would you mind listening to my own definition of this concept?

What beats me is...

Now, I see your point

Expressions used by the Chairman of a scientific conference:

Ladies and gentlemen! I declare the international scientific conference opened.

There are ... reports to be delivered today, and... tomorrow.

Now, the floor is given to the introductory speaker who is to dwell on (to deal with)...

Now, Prof. N is invited to make his report «... «. Now, I should like to call on Prof.... to present his considerations. Are there any questions (remarks, considerations)?

How much time do you need to present your report? Mind your time-limit, please.

Because of the little time available we shall not hear the report of Prof. N today.

Time did not allow all of the contributed papers to be presented, but they are to appear in the Proceedings.

If there are no more questions we shall go on to... Let's proceed to the second report delivering.

Prof. N's report has compelled your attention, hasn't it? Try to be active in his report's discussing.

Because of lack of time this will be the last contribution to our discussing.

Some do's and don'ts of giving a good 15 minute talk.

Remember that a conference session is generally 75 minutes long. Three speakers can have 15 minutes each for presentation, and still leave a half-hour for questions and discussion. But 10 speakers will barely have time for introductions. Sometimes a combination of formats works well, such as a panel followed by a roundtable discussion or a slide presentation followed by a workshop. If none of the above fits your needs, consider creating a new format.

- Do keep the message of your talk very simple, have only a few main points.
- Do think and plan carefully about the structure of your talk — make sure it follows a logical progression.
- Do be very prepared for your talk.
- Do plan on about four minutes each for intro, materials and methods, and results/discussion.
- Do speak slowly and clearly.
- Do have a joke or two ready if you are feeling confident, people like to laugh but be prepared to go on if they don't.
- Do state your aims clearly and explain WHY you have done the research.
- Do try to reach as wide an audience as possible and reflect this attitude in the way you present statistics and complicated results.
- Don't read your talk if you can help it. If you are well prepared and have practiced you won't have to.
- Don't show complicated tables. If you have to show tables, keep them very simple and only show the data that you are actually going to talk about.
- Don't ever say «Now this is really interesting.....», just make it self-evident.
- Don't say «that's it» at the end, have an ending prepared.
- Don't say «more work is required» because it always is.
- Don't show raw data.
- Don't go too much into wellknown methods.

PRACTICE

1. Using the previous information try to write and present your possible 15-minute talk. You are suggested to choose one of the proposed themes or prefer your own.

1. Search and Seizure: When the Police Can Search for and Seize Evidence.
2. Arrest: When It Happens, What It Means.
3. From Suspect to Defendant: How Crimes Get Charged.
4. Criminal Defense Lawyers: Who They Are, What They Do, How to Find One.

5. Preliminary Hearings.
6. Fundamental Trial Rights of the Defense.
7. Basic Evidence Rules in Criminal Trials.
8. The Trial Process.
9. Sentencing: How the Court Punishes Convicted Defendants.
10. Appeals: Seeking Review by a Higher Court.
11. Juvenile Courts and Procedures.
12. Prisoner's Rights.

Module 12 Unit 4

Text: Employment Law
Vocabulary in Use

Pre-reading tasks

1. What do you know about Labour Code? Have the Ukrainian citizens any employment or labour rights under the Constitution?

2. Match the following English words and expressions with their Ukrainian equivalents.

1	employment law	a	корпоративна політика
2	legal redress	b	припиняти
3	legal remedy	c	відшкодування в суді
4	to handle a dismissal	d	засіб правового захисту
5	corporate policy	e	обмежувати застосування повноважень
6	to reconcile work and non-work life	f	регулювати звільнення
7	parental leave	g	відпустка батьків
8	to restrain the unfettered exercise	h	трудове право
9	to terminate	i	узгоджувати графік робочого дня

Reading tasks

1. Read the text to understand what information is of primary importance or new for you.

EMPLOYMENT LAW

Employment law is that part of law which deals with the legal problems arising from the employment relationship. The relationship between employer and employee is based on the contract of employment. However, with the development of trade unions, employers' organisations and, in particular, state intervention, the subject covers many aspects other than simply the contract of employment.

Traditionally it has been thought that employment law, perhaps more than any branch of law, exists largely to prevent the need for the parties to a dispute to resort to the tribunals or courts. Recent trends have meant increased confrontation in the employment sphere and parties in such disputes seem more willing to resort to legal redress in order to test the legal merits of their actions. The law, therefore, is becoming increasingly important in such areas. The use of practice and procedures, which are based on the legal framework, are obviously still important but so is the use of the legal remedy.

Particularly in the past twenty years, employment law has had a growing significance for managers — whether general managers or human resource practitioners. Potentially, it influences and may constrain action that managers want to take.

A manager advising on the handling of a dismissal, for example, is more likely to produce an effective and lawful outcome if s/he does not focus exclusively on the problem in hand (terminating the employment of an employee who has misbehaved). Remembering the purposes behind the legislation (to provide fair reasons, fair treatment and natural justice and consideration of all the circumstances) is important. Similarly, a recognition of the business context and organisational needs is important.

Likewise, the development of corporate policies is more likely to be effective and well-informed if they are not seen, narrowly, as a series of conditions of employment to be applied mechanistically. For example, when parental leave policies are formulated, an understanding of the social trends against which they are developed is important (e.g. greater economic activity by women, longer working hours, difficulties of reconciling work and non-work life). Furthermore, the social purposes behind this legislation (to promote family-friendly policies and provide a better balance between work and non-work life) should be acknowledged to ensure that the corporate policies achieve the statutory objectives. A manager who understands these purposes is better able to defend and argue for policy developments with colleagues.

Broadly speaking, the employment relationship is regulated by voluntary and legal measures. Voluntary measures comprise agreements and other decisions. They also include voluntarily accepted standards of good practice. In practice, these do not exist as isolated sets of measures. They, invariably, interlink and influence each other.

These voluntary and legal mechanisms achieve two broad purposes.

First, at various points, they influence the function of management - i.e. the ways in which managers exercise power, control workforces and manage conflicts of interest. The influence on management can be illustrated in the following way. It is widely accepted that the employment relationship is characterised by an imbalance of power in favour of the employer. Both voluntary and legal regulation can restrain the unfettered exercise of this employer power. Furthermore, the law can establish both minimum conditions of employment and also set limits on the action an employer might take against employees.

The second purpose is to assert certain principles. On the one hand, there are those principles that influence the nature and quality of decisions that are made (for example, fairness, equal treatment, reasonableness, etc.). In addition are those principles, which mould the regulatory process itself — for example, the fundamental importance of consent to the contract of employment, and of procedural fairness in disciplinary cases.

UNDERSTANDING MAIN POINTS

2. Make up a plan of the text in the form of questions. Ask your partner to answer them.

3. WORD STUDY. Find the meaning in which the word *to employ* **is used in the text:**

1. give work to, usually for payment.
2. make use of smth

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*against, on, with, for, between, to*).

1. Employment law is that part of law which deals_____ the legal problems arising from the employment relationship.
2. A manager advises ____ the handling of a dismissal.
3. It is important to understand the social trends_____ which they are developed, when parental leave policies are formulated.
4. An official who understands corporate purposes is better able to defend and argue_____ policy developments with colleagues.

5. The social purposes behind this sphere of legislation are to promote family-friendly policies and provide a better balance_____ work and non-work life.
6. Employment law exists largely to prevent the need for the parties to a dispute to resort_____ the tribunals or courts.

5. Make the following sentences complete by translating the words and phrases in brackets.

1. This sphere covers many aspects other than simply the contract of employment with the development of (профспілки), employers' organisations and, in particular, (втручання держави).
2. Contemporary trends have meant increased confrontation in the employment sphere and parties in such disputes seem more willing to (звертатися) to legal redress in order to test the (правову сутність) of their actions.
3. A manager advises on the handling of a (звільнення), for example, is more likely to produce an effective and (правовий вихід) if he or she does not focus exclusively on the problem in hand.
4. The progress of (корпоративна політика) is more likely to be effective and well-informed if it is not narrow, as a series of conditions of employment to be applied mechanistically.
5. Legal regulation can (обмежувати застосування повноважень) of the employer power.

BUILD UP YOUR VOCABULARY

6. WORD FAMILIES. Give the word family of the word *to employ* (such as adjective, noun etc.).

7. Find in the text all the word combinations with the word and family of the word *employ*. Give their Ukrainian equivalents. Make up your own sentences.

8. Match each word on the left with the correct definition on the right.

Employee - to send away from one's employment
Employer - debate, controversy

Contract	- arrangement or understanding (spoken or written) made by two or more people
Dispute	- person who is employed
Remedy	- way to get satisfaction
Manager	- binding agreement between persons, groups, states
Dismissal	- power to sway or affect based on position, ability
Agreement	- person who employs others
Influence	- person who manages a business affairs in a certain way

9. Pick out from the text all the word combinations with the following words and give their Ukrainian equivalents.

- trend (n) - measure (n)
- resort (v) - regulation (n)
- legal (adj) - assert (v)
- policy (n) - contract (n)

Post-reading task

1. Using the scheme (plan) of annotation (see Module 11. Unit 2) annotate the text «Employment Law».

Module 12 Unit 5

Text: Consumer Law: Protection of Consumers
Vocabulary in Use

Pre-reading tasks

1. **Express your opinion: Do we need any kinds of consumer protection? Have you ever had problems in this sphere?**
2. **Match the English and Ukrainian equivalents.**

1	to pose undue risk	a	дефект, недолік
2	fraudulent information	b	вимагати повернення грошей
3	consumer protection	c	критерій оцінки ефективності
4	to seek a refund	d	захист споживача
5	shortcoming	e	вимагати заміни
6	to seek a replacement	f	наражати на надмірний ризик
7	informative labeling	g	порушення закону
8	measure performance	h	надання інформації про товарний знак
9	violating the law	i	шахрайська інформація

Reading tasks

1. **Read the text to understand what information is of primary importance or new for you.**

CONSUMER LAW: PROTECTION OF CONSUMERS

Consumer protection is a term, which is applied to the efforts of government, public-interest organizations, individuals, and businesses to establish, protect, and enforce the rights of people who buy products such as food and automobiles or services such as health care and insurance.

Products offered for sale should not pose undue risk of physical harm to consumers or their families.

Consumers need sufficient information in order to choose wisely among the competing products and services available. The marketplace, however, contains a great many different and complex products, and advertising is usually not informative enough for consumer purposes. Therefore, consumers often lack the information required to compare the quality of various products and services, to determine their true cost, or to be assured of their suitabilty or safety. Many consumer problems are caused by incorrect or fraudulent information.

Consumers often need more than just the information sellers disclose. For instance, firms rarely volunteer information about the shortcomings of their products. To provide essential comparative information, several private, independent organizations test products and report their findings to interested persons.

A consumer who has been cheated or who has bought a product or service that does not perform properly has a right to seek a refund, replacement of the product, or other remedy. Sometimes, however, a buyer finds that the manufacturer or seller will not cooperate in resolving the complaint. In recent years laws have been passed to help dissatisfied consumers. Some laws declare certain deceptive business practices illegal and give consumers the right to sue a business believed to be violating the law. The communications media — newspapers, television, and radio — often aid consumers. Problems with credit and billing can also affect consumers.

Also, the needs of consumers should be considered when government decisions affecting them are made.

Industrialization brought to many countries of the world consumer problems it caused. In many nations the government plays a major role in product testing and consumer education. In the Scandinavian countries and Mexico, for example, the government funds consumer information and education activities. Some nations place great emphasis on informative labeling. The Swedish Institute for Informative Labeling, for instance, works to promote the use of standardized labels that include information about the product's performance in specific «standardized methods of measuring performance» tests. Other countries focus their efforts on making consumer assistance and information more accessible. Austria's Verein fur Konsumenten Information operates a demonstration center in Vienna where the public can inspect available brands and receive impartial buying advice. Most industrialized nations, and many developing countries, have consumer product testing

organizations that also publish reports on product tests, services, and other matters of importance to consumers.

The International Organization of Consumers Unions (IOCU) links activities of some 130 organizations in more than 50 countries. It serves as an international forum on consumer problems and works to stimulate an interchange of product test information, consumer education materials, and other data among organizations of different nations. IOCU sponsors an Asian-Pacific Regional Office to assist consumers in developing countries. The organization also represents consumer interests in international agencies such as the United Nations.

UNDERSTANDING MAIN POINTS

2. Mark these statements T (true) or F (false) according to the text. Find the part of the text that gives the correct information.

1. Buyers need insufficient information in order to choose wisely among the competing products and services available.
2. The mass media — newspapers, television, and radio — often aid consumers.
3. A consumer often finds that the manufacturer or seller will not cooperate in resolving the contract.
4. In many countries trade unions play a major role in product testing and consumer education.
5. This club also represents consumer interests in international agencies such as the United Nations.

3. Complete each sentence with a word from the list:

replacement shortcomings seek rights suitability protection health care information food cost remedy sue violating individuals bought illegal information products consumer

1. Certain laws declare the deceptive business practices_____ and give _____ the right to_____ a business believed to be_____ the law.
2. Consumer _____ is a term, which is applied to the efforts of government, public-interest organizations, _____,

and businesses to establish, protect, and enforce the _____ of people who buy products such as _____ and automobiles or services such as _____ and insurance.

3. Buyers often lack the _____ required to compare the quality of various_____ and services, to determine their true_____, or to be assured of their _____ or safety.
4. Organizations rarely volunteer _____ about the _____ of their products.
5. A man who has been cheated or who has_____ a product or service that does not perform properly has a right to_____ a refund, _____ of the product, or other _____.

4. PREPOSITIONS. Choose the right preposition in brackets according to the contents of the sentences (*to, of, in, for*).

1. People often lack the information required to compare the quality _____ various products and services, to determine their true cost, or to be assured _____ their suitabilty or safety.
2. The term «consumer protection» is applied _____the efforts of government, public-interest organizations, individuals, and businesses to establish, protect, and enforce the rights of people who buy products.
3. Products offered_____ sale should not pose undue risk of physical harm to consumers or their families.
4. Some organizations sponsor a European Regional Office to assist consumers_____ developing countries.

5 . WORD FAMILIES. Give the word family of the word *consume* **(such as adjective, verb, noun etc.). Translate them into Ukrainian.**

6. Find in the text all the word combinations with the word and family of the word *consume*. **Give their Ukrainian equivalents. Make up your own sentences.**

BUILD UP YOUR VOCABULARY

7. Use the word in capitals at the end of the line to form a word that fits in the space in the same line. The first has been done for you.

Some laws declare certain deceptive business practices (1) *illegal*. Consumer	LEGAL
(2)_____is a term, which is applied	PROTECT
to the efforts of (3)_____ and	GOVERN
other (4)_____.	ORGANIZE
Consumers need sufficient (5)_____ in	INFORM
order to choose wisely among the (6)_____	COMPETE
products and services (7)_____. Consumers often	AVAIL
lack the information required to compare the quality of various products and services, to determine their true cost, or to be assured	
of their (8)_____ or safety. Many consumer	SUIT
problems are caused by (9)_____	CORRECT
or (10)_____information.	FRAUD
Some nations place great emphasis on informative (11)_____.	LABEL

Post-reading task

1. **Using the scheme (plan) of annotation (see Module 11. Unit 2) annotate the text «Consumer Law: Protection of Consumers».**

Part IV

GRAMMAR GUIDE

Структура англійського розповідного речення

Залежно від мети висловлювання речення поділяються на такі види:

1) розповідне, наприклад:

I am a legal adviser. — Я адвокат.

2) питальне, наприклад:

Are you a judge? — Ви суддя?

3) спонукальне, наприклад:

Please, tell me your address. — Скажіть мені, будь ласка, Вашу адресу.

4) окличне, наприклад:

What a lovely thing! — Яка чудова річ!

Основні відмінності в структурі речень в українській та англійській мовах полягають у тому, що українське речення має вільний порядок слів, у той час як в англійському зміни суворої послідовності основних членів речення (підмета, присудка, додатка) можуть привести до порушення змісту. Так, в англійському розповідному реченні слова розміщуються у такому порядку:

Підмет	Присудок	Прямий додаток
Tom	*sees*	*Ann*
Том	бачить	Ганну

Принципово важливим є те, що слово, яке стоїть попереду присудка, сприймається як суб'єкт дії, а слово, яке стоїть після присудка, як об'єкт дії.

Зміст англійського речення зміниться на протилежний, якщо слова *Tom* і *Ann* поміняти місцями. Проте у відповідному українському реченні порядок слів може змінюватися без шкоди для змісту висловлювання. Наприклад: Том Ганну бачить. Ганну бачить Том.

В англійському розповідному реченні обставини часу й місця стоять, як правило, в кінці речення. Проте обставина часу може бути й на початку речення, перед підметом:

Обставина часу	Підмет	Присудок	Прямий додаток	Обставина місця
Now	*Tom*	*sees*	*Ann*	*in the park*

Перед і після підмета й прямого додатка можуть стояти означення. Наприклад: *Tom sees pretty Ann in the old park*.

Таким чином, ядром речення є присудок, перед яким обов'язково стоїть підмет і його означення (група підмета), а іменник або займенник, що стоїть після, виконує роль додатку, що відповідає такій послідовності: діяч — дія — об'єкт дії.

Види і структури питальних речень

1. **Загальне питання**, тобто питання, яке вимагає відповіді «так» або «ні», будується за такою схемою:

Допоміжне або модальне дієслово	Підмет та означення до нього	Значеннєве дієслово у формі інфінітива	Інші члени речення
Will *Did* *May* *Does*	*they* *you* *I* *she*	*come* *like* *use* *go*	*tomorrow?* *the film?* *your phone?* *to the kindergarten?*

На загальне запитання дається стисла відповідь, до складу якої входять слова «*yes*» або «*no*», особовий займенник, який відповідає підмету питання, і допоміжне дієслово у стверджувальний або заперечній формах:

Do you speak German? — Yes, I do. — No, I don't.

Will they come tomorrow? — Yes, they will. — No, they won't.

May I come in? — Yes, you may. — No, you may not.

2. **Спеціальні питання**, поставлені до будь-якого члена речення (крім підмета та його означення), мають ту саму будову що й загальні, але до їх складу входить ще й питальне слово, з якого починається питання.

Питальні слова у спеціальних запитаннях:

what? — що? який? *who?* — хто?
whose? — чий? *which?* — котрий? який?
when? – коли? *where?* — де? куди?
why? – чому? *how?* — як?
how many? — скільки? (з обчислюваними іменниками)
how much? — скільки? (з необчислюваними іменниками)

Питальне слово	Допоміжне або модальне дієслово	Підмет та означення до нього	Значеннєве дієслово у формі інфінітива	Інші члени речення
e.g. What	*do*	*you*	*do*	*in the evening?*
Where	*did*	*he*	*go*	*yesterday?*
When	*will*	*your sister*	*return*	*home?*
Where	*have*	*you*	*been*	*recently?*

У питаннях, які поставлені до підмета або його означення, повністю зберігається порядок слів розповідного речення.

Who knows his address?

Whose father works as a Traffic Controller?

На спеціальне запитання дається повна відповідь:

What language did you study at school? — I studied English.

What will they do after work? — They will go home.

Where does your mother work? — She works in court.

На спеціальне запитання до підмета, як правило, дається стисла відповідь:

Who will help them? — I shall.

Who saw her yesterday? — They did.

Whose mother came here yesterday? — Her mother.

3. **Альтернативні питання** будуються як і загальні з пропозицією вибору й містять сполучник *or* (або).

Допоміжне або модальне дієслово	Підмет та означення до нього	Значеннєве дієслово у формі інфінітива	Інші члени речення
Will	*they*	*come*	*tomorrow* ***or*** *today?*
Did	*you*	*go*	*to the cinema* ***or*** *to the theatre?*
Do	*you*	*walk* ***or*** *drive*	*to the University?*
Does	*she* ***or*** *her sister*	*work*	*in court?*

4. **Розділові питання** складаються з двох частин. Перша частина являє собою стверджувальне або заперечне розповідне речення. Друга частина — коротке загальне питання, яке включає допоміжне дієслово або модальне, або *to be* та займенник, що заміщує підмет основного речення.

Якщо перша частина питання — стверджувальне речення, то коротке питання стоїть у заперечній формі:

You are free, ***aren't you****?*

He must write this document, ***mustn't he****?*

He works here, ***doesn't he****?*

Якщо в першій частині питання — заперечне речення, то коротке питання ставиться у стверджувальній формі:

It is not late yet, ***is it****?*

They never appeal to the high court, ***do they****?*

Структура заперечних речень

Заперечна частка *not* додається до допоміжного дієслова. Однак слід пам'ятати, що в англійському заперечному реченні може бути тільки одне заперечне слово. Якщо у реченні вживаються такі слова, як *never, nobody, nothing* або *no*, то заперечна частка *not* не вживається, на відміну від української мови. Наприклад:

I have never been to Britain.	Я ніколи не був у Великий Британії.
Nobody can do it.	Ніхто не може це зробити.
No woman could be more beautiful.	Жодна жінка не могла б бути красивішою.
Sorry, I can do nothing about it.	Вибач, я нічого не можу з цим зробити.

Артикль (The Article)

1. Неозначений артикль (the Indefinite Article) уживається з обчислюваними іменниками в однині, коли дається загальна характеристика: *I am* ***a*** *student. It is* ***a*** *very important fact. He made* ***an*** *interesting remark.*

2. Означений артикль (the Definite Article) вживається:

а) з обчислюваними іменниками в однині, коли йдеться про знайомий предмет: ***The*** *teacher asked us to read* ***the*** *text.* ***The*** *students of our group will take part in* ***the*** *conference.*

б) з обчислюваними іменниками в однині, коли розкривається їх зміст: ***The*** *defendant is a person against whom a legal action is brought.*

в) із необчислюваними іменниками, коли йдеться про речовини або абстрактні явища, обмежені місцем, часом чи обставинами: ***The*** *silence in the hall was oppressive*.

г) з назвами океанів, морів, заток, каналів і річок: ***the*** *Volga,* ***the*** *Black Sea*.

ґ) з назвами групп островів: ***the*** *British Isles*.

д) з назвами гірських хребтів: ***the*** *Urals,* ***the*** *Alps*.

3. **Відсутність артикля** (Zero Article). Артикль не вживається:

а) з обчислюваними іменниками у множині, коли їм дається загальна характеристика: *We are students. We discussed various problems.*

б) з абстрактними іменниками: *He studies _ law. The witness spoke with _ confidence.*

в) з обчислюваними іменниками на позначення посад та титулів: *Bill Clinton is President of the USA. Tony Blair, Prime Minister of the UK, declared that Britain did not support the proposal.* Якщо ці іменники є підметом чи додатком, вони вживаються з неозначеними чи означеними артиклями: ***The*** *Prime Minister visited France last week. They applied to* ***the*** *President asking him to interfere*.

г) з обчислюваними іменниками, означенням яких є кількісні числівники: *Turn to page 23. Contract A-455 has been fulfilled. Clause 5 is now under consideration*.

ґ) з обчислюваними іменниками, що вживаються з прийменником у функції обставини та є нерозривним сполученням: *He is away on business. Let us go by taxi.*

д) з назвами більшості країн, континентів, міст, вулиць, площ, з іменами та прізвищами людей: *Russia, Moscow, London, Peter Brown*.

Особливості вживання артиклів

а) імена людей

Прізвища та імена людей, а також прізвиська тварин вживаються без артикля: *George Michael, Tom Brown*. Означений артикль вживається, коли прізвище стоїть у множині і позначає сім'ю в цілому: *the Browns, the Belovs.*

Іменники на позначення військових рангів, посад чи титулів, таких як академік, професор, доктор, лорд, граф, президент,

королева, король і т. ін., вживаються без артикля: *Colonel Brown, Doctor Strong*. Якщо назва посади є підметом чи додатком, то вона вживається з означеним чи неозначеним артиклем: *The President spoke for an hour*.

Іменники, що виражають взаємини у сім'ї, вживані з власними іменами, пишуться без артикля: *Aunt Polly, Uncle Tom*.

б) географічні назви

Назви континентів, країн, міст і сіл вживаються без артикля. Як виняток, назви деяких країн і місцевостей, вживаються з означеним артиклем: *the Netherlands, the Philippines, the Caucasus, the Crimea, the Hague*.

Назви країн, що складаються із загального іменника з одним або кількома означеннями, вживаються з означеним артиклем: *the United States of America, the United Kingdom, the United Arab Emirates*.

в) назви мов

Назви мов завжди вживаються без артикля: *to speak English, French*. Якщо назва мови вживана з іменником '*мова'*, перед нею вживається означений артикль: *the English language*.

г) університети

Назви університетів, коледжів вживаються без артикля: *Cambridge University, Oxford University*. Перше слово в таких назвах ім'я людини чи місця. Але означений артикль може вживатися з учбовими закладами, в назвах яких на першому місці стоїть не власне ім'я: *the National Art Academy of Ukraine*.

ґ) політичні партії та організації

Назви організацій та політичних партій вживаються з означеним артиклем:

the Labour Party, the Supreme Court, the Verkhovna Rada, the House of Lords, the United Nations, the Anglican Church. Якщо йдеться про конкретну країну, та її політичний устрій, то назви організацій можуть вживатися без артикля: Sovereignty of *Parliament* forms the second pillar of the British Constitution.

д) документи

Назви історичних, юридичних, політичних документів вживаються з означеним артиклем: *the British Constitution, the Bill of Right, the Programme of the «Nasha Ukraina» party*.

Іменник (The Noun)

Утворення множини іменників. Іменники в англійській мові поділяються на обчислювані (countable nouns) і необчислювані (uncountable nouns). Обчислювані іменники означають предмети, які можна полічити: *chair* — стілець; *engineer* — інженер; *question* — запитання. Необчислювані іменники — це назви речовин і багатьох абстрактних понять, які не піддаються лічбі: *water* — вода; *milk* — молоко; *freedom* — свобода; *friendship* — дружба та ін.

Обчислювані іменники вживаються в однині (the singular) і множині (the plural). На письмі більшість іменників мають у множині закінчення *-s*. Закінчення *-es* додається, якщо іменник в однині закінчується на *-s, -ss, -sh, -ch, -x*:

bus автобус — *buses*
class клас — *classes*
bush кущ — *bushes*
lunch сніданок — *lunches*
watch годинник — *watches*
box ящик — *boxes*

Якщо іменник закінчується на *–f* або *–fe*, у множині *f* змінюється на *v* з додаванням закінчення *–es*:

leaf листок — *leaves*
shelf полиця — *shelves*
half половина — *halves*
knife ніж — *knives*
wife дружина — *wives*
wolf вовк — *wolves*
calf теля — *calves*
life життя — *lives*

Винятки:

man чоловік — *men*
foot нога — *feet*
goose гуска — *geese*
child дитина — *children*
woman жінка — *women*
tooth зуб — *teeth*
mouse миша — *mice*
ox бик — *oxen*

Деякі іменники латинського і грецького походження зберігають форми множини, які вони мали в цих мовах:

phenomenon явище — *phenomena*
criterion критерій — *criteria*
analysis аналіз — *analysis*
datum надана (величина), початковий факт — *data*
crisis криза — *crises*
thesis теза, тезис — *theses*
basis основа, базис — *bases*
memorandum меморандум — *memoranda*

У складних іменниках форму множини приймає лише головний іменник:

daughter-in-law невістка — *daughters-in-law*
school-mate шкільний товариш — *school-mates*

Необчислювані іменники мають або форму однини, або форму множини. Так, назви речовин, а також іменники, що позначають абстрактні поняття, вживаються тільки в однині: *chalk* — крейда, *silver* — срібло, *peace* — мир, *courage* — відвага та ін. До іменників, які в англійській мові вживаються лише в однині, належать також іменники:

advice — порада, поради
information — інформація, відомості
progress — успіх, успіхи
knowledge — знання
news — новина, новини
money — гроші

До іменників, які в англійській мові вживаються лише в множині, належать, як і в українській мові, назви предметів, що складаються з двох рівних або подібних частин: *spectacles* — окуляри, *trousers* — штани, *scissors* — ножиці та ін.

Тільки форму множини мають і деякі інші іменники, українські відповідники яких можуть уживатися в однині й множині, а деякі навіть тільки в однині: *goods* — товар, товари; *clothes* — одяг; *contents* — зміст; *wages* — зарплата тощо.

Присвійний відмінок (The Possessive Case). Присвійний відмінок однини утворюється додаванням до іменника апострофа і закінчення -*s*, наприклад: *Jack's friends* — друзі Джека. Якщо іменник в однині закінчується на -*s, -ss, -x,* на письмі в присвійному відмінку додається здебільшого тільки апостроф, хоча позначення -*'s* також можливе: *James' coat, James's coat.*

Якщо іменник у множині закінчується на -*s*, то в присвійному відмінку множини до нього додається лише апостроф: *the lawyers — the lawyers' documents.* Якщо іменник у множині не закінчується на -*s*, то його присвійний відмінок утворюється так само, як і в однині, тобто додаванням — *'s*: *men's evidence*.

Іменник у присвійному відмінку, як правило, стоїть перед іншим іменником і є означенням до нього. Українською мовою він перекладається родовим відмінком іменника або присвійним прикметником: *Peter's report* — доповідь Петра, Петрова доповідь.

У присвійному відмінку вживаються в основному іменники, що означають назви істот. Крім назв істот, у присвійному відмінку вживаються:

а) іменники, що позначають час і відстань: *yesterday's newspaper; two year's absence; at a mile's distance;*

б) назви країн, міст, а також слова *country, town, city, world, ocean, river: Kyiv's parks; England's foreign trade; the river's banks;*

в) назви небесних тіл (*the sun, the moon, the earth*): *the sun's rays; the Moon's surface;*

г) збірні іменники типу *government, party, army, crew, family, society*: *the government's proposals; the Society's members.*

Закінчення - *'s* додається не лише до іменників, а й до займенників *somebody, someone, anybody, anyone, other, another, each other, one another*, *one.*

Закінчення –*'s* може утворюватися також від цілих словосполучень і навіть речень: *Foreign Minister of Poland's speech* — промова міністра закордонних справ Польщі.

Прикметник (The Adjective)

Ступені порівняння прикметників. Прикметники в англійській мові мають три ступені порівняння. Якісні прикметники мають позитивний (the Positive Degree), вищий (the Comparative Degree) і найвищий ступінь (the Superlative Degree).

Порівняльний та найвищий ступені можуть утворюватись одним з двох способів: 1) синтетичний спосіб полягає у тому, що до основної форми прикметника додається закінчення -*er* у вищому і -*est* у найвищому ступені: *cold — cold**er** — the cold**est**;* 2) аналітичний спосіб полягає у тому, що до основної форми прикметника слова *more* у вищому ступені і *the most* — у найвищому: *dangerous — **more** dangerous — **the most** dangerous.*

Синтетичним способом утворюються ступені порівняння:

а) усіх односкладових прикметників: *short — shorter — the shortest;*

б) двоскладових прикметників, що закінчуються на –*y, -er, -le, -ow:*

heavy — heavier — the heaviest
clever — cleverer — the cleverest
simple — simpler — the simplest
narrow — narrower — the narrowest);

в) двоскладових прикметників з наголосом на другому складі:

polite — politer — the politest
severe — severer — the severest.

Усі інші прикметники утворюють ступені порівняння аналітичним способом.

Винятки:	*good*	*better*	*the best*
	bad	*worse*	*the worst*
	little	*less*	*the least*
	many	*more*	*the most*
	much	*more*	*the most*
	far	*farther/further*	*the farthest/furthest*

Іменник, що має означення, виражене прикметником у найвищому ступені, вживається з означеним артиклем: *the most interesting case* — найцікавіша справа.

Означений артикль вживається перед найвищим ступенем порівняння прикметника і тоді, коли іменник не згадується:

There are 20 lawyers in the company. He is the most qualified. — У компанії 20 юристів. Він найбільш кваліфікований.

Для посилення вищого ступеня вживаються слова *much, far* — набагато, значно; *still* — ще:

This result is much better. — Цей результат значно кращий.

It is still colder today. — Сьогодні ще холодніше.

При порівнянні в реченні звичайно вживається сполучник *than*:

She is younger than Helen. — Вона молодша за Олену.

При порівнянні предметів з однаковою мірою якості вживається прикметник в основній формі та сполучник *as...as*:

He is as dangerous as she. — Лютий такий же холодний, як і січень.

Для вираження меншої міри якості прикметник в основній формі вживається зі сполучником *so ... as*:

They are not so smart as she. — Вони не такі розумні, як вона.

За допомогою сполучника *as* можна також порівняти нерівні якості та кількість, які відрізняються один від іншого у кілька разів:

I have twice as much evidence as you do. — У мене вдвічі більше доказів, ніж у тебе.

My office is half as large as yours. — Мій офіс вдвічі менший, ніж ваш.

Займенник (The Pronoun)

Особові займенники мають два відмінки: називний (the Nominative Case) і об'єктний (the Objective Case).

Число	Називний відмінок (the Nominative Case)	Об'єктний відмінок (the Objective Case)
Однина	*I* – я *you* – ти *he* – він *she* – вона *it* – воно (він, вона)	*me* – мене, мені *you* – тебе, тобі *him* – його, йому *her* – її, їй *it* – його, йому,її, їй
Множина	*we* – ми *you* – ви *they* – вони	*us* – нас, нам *you* – вас, вам *them* – їх, їм

Особові займенники 3-ї особи відрізняються за родами: *he* (чоловічий рід) вживається для позначення істот чоловічої статі, *she* (жіночий рід) — для позначення істот жіночої статі, *it* (середній рід) — для позначення неістот, тварин і рослин. У множині є тільки один займенник 3-ї особи — *they*. Особові займенники в називному відмінку виконують функцію підмета; особові займенники в об'єктному відмінку виконують функцію додатка.

Присвійні займенники позначають належність і відповідають на питання *whose?* — чий? чия? чиє? чиї? Присвійні займенники змінюються за особами.

Число	Особові займенники	Присвійні займенники
Однина	*I* – я *you* – ти *he* – він *she* – вона *it* – воно (він, вона)	*my* – мій, моя, моє, мої *your* – твій, твоя, твоє, твої *his* – його *her* – її *its* – його
Множина	*we* – ми *you* – ви *they* – вони	*our* – наш, наша, наше, наші *your* – ваш, ваша, ваше, ваші *their* – їхній, їхня, їхнє, їхні

Присвійні займенники вживаються у функції означення перед іменниками. Артикль при цьому не ставиться:

This is my room.

These are theirs notebooks.

Вказівні займенники *this* (цей, ця) і *that* (той, та) мають форму множини: *these* (ці) і *those* (ті). Вказівний займенник *this (these)* вживається стосовно предметів, що знаходяться близько від того, хто говорить. Вказівний займенник *that (those)* вживається стосовно предметів, більш віддалених від того, хто говорить. Вказівні займенники виконують функції:

а) підмета: *This is a report.*

б) означення (перед іменником): *This report is good.*

Зворотні займенники утворюються додаванням закінчення -*self* (в однині) і -*selves* (у множині) до присвійних займенників *my, your, our*, особових займенників у об'єктному відмінку *him, her, it, them* та неозначеного займенника *one*:

Число	Особові займенники	Зворотні займенники
Однина	*I* *you* *he* *she* *it*	*myself* *yourself* *himself* *herself* *itself*
Множина	*we* *you* *they*	*ourselves* *yourselves* *themselves*
	one	*oneself*

Зворотні займенники вживаються в функції додатка і перекладаються українським зворотним займенником *себе* в різних відмінках:

He thinks too much of himself. — Він думає дуже багато про себе.

До **неозначених займенників** належать *some, any,* а також складні займенники *somebody, someone, something, anybody, anyone, anything.*

Займенник *some*, вжитий перед обчислюваним іменником у множині або замість нього, означає *кілька, деякі, дехто*:

There are some papers on the table. — На столі кілька паперів.

Перед обчислюваними іменниками в однині *some* означає *який-небудь*, *якийсь*:

I read it in some magazine. —Я читав це в якомусь журналі.

З необчислюваними іменниками *some* означає *деяка кількість* і Українською мовою не перекладається:

Don't forget to buy some butter. — Не забудь купити масла.

Займенник *any* означає *який-небудь*, *які-небудь, скільки-небудь*. Українською мовою він здебільшого не перекладається:

Are there any people there? — Там є люди?

Займенники *some, somebody, someone, something* вживаються:

а) у розповідних реченнях:

I've bought you something. — Я вам щось приніс.

б) у запитаннях, що починаються питальними словами, а також у питальних реченнях, що висловлюють пропозицію або прохання:

Why have some lawyers left the court-room? — Чому деякі юристи пішли з залу суду?

Займенники *any, anybody, anyone, anything* вживаються:

а) у запитаннях без питального слова і в заперечних реченнях:

I don't see anything. –Я не бачу нічого.

Was anybody here just now? — Тут був хто-небудь тільки що?

б) у розповідних реченнях, де *any* має значення *будь-який*; *anybody, anyone — будь-хто*; *anything — будь-що*:

I'll do anything in the world to help you. — Я все на світі зроблю, щоб допомогти тобі.

До **кількісних займенників** належать: *many, much* — багато; *few, little* — мало; *a few, a little* — кілька, трохи. Вони мають ступені порівняння:

many	*more*	*most*
much	*more*	*most*
few	*fewer*	*fewest*
little	*less*	*least*

Many, few вживаються перед обчислюваними іменниками в множині, а також замінюють їх. При цьому *many* означає *багато*, *few — мало*:

Many judges are ex-barristers. — Багато суддів є колишніми барістерами.

She has few note-books. — У неї мало зошитів.

Займенники *much, little* вживаються перед необчислюваними іменниками, а також замінюють їх.

There is much work to do. — Багато роботи.

Крім того, *much, little* вживаються після дієслів як прислівники:

He works very little. — Він працює дуже мало.

Наявність неозначеного артикля перед *few, little* змінює їх значення. *Few, little,* вжиті без артикля, означають *мала, недо-*

статня кількість. Вживання перед цими словами неозначеного артикля підкреслює наявність певної, хоча і невеликої, кількості:

We have little evidence. — У нас мало доказів.

We have a little evidence. — У нас є трохи доказів.

We have few friends here. — Тут у нас мало друзів.

There were a few visitors, men and women. — Відвідувачів було кілька, чоловіки та жінки.

Числівник (The Numeral)

Кількісні числівники (Cardinal Numerals):

0 nought (zero, oh)	6 six	12 twelve
1 one	7 seven	13 thir**teen**
2 two	8 eight	14-19...**teen**
3 three	9 nine	20-90...**ty**
4 four	10 ten	100 a (one) hundred
5 five	11 eleven	101 a hundred and one

200 two hundred
1,000 a (one) thousand
1,100 a thousand and one hundred (eleven hundred)
100,000 a hundred thousand
1,000,000 a (one) million

Порядкові числівники (Ordinal Numerals):

1st first	8th eighth	20th twentieth
2nd second	9th ninth	21st twenty-first
3rd third	10th tenth	100th one (a) hundredth
4th fourth	11th eleventh	101st one (a) hundred and first
5th fifth	12th twelfth	1,000th one (a) thousandth
6th sixth	13th thirteenth	100,000th one (a) hundred thousandth
7th seventh	14th fourteenth	1,000,000th one (a) millionth

Дати

1900	nineteen hundred
1901	nineteen one
1905	nineteen five
1920	nineteen twenty

1921 nineteen twenty-one
2000 two thousand

Арифметичні дії

2 + 5 = 7 two plus (and) five is seven
7 — 3 = 4 seven minus (take away) three is four
3 x 2 = 6 three multiplied by (times) two is six
9 / 3 = 3 nine divided by three is three

Дробові числівники

1/2 one second 1/4 a quarter
1/3 a (one) third 3/4 three third 0.75 (nought) point seven five

Конструкція *there +to be*

Конструкція *there + to be* вживається в тому разі, якщо необхідно повідомити про наявність або відсутність предмета в певному місці. Вона є одним із способів уведення нової інформації, тому наступний іменник вживається з неозначеним артиклем в однині (у множині і з необчислюваними іменниками артикль відсутній), наприклад:

There is an unusually clear photograph of the missing man there. — Там є надзвичайно чітка фотографія зниклого чоловіка.

There are vacancies in our police station at the moment. — У нашій поліцейській дільниці зараз є вакансії.

There was silence in the court-room. — У залі суду була тиша.

Форма дієслова визначається числом наступного іменника і може співвіднести конструкцію з теперішнім (*there is, there are*), минулим (*there was, there were*) і майбутнім часом (*there will be*).

Питальні речення зі зворотом *there + to be* утворюються за загальними правилами: на початку речення ставиться дієслово *to be* у Present чи Past Indefinite, або *will* у Future Indefinite:

Is there a photograph of the missing man?

Are there any vacancies in your police station?

Заперечення утворюється за допомогою заперечної частки *not,* ужитої після дієслова, наприклад:

There are not vacancies in our police station.

Проте частіше вживається частка *no* як означення іменника, і в цьому разі артикль відсутній, наприклад:

There is no photograph of the missing man.

Дієслово (The Verb)

Видо-часові форми дієслова

TENSES	FORMS			
	SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PRESENT	Present Simple	Present Continuous	Present Perfect	Present Perfect Continuous
PAST	Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
FUTURE	Future Simple	Future Continuous	Future Perfect	Future Perfect Continuous

Simple Tenses. Дія, що відбувається в теперішньому, минулому або майбутньому часі, але не вказує на її характер, тривалість, завершеність чи передування іншій дії або певному моменту в минулому чи майбутньому. Можуть вживатися індикатори часу: *usually, often, regularly, sometimes, every day, every month, once a week, last (next) week* та ін. Наприклад:

He works in court. — Він працює в суді.

He worked in court in 1999. — Він працював в суді в 1999.

He will work in court next month. — Він буде працювати в суді наступного місяця.

Continuous Tenses. Дія, що триває в момент мовлення або в теперішній період часу, тривала в якийсь момент чи період часу в минулому, триватиме в певний момент чи період часу в майбутньому. Дія в розвитку. Можуть вживатися індикатори часу: *now, at this moment, at that moment.* Наприклад:

I am writing a law report now. — Я пишу доповідь з права зараз.

I was writing a law report at the moment you phoned. — Коли ти зателефонував, я писав доповідь з права.

I will be writing a law report at this time tomorrow. — У цей час завтра я писатиму доповідь з права.

Perfect Tenses. Дія, що відбувалася до певного моменту чи періоду в теперішньому часі, минулому чи майбутньому; завершена дія. Можуть вживатися індикатори часу: *already, just, before, by that time, ever, never, lately* та ін. Наприклад:

The investigator has already questioned prisoners. — Слідчий вже допитав в'язнів.

The investigator had questioned prisoners before the doctor submitted his report. — Слідчий допитав в'язнів до того, як лікар надав доповідь.

The investigator will have questioned prisoners by 7 o'clock tomorrow. —

Слідчий допитав в'язнів до 7 ранку.

Perfect Continuous Tenses. Дія, що почалася до моменту мовлення в теперішньому часі або до моменту мовлення в минулому чи майбутньому часі і триває до цього моменту. Дія в розвитку. Можуть вживатися індикатори часу: since 5 o'clock, for a month, for a long time, by the 23rd of June 2004. Наприклад:

I have been studying Criminology for a few years. — Я вивчаю кримінологію кілька років.

I had been studying Criminology for two yeary when you came home. — Я вивчав кримінологію 2 роки, коли ви приїхали додому.

I will have been studying Criminology for two years by the end of the year. — До кінця року буде вже 2 роки, як я вивчаю кримінологію.

The Present Simple

Індикатори часу: *often, usually, always, regularly, as a rule, every day*

1) повторювана дія: *I usually go to the Academy in the morning.*
2) постійний стан: *She lives in Ukraine.*
3) незмінна істина, загальновідомий факт: *The Earth goes round the Sun.*

•

I/we/you/they He/she/it	go goes

to the Academy every day.

У третій особі однини до інфінітива (без частки *to*) додається закінчення *-s, -es* (якщо дієслово закінчується на *-s, -ss, sh, -ch, -tch, -x*).

Наприклад: *I stud**y*** *she stud**ies***
I wash *she wash**es***

TO BE – am, are, is You **are** a lawyer. **Are** you a lawyer? ~~DO, DOES~~

?

do does	I/we/you/they He/she/it

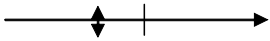
go to the Academy every day?

-

I/we/you/they He/she/it	do does

***not** go to the Academy every day.*

The Past Simple



Індикатори часу: *yesterday, the day before yesterday, last year, a month ago*

1) разова чи постійна дія в минулому: *I studied Law at the Academy.*

2) дії, що відбувалися в минулому одна за одною *She sealed the letter, put a stamp on it and posted it.*

I worked *in court 2 years ago.*

TO BE
was, were
I **was** in Kiev. **Was** I in Kyiv?
~~DID~~

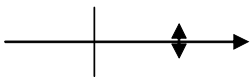
Past Indefinite правильних дієслів (Regular Verbs) утворюється додаванням закінчення *-ed*.

Past Indefinite неправильних дієслів (Irregular Verbs) утворюється за допомогою II форми дієслова.

? Did *I, we, you, they, she, he, it* work *in the court 2 years ago?*

I, we, you, they, he, she, it did ***not*** *work in the court 2 years ago.*

The Future Simple



Індикатори часу: *tomorrow, the day after tomorrow, in 5 minutes, in a year, soon*

1) разова чи постійна дія в майбутньому: *I shall turn on the light since it's rather dark here.*

2) дії, які (не)можуть відбутися в майбутньому: *He'll probably be late.*

•	I, we You, they, he, she, it	shall **will**	*become a lawyer.*

?	shall **will**	I, we You, they, he, she, it	*become a lawyer?*

-	I, we You, they, he, she,	shall **will**	**not** *become a lawyer.*

I'll be glad if you ~~will~~ come.
We'll go home when I ~~will~~ finish the task.

The Present Continuous

Індикатори часу: *now, at the moment*

1) дія, що виконується в момент мовлення: *He is discussing the matter.*
2) запланована дія в найближчому майбутньому: *I am leaving for Kyiv tomorrow.*
3) дії з прислівником *always* тощо, що виражають роздратування та критику: *You are always interrupting me*!

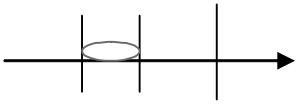
•	I we, you, they	**am** **are** **is**	***discussing*** *the matter now.*

?	**am** **are** **is**	I we, you, they she, he, it	***discussing*** *the matter now?*

lie- lying
die – dying

–	I We, you, they She, he, it	**am** **are** **is**	***not discussing*** *the matter now.*

The Past Continuous



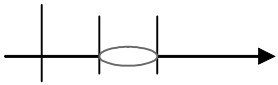
Індикатори часу: *at five o'clock yesterday, at that moment, at midnight*

1) дія, що відбувалася в певний момент у минулому: *He was discussing the matter at that time yesterday.*

2) минула дія в процесі, яка була перервана іншою дією: *I was speaking on the phone when my mother came.*

•	we, you, they I, she, he, it	**were** **was**	***discussing*** *the matter from 5 till 6 yesterday.*
?	**were** **was**	we, you, they I, she, he, it	***discussing*** *the matter from 5 till 6 yesterday?*
-	We, you, they I, she, he, it	**were** **was**	***not discussing*** *the matter from 5 till 6 yesterday.*

The Future Continuous



Індикатори часу: *all day long, all day tomorrow, the whole evening, from five till six*

Дія в процесі в певний час у майбутньому: *I shall be discussing the matter all day tomorrow.*

•	I, we You, they, he, she, it	**shall** **will**	***be discussing*** *the matter at this time tomorrow.*
?	shall **will**	I, we You, they, he, she, it	***be discussing*** *the matter at this time tomorrow*?
-	I, we You, they, he, she, it	shall **will**	***not be discussing*** *the matter at this time tomorrow.*

The Present Perfect

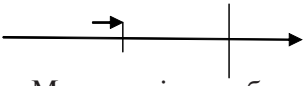
Індикатори часу: *just, already, yet, ever, never, since, for*

1) завершена дія: *I have already discussed the matter.*

2) дія, що почалася в минулому та має результат на момент мовлення: *She has changed a lot since last year.*

•	I/we/you/they He/she/it	**have** **has**	**discussed** (verb+**ed** or Past Participle of the irregular verb)	*the matter.*
?	**have** **has**	I/we/you/they He/she/it	***discussed*** *the matter?*	
-	I/we/you/they He/she/it	**have** **has**	***not discussed*** *the matter.*	

The Past Perfect

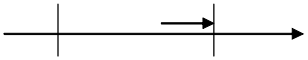


Індикатори часу: *by, by the time, after*

Минула дія, що була завершена до іншої дії або до певного моменту в минулому: *He had discussed the matter by the time I got there.*

•	I/we/you/they He/she/it	**had**	**discussed** (verb+**ed** or PII of the irregular verb)	*the matter by the time I got there.*
?	**had**	I/we/you/they He/she/it	***discussed*** *the matter by the time I got there?*	
–	I/we/you/they He/she/it	**had**	***not discussed*** *the matter by the time I got there.*	

The Future Perfect



Індикатори часу: *by, by the time, by then, before*

Дія, яка буде завершена до певного моменту в майбутньому:

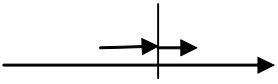
He will have discussed the matter by 8 p.m. tomorrow.

• | I/we/you/they He/she/it | **will have** | **discussed** (verb+**ed** or PII of the irregular verb) | *the matter by 8 p.m. tomorrow.*

? | **Will** | I/we/you/they He/she/it | ***have discussed*** *the matter by 8 p.m. tomorrow?*

– | I/we/you/they He/she/it | **will** | ***not have discussed*** *the matter by 8 p.m. tomorrow.*

The Present Perfect Continuous



Індикатори часу: *already, since, for*

Дія, що почалася в минулому та продовжується до моменту мовлення:

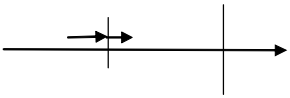
He has been discussing the matter for 2 hours.

• | I/we/you/they He/she/it | **have been** **has been** | ***discussing*** *the matter for 2 hours.*

? | **have** **has** | I/we/you/they He/she/it | ***been discussing*** *the matter for 2 hours?*

– | I/we/you/they He/she/it | **have** **has** | ***been not discussing*** *the matter for 2 hours.*

The Past Perfect Continuous



Індикатори часу: *for the last two hours*

Тривала дія, яка почалася до якогось моменту в минулому і або продовжувалась у цей момент, або закінчилась перед ним:

He had been discussing the matter for 2 hours already when her mother came.

•	I/we/you/they He/she/it	**had been**	**discussing**

the matter for 2 hours already when the phone rang.

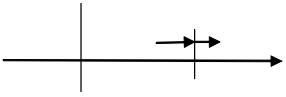
?	**had**	I/we/you/they He/she/it

been discussing *the matter for 2 hours already when the phone rang?*

–	I/we/you/they He/she/it	**had**

not been discussing *the matter for 2 hours already when the phone rang.*

The Future Perfect Continuous



Індикатори часу: *by the first of June, 2004*

Тривала дія, яка почнеться до якогось моменту в майбутньому і буде ще тривати в цей момент

He will have been discussing the matter for two hours when you come at three o'clock.

•	I/we/you/they He/she/it	**will have**	**been discussing**

the matter for 2 hours when you come at three o'clock.

?	**Will**	I/we/you/they He/she/it

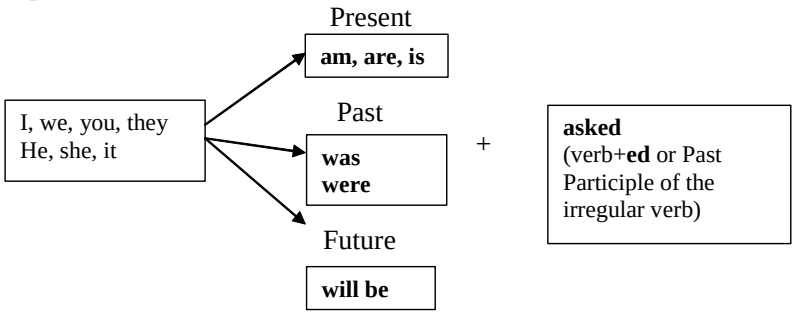
have been discussing *the matter for 2 hours when you come at 3 o'clock?*

–	I/we/you/they He/she/it	**will**

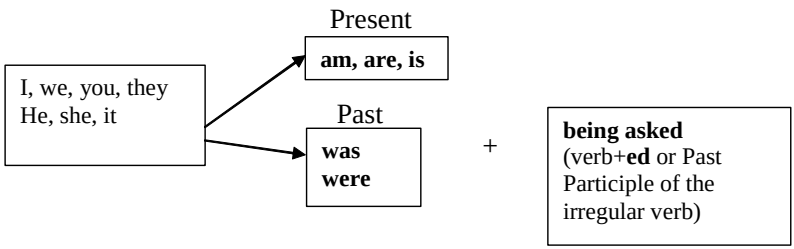
not have been discussing *the matter for 2 hours when you come at 3 o'clock.*

Пасивний стан дієслова (The Passive Voice)

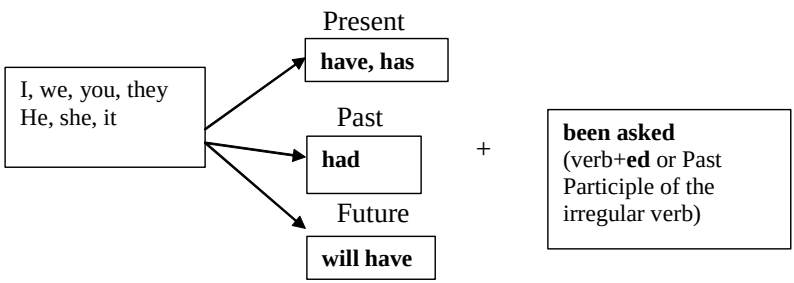
Simple



Continuous



Perfect



Модальні дієслова (with Simple Infinitive)

Дієслово	Значення	Present	Past	Future
can	Можливість дії (здатність розумова чи фізична)	**can** *I can swim well.* *I can do it for you.*	**could** *I could swim even when I was 6.*	**will/ shall be able to** *I'll be able to go to Kiev in October.*
may	дозвіл (можливість виконання якоїсь дії з дозволу кого-небудь)	**may** *You may take it.*	**might** *He said Jim might take the document.* **was allowed to**	**will/ shall be allowed to** *I shall be allowed to see the document in an hour.*
must	Обов'язок (повинен, зобов'язаний, треба, необхідно). Заборона в заперечній формі.	**must** *You must tell the truth! (You mustn't smoke here!)*	**had to** *I had to put aside my plans.* (необхідність, яка обумовлена обставинами) **was/were to** *I was to be at the meeting at 5 sharp.* (необхідність, яка обумовлена розкладом, домовленістю)	**will/ shall have to** *I'll have to help him with translation.*
to have to	Необхідність чи обов'язковість дії, зумовленої обставинами	**have/has to** *I have to visit my aunt at hospital every day.* (змушений, доводиться)	**had to** *Yesterday I had to stay at home as it was very cold.*	**will have to** *Tomorrow I'll have to get up early as my husband will come from abroad.*
need **needn't**	Необхідність виконання дії. Відсутність неохідності	**need** *Need I go there?* **needn't** *You needn't go to the library, I'll give you this book.*		**need** **needn't** *She needn't do this work; I'll do it for her.*
should **ought to**	Моральний обов'язок, порада, рекомендація	**should** **ought to** As you feel ill you should go to the doctor. Why should I feel guilty about it?		

Узгодження часів (The Sequence of Tenses)

Однією з особливостей англійської мови є правило узгодження часів. Узгодження часів — це залежність часової форми присудка у підрядній частині речення від часової форми присудка у головній частині реченні. Правила узгодження часів діють у додаткових підрядних реченнях. Якщо дієслово в головному реченні вжите в минулому часі, то в додатковому підрядному дієслово буде вжите в одному з минулих часів:

1. Past Simple Past Continuous — дія в підрядному реченні збігається в часі з головним реченням:

*I **said** I **didn't know** who the robber was.*

2. Past Perfect Tense — дія в підрядному реченні передує дії головного:

*They **explained** how they **had planned** the robbery.*

3. Future- in- the- Past Tense — дія в підрядному реченні відбувається після дії головного:

*They **were** sure they **would find** the robber.*

Непряма мова (Indirect Speech)

Direct speech	Indirect speech
Present Simple *"I live in Kyiv", she said.*	Past Simple *She said she lived in Kyiv.*
Present Continuous *"He is making a report", she said.*	Past Continuous *She said he was making a report.*
Present Perfect *"He has just left", she said.*	Past Perfect *She said he had just left.*
Present Perfect Continuous *"I have been running for an hour", she said.*	Past Perfect Continuous *She said she had been running for an hour.*
Past Simple *"He left an hour ago", she said.*	Past Perfect *She said he had left an hour ago.*
Past Continuous *"I was working when she rang me", he said.*	Past Continuous *He said that he was working when she rang him.*
Past Perfect *Tom said, "I had done my homework by 5 o'clock".*	Past Perfect *Tom said that he had done his homework by 5 o'clock.*

Past Perfect Continuous *Ann said: "I had been looking for it for the last two hours".*	Past Perfect Continuous *Ann said that she had been looking for it for the last two hours.*
Future Simple *"He will be back in an hour", she said.*	Future-in-the-Past *She said he would be back in an hour.*
Future Continuous *"He will be questioning the witness in an hour", she said.*	Future Continuous-in-the-Past *She said he would be questioning the witness in an hour.*

Зміна індикаторів часу

Direct speech	Indirect speech
now	then
tomorrow, next week, month, etc.	the next day, the following week, month
yesterday	the day before, the previous day
last week, etc.	the week before, the previous week
two weeks ago	two weeks before
at the moment	at the time
here	there
this, these	that, those

Інфінітив (The Infinitive)

Інфінітив — це неособова форма дієслова, яка лише називає дію взагалі, безвідносно до того, хто її виконує і коли. Зазвичай, інфінітив сприймають як початкову форму дієслова, яка представляє дієслово в словниках. У всіх своїх формах і функціях інфінітив має спеціальний маркер — частку ***to***.

Форми інфінітива	Active	Passive
Simple	to write	to be written
Continuous	to be writing	
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	

Функції інфінітива в реченні:

Subject ***To live*** *is to learn.*	Part of the Predicate *I must do it. He started* ***to speak*** *at 6.00.*	Object *He* ***wanted to help*** *the girl.*
Attribute *This is a problem* ***to discuss****.*	Adverbial Modifier of Purpose *He invited this witness* ***to get*** *some new evidence.*	Complex Object *He* ***wanted me to help*** *the girl.*

Об'єктна інфінітивна конструкція має у своєму складі інфінітив і вживається у функції додатка. Об'єктна інфінітивна конструкція вживається після дієслів, що виражають

а) сприймання за допомогою органів чуття: *to see, to hear, to feel, to watch, to observe, to notice* (після цих дієслів інфінітив вживається без частки *to*):

Suddenly I heard her call the criminal's name. — Раптом я почув, що вона назвала ім'я злочинця.

б) бажання, намір, почуття: *to want, to wish, to desire, to like, to dislike, to hate, to intend, would like*:

They wanted him to plead guilty. — Вони хотіли, щоб він визнав свою провину.

в) думку, припущення, сподівання: *to consider, to believe, to think, to find, to know, to expect, to suppose:*

They considered him to be the best investigator in London. — Вони вважали його найкращим слідчим у Лондоні.

г) наказ, прохання, дозвіл, пораду, примус: *to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let* (після дієслів *to let, to make* інфінітив вживається без частки *to*):

The policeman allowed us to have a smoke. — Поліцейський дозволив нам покурити.

Суб'єктна інфінітивна конструкція. До її складу входить інфінітив, а вся конструкція виконує роль підмета речення.

Суб'єктний інфінітивний комплекс вживається:

а) з дієсловами *to say, to report* у пасивному стані:

He is said to deal with this dangerous case. — Кажуть, що він займається цією небезпечною справою.

б) з дієсловами (у пасивному стані), що означають думку, припущення, сподівання: *to think, to know, to consider, to believe, to suppose, to expect:*

The meeting is expected to begin this morning. — Сподіваються, що збори почнуться сьогодні вранці.

в) з дієсловами (в пасивному стані), що виражають сприймання за допомогою органів чуття — *to see*, *to hear, to feel, to notice, to observe, to watch:*

He was seen to enter the courtroom. — Бачили, як він входив у будинок.

г) з дієсловами *to seem, to appear, to happen, to chance, to turn out, to prove:*

She seemed not to listen to the sentence. — Здавалося, вона не слухає вирок.

д) з словосполученнями *to be sure, to be certain, to be likely, to be unlikely:*

We are sure to learn of it. — Ми, напевно, дізнаємося про це.

Герундій (The Gerund)

Герундій — це неособова форма дієслова, яка має властивості іменника і дієслова. Форми герундія утворюються за допомогою закінчення *-ing*, яке додається до основи дієслова. Герундій має одну просту і три складні форми:

Форми герундія	Active	Passive
Simple	*helping*	*being helped*
Perfect	*having helped*	*having been helped*

Simple Gerund, активний і пасивний, виражає дію, що відбувається одночасно з дією, вираженою дієсловом-присудком у реченні в теперішньому, минулому або майбутньому часі:

My friend dreamed of becoming a traffic policeman. — Мій друг мріяв стати офіцером дорожньої міліції.

Perfect Gerund, активний і пасивний, вживається для позначення дії, яка передує дії, вираженій дієсловом-присудком у реченні:

I remember having been sentenced to ten months for shoplifting. — Я пам'ятаю, мене засудили до 10 місяців тюремного ув'язнення за крадіжку в магазині.

Герундій разом з іменником або присвійним займенником, що стоїть перед ним й позначає діяча, утворює герундіальний зворот і передає самостійну думку:

I remember my friends having helped me then. — Я пам'ятаю, що мої друзі допомогли мені тоді.

У реченні герундій може бути підметом, частиною присудка, прямим або непрямим додатком чи означенням. Наприклад:

Learning the basic practical skills of police work helps them become more skilful police officers. — Оволодіння основними практичними

навичками поліцейської роботи допомагає їм стати досвідченішими офіцерами поліції.

Our aim is helping the community. — Наша мета — допомагати суспільству.

Do you enjoy driving the car? — Тобі подобається керувати автомобілем?

Подібно до іменника він часто вживається з прийменниками і присвійними займенниками. Наприклад:

I like your idea of becoming a lawyer. — Мені подобається твоя ідея стати юристом.

Дієприкметник (The Participle)

В англійській мові є два дієприкметника: Participle I й Participle II. **Participle I** — це неособова форма дієслова, що має властивості прикметника і прислівника. Participle I утворюється за допомогою закінчення *-ing*, яке додається до основи дієслова. Participle I має такі форми:

Форми Participle I	Active	Passive
Simple	operating	being operated
Perfect	having operated	having been operated

Participle I відповідає українському дієприкметнику активного стану теперішнього часу та дієприслівнику недоконаного виду:

speaking — виступаючи, виступаючий.

answering — відповідаючи, відповідаючий.

Participle I Simple вказує на те, що дія, виражена ним, здійснюється одночасно з дією, вираженою присудком. Participle I Perfect вказує на передування його дії дії присудка.

Participle I за всіма формами збігається з герундієм, але відрізняється від нього за змістом: Participle I передає якість, у той час як герундій передає предметність.

Participle II — це неособова форма дієслова, що має властивості дієслова і прикметника. Participle II має тільки одну форму — до правильних дієслів додається закінчення *-ed*, для неправильних дієслів — III форма дієслова. Основні значення Participle II — стан як результат дії і сама дія.

Participle II перехідних дієслів має пасивне значення і відповідає українському дієприкметнику пасивного стану минулого часу:

made — зроблений

signed — підписаний.

Participle II неперехідних дієслів має активне значення і відповідає українському дієприкметнику активного стану минулого часу:

faded — зів'ялий.

У реченні дієприкметник може бути означенням, частиною присудка, обставиною часу, способу дії, причини.

Об'єктна дієприкметникова конструкція (The Objective Participial Construction) складається з двох частин. Перша частина — іменник у загальному відмінку або особовий займенник в об'єктному відмінку. Друга частина — дієприкметник, що виражає дію, яку виконує або якої зазнає особа або предмет, позначений іменником.

Об'єктна дієприкметникова конструкція вживається після дієслів *to see, to hear, to feel, to watch, to notice, to find, to observe*. У реченні вона виконує функцію складного додатка (Complex Object):

I watched the prisoner escaping from prison. — Я спостерігав, як в'язень збігає з тюрми.

Об'єктна дієприкметникова конструкція вживається з дієсловами, що виражають бажання або процес мислення. З цими дієсловами вживається лише Participle II:

I want it done quickly. — Я хочу, щоб це було зроблено швидко.

Об'єктна дієприкметникова конструкція з Participle II *to have (get) something done* виражає дію: а) що виконується не особою, позначеною підметом, а кимсь іншим для неї; б) якої зазнає особа, позначена підметом:

I must have my watch repaired. — Мені треба відремонтувати годинник.

Суб'єктна дієприкметникова конструкція (The Subjective Participial Construction) складається з двох частин. Перша частина — іменник у називному відмінку або особовий займенник у називному відмінку. Друга частина комплексу — дієприкметник (здебільшого Participle I), що виражає дію, яку виконує особа або предмет, позначений першою частиною комплексу:

A plane was heard flying high in the sky. — Було чути, як високо в небі летів літак.

Суб'єктна дієприкметникова конструкція вживається переважно з дієсловами, які виражають сприймання за допомогою органів чуття (*to see, to hear, to feel, to watch, to notice, to observe* у пасивному стані) і виконує у реченні роль присудка.

З дієсловами *to consider, to believe, to find* іноді вживається суб'єктний дієприкметниковий комплекс з Participle II:

The work was considered finished. — Роботу вважали закінченою.

Абсолютна дієприкметникова конструкція (The Absolute Participial Construction) складається з іменника у називному відмінку і дієприкметника. У цій конструкції іменник виконує функцію підмета відносно дієприкметника і не є підметом усього речення.

Weather permitting, we'll spend our day off in the country. — Якщо дозволить погода, ми проведемо вихідний день за містом.

Абсолютна дієприкметникова конструкція перекладається на українську мову:

а) підрядним обставинним реченням:

All preparations being made, the judge sat down. — Коли все було підготовлено, суддя сів.

б) простим реченням, що входить до складносурядного:

The prisoners sat at the table, the young man smoking and the old one looking at him angrily. — Арештанти сиділи за столом; молодий курив, а старий дивився на нього з люттю.

в) дієприкметниковим зворотом:

Her face smiling, she came into the room. — Усміхаючись, вона увійшла в кімнату.

Незалежна дієприкметникова конструкція може вводитись прийменником *with*:

The convicted person was standing, with his arms crossed and his head bent. — Засуджений стояв, при цьому його руки були схрещені, а голова опущена.

WORD

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1-1 Introducing people	1-2 Wanted	1-3 Travelling
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court (Appellate)	(armed) robbery	a charge (of)
highly-qualified	the suspect	application
Humanities	male/ female	arrangements
investigator	sex	arrive in/ at
judge	height	available
law	hair	commission
law-governed	face	customs (to go/ pass through)
lawyer	forehead	embassy
legal (profession/ career/ reform)	eyebrows	(for the) purpose
marital state	eyes	fare
name (first, second, surname)	cheeks	immigration (Office)
nationality	nose	terminal
notary	mouth	to apply for visa
occupation	lips	to complete
prosecutor	teeth	to declare
(Prosecutor's Office)	chin	to have/ get permission
Security Service	neck	to make decision
to apply to	ears	to make it easy
to be good at	arm	to provide
to contribute to	hand	to register
to enjoy	legs	to remain
to finish (school)	feet	to request
to graduate from (the Academy)	finger	to require
a graduate/ post-graduate	built	
to introduce	beard	
to major in	physical defects	
to specialize in	behaviour characteristic	
to take/ pass an exam	blood	
	cell	
	fingerprints	
	for God's sake	
	identification	
	identi-kit	
	photography	
	portrait parley	
	to arrest	
	to be interested in	
	to disarm	
	to look like	

Active Words and Word Combinations 2

2-1 National Law Academy	2-2 Law (part 1)	2-3 Law (part 2)
a break	civil rights	accused
a diploma	contract law	appeal
academic staff	crime	breach
admission	influence	chief
associate/ assistant professor	judicial decision	counsel
autonomous	lawmaker	evidence
dean	legislature	hearing
debt	morality	injury
decree	natural law	lawmaking
defense lawyer	penalty	legal entity
department (full-time/ part-time/ evening)	property law	legal system
dining hall	regulation	legitimacy
double period	remedy	liability
education (secondary)	rule	licensing
employment	to distinguish from	ownership
entrance examination	to enforce	property
experience	to improve	punishment
faculty	to limit power	taxation
form-master	to prohibit	to enforce/ enforcement
hostel		to evolve
individual procedure		to reinforce
legislation		trial
monitor		victim
record/ credit book		will
rector		Roman law
test period		Common law
the Cabinet of Ministers		Substantive law
the Verkhovna Rada		Procedural law
time-table		Public law
to participate		Private law
		Administrative law
		Criminal law
		Labour law
		murder
		theft
		larceny
		robbery
		failure to repay a debt

Active Words and Word Combinations 3

3-1 Ukraine (part 1)	3-2 Ukraine (part 2)	3-3 Civil Law
agriculture	a vote/ voter	citizenship
chemicals	armed forces	code (civil/ commercial/ penal)
coal	autonomous (republic)	codification
collapse	body (executive/ legislative/	consequences
declaration	judicial)	contractual arrangements
democratic	budget	divorce
deposit	chamber	effort
engineering	commander-in-chief	enactment
fertile land	confirmation	marriage
independence	consecutive	measure
invasion	consent	origin
iron	court (Supreme/ Constitutional)	scholar
machinery	decentralization	to constitute
manganese	deputy	to modify
metallurgy/ metallurgical	election	unification
mining	issue	wisdom
natural gas	policy	
natural resources	public health	
nuclear power	taxes	
oil	to adopt	
output	to be responsible	
popular vote	to be subject to	
religion/ religious	to contradict	
significant	unitary	
soil	utilities	
to approve	the Supreme Council	
to be rich in	the Verkhovna Rada	
to locate	United Nations (UN)	
	the Commonwealth of Independent States (CIS)	
	Organization on Security and Cooperation in Europe (OSCE)	

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4-1 Great Britain	4-2 the USA	4-3 Common Law
allegiance	ambassador	appellate court
amendment	amendment	considerations
bishop	authority	customs
case law	budget	interpretation
chamber	claim	judgement
convention	domestic affairs	jury
expenditure	impeachment	party
hereditary	income tax	precedent
House of Commons	justice	reference
House of Lords	negotiation	review
issue	suffrage	to accept
Lords Temporal/ Spiritual	the Congress	to adjudicate disputes
monarchy	the House of Representatives	to be applied
money bill	the Senate	to reach a verdict
peer	to abolish	to reveal
precedent	to borrow money	to ultimate
provision (legal)	to draft	trial court
sovereignty	to exercise	
to bind	to interpret	
to enact	to pay debts	
to integrate	to provide for	
to overrule	to put into effect	
to reign	to ratify/ ratification	
to reject	to remove	
to settle disputes	to serve	
	to violate	
	treaty	
	universal suffrage	
	vote (popular)	

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5-1 Legal Professions	5-2 Civil Law (family)	5-3 Criminal Law
aware/ awareness	compensation	accomplice
barrister	copyright	aggravated assault
competition	create/ creator	apprehension/ to apprehend
(computer) literate	defamation	arson
global (economy)	disposal	assassin
information technology (IT)	divorce	attempt
policy	enforceable	bigamist
self-management	guarantees	burglary
skill	injured (party)	circumstances
software	insurance	conspiracy
solicitor	intellectual property	double jeopardy
teamwork	loan	hijacker
to enhance	marriage	intent (criminal)
to ensure	negligence	just (act, punishment)
to maintain	ownership	justifiable
to manage	partnership	mental disorders
to succeed	patent	murder
	purchaser	offender/ offence
	to benefit	omission
	to bind	punishment
	to duplicate	rape
	to revoke	rehabilitation
	to sue for smth.	robbery
	to suffer (an act)	sentencing
	tort	state of mind
	trademark	stowaway
	welfare	theft
	wrongful/ wrong	to charge
		to convict/ a convict/ convicted
		treason
		voluntary (act)

Active Words and Word Combinations 6

6-1 Investigation	6-2 Police	6-3 The EU (part 1)
adept	a constable	compliance
arson	a watchman	destruction
body measurements	civil	enlargement
bullet	conduct	environment
DNA profiling	courteous	integration
expert	deputy	maladministration
fatal fire	environment	prosperity
fingerprint(ing)	important	to be committed
fingertips	inefficient	to be flanked
firearms	informant	to delegate
forensic science	noble	to ensure
identification	summary justice	to join/ joint
incident	to assume	to prevent
matter	to deal with	trade
pattern	to guard/ guardian	treaty
record	to handle	
specimen	to preserve	
to spread	to protect	
to supersede	to remain	
to yield	to supply	
weapon	to take turns	

Active Words and Word Combinations 7

7-1 Prosecutor	**7-2 Punishment**	**7-3 the EU (part 2)**
an indictment	innocent	a board
an official	life imprisonment	access/ accession
Attorney General	mutilation	aid
briefs, *pl*.	penalty (death P.)	ambassador
caseworker	proponent	compromise
coercion	punishment (capital P.,	consumer
execution	corporal P.)	cooperation
grand jury	self-defence	currency
no confidence	severe	guideline
observance	suspended sentence	implication
personnel	to abolish	inflation
procedure	to adjust	inquiry
prosecutor/ prosecution	to deter / deterence	loan
resignation	to impose	servant
restraint	to inflict	taxpayers
summation	to reduce	to assent
supervision	rehabilitation	to abide
to bring to justice	to restrict	to be in charge of
to constitute	to revenge	to be in doubt
to determine	treatment	to belong
to dismiss	torture	to benefit
to plead a case	vengeance	to bring proceedings
	warrant	to combat
		to damage
		to dismiss
		to keep an eye
		to lend
		to reflect
		to set
		to share
		to submit
		to supervise
		vital
		well-off

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8-1 Judiciary	**8-2 Legislation EU (part 1)**	**8-3 Legislation EU (part 2)**
associate justice	a directive	addressee
bankruptcy	accession	amendment
bribery	annexes	balance
circuit	applicable	enactment
court	approximation	identifiable
court of appeals	binding	overwhelming
except	competence	proposal
felony	conflicting	qualified majority
immunity	consumption	to require
impeachment	content	to speed up
indictment	entirety	to undertake
juvenile	exclusion	unanimity/ unanimous
lay magistrates	implication	
Magistrates' court	in accordance with	
misdemeanor	internal	
salary	obligation	
sentence	omission	
the Chief Justice	on behalf of	
to extend to	powers, *pl*.	
to retire	primary	
to try	principal	
trial	protocol	
	provision	
	relevant	
	speed	
	to achieve	
	to confer	
	to convey	
	to implement	
	to impose	
	to publish	
	to rectify	
	to reserve	

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9-1 Human Rights (part 1)	9-2 The European Convention on Human Rights. Human Rights and EU Law (part 2)	9-3 Contract Law
campaigner	arrangement	advantage
compliance	conscience	arbitration
contingent	contrary to	assent
democracy	distinct	assumption
dignity	event	bargain
exile	obligation	barter
integrity	permissible	commitment
interference	to challenge	compensation
liberty	to claim	hostage
monitoring	to conclude	injured party
residual	to deny	kinship
temporary	to exclude	litigation
to confiscate	to imply	mutual
to lack	to participate	obligation
to suggest		to be entitled to
to suppress		to handle
to withdraw		to pawn
tribunal		to pledge
		to spoil
		transaction
		wages

Active Words and Word Combinations 10

10-1 Notary	10-2 Lawyer	10-3 International Law
authentic	advocate	alien
contracts	advokat	citizenship
deed	associate	Court of Justice
legitimate	attorney	customary
licit	bylaw	disputant
litigation	corporate	equity
mortgage	counselor/ counsel	instrument
notarial	divorce	intercourse
notary's office	loyalty	prohibition
requirement	probate	stateless
sale	reconciliation	suppression
seal	relief	tenets
to attest	the bar	to recourse
to authenticate	to argue	to restrict
to certify	to interrogate	treatment
to draw up	to necessitate	warfare
to reside	to plead/ pleader	
to specialize		
to terminate		
unbiased		
valid		
will		

Active Words and Word Combinations 11

11-3 Administrative Law	11-4 Employment Law
revoke	fairness
arbitrariness	unfetter
reconciliation	restrain
safeguard	merit
managerial	confrontation
acquire	corporate
regulatory	trend
auxiliary	statutory
excess	employment
pursuit	redress
token	reasonableness
concurrent	non-work
impact	misbehave
abolish	mould
impede	dismissal
inconsistency	measure
frustrate	reconcile
expenditure	
complementary	
oppression	
management	
indulge	
refrain	

Active Words and Word Combinations 12

12-4 Constitutional Law	12-5 Consumer Law
reshape	shortcoming
seize	consumer
Enlightenment	pose
pursue	violate
contender	sue
essence	fraudulent
alter	suitability
multiply	label
bylaw	undue
invariably	seek
whim	refund
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