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SECOND YEAR STUDENT'S WORKBOOK

(Individual and Independent work in professional English)

FOR LAW STUDENTS

**Робочий зошит
для індивідуальної та
самостійної роботи
студента (ки) II курсу _____ групи
юридичного факультету**

(прізвище, ім'я студента)

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Second 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 II курсу юридичного факультету ОКР Бакалавр, галузі знань 08 Право, спеціальності 081 Право, за освітньо-професійною програмою Право, денної та заочної форми навчання / Яцишин Н. П., Гусак Л. Є. 3-ге вид., переробл. і доповн. Луцьк: Волинський національний університет імені Лесі Українки, 2023. 76 с.

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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.

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

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ВСТУП

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

З метою оптимізації навчального процесу та ефективного використання часу, відведеного на вивчення нормативного освітнього компонента, а також особливо в умовах дистанційного та змішаного навчання, пропоновані 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 (ІІІ - ІV СЕМЕСТР)

I. Опрацювати індивідуальні роботи № 1, № 2, № 3

INDIVIDUAL WORK №1

TASK 1.

TEXT “SOURCES OF ENGLISH LAW”

Read the text carefully and decide which of statement a), b) and c) in the exercise below corresponds exactly to the meaning of the text and best completes each statement.

The precedents formed by decided cases are, thus, as Bacon wrote of the Reports of Sir Edward Coke, the 'anchors of the laws'. A practitioner who is asked to consider a legal matter will therefore look to the reported decisions of the courts; and he will do this even though the point in issue is regulated by a statute, for, as has been explained, statutes are interpreted by the courts, and a decision which is concerned with the interpretation of the statute is just as binding as any other decision. When this much has been said, it must not, however, be imagined that the law is always discoverable by the simple process of looking up, and finding, the right precedent. For facts are infinitely various and by no means all cases are exactly covered by previous authority. Quite the reverse, the facts in issue often resemble two or more divergent authorities. In these circumstances the courts therefore have freedom of choice in deciding which of the divergent authorities or streams of authority to 'follow', and much of the ingenuity of counsel is directed to 'distinguishing' the facts of precedents which appear to bind the court to decide against him. Further, even today cases of 'first impression' sometimes arise; cases arising upon facts which bear no resemblance to the facts of any previous case. When the judge rules in such a case he legislates, because future courts must usually 'follow' him. A remark which leads to the comment that in 'distinguishing' between previous decisions and 'following' one rather than another the judge, though appearing only to apply existing law, in fact exercises a quasi-legislative discretion: a fact which the system of 'binding' precedent serves to conceal.

The administration of justice is not therefore a slot-machine process of matching precedents. The judges have a field of choice in making their decisions. But they do not exercise their discretion in an arbitrary way; they

rest their judgments upon the general *principles* enshrined in case-law as a whole. Case-law does not consist of a blind series of decisions, 'A will succeed', or 'B will fail', but of reasoned judgments based upon rational principles. These principles have been evolved by the courts through the centuries: and, building precedent upon precedent, they have framed them with two ends in view. First, they have sought so to formulate them that their application may be capable of effecting substantial justice in particular cases; second, they have sought to make them sufficiently general in scope to serve as guides to lawyers faced with the task of giving advice in future legal disputes. Thus in a sense the history of the common law (as opposed to statute law - for statutes are sometimes arbitrary and they have often wrought injustice) is the story of the evolution of the judges' conception of justice (a kind of natural law - see above) realized in the form of rules of law intended to be general in their application and as easily ascertainable as possible. The task of attempting to dispense *justice*, while satisfying the essential need for *certainty*, has not been an easy one; in fact the attempt can never achieve more than a compromise; but, on the whole, it has been well performed and the common law of England is no mean rival to the romanistic systems.

1. To decide a question of law, a practising lawyer

- a) only refers to judicial precedent if the case concerns statute law
- b) refers to judicial precedent in all cases
- c) only refers to judicial precedent if the case does not concern statute law.

2. If the facts of a case are similar to two different precedents, the courts

- a) can choose which of the previous cases to follow
- b) are not bound by the previous authorities
- c) can use their discretion to legislate and create a new precedent.

3. In the case-law system

- a) judges do not exercise discretion, they simply match precedents
- b) judges can reach any decision they consider right in cases where they have a choice
- c) judges follow general principles developed by the common law when they exercise their discretion.

4. In developing legal principles, the English courts have had two aims:

- a) (1) to give real justice in individual cases and

(2) to form general principles for lawyers to use in the future so that the law is certain

b)(1) to give a lot of justice in individual cases and
(2) to help lawyers involved in future cases.

c)(1) to give justice in particular cases and

(2) to form general rules which the courts can apply in future cases

5. Judicial precedent

a) is of fundamental importance in the English legal system

b) is one of the ways of developing legal principles

c) is enacted law in English legal system

TASK 2.

Supply the correct word from the box for each space in the text

established	law	modifications
representatives	principles	gradually
Commission	union	affairs
issues	aim	measures

The European Union (EU) is an integration organization whose principal _____ is “creating an ever closer _____ among the peoples of Europe” (Article 1 of the Treaty on the European Union).

Any European State that respects the democratic _____ of social structure: «the principles of liberty, democracy, respect for human rights and fundamental freedoms, and the rule of _____» may apply to become a member of the Union (Articles 6 and 49 of the Treaty on European Union).

Beginning from 1975, the Member States began to develop the common _____ against crime. It is the Police and Judicial Cooperation (PJC), previously (until May 1, 1999) the Cooperation in Justice and Home _____

The reforms in the European Union are carried out _____. The 1997 Amsterdam Treaty (put into effect on May 1, 1999) and the 2001 Nice Treaty (put into effect on February 1, 2003) have introduced partial _____ in the contents of constituent documents of the European Union.

The more radical modifications have been delayed till 2004. To prepare for them, a «Convent on the future of the Union» was _____ in 2002, being a representative body uniting the national and the “European”

parliamentarians (members of Europarliament), and also special _____ of the heads of States or heads of governments of the Union countries, and also representatives of the Head of the European _____ (the executive body of the EU). The chair of the Convent is the former President of France Valery Giscard d'Estaing. One of the key _____ to be discussed by the Convent is the issue of development of the Constitution of the European Union.

TASK 3.

Match the words and word combinations (1-12) with their corresponding definitions on the right (a-l).

1) law	a) a legal or moral duty to do something (a duty that one is bound to perform or suffer for not performing)
2) legal system	b) a person's interest that must be respected by other people and by the state
3) lawyer	c) a binding agreement between individual people or bodies or between an individual and a state
4) obligation	d) the whole system of rules that citizens of a country must obey
5) court	e) physical harm to a person, for example in an accident
6) property	f) legally binding or acceptable often for a certain period of time
7) valid	g) all the things (money, land, buildings, goods etc) that someone owns
8) right	h) the laws and the people and institutions that make them work in a particular country
9) justice	i) the system by which people are judged in courts of law and criminals are punished
10) contract	j) someone whose job is to give advice, write formal agreements, and represent people in courts
11) injuries	k) a place where all the information concerning a crime or disagreement is given so that it can be judged / one or more judges with jurisdiction to hear and decide a dispute
12) tort	l) a wrong committed by one individual against another individual's person, property or reputation. Called a delict in civil law countries.

TASK 4.

Choose the correct item

1. Roman law is a system of laws _____ in the 8th century BC.
a) evolved b) evolving c) to evolve
2. We can't believe him _____ the offer.
a) to revoke b) revoking c) being revoked
3. The British Constitution _____ on to basic principles.
a) is based b) based c) basing
4. Private law _____ of the rules governing the relations between private persons or groups.
a) consist b) consists c) consisted
5. He _____ the evidence when the chief inspector came to the place of crime.
a) has collected b) was collecting c) will be collecting
6. You _____ your examination in Criminal Procedure next week.
a) will take b) took c) will have taken
7. The students of Law Academy of Ukraine are interested _____ the records.
a) for b) in c) with
8. They want him _____ damages.
a) pay b) to pay c) paid
9. I suspect him _____ this computer program.
a) of copying b) to copy c) copying
10. The results from each constituency (округ) are announced as soon as the votes _____.
a) are counted b) have been counted c) are counting
11. They sold the original work for low price, _____ the original creator without a chance to get economic reward.
a) to leave b) leaving c) by leaving
12. A new tax bill _____ by the Parliament next week.
a) will passed b) will have passed c) will be passed
13. The court reporter _____ a report of the trial for 2 hours already.
a) has written b) has been writing c) is writing
14. The ministers of the Government _____ by the Crown on the recommendation of the Prime Minister.
a) are being appointed b) have been appointed c) are appointed
15. The high court judge _____ sentence next week.
a) will pass b) will have passed c) is passing

INDIVIDUAL WORK №2

TASK 1

TEXT “ELECTORAL SYSTEM”

Read the text carefully and decide which of statements a), b) and c),d) in the exercise below corresponds exactly to the meaning of the text and best completes each statement.

Every British citizen aged eighteen years or over who is not serving a sentence of imprisonment and is not a peer is eligible to be placed on the electoral register in a constituency (Representation of the People Act 1983). Normally this involves residence in the constituency on a certain day (10 October) but members of the armed forces and now British citizens who live abroad but have been registered within the previous five years can be entered on the register (Representation of the People Act 1985). At the moment there are 650 constituencies, the boundaries being drawn by impartial Boundary Commissions whose recommendations need the approval of both Houses of Parliament (Parliamentary Constituencies Act 1986). Their impartiality has not prevented their recommendations being highly controversial as the way the boundaries are drawn can profoundly affect the electoral prospects of a particular party. The parties draw their support from different sections of the electorate and the exclusion or inclusion of a particular area can turn a safe seat into a marginal one and vice versa. In 1969 the Labour government refused to implement the Boundary Commission's recommendations and in 1983 unsuccessfully challenged them in court (*R v. Boundary Commission for England ex parte Foot*, 1983).

Not only the delimitation of boundaries but the choice of candidates by the parties profoundly affects the extent to which the voters' wishes are reflected in the House of Commons because the voter can only choose between rival candidates.

Unlike the USA where in some states voters through primaries have a voice in choosing between the parties' candidates, each party here has its own method for choosing candidates. The Labour Party in 1980 insisted that all Labour MPs must undergo a reselection process if they wished to be candidates at the next General Election. Anyone can form a political party, as happened in 1981 when the Social Democratic Party (SDP) was launched. Though election law puts strict limits on expenditure during an election campaign, to prevent bribery and corruption, it is very expensive to fight an election, particularly as national propaganda does not count towards election

expenses. The Labour and Conservative parties draw their financial support mainly from the trade unions and industry respectively. The other parties have no such firm financial base and to that extent suffer a considerable electoral disadvantage.

Their main disadvantage is, however, the British electoral system. Electors vote in their constituency and whichever candidate obtains most votes is elected an MP, even if he or she obtains only one vote more than his or her nearest rival and only a small percentage of the total vote. This system works best when there are only two parties, though even then it is possible for a party to obtain more votes over the country as a whole but have fewer seats in the House of Commons because its support may be unevenly distributed, so that it obtains big majorities in some seats and loses narrowly in others. This result is accentuated when there are three or more parties. A third party like the Liberals or now the Social Democratic and Liberal Alliance, whose support is spread fairly evenly throughout the country, is likely to win few seats but come second in many. Thus in the General Election of 1983, the Alliance obtained 25 per cent of the vote but only 4 per cent of the seats. Small parties like the Scottish National Party, whose support is concentrated in a particular part of the country, are more likely to win seats.

It is this lack of correlation between votes and seats which has given a strong impetus to the call for a different electoral system which would allow voters to express preferences between candidates so that if their first-choice candidate is not elected or has not received sufficient votes to be elected, his second-preference votes can help to elect that candidate. Thus these votes are not completely wasted and a candidate may be elected because more voters have put him as their second choice. This system of voting can be used for one MP, i.e. in single-member constituencies (the alternative vote), or for several MPs, i.e. in multi-member constituencies (the single transferable vote). These systems give more chance to a third party such as the Alliance to win seats, because its 95 candidates can be elected by being the voters' second choice. If this system were adopted in this country it would be very unlikely that either of the two main parties would win an overall majority of seats (i.e. more seats than all other 100 parties combined) and this would have a profound effect on who would form the government.

1. The Boundary Commissions

- a) decide the exact boundaries of constituencies;
- b) draw their support from different sections of the electorate;

- c) make recommendations about constituency boundaries which people do not always agree with;
- d) make recommendations which favour the Conservative Party.

2. Party candidates

- a) are chosen by voters;
- b) are chosen differently in each party;
- c) reflect voters' wishes in the Commons;
- d) must be reselected if they want to be candidates in more than one General Election.

3. Expenditure during an election campaign

- a) officially includes national propaganda;
- b) encourages corruption;
- c) does not include election expenses;
- d) is strictly limited by law.

4. The money needed by political parties in Britain comes from

- a) different sources;
- b) national propaganda;
- c) industry;
- d) the trade unions.

5. Many British people are in favour of changing the electoral system because they want

- a) a system which would give a single party an overall majority in the Commons;
- b) to elect the Alliance;
- c) a system in which the number of seats a party obtains corresponds to the number of votes they win;
- d) to elect second-choice candidates.

TASK 2

Supply the correct word from the box for each space in the text

INTRODUCTION TO LAW

authority	lawyers	law enforcement agency
court	legal actions	rule
govern	legal system	the judiciary
judges	legislation	tribunal

Why do we have laws and ____? At one level, laws can be seen as a type of _____, which is meant _____ behaviour between people.

We can find these rules in nearly all social organizations, such as families and sport clubs.

Law, the body of official rules and regulations, generally found in constitutions and _____, is used to govern a society and to control the behaviour of their members. In modern societies, a body with _____, such as a _____ or the legislature, makes the law; and a _____, such as the police, makes sure it is observed.

In addition to enforcement, a body of expert _____ is needed to apply the law. This is the role of _____, the body of _____ in a particular country. Of course, legal systems vary between countries, as well as the basis for bringing a case before a court or _____. One thing, however, seems to be true all over the world – starting a _____ is both expensive and time-consuming.

TASK 3

Match the words and word combinations (1-12) with their corresponding definitions on the right (a-l).

1) authority	a) a body that is appointed to make a judgment or inquiry
2) court	b) a country's body of judges
3) to govern	c) an act or acts passed by law-making body
4) judge	d) legal proceedings
5) law enforcement agency	e) behavior recognized by a community as binding or enforceable by authority
6) lawyers	f) an official body that has authority to try criminals, resolve disputes, or make other legal decisions
7) legal actions	g) an organization responsible for enforcing the law, especially the police
8) legal system	h) a senior official in a court of law
9) legislation	i) the body or system of rules recognized by a community that are enforceable by established process
10) rule	j) the control resulting from following a community's system of rules
11) the judiciary	k) members of the legal profession
12) tribunal	l) to rule a society and control the behavior of its members

TASK 4

Choose the correct item:

1. The law regarding pensions _____
a) had been rejected b) rejected c) was rejected
2. The monarch _____ always _____ an integrating role.
a) have performed b) performed c) has performed
3. The speech which the Queen is reading out, _____ by the Prime Minister.
a) has been drawn up b) was drawn up c) was being drawn up
4. He _____ the judicial decision by tomorrow.
a) received b) will receive c) will have received
5. The present Queen Elizabeth II _____ to the throne in 1952.
a) succeeded b) was succeeded c) has succeeded
6. That evening a wanted man armed _____ a gun walked into Foxy's wine store and got away with \$3,00.
a) for b) to c) with
7. The policemen _____ along the street of the town and watching the strangers very carefully.
a) were walking b) was walking c) walked
8. You _____ the accused in court by the beginning of the hearing.
a) will meet b) will have met c) have met
9. They _____ the escaped prisoner before the sunset.
a) had found b) found c) has found
10. Authority is the control _____ from a community's system of rules.
a) to result b) resulting c) resulted
11. Family law includes the laws _____ marriage, divorce, and welfare of children.
a) governed by b) governing c) to govern
12. The ministers of the Government _____ by the Crown on the recommendation of the Prime Minister.
a) are being appointed b) have been appointed c) are appointed
13. Civil law _____ relations between individuals or group of individuals.
a) regulate b) regulates c) has regulated
14. Every society that has ever existed _____ the need for law.
a) has recognized b) recognized c) is recognized
15. He _____ the evidence when the chief inspector came to the place of crime.
a) has collected b) was collecting c) will be collecting

INDIVIDUAL WORK №3

TASK 1.

TEXT “TYRE CASE”

Read the text carefully and decide which of statement a), b) and c),d) in the exercise below corresponds exactly to the meaning of the text and best completes each statement.

The Isle of Man is not a part of the United Kingdom but a dependency of the Crown with its own government, legislature and courts and its own administrative, fiscal and legal systems. The Crown is ultimately responsible for the good government of the Island and acts in this respect through the Privy Council on the recommendation of Ministers of the United Kingdom Government in their capacity as Privy Counsellors. In that capacity, the Home Secretary is charged with prime responsibility for Isle of Man affairs.

Prior to October 1950, the United Kingdom Government regarded international treaties applicable to the United Kingdom as extending, in the absence of contrary provision, to the Isle of Man. Thereafter, they no longer so regarded such treaties unless there were an express inclusion and they treated the Island as a territory for whose international relations they were responsible. In fact, by letter dated 23 October 1953 addressed to the Secretary-General of the Council of Europe, the Government of the United Kingdom declared, in accordance with Article 63 of the Convention, that the Convention should extend to a number of such territories, including the Isle of Man.

The Island's parliament, the Court of Tynwald, is one of the oldest in Europe. It consists of a Lieutenant-Governor appointed by and representing the Crown, an Upper House (the Legislative Council) and a Lower House (the House of Keys). Tynwald legislates in domestic matters, the laws it adopts requiring ratification by the Queen in Council; the Home Secretary is responsible for advising the Privy Council whether or not to recommend that the Royal Assent be given.

In strict law, the United Kingdom Parliament has full power to pass laws applicable to the Isle of Man but, by constitutional convention, does not in the ordinary course legislate on the Island's domestic affairs, such as penal policy, without its consent. This convention would be followed unless it were overridden by some other consideration, an example of which would be an international treaty obligation. Judicial corporal

punishment of adults and juveniles was abolished in England, Wales and Scotland in 1948 and in Northern Ireland in 1968. That abolition followed upon the recommendations of the Departmental Committee on Corporal Punishment (known as the Cadogan Committee) which issued its report in 1938. The standing Advisory Council on the Treatment of Offenders, in its report of 1960 (known as the Barry report), endorsed the findings of the Cadogan Committee and concluded that corporal punishment should not be reintroduced as a judicial penalty in respect of any categories of offences or of offenders. The punishment remained in existence in the Isle of Man. When Tynwald examined the question in 1963 and 1965, it decided to retain judicial corporal punishment, which was considered a deterrent to hooligans visiting the Island as tourists and, more generally, a means of preserving law and order.

In May 1977, by thirty-one votes for and only one against, Tynwald passed a resolution, *inter alia*, 'that the retention of the use of judicial corporal punishment for crimes of violence to the person is a desirable safeguard in the control of law and order in this Island and Tynwald hereby re-affirms its policy to retain the use of judicial corporal punishment for violent crimes to the person committed by males under the age of 21'.

At the hearing on 17 January 1978, the Attorney-General for the Isle of Man informed the Court that recently a privately organised petition in favour of the retention of judicial corporal punishment had obtained 31,000 signatures from amongst the approximate total of 45,000 persons entitled to vote on the Island.

While under various provisions judicial corporal punishment could be imposed on males for a number of offences, since 1969 its application has apparently been restricted in practice to offences of violence.

During his address to the Court, the Attorney-General for the Isle of Man indicated that the Manx legislature would shortly be considering the Criminal Law Bill 1978 which contained a proposal to limit the use of judicial corporal punishment to young males for certain specified offences only, on the whole the more serious offences of violence. The offence with which the applicant was charged had been omitted from the specified list of offences.

The name and address of a juvenile sentenced in the Isle of Man, whether to corporal punishment or otherwise, are not published.

According to figures cited before the Court by the Attorney-General for the Isle of Man, judicial corporal punishment was inflicted in 2 cases in

1966, in 4 cases in 1967, in 1 case in 1968, in 7 cases in 1969, in 3 cases in 1970, in 0 cases in 1971, in 4 cases in 1972, in 0 cases in 1973, in 2 cases in 1974, in 1 case in 1975, in 1 case in 1976 and in 0 cases in 1977. The average number of crimes of violence to the person per annum was: between 1966 and 1968 - 35; between 1969 and 1971 - 52; between 1972 and 1974 - 59; and between 1975 and 1977 - 56. In 1975 there were 65 crimes of violence to the person, in 1976 58 and in 1977 approximately 46.

In the three years 1975 to 1977, only one young male was convicted of a crime of violence. At the 1976 census, the Island's population stood at 60,496.

1. The Isle of Man

- a) belongs to the Queen
- b) is totally independent from the UK
- c) has some links with the UK, but mainly governs itself
- d) belongs to the UK

2. Since 1950 international treaties applicable to the UK

- a) are automatically applicable to the Isle of Man
- b) are never applicable to the Isle of Man
- c) are applicable to the Isle of Man if there is no provision to the contrary
- d) are only applicable to the Isle of Man if this is expressly stated in the provision.

3. Domestic legislation for the Isle of Man is generally passed by

- a) Tynwald - the Isle of Man Parliament
- b) the UK Parliament
- c) the Home Secretary and the Privy Council
- d) the Legislative Council.

4. At the time of the *Tyrer case* judicial corporal punishment existed

- a) in England, Wales, Scotland and the Isle of Man
- b) in the UK
- c) in the Isle of Man
- d) in Northern Ireland and the Isle of Man.

5. In 1963, 1965 and 1977 Tynwald decided to retain judicial corporal punishment

- a) to control males under the age of 21
- b) to prevent crime
- c) to deter visitors
- d) to punish hooligans.

TASK 2.

Supply the correct word from the box for each space in the text

THE PROSECUTION PROCESS

victim	Crown Prosecutor	crime
evidence	booklet	factors
weapon	officer	violence
motive	against	decision

After the police have investigated a _____ and passed papers to the CPS, one of the lawyers — called a _____ — carefully reviews the papers to decide whether or not to go ahead with the case. The prosecutor's _____ is based on the two tests set out in the Code for Crown Prosecutors.

The code is a _____ which sets out the general principles which prosecutors must apply when they decide whether to continue a case.

The two tests set out in the Code are as follows:

Is there enough _____?

Is it “in the public interest” for us to prosecute? This means that the prosecutor must think carefully about the _____ for and against a prosecution. For example, a prosecution is likely to be needed if:

- a _____ was used or _____ was threatened during an offence;
- the _____ for the offence was any form of discrimination;
- the offence was committed _____ a person serving the public such as a police _____.

Crown Prosecutors must always think carefully about the interest of a _____ of a crime. This is an important factor when prosecutors decide whether the public interest lies.

TASK 3.

Match the words and word combinations (1-12) with their corresponding definitions on the right (a-l).

1) civil law	a) the right or power to act, command, judge, etc
2) to delegate	b) a decision made by a judge, tribunal, etc.
3) damages	c) everything (objects, statements, documents) which helps to show how a crime happened
4) an appeal	d) a person with authority to hear and decide disputes brought before a court for decision
5) a ruling	e) the process of examining and deciding a civil or criminal case before a court
6) void	f) law that regulates the relationships between individuals or bodies
7) evidence	g) money paid in compensation in a civil action
8) authority	h) a special court which hears criminal cases against children and young persons under 17 and deals with other matters relating to children
9) an issue	i) an application to a higher court or body to examine again a case decided by a lower court or body and possibly give a different decision
10) a judge	j) of no legal effect
11) a juvenile court	k) to give part of one's powers or rights to another person or body
12) a trial	l) a point of dispute or matter for consideration in a court case

TASK 4

Choose the correct item

- Mr. Topsy _____ twenty pounds for drinking and driving two days ago.
a) was fined b) has been fined c) fined
- All prospective barristers are expected _____ at the Inns Court.
a) studying b) to study c) being studied
- What does he look like? – The victim was described as a black female _____ a middle size with a pimpled face and dyed hair.
a) of b) with c) for
- The civil law includes cases _____ to family, property and contracts.

- a) relating b) related c) to be related
5. Copyright law protects literary and artistic works _____ paintings and sculpture.
- a) relating b) related c) to be related
6. The ministers of the Government _____ by the Crown on the recommendation of the Prime Minister.
- a) are being appointed b) have been appointed c) are appointed
7. Since long ago it _____ the function of the police to enforce law.
- a) was b) is c) has been
8. Long ago each community _____ its own law based on its own traditions and customs.
- a) has b) had c) has had
9. He _____ collecting the evidence when the chief inspector came to the place of crime.
- a) has collected b) was collecting c) will be collecting
10. They sold the original work for low price, _____ the original creator without a chance to get economic award.
- a) to leave b) leaving c) by leaving
11. Within the judicial branch authority _____ between state and federal (national) courts.
- a) is divided b) divides c) has divided
12. By the time we get to the place the court hearing _____
- a) has finished b) will have finished c) will be finished
13. In the United States a person accused of a crime is considered to be innocent until he or she _____ guilty.
- a) proves b) is proven c) proved
14. All human beings are “persons” _____ English law.
- a) of b) under c) with
15. The court reporter _____ a report of the trial for 2 hours already.
- a) has written b) has been writing c) is writing

II. Написання творів та есе на тематику, пов'язану зі змістом модулів:

Пропонована тематика

1. Criminality – Inborn or Acquired?
2. All criminals are perverse people!
3. Everyone deserves a second chance.
4. An eye for an eye and a tooth for a tooth.
5. There is no room for capital punishment in a civilized society.
6. Do juries deliver Justice?
7. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.
8. Write down a list of measures necessary to improve the present prison system.
9. Prison doesn't deter many people from crime.
10. Kids brought up in prison are likely to become criminals.
11. Capital punishment: for or against?
12. Laws are not for ordinary people, they are for layers.
13. Justice is nothing unless it is tempered with mercy.
14. Murder is always a mistake... One should never do anything that one cannot talk about after dinner (Oscar Wilde)
15. What are the processes for exchanging information about a case between lawyers?
16. What information do lawyers exchange before a trial?
17. What are some ways to submit a formal statement to a court ?
18. How can witnesses help a case?
19. What type of professional writes a legal memorandum?
20. Why is it important to keep written records of legal matters?
21. What type of documents do lawyers submit to a court before a trial?
22. What are some reasons that a person might hire a lawyer after suffering an injury?
23. What types of accidents often lead to court settlements?
24. Why would a person sue for compensation following an injury?
25. What types of injuries can result when property owners or businesses are negligent?
26. Why would neighbors seek legal solutions for disputes?
27. What types of thing are considered a nuisance in residential neighborhoods?
28. Give an example in which the person responsible for an accident hasn't done anything wrong?
29. What types of professionals might take a legal ethics course?

30. What topics might be discussed on a legal ethics course?

31. What types of professionals are required to keep information confidential?

Важливо!

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

- Read the topic carefully.
- Underline words indicating the specific things to be answered in the essay.
- Write an introductory paragraph including 2-3 sentences only.
- Write 3 paragraphs of the body, trying to use 1st and 2nd paragraphs for opposite points of view and the 3rd expressing your own opinion.
- Write a good conclusion as your answer to the problem.
- Check it carefully

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

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

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

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

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

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

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

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

Див.: https://www.internationalstudent.com/essay_writing/essay_tips/

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.

III. Індивідуальне читання оригінальної літератури, текстів по спеціальності.

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

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

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

– вивчити 25 нових слів.

Рекомендований перелік літератури:

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

IV. Ведення словника фахової лексики.

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

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

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

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

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

Тематика рефератів та/або презентацій

1. Family and social control are the most effective means of crime prevention.
2. Capital punishment: for or against?
3. Drugs problems studying and prevention problems in European countries.
4. International terrorism and police forces.
5. The history of Police forces.
6. The British Police and the Ukrainian Police.
7. From the history of jury.
8. The jury in Britain.
9. The value of juries in modern times.
10. Development of the Prison System.
11. Prison Population.
12. Prison life.
13. Alternatives for prison.
14. The Netherlands: a land without Prisons.
15. Court system in Ukraine.
16. Court system in Great Britain.
17. Criminal justice and crime statistics in Ukraine and Great Britain.
18. Criminal and civil procedure in Scotland.
19. Legal advice and legal assistance.
20. International court of justice.
21. Law of the European Union.

22. Interpol.
23. International criminal court.
24. The European convention on Human Rights.
25. Human Rights and EU law.
26. Types of Courts of Ukraine.
27. The main principles of the courts of general jurisdiction in Ukraine.
28. The functions of specialized courts in different spheres of justice in Ukraine.
29. The structure of the court system of Ukraine and the USA (Great Britain): comparative aspect.
30. New reforms in the Ukrainian Judicial System.
31. The status of Ukrainian judges which is defined by the New Criminal Code of Ukraine: comparative aspect.
32. The authority of the Constitutional Court of Ukraine as the sole body of constitutional jurisdiction.
33. Court etiquette.
34. Legal memorandums.
35. Product liability.
36. Types of contracts.
37. Types of contracts litigation.
38. Rules of professional conduct for lawyers.
39. Legal ethics course.
40. Difference of legal punishment for children and adults
41. Juvenile crime prevention in this country.
42. Juvenile crimes and their characteristics.
43. The peculiarities of the juvenile courts of the UK.

Важливо!

Реферат повинен бути оформлений відповідно до вимог, що ставляться до такого виду робіт, а саме надрукований на комп'ютері (шрифт 14, інтервал 1,5) чи написаний від руки, мінімальна кількість сторінок - 10, правильно оформлена титульна сторінка (тема, прізвище), поданий план, вказані посилання на джерела над якими працював студент, в кінці роботи повинен бути поданий список використаних джерел та літератури.

Tips for Giving a Great Presentation in English

Giving the perfect oral presentation in English requires practice.

1. Think About the Details in Advance.

Giving a presentation in front of an audience is always stressful. Thinking about such details as the location of the presentation, equipment, materials, timing will help you avoid nervousness.

2. Do Your Homework.

Effective preparation requires consideration of the following things:

Ask yourself what the presentation is all about, its title and its goal

Think about the structure of the presentation: the opening, the main part and the summary

Make it easier for the audience and yourself: use simple language

Prepare yourself for questions. Think about what questions the audience might ask.

Don't put large blocks of text in your presentation. No one will be interested in reading it; people prefer visual material. So think about images, graphs and videos that support your idea, but don't overwhelm the audience with too many visual aids

3. Introduce Yourself and Set the Theme.

At the beginning of the presentation, it's important to introduce yourself, giving your full name. After the introduction, don't forget to state the topic of your presentation.

Useful phrases in English:

“Hello, thank you for coming...”

“The topic of today's presentation is...”

“Let's get the ball rolling”

“Shall we get started?”

4. Provide an Outline or Agenda of Your Presentation.

Providing an outline of the presentation is a must, as people want to know why they should listen to you. That's why the opening part is very important. It should be cheerful, interesting and catchy. You should know it by heart, so you don't lose track of your thoughts even if you are nervous.

Useful phrases in English:

“I'd like to give you a brief outline of my presentation...”

“Here is the agenda for the meeting...”

“My presentation consists of the following parts...”

“The presentation is divided into four main sections...”

5. Explain When the Listeners Can Ask Questions.

A Question & Answer period (Q&A) usually takes place at the end of the presentation, so you have enough time to deliver the main message of your speech without being interrupted by multiple questions. If you want the audience to ask questions during or after the presentation, say so.

Useful phrases in English:

“There will be a Q&A session after the presentation”

“Please feel free to interrupt me if you have any questions”

“I will be happy to answer your questions at any time during the presentation”

6. Make a Clear Transition in Between the Parts of the Presentation.

Using transition words and phrases in English makes your presentation look smooth and easy to follow.

Useful phrases in English:

“I’d like to move on to another part of the presentation...”

“Now I’d like to look at...”

“For instance...”

“In addition...”

“Moreover...”

“This leads me to the next point...”

7. Wow Your Audience.

If you are not excited by your presentation, your audience will not be excited either. When presenting, you should plan to wow your audience. Use adjectives and descriptive words as they will help to attract the audience’s attention and make your speech more vivid and memorable.

Useful phrases in English:

“The product I present is extraordinary.”

“It’s a really cool device”

“This video is awesome”

“This is an outstanding example”

8. Make Your Data Meaningful.

If you need to present numbers use some visuals to present it. You can use charts, graphs or diagrams to make your data meaningful and visually attractive.

Useful phrases in English:

“Here are some facts and figures”

“The pie chart is divided into several parts”

“The numbers here have increased or gone up”

“The numbers change and go down (decrease)”

“The numbers have remained stable”

9. Summarise.

At the end of the presentation, briefly summarize the main points and ideas. Provide the audience with your opinion and give them a call to action, let them know what you want them to do with the information you’ve shared. End of the presentation by thanking all the listeners and inviting them to the Q&A.

Useful phrases in English:

“Let’s summarise briefly what we’ve looked at...”

“In conclusion...”

“I’d like to recap...”

“I’d like to sum up the main points...”

Good luck with your presentation!

За поданими нижче посиланнями ви можете ознайомитися з інформацією, що стосується створення презентацій.

<https://www.ilac.com/tips-for-giving-a-great-presentation-in-english>

https://www.youtube.com/watch?v=Yl_FJA0cFgQ&feature=share

How to open and close presentations? - Presentation lesson from Mark Powell

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 та написання анотацій на статті, що опубліковані у наукових збірниках зі спеціальності «Право» (до 10 статей).

Важливо!

Стаття повинна бути надрукована у науковому збірнику україномовного видання зі спеціальності. Це також може бути Інтернет-ресурс. Обов'язково вказати джерело статті та автора. Реферування здійснювати англійською мовою згідно поданого нижче плану та з використання виразів. Додати копію статті.

**Plan for rendering scientific article
Some expressions to be used while rendering**

The title of the article	<ol style="list-style-type: none"> 1. The article is headlined 2. The Headline of the article I've read is
The author of the article, where and when the article was published	<ol style="list-style-type: none"> 1. The author of the article is 2. The article is written by 3. It was published in issue 4. It was printed in
The main idea of the article	<ol style="list-style-type: none"> 1. The author tackles the problem 2. The main idea of the article is 3. The article is about
The article is devoted to	<ol style="list-style-type: none"> 1. The article deals with 2. The article touches upon 3. The purpose of the article is to give the reader some information about (on)
The contents of the article	<ol style="list-style-type: none"> 1. The author starts by telling the reader about /that 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..... 3. The author writes, states, stresses, thinks, points out, says, pays attention to, depicts,

	<p>dwells on, generalize about, criticizes, enumerates, reveals, exposes, accuses, praises, gives a summary of, gives his account of</p> <p>4. The article describes</p> <p>5. According to the article</p> <p>6. The article goes on to say that</p> <p>7. In conclusion</p> <p>8. The author comes to the conclusion that</p>
<p>Your opinion of the article</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>

Детальніший перелік 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. С. 176-202.

III. Виконання самостійної роботи № 1, № 2, № 3, № 4.

INDEPENDENT WORK № 1 PART I.

Task 1. Complete the following text with the words and expressions from the box:

From the History of Punishment

felons; offender; beheading; adultery; pillory; punishment; execution; deliberately; condemned; ancient; medieval; guilty; legal; public
--

For the most history _____ has been both painful and _____ in order to act as deterrent to others. Physical punishments and public humiliations were social events and carried out in most accessible parts of towns, often on market days when the greater part of the population were present. Justice had to be seen to be done.

One of the most bizarre methods of _____ was inflicted in ancient Rome on people found _____ murdering their fathers.

Their punishment was to be put in a sack with a rooster, a viper, and a dog, then drowned along with the three animals. In _____ Greece the custom of allowing a man to end his own life by poison was extended only to full citizens. The philosopher Socrates died in this way. Condemned slaves were beaten to death instead. Stoning was the ancient method of punishment for _____ among other crimes.

In Turkey if a butcher was found guilty of selling bad meat he was tied to a post with a piece of stinking meat fixed under nose, or a baker having sold short weight bread could be nailed to his door by his ear.

One of the most common punishments for petty offences was the _____, which stood in the main square of towns. The _____ was locked by hands and head into the device and made to stand sometimes for days, while crowds jeered and pelted the offender with rotten vegetables or worse.

In _____ Europe some methods of execution were _____ drawn out to inflict maximum suffering. _____ were tied to a heavy wheel and rolled around the streets until they were crushed to death. Others were strangled, very slowly. One of the most terrible punishments was hanging and quartering. The victim was hanged, beheaded and the

body cut into four pieces. It remained 4 method of punishment in Britain until 1814. _____ was normally reserved for those of high rank. In England a block and axe was the common method but this was different from France and Germany where the victim kneeled and the head was taken off with a swing of the sword.

Task 2. Answer the following questions:

1. Why did ancient punishment have to be painful?
2. What was the purpose of making punishments public?
3. What was the symbolic meaning of the punishment inflicted on the parents' murderers?
4. What punishments were most common in the East?
5. How did punishments reflect social status?

PART II.

THE PURPOSE OF STATE PUNISHMENT

BRAINSTORM

How do you understand the purpose of State Punishment? In your opinion, how should State Punishment be organised?

Task 1. Explain the meaning of the words and expressions from the box. Complete the following text using these words and expressions:

wrongdoer; misdeeds; deterrent; retribution; death penalty; corporal punishment; rehabilitate; reform; barbaric; law-abiding; humane; crime doesn't pay

What is the purpose of punishment? One purpose is obviously to _____ the offender, to correct the offender's moral attitudes and anti-social behaviour and to _____ him or her, which means to assist the offender to return to normal life as a useful member of the community.

Punishment can also be seen as a _____ because it warns other people of what will happen if they are tempted to break the law and prevents them from doing so. However, the third purpose of punishment lies, perhaps, in society's desire for _____, which basically means revenge. In other words, don't we feel that a _____ should suffer for his _____?

The form of punishment should also be considered. On the one hand, some believe that we should "make the punishment fit the crime". Those who steal from others should be deprived of their own property to ensure that criminals are left in no doubt that _____
_____. For those who attack others should be used. Murderers should be subject to the principle "an eye for an eye and a tooth for a tooth" and automatically receive the _____.

On the other hand, it is said that such views are unreasonable, cruel and _____ and that we should show a more _____ attitude to punishment and try to understand why a person commits a crime and how society has failed to enable him to live a respectable, _____ life.

Task 2. Name the main purposes of State Punishment as mentioned in the text. Render this text.

INDEPENDENT WORK №2

Task 1. Study the following list of offences. Rate-them on a scale from 1 to 10 (1 is a minor offence, 10 is a very serious crime). They are in no particular order. You don't have to apply your knowledge of existing laws – your own opinion is necessary:

- driving in excess of the speed limit
- common assault (e.g. a fight in a disco-club)
- drinking and driving
- malicious wounding (e.g. stabbing someone in a fight)
- murdering a policeman during a robbery
- murdering a child
- causing death by dangerous driving
- smoking marijuana
- selling drugs (such as heroin)
- stealing £1,000 from a bank by fraud
- stealing £1,000 worth of goods from someone's home
- rape
- grievous bodily harm (almost killing someone)
- shop-lifting
- stealing £1,000 from a bank by threatening someone with a gun
- possession of a gun without a licence

Task 2. Which of the sentences listed below fit the offences in Task 1? Give your reasons.

Capital Punishment. Community Service. Disciplinary training in a detention centre.

Task 3. Study the authentic cases given below. Discuss each case and decide the following:

1. Was justice done?
2. If you were the judge, what other facts and circumstances would you like to know?
3. If you were the judge, would you give a different sentence?
4. Would you choose a lighter sentence, or a more severe one?
5. How would you have felt if you had been the victim of the crime?
6. How would you have felt if you had been the defendant?

Manslaughter

In 1981 Marianne Bachmeir, from Lubeck, West Germany, was in court watching the trial of Klaus Grabowski, who had murdered her 7 year-old daughter. Grabowski had a history of attacking children. During the trial, Frau Bachmeir pulled a Beretta 22 pistol from her handbag and fired eight bullets, six of which hit Grabowski, killing him. The defence said she had bought the pistol with the intention of committing suicide, but when she saw Grabowski in court she drew the pistol and pulled the trigger. She was found not guilty of murder, but was given six years imprisonment for manslaughter. West German newspapers reflected the opinion of millions of Germans that she should have been freed, calling her 'the avenging mother'.

Crime of Passion

Bernard Lewis, a thirty-six-old man, while preparing dinner became involved in an argument with his drunken wife. In a fit of a rage Lewis, using the kitchen knife with which he had been preparing the meal, stabbed and killed his wife. He immediately called for assistance, and readily confessed when the first patrolman appeared on the scene with the ambulance attendant. He pleaded guilty to manslaughter. The probation department's investigation indicated that Lewis was a rigid individual who never drank, worked regularly, and had no previous criminal record. His thirty-year-old deceased wife, and mother of three children, was a 'fine girl' when sober but was frequently drunk and on a number of occasions when intoxicated had left their small children unattended. After due consideration of the background of the offence and especially of the plight of the three motherless youngsters, the judge placed Lewis on probation so that he could work, support and take care of the children. On probation Lewis adjusted well, worked regularly, appeared to be devoted to the children, and a few years later was discharged as 'improved' from probation.

Murder

In 1952 two youths in Mitcham, London, decided to rob a dairy. They were Christopher Craig, aged 16, and Derek William Sentley, 19. During the robbery they were disturbed by Sydney Miles, a policeman. Craig produced a gun and killed the policeman, that time Britain still had the death penalty for certain types of including murder during a robbery. Because Craig was under 18, he was sentenced to life imprisonment.

Bently who had never touched the gun, was over 18. He was hanged in 1953. The case was quoted by opponents of capital punishment, which was abolished in 1965.

Assault

In 1976 a drunk walked into a supermarket. When the manager asked him to leave, the drunk assaulted him, knocking out a tooth. A policeman who arrived and tried to stop the fight had his jaw broken. The drunk was fined 10 pounds.

Shop-lifting

In June 1980 Lady Isabel Barnett, a well-known TV personality was convicted of stealing a tin of tuna fish and a carton of cream, total value 87p, from a small shop. The case was given enormous publicity. She was fined 75 pounds and had to pay 200 pounds towards the cost of the case. A few days later she killed herself.

Fraud

This is an example of a civil case rather than a criminal one. A man had taken out an insurance policy of 100,000 pounds on his life. The policy was due to expire at 3 o'clock on a certain day. The man was in serious financial difficulties, and at 2.30 on the expire day he consulted his solicitor. He then went out and called a taxi. He asked the driver to make a note of the time, 2.50. He then shot himself. Suicide used not to cancel an insurance policy automatically. (It does, nowadays.) The company refused to pay the man's wife and the courts supported them.

INDEPENDENT WORK №3

EUTHANASIA - FOR AND AGAINST

The very successes of modern medicine have produced issues and dilemmas unknown in previous times. The ability to sustain life in unconscious patients is one example. Physicians can use machines that breathe for patients and other medical equipment to keep them alive indefinitely, even though it is certain that they will never regain consciousness. When is it proper then to turn off these machines and let them die? And whose life is it anyway? Who should make such “life-and-death” decisions: the family, the physician or the community through the enactment of laws?

Most doctors recognise now that there is a point at which further treatment only prolongs the agony of death. Some people say that it is more inhumane to let an old person, dying of cancer or other terminal disease, live in a permanently vegetative state than to decide to stop the respirator. Moreover, they claim that putting to death a senile person who has absolutely no chances of recovery is an act of mercy. However, the decision to terminate a young person's life seems to be even more controversial, difficult and painful. Often, such a decision depends on whether the person is brain-dead, which means that there is no measurable electrical activity in the brain. Most doctors claim that these patients are, in fact, dead and therefore their life support systems should be switched off. Such patients, usually young victims of car accidents, can become a valuable source of organs for transplants for people who have better chances of improving.

The legalisation of euthanasia – the painless killing of a person suffering from an incurable illness – is an ethical issue which arouses a great deal of controversy. The practice is illegal in most countries in the world, and many people are convinced that mercy killing is immoral and inherently wrong, especially in cases of the profoundly retarded child or of comatose patients who cannot express their consent to die. At the same time, however, the number of supporters of so called “voluntary euthanasia” is increasing. More and more people argue in favour of legalising the right to death when patients are able to ask for euthanasia themselves. Many families sue hospitals and physicians, and accuse them of ignoring the will of their suffering relatives who wish to die. According to a recent opinion poll, there is growing consent to voluntary euthanasia in most European countries. In Holland, for example, more than 90 per

cent of people opt for it, and in Belgium, about 80 per cent of the people support mercy killing. In Poland, more than 60 per cent of people would agree to the adoption of regulations allowing doctors to accelerate the death of a terminally patient if he or she has expressed such a wish.

A recent anonymous survey carried out in Australia reveals that about 30 per cent of physicians have administered a lethal dose of analgesic at least ones to suffering patients. In the United States, 20 per cent of nurses working in intensive care units confessed to the deliberate shortening of the life of a dying person. Although providing assistance with one's suicide is illegal, very few cases are brought to COURT.

Voluntary euthanasia shouldn't be confused with the universally approved "consent to death" – that is, the giving up of compulsory, intensive therapy where a patient has no chance of surviving, or when the locking after an incurably or chronically sick person is an excessive psychological and financial burden. Such an attitude seems to be more immoral than giving the incurably ii! the right to decide about their own lives. In fact, voluntary early death may sometimes be better than a life of pain and suffering.

SPEAKING

1. What is euthanasia?
2. Are you for or against voluntary euthanasia? Justify.
3. Should euthanasia be legalised in Ukraine?

VOCABULARY (TO BE TRANSLATED)

modern medicine	
dilemma	
to sustain life	
unconscious patient	
physician	
to breathe	
medical equipment	
to keep sb alive	
to regain consciousness	
to turn off	
to let sb die	
'life-and-death' decision	
community	
the enactment of laws	

further treatment	
to prolong the agony of death	
inhumane	
to be dying of cancer	
terminal disease -	
vegetative state	
to stop the respirator	
to put to death	
a senile person	
no chances of recovery	
an act of mercy	
to terminate	
controversial	
painful	
brain-dead	
measurable	
electrical activity	
dead	
life support system	
to switch off	
victim	
car accident	
a valuable source of organs	
transplant	
better chances of improving	
the legalisation of euthanasia	
painless killing	
incurable killing	
ethical issue	

INDEPENDENT WORK №4

Розв'язування задач / кейсів:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ЗАВДАННЯ ДЛЯ КОНТРОЛЬНИХ РОБІТ

КОНТРОЛЬНА РОБОТА № 1

STATE AND SOCIETY

1. Complete the table with the words from the box.

Administer, approve, implement, interpret, pass, represent, resolve

BRANCH	BODY	FUNCTIONS
LEGISLATIVE	parliament / congress	to ¹ _____ or adopt laws; to ² _____ the country's annual budget
EXECUTIVE	president / prime minister, cabinet	to ³ _____ the the parliament; to ⁴ _____ (i.e. manage) the country; to ⁵ _____ the country abroad
JUDICIARY	the courts	to ⁶ _____ and apply the law; to provide a mechanism for ⁷ _____ disputes

2. Complete each text with the words from the box above it.

Fundamental human rights

Rights, liberty, happiness, equal

A) The US Declaration of Independence sets out basic human rights in these words:

We hold these truths to be self-evident: that all men are created ¹ _____, that they are endowed by their Creator with certain unalienable ² _____, that among these are life, ³ _____ and the pursuit of ⁴ _____.

Civil liberties

Assembly, censorship, conscience, speech

B) Civil liberties include:

Freedom of ⁵ _____, which means the right to express opinions freely, without ⁶ _____ ;

Freedom of ⁷ _____, which means the right to hold any moral or religious views;

Freedom of ⁸ _____, and association, which means the right to gather in public places (for example, in order to protest) and to form organisations.

The rule of law

Judgment, law , process

C) The Magna Carta established the rule of law in England through Clause XXIX: 'No freeman shall be taken or imprisoned (...) or be outlawed, or exiled, or any other wise destroyed (...) but by lawful ⁹ _____ of his peers, or by the ¹⁰ _____ of the land.

The Fifth Amendment to the US Constitution guarantees that 'No person shall be (...) deprived of life, liberty or property without due ¹¹ _____ of law.'

The rights of the accused

Doubt, guilty, innocent, proof

D) In criminal trials, the burden of ¹² _____ is on the prosecution. The accused is presumed ¹³ _____ until proven ¹⁴ _____. If members of a jury have reasonable ¹⁵ _____ about a person's guilt, they are obliged to deliver a verdict of 'not guilty'.

counsel trial witness

E) A person accused of a crime has the right to a fair ¹⁶ _____. He cannot be forced to be a ¹⁷ _____ against himself. He has the right to be represented by ¹⁸ _____ (i.e. by a lawyer).

LANGUAGE AND CULTURE

I.

HISTORIC DOCUMENTS CONCERNING CIVIL RIGHTS IN BRITAIN AND IN THE USA

Magna Carta, or Magna Carta Libertatum (the Great Charter of Freedoms), originally issued in the year 1215 (amended many times later) and signed by King John of England, was the first document forced on an English king by a group of his subjects in order to limit his powers and guarantee their rights.

The **Declaration of Independence** was the document in which in 1776 the British colonies in America declared themselves free and independent states, absolved from their earlier allegiance to the British Crown. The preamble contains the famous one-sentence statement of fundamental human rights.

The **Bill of Rights** is a section of the **Constitution of the United States**. It contains the first ten amendments, which were passed by the first US Congress in 1789, the same year in which the Constitution came into force. The amendments guarantee basic civil liberties.

3. Match contrasting pairs of words.

- | | | |
|-----------------------|--------------------------|------------------------|
| 1) export | <input type="checkbox"/> | a) loss |
| 2) supply | <input type="checkbox"/> | b) recession, downturn |
| 3) (to make a) profit | <input type="checkbox"/> | c) public |
| 4) (economic) boom | <input type="checkbox"/> | d) expenditure |
| 5) private (sector) | <input type="checkbox"/> | e) foreign |
| 6) income | <input type="checkbox"/> | f) import |
| 7) domestic (trade) | <input type="checkbox"/> | g) demand |

4. Complete the table with words formed from the word 'economy'.

Noun (Abstract)	economy, _____
Noun (Person)	_____
Adjective	_____, _____
Verb	_____

5. Complete the sentences with the words from Exercise 4.

- 1) We are facing a worldwide _____ crisis.
- 2) The country's _____ is in the worst condition since the great depression.

- 3) The *Wealth of Nations* is a classic book by the 18th-century Scottish _____ Adam Smith.
- 4) This is not a very _____ solution. It would cost a lot more than the alternatives.
- 5) My sister intends to study _____ at university.
- 6) In the light of the current crisis, we'll have to _____. We can no longer afford this huge spending.

6. What do these abbreviations stand for? Use the words in the box below to help you.

destruction domestic gross mass member minister organisation parliament
prime product trade weapons world

- 1) PM
- 2) MP
- 3) GDP
- 4) WMD
- 5) WTO

7. Match two sentence endings to each religion.

- | | | | |
|---------------|--------------------------|--------------------------|--|
| 1) Christians | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2) Muslims | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3) Jews | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4) Buddhists | <input type="checkbox"/> | <input type="checkbox"/> | |

- a) pray in a **mosque**.
- b) believe the **Gospels** are the word of God.
- c) pray in a **synagogue**.
- d) go on **pilgrimages** to Mecca.
- e) read the **Torah** in its original language, **Hebrew**.
- f) believe in a cycle of **rebirth**.
- g) pray in a **temple**.
- h) go to **church** on Sunday.

8. Match the headlines and extracts to the names of the crimes.

1) **THIEVES BREAK INTO TV CELEBRITY'S HOUSE**

2) Jeremy Smith, 15, was robbed at gunpoint in the street outside his school yesterday.

3) MENTALLY UNSTABLE MAN SETS FIRE TO SUPERMARKET

4) PLANE SEIZED BY TERRORISTS – 87 HOSTAGES

5) The butler extorted £500,000 from his employer by threatening to reveal his love affairs.

6) Apparently, the contract was awarded to GreenScam, Inc., in exchange for £1,000,000 in cash.

7) INTERNATIONAL SPY GOES ON TRIAL FOR SELLING NUCLEAR SECRETS

- | | | | |
|--------------|--------------------------|--------------|--------------------------|
| a) arson | <input type="checkbox"/> | e) blackmail | <input type="checkbox"/> |
| b) burglary | <input type="checkbox"/> | f) bribery | <input type="checkbox"/> |
| c) mugging | <input type="checkbox"/> | g) treason | <input type="checkbox"/> |
| d) hijacking | <input type="checkbox"/> | | |

9. Complete the sentences with prepositions.

- 1) The man was arrested _____ being drunken and disorderly in a public place.
- 2) The assistant is suspected _____ passing on confidential information to the competition.
- 3) The student was accused _____ plagiarism.
- 4) The three men were charged _____ armed robbery.
- 5) The driver who caused the accident was found guilty _____ manslaughter. He was also disqualified _____ driving.
- 6) The bank robber was sentenced _____ ten years' imprisonment _____ threatening the cashier with a shotgun.

10. Complete the sentences with words formed from the words in brackets.

- 1) He was arrested for the unauthorised _____ (POSSESS) of firearms.
- 2) Capital _____ (PUNISH) has been abolished in all EU countries. In many of them, it has been replaced with life _____ (PRISON).
- 3) There don't seem to be any easy solutions to the problem of _____ (POOR) in developing countries.
- 4) The city council has vowed to tackle the problem of _____ (HOMELESS).
- 5) _____ (IMMIGRATE) are often willing to accept jobs which locals see as unattractive.

II.

1. In groups, try to remember some of the things you have learned about the arrival of European settlers in the Americas.

- What did the colonists do on arrival at a new place?
- What did they need to survive?
- What problems did they encounter?

2. Match the followings words to their definitions.

- | | |
|-----------------|--------------------------|
| 1) merchant | <input type="checkbox"/> |
| 2) entrepreneur | <input type="checkbox"/> |
| 3) proprietor | <input type="checkbox"/> |
| 4) settler | <input type="checkbox"/> |
| 5) investor | <input type="checkbox"/> |

a) owner

b) someone who goes to live in a new place and builds a village or town that wasn't there before

c) someone who puts money into a business undertaking in the hope of gaining a profit

d) someone who starts a business venture

e) trader, someone who buys and sells large quantities of goods

THE DARIEN SCHEME: SCOTLAND'S DISASTER

Seldom have financial speculation and an economic crisis so quickly destroyed a nation's independence. But that is what happened with Darien.

SCOTLAND, 1695: A SMALL NATION ON THE NORTH-WESTERN FRINGE OF EUROPE WITH LITTLE INDUSTRY, NO FOREIGN COLONIES AND A TINY NAVY. On its southern border lies England: larger, richer and with one of the world's most powerful navies. Since 1603 the two countries, although politically independent, each with its own Parliament, have shared the same monarchy. Despite this, the English, fearful of competition, refuse to let Scottish merchants trade freely abroad, blocking the routes to England's colonial markets. In Scotland, the political and economic elite are desperate for the wealth that foreign commerce would bring.

Onto this stage stepped James Paterson, entrepreneur, marketing genius and the Scotsman responsible for founding the Bank of England. For years, he had been nurturing an ambitious money-making plan: the Darien Scheme. Darien, on the east coast of Central America, near where today

the Panama Canal joins the Atlantic with the Pacific, was, according to Paterson, the "door of the seas and the key of the universe". He was convinced a colony there would "enable its proprietors to give laws to both oceans".

Paterson had already sought government support for his scheme in England, Holland, Prussia and the Holy Roman Empire, but with no success. Now, at last, in his homeland, he found a country ready to finance his venture. The Scots were so keen to invest in Darien that hundreds of thousands of pounds were raised, perhaps as much as half of all the money circulating in the country at that time.

On 14 July 1698 five ships with nearly 1,300 settlers on board, including Paterson and his wife, left Scotland. They were carrying the hopes - and money - of a nation. In October they landed on the coast of Darien and set about building 'New Edinburgh'. They built a fort, a harbour and houses, and planted crops. Paterson's dream seemed about to become a reality.

But Darien was no dream: it was a nightmare. The climate was hot and humid, the crops failed, insects brought disease and the settlers suffered from malnutrition. In June 1699, only eight months after landing, the colony was abandoned. On the way home, hundreds more died and only one ship with 300 people made it safely back to Scotland. Paterson was among them, but his wife was not.

The tragedy was not over. Two more expeditions had already set sail for Darien with 1,600 colonists expecting to find a flourishing settlement there. However, they found it deserted and overgrown. Five hundred of them bravely chose to remain to rebuild the fort and to try to save Darien. But illness and starvation weakened them, and in March 1700 they surrendered to the Spanish. Seventy-one per cent of the men, women and children who sailed to Darien died. Eleven of the fourteen ships were lost. The dream of Darien was dead.

The consequences for the Scottish economy were devastating. However, it was at this point that England came to the rescue by offering £398,085 to the Darien investors.

This represented an equivalent of all the money lost in the Darien scheme, with interest. There was just one condition: that Scotland surrender its independence by signing the Act of Union with England. So, in 1707 the Scottish Parliament voted itself out of existence and Scotland became a part of the United Kingdom. Scottish finances were in such a desperate state that the Scots may have had no choice other than to accept

the English offer, but the dissolution of the Scottish Parliament was not popular: there were riots on the streets of Edinburgh. Poet Robert Burns summed up the mood: We are bought and sold for English gold, such a parcel of rogues in a nation.

LANGUAGE AND CULTURE

Scotland and England: a timeline

9th_10th century: The Kingdom of the Picts, north of Hadrian's Wall, becomes the Kingdom of Alba, or Scotland.

13th_14th century: The Wars of Scottish Independence.

1603 James VI Stuart of Scotland becomes King James I of England. England and Scotland enter a period of personal union.

1707 The Acts of Union join the two kingdoms into a single United Kingdom of Great Britain. The two Parliaments merge to form the Parliament of Great Britain, based in London.

1998 Following a referendum in Scotland, a Scottish Parliament is established. Foreign policy and defence remain in the competence of the UK Parliament.

3. Read the text and choose the correct answers.

1. At the end of the 17th century, Scotland

- A) had no industry.
- B) had a powerful navy.
- C) experienced problems in foreign trade.
- D) was entirely independent of England.

2. James Paterson's plan

- A) involved funding from the Bank of England.
- B) proposed new laws in ocean trade.
- C) gained the support of several governments.
- D) was taken up enthusiastically by the Scots.

3. Which of the following is not mentioned as a cause of the failure of the Darien colony?

- A) lack of government support
- B) an inhospitable climate
- C) lack of food
- D) health problems

4. The second wave of settlers

- A) came to a flourishing settlement.
- B) all decided to stay and rebuild the fort.
- C) suffered hunger and disease.
- D) fought against the Spanish.

5. The Scottish Parliament accepted the Act of Union because

- A) the idea was popular because of the financial problems.
- B) Robert Burns recommended it.
- C) there were riots in Edinburgh.
- D) the economic situation was desperate.

4. What do you think of the Scottish Parliament's decision to sign the Act of Union? Why? Discuss your views in groups.

5. Read the text again. In your notebook, take notes under the following headings:

- Scotland's situation in late 17th century *not much industry*
- Paterson's plan
- The difficulties encountered in Darien
- The effects of the Darien disaster

6. Work in groups. Discuss your views on the following topics, using specific examples.

- The influence of the economy on political events.
- The loss of national independence is always a bad thing. Do you agree?

1. Put the following jumbled sentences in order. The first one has been done for you.

1) economic / been / conditions / favourable / more / have
Never have economic conditions been more favourable.

2) I / seen / a well-organised society / have / such
Rarely _____

3) invest / must / in / any / this / money / venture / we
On no account _____

4) the company / use child labour / but / next to farms / does / dumps / toxic waste / it

Not only _____ as well.

5) planning / what / they / realise / did / we / were

Little _____

6) had / announced / been / the news / than / riots

No sooner _____ broke out in the city.

7) he / did / say / about

Not a word _____
the proposed redundancies.

2. Rewrite the sentences using the words given so that the meaning is the same as in the original sentences. Do not change the words given in any way.

1) The undertaking involves significant risk, and the possible profits are also very doubtful. Not only _____ the possible profits are very doubtful as well. (BUT)

2) You shouldn't believe what they print in that newspaper. On _____ what they print in that newspaper. (ACCOUNT)

3) I haven't made any of the statements attributed to me in the article.

Never _____ attributed to me in the article. (HAVE)

4) They didn't know they would be fired two days later.

Little _____ fired two days later. (DID)

5) As soon as the protest march started, the police attacked the demonstrators.

No sooner _____ attacked the demonstrators. (THAN)

Developing your article.

1. Read the task. Discuss your opinions in pairs.

You have found the following information in a newspaper:

Privacy campaign groups have expressed concern about the number of CCTV cameras in the UK – four million by some estimates – which are turning the country into a «surveillance state».

Government ministers see CCTV as an important tool in fighting crime, and local councils point out that residents frequently ask to have more cameras installed as it makes them feel safer.

Write an article of 200-250 words in which you give your opinion. Include the following:

- whether you think CCTV cameras are useful in protecting people from crime*
- whether you think the state has the right to watch citizens in this way*
- what else could be done to reduce crime*

This is the title of your article: Is this the way to go?

2. Match the following extracts from articles to appropriate bullet points in the exam task.

1 2 3

- a) Car theft and vandalism in car parks fall drastically wherever CCTV cameras are installed.
- b) Constant surveillance of innocent citizens goes against the tradition of privacy and individual freedom which are a vital part of democracy.
- c) Good street lighting is a cheaper and very effective way to reduce crime and make people feel safer.
- d) It would be reassuring to see more police patrolling the streets.
- e) Only a very small percentage of crimes are solved thanks to CCTV material.
- f) The objections seem exaggerated. The presence of the cameras does not interfere with ordinary, law-abiding people in any way.

3. Choose the opening and closing sentences from the following. Why are the other sentences inappropriate?

- a) Hopefully, a compromise can be found which allows us to be safe without living in a 'Big Brother' state.
- b) The whole idea of controlling everything with CCTV cameras is very stupid.
- c) There are too many CCTV cameras in our country.
- d) The large number of CCTV cameras in the UK worries privacy campaign groups.

4. Write your article.

REVISION BOX

1. Complete the table with abstract nouns.

VERB	NOUN
1) possess	
2) imprison	
3) punish	
4) poor	
5) homeless	
6) burgle	

2. Answer the questions.

- Which of these does the legislative branch of government do?
a) pass laws b) implement legislation c) interpret and apply the law
- If a government forbids citizens to gather in public places, it violates freedom of
a) conscience b) assembly c) speech
- If a government forbids a religious group to practise their religion, it violates freedom of
a) association b) assembly c) conscience
- Which word fits the sentence? People should not be imprisoned without due _____ of law.
a) punishment b) process c) procedure
- Which phrase can be completed with the adjective *economic*, and which with *economical*?
a) _____ growth b) an _____ car
- Which sentence can be completed with the noun *economy*, and which with *economics*?
a) He studies _____
b) What's good for the _____ is bad for the environment.
- The abbreviation GDP stands for Gross Domestic
a) Product b) Profit c) Possession

8) The crime of deliberately setting fire to something is called
a) bribery b) arson c) treason.

9) Which preposition fits all three phrases?

suspected accused found guilty	_____ a crime
--------------------------------------	---------------

10) Which verb completes the sentence? Capital punishment has been
_____ in all EU countries.

a) abolished b) disqualified c) approved

11) Someone who starts a new business venture is called a(n)

a) proprietor b) settler c) entrepreneur

12) What noun fits all three phrases?

_____	talks process treaty
-------	----------------------------

КОНТРОЛЬНА РОБОТА № 2

VARIANT 1

1. Заповніть пропуски в тексті словами, які подані нижче:

Every day of our lives we are restrained and _____ (1) by law. It _____ (2) us while it restricts us. Sometimes it punishes us. It determines the registration of our births and the distribution of our possessions at _____ (3). It tells us how fast we can _____ (4) and how long we must attend school. Through zoning laws it restricts the type of _____ (5) we build. Through gambling and drinking laws it regulates the life we lead.

1. death
2. home
3. guided
4. protects
5. drive
6. law
7. person

2. Виберіть правильний варіант:

1. I suspect him _____ this computer program.
1) of copying 2) to copy 3) copying
2. The results from each constituency (округ) are announced as soon as the votes _____.
1) are counted 2) have been counted 3) are counting

3. Знайдіть правильний варіант перекладу:

Присяжні виправдали її від всіх звинувачень.

1. The jury acquitted of her all charges.
2. The jury acquitted her of all charges.
3. The jury acquitted all her charges.

4. Знайдіть правильне доповнення речень.

1. Britain is the parliamentary democracy with a _____
2. English is the official language, although the Welsh language has _____

-
1. equal status in Wales.
 2. constitutional monarch.

3. supreme authority.
4. Cabinet of Ministers.

5. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. The Ukraine legal system (1) is very close (2) to the (3) Romano-Germanic legal family.
2. Polls indicate (1) that (2) you have a pretty good chance for winning (3).

6. Виберіть відповідне пояснення слів:

1. *Court*
2. *Judge*
3. *Jury*

1. a wrong committed by one individual against another person or her property or reputation.
2. place where legal cases are held with the judges magistrates and other officers who administer justice
3. body of persons (in US and GB) who swear to give true decision on facts presented in the court.
4. a public official who by state delegation attributes public certification to the documents.
5. public officer with authority to hear and decide cases in a law court.

VARIANT 2

1. Заповніть пропуски в тексті словами, які подані нижче:

In a civil case, a ___ (1) between individuals is heard and determined. If the individuals ___ (2), they usually can have the case heard before a ___ (3) selected from a community. But if the individuals wish or the state requires it, a ___ (4) will hear the case alone. An example of a civil suit would be as follows: Baker ___ (5) Dodd for damages resulting from injuries sustained in an automobile accident.

1. sues
2. judge
3. jury

4. dispute
5. desire
6. before
7. hear

2. Виберіть правильний варіант:

1. Laws are rules which _____ and enforced by a government
1) are set 2) was set 3) set
2. You _____ your examination in Criminal Procedure next week.
1) will take 2) took 3) will have taken

3. Знайдіть правильний варіант перекладу:

Це було після смерті обох його батьків.

1. It was subsequent to the death of both his parents.
2. It is subsequent to the death of both his parents.
3. It was subsequent to the death both of his parents.

4. Знайдіть правильне доповнення речень.

1. The civil law includes _____
2. One category is the criminal law, _____
 1. much more wide-ranging.
 2. the defendant normally pays the plaintiff damages (money).
 3. the law of contract and family law (or international property).
 4. the law dealing with crime.

5. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. After the October Revolution of 1917 the establishment of the Soviet law in Ukraine was closely connected with (1) the spreading for (2) Soviet power and creation of (3) Soviet state bodies.
2. Do you think (1) the Procecutor will be waiting (2) for us when we'll arrive (3)?

6. Виберіть відповідне пояснення слів:

1. Judicial precedent
2. Tort

3. Nuisance

1. someone or something that causes public annoyance.
2. a binding agreement between persons or groups, or between an individual and state.
3. an official action or decision which can be used later to support another legal decision.
4. a wrong committed by one individual against another individual's person, property or reputation. Called a delict in civil law countries.
5. everything (objects, statements, documents) which help to show how a crime happened.

VARIANT 3

1. Заповніть пропуски в тексті словами, які подані нижче:

Basically, law is a system of rules. Members of a ... (1) establish these rules in order to live in a relative ... (2). To achieve this, the individual relinquishes certain ... (3) for the good of the group. For example, each ... (4) in this country has surrendered the right to drive on the left side of the ... (5) in order for everyone of drive in relative safety.

1. person
2. rights
3. harmony
4. highway
5. society
6. rules
7. against

2. Виберіть правильний варіант:

1. The court reporter _____ a report of the trial for 2 hours already.
1. has written 2. has been writing 3. is writing
2. Family law includes the laws _____ marriage, divorce, and welfare of children.
1) governed by 2) governing 3) to govern

3. Знайдіть правильний варіант перекладу:

Її висновок про те, що злочин був вчинений в іншому місті, виявився вірним.

1. Her reasoning that the crime has been committed elsewhere proved to be true.
2. Her reasoning that the crime had been committed elsewhere proved to be true.
3. Her reasoning that the crime was being committed elsewhere proved to be true.

4. Знайдіть правильне доповнення речень.

1. The law course at Cambridge gives _____
2. The law course develops skills _____
 1. a thorough grounding in the principles of law from academic rather than a vocational perspective..
 2. opportunities to study the history of law.
 3. of interpretation and logical reasoning and encourages students to consider broader questions such as ethical judgment.
 4. of history or languages.

5. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. In some societies, such as the United States, precise write contracts (1), lawyers and courts of law have become a part of daily life, whereas in others, such as Japan, lawyers are few (2) and people tend to rely on (3) informal ways of solving disagreements..
2. Volyn National University has constantly been improving (1) the study process to trained specialists (2) with profound fundamental knowledge, capable of (3) independent creative work.

6. Виберіть відповідне пояснення слів:

1. Defamation
2. Tort
3. Negligence

1. everything (objects, statements, documents) which help to show how a crime happened.
2. limiting the freedom of movement esp. for political reasons.
3. not taking enough care or showing enough skill in the circumstances.
4. being wrongly accused of having done and said something that will affect their reputation.
5. a wrong committed by one individual against another individual's person, property or reputation.
6. called a delict in civil law countries.

КОНТРОЛЬНА РОБОТА № 3

1. Знайдіть правильне доповнення речень.

1. Britain is the parliamentary democracy with a (...)
2. English is the official language, although the Welsh language has.....
(...)
 1. ... equal status in Wales.
 2. ... constitutional monarch.
 3. ... supreme authority.
 4. ... Cabinet of Ministers.

2. Знайдіть продовження речень.

1. The civil law includes. (...)
2. One category is the criminal law (...)
 1. ... much more wide-ranging.
 2. ... the defendant normally pays the plaintiff damages (money).
 3. ... the law of contract and family law (or international property).
 4. ... the law dealing with crime.

3. Знайдіть продовження речень.

1. The law course at Cambridge gives (...)
2. The law course develops skills (...)
 1. a thorough grounding in the principles of law from academic rather than a vocational perspective..
 2. ... opportunities to study the history of law.
 3. ... of interpretation and logical reasoning and encourages students to consider broader questions such as ethical judgment.
 4. ... *of* history or languages.

4. Знайдіть продовження речень.

1. Winter has come already and they can't be (...)
2. Winter is coming, you'd better (...)
 1. ... *still working in the fields.*
 2. ... *suggests working in the fields.*
 3. ... *work in the fields.*
 4. ... *seems to work in the fields.*

5. Знайдіть продовження речень.

1. She can (...)
2. I wondered (...)
 1. ... *correct all mistakes in your paper.*
 2. ... *to correct all mistakes in your paper.*
 3. ... *were corrected by the teacher.*
 4. ... *who had corrected all the mistakes in his paper.*

6. Знайдіть продовження речень.

1. In the evening while I was reading newspapers (...)
2. If you made a mistake (...)
 1. ... *was corrected by the teacher.*
 2. ... *she was correcting mistakes in her pupils' tests.*
 3. ... *the teacher would correct it.*
 4. ... *being corrected.*

7. Знайдіть продовження речень.

1. The guests were expected yesterday and Mary had (...)
2. I thanked Mary for (...)
 1. ... *were done by Mary.*
 2. ... *to do the room.*
 3. ... *has seen Mary do the room.*
 4. ... *doing the room.*

8. Знайдіть продовження речень.

1. Mary had to do the room yesterday? (...)
2. Mary looked tired as if she (...)
 1. ... *had done the room already.*
 2. ... *didn't she?*
 3. ... *do the room.*
 4. ... *hadn't she?*

9. Знайдіть продовження речень.

1. I have white sandals. I'd rather not (...)
2. Why can't you look at this dress? Because I'm busy (...)
 1. ... *am buying a pair of white shoes.*
 2. ... *having bought a pair of white shoes.*
 3. ... *buy any pair of white shoes.*
 4. ... *buying a pair of white shoes/*

10. Знайдіть продовження речень.

1. Tomorrow I shall be able (...)
2. On getting money she went and (...)
 1. ... *to buy a pair of white shoes.*
 2. ... *should have bought a pair of white shoes.*
 3. ... *were buying a pair of white shoes.*
 4. ... *bought a pair of white shoes.*

11. Знайдіть продовження речень.

1. Which doll shall we buy? It's for the children (...)
2. She is tired because she (...)
 1. ... *to choose.*
 2. ... *has been choosing presents for little children.*
 3. ... *am choosing presents for little children.*
 4. ... *choosing presents for little children.*

12. Знайдіть продовження речень.

1. I know that I must (...)
2. I went to the shop and (...)
 1. ... *choose only nice presents for little children.*
 2. ... *choose nice presents for little children.*
 3. ... *had been choosing presents for two hours by three o'clock either.*
 4. ... *will choose only nice presents for little children.*

13. Знайдіть продовження речень.

1. I've just bought the books (...)
2. I wondered if that book (...)
 1. ... *was written last year.*
 2. ... *shall have been written by the end of the term.*
 3. ... *had been written by A. Christie.*
 4. ... *written by A. Christie.*

14. Знайдіть продовження речень.

1. At this time tomorrow I (...)
2. I wish I were a writer and (...)
 1. ... *to write by A. Christie.*
 2. ... *shall be writing a book of adventures.*

3. ... *could write a book.*
4. ... *to have been written last year.*

15. Знайдіть продовження речень.

1. Helen? I hope you won't (...)
2. Alex examined his friend's face closely (...)
 1. ... *mind my smoking here.*
 2. ... *smoked a cigarette.*
 3. ... *would have smoked only in this room.*
 4. ... *while smoking a cigarette.*

16. Знайдіть продовження речень.

1. As far as I know many cigarettes (...)
2. I can't breathe. It's advisable that you (...)
 1. ... *are smoked in this room every day.*
 2. ... *should smoke only in this room.*
 3. ... *shall have smoked by 1 o'clock.*
 4. ... *fond of smoking here every day.*

17. Знайдіть продовження речень.

1. We wrote a composition (...)
2. I was writing a composition (...)
 1. ... *before my friend came to see me.*
 2. ... *to rewrite my composition.*
 3. ... *two days ago.*
 4. ... *from 5 till 7 yesterday.*

18. Знайдіть продовження речень.

1. The teacher made me (...)
2. I wish (...)
 1. ... *write a composition on this subject.*
 2. ... *when she had called me.*
 3. ... *I were not so busy writing the composition now.*
 4. ... *I checked it carefully.*

19. Знайдіть продовження речень.

1. He may go to the cinema today, he (...)
2. Mother wanted to know when her son (...)

1. ... *has done his work already.*
2. ... *was done by him in no time.*
3. ... *his doing his work himself.*
4. ... *would do his work.*

20. Знайдіть продовження речень.

1. You shouldn't do this work for Fred. He ought (...)
2. You shouldn't help Fred. Let him (...)
 1. ... *having done his work 5 hours ago.*
 2. ... *to do his work himself.*
 3. ... *had done his work by 5 o'clock yesterday.*
 4. ... *do his work himself.*

КОНТРОЛЬНА РОБОТА № 4

1. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Your father has a rare gift (1), he is a (2) talent musician (3).
2. Shooting (1) is different (2) from playing on the piano (3).

2. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

- If he had wanted (1) us to know (2) it, he would tell (3) us about it long ago.
- I am proud (1) with (2) my sister, she can play tennis (3) very well.

3. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. I wish he didn't sent (1) this letter to me (2), I am angry (3) with him now.
2. She knew everything (1) about our plans (2) because she had listened our (3) conversation.

4. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. He said he couldn't understand (1) how the accident (2) happened (3) to him.
2. Do you think they will be waiting for us when we'll arrive?

5. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Mary's eye-singht (1) is not very well (2), she has to wear (3) glasses for reading.
2. Thank you for doing (1) the washing up but (2) you needn't have did (3) it really.

6. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. I think we can expect (1) they (2) to come in time(3), don't you think so?
2. I asked if (1) he had heard (2) those (3) news, but he answered he hadn't.

7. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. I wish I have (1) an umbrella (2), it's raining (3) heavily.
2. George was pleased (1) to hear (2) that he would get his car repairing (3) in a week.

8. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Various objections (1) were risen (2) but John stuck (3) to the point.
2. The inspector smiled and said her mother, „It's not the little girl's fault“.

9. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. I think we can expect (1) a (2) better (3) results now.
2. The computer were (1) turned (2) on at this time (3) every day.

10. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. All the children from the (1) neighboured (2) houses go home (3) together at the end of the day.
2. You haven't started to do it now, do you?

11. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Even a small flat (1) in London (2) without a garden costs quite a lots (3) to rent.
2. My grandmother's house (1) seemed to me (2) bigger than a park and as beautifully as a palace (3).

12. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. There are a great many books (1) on the shelves (2) all around the wall (3) of Mr. Priestley's study.
2. My stamp collection does not make me (1) to think (2) only of the past, when my mother started collecting it for me (3).

13. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Henry works at his French (1) very hardly (2), for he is going to France (3) next month.
2. Yesterday Tom made a number (1) of suggestions (2), most them (3) were very helpful.

14. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Mr. Carter, to whom (1) I spoke on the phone (2) last night, is very interesting in our plan (3) and wants to know all details of it.
2. When I arrived, there was (1) a big red car parked (2) in front the house (3).

15. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. The window broken (1) in last night's storm (2) has now been repairing (3).
2. When I entered the waiting-room (1) there was nobody (2) there except for a young men (3) reading a magazine.

16. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. I had never expected (1) to be offering (2) the job by the firm and was really amazed (3) when they invited me.
2. Ann is going (1) to France (2) in the next month (3); she has never been there before.

17. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Tim went down (1) to the beach (2) and borrowed a boat at his friend (3).
2. Your music is more beautiful (1) than (2) the song of the nightingales that sings (3) at night in our garden.

18. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. One day, when he was walking and playing his flute(1), he came up (2) to an old woodsmen(3), sitting outside his cottage door.
2. When they came out school (1) that afternoon, they stopped (2) in amazement (3): this had never happened before.

19. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. I wondered what (1) the farmer say (2) to Dick but was given no answer (3).
2. I know that your parents would be glad (1) if you bring something (2) to help (3) the sick animals.

20. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. If he were (1) a little older (2), he would told (3) the headmaster yesterday why he had done it.
2. It was a (1) warm September day (2); he took of (3) his coat and started playing football.

21. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. One of the thing (1) he had to get was a bunch of flowers (2), because auntie was coming (3) to tea.
2. The little boy (1) was angry because he wanted to play in the yard (2) instead coming (3) to the shops.

22. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. When she saw Andy in the doorway (1), she had ran (2) straight to him (3) and took him by the hand.
2. I hope you will let me to act (1) according to (2) my own feeling of what is right (3).

23. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Some time ago my son spent (1) a few day (2) in one of the great town (3) in England.
2. Soon Theo discovered, to his horror (1), that the (2) typing copy (3) of his speech had disappeared.

24. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. It seems to me (1) that you have been working (2) hardly (3) all your life and it is time you had some rest.
2. If he won (1) the tennis tournament last May he would be practicing (2) for (3) his next competition now.

25. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. At the end of the street (1) you will see (2) a supermarket from your left (3).
2. Do you still want to go to the party or had you changed your mind?

26. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. We were good friends (1) once (2) but we aren't friends no more (3).
2. The noise of the gun (1) filled the Africans (2) with fear, but when they saw the wild cat to lie dead (3), they were happy.

27. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Ann didn't like (1) the book (2) but I thought it was interesting rather (3).
2. With the wind still (1) blowing hard (2), one of our seaman (3) called out, "Land".

28. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. Let me know (1) immediately (2) if you hear any farther (3) news from her.
2. The more electricity you use (1), higher (2) your bill (3) will be.

29. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. I was afraid for (1) the wild animals on those shores (2) but I needed water (3), so I went and filled my pots.
2. Jane finds her job (1) not interested (2), she wants to find (3) something different.

30. Знайдіть лексичну або граматичну помилку в одному з трьох підкреслених фрагментів речення:

1. You won't pass the examination (1) if you don't work (2) hardly (3) enough.
2. If I have any more news, you will be the first know.

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