

Міністерство освіти і науки України  
Волинський національний університет імені Лесі Українки  
Факультет іноземної філології  
Кафедра іноземних мов гуманітарних спеціальностей

**Н. П. Яцишин, С. М. Гордун, М. В. Супрун**

## **FOURTH YEAR STUDENT'S WORKBOOK**

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

**FOR LAW STUDENTS**

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

---

(прізвище, ім'я студента)

**Луцьк – 20\_\_\_/\_\_\_ навч. рік**

УДК 81'243:378.091.31.041(072)

Я 93

*Рекомендовано до друку науково-методичною радою  
Волинського національного університету імені Лесі Українки  
(протокол № 6 від 15 лютого 2023 р.)*

#### **Укладачі:**

**Яцишин Н. П.**, кандидат педагогічних наук, доцент, доцент кафедри іноземних мов гуманітарних спеціальностей Волинського національного університету імені Лесі Українки;

**Гордун С. М.**, кандидат філологічних наук, старший викладач кафедри іноземних мов гуманітарних спеціальностей Волинського національного університету імені Лесі Українки;

**Супрун М. В.**, кандидат педагогічних наук, доцент, доцент кафедри іноземних мов гуманітарних спеціальностей Волинського національного університету імені Лесі Українки.

#### **Рецензенти:**

**Коляда Е. К.**, кандидат філологічних наук, професор, завідувач кафедри-професор практики англійської мови Волинського національного університету імені Лесі Українки;

**Демчук А. М.**, кандидат юридичних наук, доцент, декан юридичного факультету Волинського національного університету імені Лесі Українки.

**Fourth 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 ІV 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., Гордун С. М., Супрун М., В. Луцьк: Волинський національний університет імені Лесі Українки, 2023. 84 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, пропонувані завдання можна виконувати відразу у робочому зошиті, який здається викладачеві для перевірки та оцінювання.

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.

**УДК 81'243:378.091.31.041(072)**

© Яцишин Н.П., Гордун С. М., Супрун М. В., 2023

© ВНУ ім. Лесі Українки, 2023

## ЗМІСТ

<b>ВСТУП.....</b>	<b>4</b>
<b>ЗАВДАННЯ ДЛЯ ІНДИВІДУАЛЬНОЇ РОБОТИ .....</b>	<b>5</b>
Розробка з теми «Breaking the Law».....	6
Розробка з теми «Law and Punishment» .....	14
Розробка з теми «Legal Professions».....	22
Написання CV / Letter of Application.....	32
Individual Work № 1.....	39
Individual Work № 2.....	42
Individual Work № 3.....	46
Individual Work № 4.....	50
Індивідуальне читання оригінальної літератури, текстів по спеціальності.....	58
Ведення словника фахової лексики.....	59
<b>ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ.....</b>	<b>60</b>
Пропонована тематика тез / статей .....	60
Реферування наукової статті з української мови на іноземну зі спеціальності.....	62
<b>FINAL TEST .....</b>	<b>64</b>
<b>ЗАВДАННЯ ДЛЯ КОНТРОЛЮ ГОВОРІННЯ.....</b>	<b>73</b>
<b>TEXTS FOR READING .....</b>	<b>75</b>
<b>ВИКОРИСТАНА ТА РЕКОМЕНДОВАНА ЛІТЕРАТУРА.....</b>	<b>82</b>

## 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

(VII-VIII СЕМЕСТР)

## I. ОПРАЦЮВАННЯ РОЗРОБКИ З ТЕМИ «BREAKING THE LAW», «LAW AND PUNISHMENT», «LEGAL PROFESSIONS»

### BREAKING THE LAW

1. Complete the newspaper headlines. Use: *hostage, pay, burgled, flees, hurt, steals*. Match them to the crime each is about.

GUNMAN 1) .....  
WITH CASH FROM BANK

GANG 2) ..... PICASSO  
PAINTING FROM MUSEUM

ACTESS'S HOUSE  
3) .....

PENSIONER SERIOUSLY  
4) ..... IN PARK FOR \$14

TERRORIST GROUP TAKES  
MILLIONER'S SON 5) .....

PARENTS HAVE TO  
6) ..... FOR SCHOOL  
GRAFFITI

a) mugging \_\_\_\_\_

d) robbery \_\_\_\_\_

f) kidnapping \_\_\_\_\_

b) burglary \_\_\_\_\_

e) theft \_\_\_\_\_

c) vandalism \_\_\_\_\_

2. Complete the extracts below. Which of the newspaper headlines in Ex. 1 does each match?

A. *caught, escaped, broke • stole*

B. *broken, masked, showed, missing*

A 20-year-old student from New York 1) ..... into a house in Harvard last Friday. He 2) ..... one gold ring with diamond and 3) ..... without being 4) .....

Works of art were stolen from the London Museum last Sunday. The paintings were discovered 1) ..... around 6 am. Museum officials found a 2) ..... window and surveillance cameras 3) ..... two 4) ..... men entering the museum.

**3. Choose one headline from task 1 and write a few sentences describing what happened.**

**4. Check these words in the dictionary. How are they related to a forensic photographer? Learn those that you don't know.**

*document a crime scene / murder cases / brief on the crime / photograph the victim / fatal road accident / scene of a crime / used as evidence / aid investigations / take an overall view / focus on individual details / close-up images / clear eye*

**5. Read the text and check the meanings of the words from task 4. What is the author's purpose? After reading, choose the correct answer A, B, C, or D for questions 1–6. Justify your answers.**

### **The Camera Never Lies**

*Crime drama has always held a fascination for the public; now TV viewers have made forensics drama CSI the most watched TV show in the world. But what is it really like to work in Forensics? Forensic photographer Robert Mars provides some **clues**...*

**A)** I see forensic photography as a way to show the truth. Whatever the story, a photograph can document a crime scene far better than anyone could describe it in court. But the job isn't always the way it appears on TV: I don't only deal with murder cases. During the course of one day I could be photographing anything from the scene of a robbery, a recovered stolen car, a burnt out house or a **fatal** road accident.

**B)** I usually work from 8 until 4 every weekday, but I'm on call 7 days a week. All the incidents I need to cover are **gathered** together at the Police Communications Centre and then sent over to me. The officer-in-charge will have briefed me on the crime before I begin my work at the scene. All the evidence must be photographed before Police officers can take it away. If it's a murder investigation, I also photograph the victim before the body is removed by the medical examiner.

**C)** My photos are used to **aid investigations** and as evidence in court so every detail must be clearly **visible** to provide an **accurate** picture, I start by illuminating the scene with key lights and usually I use a flash. If I'm photographing a room, I work with a wide angle lens on my camera to take an overall view from each corner and also from overhead. Then, using a zoom lens, I **focus on** individual details in context. For example, the distance between a discarded knife and a table could be **crucial** in a

murder investigation. Finally, I take close-up images of key pieces of **evidence**. Each photograph gets listed in a photo log which includes a description of the object and the time and date the photo was taken.

**D)** I was inspired to follow this career because of my interest in the technical side of photography. However, because I'm focused on showing facts, there's no room for experimentation with images. A clear eye is always required and that's a big challenge because this job can be very tough on a personal level. For my peace of mind, I must be as detached as possible from what I **witness**. At times, though, it's essential to talk about the emotional **impact** this work can have and all the photographers on our team are encouraged to talk to a psychologist every three months.

**E)** Forensic photography is a specialist field, and there are only a small number of opportunities made available each year. Anyone who's interested in forensics must have had previous experience as a police officer. I'm pleased to have learnt so much more about photography in this job. If you can stay calm and focused while dealing with the **unpredictable**, then this could be a job to consider. You never get bored. Only don't expect it to be like CSI every day!

***1. Robert usually works...***

**A** Monday to Friday.

**C** in the morning only.

**B** seven days a week.

**D** four to eight hours a day.

***2. The officer-in-charge gives Robert...***

**A** essential information before he goes to a crime scene

**B** all the incidents gathered at the Police Communications Centre

**C** all the evidence that must be photographed

**D** a photo of the victim before a murder investigation

***3. To capture the relationship between objects in a room, Robert uses...***

**A** key lights.

**C** a flash.

**B** a wide angle lens.

**D** a zoom lens.

***4. Enthusiasm for the practical skills of photography...***

**A** encouraged Robert to become a forensic photographer.

**B** keeps Robert focused on presenting facts.

**C** allows Robert to experiment with his images.

**D** requires that Robert keeps a clear eye.



**5. Robert feels this job ...**

**A** is only for tough people,

**B** leaves no room for emotions,

**C** can affect one's feelings

**D** causes psychological problems

**6. A career in forensics is most suited to a person who...**

**A** is prepared for the unexpected.

**B** likes excitement.

**C** already has an advanced knowledge of photography.

**D** likes having a routine.

**6. a) Answer the questions in your own words. Base your answers on the information in the text.**

1) What qualities should someone have to do this job?

2) Why does Robert consider his job as “*a way to show the truth*”?

3) How can this job affect a person emotionally?

**b) Put 5 different types of questions to the text.**

**7. a) Find words in the text whose antonyms are**

*not exact (para C) / underneath (para C) / easy (para D) / uneasy (para E)*

**b) Explain the highlighted words in the text.**

**8. Choose the correct word.**

1. There were a lot of people at the *scene* / *sight* of the robbery.

2. Forensic photographers deal with various crime *situations* / *cases*.

3. The police managed to catch the thieves and *regain* / *recover* the *stolen/robbed* jewellery.

4. Two people were *wounded*/ *hurt* in a car *disaster* / *accident*.

5. Can I please speak to the officer in *charge* / *duty*?

6. There was not enough *evidence* / *indication* to prosecute him.

7. The criminal tried to *discard* / *reject* the murder weapon by throwing it in the river.

8. His job has a strong emotional *effect* / *impact* on him.

**9. Replace the underlined words with: proof, on call, key, victim, stand, witness to.**

1. He was the only person who saw the accident.

2. She provided evidence that helped them locate the criminal.

3. The criminals will be brought to court to have a trial.

4. Police officers are available 24 hours a day every week.

5. They found the kidnapped girl tied to a chair.
6. That man is the most important witness in the case.

**10. Choose the correct preposition.**

1. The article deals *with / towards* the use of photographs as evidence *in / for* a court.
2. The officer *in/on* duty briefed them *on / in* the crime.
3. You need to focus *at / on* detail.
4. If you are interested *for / in* the case, contact Mr Lewis.

**11. Match the words and their definition. Make your own sentences with these words.**

1. hostage (n)	a) to leave a place quickly
2. forensics drama (phr)	b) difficult, hard
3. charge with (v)	c) not confused
4. flee (v)	d) a piece of information that helps find the answer to a mystery or problem
5. officer-in-charge (n)	e) accuse formally
6. tough (adj)	f) policeman in authority
7. clear eye (phr)	g) someone held in capture
8. clue (n)	h) a TV series about scientific crime investigations
9. convicted (adj)	i) to ask for more information about sth
10. deter (v)	j) measures to minimise risk taken beforehand
11. handcuffs (n)	k) to make an official accusation against sb
12. inquire (v)	l) be found guilty
13. precautions (n)	m) metal rings which are fastened round a prisoner's wrists
14. press charges (phr)	n) discourage sb from sth

**12. Read the text and choose the correct words.**

**WATCH OUT!!!**

The number of burglaries has increased in and around the town centre. For this reason, Westville Police are **1)** *inquiring / warning* people to watch out for suspicious-looking people in their building or neighbourhood. Police say it only takes a few easy **2)** *points / precautions*

to ensure you don't become the **3) victim / case** of a break-in, especially when you are away.

- **4) Make / Let** it difficult for the burglar! Make sure that all doors and windows are locked and remove all keys from their normal 'hiding place'.

- Buy a good lock and **5) install / lay** it a third of the way up the door.

- If you are going away, **6) ask / order** a neighbour to collect your post-a pile of mail on your front step says, 'Burglar, I'm away. Please come in!' Cancel all newspaper deliveries, and cut your grass before you leave.

- Make sure all garages and sheds are locked – buildings like these are the first place a burglar will go to find a(n) **7) tool / equipment** to break into your house.

- Get an alarm! Most burglars be **8) deterred / postponed** by the noise it make when they set it off. Test it and ensure that it meets British quality standards.

If you see someone trying to break into a house, **9) report / refer** the incident to the police immediately. If you have any information about anyone **10) evolved / involved** in a crime, call Crimestoppers on 0800 666 222.

**13. a) Complete the table. Check in your dictionaries.**

Crime	Criminal	Verb
1) .....	kidnapper	2) .....
3) .....	4) .....	shoplift/steal from a shop
pickpocketing	5) .....	pick (sb's pocket)/steal sb's wallet/purse
6) .....	7) .....	burgle (sb's house)
mugging	8) .....	9) .....
10) .....	robber	11) .....
12) .....	thief	thieve/steal sth

**b) Give definitions for the criminals in the table.**

*Ex. A burglar is a person who burgles someone's home.*

**14. Fill in:** *attempting, verdict, escape, court, innocent, break into, caught, found guilty, crime, sentence, weapon, get away with, accused.*

**A:** Silence in the 1) ..... . You have been 2)..... of the 3) ..... of murder and I hereby 4) ..... you to life in prison.

**B:** My client is 5) ....., Your Honour! This is an unfair 6) .....

**A:** Put your 7) ..... on the ground very slowly! There's no point  
8) ..... to 9) ..... we've got the place surrounded. How did  
you ever think you'd 10) ..... it?

**B:** You may have 11) ..... me this time, but I'll be back!

**A:** Ms Danes, is the 12) ..... standing in front of you, the man you  
saw?

**B:** Yes, sir, he is. I was looking out of my window and I saw him  
13) ..... the corner shop across the road.

**15. Choose the correct word.**

1. The police put barriers around the crime *spot / place / scene* to keep everyone back.
2. We should never *break / violate / tear* the law.
3. Illegal parking is a minor *offence / fault / mistake*.
4. They decided not to *put / press / give* charges and gave him a *warning / notice / bill* instead.
5. There was a(n) *gun / armed / weapon* robbery yesterday.

**16. Fill in:** *committed, go, took, reached, spend, paid.*

1. Mr Hams ..... the blame for the crime.
2. The smugglers are due to ..... on trial.
3. He ..... a fine for speeding.
4. He had to ..... time in prison for bribery.
5. The person who ..... the crime was sent to prison.
6. The jury ..... a verdict and found the accused innocent.

**17. Fill in with:** *accused, evidence, convicted, breaking, sentenced, arrested, guilty, suspected.*

The police had 1) ..... James Smith for weeks and when they finally gathered some real 2) ..... against him, they 3) ..... him for 4) ..... into houses. A few weeks later he was 5) ..... of the crime. The jury was convinced that he was 6) ..... of the robberies, so he was 7) ..... of the crime and 8) ..... to ten years in prison.

**18. Fill in:** *before, in (x2), of, with, to, under.*

1. Laura was charged ..... shoplifting.

2. She appeared ..... court yesterday.
3. The accused were brought ..... the judge.
4. They accused her ..... identity theft.
5. He was taken to the station..... handcuffs.
6. He was sentenced..... two years in prison.
7. The criminal was placed ..... arrest.

**19. Choose the correct particle: *down, up, in, out, into*. Check the meaning of phrasal verbs in the dictionary.**

1. She broke *in/down* when she into heard the bad news. (*collapsed*)
2. The burglars broke *in/into* the house by smashing a window. (*entered by force*)
3. The fire broke *up/out* so suddenly that the whole building was destroyed within minutes. (*began*)
4. The thieves broke *out/up* without being seen. (*escaped*)

**20. Read the theory, then use the word given in capitals to form a word that fits in the gap.**

*We can use these prefixes to express opposite meaning: de- (forest-deforest), dis- (appear-disappear), in- (complete-incomplete), il- (before i) (logical-illogical), im- (before b, m, p) (polite-impolite), ir- (before r) (rational-irrational), un- (lucky-unlucky)*

1. Despite his ..... to run fast, he is a great footballer. (ABILITY)
2. He is rather ..... and lazy. (COMPETENT)
3. I'm afraid these clothes are quite ..... for hiking. (PRACTICAL)
4. The description he gave was .....; we need a correct one. (ACCURATE)
5. They found the woman lying ..... on the floor. (CONSCIOUS)
6. I'm afraid the answer is ..... to the question. (RELEVANT)
7. Hunting endangered animals is ..... . (LEGAL)

**21. Speaking: Imagine you are Robert Mars and your partner is interviewing you. Use the information in the text to act out your interview.**

**22. Writing: Imagine you are a forensic photographer for a day. Describe your day and your feelings. Does this job match your personality? Why / Why not?**

## LAW AND PUNISHMENT

**1. a) Look at the crimes below. How serious do you think they are? Give each a score from 1 to 6 ... (1 = least serious, 6 = most serious).**

- |                           |                          |
|---------------------------|--------------------------|
| 1) Bank robbery _____     | 4) Shoplifting _____     |
| 2) Computer hacking _____ | 5) Dropping litter _____ |
| 3) Speeding _____         | 6) Mugging _____         |

**b) Which punishment below do you think was given for each crime above? Say why.**

- A) ten years in prison
- B) pay a fine of €100
- C) do community service for 40 hours
- D) attend a talk by the police on how to drive safely
- E) probation for one year
- F) an 18-month prison sentence

**c) Discuss. \*Check your answers. Do you think the punishments were fair? Would you change any of them?**

**2. Read an article about four prisons. For questions 1-10, choose from the prisons (A-D). The prisons may be chosen more than once.**

### *In which prison*

- are there places where you can go shopping? \_\_\_\_\_
- are prisoners allowed to get takeaway food? \_\_\_\_\_
- were there restrictions on washing? \_\_\_\_\_
- can you play racket sports? \_\_\_\_\_
- are cells traded as property? \_\_\_\_\_
- is excellent cuisine served? \_\_\_\_\_
- can sports skills improve the lives of prisoners? \_\_\_\_\_
- do some people meet a wife or husband? \_\_\_\_\_
- is there nowhere to borrow books? \_\_\_\_\_
- do people want to become prisoners in jail? \_\_\_\_\_

*\*Task 1 c) 1-A; 2-E; 3-D; 4-C; 5-B; 6-F.*

## PRISON TALES

This week we profile four rather unusual prisons and prison systems.

### A Bolivia

On arriving at the San Pedro prison in La Paz, Bolivia, you could be forgiven for thinking you weren't in jail at all. The jail seems like a city **within** a city. The prisoners have a market and restaurants, and children are running around the streets. It seems almost surreal, but this is a jail: everything is surrounded by huge walls, and all the entrances and exits are guarded.

Uniquely at San Pedro, the world of commerce rules the prison world. Inmates have to pay for their cells, which means that they need to work to earn money. There's just one problem: they still have to spend their time in jail! There are even wealthy areas of the prison where cells can be traded for as much as £1,500. Not everyone lives in this luxury and other prisoners are **forced to** share small cells elsewhere in the prison complex.

You might wonder where people get the money to support this sort of lifestyle, but in fact, it is not that much different from life outside. For example, there is a football pitch in the prison and games are played by **numerous** teams. A top player can be signed up by a team with more money, which is a ticket to living in the nicer end of 'town'.

### B India

Once the prison at Parappana Agrahara in Bangalore was **an institution** with serious problems. In a country with intense heat and high population, the prison suffered for many years from a serious water shortage. The prison needed almost 30,000 gallons every day, which was an unsustainable rate of consumption. It affected everyone at the prison, and forced the authorities to reduce the amount of water available for bathing.

That was some years ago and now the prison is enjoying a resurgence in popularity from its own inmates. The prison cooking has been taken over by the International Society of Krishna Consciousness and the prisoners are delighted with the delicious meals that are being served. Some prisoners are even neglecting to apply for **bail** and opting to remain locked up. 'When we are getting tasty, nutritious food three times a day, why should we go out and commit crimes?' one burglar inquired. There are even reports of criminals wanting to get in!

## C Spain

Popular prisons are not the sole preserve of Asia, however. In his excellent book *Ghosts of Spain*, the author Giles Tremlett describes Spanish jails in a similarly positive way.

‘Spanish jails are remarkably modern, well equipped and tolerant places,’ he writes. ‘Some boast glass-backed squash courts, swimming pools and theatres. Most of the British prisoners in them do not apply to serve their time back home in Britain’s **run-down**, aggressive Victorian-built prisons.’

Most surprising of all is the fact that prisons are not separated into male and female prisons. Some prisoners even meet their future spouses while serving time for their crimes.

## D Switzerland

The more comfortable prison is nothing new, however. In 1970 the writer Paul Erdman was arrested after the bank he was running went out of business with **colossal** debts. He was incarcerated in a three-hundred-year-old dungeon in the Swiss city of Basel, but was lucky to avoid the terrible conditions of eighteenth-century justice.

Instead, he found himself living in near luxury. The dungeon was much improved. Prison life included room service which brought him his evening dinner. This service was not delivered by **the state** as Erdman had enough money in his own bank account to pay for this food to be delivered to him from local restaurants.

Untroubled by the usual conflicts and noise of prison life, Erdman passed the time writing his first novel, having brought along a typewriter to his cell. In many ways it was the deficiency of the jail that caused his career change. The prison lacked a library, preventing him from doing research. This meant Erdman decided to work on a novel instead of nonfiction and became a best-selling novelist once he was released.

**3. Now match the words in bold in the text to the definitions (1-8) below.**

1. many \_\_\_\_\_
2. a building and organisation like a school, a prison or a hospital  
\_\_\_\_\_
3. made to do something that you do not want to do \_\_\_\_\_
4. the government and the organisations that it controls, such as the police, the army, etc. \_\_\_\_\_



5. absolutely enormous \_\_\_\_\_
6. inside \_\_\_\_\_
7. in a very bad condition (especially for a building) \_\_\_\_\_
8. money you can pay so that you can wait for trial in your home and not in prison \_\_\_\_\_

**4. Which is the odd word out in each of these lists?**

- A** theft, speeding, burglary, shoplifting  
**B** capture, imprison, release, arrest  
**C** judge, detective, jury, prosecution  
**D** police officer, thief, mugger, smuggler  
**E** arson, burglary, blackmail, vandalism

**5. Replace the word got with the correct form of these verbs:**

understand	is	receive	arrest	annoy
force	meet	capture	arrive	manage

- 1 The police *got* him for shoplifting and attacking an officer.
- 2 He *got* ten years in prison for the crime.
- 3 I don't *get* how someone can do that to someone else.
- 4 By the time the police *got* there, the burglars were miles away.
- 5 We didn't *get* around to going to the public meeting.
- 6 What *gets* me is that the judge let him go with only a fine!
7. The police were determined to *get* the thieves!
8. Local people *got* together to discuss the problem of vandalism in the area.
9. He held a gun to my head and *got* me to open the safe in the bank.
10. Joe *got* robbed on his way to work.

**6. Complete sentences 1-5 with participles from the box. Learn the phrasal verbs by heart.**

away / into / away with / up to / out
---------------------------------------

1. The three men got \_\_\_\_\_ in a blue van.
2. I can't believe they got \_\_\_\_\_ the robbery and no one saw them.
3. It's very quiet. What do you think the children are getting \_\_\_\_\_?
4. The 42-year-old got \_\_\_\_\_ such a mess with the police.
5. If I help you, what do I get \_\_\_\_\_ of it? How much money do I make?

**7. Complete the crimes in the police Twitter feed. Write one letter in each gap.**

National Police @National\_Police

↩ Reply   ↻ Retweet   ★ Favorite   ⋮ More

1. Watch out for fake banknotes in the city area. We have discovered a case of f \_ \_ \_ \_ r \_ using notes of €50.

2. We advise all shopkeepers to install security cameras to prevent s \_ \_ p \_ \_ f \_ \_ \_ \_ . Help us prevent crime!

3. Today is the fifth anniversary of the k \_ \_ \_ \_ \_ p \_ \_ g of the race horse Titan. His location is still unknown.

4. We now believe that the fire at the Football Club was a case of a \_ \_ o \_ . We invite members of the public to contact us if they have any information.

5. News reports of the death of Mr F Welsh are inaccurate. We believe his death to be a tragic accident, not m \_ \_ \_ \_ r, as reported in some parts of the media.

6. After a violent m \_ g \_ \_ \_ g on an intercity train where a gang stole money from an elderly couple, security guards will now travel on board at all times.

7. Remember to change your passwords regularly to prevent people from h \_ \_ k \_ \_ g into your account.

8. Thanks to action from the local community, there is much less v \_ \_ d \_ \_ \_ \_ m of bus stops and vending machines in the area. Thanks to all our volunteers!

9. There were four cases of b \_ \_ g \_ \_ \_ y in the harbour area last month, where homes were broken into and electrical goods taken.

10. Customs officers last night prevented a case of s \_ \_ g \_ \_ \_ \_ g rare birds into the country.

**8. Read the text below and decide which answer (A B, C or D) best fits each gap.**

The government released (1) \_\_\_\_\_ figures for last year. Overall, the statistics show a fall in violent street crime (2) \_\_\_\_\_ as mugging. A police (3) \_\_\_\_\_ said that the number of arrests for robbery (4) \_\_\_\_\_ also increased. They also claimed that their work with local shop owners had reduced cases (5) \_\_\_\_\_ shoplifting and vandalism.

However, (6) \_\_\_\_\_-based crime continues to rise with 20% more cases than ever of hackers breaking (7) \_\_\_\_\_ files to access personal data

on customers. George Maynard, a software analyst specialising (8) \_\_\_\_\_ computer security, believes this trend is unlikely to change in the near future. ‘Hacking is here to stay and is potentially public (9) \_\_\_\_\_ number one.’

Finally, the figure attracting most attention is the increased (10) \_\_\_\_\_ to the rich and famous. The huge (11) \_\_\_\_\_ attention given to millionaire celebrities has meant their (12) \_\_\_\_\_ have become obvious targets for kidnappers ...

	A	B	C	D
1.	detective	crime	number	police
2.	like	with	such	so
3.	criminal	minister	speaker	spokesperson
4.	is	was	will	has
5.	from	of	to	in
6.	computer	robber	internationally	password
7.	out of	off	up	into
8.	in	with	for	of
9.	against	enemy	terrorist	crime
10.	problem	rise	threat	stealing
11.	special	media	interest	burglar
12.	professions	children	houses	accounts

**9. Read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).**

The police have announced that (0) D figures in the capital have increased yet again. A police spokesperson warned that small offences were increasing and warned the public to be on their guard against attacks in the streets, such as (1) \_\_\_\_\_. The police did report a crackdown on offenders after they made a number of (2) \_\_\_\_\_ of gangs of thieves who work on the underground network. This attracted a great deal of (3) \_\_\_\_\_ attention and the photographs of the suspects appeared in all major newspapers. The police have also encouraged local storekeepers to install security cameras to reduce the amount of (4) \_\_\_\_\_ throughout the city. Nevertheless, it is the organised gangs that remain public (5) \_\_\_\_\_ number one. They have been responsible for graffiti, vandalism and violent attacks on the major housing estates north of the city. Many elderly people suffer from intimidation from the gangs and some are afraid even to leave their own homes. The police have (6) \_\_\_\_\_ for witnesses who may

be able to give evidence against these people. The police commissioner has stated that this situation cannot continue. ‘We cannot (7) \_\_\_\_\_ these hooligans ruin the lives of everyone else in the community,’ she said yesterday. ‘But whether we can catch the leaders of the gangs (8) \_\_\_\_\_ on us getting information from the public.’ She also emphasised the increased threat to the city’s essential tourist industry if future conditions do not improve.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>0</b>	illegal	suspect	police	crime
<b>1.</b>	burglary	mugging	arson	forgery
<b>2.</b>	arrests	stops	escapes	catches
<b>3.</b>	journalist	media	presentation	report
<b>4.</b>	blackmailing	hacking	shoplifting	kidnapping
<b>5.</b>	opponent	protester	enemy	fear
<b>6.</b>	demanded	complained	applied	appealed
<b>7.</b>	permit	accept	let	allow
<b>8.</b>	requires	needs	follows	depends

**10. Use the word in capitals to complete each sentence. Change the form if necessary.**

1. Many \_\_\_\_\_ just do it for fun and for the challenge.  
(HACK)

2. The killer has been \_\_\_\_\_ for life without any probation.  
(PRISON)

3. Police say the \_\_\_\_\_ notes can be identified by a line across the left-hand side. (FORGE)

4. The \_\_\_\_\_ victim was in surprisingly good health when police found her. (KIDNAP)

5. Driving faster than 70 kph is \_\_\_\_\_ with a fine in my country. (PUNISH)

6. The \_\_\_\_\_ asked for \$10,000 in return for the photographs. (BLACKMAIL)

7. The \_\_\_\_\_ got away with over €100,000 worth of jewels. (THEFT)

8. I don’t think that dropping a cigarette should be \_\_\_\_\_. There are far worse crimes. (LEGAL)

9. Pirates and \_\_\_\_\_ used to use the caves along this coastline. (SMUGGLE)

10. They say the fire was the work of \_\_\_\_\_. (ARSON)

**11. Use a dictionary to find the meanings of the phrases below.**

*be above the law / be against the law / break the law / by law / enforce the law / law-abiding / law and order / law enforcement / lawsuit / lay down the law / obey the law / take the law into your own hands / within the law*

**12. Complete the sentences with phrases from exercise 4 in a suitable form.**

1. The problem of the Queen's missing dog has been keeping \_\_\_\_\_ agencies busy in London.

2. But officer, I wasn't \_\_\_\_\_. I was only driving at 40 miles an hour!

3. Politicians sometimes make the mistake of thinking they \_\_\_\_\_, and can do what they want.

4. Kelly has decided to bring a \_\_\_\_\_ against her next door neighbours, regarding the noise they make.

5. All owners of a television are required \_\_\_\_\_ to have a TV licence.

6. Police have difficulty maintaining \_\_\_\_\_ in some inner-city areas.

7. It \_\_\_\_\_ to drive after you have been drinking alcohol in many countries.

8. Joe's dad was really angry and we could hear him \_\_\_\_\_ through the closed door!

**13. Speaking:** Imagine that you are discussing the ways of preventing crimes with a police officer. Act out your dialogue. Try to discuss such points: *car alarms, photo ID in the credit card, security cameras in public places, warning posters about pickpockets, instant fines for dangerous driving.*

**14. Writing:** Imagine you are a police officer who works in a prison for a day. Describe your day and your feelings. Does this job match your personality? Why / Why not?

## LEGAL PROFESSIONS

### **1. Answer these questions:**

1. Why did you choose law as a career?
2. What legal professions exist in your country?
3. What is the normal way that lawyers become qualified to practice law in your country?

**2. Read and translate the text. Write a list of words, unknown to you. Use your dictionary to check their meaning.**

### **Barristers and Solicitors**

Although the United Kingdom shares one government, it has several legal systems. Both Northern Ireland and Scotland have separate laws, judiciaries and legal professions to those in England and Wales.

The legal profession in England and Wales is made up of barristers and solicitors. Traditionally these professions had very distinct roles.

A solicitor's role is to give specialist legal advice and help. Solicitors are the main advisers on all matters of law to the public. There are around 140,000 practicing solicitors in most towns across the UK and their work varies enormously.

A solicitor's job is to provide clients with skilled legal advice and representation, including pleading in court. Many problems are dealt with exclusively by a solicitor. For instance, the solicitor deals with petty crimes and some matrimonial matters in Magistrates' Courts, the lowest courts. Family law and child care law are important nowadays, and solicitors often represent clients in court in divorce cases. In a civil action they can speak in the County Court, when the case is connected to divorce or recovering some debts.

A solicitor also deals with matters outside Court. They do the legal work involving buying a house, for instance. They write legal letters for the client and carry on legal arguments outside court. They make wills and administer the estates of people, who have died. A solicitor often advises businesses on such matters as employment law, contracts and company formations.

Most solicitors work in private practice, which is a business partnership of solicitors who offer services to clients. You will find a solicitor's firm in nearly every town in England and Wales. Many solicitors and firms

specialize in areas of law in which they are experts, and specialisms can include corporate and commercial law, insurance, the registration of patents and copyrights, shipping, banking, entertainment and media law and many others.

Not all solicitors work in private practice. It is possible for solicitors to work as in-house legal advisers to a commercial or industrial organization, to a government department or a local authority. There is a trend to allow multinational partnerships in England and Wales between solicitors and foreign lawyers.

Because the law is complex, the training of solicitors takes a long time and can be difficult. To qualify as a solicitor, a young man or woman joins a solicitor as a “clerk” and works for him whilst studying part time for the “Law Society”.

The Law Society makes the rules for the legal education and training. The trainee must receive a thorough and broad education. Solicitors with good communication skills – written, verbal or interpersonal are in demand. A high standard of literacy is required. When you have passed all the necessary exams, you can “practice”, which means you can start a business on your own.

Barristers are different from solicitors. Barristers are experts in the interpretation of the Law. Barristers are legal consultants offering specialist services, in particular as advocates or advisors in matters involving litigation. They are called in to advise on really difficult points. Barristers are also experts on advocacy (the art of presenting cases in Court). Barrister has the exclusive right of audience as an advocate before all the superior courts, and they can also take cases in the inferior courts if they wish to do so. When acting professionally barristers are known as “counsel”.

Barristers are rather remote figures. In general, a barrister has no direct contact with the client, only through the instructing solicitor. The solicitor will choose the barrister best suited to the needs of the client.

Most barristers are professional advocates earning their living by the presentation of civil and criminal cases in court. A barrister must be capable of prosecuting in a criminal case one day, and defending an accused person the next; or of preparing the pleading and taking the case for a plaintiff in a civil action one day, and doing the same thing for a defendant the next. In this way, the barrister attains a real degree of objectivity and independence of mind.

Barristers are not allowed to form a partnership. Barristers do not have public offices on any street. Practicing barristers are all self-employed, although they normally band together into “chambers”. Due to the nature of barristers’ work, the chambers can only be found near the major courts.

A barrister must be a member of one of the Inns of Court, which traditionally educates and regulates barristers. To qualify as a barrister you have to take the examinations of the Bar Council. Barristers’ training concentrates on the art of advocacy, court procedure and the rules of evidence. Barristers have full rights of audience to appear in all courts, from highest to lowest. Only barristers can become judges in the English Court above a Magistrates’ Court.

Barristers and solicitors are required to dress formally when appearing in court. In court, barristers are often visibly distinguished from solicitors by their apparel. For example, in Ireland, England and Wales, barristers usually wear a horsehair wig, stiff collar, bands and a gown. Solicitors appearing in the county court must wear a gown but no wig. The vast majority of County Court hearings are now conducted without robes, although they continue to be worn in High Court proceedings.

### **3. Answer the following questions.**

1. Do England and Wales compose a single legal jurisdiction?
2. What is the legal profession in England and Wales made up of?
3. What matters does a solicitor deal with?
4. How much time does the training of solicitors take?
5. What is required to become a solicitor?
6. What rules does the Law Society make?
7. What kind of education must the trainee receive?
8. What services do barristers offer?
9. What kind of rights does a barrister have?
10. How do barristers earn their living?
11. How does a barrister attain a real degree of objectivity and of independence of mind?
12. What do you have to do to qualify as a barrister?
13. What does barristers’ training concentrate on?
14. What institution educates and regulates barristers?
15. Are barristers and solicitors required to dress formally when appearing in a court case?



**4. Complete the following expression choosing a suitable preposition; find the best way of expressing them in Ukrainian.**

interpretation \_\_\_\_\_ the law  
needs \_\_\_\_\_ the client  
matters \_\_\_\_\_ law  
presentation \_\_\_\_\_ civil / criminal cases  
to deal \_\_\_\_\_ matters  
to make the rules \_\_\_\_\_ the legal training  
experts \_\_\_\_\_ advocacy  
a direct contact \_\_\_\_\_ a client  
two branches \_\_\_\_\_ the profession  
a member \_\_\_\_\_ the Inns of Court  
art \_\_\_\_\_ presenting cases  
to qualify \_\_\_\_\_ a barrister  
exclusive right \_\_\_\_\_ audience  
to work \_\_\_\_\_ private practice

**5. Give synonyms to the words in bold type.**

*Practise / undertake / practitioners / provide / bodies / pupillage / self-employed / attractions / conform / ownership*

1. Barristers, on the other hand, are **working for themselves** and are responsible for their own finances – they must do their accounts themselves or hire an accountant for that purpose.

2. However, a barrister cannot **be engaged in** any work that requires him to hold funds on behalf of their client.

3. Alternatively, barristers may choose to **work** at the Employed Bar and apply for positions with in-house legal services departments in commercial companies or public sector organisations.

4. Currently, new barristers must spend at least twelve months in **apprenticeship**, usually split into two six-month periods (called sixes) with the same or different chambers.

5. Some civil **lawyers** spend more of their time dealing with cases out of court.

6. The Inns **arrange** educational and social support for barristers and student barristers, including libraries, dining halls and common rooms.

7. Barristers are expected to **correspond** to high standards of dress, ethics and professional conduct.

8. A barrister is in principle required to act for any client offering a proper fee, regardless of the *advantages* or disadvantages of a case.

9. Conveyancing is the act of transferring the *legal possession* of property from one person to another.

10. Direct access to barristers by members of certain recognized professional *agencies* has been allowed since 1989.

**6. Match the definitions of the following words.**

1. Justice of the Peace	<b>A</b> a local court exercising limited jurisdiction in civil matters.
2. an advocate	<b>B</b> a court in England and Wales where minor crimes are judged.
3. a solicitor	<b>C</b> a court of law in the UK that has more power than ordinary courts, and in which previous court decisions can be changed.
4. the Magistrates' Court	<b>D</b> a lawyer admitted to plead at the bar in the superior courts.
5. a barrister	<b>E</b> is someone who speaks on behalf of another person, especially in a legal context.
6. the County Court	<b>F</b> a local magistrate empowered chiefly to administer summary justice in minor cases, to commit for trial, and to administer oaths and perform marriages.
7. the High Court	<b>G</b> an attorney who advises clients on legal matters, represents clients in certain lower courts, and prepares cases for barristers to present in the higher courts.

**7. Put a list of tasks performed by solicitors and barristers in the appropriate column.**

advising clients on general legal issues / advising clients on specialist legal issues / advising on litigation / advising on tax matters / advocacy in all courts / advocacy in the lower courts / commercial work / conveyancing of houses / dealing with commercial transactions / drafting of documents in connection with litigation / making wills / preparing cases / shares and other property dealing

Solicitors	Barristers

**8. Read the texts and match them to the headings.**

**A Business Advisers**

**B Legal Aid Practices**

**C The European Community**

**D International Legal Practice**

1. \_\_\_\_\_ Many firms specialize in issues brought by the legally aided client, the client who cannot normally afford a solicitor's fees. Solicitors here will concentrate on such matters as divorce law, welfare benefits, crime, claims, when someone has been injured, giving help to clients who are unable to pay their rent, and assisting those who are victims of medical negligence.

2. \_\_\_\_\_ More than just providing legal advice, solicitors are trusted advisors upon whom clients can rely. A long history of involvement with a particular client enables a solicitor to advise on issues, which only have a remote connection with the law, particularly concerning tax and other financial matters. For instance, a solicitor might be able to arrange a mortgage (a special type of loan) to buy a house, or advise on tax issues relating to a will. Solicitors are at the heart of the local business community and have good relations with banks, accountants and other professionals. If unable to help a client with a problem, a solicitor will be able to find someone who can.

3. \_\_\_\_\_ Some firms of solicitors have branch offices in major financial and commercial centers throughout the world, which advise local clients about English law. Others have formed associations with firms of lawyers in other countries and the two firms will work together to help clients. English commercial law has developed over centuries, to the extent that it is often the governing law in international contracts, even when the case has no connection with England and Wales. Solicitors also benefit

from historical ties between this country and other English-speaking countries.

4. \_\_\_\_\_ The single market is of great significance to solicitors and many firms have established offices in Brussels and other European centers. It is possible for an English solicitor to work for the European Commission in Brussels. It is therefore becoming increasingly useful for a solicitor to have language skills.

## **9. Read and put 5 different types of questions.**

### **Judges**

By contrast with many other European countries, the judiciary in England and Wales is not a separate career. Judges are appointed from both branches of the legal profession. They serve in the House of Lords (the final appellate court), the Court of Appeal, The High Court and the Crown Court or as Circuit or District Judges. The Circuit Judges sit either in Crown Courts to try criminal cases or in County Courts to try civil cases.

There are also part-time Judges appointed from both branches of the practicing legal profession, who serve in the Crown Court, County Court or on various tribunals, for instance, those dealing with unfair dismissal from employment. There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

In fact, most cases are dealt with not by Judges but by lay people, who are appointed to various tribunals, because of their special knowledge, experience and good standing. For instance, the majority of minor criminal cases are judged by Justices of the Peace in Magistrates' Courts. They are not legally qualified or paid, but are respected members of the community, who sit as magistrates part-time.

The vast majority of judges are unpaid. They give up time voluntarily. They are called "Magistrates", or "Justices of the Peace" (JPs). There are 28,000 JPs in England; each of them works in the court on about 30-50 days a year. Magistrates are selected by special committees in every town and district. Nobody, not even the Magistrates themselves, knows who is on the special committee in their area. The committee tries to draw Magistrates from as wide a variety of professions and social classes as possible. The Lord Chancellor, who is a member of the Government and also Speaker of the House of Lords, appoints all members of the judiciary. The Lord Chancellor holds a function similar to that of a Minister of

Justice, although some matters concerning the administration of justice are the responsibility of the Home Secretary. Once appointed, Judges are completely independent of both the legislature and the executive, and so are free to administer justice without fear of political interference.

**10. Find out the meaning of the following words and words combinations, put them in the appropriate column.**

Justice of the Peace / the House of Lords / the High Court / a solicitor / Magistrates / the Crown Court / Circuit Judges / District Judges / the County Court / the Magistrates' Court / Minister of Justice / a barrister / the final appellate court / the Home Secretary / the Lord Chancellor / the Court of Appeal / a coroner / a government / an advocate

Official	Body

**11. Fill in the blanks with 'must', 'may' or 'can'.**

1. All attorneys \_\_\_\_\_ pass the bar examination to be admitted to general practice.
2. In certain areas (but not crime or conveyancing), barristers \_\_\_\_\_ now accept instructions from a client directly.
3. Prospective barristers \_\_\_\_\_ first complete the academic stage of their legal education by obtaining a qualifying law degree.
4. Those who wish to become a practicing barrister \_\_\_\_\_ first obtain a 'pupillage'.
5. Upon completion of pupillage, you \_\_\_\_\_ apply for tenancy and become a junior barrister in chambers.
6. Barristers in turn \_\_\_\_\_ now be directly instructed by certain organizations such as trade unions, accountants and similar groups.
7. A solicitor's firm \_\_\_\_\_ vary from a large organization with hundreds of partners, thousands of employees and offices all over the world, to a small firm above a shop in local high street.

8. Theoretically free to work as and when they please, barristers \_\_\_\_\_ be available to take work as it comes in.

9. A barrister \_\_\_\_\_ have little opportunity to develop any relationship with the client.

10. Although a number of barristers \_\_\_\_\_ make up any particular “set” of chambers, they are prohibited from incorporating or joining together as partners, and each acts as a sole practitioner.

### **12. Fill in the blanks with ‘must’, ‘may’ or ‘can’.**

1. All attorneys \_\_\_\_\_ pass the bar examination to be admitted to general practice.

2. In certain areas (but not crime or conveyancing), barristers \_\_\_\_\_ now accept instructions from a client directly.

3. Prospective barristers \_\_\_\_\_ first complete the academic stage of their legal education by obtaining a qualifying law degree.

4. Those who wish to become a practising barrister \_\_\_\_\_ first obtain a ‘pupillage’.

5. Upon completion of pupillage, you \_\_\_\_\_ apply for tenancy and become a junior barrister in chambers.

6. Barristers in turn \_\_\_\_\_ now be directly instructed by certain organizations such as trade unions, accountants and similar groups.

7. A solicitor’s firm \_\_\_\_\_ vary from a large organization with hundreds of partners, thousands of employees and offices all over the world, to a small firm above a shop in a local high street.

8. Theoretically free to work as and when they please, barristers \_\_\_\_\_ be available to take work as it comes in.

9. A barrister \_\_\_\_\_ have little opportunity to develop any relationship with the client.

10. Although a number of barristers \_\_\_\_\_ make up any particular “set” of chambers, they are prohibited from incorporating or joining together as partners, and each acts as a sole practitioner.

### **13. Speaking: Choose and speak on the topic using the following key words and word combinations:**

#### **a) your future profession:**

*Law institute; to train specialists; the Ministry of the Interior; investigator; easy job; human destiny; servant; to serve; in contrast to; the relations of people; to display oneself; a decisive struggle; to punish; to re-educate; to prevent; to root out; to eliminate; a decline in crime;*

*responsible work; to cope with; level; to know; to study thoroughly; to be proud of; to stand on guard of.*

**b) the work of an investigator:**

*To pass through the stage of ... , investigator departments; inquiries into the gravest crimes; less dangerous crimes; ungentle actions; to transfer the case; to detect crimes; to expose; just punishment; to have the right; to provide for; to prepare the material; to facilitate.*

**c) the work of the procurator:**

*The procurator's task; strict observance; organs conducting investigation; judicial judgment; convicted persons; to restrict the right; to subject to criminal prosecution; the sanction of the procurator; to approve the indictment; to transfer to the court; to discharge functions in the trial; the participants in the trial; to question witnesses; the investigation of evidence; to challenge; to pronounce the indictment; to lodge a protest; the power of supervision; places of confinement; to keep in places of confinement; to release convicted persons; statutory regime rules; education work; to inspect; in person; personal explanation.*

**14. Writing: Imagine you are a judge for a day. Describe your day and your responsibilities. Does this job match your personality? Why / Why not?**

## II. НАПИСАНИЯ CV / LETTER OF APPLICATION

### 1. Read the job advert and underline the key skills and qualities which is looking for.

Our firm is looking for a Paralegal with knowledge in Criminal Law. It would be helpful to also have knowledge in Family, and some Civil Law areas as well. One who is punctual, organized, and has stellar time management doing the following tasks:

- Summarizing cases and preparing reports for the attorney.
- Conducting research, investigating facts and developing legal arguments.
- Drafting legal documents such as contracts, depositions and pleadings.
- Preparing and filing documents with courts.
- Organizing and archiving the documents related to completed and ongoing cases.
- Keeping track of changes in legal framework and providing timely updates on these changes.

Job Types: Full-time, Part-time

Pay: \$13.00 - \$20.00 per hour

Benefits:

- ✓ Flexible schedule. Schedule: 4 hour shift; 8 hour shift
- ✓ Supplemental Pay:
- ✓ Bonus pay

COVID-19 considerations:

Everyone in our office is vaccinated however, this is not a requirement for employment. Masks are not required in the office but may be worn if necessary.

Experience:

- ✓ Legal case management: 1 year (Preferable)

Language:

- ✓ English

### 2. Read the CV and the tips for writing a CV. Tick the points that she has followed. How likely is it that Lucy will be invited for an interview?



## **Lucy Bell**

17 Marktgasse, Vienna, Austria

Tel: 0123456789 (home) / 0987654321 (mobile)

E-mail: lucybell@gmail.com

### **Personal profile**

Confident and self-motivated final-year student with excellent organisational and communicational skills. Dedicated to supporting team members and ensuring the best possible outcome for each client. Fluent in German and English languages.

### **Education and qualifications**

2018 – 2023 – **Bachelor of Science in Legal Studies**, University of Vienna, Austria

2022 – **Advanced Paralegal Certification**, National Association of Legal Assistants, Inc.

### **Work experience**

2022 – Internship at a Dornbirn law firm

- Formulate legal documentation for cases, and create an organized filing system to keep all documents and communication records in one place.
- Support trial preparation tasks with other law staff by identifying and sorting through different legal exhibits.
- Discuss case details with other staff members and clients, and coordinate information gathering with clients.
- Composed legal documents for court cases or real estate title searches, such as briefs, contracts, wills and closing statements.

### **Skills**

- Strong understanding of all relevant legal precedents and federal, state and local laws and regulations.
- Excellent reading comprehension skills when reviewing dense legal jargon and documentation with clients and other staff members.
- Advanced skills in Microsoft Office Suite, including Word, Excel and PowerPoint for optimal collaboration between team members.
- Strong listening skills when getting information about cases or

legal documents from clients or other staff members.

- Solid speaking skills that allow for professional presentation while discussing information about cases.

**3. Learn how to write a curriculum vitae, often called a CV in the UK or résumé in American English, to practise and improve your writing skills.**

### **Tips**

1. Start with a short profile to show who you are and what you offer. Include personal details at first (nationality and birth date not obligatory).

2. List your employment history, starting with the present.

3. Explain any gaps, for example, time spent travelling or having children.

4. Use bullet points for your main responsibilities and experience in each role. Choose the aspects of your previous jobs that are most relevant to the new job you are applying for. Summarise key skills in a personal profile in no more than three sentences.

5. Then give your educational background. List the relevant qualifications that you have, starting with the most recent. Include the title of your qualification, where you studied and the date you successfully completed it.

6. Consider putting Education above Employment if you don't have a lot of work experience yet.

7. List other experiences or interests you may have if they are relevant to the job.

8. If you have someone who could support your application, add their contact details or say References available on request at the end.

9. Do not use large blocks of text: separate information with bullet points or lines.

10. Tailor your CV to the employer: include keywords from the job advert.

**4. Write your own CV. Use Lucy's CV and the tips for writing a CV.**

*5. Law students or workers often write a letter of application to apply for an internship or a vacancy in response to a specific advertisement. However, it is also common for a student to write what is known a*

*prospecting letter, or letter of interest, in which the sender asks if there are any openings for interns or a vacancy at the company or institution.*

**Read the letter and complete the letter. Use the phrases below.**

Furthermore / would make the best of / further information / would like to get to know / am interested in applying / I look forward to

Lucy Bell  
Marktgasse 17  
1210 Vienna  
Austria

04 February 2023

Robson, Mumsen and Meech LLP  
8 Hawthorn Road  
Saffron Walden  
Essex  
CB11 3KL

Dear Sir or Madam,

I 1) \_\_\_\_\_ for the position of paralegal in criminal law which is advertised on your website.

I am a student of law at the University of Vienna, Austria. I am now in my fifth year and I expect to complete my degree in June 2023. In my studies, I have completed all of the required courses successfully to date. I am particularly interested in criminal law, and have taken elective courses in civil law, and negotiable instruments. 2) \_\_\_\_\_, I have frequently attended guest lectures and discussions at my university on topics related to commercial law. I have also already gained work experience at a law firm, as I carried out an internship last summer at a small law firm specialising in family law in my hometown of Dornbirn. There my duties included researching new legislation and helping the partners prepare cases for trial. Full details of my studies and work experience are included on the enclosed CV.

The vacancy of paralegal you are offering is especially attractive to

me, as I 3) \_\_\_\_\_ what it is like to work at a large commercial law firm with many international clients and to have the experience of working abroad in an English-speaking country.

I am extremely motivated and a hard worker and I sincerely believe that I 4) \_\_\_\_\_ such an opportunity.

I can confidently say that I have a particularly good knowledge of English, as I have spent several summer vacations with my family in the USA and I have taken two courses in Legal English at my university. I am enclosing writing samples in English as you request in your advert; the letters were written as part of my Legal English courses.

Should you require 5) \_\_\_\_\_, please do contact me. 6) \_\_\_\_\_ hearing from you.

Yours faithfully,  
*Lucy Bell*

### **6. a) Learn how to write a letter of application and useful language.**

A formal letter of application is written when applying for a job or a place on an educational course. A job application usually includes educational/professional qualifications, details of previous experience, and the applicant's qualities and skills. Previous experiences should be presented in a clear order, using linking words such as: currently, before this, subsequently, prior to this, following, whereupon, etc.

1. A formal letter must begin and end with certain phrases. For a letter of application, you must start with the reason for writing and then provide information about qualifications, experience and your personality. You should present yourself positively and make it clear to the potential employer that you are suitable for the position. Finally, you must close your letter in a professional way.

2. Be careful with verb tenses when you write about your previous work experience. Do not use short forms (I'm) or abbreviations (ad) in your letter.

## Useful Phrases

### ***Opening remarks***

- I am writing to apply / I am interested in applying for the post / position of ... advertised in (*yesterday's*) ...
- I am writing with regard to your advertisement which I read in ...
- I am writing in connection with the vacancy in your .... Department as advertised in ..... on/of (*date*).

### ***Work experience / Qualifications***

- I have ... years' of experience, working as ...
- I have been working as a ... for the last ... years.
- ... years ago I worked as ... / I was employed as ...
- I am currently / At present I am employed / working as ...
- I was employed as (*position*) by (*company*) from (*date*) to (*date*) ...
- During this time I held the position of ... / was responsible for ... / my duties included...
- I have received training in ... / completed an apprenticeship, etc...
- My qualifications include ... / I am currently studying / attending a course...
- I am due to take my final exams in June ...
- I have / hold / obtained / obtained / was awarded a degree/ diploma/ certificate in ....
- I have successfully/ recently completed a course in (*subject*) in (*place*).

### ***Personal qualities***

- Despite the lack of... experience, I feel that I would be an ideal candidate
- I am considered to be a (hard-working and ...) person who is also (reliable, ...).
- I consider myself to be (punctual, ...).

### ***Closing remarks***

- I enclose my CV and a reference from my previous employer.
- Please find enclosed my CV / references from...
- I would be grateful if you would consider my application.

- I would appreciate a reply at your earliest convenience / as soon as possible.
- I am available for an interview any weekday morning.
- I would be available for an interview at any time / until the end of June / etc.
- I would be glad to attend an interview at any time.
- I would be pleased / happy to supply you with any further information / details...
- Please contact me should you have any further questions / queries.
- Should you require any further information, please do not hesitate to contact me on ...
- I look forward to hearing from you.

**6. b) Using tasks 1-6 a) and your own CV, write your own letter of application.**

### III. ОПРАЦЮВАТИ ІНДИВІДУАЛЬНІ РОБОТИ № 1, № 2, № 3, № 4.

#### INDIVIDUAL WORK № 1

##### Evidence

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

- |                         |                                                                     |
|-------------------------|---------------------------------------------------------------------|
| 1) log                  | a) to place a barrier around an area                                |
| 2) verify               | b) to make sure that something is true                              |
| 3) search               | c) to ensure that something is not damaged or otherwise changed     |
| 4) investigate          | d) to take note of something or enter it into a database            |
| 5) preserve             | e) to gather and analyze information about something                |
| 6) secure               | f) to make sure that something is safe                              |
| 7) rope off             | g) to look through an area for evidence                             |
| 8) physical evidence    | h) any evidence gathered from a suspect's use of electronic devices |
| 9) scope                | i) the extent of what is relevant to a situation                    |
| 10) electronic evidence | j) someone who stores and protects evidence                         |
| 11) chain of custody    | k) related to the science of investigating crime scenes             |
| 12) forensic            | l) records of a person's location using cell phone data             |
| 13) probable cause      | m) a strong reason to believe that a search will yield evidence     |
| 14) cell tower evidence | n) any material that can be seen and touched                        |
| 15) evidence custodian  | o) a strict set of rules for handling evidence                      |
| 16) eyewitness          | p) legal representation                                             |
| 17) coercion            | q) an official account of something                                 |
| 18) counsel             | r) related to the way the body functions                            |
| 19) physiological       | s) the process of asking questions to a suspect or eyewitness       |
| 20) interview           | t) someone who saw a crime occur in person                          |
| 21) statement           | u) the act of persuading someone to do something, usually forcibly  |

**Task 2. Use the words in their correct form to complete the gaps.**

*clue / evidence / hint / trace*

1. The prisoner escaped and there has been no \_\_\_\_\_ of him since.

2. There is \_\_\_\_\_ to suggest that a bank employee helped commit the robbery.

3. I can't remember the answer to the question; could you give me a \_\_\_\_\_?

4. The detective examined the crime scene looking for \_\_\_\_\_ to solve the murder.

*remove / delete / confiscate / dismiss*

5. This email is highly confidential so \_\_\_\_\_ it after you read it.

6. Due to a lack of evidence, the judge \_\_\_\_\_ the case and the woman was freed.

7. It took them four hours to \_\_\_\_\_ the graffiti from the school wall.

8. The teacher \_\_\_\_\_ Bob's mobile phone after he was caught texting in class.

*focus / concentrate / aim / direct*

9 The mayor \_\_\_\_\_ to lower crime in the city by 50% next year.

10 The judge told the young offender to \_\_\_\_\_ on his studies and not shoplift again.

11 Police are \_\_\_\_\_ on the north of the city in an effort to catch the bank robber.

12 After making sure the cyclist was unhurt, the police officer \_\_\_\_\_ his attention to catching the speeding driver.

**Task 3. Use the vocabulary from tasks 1–2 in the sentences of your own.**

**Task 4. Read the sentences and identify the type of crime described.**

1 The jogger was held at knifepoint and ordered to hand over his wallet.

2 The man was held hostage for three days before he was released to his family.



3 The three men stormed into the bank and demanded money at gunpoint.

4 The man had his wallet taken from his back pocket on the train.

5 A woman was caught on the store's security camera putting various items in her bag.

6 The park benches had been covered with graffiti, the flowers uprooted and the rubbish bins knocked down.

## INDIVIDUAL WORK №2

**Task 1. Choose the correct option a–c to complete the sentences.**

1. This \_\_\_\_ be your book. It's got your name on it.  
a must                                  b can't                                  c might
  
2. I'm not sure, but I think those men \_\_\_\_ be detectives.  
a must                                  b may                                  c can't
  
3. Call the shop manager now! I think that woman \_\_\_\_.  
a might shoplift  
b must shoplift  
c might be shoplifting
  
4. Do you think that man \_\_\_\_ be a thief?  
a could                                  b can                                  c can't
  
5. It \_\_\_\_ be illegal to park our car here. Could you get out and check the sign?  
a might                                  b must                                  c should
  
6. John is still at the police station. Police \_\_\_\_ him.  
a must question  
b must be questioning  
c may question
  
7. Alex \_\_\_\_ be a suspect in this crime. He was with us at home all day.  
a can't                                  b mustn't                                  c hasn't
  
8. Tina \_\_\_\_ the detective film now. It finished half an hour ago.  
a can't be watching  
b mustn't be watching  
c can't watch
  
9. Jerry is back at home now. Police \_\_\_\_ have released him. It's the only explanation.  
a might                                  b can't                                  c must

10. Fiona \_\_\_ have left her laptop at the airport. It's not the only explanation, but it's possible.

a may

b can't

c mustn't

11. Peter \_\_\_ have taken the last piece of cake from the kitchen. He hasn't been at home all day.

a mustn't

b can't

c might

12. Detectives \_\_\_ have found the criminal. He's in custody now.

a can't

b might

c must

13. That lady \_\_\_ have robbed the bank. We don't know: there are other suspects too.

a couldn't

b might not

c mustn't

14. Where \_\_\_ I have seen that woman before? I'm sure I know her from somewhere.

a could

b must

c can't

15. Your pet rabbit \_\_\_ have escaped. I'm sure, because I've looked for her everywhere in the house.

a might

b could

c must

16. Jill \_\_\_ have called me. There are no missed calls on my phone.

a must

b can't

c might

**Task 2. Complete the second sentence in each pair so that it means the same as the first. Write between two to five words. Use may / might / could / must / can't.**

1. It's possible you're guilty of that crime.

You \_\_\_\_\_ of that crime.

2. Maybe your phone is at home.

Your phone \_\_\_\_\_ at home.

3. I'm certain Julian is hiding from the police.

Julian \_\_\_\_\_ from the police.

4. Sheila certainly seem to know a lot about security cameras.

Sheila \_\_\_\_\_ a lot about security cameras.

5. I imagine it is horrible to lose all your money.

It \_\_\_\_\_ horrible to lose all your money.

6. There is no way you're 18 years old!

You \_\_\_\_\_ 18 years old!

7. Surely more could be done by detectives to catch the killer at the moment.

Detectives \_\_\_\_\_ everything to catch the killer at the moment.

8. It's possible she's carrying a gun.

She \_\_\_\_\_ a gun.

9. The police woman is questioning the suspect. What might her questions be?

The police woman is questioning the suspect. What questions \_\_\_\_\_ asking?

10. You look sick. I'm sure you have picked up a virus.

You \_\_\_\_\_ up a virus.

11. Let's check the security camera. Maybe it filmed what happened.

Let's check the security camera. It \_\_\_\_\_ what happened.

12. I'm sure the judge found the suspect guilty.

The judge \_\_\_\_\_ the suspect guilty.

13. I'm sure the criminal isn't in police custody yet.

Police \_\_\_\_\_ the criminal yet.

14. Maybe someone hacked into our bank account.

Someone \_\_\_\_\_ our bank account.

15. What possible reason did the thief have to break the window?

Why \_\_\_\_\_ the window.

16. It's possible Sue told a lie when she said she didn't have a police record.

Sue \_\_\_\_\_ when she said she didn't have a police record.

17. Surely, the thief waited until we had left and then committed the burglary.

The thief \_\_\_\_\_ until we had left and then committed the burglary.

18. There is no way you could have seen the crime.

You \_\_\_\_\_ the crime.

**Task 3. Make past deductions about these situations.**

1. After a shopping trip you realise no longer have your purse / wallet.

2. Your uncle logs into his bank account online. All his money is gone. He doesn't know why.

3. When you get to school, a friend has a bloody nose and a teacher is talking seriously to another student.

4. You get home and notice you haven't got your phone on you.

5. The police have arrived at your neighbour's house.

## INDIVIDUAL WORK № 3

**Task 1. Complete the sentences with the correct words below. There are two extra words.**

**accused / beat / catch / curfew / chase / come / fine / verdict**

1. They aren't going to go to jail, but they need to pay a large \_\_\_\_\_.
2. He's been given a \_\_\_\_\_ and has to be at home by 8 p.m.
3. The \_\_\_\_\_ of 'not guilty' was read out to the packed courtroom.
4. We helped to \_\_\_\_\_ after the thief, but he escaped.
5. He \_\_\_\_\_ up someone after an argument and was arrested.
6. There was strong evidence that the accused was guilty.

**Task 2. Complete the text with the missing words. The first letters are given.**

I've been called for 1) **j**\_\_\_\_\_ service a couple of times before, but when I was picked to sit on one at a recent trial I was extremely anxious. First to speak was the lawyer for the 2) **p**\_\_\_\_\_, who argued that the accused should be punished for his actions. She was really good and made some very interesting points about the evidence. A police 3) **d**\_\_\_\_\_ also spoke really well – he told us about the accused's past history, too. I thought there was no way he'd 4) **g**\_\_\_\_\_ **a**\_\_\_\_\_ with it. Then on the second day a key 5) **w**\_\_\_\_\_, who had seen everything that happened, came forward. In the end, the judge passed a 6) **s**\_\_\_\_\_ of ten years.

**Task 3. Choose the correct words to complete the texts.**

Finally, a *witness / judge / jury* has come forward in the Jeremy Brown case. She made a statement last night which proved the accused had *made / turned / beaten* up Mr Brown, who was attacked at a bus stop last weekend. The accused, a middle-aged man, was *released / arrested / kidnapped* last night and charged with *pick-pocketing / assault / shoplifting*.

An elderly lady was caught stealing a pet dog from outside a shop this morning by *thieves / police officers / lawyers*. The lady was taken to the local police station. She was given a *referendum / compliment / warning* as this was her first offence. The next day, Mrs Smith told the local

newspaper, 'The dog was cold, and it was raining. I'd do the same thing again. But I was lucky. I got away with it. I didn't even get a *fine / curfew / life sentence!*'

**Task 4. Complete the sentences with the words below.**

*arrest / caught / community / defence / elections / fair / guilty / innocent / lawyer / polls / question / verdict*

1. The youths who were \_\_\_\_\_ drug dealing are now under \_\_\_\_\_.
2. We should believe people accused of a crime are \_\_\_\_\_ until they are found \_\_\_\_\_.
3. Everyone should have the right to a \_\_\_\_\_ trial, even if most people think they are guilty.
4. The jury took five days to reach a \_\_\_\_\_ of not guilty. The lawyer for the \_\_\_\_\_ was delighted.
5. Electronic tags and \_\_\_\_\_ service offer alternatives to imprisonment for less serious offences.
6. 18-year-olds in the UK have the right to vote in general \_\_\_\_\_.
7. Opinion \_\_\_\_\_ are interesting but don't always predict the winners of elections.
8. The \_\_\_\_\_ for the prosecution asked the judge if she could \_\_\_\_\_ the defendant.

**Task 5. Choose the correct option to complete the sentences.**

1. I'm sorry, you *can't / couldn't* walk on the grass.
2. They *could / must* feel exhausted after cycling up that hill!
3. The weather forecast *may / must* be right – it looks like it's going to be a beautiful day.
4. We're not sure what's wrong with the laptop; it *could / must* be broken.
5. Where's Jill? She *can't / mustn't* be studying at this time of day.
6. He's not looking at anyone in the eye. I think he *can't / might* be lying.

**Task 6. Complete the sentences with must, may / might, or can't and the correct form of the verbs in brackets.**

0. The robbers can't have gone (not / go) very far. The police has blocked all the roads.

1. I'm sure that they \_\_\_\_\_ (not / expect) so many people to come today.
2. Oh dear, look at this glass. Someone \_\_\_\_\_ (break) the window.
3. I told her about the meeting yesterday, so she \_\_\_\_\_ (forget) about it.
4. I \_\_\_\_\_ (hear) something about that – I'm not sure though.
5. Her bike's not here. She \_\_\_\_\_ (go) home already.

**Task 7. Complete the second sentence using the word in bold so that it means the same as the first one. Do not change the word in bold. Use no more than four words including the word in bold.**

0. I didn't think it was fair to leave you to do all the work.  
**COULDN'T**

I *couldn't have left* you to do all the work.

1. He said that Jane took his bag. **ACCUSED**

Jane \_\_\_\_\_ his bag.

2. I don't think I remember posting that letter. **FORGOTTEN**

I \_\_\_\_\_ post that letter.

3. Police saw what he had done using a security camera. **CAUGHT**

He \_\_\_\_\_ a security camera by the police.

4. The police could not find any witnesses who were prepared to offer help. **FORWARD**

The police could not find any witnesses who were prepared to \_\_\_\_\_.

5. It's possible that Sean didn't see the robbery, as he was out at lunch. **MAY**

Sean \_\_\_\_\_ the robbery, as he was out at lunch.

**Task 8. Choose the correct option a–d to complete the text.**

I know it's a bit controversial, but I think that the voting **1)** \_\_\_ should be reduced – when you're sixteen you should definitely have a say in your future. Sadly, only a **2)** \_\_\_ of people seem to agree with me. But I reckon that we've all got a responsibility to get involved in the whole electoral process. I've always been led to believe that elections make a country work. Politicians should look **3)** \_\_\_ encouraging more people to vote. Our **4)** \_\_\_ to vote is an important part of society. We can't have governments represent us, or change policies, if we don't get involved in shaping



politics. I often wonder what **5)** \_\_\_ have happened at the recent referendum if more young people had voted. I'd like the Prime Minister to **6)** \_\_\_ a statement about that in Parliament.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>	age	date	stage	year
<b>2</b>	little	majority	most	minority
<b>3</b>	about	into	onto	through
<b>4</b>	duty	law	need	right
<b>5</b>	can	must	might	will
<b>6</b>	do	give	make	take

**Task 9. Complete the text with the correct words formed from the verbs in bold.**

### **Lucky for some!**

One hot day last July a **1)** youth (**YOUNG**) stole a young woman's handbag from her car at a petrol station. Luckily, the young man was caught on the **2)** \_\_\_\_\_ (**SECURE**) cameras as he rode off on his motorbike.

The three witnesses who saw everything that happened made a **3)** \_\_\_\_\_ (**STATE**). They told the police the young man had somehow managed to unlock the door of the woman's car while she was paying. Detectives investigating the **4)** \_\_\_\_\_ (**THIEF**) later decided he must have had a stolen key.

Upset and **5)** \_\_\_\_\_ (**TEAR**), the victim of the crime went back to work. Now imagine her surprise when, two hours later, a young man walked into her shop and tried to pay with her own credit card! She called the police immediately. 'Apparently, the thief was **6)** \_\_\_\_\_ (**EMPLOY**), but not having a job is no justification for committing a crime', she told journalists. The lawyer for the **7)** \_\_\_\_\_ (**PROSECUTE**) was satisfied with the result. 'The thief wasn't sent to prison but received a **8)** \_\_\_\_\_ (**SUSPEND**) sentence', she said.

## INDIVIDUAL WORK №4

**Task 1. Read the text and match the headings (A-F) to the paragraphs (1-5). Use each heading once. There is one extra heading.**

### **‘The Queen of Crime’**

*Extraordinarily prolific, tremendously successful, and with a remarkable gift for storytelling, English author Agatha Christie enjoyed a career that spanned more than 50 years and which came to see her hailed as the ‘Queen of Crime’ for her popular murder mystery novels.*

**1** \_\_\_\_\_ Christie wrote over 60 detective novels, creating, along the way, some of crime fiction’s most famous detectives. From Monsieur Hercule Poirot, an eccentric Belgian who relied on a keen grasp of logic to catch crooks, to Miss Jane Marple, an elderly spinster who solved mysteries using nothing more than intense concentration and intuition, Christie’s creations often became as iconic as the great writer herself. Indeed, so famous was Poirot that when Christie killed him off in 1975, he was given a front page obituary in The New York Times! But Christie did not limit herself to murder mysteries. She tried her hand at various genres of fiction, including romantic novels (under the pen name Mary Westmacott), poetry, plays (her play The Mousetrap is now the longest-running play in theatrical history) and children’s stories.

**2** \_\_\_\_\_ Agatha Mary Clarissa Christie (Miller) was born in Devon, England, on 15th September, 1890. A shy and sensitive child, Christie was encouraged to play music and write by her mother as a way to express her emotions. In 1916, after being challenged by her sister, Madge, to write a detective novel (Madge told her she could not do it), Christie sat down to write one. In just three weeks, she had finished. The novel, The Mysterious Affair at Styles, which debuted Poirot, was published in 1920. It was an instant bestseller. Christie’s second book, The Secret Adversary, quickly followed in 1922. Soon, she was publishing at least one book per year.

**3** \_\_\_\_\_ According to the Guinness Book of World Records, Agatha Christie is the best-selling novelist of all time. More than that, apart from the works of William Shakespeare and the Christian Bible, no other books in history have been more widely published. Christie’s books have sold roughly four billion copies and have been translated into 103 languages. Her total readership is estimated at 2 billion!

**4** \_\_\_\_\_ As a writer, Christie had a gift for creating nail-biting suspense. Her books were enjoyed by her fans who, if their wits were

sharp enough, had a fair chance of cracking the mysteries, along with the detectives. Christie's most famous creation, Poirot, featured in 33 of her novels; Miss Marple in 12. Like Arthur Conan Doyle with his Sherlock Holmes character, Christie eventually became tired of Poirot. By the end of the 1930s, she found Poirot 'insufferable'. By the 1960s, she felt he was 'an egocentric creep.' However, unlike Doyle, Christie resisted the temptation to kill off her detective while he was still popular. Christie saw herself as an entertainer whose job it was to produce what the public liked – and the public loved Poirot. In contrast, Christie remained fond of Miss Marple.

5 \_\_\_\_\_ Interestingly, the 'Queen of Crime' was herself the subject of a sensational mystery during her lifetime. In 1926, Christie mysteriously disappeared for eleven days shortly after her husband announced he was divorcing her. The whole of England became wrapped up in the case of the famous missing writer. A huge police search was mounted. Eventually, Christie was found in a hotel. She told police she had lost her memory. To this day, great speculation surrounds the incident. Whatever the truth behind her disappearance, Christie never again mentioned it – even in her two autobiographies. Christie married Max Mallowan in 1930 and remained with him for the rest of her life. Christie received numerous awards and honours and continued publishing until the very end. She died on January 12th, 1976, after a long and happy life. She was 86 years old.

- A Her own little enigma
- B Most favourite characters
- C Dared to do it
- D Personal challenge
- E Not only mysteries
- F Vast readership
- G Emotional divorce
- H Successful career

**Task 2. Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).**

**Metal. No longer safe in public places!**

The rising price of metal has led to a new kind of crime wave in Britain. Cases of metal theft have more than doubled in just a few years. Thieves have discovered that it's well worth raiding industrial sites,

railways and even houses for lead, copper and other metals to sell to dealers.

This is not a crime without victims. Half of the thefts from railway lines involve material that is necessary for safety, so they have caused severe disruption to services for passengers. Some areas have suffered power cuts after thieves targeted power cables. The thefts from house roofs, meanwhile, create not only financial problems, but ongoing structural problems such as flooding. Some thieves have even put pedestrians at risk by stealing metal sewer covers, leaving dangerous holes in pavements.

With the problem costing the country around £360m a year, the government has decided to make it illegal to sell pieces of metal for cash and to raise fines for people who get caught dealing in stolen metal. Owners of businesses that involve the transportation of metal are being advised to employ extra security staff when a large delivery or collection is due and not to leave tools that thieves could use to access any metal that is lying around. Some politicians say further action is needed and have called for a new law requiring people who sell metal to prove their identity every time they do so. Some also want the police to be given more powers to inspect and close down metal traders' businesses if necessary.

**1. What is the purpose of the article?**

- A) to complain about a current problem
- B) to provide solutions to a problem
- C) to provide information about a problem
- D) to analyse the causes of a problem

**2. What do we learn from the first paragraph?**

- A) Metal has become a valuable commodity.
- B) Metal theft is a completely new crime.
- C) Cases of metal theft have increased by 50%.
- D) Thieves are stealing metal from dealers.

**3. How has the government responded so far to the problem?**

- A) It has spent £360m a year on solutions.
- B) It has passed new laws.
- C) It has closed down certain traders.
- D) It has given the police more powers.

**4. What advice is being given to traders?**

- A) not to leave metal lying around
- B) not to accept cash payments
- C) to recruit some more full-time security staff
- D) to recruit some more part-time security staff g

**5. In the second last sentence what or who does ‘they’ refer to?**

- A) laws
- B) police
- C) politicians
- D) seller

**Task 3. Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

### **Watching the Detectives**

**1. Columbo** (1968-2003) The uncombed American detective, played by Peter Falk, first appeared in a TV movie before the first series of Columbo began in 1971. His apparent absent-mindedness and shambolic style lulled his suspects into a false sense of security, but he was always quick to guess who the culprit was. With each episode unfolding from the criminal’s point of view, we saw them trying to cover their tracks as the net closed in on them. Columbo was a huge success and a host of famous names appeared in cameo roles, including Janet Leigh, Faye Dunaway, Dick Van Dyke and Johnny Cash, while Steven Spielberg directed an episode of the first series.

**2. Hercule Poirot** (1989-present) This fussy Belgian sleuth first appeared in Agatha Christie’s novel *The Mysterious Affair at Styles* in 1920. Christie didn’t like her character, describing him as an “egocentric little creep”, but when Dave Suchet brought him to life in TV’s *Poirot*, the detective found a whole new audience and gained fans across the world. Starting life as policeman, Poirot retired and became a private investigator in England, where he met Hastings, who narrated his most successful cases, the most famous being *Murder On The Orient Express*. Although Christie “killed” Poirot his popularity outlived him and he returned to our TV screens with four new stories.

**3. Miss Marple** (1984-1992) Jane Marple was an elderly spinster and amateur detective in the village of St. Mary Mead. An Agatha Christie creation, she appeared in 12 novels, starting with *Murder in the Vicarage*. Although Margaret Rutherford made her famous on the cinema screen during the 1950s and 60s, it is Joan Hickson's portrayal of her in the classic 1980s BBC series that is closest to the books. Though she often seemed to be nothing more than a gossipy old woman, Miss Marple was quicker to get information out of suspects than local copper inspector Slack, and her willingness to put herself in dangerous situations meant that she always caught the criminal.

**4. Kojak** (1973-1978) This sleuth is famous for his love for sweeties and his catchphrase, "Who loves you baby?" Kojak starred Telly Savalas as the bald-headed, lollipop-sucking New York City policeman Lieutenant Theo Kojak. The reason that Kojak loved lollipops was because Savalas was a heavy smoker, and in the face of growing anti-smoking feeling in the USA he decided to suck on a lollipop instead. This became his trademark and, along with charisma and humour, it lightened the gritty storylines. <sup>64</sup> The show was a huge worldwide hit and featured unknown actors who later found fame, including Sylvester Stallone and Richard Gere.

**5. Jane Tennison, Prime Suspect** (1991-2006) Created by TV dramatist Lynda La Plante, Jane Tennison first appeared in *Prime Suspect* as a detective Chief Inspector surviving in a male world. Played by Helen Mirren, Tennison was as far away from cuddly Miss Marple as it was possible to get. Obsessive and determined to succeed, Tennison battled gender bias, alcohol and men whilst tracking down muggers and fighting off serial killers. Dark and hard-hitting, *Prime Suspect* was an instant success. Last year's *Prime Suspect 7* was Tennison's final case and it saw her hunting a killer and fighting for her career. She'll be remembered for breaking the mould of female detectives.

**The main hero of this detective series**

**A** can currently be seen in new TV episodes.

**B** was an unpleasant person and asked strange questions.

**C** appeared to be inexperienced and inattentive.

**D** has an innocent appearance but always got to the bottom of things.

- E** tried to solve the problem of women's occupational discrimination.
- F** fights against criminals and against gender stereotypes.
- G** developed a characteristic new habit while giving up an old one.
- H** was famous for always putting work before personal life.

**Task 4. Read the text below. Choose from A–J the one which best fits each space 1–6. There are three phrases which do not fit in any gap. There is an example (0).**

### **Gazumping: What Options Do You Have?**

If a seller accepts an offer to buy their house, but then scraps the agreement (1) \_\_\_\_\_, the first buyer has been gazumped. The practice is understandably frowned on, but is not illegal in England and Wales. The first buyer is simply left in the lurch (2) \_\_\_\_\_. The problem for buyers is that once an offer has been accepted, they start incurring costs, like lawyers' bills, surveyors' charges (3) \_\_\_\_\_. Until contracts have been exchanged the sale agreement is not legally binding (4) \_\_\_\_\_.

Unlike Scotland, where a sale is considered legally binding from the moment an offer is accepted, gazumping is widespread in England and Wales, (5) \_\_\_\_\_, including making sellers pay for structural surveys and legal expenses. Until things change, you can help to ward off gazumpers by pushing the sale through quickly (6) \_\_\_\_\_. Insist the house is taken off the market once your offer has been accepted (7) \_\_\_\_\_. To be extra safe you can take out insurance cover as protection or spend a bit extra on legal fees to get an exclusivity agreement drawn up with the seller.

- A** and so on, without any legal guarantee of ownership
- B** and the government is looking at measures to curb the practice
- C** and is unlikely to make a profit
- D** and the buyer is protected by the law
- E** and either has to offer a higher price or face losing the house
- F** and check that the board outside the house has a 'sold' sign on it
- G** and cost more money than originally agreed
- H** and staying in regular contact with the seller's agent
- I** and estate agents are obliged to tell the seller about any higher offers on the property
- J** and accepts a higher offer from a second buyer

**Task 5. For questions 1-10, read the text below and decide which answer (A, B, C, D) best fits each gap.**

### **The Role of CCTV Cameras in Our Lives**

Crime, whether petty theft or something of a more 1) \_\_\_\_\_ nature, has been a 2) \_\_\_\_\_ of UK society for as long as anybody can remember. In the past, it was the job of detectives to 3) \_\_\_\_\_ criminals to justice. All that has now changed.

Concealed at various city centre locations, CCTV cameras 4) \_\_\_\_\_ suspicious behaviour and send information back to a central office. The footage is then stored in the office archives and forwarded to the police, should they be looking 5) \_\_\_\_\_ a crime that may have been caught on camera. This is very helpful to the police, as cameras can zoom 6) \_\_\_\_\_ closely on criminal activity and this can then be used as 7) \_\_\_\_\_ in court.

Generally, it is accepted that CCTV cameras exist as a 8) \_\_\_\_\_ of protecting people, but that has not prevented them from coming under fierce criticism. Many see the cameras as an invasion of their privacy, and are not comfortable with the idea of what is sometimes described as being 9) \_\_\_\_\_ by “Big Brother”. Nevertheless, more cameras are being installed every day in the UK and so it appears that, CCTV is here to 10) \_\_\_\_\_.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>	strict	serious	stern	stiff
<b>2</b>	feature	type	nature	character
<b>3</b>	take	fetch	get	bring
<b>4</b>	check	monitor	look	view
<b>5</b>	into	forward	up	after
<b>6</b>	in	on	off	out
<b>7</b>	evidence	clue	witness	defence
<b>8</b>	ways	means	type	use
<b>9</b>	stared	noticed	looked	watched
<b>10</b>	remain	stay	live	be

**Task 6. Read the text and fill the gaps with appropriate words. Use only one word in each gap.**



## Helping Law Enforcement

Have you ever thought about how you can help law enforcement teams? Most police forces would argue 1) \_\_\_\_\_ they are underfunded. However, there are several ways of assisting them in a voluntary capacity.

Anyone over the age of 16 can become a police support volunteer. Roles you could help 2) \_\_\_\_\_ include call handling, transportation, IT and many more. Specialist skills such as photography can 3) \_\_\_\_\_ at crime scenes. Another option is to become a special constable. Special constables, although voluntary, have the right 4) \_\_\_\_\_ people. They actually existed in 5) \_\_\_\_\_ United Kingdom hundreds of years before the police force ever did.

There is also a paid option that people can choose. Police community support officers work alongside regular police officers to tackle crimes and improve the quality of life in a neighbourhood. In this role, you can work within your 6) \_\_\_\_\_ 'safer neighbourhood team' and be a point of contact for local residents and the police. The idea 7) \_\_\_\_\_ this is that regular police officers 8) \_\_\_\_\_ free to deal with more serious crimes that 9) \_\_\_\_\_.

Rather than 10) \_\_\_\_\_ about crime, perhaps it's a good idea for more people to offer some assistance to the police.

	A	B	C	D
<b>1</b>	when	that	why	because
<b>2</b>	-	in	with	by
<b>3</b>	use	be used	have used	used
<b>4</b>	arrest	arresting	to arrest	to be arrested
<b>5</b>	-	a	an	the
<b>6</b>	community	communities'	community's	communities
<b>7</b>	behind	above	under	over
<b>8</b>	are	to be	would be	will be
<b>9</b>	take place	are taking place	took place	will take place
<b>10</b>	complaining	to complain	complain	complained

#### **IV. 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. Charles Dickens. Bleak House.
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. Jay Heinrichs. Winning Arguments.
18. John Grisham. The Firm.
19. Leon D. The Death of Faith.
20. Macandrew R. Inspector Logan.
21. Macandrew R. The University Murders.
22. Macandrew R. Not above the Law.
23. Margaret Atwood. The Handmaid`s Tale.
24. Michael J Sandel. Justice.
25. Nabb M. Death of Englisman.
26. Njal's Saga by Anonymous.
27. Tom Bingham. The Rule of Law.

## **V. 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. Написання тез доповіді / статті англійською мовою для публікації в наукових виданнях з тем Силабусу.**

### **Пропонована тематика тез / статей**

1. Characteristics of Legal English.
2. Criminology: Subculture Theory.
3. Criminology: Rational Choice Theory.
4. Criminology: Social Control Theory.
5. Origin of Crime.
6. Origins of Criminal Behavior.
7. Identity Theft.
8. Ways of Preventing Crime.
9. Role of Local Law Enforcement.
10. Role of National Law Enforcement.
11. Crime Scene Investigation.
12. Types of Evidence in an Investigation.
13. Types of Forensic Science.
14. Role of Prosecution in the Criminal Justice System.
15. Self-Defense in International Law.
16. Juvenile Justice.
17. International Police and its Role European Union.
18. History of Ukrainian Legal System.
19. History of British Legal System.
20. History of American Legal System.
21. History of the European Law.
22. Constitution of Great Britain.

23. Constitution of the USA.
24. Constitution of Ukraine. History of Ukrainian Constitution.
25. New reforms in the Ukrainian Judicial System.

**Важливо!**

Тези / стаття повинна бути оформлена відповідно до вимог, що ставляться до такого виду робіт, а саме надрукована на комп'ютері (кегль Times New Roman, шрифт 14, інтервал 1,5, поля – 2 см, абзац – 1,25 см), кількість сторінок: для тез – 2–3 сторінки А4, для статті 8-12 сторінок А4; в роботі повинні бути зазначені актуальність, мета, завдання, об'єкт та предмет дослідження, 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 НАУКОВОЇ СТАТТІ З УКРАЇНСЬКОЇ МОВИ НА ІНОЗЕМНУ ЗІ СПЕЦІАЛЬНОСТІ (ІV-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><li>4. It was printed in .....</li></ol>
<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>

<p><b>The contents of the article</b></p>	<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>
<p><b>Your opinion of the article</b></p>	<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>

## FINAL TEST

### VOCABULARY

#### Task 1. Choose the correct item.

1. Have they caught the people who \_\_\_\_\_ Mr Jackson's house?  
A stole                                      B burgled                                      C mugged
2. Did you hear about the \_\_\_\_\_ robbery in the city centre?  
A weapon                                      B gun                                      C armed
3. If you \_\_\_\_\_ the law you could go to prison.  
A violate                                      B break                                      C tear
4. Driving over the speed limit is only a minor \_\_\_\_\_.  
A offence                                      B fault                                      C mistake
5. The crime \_\_\_\_\_ was sealed off by the police.  
A place                                      B scene                                      C sight
6. The teenager was lucky the old lady didn't \_\_\_\_\_ charges.  
A press                                      B give                                      C put
7. Neighbourhood Watch asks people to \_\_\_\_\_ any crimes to the police.  
A refer                                      B report                                      C inquire
8. The police gave Jack a \_\_\_\_\_ and let him go.  
A. notice                                      B bill                                      C warning

#### Task 2. Complete the headlines with words from the list.

*caught / escape / hostage / masked / robbery / vandalism*

1. Police give chase after bank \_\_\_\_\_.
2. Two youths charged with \_\_\_\_\_ of monument
3. Three \_\_\_\_\_ men hold up security van.
4. Thieves \_\_\_\_\_ red-handed by police.
5. Inmates \_\_\_\_\_ from high security prison.
6. Gunman releases \_\_\_\_\_ after long negotiation.

#### Task 3. Fill in: *arrest, commit, attempt, break, accuse, reach, sentence, suspect* in the correct form.

1. Thieves \_\_\_\_\_ into the museum during the night and stole several valuable objects.
2. Investigators \_\_\_\_\_ the employee right from the beginning but took a while to gather evidence.



3. A series of crimes that have been \_\_\_\_\_ in the area recently, have the residents fearing for their safety.
4. Yesterday, police \_\_\_\_\_ a woman in relation to a recent series of bank robberies.
5. The judge \_\_\_\_\_ the two girls to six months in a juvenile centre.
6. A youth got more than he expected when he \_\_\_\_\_ to mug a plain-clothes police officer.
7. The shop manager \_\_\_\_\_ the woman of shoplifting but she denied it.
8. The jury took over 12 hours to \_\_\_\_\_ a verdict.

**Task 4. Choose the correct word.**

1. Police claim that the shopkeeper was *involved* / *evolved* in a smuggling network.
2. Having a visible alarm often *postpones* / *deters* burglars.
3. The man was *accused* / *found* guilty of theft and sent to prison.
4. If going out alone at night, there are a few *points* / *precautions* you should take.
5. Don't *let* / *make* it easy for car thieves. Install an alarm.
6. The simplest item can be used as a(n) *equipment* / *tool* by someone to smash a window and get into your house.
7. More and more people are *laying* / *installing* burglar alarms nowadays.
8. It seems not all mugging *victims* / *cases* report the crime to the police.

**Task 5. Match the words.**

1. aid	A on trial
2. take	B time in prison
3. brief someone	C the blame
4. recover	D investigations
5. spend	E a hostage
6. go	F a fine
7. pay	G on a crime
8. take	H something stolen

**Task 6. Fill in:** *aim, clue, concentrate, confiscate, dismiss, delete, evidence, remove* in the correct form.

1. The judge \_\_\_\_\_ the case due to irregularities in police procedures.
2. The suspect was released due to a lack of \_\_\_\_\_.
3. The customs officers \_\_\_\_\_ the prohibited items from the tourists.
4. Research shows that you cannot \_\_\_\_\_ on your driving while using a mobile phone.
5. The new police chief \_\_\_\_\_ to reduce crime in the city.
6. The judge had the woman \_\_\_\_\_ from the court and charged with contempt.
7. The detective said that he didn't have a(n) \_\_\_\_\_ why anyone would do such a thing.
8. You are advised to \_\_\_\_\_ any confidential data from your computer.

### ***WORD FORMATION***

**Task 7. Complete the sentences with the correct form of the word in bold.**

1. The judge told the teenager that his actions were totally \_\_\_\_\_. (RESPONSIBLE)
2. The police said the media report was premature and very \_\_\_\_\_. (ACCURATE)
3. The traffic police arrested the man for \_\_\_\_\_ driving. (DANGER)
4. The victim could only give an \_\_\_\_\_ description of the mugger. (COMPLETE)
5. It is \_\_\_\_\_ to download copyrighted music for free. (LEGAL)
6. They didn't believe her as she had been \_\_\_\_\_ in the past. (HONEST)
7. She apologised for being \_\_\_\_\_ the other day. (POLITE)
8. The thieves managed to \_\_\_\_\_ the alarm and enter the shop. (ACTIVATE)
9. Gary was very \_\_\_\_\_ to have lost his passport. (LUCKY)
10. The mugger hit the man and knocked him \_\_\_\_\_. (CONSCIOUS)

## ***PHRASAL VERBS***

**Task 8. Replace the words in brackets with an appropriate phrasal verb with the verb *break*.**

1. Four prison inmates \_\_\_\_\_ (escaped) during the night and cannot be found.
2. The man refused to open so the police \_\_\_\_\_ (forced open) the door.
3. The young mother \_\_\_\_\_ (collapsed) when she saw her child's injuries.
4. The thieves \_\_\_\_\_ (entered by force) with the help of explosives.
5. The fire \_\_\_\_\_ (started) when electrical wires overheated.
6. They seemed such a happy couple that I was shocked when I found out they \_\_\_\_\_ (ended their relationship).

## ***PREPOSITIONS***

**Task 9. Choose the correct preposition.**

1. The police caught the pickpocket and placed her under / in arrest.
2. The woman was accused *of* / *for* shoplifting.
3. The officer charged the man *of* / *with* disorderly conduct.
4. The robber was put *in* / *under* handcuffs and taken away.
5. Henry has to appear *to* / *in* court next week for not paying his parking fines.
6. He was sentenced *with* / *to* three years in prison.
7. She is due to appear *to* / *before* the judge tomorrow.
8. The police say that they have one suspect *under* / *in* custody.

## ***READING***

**Task 10. Read the text and choose the best answer, A, B, C or D.**

### **The Greatest Art Theft in History**

The Isabelle Stewart Gardner Museum is a museum in the Fenway-Kenmare neighbourhood of Boston, USA, that houses a private art collection of paintings, sculptures, tapestries and decorative art from Europe, Asia and America. In the early morning hours of 18th March 1990, while the city of Boston was still celebrating one of its most important annual events, Saint Patrick's Day, two thieves entered the

museum and stole 13 priceless works of art estimated at \$500 million. It was to be the largest single art theft of all time.

Just after midnight, two men disguised as Boston police officers approached the entrance to the museum and told the security guards through the intercom that they had been called out to investigate a disturbance. The security guards buzzed the two fake cops in and were immediately immobilised. The thieves wrapped strips of duct tape around the guards' hands, feet, and heads and brought them to the basement where they handcuffed one to a pipe and one to a workbench. They then looted the galleries for over an hour, stealing paintings including Rembrandt's *The Storm on the Sea of Galilee* and *Chez Tortoni* by Manet and five drawings by Degas. Some of the paintings were even cut out of their frames. The next morning, the guard arriving to relieve the two night guards discovered that the museum had been robbed and notified the police and the museum director.

Over two decades after the theft no one has been arrested for the crime and the paintings have not been returned despite thousands of leads and a \$5 million reward. The museum's founder Isabella Stewart Gardner stated in her will that nothing in the galleries should ever be changed, and so today the empty frames still hang on the walls from the night of the theft. The story has also inspired obsession among some art hunters who would like to get their hands on one of the largest ever rewards offered by a private institution. Poems, books, films and paintings have also all been dedicated to the heist. In a recent book, *The Gardner Heist*, Ulrich Boser points an accusatory finger at a known Boston gangster who is currently serving a 32-year sentence for attempted robbery in a different case. Although the criminal denies involvement in the crime, the author says that when he contacted him in jail, the felon suggested that his face should be on the cover of the book and was, in a way, boasting.

The investigation remains an open case and a top priority of the Boston FBI, who says it is not giving up. The current museum's director of security is also hopeful that the artworks will be returned. Such optimism may not be justified though as stolen art is rarely recovered. Some estimates of recovery rates are as low as five percent and rates drop with the value of the paintings. Still, the museum director quotes Emily Dickinson when she says "I live in hope. I dwell in possibility".

**1. At the time of the theft, the museum**  
A was holding an exhibition.

- B** was celebrating an event.
- C** was just opening.
- D** was closed.

**2. The theft was discovered by**

- A** a passer-by.
- B** a security guard.
- C** the police.
- D** the museum director.

**3. The empty frames of the paintings still hang on the museum walls because**

- A** it is what its founder would want.
- B** its founder decided to leave them.
- C** the museum has no others to replace the stolen ones.
- D** the founder wants to remind people of the crime.

**4. The criminal suspected of being behind the robbery**

- A** was convicted of the crime.
- B** appears to be ashamed of the crime.
- C** refuses to talk about the crime.
- D** appears to be proud of the crime.

**5. The writer appears to**

- A** think there is a good chance of the paintings being returned.
- B** think there is little chance of the paintings being returned.
- C** think there is no chance of the paintings being returned.
- D** have no idea of the chance of the paintings being returned.

## **GRAMMAR**

**Task 11. Choose the correct options in the texts below.**

“The witness is sweating. I’m not sure why. He *can’t / might* be lying. Or he *could / must* be ill. Or he *may / must* just feel nervous. Whatever, he *can’t / must* wish he was somewhere else. It certainly looks that way.”

“The jury member next to me has her eyes closed but she *can’t / must* be sleeping, not during a trial! She *could / must* be concentrating, that’s

one possibility, or, on the other hand, she *can't / may* be wondering what's for lunch”

“Mary McGuffin *can't / must* feel exhausted. It's been such a long trial. Sometimes she looks so sweet and calm that I'm sure she *can't / may* be guilty”

**Task 12. Complete the second conversation so that it has the same meaning as the first. Use between one and three words in each gap.**

*Lawyer* Please tell us why you are sure the accused is the man you saw.

*Witness* It's impossible that he's another person. I'm certain!

*Lawyer* Is it possible that he is a similar person? It was dark. Maybe you made a mistake.

*Witness* The man I saw had dark hair, and this man has dark hair, so they are the same person for sure.

*Lawyer* Dark hair? unless you can give me better proof than that, the court will think that you are possibly lying.

*Witness* But he looks so suspicious. It's impossible that he's telling the truth.

*Lawyer* Can we call the next witness, please?

\*\*\*\*\*

*Lawyer* Please tell us why according to you the accused \_\_\_\_\_ be the man you saw.

*Witness* He \_\_\_\_\_ be another person. I'm certain!

*Lawyer* \_\_\_\_\_ be a similar person? It was dark. Maybe you made a mistake.

*Witness* The man I saw had dark hair, and this man has dark hair, so they \_\_\_\_\_ same person.

*Lawyer* Dark hair? Unless you can give me better proof than that, the court will think that you might \_\_\_\_\_.

*Witness* But he looks so suspicious. He \_\_\_\_\_ the truth.

*Lawyer* Can we call the next witness, please?

**Task 13. Choose the correct verbs forms to complete the newspaper article.**

### NEWS FROM THE COURTROOM

The latest news from the courtroom is that the judge is listening to a new witness who *must / might / can't* have new information, but that has not yet been confirmed. However, it *must / could/ can't* be important as the

judge asked everyone to leave the room. The witness is a young woman, who *must / could / can't* be a suspect as she is free and not under arrest. She *must / may / can't* know the accused as he seemed to recognise her, but we can't be sure about that. If there is dramatic new evidence, the accused must *feel / be feeling / feels* very worried right now

**Task 14. Complete the newspaper article with the modal verbs in brackets and the correct forms of the verbs from the box. More than one answer might be possible.**

*be / feel / go / know / look / lose / realise*

Two robbers were so unsuccessful that the police arrested them just one hour after they burgled a house. They made so many mistakes that police believe the robbery \_\_\_\_\_ (*could*) their first job. First of all, they \_\_\_\_\_ (*can't*) there was CCTV on the street. Why? Because they parked outside the house and their number plate was taught on the security camera!

And what did they take from the house? They stole some jewellery which they thought was valuable, but what they \_\_\_\_\_ (*can't*) was that the rings were made of plastic! The jewellery \_\_\_\_\_ (*must*) like it was real. Also they didn't take a collection of expensive watches which were worth thousands of pounds! The home-owner \_\_\_\_\_ (*could*) a lot of money if the thieves had known that the watches were valuable.

As soon as the home-owner got back he phoned the police. 'Hurry,' he told them. 'The thieves \_\_\_\_\_ (*can't*) far!' The police searched the area for the thieves' car and found it – outside a cafe. The thieves' \_\_\_\_\_ (*must*) hungry after their efforts because they had stopped for a snack.

**Task 15. Use the prompts to write sentences about the past.**

1. they / can / not / have / break / any windows

---

2. she / might / know / the thief

---

3. the burglars / must / realise / the house was empty

---

4. the burglary / may / not / happen / at that time

---

5. they / might / not / use / a car to get away

---

***WRITING***

**Task 16. Do you think that being a judge is a challenging job? Why / Why not? Write a short paragraph.**

**Task 17. Can you think of a famous unsolved mystery or crime? What do you think happened? Write a short paragraph.**



## ЗАВДАННЯ ДЛЯ КОНТРОЛЮ ГОВОРІННЯ

1. Imagine you are a politician just before an election. Prepare a speech lasting about two minutes stating your plans and intentions for making improvements in keeping law and order in Ukraine.

2. What do you think about the following statements?

- When men are pure, laws are useless; when men are corrupt, laws are broken. *Benjamin Disraeli (1804-1881), British politician and author.*

- It would be better to have no laws at all, than to have too many.

- Law, without force, is impotent. *Blaise Pascal (1623-1662) French mathematician, physicist and philosopher.*

- Where the law is uncertain there is no law. (*proverb*)

3. Agree or disagree with the following saying.

- The United States is the greatest law factory the world has ever known. *Charles Evans Hughes*

4. Agree or disagree with the following saying.

- The greater the number of laws and enactments, the more thieves and robbers there will be. *Lao-tzu*

5. Being a lawyer is regarded as one of the best professions in many countries. Consider the areas of specialization, which you would choose, or have chosen, and why?

6. It has been said that “America is the only true democracy in the western world”. Do you agree?

7. Are you interested in politics? Should lawyers be politically active?

8. How does the existence of the constitution confirm the words of Abraham Lincoln: “No man is good enough to govern another man without that other’s consent”?

9. Imagine that you are a judge. Choose a court you work in and describe your job (types of cases, rights and duties, advantages and disadvantages, etc).

10. You are a specialist in judicial system of Ukraine. Describe it to your colleagues from the UK.

11. There is a joke, “A jury consists of twelve persons chosen to decide who has the better lawyer”. Do you agree with it? Do you think we should have jury trial? Prepare your arguments for and against it.

12. Some people believe that once a person becomes a criminal, he will always be a criminal. Do you agree with this statement? Provide specific reasons and examples to support your opinion.

13. In some countries prisons are overcrowded which leads to many expenses for the government. To lessen the cost for prisoners' cost of living, reduced sentences are implemented. What do you suggest could be done? Provide specific reasons and examples to support your answer.

**14.** In some countries prisoners are allowed comfortable accommodation, good food, and healthcare. Do you think this is appropriate? To what extent do you agree or disagree? Give specific reasons and examples to support your position.

**15.** In some countries police officers do not carry guns. How does this affect the manner they implement law and order? Discuss the advantages and disadvantages of having a gun. Provide specific reasons and examples to support your opinion.

**16.** Some people think that with combined effort on the part of the government and society crime can be completely eradicated, while others argue that this is completely hypothetical and that crime has always been present in societies even in ancient times. Compare these two views. Which do you agree with? Use specific reasons and examples to support your answer.

**17.** Crime is a growing problem on a global scale. Some think that crime prevention rather than punishment is the key to solve the problem. To what extent do you agree or disagree? Give specific reasons and examples to support your position.

**18.** Do you think that eighteen is the right age to start doing some things legally (e.g. drive, vote)? Should young people be able to do some things earlier?

**19.** Some people think certain prisoners should be made to do unpaid community work instead of being put behind bars. To what extent do you agree?

**20.** It is often thought that the increase in juvenile crime can be attributed to violence in the media. Do you agree that this is the main cause of juvenile crime? What solutions can you offer to deal with this situation?

**21.** In some societies, the number of crimes committed by teenagers is growing. Some people think that regardless of age, teenagers who commit major crimes should receive adult punishment. To what extent do you agree?

**22.** Many people believe that the government should be responsible for crime prevention, while others think that it is the responsibility of the individual to protect themselves. What do you think about these ideas?

**23.** Many people believe that having a fixed punishment for all crimes is more efficient. What are the advantages and disadvantages of having a fixed punishment?

**24.** The death penalty is the best way to control and reduce serious crime. To what extent do you agree?

**25.** Some people think that poverty is the reason behind most crimes. Do you agree or disagree?

## TEXTS FOR READING

### Text 1

#### *Why Fingerprints are still Pointing Police in the Right Directions?*

**Task 1. You are going to read a text about the use of fingerprints in the fight against crime. For questions 1-4, mark the answer that fits best from options A, B, C or D.**

The chances of two people in the world having the same fingerprints are around one in 64 billion, which is why fingerprints are one of the best ways that we have to confirm someone's identity. Police forces use them to try to work out who went to a crime scene and who didn't. The authorities also use fingerprints to identify dead victims of crime and, increasingly, to check the identities of people at border crossings.

Fingerprints have been used in crime-fighting for more than 100 years. Despite the existence of a more modern way to link someone with a crime which many people think is better – DNA testing – fingerprinting is still widely used around the world. The international police organisation Interpol has a database of 151,000 fingerprint records from thousands of crime scenes, and in 2011 it was vital in identifying around 1,800 people. One advantage of fingerprints is that analysing them is a much less complex process than analysing DNA, which requires highly trained scientists. So how does an investigator find and gather fingerprints following a crime? It depends on whether or not the fingerprint is visible. Sometimes people leave fingerprints behind because there was some kind of liquid, such as blood or oil, on their hands. In this situation, a camera is the only equipment that is necessary to make a record of the print. Detectives also simply photograph fingerprints when they are in soft surfaces such as wet paint or wax, but sometimes they are able to make moulds of these prints. The majority of fingerprints, however, are invisible, and the police need to brush them with special powders to reveal them. This method is particularly effective on metal, glass, plastic and tiled surfaces. Cars are a good source of invisible fingerprints, especially the doors, door handles and seatbelt buckles. When fingerprints show up, investigators can make records of them by pressing clear tape, or some other sticky material, onto them.

Even when a fingerprint database fails to match a fingerprint to an individual, the print can give the police important clues about its owner's identity. For example, the size of a fingerprint and its position on a wall is a good indicator of height. Fingerprints can even give investigators an idea of what a suspect does for a living, or at least whether or not they work with their hands.

**1. According to the text, fingerprints are being used more and more in relation to**

- A solving difficult crimes.
- B identifying suspects.
- C international travel.
- D locating people around the world.

**2. Why do investigators continue to use fingerprints in the age of DNA testing?**

- A There are more fingerprint records than DNA records in existence.
- B Using them requires a less complicated procedure than DNA testing.
- C DNA testing is not known throughout the world yet.
- D There are no skilled DNA analysts in the police force.

**3. A police detective will use special powders to reveal fingerprints**

- A. when they cannot be seen easily.
- B only when they are taken from cars.
- C if he/she does not have a camera.
- D when they are on a sticky surface.

**4 What does the text say fingerprints can indicate about people?**

- A their location during the crime
- B how big their hands are
- C what kind of life they live
- D how tall they are

**Task. 2. Read the text again and mark the following statements as T (true) or F (false).**

1. It is extremely unlikely for one person to have the same fingerprints as another.
2. Examining fingerprints to solve a crime started over a century ago.
3. Fingerprints do not show up in a photograph.
4. The police are always able to correspond a fingerprint to its owner.

### **3. Answer the following questions based on the text.**

1. How do fingerprints help police detectives at a crime scene?
2. When do the police use a camera to record fingerprints?

## **Text 2**

### ***From Court to Screen***

**Task 1. Read the article and for questions 1-8 choose from paragraphs A-D. Each paragraph may be chosen more than once.**

**A** Crime dramas on TV and in films have always been very popular, but they seem to attract an even bigger audience when they are based on true life crimes. This was certainly true when the film *The King of Thieves* was released in 2018. In addition to starring some of the UK's most popular actors, the film also tells a remarkable story. In 2015, four men planned and carried out a burglary at the Hatton Garden Safe Deposit Company, stealing what could have been between £14 and £200 million worth of valuable items from seventy-three boxes. Robberies and burglaries involving large amounts of money are not, in themselves, always great stories for the big screen. This burglary, however, became very famous for a different reason. Three of the four men were pensioners – in their 60s and 70s!

**B** These men were 'career criminals' and they had committed many burglaries over the course of their lifetimes. The Hatton Garden robbery was supposed to be their final job. They spent three years planning the attack on the vault of the Safe Deposit Company, which held boxes containing cash, gold and jewels. They chose a long holiday weekend in April 2015 when there would be no staff at the building. They had several days to break in. One reason for choosing this time might have been that they didn't want to use force, threats or injure innocent people. Another reason could be that they weren't as physically strong as they used to be and needed as much time as they could get! This was a very old-fashioned crime. It involved drilling through an underground concrete wall fifty centimetres thick to create a hole big enough to crawl through. But the plan didn't go smoothly! The thieves had to take a break at one point in

order to get better equipment for the drilling. Another problem they had was that they set off the alarm before one of the team was able to deactivate it. Security guards came to check out the alarm, but luckily for the thieves, they couldn't see anything wrong and went away again.

**C** However, in the end it was modern technology that was their downfall. They had learned a lot about forensic evidence and they didn't leave anything behind to help the police. However, they weren't aware of the latest advances in CCTV security cameras and number plate recognition. The police noticed their car parked in the area, traced it and planted a listening device inside it. The criminals were heard discussing the crime and how the money was going to be divided. They were arrested a month later, charged and one of the main team pleaded guilty. In 2016, they were convicted of burglary and sentenced to prison. Several people who helped them were also convicted, although two thirds of the money stolen has never been found. The sentences they received were much shorter than they would have been because the men used no weapons during the crime. This meant that they were charged with burglary and not robbery - a crime which carries a much longer prison sentence.

**D** Of course, the story made headlines and the film companies were soon planning their versions of the crime. It had all the ingredients of a sensational drama. The public love stories about criminals who take risks, steal lots of money but do not hurt anyone. These criminals had the extra appeal of being old as well as brave. And details such as hiding the valuables in a relative's garage only made the story more interesting. The idea of immortalising daring criminals in film is not new. The Hatton Garden job is believed to be the biggest theft in English legal history. However, another crime, known as 'The Great Train Robbery' which happened in 1963 led to more than forty books and a large number of movies and TV dramas. The public fascination with true life crime of this type is unlikely to fade.

**Which paragraph...?**

1. informs us that the men who carried out the robbery were experienced criminals? \_\_\_\_\_

2. implies that nobody knows exactly how much was stolen?  
\_\_\_\_\_

3. discusses in detail the attraction of this type of crime?

\_\_\_\_\_

4. describes the mistake which lead to their arrest? \_\_\_\_\_

5. gives an example of another famous crime which also inspired film producers? \_\_\_\_\_

6. explains why the men were given a particular punishment?

\_\_\_\_\_

7. suggests that the men could have prepared better for the robbery?

\_\_\_\_\_

8. explains what was unusual about the robbers? \_\_\_\_\_

**Task 2. Read the article again and answer the questions.**

1. What was it about the men that made this story unusual?

2. What did the men steal from the boxes?

3. What did they need to get during the burglary?

4. What item did the police find which helped them to catch the men?

5. What crime were they charged with?

6. What hiding place did the criminals choose for some of the stolen valuables?

### Text 3

#### How does it feel?

**Task 1. Read the story and choose the correct answers to questions 1-5.**

John was sitting in a cafe by the river when he noticed a beautiful young woman. He smiled at her. She smiled back. Before long they were talking. Her name was Robin. John invited her home to see the view.

It was a luxury flat in an exclusive neighbourhood. He showed her round. She was impressed. There were so many beautiful, expensive things. 'If I were rich. I'd live in a place like this,' she said, looking out over the river.

She stayed for dinner. After they'd eaten, they sat on the balcony.

John smiled and shook his head. 'No, I've never worked a day in my life,' he boasted, 'but I've got the most up-to-date phone, the fastest computer, the best TV that has ever been made, some priceless paintings and ...' He paused to sip his drink 'I haven't paid a penny for any of them.'

She stared.

‘I’ve stolen them all’

Her mouth fell open.

‘I’m a burglar.’

‘Have you ever been caught?’ she asked.

‘No, I’m a very careful thief,’ he explained. ‘I’ve never been to prison and I’ve never been arrested.’

Much later, Robin told him that she knew a house he should burgle. ‘I was cheated by my ex-husband,’ she said. ‘He’s a lawyer and when we divorced, he took everything and I was left with nothing.’ She explained that he owned a lovely house in Devon in the middle of nowhere with no neighbours. ‘He’s out of the country right now. There’s no one in the house. It’s full of valuable things. The back door is broken. I’d go in there if I were you.’

They talked for hours, planning the robbery. She couldn’t take part because if she did, she would be the first suspect. The police would question her. She needed an alibi, so she had to stay in London. He agreed to go alone and to split everything fifty-fifty. She gave him the address and directions. It was a three-hour drive. He said he would do it the next day.

It was a long drive and the weather was awful but John followed the directions carefully. Finally, he arrived at the house. It was all lit up in his van’s headlights. But it couldn’t be the right place. This house was a ruin. He double checked the directions and drove around the area to see if there was another house. There wasn’t. There was nothing to do but to drive back to London.

He arrived just as the sun was coming up. He felt exhausted. He turned the key in the lock and opened the door. When the burglar alarm didn’t ring, he knew something was wrong. He stepped inside. ‘I don’t believe it,’ he said to himself. ‘I’ve been robbed.’ The flat was empty. Everything had gone: the computer, the TV, the paintings, even the furniture. On the floor was a handwritten note. He picked it up.

‘How does it feel?’ it read. It was signed Robin Hood.

### **1. We learn that John’s home...**

**A** had a good view over the whole neighbourhood,

**B** was in a very expensive part of town.

**C** had a very large and comfortable balcony.



**2. John tells Robin that...**

- A he enjoys buying modern gadgets.
- B he doesn't actually have much money.
- C he has never been in trouble for his crimes.

**3. Robin informs John that**

- A her husband stole from her.
- B she lied to her husband.
- C her husband is quite rich.

**4. Robin told John that she couldn't be part of the robbery because**

- A the police would know that she did it.
- B she had to be in London at that time.
- C she was afraid of the police.

**5. There was no robbery of the country house because**

- A John couldn't find the right house.
- B there were people at home in the house.
- C there was nothing in the house to steal.

## ВИКОРИСТАНА ТА РЕКОМЕНДОВАНА ЛІТЕРАТУРА

1. Англійська мова. Підготовка до складання ЄВІ : TRAINING & PRACTICE : навчально-практичний посібник для студентів гуманітарних спеціальностей : 081 Право, 082 Міжнародне право ; 011 Науки про освіту, 012 Дошкільна освіта, 013 Початкова освіта, 014 Середня освіта (за предметними спеціалізаціями), 015 Професійна освіта (за спеціалізаціями), 016 Спеціальна освіта; 022 Дизайн, 023 Образотворче мистецтво, декоративне мистецтво, реставрація, 024 Хореографія, 025 Музичне мистецтво, 027 Музеєзнавство, пам'яткознавство; 031 Релігієзнавство, 032 Історія та археологія, 033 Філософія, 034 Культурологія, 035 Філологія; 053 Психологія, 054 Соціологія; 125 Кібербезпека; 231 Соціальна робота; 251 Державна безпека; 262 Правоохоронна діяльність / Укладачі : Н. П. Яцишин, І. П. Біскуб, Л. Є. Гусак, Ю. А. Гордієнко, С. І. Лобанова, О. В. Мельничук, М. В. Супрун, Л. Є. Сорокіна] ; за ред. А. М. Демчука. Луцьк : Вежа-Друк, 2021. 242 с.

2. 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.

3. Силабус нормативного освітнього компонента «Іноземна мова» підготовки бакалаврів, галузі знань 08 Право, спеціальності 081 Право, за освітньо-професійною програмою Право / Н. Яцишин, С. Гордун, Л. Смалько. Волинський національний університет імені Лесі Українки, 2023. 29 с.

4. Brayshaw D., Hasting B., Edwards L., and others. High Note 3. Student's Book. Pearson Education LTD, 2020. 201 p.

5. Brieger N. Professional English. Law. Pearson Education LTD, 2003. 113 p.

6. Daum E. L., Dooley J. Career Paths. Criminology. Express Publishing. Newbury, 2020. 120 p.

7. Edwards L, Bowie J. High Note 3. Workbook. Pearson Education LTD, 2020. 127 p.

8. English for Lawyers. Для студентів юридичних спеціальностей. Хмельницький: Хмельницький університет управління та права. 2011. 290 с.

9. Evans V., Dooley J. On Screen B2. Student's Book. Express Publishing. Newbury, 2018. P. 188.
10. Evans V., Dooley J. On Screen B2. Workbook & Grammar Book. Express Publishing. Newbury, 2018. P. 169.
11. Evans V., Dooley J. On Screen B2. Writing Book. Express Publishing. Newbury, 2018. P. 64.
12. Hasting B., McKinlay S., Fricker R., Russel D., Trapnell B. High Note 2. Student's Book. Pearson Education LTD, 2020. 128 p.
13. Krois-Lindner A., Matt Firth and TransLegal. Introduction to International Legal English: a Course for Classroom or Self-Study Use. Cambridge University Press, 2008. 160 p.
14. Lane A. Spotlight on FCE. Exam Booster Workbook. Second edition with key. Heinle, Cengage Learning. National Geographic Learning. 2015. 250 p.
15. Nounton J., Hughes J. Spotlight on FCE. Student's Book. Heinle, Cengage Learning. 2009. 250 p.

Навчальне видання

**Яцишин Н. П.  
Гордун С. М.  
Супрун М. В.**

# **FOURTH YEAR STUDENT'S WORKBOOK**

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

**FOR LAW STUDENTS**

Друкується в авторській редакції

Формат 60x84 <sup>1</sup>/<sub>16</sub>. Обсяг 4,88 ум. друк. арк., 4,32 обл.-вид. арк.  
Наклад 100 пр. Зам. 24. Видавець і виготовлювач – Вежа-Друк  
(м. Луцьк, вул. Шопена, 12, тел. (0332) 29-90-65).  
Свідоцтво Держ. комітету телебачення та радіомовлення України  
ДК № 4607 від 30.08.2013 р.