

В. В. Гур'єва, Л. В. Рибалка

# АНГЛІЙСЬКА МОВА ДЛЯ СТУДЕНТІВ-ПРАВНИКІВ



*Навчально-методичний посібник  
для  
студентів-заочників  
I-II курсів  
юридичних факультетів університетів*

**Черкаси – 2019**

**УДК 811.111(075.8)**

**ББК 81. 2Ан-923**

**Г-95**

**Р-49**

Рецензенти:

к. філол. наук, доц. Советна А. В.

к. п. наук, доц. Куліш І. М.

**Гур'єва В.В., Рибалка Л.В.**

**Г-95**

**Р-49** Англійська мова для студентів-правників. Навчально-методичний посібник для студентів-заочників I-II курсів юридичних факультетів університетів. – Черкаси, 2019. – 61с.

Навчальний посібник “Англійська мова для студентів-правників” розроблений для вивчення англійської мови студентами-заочниками I-II курсів юридичних факультетів університетів. Мета посібника - сфокусувати всю увагу на навчанні студентів власне правничої англійської та забезпеченні того мінімуму країнознавчих знань, який є необхідним для цього. Посібник розрахований на студентів, які вже засвоїли загальний курс англійської мови і потребують лише подальшого вдосконалення знань щодо її спеціального використання.

## ПЕРЕДМОВА

Навчальний посібник “Англійська мова для правників ” розроблений для вивчення фахової англійської мови студентами-заочниками I-II курсів юридичних факультетів університетів.

Мета посібника - сфокусувати всю увагу на навчанні студентів власне правничої англійської та забезпеченні того мінімуму країнознавчих знань, який є необхідним для цього. Посібник розрахований на студентів, які вже засвоїли загальний курс англійської мови і потребують подальшого вдосконалення знань щодо її спеціального використання. Звідси, у посібнику свідомо обмежено кількість граматичних вправ, спрямованих на повторення вивченого матеріалу, і водночас висуваються високі вимоги до рівня володіння студентами англійською професійною лексикою.

Досягнення цієї мети було і залишається надзвичайно складним завданням, адже опанування мовними аспектами правничої англійської ускладнене багатьма позамовними факторами, наприклад відмінностями систем права, а отже, й правничих реалій, різними традиціями використання писемної мови, оформлення документів тощо.

Навчальний посібник для студентів юридичних факультетів складається з трьох частин. Перша частина – “Conversational Topics”. Лексика необхідна для усного мовлення міститься, головним чином, в цих текстах, що забезпечує той мінімум країнознавчих знань, який необхідний для вивчення власне правничої англійської. Тексти знайомлять студентів з юридичною лексикою на базі основних засад англо-американської правової традиції, призначені для вивчаючого читання і містять Vocabulary Notes та запитання, лексичні вправи; вправи для контролю розуміння змісту тексту; де студентам пропонується тематика, близька до змісту уроків, а також надається реальна можливість для порівняльного аналізу правових інститутів Великобританії, США й України; для порівняння відправлення правосуддя у вищезгаданих країнах, а також співставлення ряду правових понять цих країн.

Друга частина “Home Reading” складається з фахових текстів оригінальних англомовних видань. Теми посібника висвітлюють той правничий матеріал, який безпосередньо викладається на цьому етапі на юридичних факультетах, що дає можливість залучати студентів до дискусій, роздумів, висловлювання власних думок англійською мовою.

Третя частина – Additional Material містить методичні рекомендації щодо анотування та реферування юридичних текстів. В цьому розділі

подаються англомовні правничі тексти та статті, які висвітлюють різні правові та суспільно-політичні аспекти.

Автори посібника рекомендують студентам вести свої власні англо-українські правничі словники, в яких має бути розміщений в алфавітному порядку рекомендований словник-мінімум правничих термінів.

Посібник побудований таким чином, що спонукає студентів до самостійної роботи з різнотипними англомовними словниками: перекладними, тлумачними, словниками синонімів, фразеологічними, а також правничими словниками.

## ЗМІСТ

Передмова.....	2
Зміст.....	5
Завдання на міжсесійний період.....	6
<b>Part 1. <i>Conversational Topics</i></b> .....	<b>8</b>
1. Political System of Ukraine.....	9
2. Political System of the UK.....	11
3. Political System of the USA.....	13
4. Ukrainian Constitution.....	15
5. Constitution of the USA.....	17
6. UK Constitution.....	19
7. Common Law Systems.....	21
8. Continental Systems.....	23
9. Three Legal Systems.....	26
10. Courts of England and Wales (Part I).....	29
11. Courts of England and Wales (Part II).....	31
12. Criminal Cases.....	33
<b>Part 2. <i>Home Reading</i></b> .....	<b>35</b>
Task 1.....	37
Task 2.....	40
Task 3.....	42
Task 4.....	45
<b>Part 3. <i>Additional Material</i></b> .....	<b>67</b>
Article Rendering.....	67
References.....	104

## ЗАВДАННЯ НА МІЖСЕСІЙНИЙ ПЕРІОД

## I СЕМЕСТР

1. Прочитати та перекласти подані тексти **Conversational Topics**, скласти до них словники.
2. За текстами підготувати розмовні теми:
  - **“Political System of Ukraine”**
  - **“Political System of the USA”**
  - **“Political System of the UK”**
3. Прочитати та перекласти тексти **Home reading**, скласти до текстів словник.
4. Підготувати словник, читання, переклад та анотацію юридичного тексту об'ємом 5000 знаків.

## II СЕМЕСТР

1. Прочитати та перекласти тексти **Conversational Topics**, скласти до них словники.
2. За текстами підготувати розмовні теми:
  - **“Ukrainian Constitution”**
  - **“Constitution of the USA”**
  - **“UK Constitution”**
3. Прочитати та перекласти тексти **Home reading**, скласти до текстів словник.
4. Підготувати словник, читання, переклад та анотацію юридичного тексту об'ємом 5000 знаків.

## III СЕМЕСТР

1. Прочитати та перекласти тексти **Conversational Topics**, скласти до них словники.
2. За текстами підготувати розмовні теми:
  - **“Common Law Systes”**
  - **“Continental Systems”**
  - **“Three Legal Systems”**
3. Прочитати та перекласти тексти **Home reading**, скласти до текстів словник.
4. Підготувати словник, читання, переклад та анотацію юридичного тексту об'ємом 5000 знаків.

## IV СЕМЕСТР

1. Прочитати та перекласти тексти **Conversational Topics**, скласти до них словники.
2. За текстами підготувати розмовні теми
  - **Courts of England and Wales (Part I)**
  - **Courts of England and Wales (Part II)**
  - **Criminal Cases**
3. Прочитати та перекласти тексти **Home reading**, скласти до текстів словник.
4. Підготувати словник, читання, переклад та анотацію юридичного тексту об'ємом 5000 знаків.

# PART I

## CONVERSATIONAL TOPICS

### Методичні рекомендації

#### до усної теми.

Усню тему студент готує у вигляді монологу-розповіді відповідно до переліку теоретичних питань. Монолог-розповідь є динамічним типом монологічного висловлювання, в якому йдеться про об'єктивні факти з життя суспільства в цілому. Складаючи тему, необхідно пам'ятати, що монологічному мовленню властиві такі риси:

1. Однонаправленість. Монологічне мовлення не розраховане на відповідну реакцію у вигляді мовлення уголос.
2. Зв'язність, яка відрізняє монологічне мовлення від випадкового набору речень і розглядається у двох аспектах — психологічному та мовному.

У першому випадку йдеться про зв'язність думки, що виражається в композиційно-смысловій єдності тексту як продукту говоріння, у другому — про зв'язність мовлення, яка передбачає володіння мовними засобами міжфразового зв'язку.

3. Тематичність як співвіднесеність висловлювання з будь-якою досить загальною темою. Монологічне висловлювання має певну комунікативно-смыслову організацію. Перш за все, в ньому чітко виступає наявність певної теми, яка, у свою чергу, розпадається на ряд підтем або мікротем.
4. Контекстуальність, яку, однак, не слід протиставляти ситуативності властивій рисі діалогічного мовлення.
5. Відносно безперервний спосіб мовлення. Монологічне висловлювання триває протягом певного часу, не перериваючись, завдяки чому досягається завершеність думки.
6. Послідовність і логічність. Ці якості монологічного мовлення реалізуються в розвитку ідеї основної фрази шляхом уточнення думки, доповнення до неї, пояснення, обґрунтування тощо.



## **Text 1**

### **Political System of Ukraine**

Ukraine is a sovereign state. It has its own territory, higher and local bodies of state power, government, national emblem, state flag and anthem.

In July, 1990, the Verkhovna Rada of Ukraine, the Ukrainian Parliament, adopted the document of great importance – the Declaration of State Sovereignty of Ukraine. This document opened a new page in Ukraine's history, which leads to the construction of a democratic state based on the rule of law.

In accordance with the Constitution of Ukraine, adopted on June 28, 1996, Ukraine has a democratic political system. The country's government consists of a legislative branch represented by the national parliament, an executive branch headed by the President with strong powers, and the judicial branch headed by the Supreme Court.

The higher body of state power is the Verkhovna Rada. It is one chamber parliament, which is presided over by the Speaker. It has 450 members, elected by the voters for a four-year term. The functions of the Verkhovna Rada as the nation's lawmaking body are legislation and scrutiny of government activities. The elections of the deputies to the parliament are held every four years. They are by secret ballot.

The President is the commander-in-chief of the military forces and can issue orders called *edicts* without the approval of the Parliament in some matters. The president is elected by popular vote for a five-year term. The President nominates the Prime Minister, who must be confirmed by parliament. The Prime-minister and cabinet are *de jure* appointed by the Parliament on submission of the President and Prime Minister respectively. The President is assisted by a Cabinet. Prime Minister heads the Cabinet. Other ministers are responsible for such areas as home and foreign affairs, economy, education, health care etc.

Ukraine is divided into 24 regions called *oblasts*.

The Crimea has a special status as an autonomous (self-governing) republic. *The Crimea has greater control over its internal affairs than the oblasts do.* The Crimean Peninsula was annexed by the Russian Federation in February - March 2014 and since then has been administered as two Russian federal subjects - the Republic of Crimea and the federal city of Sevastopol. The annexation from Ukraine followed a Russian military intervention in the Crimea that took place in the aftermath of the 2014 Ukrainian revolution and was part of wider unrest across southern and eastern Ukraine.

In 1992, Ukraine began creating a legal system based on the rule of law-that is, a set of rules that are applied equally to everyone.

The judicial system of Ukraine consists of the Courts of general jurisdiction and the Constitutional Court of Ukraine.

Ukraine has over 100 registered political parties. Ukraine has its own army, navy and air force. Ukrainian became the official language of Ukraine in 1990.

The process of creating new democratic state is complicated. But over a short period a new system of state administration, the National Armed Forces, the Security Service, law enforcement authorities were created. Independent Ukraine is not turning aside; on its way to a democracy.

### **Vocabulary Notes:**

in accordance with – відповідно до

the rule of law – верховенство права

executive branch – виконавча гілка

legislative branch – законодавча гілка

judicial branch – судова гілка

one chamber parliament – однопалатний парламент

lawmaking body – законодавчий орган

on submission – за поданням

to be responsible for – бути відповідальним за

legal system – правова система

turning aside – не стоїть осторонь

### **Answer the questions**

1. When was the Declaration of State Sovereignty of Ukraine proclaimed?
2. When was the Constitution of Ukraine adopted?
3. What branches does the country's government consist of?
4. What can you say about Ukraine's parliament?
5. How can you describe the executive branch of Ukraine's government?
6. When did Ukraine begin creating a new legal system?
7. Characterize the system of the Courts of general jurisdiction.

**Be ready to speak on the topic: Political System of Ukraine**

## **Text 2**

### **Political System of the UK**

The United Kingdom is a parliamentary democracy: government is voted into power by the people, to act in the interests of the people. Every adult has the right to vote - known as 'universal suffrage'. Alongside this system, the UK is also a constitutional monarchy. This is a situation where there is an established monarch (currently Queen Elizabeth II), who remains politically impartial and with limited powers. The power of Queen or King is not absolute; it is limited by the Parliament. The monarch reigns but doesn't rule. The monarch has a number of roles and serves formally as head of state, head of the executive, head of the judiciary, head of the legislature, commander-in-chief of the armed forces, and «supreme governor» of the Church of England.

The legislative branch, the Parliament consists of the Monarch, the House of Lords and the House of Commons. The main function of the Parliament is to make laws. It has responsibility for checking the work of government and examining, debating and approving new laws. Parliament checks the work of the government on behalf of UK citizens through investigative select committees and by asking government ministers questions. The House of Commons also has to approve proposals for government taxes and spending.

The executive branch consists of the central government – that is the Prime Minister and the Cabinet. Its main function is to put laws into effect and plan home and foreign policy. It has responsibility for developing and implementing policy and for drafting laws. 10 Downing Street is the office of the British Prime Minister. The office helps the Prime Minister to establish and deliver the government's overall strategy and policy priorities, and to communicate the government's policies to Parliament, the public and international audiences.

The judiciary branch is independent of both the legislative and the executive ones.

The Government derives its authority from the elected House of Commons.

A general election, for all seats in the House of Commons, must be held at least every five years. The Government is normally formed by the political party which is supported by the majority in the House of Commons.

The party's leader is appointed the Prime Minister by the Queen. As head of the government the Prime Minister appoints about 100 ministers of whom about 20 are in the Cabinet.

The second largest party becomes the Official Opposition with its own leader and “Shadow Cabinet”.

In Great Britain there is no written constitution, only customs, traditions precedents and some written laws.

### **Vocabulary Notes:**

to be voted into power – голосуванням вибрати у владу

universal suffrage – загальне виборче право

politically impartial – політично неупереджений

reign – правити

rule – управляти

the House of Commons – Палата громад

to put into effect – здійснювати, запроваджувати

home and foreign policy – внутрішня і зовнішня політика

to be held – проходити

derive from – здобувати, одержувати

### **Answer the questions:**

1. Why do we say that the United Kingdom is a constitutional monarchy?
2. What the most important duties does the monarch perform?
3. What is the main function and responsibility of the Parliament?
4. How can you characterize the House of Commons?
5. Which of the British parties form the Government?
6. Who chairs the Cabinet in Great Britain?
7. What are the main branches of the system of government in the United Kingdom of Great Britain and the Northern Ireland?

***Be ready to speak on the topic: Political System of the UK.***

## **Text 3**

### **Political System of the USA**

The United States of America is the fourth largest country in the world after Russia, China and Canada. The government of the United States of America represents, serves, and protects the American people home and in foreign countries. It operates on three levels: national, state and local. The USA is federal republic which consists of 50 states.

The Constitution of the USA is the central instrument of American government and the supreme law of the land. It guarantees individual

freedoms to all and sets the basic form of government. The government of the USA is composed of three branches: legislative, executive and judicial.

The highest organ of legislative authority in the country is Congress. It makes laws. Congress consists of the Senate and the House of Representatives. There are 100 senators in the Senate. The House of Representatives consists of 435 members. Each house of Congress has the power to support or reject a bill offered by the other. When they both pass a bill on which they agreed it is sent to the president for his signature. Only after that a bill becomes a law. The Senators are elected by popular vote to a six-year term and the House of Representatives are elected to a two-year term. Each state of the 50 states of the USA has two senators. The House of Representatives has more members from more populated states.

The President of the USA is the Head of State and of the executive department. He is also the commander-in-chief of the armed forces (of the Army and Navy of the USA). The President of the USA is elected to a 4-year term of office. He cannot be elected for more than two terms. At present the USA is headed by the 45<sup>th</sup> president of the USA, Donald Trump, the leader of the Republican Party.

The judicial branch is represented by the Supreme Court which interprets laws if any question arises. The United States court system is actually many court systems: a federal system and 50 state systems.

Each state in the USA has its own legislative and executive bodies of power. The elected governor is the head of each state. Today the United States has two major political parties: the Democratic Party and the Republican Party.

### **Vocabulary Notes**

to guarantee individual freedoms – гарантувати особисті свободи

to set the basic form of government – установити базову форму правління

organ of legislative authority – найвищий орган законодавчої влади

national, state and local level – національний, рівень штату і місцевий рівень

to support or reject a bill – підтримати, чи відхилити законопроект

the elected governor – обраний губернатор

### **Answer the questions:**

1. How many levels of government operation are there in the USA?
2. What are the three branches of the United States government?
3. Which of the documents is the central instrument of American government and the supreme law of the land?

4. Is Congress the highest organ of legislative authority in the country?
5. Who represents the executive branch of the government?
6. What powers does the Supreme Court deal with?
7. What are the major political parties in the USA?

**Be ready to speak on the topic: Political System of the USA.**

## **Text 4**

### **Ukrainian Constitution**

Ukraine is a sovereign state. Ukraine's Independence was proclaimed on August the 24, 1991. Ukraine has its own territory, higher and local bodies of state power (the Verkhovna Rada and local radas), government, Constitution, national emblem, state flag and anthem. The Fundamental Law of the country is the Constitution. The political system of Ukraine, its laws, its home and foreign policy, rights and duties of its citizens are established, based and guaranteed by the Constitution.

The Constitution of Ukraine has a long and interesting history. The history of the constitutional process in Ukraine goes back to Kievan Rus. It was partly based on the ancient Ukrainian law «Ruska Pravda» and later «Lithuanian Statute», the acts of the Bohdan Khmelnytsky`s Cossack state period. The first Ukrainian Constitution is considered to be the Pylyp Orlyk Constitution, which was adopted on April 5, 1710. It was a contract between the Cossack Hetman Pylyp Orlyk and the Cossacks, which defined the rights and duties of all members of troops. According to the historians, the Constitution of Pylyp Orlyk is one of the first European constitutions and a prototype of modern constitutions.

It was only on June 28, 1996 that the Ukrainian government, the Verkhovna Rada on behalf of the Ukrainian people adopted the Main Law of the country – the Constitution of independent Ukraine.

The Constitution of Ukraine consists of the preamble, 15 chapters and 161 articles. June the 28th is the Constitution Day in Ukraine. The main points of the Constitution are:

- The land, air space, water, mineral and other natural resources are the property of Ukrainian people.
- The state language of Ukraine is Ukrainian.
- The state symbols of Ukraine are the State Flag, the State Emblem and the State Anthem.

- The capital of Ukraine is Kyiv.

- All citizens have equal Constitutional rights, freedoms and are equal before the law.

On February 21, 2014, Ukraine's Rada voted in favour of a return to the Constitution of 2004, which limits the powers of the Presidency. Today, constitutional reform is one of the cornerstones of the reform agenda in Ukraine and one of the priorities of the Ukrainian state. Work with the amendments to the Constitution is based on the rule of law, openness and transparency. The process of preparing amendments to the Constitution concerns primarily the decentralization of state power and significant empowerment of local communities. Key changes to the Constitution of Ukraine concern Section IX «Administrative Division» and Section XI «Local Government». Some amendments were suggested to Chapter IV «Parliament of Ukraine», V «President of Ukraine» and VI «Cabinet of Ministers and other Executive Authorities».

On June 28 Ukraine celebrates national holiday – the Constitution Day.

### **Vocabulary Notes**

- to proclaim an independence – проголосити незалежність
- home and foreign policy – внутрішня і зовнішня політика
- rights and duties – права і обов'язки
- a contract – договір, контракт
- on behalf of – від імені, за дорученням
- the preamble – преамбула, вступ
- the property – власність
- to be equal before the law – бути рівним перед законом
- to vote in favour – голосувати на користь
- to limit the powers – обмежити повноваження
- a transparency – відкритість, прозорість, гласність
- empowerment – повноваження

### **Answer the questions:**

1. What provisions are established, based and guaranteed by the Fundamental Law of the country?
2. Why do we say that the constitutional process has a long and interesting history?
3. When was the Constitution of Ukraine adopted?
4. What does the Constitution of Ukraine consist of?

5. What are the main points of the Constitution?
6. When did Ukraine's Rada vote in favour of a return to the Constitution of 2004, which limits the powers of the Presidency?
7. Which of the reform is one of the cornerstones of the reform agenda in Ukraine?

***Be ready to speak on the topic: Ukrainian Constitution.***

## **Text 5**

### **Constitution of the USA**

The Constitution of the United States is the central instrument of American government and the supreme law of the land. For 200 years, it has guided the evolution of governmental institutions and has provided the basis for political stability, individual freedom, economic growth and social progress because of its flexibility and simplicity.

It guarantees individual freedoms to all and sets the basic form of government. The American Constitution is the world's oldest written constitution in force. It served as the model for a number of other constitutions around the world. The primary aim of the Constitution was to create a strong elected government, directly responsive to the will of the people. The concept of self-government did not originate with the Americans. But the degree to which the Constitution committed the United States to rule by the people was unique, and even revolutionary, in comparison with other governments around the world.

A chief goal of the Constitution was to create a government with enough power to act on a national level, but without so much power that fundamental rights would be at risk. It separated the power of government into three branches, and then included checks and balances on those powers to assure that no one branch of government gained supremacy. The powers of each branch are enumerated in the Constitution, with powers not assigned to them reserved to the states. No product of human society is perfect. Despite its 27 amendments, the Constitution of the United States still contains flaws.

Although the Constitution has changed in many aspects since it was first adopted, its basic principles remain the same now as in 1789:



- The three main branches of government (legislative, executive, judicial) are separate and distinct from one another. The powers given to each are delicately balanced by the power of the other two.

- The Constitution stands above all other laws, executive acts and regulations.

- All persons are equal before the law and are equally entitled to its protection. All states are equal, and none can receive special treatment from the federal government. Each state must recognize and respect the laws of the others.

The Constitution keeps pace with the growth of the nation. The most sweeping changes were the first 10 amendments, known collectively as the Bill of Rights, which guarantee the American people the fullest possible opportunity to enjoy the fundamental human rights

### **Vocabulary Notes**

- governmental institutions – урядові інституції, структури
- individual freedom – особисті свободи
- flexibility and simplicity – гнучкість і простота
- the concept of self-government – концепція самоуправління
- national, state, local level – національний, рівень штату, місцевий рівень
- to gain supremacy – набувати верховенства, домінувати
- power – влада, (*pl.* powers – повноваження)
- to assign powers – визначати повноваження
- to reserve to the states – резервувати за штатами
- an amendment - поправка
- to be adopted – бути прийнятим
- executive acts and regulations – виконавчі акти і постанови
- human rights – громадянські права

### **Answer the questions:**

1. When was the Constitution of the USA adopted?
2. Which of the documents has guided the evolution of governmental institutions in the USA for 200 years?
3. What was the primary aim of the US Constitution?
4. How did the US Constitution separate powers between the branches?
5. How many amendments does the US Constitution have?
6. What are the basic principles which remain the same now as in 1789?
7. What do you know about the Bill of Rights?

**Be ready to speak on the topic: The US Constitution.**

## **Text 6**

### **The UK Constitution**

The British Constitution is not one document, as are the constitutions of many other countries. The British Constitution has evolved over a long period of time, reflecting the relative stability of the British polity. What Britain has instead of the Constitution is an accumulation of various statutes, conventions, judicial decisions and treaties which collectively can be referred to as the British Constitution. It is thus more accurate to refer to Britain's constitution as an "uncodified" constitution, rather than an "unwritten" one. An uncodified constitution creates two problems. First, it makes it difficult to know what the state of the constitution actually is. Second, it suggests that it is easier to make changes to the UK Constitution than in countries with written constitutions.

The written part of the Constitution consists of several documents.

The Magna Charter which limited king's power was written in 1215.

The Petition of Right was passed by Parliament in 1628.

The Bill of Rights was adopted in 1689.

It has been suggested that the British Constitution can be summed up in eight words: What the Queen in Parliament enacts is law. Other core principles of the British Constitution are the rule of law, the separation of government into executive, legislative, and judicial branches, and the existence of a unitary state, meaning ultimate power is held by 'the centre' – the sovereign Westminster Parliament.

It also includes the entire body of laws enacted by Parliament, precedents established by decisions made in British courts of law, and various traditions and customs. The democratically elected House of Commons can alter these laws with a majority vote. The Constitution continually evolves as new laws are passed and judicial decisions are handed down. All laws passed by Parliament are regarded as constitutional, and changes or amendments to the Constitution occur whenever new legislation overrides existing law.

The unwritten part of the Constitution includes many important ideas and practices that the people have developed over the years. They include Cabinet system of government and the relationship between the Cabinet and the monarch.

For more than 1,000 years, the Constitution has been changing and developing, because it is so flexible. The Constitution can be changed at any time by an act of Parliament or by the people's acceptance of a new idea or practice.

1.3. Write out all legal terms from the text "Common Law Systems" and translate them into Ukrainian.

1.4. Explain the meaning of, or paraphrase the following:

to evolve – еволюціонувати, розвиватися

polity – державний устрій

statute – статут, закон; законодавчий акт парламенту

convention – угода, конвенція

judicial decisions – судові рішення

uncodified constitution – некодифікована конституція

written and unwritten constitution – писана і неписана конституція

precedent – прецедент

to enact law – вводити закон

to alter the law – змінювати закон

the rule of law – верховенство права

a unitary state – унітарна держава

an amendment – поправка

### **Answer the questions:**

1. How does the British Constitution differ from the constitutions of many other countries?
2. What does the British Constitution consist of?
3. Is the British Constitution an "uncodified" constitution, rather than an "unwritten"?
4. What documents can be referred to the written part of the Constitution?
5. Which principles are the core principles of the British Constitution?
6. What is the main role of Parliament in the process of constitution formation?
7. What does the unwritten part of the Constitution include?
8. **Be ready to speak on the topic: The UK Constitution.**

## **Text 7**

### **Common Law Systems**

In order to understand why a particular country has a particular legal system, it is necessary to look at its history, political structure and social values. When there is political and social upheaval, one of the main concerns of a new government is to revise the legal system. Britain has had an unusual degree of political continuity. Despite civil wars in the fifteenth and seventeenth centuries and enormous social

changes associated with industrialisation, England and Wales have retained many laws and legal principles that originated eight centuries ago. On the other hand, most of the law of Japan, which experienced the rapid upheaval of foreign occupation after the Second World War, was developed within the last century.

Each country in the world, even each state of the United States, has its own system of law. However, it is generally true to say that there are two main traditions of law in the world. One is based on English Common law, and has been adopted by many Commonwealth countries and most of the United States. The other tradition, sometimes known as Continental, or Roman law has developed in most of continental Europe, Latin America and many countries in Asia and Africa which have been strongly influenced by Europe. Continental law has also influenced Japan and several socialist countries.

Common law, or case law systems, particularly that of England, differ from Continental law in having developed gradually throughout history, not as the result of government attempts to define or codify every legal relation. Customs and court rulings have been as important as statutes (government legislation). Judges do not merely apply the law, in some cases they make law, since their interpretations may become precedents for other courts to follow.

The doctrine of precedent is still a central feature of modern common law systems. Courts are bound by the decisions of previous courts unless it can be shown that the facts differ from previous cases. Sometimes governments make new laws - statutes - to modify or clarify the common law. But even statutes often need to be interpreted by the courts in order to fit particular cases, and these interpretations become new precedents. In common law systems, the law is, thus, found not only in government statutes, but also in the historical records of cases.

Another important feature of the common law tradition is equity. By the fourteenth century many people in England were dissatisfied with the inflexibility of the common law, and a practice developed of appealing directly to the king or to his chief legal administrator, the Lord Chancellor. As the Lord Chancellor's court became more willing to modify existing common law in order to solve disputes, a new system of law developed alongside the common law. This system recognized rights that were not enforced as common law but which were considered "equitable", or just, such as the right to force someone to fulfil a contract rather than simply pay damages for breaking it or the rights of a beneficiary of trust. The courts of common law and of equity existed alongside each other for centuries. If an equitable principle would bring a different result from a common law ruling on the same case, then the general rule was that equity should prevail.

One problem resulting from the existence of two systems of justice was that a person often had to begin actions in different courts in order to get a satisfactory

solution. For example, in a breach (breaking) of contract claim, a person had to seek specific performance (an order forcing the other party to do something) in court of equity, and damages (monetary compensation for his loss) in a common law court. In 1873, the two systems were unified, and nowadays a lawyer can pursue common law and equitable claims in the same court.

The spread of common law in the world is due both to the once widespread influence of Britain in the world and the growth of its former colony, the United States. Although judges in one common law country cannot directly support their decisions by cases from another, it is permissible for a judge to note such evidence in giving an explanation. Nevertheless, political divergence has produced legal divergence from England. Unified federal law is only a small part of American law. Most of it is produced by individual states and reflects various traditions. The state of Louisiana, for example, has a Roman civil form of law which derives from its days as a French colony. California has a case law tradition, but its laws are codified as extensively as many Continental systems. Quebec is an island of French law in the Canadian sea of case law. In India, English common law has been codified and adopted alongside a Hindu tradition of law. Sri Lanka has inherited a criminal code from the Russian law introduced by the Dutch, and an uncodified civil law introduced by the British.

### **Vocabulary Notes**

- an unusual degree of political continuity;
- to define every legal relation;
- court ruling;
- to make law;
- under the authority of;
- uniform application of the law;
- doctrine of precedent;
- to become a precedent for other courts to follow;
- to modify or clarify the common law;
- to pay damages for breaking the law;
- an equitable principle;
- to begin actions;
- to pursue common law and equitable claims;
- to codify the law extensively.

### **Suggest your own version of translating the following:**

1. England and Wales are known to have retained many laws and legal principles that originated eight centuries ago.

2. The lecturer stressed that judges did not merely apply the law, in some cases they made law.
3. It's high time you knew about the most important feature of the common law tradition - equity.
4. The doctrine of precedent is considered to be a central feature of modern common law system.
5. I wish I knew that in common law systems the law is found not only in government statutes, but also in the historical records of cases.
6. It's necessary for the law students to know that the spread of common law in the world is due both to the widespread influence of Britain in the world and the growth of its former colony, the USA.

**Use the following legal terms in sentences of your own:**

legal system; case law system; to define or codify every legal relation; court rulings; to apply the law; civil disputes; criminal cases; an individual; recorded cases; guilt; innocence-to clarify the law; to make rules; government statutes; equity; equitable; to pay damages; to begin actions; a breach of contract; evidence; legal divergence; doctrine of precedent;

**Be ready to speak on the topic" Common Law Systems".**

## **Text 8**

### **Continental Systems**

Continental systems are sometimes known as codified legal systems. They have resulted from attempts by governments to produce a set of codes to govern every legal aspect of a citizen's life. Thus it was necessary for the legislators to speculate quite comprehensively about human behaviour rather than simply looking at previous cases. In codifying their legal systems, many countries have looked to the examples of Revolutionary and Napoleonic France, whose legislators wanted to break with previous case law, which had often produced corrupt and biased judgements, and to apply new egalitarian social theories to the law. Nineteenth century Europe also saw the decline of several multi-ethnic empires and the rise of nationalism. The lawmakers of new nations sometimes wanted to show that the legal rights of their citizens originated in the state, not in local customs, and thus it was the state that was to make law, not the courts. In order to separate the roles of the legislature and judiciary, it was necessary to make laws that were clear and comprehensive. The lawmakers were often influenced by the model of the canon law of the Roman

Catholic Church, but the most important models were the codes produced in the seventh century under the direction of the Roman Emperor Justinian. His aim had been to eliminate the confusion of centuries of inconsistent lawmaking by formulating a comprehensive system that would entirely replace existing law. Versions of Roman law had long influenced many parts of Europe, including the case law traditions of Scotland, but had little impact on English law.

It is important not to exaggerate the differences between these two traditions of law. For one thing, many case law systems, such as California's, have areas of law that have been comprehensively codified. For another, many countries can be said to have belonged to the Roman tradition long before codifying their laws, and large uncodified - perhaps uncodifiable - areas of the law still remain. French public law has never been codified, and French courts have produced a great deal of case law in interpreting codes that become out of date because of social changes. The clear distinction between legislature and judiciary has weakened in many countries, where courts are able to challenge the constitutional legality of a law made by parliament.

Despite this, it is also important not to exaggerate similarities among systems within the Continental tradition. For example, while adopting some French ideas, such as separation of the legislature and judiciary, the late nineteenth century codifiers of German law aimed at conserving customs and traditions peculiar to German history. Canon law had a stronger influence in countries with a less secular ideology than France, such as Spain.

### **Vocabulary Notes**

- to result from;
- to produce a set of codes;
- to govern every legal aspect of a citizen's life;
- to separate the roles;
- to speculate about;
- to break with;
- corrupt and biased judgements;
- to apply new egalitarian social theories to the law;
- the decline of several multi-ethnic empires;
- the rise of nationalism;
- to be influenced by;
- to adopt ideas.

**Suggest your own version of translating the following:**

1. Codified legal systems have resulted from attempts by governments to produce a set of codes to govern every legal aspect of a citizen's life.
2. The legislators wanted to break with previous case law, which had often produced corrupt and biased judgements.
3. They wanted to apply new egalitarian social theories to the law.
4. Nineteenth century Europe saw the decline of several multi-ethnic empires.
5. The lawmakers wanted to show that the legal rights of their citizens originated in the state, not in local customs.
6. It was necessary to make laws that were clear and comprehensive.
7. His aim had been to eliminate the confusion of inconsistent lawmaking by formulating a comprehensive system that would entirely replace existing law.
8. Versions of Roman law had long influenced many parts of Europe, but had little impact on English law.
9. Some states in the USA have areas of law that have been comprehensively codified.
10. Many countries can be said to have belonged to the Roman tradition.

**Ask questions about the text. Answer them using:** as far as I know; his aim was to; in order to; it is important (not) to; for one thing.., for another; despite this; while adopting some ideas..; they aimed at..; to conserve customs and traditions.

**Be ready to speak on the topic “Continental Systems”**

## **Text 9**

### **Three Legal Systems**

The United Kingdom has three legal systems. English law, which applies in England and Wales, and Northern Ireland law, which applies in Northern Ireland, are based on common-law principles. Scots law, which applies in Scotland, is a pluralistic system based on civil-law principles, with common law elements dating back to the High Middle Ages. The Treaty of Union, put into effect by the Acts of Union in 1707, guaranteed the continued existence of a separate law system for Scotland. The Acts of Union between Great Britain and Ireland in 1800 contained no equivalent provision but preserved the principle of separate courts to be held in Ireland, now Northern Ireland.

Constitutional changes transferred the powers of the House of Lords to a new Supreme Court of the United Kingdom.

In England and Wales, the court system is headed by the Senior Courts of England and Wales, consisting of the Court of Appeal, the High Court of Justice (for civil



cases) and the Crown Court (for criminal cases). The Courts of Northern Ireland follow the same pattern. In Scotland the chief courts are the Court of Session, for civil cases, and the High Court of Justiciary, for criminal cases, while the sheriff court is the Scottish equivalent of the county court. There are also immigration courts with UK-wide jurisdiction — the Asylum and Immigration Tribunal and Special Immigration Appeals Commission. The Employment tribunals and the Employment Appeal Tribunal have jurisdiction throughout Great Britain, but not Northern Ireland. There are three distinct legal jurisdictions in the United Kingdom: England and Wales, Northern Ireland and Scotland. Each has its own legal system.

### **Vocabulary Notes**

- common-law principles
- a pluralistic system
- civil-law principles
- the Supreme Court
- the Court of Appeal
- the High Court of Justice
- the Court of Session
- the High Court of Justiciary
- the county court
- the British Crown dependencies
- UK-wide jurisdiction
- legal jurisdictions
- ultimate body
- judicial precedent
- persuasive precedent
- to meet everyday needs
- to build up
- separation of powers
- the law of negligence
- statute law
- constitutional changes
- policy areas
- under the authority of

### ***Answer the following questions:***

1. How many legal systems does the United Kingdom have?
2. What is the highest court in the land for all criminal and civil cases in England and Wales and Northern Ireland?

3. What is the court system in England and Wales headed by?
4. What do you know about the chief courts in Scotland ?
5. There are three distinct legal jurisdictions in the United Kingdom: England and Wales, Northern Ireland and Scotland, aren't they?

***Be ready to speak on the topic “Three Legal Systems”.***

## **Text 10**

### **Courts of England and Wales. Part 1**

The Courts of England and Wales, supported administratively by Her Majesty's Courts and Tribunals Service, are the civil and criminal courts responsible for the administration of justice in England and Wales.

The United Kingdom does not have a single unified legal system—England and Wales has one system, Scotland another, and Northern Ireland a third. There are exceptions to this rule; for example in immigration law, the Asylum and Immigration Tribunal's jurisdiction covers the whole of the United Kingdom, while in employment law there is a single system of employment tribunals for England, Wales, and Scotland but not Northern Ireland. Additionally, the Military Court Service has jurisdiction over all members of the armed forces of the United Kingdom in relation to offences against military law.

The Court of Appeal, the High Court, the Crown Court, the County Court, and the magistrates' courts are administered by Her Majesty's Courts and Tribunals Service, an executive agency of the Ministry of Justice.

### **Supreme Court of the United Kingdom**

The Supreme Court of the United Kingdom is the highest appeal court in almost all cases in England and Wales. Before the Constitutional Reform Act 2005 this role was held by the House of Lords. The Supreme Court is also the highest court of appeal for devolution matters, a role previously held by the Judicial Committee of the Privy Council.

The Supreme Court has a separate administration from the other courts of England and Wales, and its administration is under a Chief Executive who is appointed by the President of the Supreme Court of the United Kingdom.

## Senior Courts of England and Wales

The Senior Courts of England and Wales were originally created by the Judicature Acts as the "Supreme Court of Judicature". It was renamed the "Supreme Court of England and Wales" in 1981, and again to the "Senior Courts of England and Wales" by the Constitutional Reform Act 2005 (to distinguish it from the new Supreme Court of the United Kingdom). It consists of the following courts:

- Court of Appeal
- High Court of Justice
- Crown Court

The Senior Courts of England and Wales, along with the Tribunals and other courts, are administered and supported by HM Courts and Tribunals Service.

### **Vocabulary Notes**

- administration of justice
- the Magistrates' Courts
- the County Courts
- executive agency
- the Ministry of Justice
- the Home Office
- criminal justice policy
- sentencing policy
- probation
- re-offending
- to be released from
- to be binding on
- to come into force
- the court of trial
- Commonwealth countries
- the Privy Council
- perception of independence
- to hear appeals
- to assume
- to be abolished by
- judicial capacity

**Answer the following questions:**

1. What are the institutions for creating, modifying, abolishing and applying the law in Britain?
2. What institutions create, modify and abolish the law in Ukraine; which ones apply the law?
3. What are the reasons for having a variety of courts in GB?
4. Are the decisions of a higher court binding upon lower courts?
5. Describe the general system of the English courts.
6. What do you know about the Ministry of Justice? What is the Ministry of Justice responsible for?
7. Is the House of Lords the court of trial in impeachment cases?
8. What is the highest court of appeal for the UK in a handful of areas of law?
9. What is the highest appeal court in almost all cases in England and Wales?
10. When was the UK Supreme Court established? When will it officially come into being?
11. The Supreme Court will, with a few exceptions, be the final court of appeal in the United Kingdom, won't it?
12. What will the Supreme Court do?

**Agree or disagree with the statements. Give your reasons. The following phrases may be helpful:**

I absolutely agree...; Well, I 'm not sure I agree...; The fact is that...; That 's just what I think...; I 'm afraid I have to disagree...; I 'm sorry to say that's not right....

1. The UK has a single system of justice, operating in England and Wales, in Scotland and in Northern Ireland.
2. The decisions of the House of Lords are binding on all other courts.

3. The Ministry of Justice was created on 9 May 2007 by merging the Department for Constitutional Affairs (formerly known as the Lord Chancellor's Department) with parts of the Home Office responsible for criminal justice policy, sentencing policy, probation, prisons and prevention of re-offending in England and Wales.

4. The Ministry doesn't handle relations between the three devolved governments (the Northern Ireland Executive, the Scottish Government and the Welsh Assembly Government) and the UK government.

5. In the jurisdiction of England and Northern Ireland, the Ministry of Justice is responsible for dealing with all suspected offenders from the time they are arrested, until convicted offenders are released from prison.

*Be ready to speak on the topic "Courts of England and Wales".*

## **Text 11**

### **Courts of England and Wales. Part 2**

#### Court of Appeal

The Court of Appeal deals only with appeals from other courts or tribunals. The Court of Appeal consists of two divisions: the Civil Division hears appeals from the High Court and County Court and certain superior tribunals, while the Criminal Division may only hear appeals from the Crown Court connected with a trial on indictment (i.e., for a serious offence). Its decisions are binding on all courts, including itself, apart from the Supreme Court.

#### High Court

The High Court of Justice functions both as a civil court of first instance and a criminal and civil appellate court for cases from the subordinate courts. It consists of three divisions: the Queen's Bench, the Chancery and the Family divisions. The divisions of the High Court are not separate courts, but have somewhat separate procedures and practices adapted to their purposes. Although particular kinds of cases will be assigned to each division depending on their subject matter, each division may exercise the jurisdiction of the High Court. However, beginning proceedings in the wrong division may result in a costs penalty.

## Crown Court

The Crown Court is a criminal court of both original and appellate jurisdiction which in addition handles a limited amount of civil business both at first instance and on appeal. It was established by the Courts Act 1971. It replaced the assizes whereby High Court judges would periodically travel around the country hearing cases, and quarter sessions which were periodic county courts. The Old Bailey is the unofficial name of London's most famous criminal court, which is now part of the Crown Court. Its official name is the "Central Criminal Court". The Crown Court also hears appeals from magistrates' courts.

The Crown Court is the only court in England and Wales that has the jurisdiction to try cases on indictment and when exercising such a role it is a superior court in that its judgments cannot be reviewed by the Administrative Court of the Queen's Bench Division of the High Court.

The Crown Court is an inferior court in respect of the other work it undertakes, viz. inter alia, appeals from the magistrates' courts and other tribunals.

### Subordinate courts

The most common subordinate courts in England and Wales are

- ✓ County Court
- ✓ Family Court
- ✓ Magistrates' courts
- ✓ Youth courts

### Vocabulary Notes

- governmental institution
- to adjudicate legal disputes
- to dispense justice
- to bring smb's claim before
- to be accused of smth.
- jus dicere
- trial courts
- appellate courts
- findings of fact
- to reach conclusions of law
- judgment of the court
- bench trial

- inquisitorial system
- adversarial system
- trial on indictment
- costs penalty
- original and appellate jurisdiction
- to hear cases
- to be reviewed by
- Magistrates' Courts
- justice of the peace
- Family Proceedings Courts
- to preside over
- stipendiary magistrate
- Youth courts
- statutory court
- to derive from
- County Courts
- to function with
- to be inherent

*Read, translate and learn the following definitions:*

- **legal system** - all the institutions, bodies of laws and principles, ideas, methods, procedures, traditions and practices which together form an organized system for the application of law in a state or community;
- **code** - a systematic written collection of laws on a particular subject or area of law;
- **adversarial system** - system of justice where judges do not investigate a case but reach a decision based on evidence presented by both sides;
- **inquisitorial system** - system of justice where the judge investigates the case and produces evidence;
- **jurisdiction** - the power of a court to hear and decide a case;
- **party** - each of the sides involved in a legal dispute;
- **verdict** - an official decision made by a jury in a court of law about whether someone is guilty or not guilty of a crime.

*Match the words with their definitions. Use the words in the sentences of your own.*

1. punishment
2. court
3. defense
4. appeal
5. prosecution
6. judge
7. layperson
8. justice

a) an application to a higher court or body to examine a case decided by a lower court or body and possibly give a different decision

b) not expert in the law, not a professional lawyer

c) the system by which people are judged in courts of law and criminals are punished

d) a penalty for a crime or offence

e) a person or group of persons with authority to hear and decide disputes by interpreting and applying rules of law

f) the lawyer(s) who represent the defendant in a civil or criminal case

g) the person or body that take criminal proceedings against someone, including the lawyers who act against the accused person

h) a person with authority to hear and decide disputes brought before a court for decision

***Agree or disagree with the statements. Give your reasons.***

1. The UK has a single system of justice, operating in England and Wales, in Scotland and in Northern Ireland.
2. The decisions of the House of Lords are binding on all other courts.
3. The High Court in its civil jurisdiction is divided into two Divisions.
4. Magistrates' courts are the lowest courts of first instance with unlimited civil and criminal jurisdiction.
5. As a court of trial the magistrates' court must decide whether the case is serious enough to be sent to the Crown Court.



6. A court is a body, often a governmental institution, with the authority to adjudicate legal disputes and dispense civil, criminal, or administrative justice in accordance with rules of law.
7. The High Court of Justice functions only as a criminal appellate court for cases from the subordinate courts.
8. The Old Bailey is the unofficial name of London's most famous Civil Court, which is now part of the Crown Court.
9. Magistrates' Courts are presided over by a bench of lay magistrates (or justices of the peace), or a legally-trained district judge (formerly known as a stipendiary magistrate), sitting in each local justice area. There is a jury.
10. Family Proceedings Courts are open to the public.
11. County Courts are statutory courts with a purely criminal jurisdiction.
12. Tribunals can be considered the lowest rung of the court hierarchy in England and Wales.

***Answer the questions. Begin your answers with:***

*I think/believe that...; As far as I remember...; Well, I'd just like to say that...; Well, let me see....*

1. How many systems of justice are there in the UK? Why?
2. What divisions does the Court of Appeal consist of?
3. What functions does the High Court of Justice exercise?
4. How does the adversarial system of justice work?
5. Why are the decisions of the House of Lords binding on all other courts except the ECJ?
6. What kinds of cases does the Crown Court hear?
7. What is the lowest court in the hierarchy in England and Wales?
8. What body has the jurisdiction to try cases on indictment?
9. What are the most common subordinate courts in England and Wales?
10. Can tribunals be considered the lowest rung of the court hierarchy in England and Wales?

***5.8. Make a written translation of the following text, entitle it; retell the text.***

In some countries such as France (where there are nine jurors), the judges jurors decide the case together. In the United States juries not only decide if defendant is guilty but sometimes also have to say what punishment he should receive. Before World War II, Japan also had a jury system, but it was often criticised for the ease with which jurors could be bribed. Now Japan, like South Korea, is a rare example of

modern industrialised country where jurors are not used: all decisions are made by professional judges. Most countries have special rules for young defendants. Children under ten cannot stand trial at all under English law. Juveniles (those under seventeen) are dealt with in special Magistrates Courts known as Juvenile Courts.

***Be ready to speak on the Topic “Courts of England and Wales”.***

## **Text 12**

### **Criminal Cases.**

There are two kinds of criminal trial: summary and on indictment. For an adult, summary trials take place in a magistrates' court, while trials on indictment take place in the Crown Court. Despite the possibility of two venues for trial, almost all criminal cases, however serious, commence in the Magistrates' Courts. It is possible to start a trial for an indictable offence by a voluntary bill of indictment, and go directly to the Crown Court, but that would be unusual. A criminal case that starts in the Magistrates' Court, may begin, either by the defendant being charged and then being brought forcibly before Magistrates, or by summons to the defendant to appear on a certain day before the Magistrates. A summons is usually confined to very minor offences. The hearing (of the charge or summons) before the Magistrates is known as a "first appearance".

Offences are of three categories: indictable only, summary and either way. Indictable offences such as murder and rape must be tried on indictment in the Crown Court. On first appearance, the Magistrates must immediately refer the defendant to the Crown Court for trial, their only role being to decide whether to remand the defendant on bail or in custody.

Summary offences, such as most motoring offences, are much less serious and most must be tried in the Magistrates' Court, although a few may be sent for trial to the Crown Court along with other offences that may be tried there (for example assault). The vast majority of offences are also concluded in the Magistrates' Court (over 90% of cases). Either way offences are intermediate offences such as theft or, with the exception of low value criminal damage, may be tried either summarily (by magistrates) or by Judge and Jury in the Crown Court. If the magistrates consider that an either way offence is too serious for them to deal with, they may "decline jurisdiction" which means that the defendant will have to appear in the Crown Court. Conversely even if the magistrates accept jurisdiction, an adult defendant has a right

to compel a jury trial. Defendants under 18 years of age do not have this right and will be tried in the Youth Court (similar to a Magistrates' Court) unless the case is homicide or else is particularly serious.

A Magistrates' Court is made up in two ways. Either a group (known as a 'bench') of 'lay magistrates', who do not have to be, and are not normally, lawyers, will hear the case. A lay bench must consist of at least three magistrates. Alternatively a case may be heard by a district judge (formerly known as a stipendiary magistrate), who will be a qualified lawyer and will sit singly, but has the same powers as a lay bench. District judges usually sit in the more busy courts in cities or hear complex cases (e. g. extradition). Magistrates have limited sentencing powers. In the Crown Court, the case is tried by a Recorder (part time judge), Circuit Judge or a High Court judge, with a jury. The status of the judge depends on the seriousness and complexity of the case. The jury is involved only if the defendant pleads "not guilty".

A criminal case usually begins in a Magistrates Court. Having arrested someone suspected of committing a crime, the police decide if they have enough evidence to make a formal accusation, or charge. If they charge the suspect, they may release him on the condition that he appears on a certain date at a certain Magistrates Court. This is known as unconditional bail. However, the police may instead take the suspect to a magistrate so that he remains in custody until he next appears before a court. The magistrate may decide that it is not necessary to hold the suspect in custody and may agree to unconditional bail, or the magistrate may grant conditional bail - that is, release the suspect provided that he puts up some money as security or agrees to surrender his passport or some similar condition. As the lowest criminal court, a Magistrates Court is empowered to hear certain cases only. Some minor cases, such as parking violations, are dealt with only by the magistrates. Some serious crimes, like murder, cannot be heard by the magistrates and must go to the Crown Courts. And there are some offences where the defendant is given the choice of having his case heard in the Magistrates Court or the Crown Court. It takes much longer to have a case heard in the Crown Court, but some defendants prefer it because the facts of the case are decided by a jury, that is, ordinary members of the public.,

In a Crown Court trial there are twelve jurors. These are ordinary members of the public between the ages of 18 and 70 who are selected at random. They are not paid but are given expenses while they are on jury service, which is usually for about two weeks. Service is compulsory, and it cannot normally be avoided without a good reason, such as illness. It is not necessary for a juror to know anything about the law - indeed certain people connected with the world of law, such as solicitors, are not

allowed to serve as jurors. This is because the job of the jury is to listen to the case and to decide questions of fact. It is the judge's responsibility to guide them on questions of law.

This contrast between law and fact is very important. If a man is on trial for murder, for example, the judge will explain just what the crime of murder means in English law and the prosecution has to prove. He will explain how the trial will be conducted, summarise the evidence, and tell the jurors what factors they should consider in making their decision. These are questions of law. However, whether the defendant did in fact commit murder or not is a question of fact to be decided by the jurors themselves. It is necessary for at least ten of the twelve to agree.

### **Vocabulary Notes**

- summary trial
- trial on indictment
- indictable offence
- a voluntary bill of indictment
- to be brought before the court
- summons
- minor offence
- summary offence
- murder
- to remand on bail
- to remand in custody
- to be sent for trial
- assault
- criminal damage
- jury trial
- homicide
- a bench
- lay magistrates
- district judge
- stipendiary magistrate
- part time judge
- the seriousness of the case
- to plead guilty/ not guilty
- formal accusation
- unconditional bail

- conditional bail
- prosecution
- to listen to the case
- to try the case
- to conduct the trial
- to summarise the evidence
- charge
- to deal with

***Answer the questions:***

1. What are two kinds of criminal trial?
2. Where are the vast majority of offences concluded?
3. Does an adult defendant have a right to compel a jury trial?
4. Where are the defendants under 18 years of age tried?
5. What is a lay bench?
6. What sentencing powers do Magistrates have?
7. Who tries the case in the Crown Court?
8. What courts consider appeals from lower criminal courts, as well criminal cases?
9. What cases do the Magistrates Courts deal with?
10. Where does a criminal case usually begin?
11. Can serious crimes, like murder, be heard by the magistrates?
12. How many jurors are there in a Crown Court? Are they paid?
13. Is it necessary to have a special education to be a juror?
14. What is conditional bail?
15. What is unconditional bail?

***Reconstruct the sentences without looking into the text, explain or paraphrase them:***

1. The police /suspected of /arrest people /committing a crime, /if they /to make a formal / have enough evidence /accusation, or charge.
2. If they charge/they may release him / at a certain /the suspect, / that he appear /on the condition/on a certain date/Magistrates Court.
3. The magistrate / it is not necessary /may decide that/ in custody./to hold the suspect/
4. The Magistrates /such as /empowered /Courts are /to hear / minor cases, /parking violations./
5. Some / like murder, /serious crimes/by the magistrates /cannot be heard / to

the Crown Court, /and must go/

6. There are some /where the defendant /in the Magistrates Court/offences /is given the choice/ his case heard / of having / or the Crown Court.
7. Service / and it cannot /is compulsory,/normally / without a good reason,/be avoided/ such as illness./
8. Certain / with the world /people connected /of law, /such as / are not allowed /solicitors,/ to serve as jurors.
9. He will explain / will be conducted, /how the trial/ summarise the evidence, / what factors /and tell the jurors /in making /they should consider /their decision.
10. Offences/ indictable /of three /only,/ summary /and /either /categories: /way /are/

***Be ready to speak on the topic “Criminal Cases”.***

## ***PART II*** ***HOME READING***

### ***Методичні рекомендації***

Оволодіння лексичним та граматичним матеріалом, розвиток умінь розкривати структурні і семантичні зв'язки в реченнях та текстах здійснюється в процесі ознайомлювального та вивчаючого читання. Обидва види взаємопов'язані, доповнюють одне одного і забезпечують при їх комплексному використанні поступовий перехід до розвиненого, зрілого читання, яке характеризується безпосереднім і досить високим темпом, а також розумінням без перекладу.

Ознайомлювальне читання є найбільш розповсюдженим у всіх сферах життя і здійснюється на матеріалі автентичних текстів, які несуть інформацію наукового характеру, про побут, традиції, культуру, історію країни, мова якої вивчається. Темп ознайомлювального читання для англійської мови — 180 слів/хв.

У процесі ознайомлювального читання переслідуються такі комунікативні цілі:

- визначити тему, яка висвітлюється в тексті, які проблеми в ньому розглядаються;
- що саме говориться в тексті у зв'язку з проблемою;
- виділити основну думку;
- вибрати головні факти, випускаючи другорядні;
- виразити своє ставлення до прочитаного.

Повнота розуміння повинна бути в межах 75%. У процесі роботи над текстом потрібно виконувати такі дії:

- прогнозувати зміст за заголовком або початком тексту;
- здогадуватись про значення незнайомих слів за допомогою контексту, словотворчих елементів, за схожістю зі словами рідної мови або утворених шляхом конверсії;
- ігнорувати окремі незнайомі слова, які не перешкоджають розумінню основного змісту;

- визначати смислові частини тексту та зв'язки між ними;
- користуватися у процесі читання наявним лінгвокраїнознавчим коментарем, виносками, словником, довідниками, якщо в цьому виникає потреба, щоб зрозуміти основний зміст тексту.

Вивчаюче читання має своєю метою досягнення максимально повного і точного розуміння інформації тексту і критичного осмислення цієї інформації. Однією з цілей такого читання є формування умінь самостійно долати труднощі мовного та смислового характеру. Це вдумливе читання, яке здійснюється у повільному темпі — 50-60 слів/хв., а його об'єктом є «вивчення» не мовного матеріалу, а тієї інформації, що подається у тексті.

Читання в такому режимі вимагає цілеспрямованого аналізу змісту на основі мовних явищ та логічних зв'язків. Тому має місце велика кількість регресій, зумовлених необхідністю перечитування окремих частин тексту для досягнення якомога точнішого розуміння змісту. Матеріалом для вивчаючого читання служать пізнавальні тексти, що містять значущу для студентів інформацію та мовні і смислові труднощі.

Для того щоб досягти повного і точного розуміння інформації, викладеної у тексті, студент повинен володіти значним запасом лексичних одиниць, мати глибокі знання з граматики (на морфологічному та синтаксичному рівнях) і достатню практику в читанні текстів різних жанрів з великою концентрацією мовних та смислових труднощів. Цей режим читання потребує багато часу та зусиль з боку студентів для оволодіння ним у повному обсязі. У зв'язку з цим ставиться мета навчити студентів основних прийомів вивчаючого читання необхідних і достатніх для подальшого професійно орієнтованого доучування.

У процесі роботи з текстом в режимі вивчаючого читання необхідно досягти таких комунікативних цілей:

- зрозуміти зміст прочитаного тексту з достатньою повнотою та глибиною;
- зіставити здобуту інформацію зі своїм досвідом;
- оцінити інформацію, висловити свою думку про неї;
- передати почерпнуті з тексту відомості іншим (рідною мовою або в опорі на текст);



- прокоментувати окремі факти.

Тексти, на базі яких формуються вміння вивчаючого читання, за своїм змістом і тематикою повинні задовольняти пізнавально-комунікативні потреби та інтереси студентів. Це мають бути нескладні автентичні або адаптовані тексти різних жанрів: науково-популярні, публіцистичні, художні. Важливо навчити учнів користуватися різними довідниками, лінгвокраїнознавчим коментарем, поясненнями, висновками.

значення того чи іншого незнайомого слова, спираючись на контекст, словотворчі елементи, інтернаціональні слова. Складні структури аналізуються, можливий вибірковий переклад окремих словосполучень, речень, абзаців. частин тексту, до яких треба придумати заголовки, а також скласти план до всього тексту.

## **Task 1**

### **Legal Definition of crime and criminal**

Legally a crime is an act made punishable by law. A criminal is one who has committed such a legally forbidden act. Yet there are other criteria which determine whether a person may be dealt with as a criminal.

Regardless of his act, he must be of competent age. Under English Common Law a child under 7 could not commit a crime because he was held not capable of mens rea - of feeling a sense of guilt - and so was not responsible. In American states the stage of criminal responsibility is fixed by statute or constitutionally, considerably above the common law limit. Very young children may of course be dealt with in juvenile courts. They may be punished as well as treated constructively under the fiction that the court acts as a parent would act and in the best interests of the child.

Criminal acts must be voluntary and engaged in without compulsion. Compulsion as defined by courts must be evident and immediately related to a particular criminal act.

Especially in the case of serious crimes, the criminal must be shown to have had criminal intent: he must have meant to do wrong. Usually criminal intent is tested in terms of his knowledge of right and wrong, and his knowledge of the nature and consequences of his behaviour.

Criminal law also often recognizes degrees of intent as necessary to constitute particular crimes.

Finally, to constitute a crime an act must be classed legally as an injury to the state and not merely as a private injury or tort.

### **Crimes**

Crimes are generally divided into the subdivisions of felonies and misdemeanors. The felonies are generally classified as the most serious and less serious crimes, indictable and punished by severe penalties. The misdemeanors are lesser violations.

The Constitution of the United States provides that "no person shall be subject for the same offence to be twice put in jeopardy of life or limb". This means that no person can be subjected to a second prosecution for a crime for which he has been tried and duly convicted or acquitted. But the defendant may generally be tried by

both a federal court and state court for the identical offense if statutes of both the federal and the state government were violated by the specific crime.

## **Task 2**

### **Types of Sentences**

Punishment describes the imposition by some authority of a deprivation -usually painful - on a person who has violated a law, a rule, or other norm.

Because punishment is both painful and guilt producing, its application calls for a justification. In Western culture, four basic justifications have been given: retribution, deterrence, rehabilitation and incapacitation.

Most penal historians note a gradual trend over the last centuries toward more lenient sentences in Western countries. Capital and corporal punishment are seldom invoked by contemporary society.

Criminal sentences usually embrace four basic modes of punishment. In descending order of severity they are: incarceration, community supervision, fine and restitution. The death penalty is now possible only for certain types of murders and treason.

**Incarceration.** The concept of locking someone up for a fixed period of time is relatively new to our culture. Competing theories exist as to why some laws require, and why some judges order, convicted criminals to be incarcerated.

**Suspended sentences.** Sometimes a defendant's prison sentence is "suspended." A suspended sentence is jail or prison time that is put on hold if the defendant complies with certain other obligations, for example, the conditions of probation or the completion of a drug treatment program.

**Fines.** Fines are a common punishment for a variety of crimes, especially less serious offenses committed by first-time offenders. Offenses that are typically punished by a fine include minor drug possession, fish and game violations, shoplifting, traffic and even some first-time drunk driving cases. In more serious offenses or where the defendant has a criminal record, many judges combine a fine with other punishments.

**Restitution** While fines go to the state, restitution is money paid by the defendant to the victim or to a state restitution fund. In some cases, the "victim" is society, such as welfare and Medicare fraud schemes where defendants may be sentenced to pay the state back the money defrauded.

**Probation.** Probation is a leash that the criminal justice system puts on defendants in lieu of incarceration in jail or prison. Offenders who are put on probation (either instead of or in addition to any other punishment they might receive) are typically required to adhere to a number of "conditions of probation."

## Task 3

### Crime Prevention

Crime, as we are all aware, has been a growing problem all over the world in the last 30 years. But we are not powerless against crime. Much is being done - and can be done - to reverse the trend. You can play a part in it.

The first step towards preventing crime is understanding its nature. Most crime is against property, not people. And most is not carried out by professionals; nor is it carefully planned. Property crimes thrive on the easy opportunity. They are often committed by adolescents and young men, the majority of whom stop offending as they grow older -the peak ages for offending are 15-18. Also, and not surprisingly, the risk of crime varies greatly depending on where you live.

This reliance by criminals on the easy opportunity is the key to much crime prevention. Motor cars, for example, are a sitting target for the criminal. Expensive, attractive and mobile, they are often left out on streets for long periods at a time. The police estimate that 70-90 per cent of car crime results from easy opportunities. Surveys have shown that approximately one in five drivers do not always bother to secure their cars by locking all the doors and shutting all the windows. It's the same story with our homes. In approximately 30 per cent of domestic burglaries, the burglar simply walks in without needing to use force; the householder has left a door unlocked or window open.

If opportunities like these did not exist, criminals would have a much harder time. The chances are that many crimes would not be committed at all, which would in turn release more police time for tackling serious crime. Of course, the primary responsibility for **coping with crime** rests with the police and the courts. But there are many ways that you can help reverse the trend. So if you care about improving the quality of life for yourself, your family and your community read on.

## Task 4

### The Police

Americans have developed great expectations of the police, and regardless of the time of day, the weather, or the inconvenience citizens expect them to respond to calls for assistance. A detailed listing of the expectations placed on the police is not possible here, but in general people want them to function in the following ways:

To prevent and control «serious crime», that is, any conduct widely recognized as threatening our lives or property

To assist and protect victims of crime, especially those in danger of physical harm

To protect constitutional guarantees, including those of free speech and assembly

To facilitate the movement of people and vehicles

To assist addicts mentally ill, physically disabled, old, young, and others who cannot care for themselves.

To resolve conflict between individuals, groups, and anyone in conflict with the government.

To identify problems before they become more serious for individuals, police, or the government.

To create and maintain a feeling of security in the community

If police did not exist to take complaints on a continual basis, 24 hours a day and 7 days a week, to whom would citizens turn? What techniques do police traditionally employ to handle citizens' complaints? How did the police come to be, and what is the legacy of American policing? Can police departments be better organized so as to better serve the public and solve crime-related problems?

We attempt to answer these questions. We describe the history\* of the American police, examine the most common function of policing (patrols), discuss police detectives, examine the way police respond to incidents in the community, and so on.

Many of our perceptions of how police functioned in the past have been created by novels, television, and the movies. Yet what the police actually do and what they are properly expected to accomplish in American society differ significantly from the popular representations. Most of us have had dealings with the police. We have called on them for assistance, or perhaps we have been arrested. And depending on the nature of our personal experiences with them, each of us has formed opinions about the police.

## **PART III**

### **ADDITIONAL MATERIAL**

#### **Article Rendering**

### **МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО АНОТУВАННЯ СУСПІЛЬНО-ПОЛІТИЧНОГО ТЕКСТУ**

У практиці одержання професійної інформації шляхом читання великого за обсягом текстового матеріалу часто використовують різні форми його узагальнення. Головною з таких форм вважають анотування. Під **анотуванням** розуміють стислу характеристику матеріалу, що має чисто інформаційне значення. Наводимо деякі рекомендації щодо послідовності дій при складанні анотації.

Роботу по складанню анотації починайте з логіко-змістового аналізу тексту.

#### **Логіко-змістовий аналіз тексту**

1. Після прочитання та перекладу іншомовного тексту розділіть його на абзаци і позначте кожен порядковим номером.
2. При роботі над абзацами виділіть головну думку кожного.
3. Згрупуйте і об'єднайте абзаци схожі за змістом одним формулюванням
4. Визначте абзаци, що розкривають зміст теми.
5. Знайдіть абзац, в якому виражена головна ідея тексту. Сформулюйте головну ідею.
6. Визначте абзац, в якому автор робить головні висновки.
7. Сформулюйте власне ставлення до прочитаного.

## **Алгоритми анотування прочитаного**

### **Найбільш уживані вислови для анотування наукового тексту англійською мовою:**

#### **а) вступні вирази:**

1. Ця стаття присвячена ... This article centres about (deals with, devotes considerable attention to, is oriented forward to) ...
2. Мені хотілося б підкреслити, що ... I would like to emphasize that ...
3. Немає необхідності перераховувати всі ... There is no need to enumerate all ...
4. Я вважаю за потрібне підкреслити, що ... I find it necessary to emphasize that ...
5. У цьому зв'язку особливу увагу слід приділити ... In this connection particular importance should be attached to ...
6. З урахуванням згаданої вище проблеми ... With regard to the problem mentioned .
7. Цей приклад чітко демонструє ... This example clearly shows ...
8. Викладені вище принципи повністю відповідають ... The principles stated above fully correspond to ...
9. Ці спостереження мають важливе значення в ... These observations are of great significance in ...
10. Отже, я можу зробити висновок ... Thus I dare to conclude ...
11. Нарешті мені хотілося б сказати, що ... Lastly I'd like to say that ...
12. Очевидно, важливо зробити висновок ... It may be important to conclude

#### **б) зв'язувальні та узагальнюючі фрази:**

1. Взагалі ... In general ...
2. Що стосується ... With regard to (as to) ...
3. Це доводить, що ... It proves that ...
4. Немає необхідності говорити ... Needless to say ...
5. Певною мірою ... To some extent ...
6. Більше того ... What is more ...
7. Наскільки це стосується даної проблеми ... As far as this problem is concerned ...
8. З точки зору ... From the point of view of ...
9. Я вважаю, що ... I consider that ...
10. Слід підкреслити ... It must be stressed ...
11. Стосовно цієї проблеми ... Touching upon this problem ...
12. Що стосується цього питання ... As to this question ...

13. Щоб отримати найбільш глибоке уявлення про ... To gain a deeper insight into
14. Ось чому необхідно ... That is why it is imperative to ...
15. Важливо відмітити, що ... It is of importance to note ...
16. По-перше (по-друге, по-третє)... First (secondly, thirdly) ...
17. Нарешті ... Finally ...
18. Хочу зробити висновок ... I dare to conclude ...
19. Перш за все ... Above all ...
20. Так (таким чином) ... Thus (therefore) ...
21. Крім того (до того ж) ... Furthermore ...
22. Тому ... Therefore ...
23. Більш того ... Moreover (over and above) ...
24. Проте ... However ...
25. Хоча ... Though ...
26. Суттєво ... Essentially ...
27. Тим не менш ... Nevertheless ...
28. Звідси ... Hence ...
29. Ось чому ... That is why ...
30. В цілому ... On the whole ...



**Складіть анотацію за схемою**

**ВСТУП**

1. I was supposed to analyze the following article  
read fragment  
render passage  
translate piece of news

2. The article	is headlined	“...”
piece of news		
fragment		
piece of news		

The title of the	article	is “...”
The headline of the	passage	

3. It was published in a	daily	newspaper
	weekly	magazine
	monthly	journal
	quarterly	supplement
	annual	
	evening	

4. The author of the	article	is	John Smith
	editorial		not pointed out

The	article	is written by the	special correspondent
	editorial		editor
			editor-in-chief

## ВИКЛАД ЗМІСТУ

5. The article	is about	...
passage	is connected with	
editorial	deals with	
abstract	refers to	
	describes	
	touches upon	
	dwells on	
	points out that	
	discusses	
	comments on	
	reviews	
	stresses	
	emphasizes	
	tackles the problem of	
	draws the reader's attention to	
6. The author	starts with	
	notes that	
	writes that/ about	
	states that	
	stresses (that)	
	mentions (that)	
	classifies	

enumerates  
talks about  
discusses (that)  
concludes that  
ends with

7. It should be | noted | that ...  
| stressed |  
| pointed out |  
| emphasized |  
| mentioned |

## **ВИСНОВКИ**

8. The key | problem | of the article is ...  
| question |

The main idea of the article is ...

To sum up ... \ Finally... \ In the conclusion ...

## **ВЛАСНЕ СТАВЛЕННЯ ДО ПРОЧИТАНОГО**

9. I think that ...

I feel that ...

I believe that ...

To my mind ... / In my opinion ...

It is worth reading, because...

Thus...

I'd like to say that...

The problem is of great interest ...

The problem is important \ topical because ...

To tell the truth ... \ Frankly speaking...

If I am not mistaken...

## ***Volodymyr Zelensky wins first round of Ukrainian presidential election***

***April 1, 2019***

***Dominik Istrate***

Volodymyr Zelensky has won the first round of Ukraine's presidential election. Exit polls and early results indicate that the former comedian has received 30.2 per cent of the vote. He will be joined in the second round of voting by the incumbent president, Petro Poroshenko, who took around 16.6 per cent.

Former Ukrainian prime minister Yulia Tymoshenko missed out after trailing in third with just over 13 per cent.

"I am very happy but this is not the final round," said Mr Zelensky. Mr Poroshenko described his second-place showing as a "harsh lesson".

Ukraine's Central Election Commission of Ukraine (CEC) reported that voter turnout was high, at 63.48 per cent. The highest level of turnout was registered in the Lviv, Volyn and Kyiv regions (above 68 per cent).

While around 2,000 minor cases of election fraud were reported to the Ukrainian police, both CEC and international election observers concluded that there had been no widespread attempts at fraud.

A total of 39 candidates were on the ballot paper. The second round of voting will take place on April 21.

## ***C.H. Robinson Expands Its Technology Center in Warsaw, Poland***

***April 11, 2019***

AMSTERDAM--(BUSINESS WIRE)--C.H. Robinson announced its plans to recruit over one hundred IT professionals by the end of 2020, to continue to enhance its industry-leading technology and global solutions, and to provide better support to customers and carriers across Europe and other global markets. New talent will join the technology team in Warsaw, Poland.

"We are investing in our technology as we look to accelerate the pace of innovation and technology deployment," said Jeroen Eijsink, president of C.H. Robinson Europe. Eijsink adds, "We have a diverse portfolio of customers, and our customer

strategy is to ensure our technology solutions bring value to them and serve their needs.”

Due to C.H. Robinson’s experience and scale, the company leverages data to deliver an information advantage to customers and carriers that results in better outcomes. C.H. Robinson IT experts are continuously enhancing their technology solutions, including Navisphere® – a single instance, global, multi-modal transportation management system (TMS). Their proprietary platform, including products such as Navisphere® Vision, Navisphere® Carrier, and Navisphere® Driver, provides real-time insights and visibility, and drives process efficiency and improvement.

“We are eager to expand our IT and software development departments in Warsaw, Poland,” said Mike Neill, Chief Technology Officer for C.H. Robinson. “The growth of our technology team is further proof of our dedicated investment in this critically important part of our business moving forward, and our commitment to innovate and provide best-in-class technology solutions and service.”

C.H. Robinson was recently honored by Top Employers Institute as a Top Employer 2019, in Poland, and the new hires will reinforce C.H. Robinson’s existing technology teams across Europe. Key IT positions that are a part of this talent acquisition campaign include roles such as software engineer, IT business analyst, database administrator, application systems engineer, IT manager, and quality assurance analyst.

***Ukraine FM: Country will remain committed to EU and NATO regardless of who is president***

***April 3, 2019***

***Dominik Istrate***

Ukraine’s foreign minister Pavlo Klimkin (pictured above) has said that the country’s foreign policy will remain focused on accession to the European Union and NATO regardless of who is elected head of state.

The current president Petro Poroshenko faces challenger Volodymyr Zelensky in the second round of the presidential election on April 21.

“Ukraine will continue its drive towards the transatlantic community, towards NATO, towards the European Union. There could be some differences in time-frames and tactics but in the sense of strategy, it is already decided 100 per cent,” Mr Klimkin said.

Speaking in a TV interview with American broadcaster CNBC, the foreign minister emphasised that the public would never allow Ukraine to turn to Russia again.

“I am pretty sure there would be no U-turn, or left turn or right turn on foreign policy. Ukrainian society would not allow it,” the minister said.

Commenting on the fifth anniversary of Russia’s annexation of Crimea, Mr Klimkin said Ukraine still hopes to reclaim the peninsula, as well as the Donbass region, from pro-Russian separatists.

### ***The US has not given up on Central Europe***

***February 22, 2019***

***Dominik Istrate***

The eagerly-anticipated visit of US Secretary of State Mike Pompeo to Central Europe last week came amidst much hope for renewed US engagement in the region. There had not been a state department visit to Hungary for eight years, and Mr Pompeo’s visit was the first state secretarial visit to Slovakia for 20 years.

Mr Pompeo’s talks with the ministers and heads of government of Hungary, Slovakia and Poland show that the United States is still deeply committed to its relations with Central Europe, but this commitment takes a very different approach to that of the previous administration. The battle for influence over Central Europe has taken a new turn, with Washington now taking aim at Russia and China. For the last 30 years, the relationship between Central Europe and the United States has always stood on three pillars: economic relations, security cooperation and political dialogue. Tensions between some countries in the region (primarily Poland and Hungary) emerged during the Obama administration and US diplomats at that time were more critical towards the two governments. Since Donald Trump was elected president, US foreign policy changed course and became more flexible about cooperating with Central Europe’s authoritarians. Mr Pompeo’s visit focused on strengthening the American security commitment to local NATO allies. Regardless of the US president’s contradictory stance on Russia, the tour proves that Washington is still heavily concerned about defence cooperation with Central Europe: Slovakia and Hungary will purchase American military equipment and the US has managed to renew its defence cooperation agreement (DCA) with Hungary. Given that Hungary is widely considered a Russian proxy, the renewal of the DCA is an important step towards keeping Hungary in check.



US-Polish security cooperation is stronger than ever. Having co-hosted a summit themed around Middle Eastern issues, the government in Warsaw played an important part in promoting the US foreign policy agenda. While claiming to act as a go-between for the EU, Poland nevertheless broke with other major European states who support the international nuclear agreement with Iran. Unsurprisingly, the US has continued to back Poland in criticising Nord Stream 2, a Russian pipeline that will directly transfer gas to Europe, bypassing Ukraine.

As for Slovakia, relations with the US can be described with the same level of satisfaction. Apart from broadening bilateral security cooperation, the political dialogue between the two countries seems to be intensified and uninterrupted.

When it comes to Hungary, however, the country's commitment to NATO stands on contradictory ground.

As long as the Trump administration stays in office, both the Hungarian and Polish governments can feel safe. For them, the visit is seen as a green light for their anti-democratic practices and a sign of an alliance with a similarly conservative US president – regardless of mild warnings by the State Department.

“Too often in the recent past, the United States was absent from Central Europe. That's unacceptable,” said Mr Pompeo during his press conference in Budapest. His visit proves that the US has not given up on Central Europe. All he has to prove now that they have not given up on Central European democracy.

### ***North Macedonia has a name. What's next?***

***February 18, 2019***

***Craig Turp***

Now that one of the silliest international disputes of recent decades has been resolved, Greece will no longer veto Macedonia's (now officially North Macedonia) membership of international organisations. But while NATO membership could happen relatively quickly, nobody should expect EU membership anytime soon.

NATO, when it wants to, can act very quickly. Less than a week after the Greek parliament voted to sign off on the deal that will see the Republic of Macedonia officially become the Republic of North Macedonia, NATO approved the newly-renamed country's accession protocol. Once the protocol is signed by NATO's existing 29 members, North Macedonia will be able to take part in the organisation's activities as an invitee. Full membership should be possible by the end of 2020.

The markets have reacted positively. North Macedonia's 2025 sovereign bond hit a one-year high as NATO Secretary General Jens Stoltenberg welcomed the final confirmation of the so-called Prespa Agreement as "an important contribution to the stability and prosperity of the whole region."

### Ancient heritage

The name Republic of Macedonia was adopted immediately after the country declared independence from the former Yugoslavia in 1991. It had been recognised as such by more than 130 countries, but not by the United Nations, NATO or the European Union, in all three cases because of the objections of Greece, which claimed that the term 'Macedonia' usurped its own ancient heritage and implied territorial ambitions on its northern province of the same name, the birthplace of Alexander the Great.

The 27-year-long dispute was finally resolved in June 2018 when, after months of often delicate negotiations, Macedonian Prime Minister Zoran Zaev and his Greek counterpart Alexis Tsipras signed an agreement in the town of Prespa, which sits on the border between the two countries.

"This agreement preserves the Macedonian ethnic and cultural identity," said Mr Zaev at the time. "Both our language and our people will continue to be known as Macedonian."

While there was broad popular support in Macedonia for the Prespa deal, not everyone was happy. The opponents of the agreement were led by the country's president, Gjorge Ivanov, who went so far as to call for a boycott of a referendum on the deal from the pulpit of the UN General Assembly in New York, claiming that it was "a flagrant violation of sovereignty." Russia was also less than pleased.

## REFERENCES

1. Анохина И.Г. Англо-русский коммерческий словарь-справочник. - М. «Моби», 1992.
2. Борисенко Л.І. Англійська мова в міжнародних документах і дипломатичній кореспонденції. – Київ “Логос”; 1999- 342 с.
3. Гончар О.В., Лисицька О.П., Мошинська О.Ю., Сімонок В.П., Частник О.С. English for Law Students. - Харків : Право , 2011 . - 416 с.
4. Гур'єва В. В. English for Law Students (англійська мова для студентів-юристів): Навчальний посібник для студентів у-тів. – Вид. від. ЧНУ ім.Б. Хмельницького, 2009. – 112с.
5. В. В. Гур'єва, Л.В. Рибалка. English for Law Students. Збірник завдань для студентів-заочників III-IV курсів юридичних факультетів університетів. – Черкаси: Видавець ФОП Нечитайло О.Ф.,2015. – 105с.
6. В. В.Гур'єва, Л. В. Рибалка. English for Law Students. Збірник завдань для студентів-заочників III-IV курсів юридичних факультетів університетів / В. В. Гур'єва, Л. В. Рибалка. – 2-ге вид, переробл. та доповн. - Черкаси : ЧНУ імені Богдана Хмельницького, 2016. – 104 с.
7. Зернецький П.В. Англійська мова для правників:[Навч.посібник]/ П.В.Зернецький, М.В.Орлов. – К.: Вид.дім «КМ Академія», 2003. – 182 с.
8. Зернецький П.В. Берт С.С., Вересоцький М.А. BusinessEnglish for Law Students/ - К.: Вид.дім «КМ Академія», 2005. – 246 с.
9. Карабан В.І. Українсько-англійський юридичний словник. -Вінниця, Нова книга, 2003.-976 с.
10. Комаровская С.Д. Justice and the Law in Britain: учебник английского языка для юристов. – 5-е изд. – М.: «Книжный дом «Университет», 2002. – 352 с.
11. Крупнов В.Н. Русско-английский словарь активной деловой лексики. - М. «Дело» 1997.
12. Ліпко .П.І. Англійська мова для юристів, - Вінниця. Нова книга, 2004. – 208 с.
13. Мисик Л.В. Англійська мова для студентів юридичних факультетів. “Частина I, II.- К.: Видавничі Дім Ін Юре”, 1999.-452с.
14. Посібник з англійської мови для студентів-юристів /В. П. Сімонок, Т. І. Костюченко, Т. В. Олійник, Т. М. Фоменко, Л. О. Шишкіна ; За заг. ред. проф. В. П. Сімонок. – Х.:Право, 2005. – 264 с.

- 15.Рибалка Л.В. Англійська мова для студентів - юристів. Збірник завдань для студентів-заочників I-II курсів юридичних факультетів університетів. – Черкаси: Вид. від. ЧНУ імені Б. Хмельницького, 2009. – 72с.
- 16.Черноватий Л.М., Карабан В.І., Іванко Ю.П., Ліпко І.П. Преклад англійської юридичної літератури. Навчальний посібник. – Вінниця: Нова Книга, 2006. – 656 с.
17. Яценко С.С., Купрієвич О.А. Англійська мова в кримінальному праві: Навчальний посібник для студентів юристів. – Київ.: “Школа”; 2004.-367 с.
- 18.English for Lawyers : підруч. для студ. вищ. навч. закл. / за ред. В. П. Сімонок. – Х. : Право, 2011. – 648 с.
- 19.Martin E.A. A Dictionary of Law. – Oxford University Press, 2003
- 20.Encarta Encyclopedia ([www.encartaencyclopedia.com/](http://www.encartaencyclopedia.com/))
- 21.Britannica Encyclopedia ([www.britannica.com/](http://www.britannica.com/))
- 22.Microsoft Encyclopedia ([www.microsoft.com](http://www.microsoft.com))

Навчально-методичне видання

**Гур'єва Віталіна Валеріївна**  
**Рибалка Людмила Володимирівна**

**Англійська мова для студентів-правників**

Навчально-методичний посібник для студентів-заочників I-II курсів  
юридичних факультетів університетів

Комп'ютерне верстання В. В. Гур'єва

Тираж 50 шт.

Ум. друк. арк. 3.0

Підписано до друку 30. 07. 2019р.

Друк ФОП Нечитайло О. Ф.

Україна, м. Черкаси

вул. О. Дашкевича, 39

тел.: (0472) 366260

Свідоцтво про внесення до державного реєстру  
Суб'єктів видавничої справи АВ № 488421 від 18.10.2013р.