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# **FIRST YEAR STUDENT'S WORKBOOK**

**(Individual and Independent work in professional English)**

**FOR LAW STUDENTS**

**Робочий зошит  
для індивідуальної та  
самостійної роботи  
студента (ки) I курсу \_\_\_\_ групи  
юридичного факультету**

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(прізвище, ім'я студента)

**Луцьк – 20\_\_ / \_\_ навч. рік**

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**First year student's workbook** (Individual and Independent work in professional English) for Law students. Навчально-методичні рекомендації у вигляді робочого зошита для індивідуальної та самостійної роботи з нормативного освітнього компонента «Іноземна мова» для здобувачів освіти I курсу юридичного факультету ОКР Бакалавр, галузі знань 08 Право, спеціальності 081 Право, за освітньо-професійною програмою Право, денної та заочної форми навчання / Яцишин Н. П., Гусак Л. Є., Гордієнко Ю. А. 3-тє вид., переробл. і доповн. Луцьк: Волинський національний університет імені Лесі Українки, 2023. 72 с.

Навчально-методичні рекомендації у вигляді робочого зошита призначені для виконання самостійної та індивідуальної роботи студентами-правознавцями, орієнтовані на забезпечення здобувачів освіти необхідним матеріалом для такого виду робіт відповідно до кредитно-модульної системи навчання та Силабусу.

З метою оптимізації навчального процесу та ефективного використання часу, відведеного на вивчення нормативного освітнього компонента, а також особливо в умовах дистанційного та змішаного навчання, пропоновані завдання можна виконувати відразу у робочому зошиті.

Видання призначається також для магістрів, аспірантів, вчителів середніх загальноосвітніх шкіл, учнів старших класів, а також для тих, хто самостійно вивчає англійську мову та цікавиться правознавством.

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## ВСТУП

Навчально-методичні рекомендації у вигляді робочого зошита призначені для виконання самостійної та індивідуальної роботи студентами-правознавцями, орієнтовані на забезпечення здобувачів освіти необхідним матеріалом для такого виду робіт відповідно до кредитно-модульної системи навчання та Силабусу, а також враховують особливості фахової підготовки майбутніх спеціалістів з нормативного освітнього компонента «Іноземна мова» та правової спеціалізації.

З метою оптимізації навчального процесу та ефективного використання часу, відведеного на вивчення нормативного освітнього компонента, а також особливо в умовах дистанційного та змішаного навчання, пропонувані завдання можна виконувати відразу у даному робочому зошиті, який здається викладачеві для перевірки та оцінювання.

Методика роботи над вивченням даного нормативного освітнього компонента передбачає обов'язкове опрацювання всіх тем практичних занять, виконання індивідуальної та самостійної роботи: аналіз нормативно-правових актів мовою оригіналу, реферування фахових статей з української мови на англійську, анотування наукових статей зі спеціальності та ін. Рівень опанування даного курсу студентами визначається на основі рейтингової системи оцінювання. Нижче подані завдання для самостійної та індивідуальної роботи та методичні вказівки з ілюстративним матеріалом щодо виконання такого виду робіт.

## ЗАВДАННЯ ДЛЯ ІНДИВІДУАЛЬНОЇ РОБОТИ

Кредитно-модульна система навчання дає можливість максимально індивідуалізувати навчальний процес. У поєднанні з практичними заняттями та чітко спланованими завданнями самостійної роботи індивідуальна робота сприяє найбільш ефективному засвоєнню курсу і дає можливість студентові реалізувати свої індивідуальні здібності якнайповніше.

Працюючи над індивідуальним завданням самостійно, здобувач освіти активізує і закріплює ті знання, які він одержав на практичному занятті. Важливу роль у підготовці юриста відіграє фахова спрямованість та професійна складова даного освітнього компоненту для реалізації поставлених завдань, які ґрунтуються на концептуальних принципах комунікативного підходу до навчання іноземних мов і враховують Загальноєвропейські рекомендації з мовної освіти (ЗЄР), стандарти Міжнародної системи тестувань з англійської мови (IELTS), рекомендації USAID (United States Agency for International Development): Legal English Course: Model Syllabus (2021) та Model Course Syllabus «Advanced Legal Writing» (2021), а також Програму Єдиного вступного іспиту з іноземних мов (англійської мови) для вступу на навчання на здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня бакалавра).

# НАПРЯМИ ІНДИВІДУАЛЬНОЇ РОБОТИ СТУДЕНТА-ПРАВНИКА (І-ІІ СЕМЕСТР)

## І. Опрацювання розробки з теми «From the History of Law»

### From the History of Law

#### Vocabulary Section

*Pre-reading task. Read the words. Mind the stress.*

A):

' ancestor	de'scend	compen'sation
' pillar	e'ffect	corres'pond
' victim	in'heritance	Mesopo'tamian
' outlaw	re'venge	codifi'cation
' kidnap	ob'serve	Hammu'rabi
' testament	legi'slation	'circumstance

B) Complete the word building table.

Noun	Verb	Verb	Noun
settlement		to descend	
inheritance		to codify	
injury		to observe	
compensation		to victim	
collection		to accuse	
punishment		to kidnap	
invention		to reflect	
offence		to correspond	
compiler		to murder	

C)

Noun / verb	Person	Noun / verb	Person
accuse		prison	
offence		murder	
consume		kidnap	
supervise		preside	

murder	legislation
to descend	theft
crime	aristocracy

*1. Before you read look through the following words and phrases to make sure that you know them. Learn those that you don't know.*

<b>convention</b> <i>e.g. constitutional convention</i> Geneva Conventions	договір; угода; конвенція; конституційна угода; жєневська угода;
<b>to descend</b> [di'send] (from/of) to be descended from smb. We are descended of ancient families.	походити, вести рід від когось; походити від когось Ми походимо від прадавніх родів.
<b>ancestor</b> ['ænsɛstə] <i>e.g. common ancestor</i> remote ancestor	пращур, предок; загальний предок; віддалений предок;
<b>vague</b> [veɪg] <i>e.g. vague ideas</i> vague notions I have not the vaguest notion what to do.	нечіткий, неясний; неясні ідеї; невизначені поняття; Я не маю жодного уявлення, що робити.
<b>to be in effect</b> [i'fekt]	діяти, бути чинними;
<b>B.C. / A.D.</b>	до нашої ери; / нашої ери;
<b>to deal</b> [di:l] <b>with</b> (dealt, dealt [delt]) <i>e.g. There are many difficulties to be dealt with when starting a new business.</i> Head Office deals with all complaints.	мати справу з, розглядати; Коли починаєш нову справу, доводиться стикатися з багатьма труднощами. Головна контора розглядає всі скарги.
<b>to codify</b> ['kɔdɪfaɪ]	кодифікувати; систематизувати;
<b>to carve</b> [kɑ:v]	вирізати, гравірувати; викарбувати;
<b>pillar</b>	стовп;
<b>to cover</b> ['kʌvə] <i>e.g. The reporter covered the convention for the local newspaper.</i>	охоплювати; освітлювати; покривати; Журналіст освітив з'їзд для місцевої газети.
<b>settlement of debts</b> [det]	виплата боргів;
<b>inheritance</b> [ɪn'herɪtəns]	спадщина;
<b>tax</b> <i>e.g. free of tax, tax-free</i>	податок; неоподаткований;

income / profits tax to pay taxes	податок на прибуток; сплачувати податки;
<b>harsh</b> <i>e.g. the harsh reality of life = harsh reality</i>	суворий; сувора дійсність;
<b>cruel</b> [kru:əl] <i>e.g. cruel punishment</i>	жорстокий; суворе покарання;
<b>revenge</b> [ri'vendʒ] <i>e.g. to take (one's) revenge on / upon smb. in revenge</i>	помста; помститися комусь; у помсту;
<b>to observe</b> [əb'zə:v] <i>e.g. to observe laws</i>	дотримуватися; дотримуватися законів;
<b>to correspond (to)</b> This ideal model does not correspond to the facts.	відповідати; узгоджуватись; Цей ідеальний зразок не узгоджується з фактами.
<b>to inflict (upon / on)</b> [in'flikt] to inflict heavy losses on the enemy	наносити, причиняти (біль) комусь; нанести великі втрати ворогу;
<b>victim</b> <i>e.g. to fall a victim to accident victim innocent victim</i>	жертва, потерпілий; стати жертвою; потерпілий від нещасного випадку; невинна жертва;
<b>thief (thieves)</b> [θi:f] <i>e.g. petty thief thieves' Latin</i>	зłodій, крадій; дрібний зłodій; зłodійський жаргон;
<b>false accuser</b> [fo:ls ə'kju:zə]	наклепник;
<b>to strike the blow</b> <i>e.g. to strike a blow against poverty</i>	нанести удар; нанести удар по бідності та злидням;
<b>to outlaw</b> [ˈaʊtlɔ:] <i>e.g. to outlaw smoking in public</i>	поставити поза законом; заборонити куріння в громадських місцях;
<b>blood feud</b> [ˈblʌd fju:d ] <i>e.g. family feud personal feud stir up a feud sink a feud</i>	кровна помста; родова ворожнеча; сімейна ворожнеча; особиста ворожнеча; розпалювати ворожнечу; забути ворожнечу; помиритися;
<b>to ban / ban</b> <i>e.g. under a ban</i>	забороняти / заборона; під забороною;



<b>to kidnap</b>	викрадати;
<b>to take account of</b> [ə'kaunt]	враховувати;
<b>circumstance</b> [ˈsə:kəmstəns] <i>e.g.</i> aggravating circumstances attendant circumstances compelling circumstances exceptional circumstances extenuating /mitigating circumstances a victim of circumstances under the circumstances under no circumstances The circumstances suggest murder.	обставина; обтяжуючі обставини; супутні обставини; непоборні обставини; виключні обставини; пом'якшуючі обставини; жертва обставин; за цих обставин (умов); ні за яких умов, ніколи; Обставини дозволяють припустити, що це вбивство.
<b>to award</b> <i>e.g.</i> The judges awarded the prize to her.	присуджувати; нагороджувати; Судді нагородили її призом.
<b>Hebrew</b> [ˈhi:bru:] <i>e.g.</i> It is Hebrew to me.	єврей, іудей; Це для мене китайська грамота.
<b>Hebraic</b> [hi'breik] <i>e.g.</i> Hebraic laws	староєврейський; староєврейські закони;
<b>Mosaic</b> [məu'zeik] <i>e.g.</i> Mosaic law	Мойсеїв; Мойсеїв закон;
<b>Moses</b> [ˈməuziz]	Мойсей;
<b>to set out</b> <i>e.g.</i> The committee's plans are set out in the report.	викласти; У доповіді викладені плани комісії.
<b>the Old Testament</b> [ˈtestəmənt]	Старий Завіт;
<b>Ten Commandments</b> [kə'ma:ndmənts]	Десять Заповідей;
<b>desert</b> [ˈdezət]	пустеля;
<b>to summon</b> [ˈsʌmən] <i>e.g.</i> to be summoned before a judge	викликати, скликати; бути викликаним у суд;
<b>tablets</b> [ˈtæblət] <i>e.g.</i> a bronze tablet	дощечка; табличка;
<b>compiler</b> [kəm'pailə]	укладач;
<b>to reflect</b> <i>e.g.</i> The election results do not always reflect back the views of the voters.	відображати; Результати виборів не завжди відображають погляди виборців.
<b>to preside (over)</b> [pri'zaid]	головувати (над);

<b>lawgiver/ legislator</b> [ˈledʒɪsleɪtə]	законодавець;
<b>magistrate</b> [ˈmædʒɪstreɪt]	(мировий) суддя;
<b>judge</b> [ˈdʒʌdʒ] e.g. fair, impartial judge harsh, severe judge lenient judge	суддя; неупереджений (об’єктивний) суддя; суворий суддя; поблажливий суддя;
<b>faith</b> [feɪθ] e.g. the true faith by faith to practice a faith	віра; віросповідання; істинна віра; за віросповіданням; сповідувати віру

2. Read and translate the text.

### THE BIRTH OF LAW

Laws and rules – and the customs and conventions – from which they are descended have always been the part of human life ever since our ancestors first began to live in large and settled groups. But our knowledge is vague of laws that were in effect before the invention of writing in about 3500 B.C. The earliest known legal text was written by Ur-Nammu, the king of the Mesopotamian city of Ur, in about 2100 B.C. It dealt largely with compensation for bodily injuries, penalties for witchcraft and runaway slaves.

One of the earliest known collections of codified laws is the Code of Hammurabi. Hammurabi [ˌhæmuˈraːbi] was a king of Babylon from 1728 B.C. to 1686 B.C. So that everyone could know the laws, they were carved into the stone pillars set up in the temple to the Babylonian god Marduk. The laws covered crime, divorce, marriage, the rights of slave owners and slaves, the settlement of debts, inheritance and property contracts; there were even regulations about taxes and the prices of goods. Punishments under the code were harsh. The cruel principle of revenge was observed: an eye for an eye and a tooth for a tooth, which meant that the punishment had to correspond to those damages and injuries that criminals had inflicted upon their victims. Not only murderers but also thieves and false accusers faced the death penalty. And a child who hit his father could lose the hand that struck the blow. The code outlawed private blood feuds and banned the tradition by which a man could kidnap and keep the woman he wanted for his bride. In addition, the new laws took account of the circumstances of the offender as well as the offence. So a lower-ranking

citizen who lost a civil case would be fined less than an aristocrat in the same position – though he would also be awarded less if he won.

Another code of early law is the Code of Hebraic laws, or Mosaic Law of about 1400 B.C. This code is set out in detail in the first five books of the Old Testament, which are called the Torah, meaning ‘law’ or ‘guidance’ These books recount the forty-year-long wandering of Moses and the tribes of Israel from Egypt across the Sinai desert to the Promised Land of Canaan. While in the desert, Moses was summoned to the top of Mount Sinai by God and was given the tablets of Ten Commandments. Like the Babylonians, the Hebrew compilers believed that their laws were based on the will of God. Unlike the commercially-oriented Code of Hammurabi, the Mosaic Law reflects the agrarian community which Moses presided over. As chief lawgiver and magistrate, Moses was both a legislator and a judge in the modern sense. The Ten Commandments still hold a central position today in the teaching of both the Hebrew and the Christian faiths. As well, the Mosaic Law forms an important part of the laws of many countries today.

*Note.* the Promised Land of Canaan [ˈkeɪnən] – земля обітована Ханаанка (стародавня назва Палестини, Сирії та Фінікії)

*3. Give each paragraph a heading of your own. Compare your headings with other members of the group. Are all the headings possible?*

*4. Give the Ukrainian equivalents to the following words and expressions.*

Vague knowledge; the invention of writing; in about 3500 B.C.; to deal with; to set up in the temple; to cover crime; regulations about taxes; inheritance; property contracts; prices of goods; to observe the principle of revenge; to inflict damages and injuries upon victims; to face the death penalty; to hit somebody; to lose the hand which struck the blow; to outlaw blood feuds; to kidnap a woman; to ban the tradition; to take account of the circumstances of the offences; as well as / as well; forty-year-long wandering; commercially-oriented; agrarian community; legislator; judge; magistrate.

*5. Find the English equivalents to the following words and expressions in the text.*

Частина людського життя; осілі групи; мав справу головним чином з; компенсація за тілесні ушкодження; покарання за чаклунство; біглі раби; карбувати на кам'яному стовпі; стосуватися злочину, розлу-

чення, шлюбу; майнові контракти; податки; дотримуватися принципу помсти; наносити ушкодження та збитки; погрожувати смертною карою; наносити удар; поставити поза законом кровну ворожнечу; головувати; заборонити традицію; до того ж / крім того; обставини правопорушення; Мойсєві Закони; програти цивільну справу; нижчий за рангом громадянин; Старий Завіт; Десять Заповідей.

**6. A:** *Fill in the appropriate word from the list below.*

**Revenge, thief, blood feud, victim, tax, debt, the Ten Commandments, inheritance, outlawed, kidnapping, deals with, circumstance**

1. .... are a list of religious and moral imperatives that are given to Moses on the mountain referred to as "Mount Sinai" in the form of two stone tablets. 2. Her offensive conduct is a .... to be taken into consideration. 3. The farmer and his family have had ... with their neighbours on the other side of the valley for thirty years. 4. All societies have .... murderers and robbers. 5. A ..... of a crime in criminal law is the person who has been harmed individually and directly by the defendant, rather than merely society as a whole. 6. In criminal law, .... is the taking away of a person against the person's will, usually to hold the person in false imprisonment without legal authority. 7. Although many aspects of ... resemble or echo the concept of justice, it usually has a more injurious than harmonious goal. 8. A ... is a financial charge imposed on an individual or a legal entity by a state or a functional equivalent of a state. 9. .... is the practice of passing on property, titles, debts, and obligations upon the death of an individual. 10. He is heavily in .... after losing the lawsuit. 11. In criminal law, the .... is a person who illegally takes another person's property without that person's freely-given consent. 12. Head Office .... all complaints.

**B:** *Fill in the appropriate proposition or adverb.*

1. Laws and rules are descended .... the customs and conventions. 2. This is the first question which I propose to deal ... . 3. In 1787 George Washington was called to preside .... the Constitutional Convention in Philadelphia. 4. The committee's plans are set .... in the report. 5. He had to pay the compensation ... termination of contract. 6. He had to pay medical bills .... civil code and he was charged with the crime of assault .... criminal code. 7. The principle ... revenge means an eye .... an eye and a tooth .... a tooth. 8. Her photograph corresponds ... the description that he gave us. 9. The accused inflicted bodily injury .... his victim. 10. Hammurabi's laws took

account ... the circumstances of the offender as well ... the offence. 11. The committee examined the case ... detail. 12. .... addition ... a big fine, he faces imprisonment. 13. The Law was carved .... twelve bronze tablets, so it was called the Law of the Twelve Tablets.

*7. Choose a word or phrase (a, b, or c) which best completes the unfinished sentence:*

1. We don't know anything about earliest laws because ... .  
a) they were not written; b) they didn't exist; c) they were not codified;
2. The Code of Hammurabi was drawn up in... .  
a) about 1400 B.C.; b) about 1728 to 1686 B.C.; c) between 451 to 449 B.C.;
3. The principle of revenge means ...  
a) you must inflict the same damages if you had been offended; b) that if a person committed a crime, he faced the death penalty; c) the punishment must be equal to the crime;
4. Hammurabi's Code outlawed ... .  
a) murder; b) private blood feuds; c) theft;
5. One of the most known collections of laws is ..... called the Torah.  
a) Ur-Nammu-code; b) the laws of Babylon; c) the law of the Tablets;
6. The Old Testament which is called the Torah means ... .  
a) the sacred; b) the book; c) law;
7. The Code of Hebraic Laws..... .  
a) was commercially-oriented; b) reflected the agrarian community; c) served the nobility interests.
8. Hammurabi's code regulated both .... and civil matters.  
a) criminal; b) international; c) tribal

*8. Match the definition in the right column to the word in the left.*

1. outlaw	a) a person guilty of unlawful killing of someone on purpose;
2. victim	b) to pay attention to rules, laws, etc.;
3. observe	c) to place a person outside the protection of law;
4. Old Testament	d) a person, who does wrong, commits an offence;
5. murderer	e) one of the division of the Bible;
6. revenge	f) deliberate infliction of injury upon the person who has inflicted injury;
7. offender	g) a civil officer acting as a judge in the lowest court;
8. magistrate	h) a person suffering injury, pain, loss etc. because of circumstances, events, the ill-will, etc.

**9. Find a word in the text that means:**

1) the use of magic power, especially with the aid of evil spirits; 2) a punishment imposed for a violation of law or rule; 3) an accepted social custom or practice; 4) not clearly or explicitly stated or expressed; 5) payment for damage or loss, restitution; 6) harm or damage done or suffered; 7) carry away somebody by force and unlawfully in order to obtain ransom (викуп); 8) person who steals secretly and without violence; 9) belief in divine truth, religion; 10) people living in one place, district or country, considered as a whole.

**10. Look through the text again and decide whether the following sentences are true or false.**

1. The law was born in the primitive times. 2. Ur-Nammu was a Babylonian lawgiver. 3. The first known legal text banned slave-trade. 4. Moses drew up the most ancient law code. 5. Hammurabi's Code only dealt with serious crimes. 6. The Babylonians observed the principle of an eye for an eye, a tooth for a tooth. 7. All the Babylonian citizens were treated equally. 8. Mosaic Law is set out in the Bible. 9. The Ten Commandments were given to Moses by God. 10. Ancient people believed that laws were made by gods.

**11. Answer the questions.**

1. Why is it difficult to judge about the earliest laws? 2. Where and why did the first laws appear? 3. What issues did the early laws emphasize? 4. Why do you think Hammurabi decided to have his laws carved into the pillars? 5. What spheres of human life were covered by Hammurabi's code? Explain the choice. 6. How do you understand the principle 'an eye for eye, a tooth for a tooth'? 7. Were punishments always fair? Why? 8. Were people of different ranks treated differently by Hammurabi's code? 9. What legend is the Mosaic Law based on? 10. What does the Old Testament mean?

**12. Translate into English.**

A) 1. Закони походять від договорів або звичаїв, що завжди були частиною людського життя. 2. Закони Ур-Намму, головним чином, стосувалися штрафу за чаклунство та біглих рабів. 3. Для того щоб всі могли прочитати його закони, він встановив кам'яний стовп у храмі. 4. Основні принципи Мойсеєва Закону викладено в перших п'яти книгах Старого Завіту. 5. Деякі закони Хаммурапі існують і

досі, але у дещо іншій формі. 6. Перші найпростіші суспільства мали дуже прості закони. 7. Закони регулювали ціни на товари, питання спадщини, майнові угоди, а також володіння рабами. 8. Раніше він часто порушував закон, але зараз він законослухняний (law-abiding) громадянин. 9. Громадяни Вавилону могли прочитати закони, викарбувані на кам'яному стовпі у храмі вавилонському богу Мардуку. 10. Кодекс Хаммурапі ставив викрадення жінки поза законом.

**В)** У 1901 році французькі археологи знайшли кам'яний стовп серед руїн перського міста Сузи. Текст, викарбуваний на кам'яному стовпі, був найдревнішим кодексом законів. Він був складений Хаммурапі, царем Вавилону, у 18-му столітті до нашої ери.

Кодекс складається із 282 статей. Встановлений у храмі вавилонського бога Мардука, «стовп законів» повинен був служити правосуддю і в той же самий час нагадувати: закони повинні знати всі. Кодекс стосувався усіх сфер життя. Він ставив поза законом вбивство, викрадення нареченої, помсту. Покарання за ці злочини були суворі. Вони засновані на принципі Таліону: покарання повинні бути рівними злочиніві – око за око, зуб за зуб. За цим кодексом, людині, яка звинуватила (accuse) іншу і не могла представити свідка, що підтверджував її слова, погрожувала смертна кара за наклепництво.

Кодекс також стосувався питань майна та спадщини. Хаммурапі встановив грошовий штраф, який враховував як саме правопорушення, так і соціальний статус громадянина.

**13.** *Speak about the following items:*

1. The birth of law.
2. Hammurabi's Code.
3. The Mosaic Law.

**14.** *Write a mini-composition for or against the following statement 'Laws haven't changed since primitive times'.*

## II. Опрацювання розробки з теми «The Legal Heritage of Greece and Rome»

### Vocabulary Section

A) *Pre-reading task. Read words. Mind the stress.*

' measure	be' lief	satis' factory
' ultimately	dic' tatorship	mode' ration
' culminate	a' ssembly	elimi' nation
' subsequent	se' vere	aris' tocracy
' tyranny	e' liminate	civili' zation
' homicide	pro' hibit	prohi' bition

B) *Complete the word building table.*

Noun	Verb	Verb	Noun
belief		to culminate	
dictatorship		to prohibit	
solution		to eliminate	
enslavement		to separate	
moderation		to revise	
decision		to compile	
corruption		to attribute	

C) *Read words. Mind the stress.*

Noun	Verb	Noun	Verb
' attribute – to a' ttribute		' present – to pre' sent	
' conduct – to con' duct		' record – to re' cord	

1. *Before you read look through the following words and phrases to make sure that you know them. Learn those that you don't know.*

<b>to attribute</b> (to) [ə'tribju:t] <i>e.g. They attributed their success to hard work.</i>	приписувати, відносити; Вони приписували свій успіх напруженій праці.
<b>belief</b> [bi'l:f] to express a belief <i>e.g. false / mistaken belief</i> to shake one's belief to give up one's belief	віра; довіра; висловити довіру; помилкове переконання; похитнути чиїсь переконання; припинити довіряти;
<b>to draw up</b> (drew, drawn)	складати, укладати; розробляти;



<i>e.g.</i> Has your lawyer drawn up the contract yet?	Ви вже розробили угоду?
<b>extremely</b> [iks'tri:mli] [eks'tri:mli]	надзвичайно;
<b>measure</b> [ˈmeʒə] <i>e.g.</i> draconian measure harsh/ drastic measure compulsory measure emergency /extreme/ radical measure to take measures against smuggling	міра; захід; драконівська міра; суворі міри; примусові міри; крайні заходи; надзвичайні міри;  прийняти міри проти контрабанди;
<b>to apply</b> (to) [ə'plai] What I am saying does not apply to you. to apply the new method  We applied to the authorities for assistance.	1. стосуватися, відноситися; Те, що я кажу, вас не стосується. 2. застосовувати, вживати; 3. звертатися з проханням, заявою (письмово) Ми звернулися до повноважних органів про допомогу.
<b>ultimately</b> [ˈʌltɪmətli] <i>e.g.</i> These questions, however, cannot be decided ultimately today.	остаточно, повністю; в основі; в решті решт; Проте ці питання не можна остаточно вирішити сьогодні.
<b>to devise</b> [di'vaɪz]	винайти; придумати; розробляти;
<b>trial</b> [ˈtraɪəl] <i>e.g.</i> at a trial <b>trial by jury</b> [ˈdʒʊəri]	судовий розгляд, судовий процес, суд;на суді; розгляд справи за участю присяжних;
<b>to retain</b> [ri'teɪn] <i>e.g.</i> The Bank of England has taken further steps to retain control over the value of the pound.	зберігати; Національний банк Англії вдався до подальших кроків, щоб зберегти контроль над вартістю фунта стерлінгів.
<b>ancient</b> [ˈeɪnʃənt] the remains of ancient art at Athens	стародавній; античний; залишки античного мистецтва в Афінах;
<b>to split</b> (split, split) <i>e.g.</i> to split one's vote They are easily split into	розбивати; ділити; голосувати одночасно за кандидатів різних партій;

parties by intrigue.	Їх легко розколоти на окремі групування за допомогою інтриг.
<b>rival</b> [ˈraɪvəl] <i>e.g.</i> rival firms rival candidates	ворожий, конкуруючий; конкуруючі фірми; конкуруючі кандидати;
<b>faction</b> <i>e.g.</i> extremist faction rebel faction white necktie faction	фракція; групування; екстремістське групування; угруповання повстанців; «фрачна фракція» (іронічна назва політичної еліти)
<b>to culminate</b> [ˈkʌlmɪneɪt] <i>e.g.</i> Years of waiting culminated in a tearful reunion. The event culminates in a black tie dinner.	кульмінувати, досягти апогею; привести до; Роки очікування закінчилися сльозливим примиренням. Кульмінацією заходу буде офіційний обід.
<b>subsequent</b> [ˈsʌbsɪkwənt] <i>e.g.</i> subsequent chapter It was subsequent to the death of both his parents.	наступний, подальший; наступна глава; Це було після смерті обох його батьків.
<b>tyranny</b> [ˈtɪrəni] <i>e.g.</i> to overthrow a tyranny ruthless tyranny	тиранія; скинути тиранію; безжалісна тиранія;
<b>dictatorship</b> [dɪkˈteɪtəʃɪp] <i>e.g.</i> to establish, set up a dictatorship an absolute dictatorship	диктатура; встановити диктатуру; абсолютна диктатура;
<b>satisfactory</b> <i>e.g.</i> satisfactory result	задовільний; задовільний результат;
<b>solution</b> [səˈluːʃ(ə)n] <i>e.g.</i> to apply a solution to find a solution satisfactory solution solution of case	рішення; застосувати рішення; знайти рішення; задовільне рішення; розкриття справи (поліцією);
<b>to be eligible</b> [ˈelɪdʒəbl̩] to be eligible for an office to be eligible for parole	мати право; мати право бути обраним; підходити; підходити на посаду; мати право на умовне-дострокове звільнення;

<b>moderation</b>	урегулювання; стриманість; рівність; пом'якшення;
<b>proper</b>	належний; характерний;
<b>to prohibit</b> [prəu'hɪbɪt] <i>e.g.</i> Visitors are prohibited from feeding the animals.	забороняти; Відвідувачам забороняється годувати тварин.
<b>humane</b> [hju'mein]	гуманний, людяний;
<b>assembly</b> [ə'sembli] <i>e.g.</i> legislative assembly United Nations General Assembly	асамблея; збори; законодавчі збори; Генеральна асамблея ООН;
<b>to establish</b> [ɪs'tæbliʃ] <i>e.g.</i> to establish a committee to establish contact / relationship to establish the cause of death	встановлювати; запровадити; заснувати комітет; встановити контакт / відносини; встановити причину смерті;
<b>severe</b> [si'viə] <i>e.g.</i> severe discipline	суворий; сувора дисципліна;
<b>to appeal</b> [ə'pi:l] <i>e.g.</i> to appeal to a higher court	подавати апеляцію; апелювати; звертатися; звернутися з апеляцією до вищого суду
<b>homicide</b> ['hɒmɪsaɪd] homicide department	вбивство; відділ по розслідуванню вбивств;
<b>in essence</b> [ɪ'esns] <i>e.g.</i> He was in essence an honest person.	в основному; по суті; По суті він був чесною людиною.
<b>to be based on</b> [baɪst]	бути заснованим на;
<b>certain</b> [ˈsɜ:tn] <i>e.g.</i> almost, nearly certain absolutely /completely certain	певний; майже певний; повністю певний;
<b>profound effect</b> have a profound effect on / upon	глибокий вплив; мати глибокий вплив на щось;
<b>to compile</b> [kəm'paɪl] The French Academy took forty years to compile their Dictionary.	укладати; Національна Академія наук Франції витратила 40 років, щоб укласти словник.

<b>elimination</b> [i,limi'nei[n] / <b>to eliminate</b> [i'limineit] the prohibition and elimination of chemical weapons elimination of nuclear weapons the need to eliminate poverty	усунення, знищення; усунути, знищити;  заборона та знищення хімічної зброї;  заборона ядерної зброї; потреба знищити бідність;
<b>to pass</b> to pass a law	приймати (закони); приймати закон;
<b>intact</b> [in'tækt]	недоторканий; неушкоджений, цілий

2. Read and translate the text.

## THE LEGAL HERITAGE OF GREECE AND ROME

The ancient Greeks were among the first to develop a concept of law that separated everyday laws and religious beliefs. Before Greeks most civilizations attributed their laws to gods and goddesses. Instead, the Greeks believed that laws were made by the people and for the people. In the seventh century B.C., Draco drew up Greece's first written code of laws. Draco's laws were shockingly severe, so severe that people say that they were written not in ink but in blood. On the civil side they permitted enslavement for debt, and death was the penalty for almost all criminal offences. Thus, the term *draconian* usually applies to extremely harsh measures.

Several decades passed before Solon – poet, military hero, and ultimately Athens's lawgiver – devised a new code of laws. The early 6<sup>th</sup> century was a troubled time for the Athenians. The aristocracy of birth owned the best land, and they were themselves split into rival factions. The social, economic and political evils might have culminated in a revolution and subsequent tyranny (dictatorship), had it not been for Solon, to whom Athenians turned in the hope of generally satisfactory solution of their problems. Because he believed in moderation and in an ordered society in which each class had its proper place and function, his solution was not revolution but reform. He retained trial by jury, an ancient Greek tradition, but prohibited enslavement of debtors. Under Solon's law citizens of Athens were eligible to serve in the Assembly, and courts were established in which they could appeal government decisions. Solon revised every statute except that on homicide and made Athenian law altogether more

humane. What the Greeks contributed to the Roman law was the concept of 'natural law'. In essence, natural law was based on the belief that certain basic principles are above the laws of nature. These principles arise from the nature of people. The concept had a profound effect on the modern world.

Another earliest code of laws, the Law of the Twelve Tablets, was written between 451 B.C. and 449 B.C. The Law was carved into twelve bronze tablets set up in the Forum for everyone to see. It remained in use for over 1000 years. The second great set of Roman laws, the Justinian Code was compiled under the direction of Justinian, Emperor of Rome. Justinian was concerned with elimination of corruption and making justice available to everyone. The Code consisted of four works: a) all the imperial edicts; b) the *Digest*, the decisions of the great Roman jurists; c) the *Institutes*, which served as a hand-book for law students; d) the *Novels*, or 'new laws', passed by Justinian himself.

By 100 A. D., the Roman Empire had spread over much of Europe. It remained intact until the fifth century A.D. As a result, the two Roman codes greatly influenced the laws of all European countries, including France and England.

*3. Give each paragraph a heading of your own. Compare your headings with other members of the group. Are all the headings possible?*

*4. Give Ukrainian equivalents for the following words and expressions. Make up sentences or situations using them.*

To be made by the people and for the people; to separate everyday law from religious beliefs, to be written in blood; trial by jury; to be eligible to serve; to appeal government decision; to retain the tradition; to prohibit the tradition; to split into rival factions; under Solon's law; the social, political and economic evils; to have one's proper place and function; to establish courts; to turn in hope of a generally satisfactory solution; the concept of 'natural law'; to revise all statutes except that on homicide; to contribute to the Roman law; to eliminate corruption; to make justice available; a hand-book for law students; to pass laws.

*5. Find the English equivalents to the following words and expressions in the text.*

Розвинути концепцію права; приписувати закони богам; скласти кодекс законів; стосуватися надзвичайно жорстоких мiр; повністю

афінський законодавець; закріпачення боржників; розбити на ворожі фракції; соціальні, політичні та економічні негаразди; тиранія, що настала; загально задовільне рішення; впорядковане суспільство; належне місце та функція; шокуюче суворий; написані кров'ю; прийняти закони; під керівництвом; переглянути; вбивство; більш людяний; знищення корупції; зробити правосуддя доступним кожному; залишитися незайманим; імператорські укази.

*6. A: Fill in the appropriate word from the list below.*

**Homicides, rival, eliminate, prohibited, ultimately, dictatorship, established, drawn up, split, appeal, subsequent, Assembly, solution, measures**

1. The lawyer has .... a plan to win the case. 2. We took ..... to insure their safety. 3. Every kingdom ..... depends on moral influence and not on physical force. 4. He will go on ..... later this month charged with murder. 5. The coalition is .... into .... factions. 6. The Act of Union and the .... acts united the territory of the country. 7. The Soviet power established the ..... of the proletariat. 8. I'm sure the police will find the ..... to this case. 9. Smoking is strictly..... . 10. The General ..... is composed of representatives of nearly all the nations of the world. 11. To help the Court of Justice cope with the large number of cases brought before it, a 'Court of First Instance' was ..... in 1989. 12. The universities have to ..... to the government for more money. 14. .... do not always involve a crime; sometimes the law allows homicide, for example, in self defence. 15. One of the urgent tasks of modern societies is to ..... corruption. 16. When parliament ..... a bill, it becomes a law.

*B: Fill in the appropriate proposition or adverb where necessary.*

1. We attribute trial ... jury .... ancient Greeks. 2. She gave evidence .... his trial. 3. Children are prohibited ..... buying cigarettes. 3. Draco's laws were so severe that people said that they were written ..... blood. 4. This law does not apply ..... this case. 5. The economic and political crisis culminated .... the revolution. 7. The Greeks contributed the concept of 'natural law' ... the Roman law. 8. .... Solon's law Athenians could appeal government decisions .... court. 9. Justinian tried to make justice available .... everyone. 10. Justinian's Code consisted ... the edicts, the Digest, the Institutes and the Novels. 11. The Roman codes greatly influenced .... the laws of all Europe.

**7. Match the definition in the right column to the word in the left.**

1. to appeal	a. discontented, often self-interested group of persons within a party;
2. measure	b. kind of government existing when a ruler has complete power, esp. when this power has been obtained by force;
3. to contribute	c. to join with others in giving help, money, ideas, suggestion for a common purpose;
4. trial	d. to examine and accept;
5. jury	e. body of persons who swear to give a decision (verdicts) on issues;
6. faction	f. killing of a human being;
7. rival	g. size, quantity, degree, weight, etc., found by a standard or unit;
8. tyranny	h. a person who competes with another because he wants the same thing or to be or to do better than the other;
9. to pass	i. examination in a law court before a judge (or a judge and a jury);
10. homicide	j. to take a question to a higher court for rehearing and a new decision;

**8. Read and say whether these statements are true or false.**

1. People began to draw up laws only after paper had been invented.  
 2. Most civilizations believed that gods made laws. 3. Solon's code was the first written Greek code. 4. Draco's code provided for death for all criminal offences. 5. The ancient Greeks had a tradition of trial by jury. 6. All Greeks were eligible to serve in the Assembly. 7. Romans devised the concept of natural law. 8. Solon's laws prevented the revolution in Greece. 9. Roman laws influenced laws of all European countries. 10. The English legal system has Roman roots as well.

**9. Choose a word or phrase (a, b, c) which best suits the sentence.**

1. The Law carved into twelve bronze tablets was set up ... .  
 a) in the Assembly; b) in the Forum; c) in the temple;
2. Draco's laws were .... a) humane; b) fair; c) severe;
3. Solon ..... almost all Draco's laws.  
 a) revised; b) retained; c) permitted;

4. Courts in Athens were established by.....

a) Draco; b) Solon; c) Justinian;

5. The *Digest* was ....

a) a hand-book for law students; b) the decisions of the great Roman jurists; c) laws passed by Justinian;

6. The English law system has .... as part of its hereditary roots.

a) the Hebraic Code; b) the law of Babylon; c) the Roman law;

7. The Roman Empire remained intact until ... .

a) the 10<sup>th</sup> century A.D.; b) the 5<sup>th</sup> century A.D.; c) the first century B.C.

### *10. Translate into English.*

**A.** 1. Вбивство не є кримінальним злочином, якщо воно скоєне для самозахисту. 2. Ця партія розбита на невеличкі фракції. 3. Вони подали апеляцію до вищого суду. 4. Суддя провів чотири процеси за один день. 5. Суд розглядав його справу за участю присяжних. 6. Його обвинуватили у скоєнні тяжкого правопорушення. 7. Римське право мало глибокий вплив на юридичну систему Європи. 8. Соціальні, економічні та політичні негаразди можуть призвести до революції. 9. Не треба приписувати свою недбалість незнанню (ignorance) законів. 10. Ніщо не може похитнути мої переконання, що надзвичайно суворі міри не знищать злочинність. 11. Грецькі законодавці зробили великий внесок та мали глибокий вплив на законодавство Риму. 12. Лікар встановив причину смерті потерпілого. 13. Всі громадяни, які досягли вісімнадцятирічного віку, мають право бути обраними до асамблеї. 14. Парламент прийняв закон після третього читання.

**Б.** Драконт – афінський законодавець, чиї суворі закони передбачали (provide for) тільки одне покарання – смерть – за незначні порушення та тяжкі злочини, скоєні в Афінах. Навіть лінощі (idleness) каралися смертю. Його ім'я також пов'язується з усім жорстоким та безжалісним – «драконівські міри», «драконівські закони», «драконівський кодекс».

Кодекс Драконта, який датується 621 р. до нашої ери, не був першим записаним кодексом афінських законів, але він, ймовірно, був першим повним кодексом чи переробкою попередніх законів. Пізніше Солон скасував (to abolish) драконівські закони та видав (to issue) нові, залишивши незмінним лише покарання за вбивство.



*11. Speak on the following items:*

1. The Greek laws.
2. The Roman laws.
3. The influence of ancient laws on the modern world.

*12. Write a mini-composition for or against the following statement 'There is some internal law. It is good for all times and places.'*

### III. Написання есе на тематику, пов'язану зі змістом модулів:

#### Пропонована тематика

1. How I entered my profession.
2. What kind of legal profession I'd like to choose and why.
3. What branch of law I'd like to work in.
4. What are some different jobs in the legal profession?
5. If I were the President of Ukraine I'd .....
6. What special qualities should a person have to become a successful defense lawyer?
7. What special qualities should a person have to become an experienced solicitor?
8. What special qualities should a person have to become a wise judge?
9. What special qualities should a person have to become a strict fair prosecutor?
10. Why do legal professionals need good research skills?
11. Law: a necessary evil?
12. Can society do without lawyers?
13. Is there some eternal law that is good for all times and places?
14. Law is a complex phenomenon of social life. Prove it.
15. Laws are not for ordinary people, they are for lawyers.
16. Why do people decide to take legal action?
17. How are laws created in your country? Do you think that system works well?
18. What are some different kinds of courts in your country?
19. Sometimes a case could be heard in more than one type of court. Why do you think this is?
20. How can lawyers be sure that jurors will be fair?
21. Why might a jury not be able to agree on a verdict?
22. How can an attorney help business owners follow laws?
23. What are some reasons why an attorney might not take a case?
24. How can witnesses help or harm a case?
25. What types of witnesses are there? Their role.

#### **Важливо!**

Use this information to organize *Essay and Composition Writing* correctly.

- 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 1<sup>st</sup> and 2<sup>nd</sup> paragraphs for opposite points of view and the 3<sup>rd</sup> expressing your own opinion.
- Write a good conclusion as your answer to the problem.
- Check it carefully

### **Steps to Writing an Essay. Follow these 7 steps for the best results:**

1. Read and understand the prompt: Know exactly what is being asked of you. It's a good idea to dissect the prompt into parts.

2. Plan: Brainstorming and organizing your ideas will make your life much easier when you go to write your essay. It's a good idea to make a web of your ideas and supporting details.

3. Use and cite sources: Do your research. Use quotes and paraphrase from your sources, but NEVER plagiarize.

4. Write a Draft: Ernest Hemingway once said, "The first draft of anything is always crap." While the truth behind this statement is debatable, drafts are always a good place to get any of your "crappy" ideas out of the way and are often required by professors and instructors.

5. Make a strong thesis: The thesis (main argument) of the essay is the most important thing you'll write. Make it a strong point.

6. Respond to the prompt: Once you have worked out any kinks in your draft, you can start writing the final draft of your essay.

7. Proofread: Read your response carefully to make sure that there are no mistakes and that you didn't miss anything.

*Див.:* [https://www.internationalstudent.com/essay\\_writing/essay\\_tips/](https://www.internationalstudent.com/essay_writing/essay_tips/)

*Див.:* **Підготовка рефератів, курсових робіт та наукових статей: навчально-методичний посібник для студентів гуманітарних спеціальностей ОКР Бакалавр, ОКР Магістр / Упорядники М. М. Яцишин, Н. П. Яцишин, Ю. А. Гордієнко, Т. П. Семенюк. Луцьк: Вежа-Друк, 2021. 212 с.**

#### IV. Опрацювати індивідуальні роботи № 1, № 2, № 3.

### INDIVIDUAL WORK № 1

#### Law Breakers

*Task 1. Match each word on the left with the appropriate definition on the right:*

- |                     |  |
|---------------------|--|
| 1) an arsonist      | a) attacks and robs people, often in the street                        |
| 2) a shop-lifter    | b) sets fire to property illegally                                     |
| 3) a mugger         | c) is anyone who breaks the law  |
| 4) an offender      | d) breaks into houses or other buildings to steal                      |
| 5) a vandal         | e) steals from shops while acting as an ordinary customer              |
| 6) a burglar        | f) kills someone   |
| 7) a murderer       | g) deliberately causes damage to property                              |
| 8) a kidnapper      | h) steals things from people's pockets in crowded places               |
| 9) a pickpocket     | i) gets secret information from another country                        |
| 10) an accomplice   | j) buys and sells drugs illegally                                      |
| 11) a drug dealer   | k) takes away people by force and demands money for their return       |
| 12) a spy           | l) helps a criminal in a criminal act                                  |
| 13) a terrorist     | m) uses violence for political reasons                                 |
| 14) an assassin     | n) causes damage or disturbance in public places                       |
| 15) a hooligan      | o) hides on a ship or plane to get a free journey                      |
| 16) a stowaway      | p) takes control of a plane by force and makes the pilot change course |
| 17) a thief         | q) murders for political reasons or a reward                           |
| 18) a hijacker      | r) is someone who steals   |
| 19) a forger        | s) makes counterfeit (false) money or signatures                       |
| 20) a robber        | t) is a member of a criminal group                                     |
| 21) a smuggler      | u) steals money, etc. by force from people or places                   |
| 22) a traitor       | v) marries illegally, being married already                            |
| 23) a gangster      | w) is a soldier who runs away from the army                            |
| 24) a deserter      | x) brings goods into a country illegally without paying tax            |
| 25) a bigamist      | y) illegally carries drugs into another country                        |
| 26) a drug smuggler | z) betrays his or her country to another state                         |

*Task 2. Continue the following table with the words from Task 1 where possible. The first few are done for you. Consult the dictionary when necessary:*

<b>Crime</b>	<b>Criminal</b>	<b>Criminal Act</b>
treason	traitor	to betray
theft	thief	to steal
murder	murderer	to murder

*Task 3. Use given vocabulary in the sentences of your own.*

## INDIVIDUAL WORK № 2.

### PEOPLE IN THE LAW

#### Тема 1. LEGAL PROFESSIONS

##### 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                    |

##### 3. Read the text about people who are in legal profession to understand what information is new for you.

#### LEGAL PROFESSION

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.

#### **4. 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.

## **5. 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.

## **6. 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.

## **7. 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 successful. 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.

**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?

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.

**8. Grammar focus:** Word order in affirmative, alternative and negative sentences.

**Types of questions**

**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.

**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.

**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?

**Translate into English:**

1. Мій брат — студент університету.
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 звать 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.

**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?

**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.

## **Тема 2. LEGAL PROFESSION IN UKRAINE**

### **1. Answer the following questions.**

- 1) Why did you choose law as a career?
- 2) What is the most attractive thing in the legal profession: salary, protection of society and individuals, prestige?
- 3) What are the major objectives of a lawyer's work?
- 4) How do lawyers apply the knowledge of law in their practice?
- 5) Where do lawyers work? What legal professions do you know?
- 6) Is it important to specialize in any particular area? Why?

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

- |                         |                        |
|-------------------------|------------------------|
| 1) legal profession     | a) соціальні відносини |
| 2) law-making processes | b) слідчий             |

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 3) social relations         | с) юрист, консультант з питань права |
| 4) investigator             | d) суддя                             |
| 5) prosecutor               | е) юридична професія                 |
| 6) municipal enterprises    | f) нотаріус                          |
| 7) lawyer                   | g) адвокат                           |
| 8) to improve notary system | h) прокурор                          |
| 9) judge                    | i) законотворчі процеси              |
| 10) informative activity    | ј) муніципальні підприємства         |
| 11) notary                  | к) інформативна діяльність           |
| 12) advocate                | l) вдосконалити нотаріальну систему  |

**3. Read the text and find the sentences with the words from exercise 2 and translate them.**

### **LEGAL PROFESSION IN UKRAINE.**

One of the most popular professions among the young people of our country is the profession of a lawyer. It is very interesting and important. Our country is creating a law-governed state, and lawyers play a very significant role in this process. They are necessary for regulating social relations in the state.

In Ukraine, training lawyers is the task of the law establishments such as Law Academies, Law Institutes, and law faculties of several higher institutions. Graduates of different law schools can work at the Bar, in the organs of the Prosecutor's Office, in different courts, in notary offices, in legal advice offices, in organs of tax inspection, militia, as well as in different firms, companies, banks, enterprises, etc. they can work as advocates, judges, notaries, investigators, prosecutors, legal advisors, inspectors, customs officers, and other workers of law enforcement agencies.

Legal profession combines legal practitioners and scholars, members of the judiciary, and the Bar, prosecutors, defense lawyers, notaries, jurists and counsels (legal advisors of private, public, state and municipal enterprises, establishments and organizations ) etc.

The Academy of Legal Sciences was established in 1993. It is a national scientific organization, which carries out the fundamental researches and coordinates, organizes and fulfills works in the field of state and law. The academicians and known scientists are the members of the Academy. There are also some other professional unions of lawyers in Ukraine.

The Union of Lawyers of Ukraine carries out lawmaking, scientific, methodological, educational and informative activities with the aim of

promoting lawyers of Ukraine in their professional and social interests, their public activities and participation in the state policy development.

The Ukrainian Bar Association unites lawyers from all spheres of legal profession with the aim of protecting their professional and other common interests, developing the legal profession, and creating a law-governed state in Ukraine.

The Union of Advocates of Ukraine is an independent and self-governed public all-Ukrainian organization. It is aimed at facilitating the role and authority of the Bar in our society and the state, the true independence and self-regulation of the Bar and developing the democratic state in Ukraine.

The Ukrainian Association of Prosecutors has a purpose to protect legal rights and interests of its members who worked / work in the Prosecutor's Office, and support the prosecutors' positive image in Ukraine and abroad, helping to fulfill their tasks.

The Ukrainian Notarial Chamber is a public organization which supports its members in their professional activities, makes efforts to improve notary system and participates in the law-making process.

The Ukrainian branch of the European Law Students' Association – ELSA Ukraine is comprised of students and recent graduates of the Ukrainian law education establishments who are interested in law and have demonstrated commitment to international issues.

**4. Read the following sentences and decide if they are true or false according to the text. Prove your answers with the information from the text.**

- 1) The profession of a lawyer is very popular in our country.
- 2) The lawyer can help in regulating social relations in the state.
- 3) Only one educational establishment trains lawyers in Ukraine.
- 4) Members of the judiciary don't belong to the legal profession.
- 5) The Academy of Legal Sciences was established in 2003.
- 6) The aim of the Ukrainian Bar Association is law enforcement.
- 7) The Union of Advocates of Ukraine is a state-governed public all-Ukrainian organization.
- 8) The Ukrainian Notarial Chamber makes efforts to improve notary system.
- 9) ELSA is the Ukrainian branch of the European Law Students' Association.

**5. Read the text again and complete the table.**

Organization	function	aim
The Academy of Legal Sciences		
The Union of Lawyers of Ukraine		
The Ukrainian Bar Association		
The Union of Advocates of Ukraine		
The Ukrainian Association of Prosecutors		
The Ukrainian Notarial Chamber		

**6. Find in the text synonyms to the following words and use them in your own sentences.**

Body, country, lawful, legislation, defence lawyer.

**7. Choose the right variant.**

- 1) Law faculties of higher institutions –
  - a) enforce law
  - b) regulate social relations in the state
  - c) train lawyers
- 2) Legal profession doesn't comprise
  - a) counsels
  - b) notaries
  - c) accountants
- 3) the Academy of Legal Sciences
  - a) carries out the fundamental researches
  - b) makes efforts to improve notary system
  - c) creates a law-governed state
- 4) The purpose of protecting legal rights and interests of prosecutors is carried by
  - a) The Ukrainian Notarial Chamber
  - b) The Ukrainian Association of Prosecutors
  - c) ELSA Ukraine.

**8. Complete the sentences:**

- 1) Organization, which has a purpose to protect legal rights and interests of its members who worked /work in the Prosecutor's Office, is called ...
- 2) Students and recent graduates of the Ukrainian law education establishments, who are interested in law, may join ...

3) A national scientific organization, which carries out the fundamental researches and coordinates, organizes and fulfills works in the field of state and law, was established in ...

4) A public organization which supports its members in their professional activities, makes efforts to improve notary system and participates in the law-making process, is ...

5) The Union of Advocates of Ukraine is aimed at ...

6) Lawyers from all spheres of legal profession unite in ...

7) The Union of Lawyers of Ukraine carries out the following activities ...

**9. Fill in the correct word from the list below:**

Investigator, judge, notary, prosecutor, advocate

1. ... presides in courtroom and administrates justice, resolves disputes between parties, decides the case during the trial, gives the judgment.

2. ... investigates a criminal case and, collects evidence and discovers criminals.

3. ... usually initiates a criminal case and conducts criminal proceedings, presents evidence in the court.

4. ... is a public officer who certifies the documents or its copies and official acts: wills, commercial papers, deeds, etc.

5. ... prepares a case or documents, presents a case in a courtroom, defends a client, and drafts legal documents.

**10. Match the terms with their definitions and make up your own sentences with these words.**

- |                |   |
|----------------|---|
| 1) relations   | a) to become or to make sth better  |
| 2) faculty     | b) a department within a university   |
| 3) chamber     | c) free from and not controlled by another person, country, etc.                |
| 4) independent | d) something that you are normally, legally or officially allowed to do or have |
| 5) rights      | e) an organization that makes important decisions                               |
| 6) to improve  | f) the way in which people behave toward each other                             |

**11. Write the word families of the following words:**

Law, judge, nation, science, activity, protect, practice.

### Тема 3. LEGAL PROFESSIONS

**Complete these paragraphs with words or expressions from the box.**

*Accused, adoption, affiliation, appointed, bench, biased, called to the Bar, challenged clerk, commit, criminal, Crown Court, electoral register, eligible, exclusively, Inns of Court, inquest, jurors, jury service, lay, libel, Magistrates' Courts, misconduct, on bail, Parliament, Political, practise, pupillage, recorders, right of audience, sentence, solicitor, stipendiary, Trial, verdict*

#### **Barristers**

In England and Wales, a barrister is a member of one of the \_\_\_\_\_ (= the four law societies in London to which lawyers are members); he or she has passed examinations and spent one year in \_\_\_\_\_ (= training) before being \_\_\_\_\_ (= being fully accepted to practice law). Barristers have the \_\_\_\_\_ in all courts in England and Wales: in other words, they have the right to speak, but they do not have that right \_\_\_\_\_.

#### **Magistrates**

Magistrates usually work in \_\_\_\_\_. These courts hear cases of petty crime, \_\_\_\_\_, \_\_\_\_\_, maintenance and violence in the home. The court can \_\_\_\_\_ someone for \_\_\_\_\_ or for \_\_\_\_\_ in a \_\_\_\_\_. There are two main types of magistrates: \_\_\_\_\_ magistrates (qualified lawyers who usually sit alone); \_\_\_\_\_ magistrates (unqualified, who sit as a \_\_\_\_\_ of three and can only sit if there is a justices' \_\_\_\_\_ present to advise them).

#### **Judges**

In England, judges are \_\_\_\_\_ by the Lord Chancellor. The minimum requirement is that one should be a barrister or \_\_\_\_\_ of ten years' standing. The majority of judges are barristers, but they cannot \_\_\_\_\_ as barristers. \_\_\_\_\_ are practicing barristers who act as judges on a part-time basis. The appointment of judges is not a \_\_\_\_\_ appointment, and judges remain in office unless they are found guilty of gross \_\_\_\_\_. Judges cannot be Members of \_\_\_\_\_.



## **The jury**

Juries are used in \_\_\_\_\_ cases, and in some civil actions, notably actions for \_\_\_\_\_. They are also used in some coroner's \_\_\_\_\_. The role of the jury is to use common sense to decide if the \_\_\_\_\_ should be for or against the \_\_\_\_\_. Members of a jury (called) normally have no knowledge of the law and follow the explanations given to them by the judge. Anyone whose name appears on the \_\_\_\_\_ and who is between the ages of 18 and 70 is \_\_\_\_\_ for \_\_\_\_\_. Judges, magistrates, barristers and solicitors are not eligible for jury service, nor are priests, people who are \_\_\_\_\_, and people suffering from mental illness. People who are excused jury service include members of the armed forces, Members of Parliament and doctors. Potential jurors can be \_\_\_\_\_, if one of the parties to the case thinks they are or may be \_\_\_\_\_.

## INDIVIDUAL WORK №3

### A. Read and translate the text

#### STREET LAW

Street law is the concept of educating people about law that is of practical use in everyday life (on the streets). Every purchase, lease, contract, marriage, divorce, crime, or traffic violation places the citizen face-to-face with the law. Street Law is designed to provide you with an understanding of your legal rights and responsibilities, knowledge of everyday legal problems, and the ability to analyze, evaluate, and, in some situations, resolve legal disputes.

Many people believe that only those with power and money can win in our legal system. They see the law as a body of confusing, technical rules that work against them. Some people don't believe, for example, that a tenant can get a landlord to fix up a rundown apartment, or that a consumer can convince a merchant to repair, replace, or give a refund for poor quality merchandise. True, these things don't always happen, but they are possible, especially when you are aware of your rights and take action to exercise those rights.

*Street Law addresses general* problems in the areas of criminal, consumer, family, housing, and individual rights law. The text also discusses situations such as what to do if you are the victim of crime, when and how to select an attorney, the legal rights and responsibilities of parents and children, how to register to vote, and what to do about discrimination or other violations of your constitutional rights. These and all of the topics covered in Street Law are designed to help you survive on the street.

- 1. Find two parts of the text, which contain the definitions of "Street law".**
- 2. Can you name the Street law an everyday life's law?**
- 3. Do you agree with the Ukrainian translations of "Street law" "вуличне /побутове право/ право повсякденного життя"? If not, give your own translation.**

**4. Write out of the text all the situations in every day life the citizens face-to-face with the law?**

a) .....; b) .....; c) .....

**5. Read the text carefully and answer the questions:**

- a) What for is the Street Law designed?
- b) Which problems is Street Law busy with?
- c) What are the functions of Street Law?

**6. Now what do you understand by Street Law? Explain it to other students as briefly as possible.**

**7. Find the English words and expressions for Ukrainian terms in the text above:**

місця порушення правил вуличного руху; купівля /купівля; найм/ оренда; угода/ договір; шлюб; розірвання шлюбу/ розлучення; злочин; юридичні права; відповідальність; здатність; оцінювати; навчання /інструктаж; знання; вижити/ залишитись в живих; концепція;

**8. What do you understand by the term "discrimination"? Explain it other members of your group.**

**9. Fill in the blanks:**

- They ... the law as a body of confusing, technical rules that work against them.
- Many people ... that only those with power and money can win in our legal system.
- Every purchase, lease, contract, marriage, divorce, crime, or traffic violation ... the citizen face-to-face with the law.

**10. Match 1-3 with a-c:**

- 1) Street law is the concept of educating people about law...
- 2) They see the law as a body of confusing, technical rules...
- 3) True, these things don't always happen, but they are possible, especially...

a) that a tenant can get a landlord to fix up a rundown apartment, or that a consumer can convince a merchant to repair, replace, or give a refund for poor quality merchandise.

b) that is practical use in everyday life (on the streets).

c) that work against them.

1	2	3

**11. Fill in prepositions: Street law is the concept... educating people ... law that is ... practical use ... everyday life (... the streets).**

**12. Explain the differences between the following terms: legal rights, constitutional rights, individual rights.**

**13. Why is street law important for people? Discuss this topic with other students.**

**14. What do you understand by Street law? Explain it to other students in written form.**

*B. Read and translate the text. For questions (1-6) choose the correct answer (A, B, C or D). Do you support the idea of teen courts in Ukraine? If yes, give your arguments for, if no, give your arguments against.*

## **TEEN COURTS**

Teen courts are a unique and highly successful approach to juvenile crime. The idea was born as people grew more concerned about the rise in juvenile crime and violence. They realised that a more positive and effective alternative to the increasingly inadequate and ineffective juvenile system was needed. Also known as youth courts or peer courts, they are specialised programmes for young offenders that hold hearings in a less formal courtroom setting. As teen courts place more responsibility on the defendant than regular juvenile courts, they have proved to be popular and successful. Their success has been repeated in hundreds of communities in the USA. Teen courts operate on a voluntary basis. They are open to first-time offenders who are between 10 and 18.

The philosophy behind teen courts is that the young offender should be made to feel responsible for their criminal act. In Teen Court, defendants are judged and sentenced by their peers. Senior high school students take the roles of the prosecution, defence and jury. Facing their peers in this way means the whole process seems more relevant to teenage defendants. Instead of being tried in a municipal court and being given a fine, teens tried in the Teen Court have more time and thought devoted to their cases.

Through Teen Court, offenders, parents, victims and adult and teen volunteers all work together to create a long-lasting solution to teen crime. Teens who are eligible for teen court are referred by the municipal court. They must be given permission to attend a teen court by their parent or guardian, who is normally present during the proceedings. Offenders have normally pleaded guilty to anything from theft to non-violent offences. Teen courts do not deal with serious offences which involve gangs or weapons. The defendant's case is heard by his peers, teens who have volunteered for the job through their high schools, and been carefully trained by adult volunteers to carry out the procedures.

Once they have heard the case, the teens on the jury sentence the defendant. The defendants are always sentenced to community service in city parks, fire departments, animal shelters, old people's homes or local government buildings. Other sentences include letters of apology to the victims, essays about their misdemeanours and jury duty in subsequent Teen Courts, too, in order to be given the opportunity to see how the court works from the point of view of those making the decisions. Attendance at educational programmes created to deal with anger management and other issues may be ordered for those who are thought to need them. The sentences are designed to make the offender think about the crime and give something back to the community. Through Teen Court, offenders learn to take their crime seriously. It teaches them to respect the authority of the court. For teens, the approval or disapproval of their peers often counts for more than the formal procedures of the conventional juvenile court, where only adults are in charge. It is a positive experience of the judicial system, one which demands, first and foremost, that defendants recognize the consequences of their actions on the community and themselves.

A major benefit of Teen Court is that, once their sentence has been carried out, offenders are free to walk away with a clean record. As well as this, it is reported that they gain an improved sense of self-esteem and are more likely to become responsible members of the community. It is hardly surprising then, that the success of Teen Courts has been overwhelming.

Only 14 per cent of offenders tried in these courts reoffend, far fewer than those sentenced in the municipal courts.

**1. Teen courts are more successful than juvenile courts because**

- A they are more popular with defendants
- B the accused must be more responsible
- C their success is often repeated
- D hundreds of communities use them

**2. The teen defendants in Teen Court**

- A may have committed many crimes
- B have chosen to have their cases heard there
- C have denied their guilt
- D often need more time in court

**3. A young offender can only attend Teen Court if**

- A they have their family with them
- B they prefer it to the municipal court
- C they are guilty of a serious crime,
- D their family has allowed them to be there

**4. The sentences passed by Teen Court aim to**

- A introduce offenders to their victims
- B make offenders think about solving crime
- C encourage defendants to volunteer to do community service
- D help defendants learn from their mistakes

**5. What is always part of a Teen Court sentence?**

- A a letter apologising for the crime
- B working for the community
- C educational programmes
- D sitting on the jury in Teen Court

**6. Teen Court defendants do not have a criminal record**

- A after being sentenced
- B when they have completed their sentence
- C if they plead guilty
- D if they can walk away from crimes

## **V. Індивідуальне читання оригінальної літератури, текстів по спеціальності.**

Обсяг спеціальної літератури для індивідуального читання мовою оригіналу – 5–10 стор. на місяць (в залежності від складності текстового матеріалу). Студент повинен виконати такі завдання:

– прочитати та перекласти текст усно, виписати незнайомі слова у словничок;

– скласти резюме на основі прочитаного тексту англійською мовою з використанням нової лексики;

– вивчити 25 нових слів.

### **Рекомендований перелік літератури:**

1. Barrel J. But was it Murder?
2. Chesterton G.K. The Innocence of Father Brown.
3. Christie A. Murder on the Orient Express.
4. Connelly M. The Fifth Witness.
5. Cornwell P. The Last Precinct.
6. Deaver J. XO. A Kathryn Dance Novel.
7. Escott J. Great Crimes.
8. Escott J. American Crime Stories.
9. Finder J. High Crimes.
10. Fern M. Tuesday's Child.
11. Fleming I. Live and let die.
12. Grisham J. The Street Lawyer.
13. Grisham J. The Chamber.
14. Hugo V. The Hunchback of Notre-Dame.
15. James H. The Portrait of a Lady.
16. Jance J.A. Justice Denied
17. Leon D. The Death of Faith.
18. Macandrew R. Inspector Logan.
19. Macandrew R. The University Murders.
20. Macandrew R. Not above the Law.
21. Nabb M. Death of Englishman.

## **VI. Ведення словника фахової лексики.**

Вивчення та складання 25 юридичних термінів щомісяця з веденням власного спеціального словника юридичної лексики.

**Важливо!** Словник спеціальної лексики слід вести згідно розділів та тематики: сталі вирази та кліше; латинські скорочення та кліше; термінологія відповідно до галузей права; синонімічні групи термінів; антонімічні групи термінів; дієслова з прийменниками.



## ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Самостійна робота студента має надзвичайно велике значення для досягнення успіху і комфортності у навчанні. Цей аспект навчального процесу спрямований на виховання у студентів почуття відповідальності за результати своєї діяльності, формує самостійність як рису характеру і є найголовнішою умовою самовдосконалення та самореалізації спеціаліста у майбутньому. Самостійна робота з освітнього компонента «Іноземна мова» на юридичному факультеті передбачає виконання таких завдань:

**I. Пошук та опрацювання додаткової інформації в системі Internet та бібліотеці та підготовка рефератів з обраних тем.**

### **Пропонована тематика рефератів**

1. English language. Its variants. English for Lawyers.
2. Universities in Great Britain. Law at Oxford and Law at Cambridge.
3. Universities in Ukraine. Law at Ukraine.
4. Legal professions in states governed by law.
5. Types of legal professions in Ukraine.
6. History of Ukrainian legal system.
7. History of British law.
8. Laws of Babylon.
9. History of the European Law. Napoleon's Law.
10. Magna Carta
11. Constitution – the Standard of Legitimacy.
12. Political System of Great Britain.
13. History of Ukrainian Parliament.
14. History of English Parliament.
15. The Royal Family: history and today.
16. Making laws in Ukraine, Great Britain and the USA.
17. Constitution of Great Britain.
18. Constitution of the USA.
19. Constitution of Ukraine. History of Ukrainian Constitution
20. New reforms in the Ukrainian Judicial System.

### **Важливо!**

Реферат повинен бути оформлений відповідно до вимог, що ставляться до такого виду робіт, а саме надрукований на комп'ютері

(шрифт 14, інтервал 1,5) чи написаний від руки, мінімальна кількість сторінок - 10, правильно оформлена титульна сторінка (тема, прізвище), поданий план, вказані посилання на джерела над якими працював студент, в кінці роботи повинен бути поданий список використаних джерел та літератури.

*Див.: Підготовка рефератів, курсових робіт та наукових статей: навчально-методичний посібник для студентів гуманітарних спеціальностей ОКР Бакалавр, ОКР Магістр / Упорядники М. М. Яцишин, Н. П. Яцишин, Ю. А. Гордієнко, Т. П. Семенюк. Луцьк: Вежа-Друк, 2021. 212 с.*

**II. Реферування статті з української мови на іноземну зі спеціальності (I –й рік навчання) (до 10 статей).**

**Важливо!**

*Тематика статті повинна бути пов'язана з матеріалом, що вивчається. Обов'язково вказати джерело статті та автора. Реферування здійснювати згідно з поданим нижче планом та використанням виразів.*

*Див.: Підготовка рефератів, курсових робіт та наукових статей: навчально-методичний посібник для студентів гуманітарних спеціальностей ОКР Бакалавр, ОКР Магістр / Упорядники М. М. Яцишин, Н. П. Яцишин, Ю. А. Гордієнко, Т. П. Семенюк. Луцьк: Вежа-Друк, 2021. 212 с.*

**Plan for rendering the newspaper article**

**Some expressions to be used while rendering**

<b>The title of the article</b>	<ol style="list-style-type: none"> <li>1. The article is headlined .....</li> <li>2. The Headline of the article I've read is .....</li> </ol>
<b>The author of the article, where and when the article was published</b>	<ol style="list-style-type: none"> <li>1. The author of the article is .....</li> <li>2. The article is written by .....</li> <li>3. It was published in issue .....</li> </ol>

	4. It was printed in .....
<b>The main idea of the article</b>	<ol style="list-style-type: none"> <li>1. The author tackles the problem .....</li> <li>2. The main idea of the article is ..... .</li> <li>3. The article is about .....</li> </ol>
<b>The article is devoted to</b>	<ol style="list-style-type: none"> <li>1. The article deals with ....</li> <li>2. The article touches upon .....</li> <li>3. The purpose of the article is to give the reader some information about ( on ) .....</li> </ol>
<b>The contents of the article</b>	<ol style="list-style-type: none"> <li>1. The author starts by telling the reader about /that</li> <li>2. The article opens by mentioning, the analyses of, the summary of, a review of, an account of, the accusation of, the exposure of, the praises of.....</li> <li>3. The author writes, states, stresses, thinks, points out, says, pays attention to, depicts, dwells on, generalize about, criticizes, enumerates, reveals, exposes, accuses, praises, gives a summary of, gives his account of .....</li> <li>4. The article describes .....</li> <li>5. According to the article .....</li> <li>6. The article goes on to say that .....</li> <li>7. In conclusion .....</li> <li>8. The author comes to the conclusion that ....</li> </ol>
<b>Your opinion of the article</b>	<p>To sum it all up we should say....</p> <p>I found the article interesting (of no value, dull, too hard to understand, easy to read, important, actual, exciting, wonderful)</p> <p>I advise it to read to my fellow-students because it enriches our knowledge in the field of ....., it enlarges our scope .....</p>

### **III. Розв'язування задач / кейсів:**

1. What would you do if someone stole your mobile? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

2. What would you do if someone hit your car? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

3. What would you do if someone made you to give a bribe? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

4. What would you do if someone tried to steal your bag? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

5. What would you do if hit you in a bar? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

6. What would you do if tax inspector told that you hadn't paid taxes but you were sure you had? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

7. What would you do if a doctor treated you incorrectly and you had serious complications of the disease? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

8. What would you do if you had an accident on a road but it wasn't your fault? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

9. What would you do if you were not registered as a voter but you did want to vote? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

10. What would you do if a police officer asked you to go to the police station without explaining the reasons? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

11. What would you do if you were fired from your job without any explanations? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

12. What would you do if you were insured but the insurance company refused to pay insurance? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

13. What would you do if you were not allowed to take part in the elections as they said your passport was a fake? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

14. What would you do if someone tried to rob a shop and you were a witness? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

15. What would you do if someone claimed to take your grandmother's heritage? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

16. What would you do if someone tried to rob your apartment but failed? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

17. What would you do if you were expelled from the University without explaining the reasons? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

18. What would you do if someone flooded your apartment? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

19. What would you do if you had an accident on a road and it was your fault? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

20. What would you do if someone stole your car? Describe your rights and responsibilities as “a victim”; legal procedure in accordance with Ukrainian legislation.

## ЗАВДАННЯ ДЛЯ КОНТРОЛЬНИХ РОБІТ

### КОНТРОЛЬНА РОБОТА № 1

#### ON THE HISTORY OF LAW

##### *1. Decide whether the following sentences are true or false*

1. The law was born in the primitive times. 2. Ur-Nammu was a Babylonian lawgiver. 3. The first known legal text banned slave-trade. 4. Moses drew up the most ancient law code. 5. Hammurabi's Code only dealt with serious crimes. 6. The Babylonians observed the principle of an eye for an eye, a tooth for a tooth. 7. All the Babylonian citizens were treated equally. 8. Mosaic Law is set out in the Bible. 9. The Ten Commandments were given to Moses by God. 10. Ancient people believed that laws were made by gods

##### *2. Answer the questions*

1. Why is it difficult to judge about the earliest laws? 2. Where and why did the first laws appear? 3. What issues did the early laws emphasize? 4. Why do you think Hammurabi decided to have his laws carved into the pillars? 5. What spheres of human life were covered by Hammurabi's code? Explain the choice.

##### *3. Match the definition in the right column to the word in the left.*

1. outlaw	a) a person guilty of unlawful killing of someone on purpose;
2. victim	b) to pay attention to rules, laws, etc.;
3. observe	c) to place a person outside the protection of law;
4. Old Testament	d) a person, who does wrong, commits an offence;
5. murderer	e) one of the division of the Bible;
6. revenge	f) deliberate infliction of injury upon the person who has inflicted injury;
7. offender	g) a civil officer acting as a judge in the lowest court;
8. magistrate	h) a person suffering injury, pain, loss etc. because of circumstances, events, the ill-will, etc.

**4. Choose a word or phrase (a, b, or c) which best completes the unfinished sentence:**

1. One of the most known collections of laws is \_\_\_\_\_ called the Torah.  
a) Ur-Nammu-code; b) the laws of Babylon; c) the law of the Tablets;
2. The Old Testament which is called the Torah means \_\_\_\_\_  
a) the sacred; b) the book; c) law;
3. The Code of Hebraic Laws \_\_\_\_\_.  
a) was commercially-oriented; b) reflected the agrarian community;  
c) served the nobility interests.
4. ammurabi's code regulated both \_\_\_\_\_ and civil matters.  
a) criminal; b) international; c) tribal

## КОНТРОЛНА РОБОТА №2

### LAW AND ORDER

**Grammar: past simple, past continuous and past perfect**

**1. Complete the story about John's banking problems. Put the verbs in brackets in the past simple, past continuous or past perfect.**

John (1) \_\_\_\_\_ (be) a customer of Bugle Bank for thirty years and he (2) \_\_\_\_\_ (be) very happy with the services it (3) \_\_\_\_\_ (provide).

One day last year, while he (4) \_\_\_\_\_ (look) at his emails, he (5) \_\_\_\_\_ (notice) that one was from his bank. They (6) \_\_\_\_\_ (never / send) him an email before, so he (7) \_\_\_\_\_ (open) it immediately. It (8) \_\_\_\_\_ (say) that there (9) \_\_\_\_\_ (be) serious problems with his credit and debit cards. John (10) \_\_\_\_\_ (always / keep) these safe, so he (11) \_\_\_\_\_ (wonder) what (12) \_\_\_\_\_ (happen).

Next morning he (13) \_\_\_\_\_ (reply) to the email and (14) \_\_\_\_\_ (give) all the personal details that it (15) \_\_\_\_\_ (ask) for. An hour later, as he (16) \_\_\_\_\_ (get) ready for work, he (17) \_\_\_\_\_ (receive) a telephone call from Bugle Bank's Fraud Department, asking if he (18) \_\_\_\_\_ (take) all of the money from his savings account that morning, and if he (19) \_\_\_\_\_ (pay) for a number of expensive things with the credit card. John (20) \_\_\_\_\_ (answer) that he (21) \_\_\_\_\_ (not / withdraw) any money and that he (22) \_\_\_\_\_ (not / use) his credit card that day. He

(23) \_\_\_\_\_ (explain) about the email from the bank, but the bank (24) \_\_\_\_\_ (say) that it (25) \_\_\_\_\_ (not / be) from them, but from criminals doing what is known as 'phishing' – getting people's bank details and stealing their money. Happily, the bank (26) \_\_\_\_\_ (replace) John's stolen money.

**2. Expand the prompts to make sentences. Use the past simple, past continuous and past perfect.**

1) after / they / get / John's bank details, / they / steal / his money

2) while / he / read / his emails, / the bank manager / phone / him



- 3) there / be / many cases of credit card fraud In 2011  
\_\_\_\_\_
- 4) the bank / never / ask / me for these details before  
\_\_\_\_\_
- 5) a report in yesterday's paper / say / that electronic Crime / increase / greatly last year  
\_\_\_\_\_
- 6) the bank / just / add / a new protection service to its website, so withdrawing money online / be / safe  
\_\_\_\_\_
- 7) when the criminals / realise / the police / find out / about the phishing scam, they / try / to / get / rid of their computers  
\_\_\_\_\_
- 8) some criminals / steal/my brother's card details from an ATM last week. The police / say / they / fix / a scanner inside, to record users' PINs  
\_\_\_\_\_
- 9) I/ see / a man outside the bank yesterday; he / have / a camera / tell/the security guard I/ think / he / try / to photograph people while they / use / the ATM  
\_\_\_\_\_
- 10) the guard / go / outside to look, but the man / already / go  
\_\_\_\_\_

**3. Complete the sentences. Use used to where possible. If used to is not possible, use the past simple.**

- 1) Ray \_\_\_\_\_ (be) a farmer before he \_\_\_\_\_ (became) a criminal.
- 2) Before he \_\_\_\_\_ (go) to prison, Ray \_\_\_\_\_ (live) in Manchester.
- 3) He \_\_\_\_\_ (take) things from shops as a boy, and once he \_\_\_\_\_ (steal) a car from a showroom
- 4) The police \_\_\_\_\_ (catch) him a few times, but they always \_\_\_\_\_ (let) him go with a warning.
- 5) Ray \_\_\_\_\_ (tell) his friends about his burglaries. One of them \_\_\_\_\_ (inform) the police.

6) They \_\_\_\_\_ (arrest) Ray, and the Judge \_\_\_\_\_  
(send) him to prison for twelve years.

4. *In exercise 5, where can you use would instead of used to?*

## GRAMMAR BOX

### Past perfect

- *Look at the sentences below. The sequence of events is different in each of them.*

When the teacher **entered** the chemistry lab, the students **started** the experiment.

When the teacher **entered** the chemistry lab, the students **had** (already) **started** the experiment.

**In the first sentence, both verbs are in the past simple. This implies that the actions happened in the order they are described. The past simple describes a sequence of events.**

**In the second sentence, the past perfect shows that this action happened first. (First the students started the experiment and then the teacher entered the lab.)**

**Similarly, in the sentence below, the past perfect shows which action happened before the other started.**

*The train **had left** by the time we **arrived** at the station.*

- **If we want to stress that something happened before the event described in the past simple, we use the past perfect. For example:**

I **decided** to practise t'ai chi because I **had** never **done** it before.

I **decided** to enrol for a t'ai chi course because I **had practised** it before and I **had had** a great time.

I **decided** to enrol for a t'ai chi course because I **practised** it two years ago and I **had** a great time.

**In the last example, we use the past simple because we know when the first action happened (two years ago).**

**1. Complete the story. Put the verbs in brackets in the past simple or past perfect.**

Last summer the parents of 17-year-old Patrick (1) \_\_\_\_\_ (go) away on holiday and (2) \_\_\_\_\_ (leave) their teenage son alone in the house. During the weekend Patrick (3) \_\_\_\_\_ (take) his parents' car without their permission and (4) \_\_\_\_\_ (invite) two of his friends for a ride. They (5) \_\_\_\_\_ (decide) to go to a lake, where they (6) \_\_\_\_\_ (have) a bonfire some time before. They (7) \_\_\_\_\_ (leave) the car and (8) \_\_\_\_\_ (go) swimming. When they (9) \_\_\_\_\_ (come back), they (10) \_\_\_\_\_ (see) that somebody (11) \_\_\_\_\_ (steal) the car. Patrick (12) \_\_\_\_\_ (have to) report the theft to the police. The police (13) \_\_\_\_\_ (find) the car in the forest. It (14) \_\_\_\_\_ (be) in the same place where they (15) \_\_\_\_\_ (discover) another stolen car the month before. Patrick's parents (16) \_\_\_\_\_ (return) from their holiday and (17) \_\_\_\_\_ (be) furious about the way their son (18) \_\_\_\_\_ (behave). The boy (19) \_\_\_\_\_ (be) really sorry about what he (20) \_\_\_\_\_ (do).

**used to and would**

Use	used to	would
a) to stress that the present situation is different from the past	✓	x
b) to talk about past habits	✓	x
c) to talk about past states	✓	x
d) to talk about typical behaviour or repeated actions in the past	✓	✓
e) in questions and negative sentences	✓	x

**2. Match sentences 1-5 to the uses a - e in the table above.**

1) A. Are you a vegetarian?

B. Yes, I used to eat meat, but I don't any more. \_\_\_\_\_

2) Madonna used to live in Bay City, not far from Detroit. \_\_\_\_\_

3) My grandpa used to smoke a lot. \_\_\_\_\_

4) When I was young, I used to/would play with my dolls for hours. \_\_\_\_\_

5) Helen didn't use to have a lot of fun when she was younger. \_\_\_\_\_

**Would is often used with adverbs of frequency (e.g. always, often, usually and sometimes).**

My grandpa **would always take** a nap after dinner.

## READING: THE REAL CSI

*1. Read the text and match headings A-F to paragraphs 1-5. There is one extra heading.*

- A) The day-to-day reality
- B) A profession, a passion
- C) Now everyone's an expert
- D) Not like TV
- E) The new Sherlock Holmes
- F) An Important tool

1 \_\_\_\_\_

A crime scene investigator was looking for fingerprints at the scene of a burglary. The victim of the crime was not impressed: 'That's not the way they do it on television; she told the investigator. This is an example of the 'CSI effect' in action.

2 \_\_\_\_\_

Shows like CSI: Crime Scene Investigation are transforming millions of viewers into armchair detectives. The phenomenon is entering both classrooms and courtrooms. Universities are seeing a dramatic increase in applications to forensic science programmes. In court, prosecutors are facing greater pressure from juries to present sophisticated scientific evidence. People believe that they can solve every crime the way they do on CSI.

3 \_\_\_\_\_

The programmes focus on the use of science in solving crimes, and much of the action takes place in a laboratory. The equipment used on the shows is real, but the big difference is how they use it. On CSI a computer automatically matches fingerprints to those in its database. But in real life, scientists must perform such detailed work. And while DNA testing on the show is instant, in real life it takes at least a week. Real-life forensic scientists have to do a lot of paperwork but viewers don't want to see someone behind a desk. Scientists are also too busy to focus on a single case, and they may work on more than 20 at the same time.

4 \_\_\_\_\_

In a rare error, scientists made an impression of a wound that was the shape of a knife. That was totally unrealistic. But improved technology such as DNA testing and advanced data bases help scientists in their crime-solving quest. Forensic experts from the L.A. County Sheriff's Office recently solved a 20-year-old murder by identifying the DNA in a piece of hair.

5 \_\_\_\_\_

So what makes a great forensic scientist? 'Strong technical competency, first of all; said Harley Sagara, an assistant director at the L.A. County crime lab. Forensic scientists must also be able to explain their science. Sagara, with more than 30 years of field experience and 300 to 400 testimonies, regularly appears in court. Devine, the CSI producer, says she would recommend the forensic science field to anyone. 'I loved the crime scenes, I loved the challenge, and I loved the puzzle; she said. 'It's a fantastic job.

**2. Read the third paragraph and complete the table to summarise the differences between the TV show CSI and real-life crime scene investigation.**

	CSI TV show	real crime scene investigations
equipment		
fingerprints		
DNA		
cases		

**3. Make collocations. Use a word from box A and a word from box B each time.**

- A) armchair ,crime , dramatic, field, forensic, scientific, take.
- B) detective, evidence, experience, increase ,place, scene, science.

**EVERYDAY ENGLISH: REPORTING A CRIME**

**1. Iwona has had a problem at the cinema. Read her conversation with a cinema manager. Expand prompts a-f to make questions and write them in the correct gaps (1-6).**

**I = Iwona, M = Manager**

**I) Excuse me, could I bother you for a minute?**

M) (1) \_\_\_\_\_

I) It's my handbag. I left It under my seat while I was watching the film.  
Now It'S not there any more.

M) (2) \_\_\_\_\_

I) Well, it's a red bag made of cloth with a large strap.

M) (3) \_\_\_\_\_

I) In the middle row with my friend, Madelelne.

M) (4) \_\_\_\_\_

I) Screen 5, I think. The one with the new Twilight movie.

M) (5) \_\_\_\_\_

I) No, there wasn't, but there was a couple sitting behind me.

M) (6) \_\_\_\_\_

I) No, they looked just like a normal couple.

a) where / you / sit?

b) be / anyone / next to you?

c) they / look / suspicious?

d) Yes, certainly. What / seem / be / problem?

e) Oh dear! What / it / look like?

f) and which screen / you / be / in?

**3. Imagine that two people mugged you while you were waiting for a bus. Read and answer the questions.**

**P = Police officer, Y = You**

P) Hello, can I help you?

Y) \_\_\_\_\_

P) Oh dear! Where did it happen?

Y) \_\_\_\_\_

P) I see. And what did they take?

Y) \_\_\_\_\_

P) Can you describe the items?

Y) \_\_\_\_\_

P) Did they threaten you?

Y) \_\_\_\_\_

P) Can you describe the first person?

Y) \_\_\_\_\_

P) And the second person?

Y) \_\_\_\_\_

P) Was there anything special about them?

Y) \_\_\_\_\_

P) I'd like you to fill In thiS form, please.

Y) \_\_\_\_\_

P) And can you give me a phone number in case we need to contact you?

Y) \_\_\_\_\_

## 2. Match the beginnings of sentences 1-14 to their endings a-n

1) Hey! What on earth ...	a) but my student card and address book are still there.
2) I found it in the toilets - ...	b) thank goodness they didn't take them.
3) I'm really sorry - ...	c) while I was watching the film.
4) Don't worry about it, my dear - .	d) before they try to use it.
..	
5) Yes, I am. Someone took it ...	e) I didn't mean to accuse you.
6) Oh dear, the same thing ...	f) I'll do it as soon as I get home.
7) Well, the money and mobile aren't there, ...	g) are you doing with my bag?
8) That's a relief - ...	h) so how much money was in the bag?
9) About sixty euros, I think, ...	i) I had to change my locks.
10) You'd better cancel your card ...	j) I was just coming to hand it in.
11) Yes, you're right - .. .	k) and of course my banker's card.
12) And were there .. .	l) expect you're upset.
13) Luckily, they're here ...	m) any keys in the bag?
14) Yes, when it happened to me, ...	n) happened to me once. So, what's missing?

## WRITING: AN EXCHANGE OF LETTERS

### 1. Complete Heather's letter. Choose the correct answers (A, B or C).

- |    |               |               |           |
|----|---------------|---------------|-----------|
| 1  | A only        | B not         | C just    |
| 2  | A help        | B helping     | C to help |
| 3  | A for         | B by          | C of      |
| 4  | A trouble     | B problem     | C worry   |
| 5  | A Imagination | B guess       | C know    |
| 6  | A afterwards  | B following   | C later   |
| 7  | A taking      | B take        | C to take |
| 8  | A chance      | B opportunity | C mistake |
| 9  | A away        | B back        | C again   |
| 10 | A remember    | B remind      | C forget  |

Dear Mrs Watson,

I am (1) \_\_\_\_\_ writing to say thank you for (2) \_\_\_\_\_ me out the other day. It was really kind (3) \_\_\_\_\_ you to drive me home. I am so sorry for causing you so much (4) \_\_\_\_\_. You'll never (5) \_\_\_\_\_ who I saw when I went to the police station the (6) \_\_\_\_\_ day - it was the couple from the cinema. They had tried the same trick, but this time the manager saw them and called the police. The woman said she hadn't meant (7) \_\_\_\_\_ my bag. She had taken it by (8) \_\_\_\_\_ because she had one exactly like it. Anyway, the main thing is I got my mobile and my banker's card (9) \_\_\_\_\_, but I had already cancelled it. I want them to go to prison for what they did. Once again thank you for looking after me. I'll always (10) \_\_\_\_\_ your kindness.

Yours sincerely,

Heather Bower

**2. Which expressions does Heather use to ...**

- 1) Introduce the reason for her letter? \_\_\_\_\_
- 2) recognise Mrs Watson's kindness? \_\_\_\_\_
- 3) apologise for the inconvenience? \_\_\_\_\_
- 4) introduce a surprise? \_\_\_\_\_
- 5) return to the important information? \_\_\_\_\_
- 6) express her thanks again? \_\_\_\_\_
- 7) say she won't forget what Mrs Watson did? \_\_\_\_\_

**3. Read Mrs Watson's reply. Which parts of her reply match which parts of Iwona's letter?**

Dear Heather,

Thank you very much for your lovely letter. I was very glad that I was able to help you. I have got a daughter your age, and I like to think that someone would help her if she had a problem.

I was pleased to hear that you got your banker's card back and that the police caught the people who were responsible. The woman's excuse was incredible!

I understand why you want them to be punished, but some people do mean things because they have such unhappy lives. Anyway, all 's well that ends well.

With very best wishes,

Moira Watson



**4. Which expressions does Moira use to ...**

- 1) thank Heather for her letter? \_\_\_\_\_
- 2) say she was pleased to help? \_\_\_\_\_
- 3) say she is happy at some news? \_\_\_\_\_
- 4) say she can sympathise with Iwona's feelings? \_\_\_\_\_

**5. Write a thank-you letter based on the following situation. Remember to include all of the points.**

You were on holiday in Manchester when you lost your suitcase at the bus station. Mr and Mrs Hanworth, an elderly English couple, helped you. They helped you report the loss and let you stay in their home for the night. The next day the bus company phoned to say they had your suitcase. You collected it and continued on your journey. You are now back home. Enclosed in your letter are some photographs of you and your family, and a box of chocolate plums!

**PART 1: GRAMMAR**

**2. Complete the sentences by putting the verbs in brackets into the simple past, past continuous or past perfect.**

John hadn't been (not be) to that part of town for a long time, and he (1) \_\_\_\_\_ (be) surprised to see how poor it (2) \_\_\_\_\_ (look) now. While he (3) \_\_\_\_\_ (walk) down one particular street, he (4) \_\_\_\_\_ (notice) two men wearing black clothes who (5) \_\_\_\_\_ (stand) outside a jewellery shop. John (6) \_\_\_\_\_ just \_\_\_\_\_ (pass) them when one of them (7) \_\_\_\_\_ (say) 'Now!' John (8) \_\_\_\_\_ (turn) round in time to see the smaller man throw a large stone through the shop window. The two men quickly (9) \_\_\_\_\_ (take) all the jewellery and (10) \_\_\_\_\_ (put) it into a bag, before running off down the street.

**3. Complete the sentences using the simple past or used to.**

**Example:** He *used to have* (have) trouble with his school work when he *was* (be) a teenager.

- 1) I \_\_\_\_\_ (have) a lovely old watch but then someone \_\_\_\_\_ (steal) it.

- 2) He \_\_\_\_\_ (like) his neighbourhood, but then he \_\_\_\_\_ (go) to live in another country.
- 3) She \_\_\_\_\_ (live) in Glasgow before she \_\_\_\_\_ (come) to Edinburgh.
- 4) I was surprised he \_\_\_\_\_ (take) the money. He \_\_\_\_\_ (be) so honest.
- 5) He \_\_\_\_\_ (be) in the army before he \_\_\_\_\_ (become) a policeman.

## PART 2: VOCABULARY

### 4. Unscramble the letters and complete the sentences.

iliab nenonict nectecns ceenvide sinsewt sefsonc

**Example:** The police said he had a perfect **alibi**.

- 1) The \_\_\_\_\_ saw two women entering the shop with a bag.
- 2) I didn't do it! I'm \_\_\_\_\_
- 3) The judge gave him a \_\_\_\_\_ of five years in prison.
- 4) When the lawyer said that, he had to \_\_\_\_\_ to the crime.
- 5) The police couldn't find any \_\_\_\_\_ in his flat.

## PART 4: COMMUNICATION

### 5. Complete the sentences by matching a beginning with a suitable ending.

1) What a relief	a) I didn't do it on purpose
2) I'm sorry about	b) it can happen to anyone
3) I'm sorry about breaking your camera	c) any inconvenience I have caused you
4) I took his umbrella by mistake	d) someone has handed in my passport
5) What a disaster	e) he has failed his exams again
6) Please don't worry about	f) it looked just like mine

## PART 3: READING

### 6. Read the passage and decide if statements 1-10 are true (T) or false (F).

**Example:** Arthur Conan Doyle wrote the Holmes stories. T  F

- 1) The Sherlock Holmes Society is exclusively British. T  F
- 2) They are re-enacting some of the mysteries from his stories. T  F

- 3) Members wear clothes from the Victorian period.  T  F
- 4) Watson rescues the woman at the hot springs.  T  F
- 5) The hot weather means they have to stop their walk.  T  F
- 6) Meiringen is embarrassed by its connection with Holmes.  T  F
- 7) Holmes fights to the death with Moriarty.  T  F
- 8) Charles Milner admits that everyone is a little bit crazy.  T  F
- 9) The society's visits receive a lot of attention.  T  F
- 10) Moriarty enjoys his role.  T  F

### **THE SHERLOCK HOLMES SOCIETY**

The London branch of the Sherlock Holmes Society is for fans of Arthur Conan Doyle's legendary detective. Members are from many European countries and the United States too. Some of the society's members are travelling around Switzerland with some crimes of their own to solve. They are a day away from the big event of their eight-day trip. The members are wearing the latest Victorian fashions. They are eating their breakfasts floating on trays in the hot springs. Suddenly a woman's terrible scream interrupts their meal. Dr Watson is there but is unable to help her. He can't explain her mysterious death. Our hero arrives at the scene, he is immediately recognisable: he is wearing his famous hat, has got a magnifying glass in one hand, and pipe in his mouth. After a quick examination he declares that the woman is the victim of a jelly-fish. Its victim's body lies covered by the British Union Jack.

The society's members put on their costumes, copies of fashions from the Victorian era, and in spite of the heat set off on a two and a half hour walk. After a journey by steam-train, they arrive at the town of Meiringen. The town is proud of Holmes, there is even a statue and a museum dedicated to him. On Wednesday the mayor presents him with honorary citizenship. Yet less than 24 hours later Holmes disappears with his arch-enemy Moriarty after a struggle at the nearby Reichenbach Falls.

The question is whether these people are mad or just a little eccentric. Dr. Watson (alias Charles Milner from London) gives his opinion. I don't think we are eccentric at all. This is quite normal behaviour for anyone who enjoys a good time. All the members of the Sherlock Holmes Society say that they enjoy playing the game. Their visits receive a lot of attention and show that the world is still interested in Sherlock Holmes. In an exclusive interview Professor Moriarty, the villain of the trip, confesses it is satisfying to be the 'Napoleon of crime'. There are no boundaries for me. I can do what I like. I can plot my plans and nobody can stop me.

## КОНТРОЛЬНА РОБОТА №3

### GENERAL FOUNDATIONS OF UKRAINE'S POLITICAL SYSTEM

General foundations of the political system of Ukraine are defined by its Constitution. In accordance with its organic law, Ukraine is a sovereign, independent, democratic, social and legal state.

Democratic essence of the Ukrainian state is enshrined by the constitutional provisions concerning its form of government – a republic governed by sovereignty of the people. State power is divided into legislative, executive and judicial branches, acting within their competence.

Constitution envisages the principle of political, economic and ideological diversity of social life.

The social character of Ukrainian state results in constitutional regulation of issues related to use of property and protection of all subjects of property right, social orientation of the economy, equality of all subjects of property right before the law, maintenance of ecologic safety and balance within Ukraine's territory and other socially important measures.

Legal essence of the state is supported by provisions related to supremacy of law and direct action of constitutional norms. The state is responsible before the people for its activities. According to the Constitution, the main task of the state is to establish and promote human rights and freedoms.

Ukraine is a unitary state, which territory is integral and inviolable. The state has a single citizenship. The state language of Ukraine is Ukrainian.

#### 1. Answer the questions:

1. What defines the general foundations of the political system of Ukraine?
2. What type of a state is Ukraine?
3. What branches is the state power in Ukraine divided into?
4. What does the social character of Ukrainian state result in?
5. What provisions of the Constitution support the legal essence of the state?
6. The main task of the state is to establish and promote human rights and freedoms, isn't it?

#### 2. Match the political terms listed up in column A with the definitions provided in column B.

<i>A</i>	<i>B</i>
1. executive	a. relating to a legislature, having the power to make laws;
2. inviolable	b. pertaining to the body of ideas, reflecting the social needs and aspirations of a group or culture;

3. organic	c. constituting the essential part of something, constitutional;
4. legal	d. incapable of being violated;
5. legislative	e. pertaining to the law;
6. ideological	f. the branch of government charged with putting into effect the country's laws.

**3. Find in the text English equivalents for the following words and expressions:**

Основа політичної системи; згідно з; основний закон; правова держава; сутність; бути захищеною конституційними положеннями; правоздатність; законодавча влада; виконавча влада ; судова влада; передбачати принцип політ. різноманітності суспільного життя; право власності; рівність перед законом; збереження екологічної безпеки; правова сутність; верховенство права; встановлювати та підтримувати людські права; унітарна держава; неподільна та непорушна територія.

**4. Give the Ukrainian equivalents for the following words and expressions:**

The foundation of political system; legal state; competence; maintenance of ecologic safety; the supremacy of law; in accordance with; organic law; an essence; to be enshrined by the constitutional provisions; the legislative, executive and judicial branches; to envisage the principle of the political diversity of the social life; property right; equality before the law; legal essence; to establish and promote human rights; unitary state; an integral and inviolable territory.

**5. Develop the idea.**

1) State power is divided ... 2) Constitution envisages the principle of ...  
 . 3) The social character of Ukrainian state results in ... 4) Ukraine is a unitary state which ... 5) The state has a single ... 6) The main task of the state is ...

**6. Translate into English.**

1. Згідно з основним законом, Україна є суверенною, незалежною, демократичною та правовою державою. 2. Демократична сутність України захищена конституційними положеннями щодо її форми правління як суверенної республіки. 3. З соціальної точки зору такі конституційні положення України, як захист суб'єктів власності та їх рівність перед законом, є врегульованими.

## ВИКОРИСТАНА ТА РЕКОМЕНДОВАНА ЛІТЕРАТУРА

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