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имени Александра Григорьевича и Николая Григорьевича Столетовых»

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ПРАКТИЧЕСКИЙ КУРС
АНГЛИЙСКОГО ЯЗЫКА
ENGLISH FOR MASTERS IN LAW

Учебно-практическое пособие



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В пособии представлены стратегии послевузовского изучения иностранного языка на основе современных стандартов компетентностного подхода в процессе подготовки специалистов, на высоком уровне владеющих иностранным языком. Цель пособия – сформировать у студентов умения логически мыслить, аргументированно и ясно строить устное и письменное высказывания на иностранном языке, корректно выражать собственную точку зрения в межличностном общении.

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ПРЕДИСЛОВИЕ

Предлагаемое учебное пособие соответствует программе дисциплины “Иностранный язык в сфере юриспруденции” для студентов магистратуры Юридического института ВлГУ. Содержание дисциплины “Иностранный язык в сфере юриспруденции” базируется на оригинальных иностранных источниках (аутентичных учебных материалах, научных статьях, периодике, интернет-материалах) по профилю профессиональной ориентации магистранта.

Пособие состоит из 13 разделов (UNIT), содержание которых охватывает основные аспекты профессиональной деятельности юриста. Тексты дают представление о законодательных, судебных, исполнительных системах стран изучаемого языка и родной страны. Предтекстовые задания помогают расширить словарный запас, отработать новую лексику, устранить смысловые и языковые трудности. Послетекстовые задания помогают закрепить лексику, проверить понимание прочитанного, выявить главное, определить существенные детали в тексте, а также развивают способность самостоятельно высказываться по изучаемой теме.

Все разделы были отобраны с помощью анализа практической значимости материала в профессиональной деятельности магистрантов.

Пособие рекомендуется к использованию как для аудиторной, так и для самостоятельной работы студентов-магистрантов при изучении дисциплины “Иностранный язык в сфере юриспруденции”.

UNIT I

BASIC CONCEPTS OF LEGAL SKILLS



I. Study and memorize the following words and expressions:

- 1) **legal position** – правовые позиции;
- 2) **vary greatly** – сильно различаться;
- 3) **scope and responsibility** – возможность и ответственность;
- 4) **legal functions** – юридические функции;
- 5) **career in law** – карьера в юриспруденции;
- 6) **to polish** – оттачивать мастерство;
- 7) **to excel** – преуспевать (в чем-либо);
- 8) **competitive legal market** – конкурентный юридический рынок;
- 9) **fundamental tools** – основные инструменты;
- 10) **convey information** – передавать информацию;
- 11) **to be persuasive** – быть убедительным;
- 12) **to advocate a position** – отстаивать позицию;
- 13) **to master legal terminology** – владеть юридической терминологией;
- 14) **to draft legal documents** – составлять юридические документы;
- 15) **motions** – запросы в суд;
- 16) **briefs** – краткое письменное изложение дела;
- 17) **memo of interview** – протокол допроса;
- 18) **resolutions** – разрешения споров;
- 19) **legal agreements** – правовые соглашения;
- 20) **capably and responsibly** – умело и ответственно;
- 21) **topnotch organizational skills** – наивысшие организаторские способности.

II. Find Russian equivalents to the English words and word combinations.

Adopt valid resolutions without a formal meeting being held; amendment on court own motion; several core legal skills; mechanical aspects of writing; certificate of enrolment as advocate; pane’s advocate; college of advocates; a legal representative of a natural person; advise on legal matters.

III. Find English equivalents to the Russian words and word combinations.

Документ о законной сделке; злоупотребление законным правом; законный представитель физического лица; предоставлять разъяснения по правовым вопросам; обратиться с заявлением о предоставлении бесплатных юридических услуг; иметь право на получение юридической помощи; действовать в пределах своих полномочий; иск; аргументация ответчика по иску; подсудимый; апелляционный суд.

IV. Read and translate the text.

TOP TEN LEGAL SKILLS

While legal positions vary greatly in scope and responsibility, there are several core legal skills that are required in most legal functions. If you are considering a career in law, it is wise to polish these top ten legal skills to excel in today's competitive legal market.

Oral Communication

Language is one of the most fundamental tools of the legal professional. Legal professionals must:

- convey information in a clear, concise, and logical manner;
- communicate persuasively;
- advocate a position or a cause;
- master legal terminology;
- develop keen listening skills.

Written Communication

From writing simple correspondence to drafting complex legal documents, writing is an integral function of nearly every legal position. Legal professionals must:

- master the stylistic and mechanical aspects of writing;
- master the fundamentals of grammar;
- learn how to write organized, concise and persuasive prose;
- draft effective legal documents such as motions, briefs, memos, resolutions and legal agreements.

Client Service

In the client-focused legal industry, serving the client honestly, capably and responsibly is crucial to success.

Analytical and Logical Reasoning

Legal professionals must learn to review and assimilate large volumes of complex information in an efficient and effective manner. Legal analytical and logical reasoning skills include: reviewing complex written documents, drawing inferences and making connections among legal authorities; developing logical thinking, organization and problem-solving abilities; structuring and evaluating arguments; using inductive and deductive reasoning to draw inferences and reach conclusions.

Legal Research

Researching legal concepts, case law, judicial opinions, statutes, regulations and other information is an important legal skill.

Technology

Technology is changing the legal landscape and is an integral part of every legal function. To remain effective in their jobs, legal professionals must master communications technology including emails, voice messaging systems, video conferencing and related technology.

Knowledge of Substantive Law and Legal Procedure

All legal professionals, even those at the bottom of the legal career chain, must have basic knowledge of substantive law and legal procedure.



Time Management

In a profession based on a business model (billable hours) that ties productivity to financial gain, legal professionals are under constant pressure to bill time and manage large workloads.

Organization

In order to manage large volumes of data and documents, legal professionals must develop topnotch organizational skills.

Teamwork

Legal professionals do not work in a vacuum. Even solo practitioners must rely on secretaries and support staff and team up with co-counselors, experts to deliver legal services.

V. Make up your own questions to the text “Top Ten Legal Skills”.

VI. Make up your own sentences with the following words and word combinations.

Профессиональные компетенции юриста; представлять информацию в ясной и краткой форме; овладеть юридической терминологией; развивать способность внимательно слушать собеседника; составлять сложные юридические документы; овладеть основами грамматики; составлять ходатайства, записки по делу; обслуживать клиента честно и ответственно; просматривать и усваивать большой объем информации; навыки логического рассуждения; делать выводы и умозаключения; осваивать технологии общения (коммуникации); нижняя ступень карьерной лестницы; знания материального права и судопроизводства; выдерживать большие рабочие нагрузки; почасовая оплата; развивать высочайшие навыки самоорганизации; работа в команде.

VII. Analyze the definitions and insert them into the sentences below. Translate the sentences.

Document. Communication. Client. Top-Notch. Draft. Skill. Research.

1. _____ – an ability to do something well, especially because you have learned and practiced it.
2. _____ – to write a plan, letter, report, bill, etc. that will need to be changed before it is completed.
3. _____ – a piece of paper that gives official written information about something.
4. _____ – someone who pays for services or advice from the person or organization.
5. _____ – serious study of a subject that is intended to discover new facts or test new ideas.
6. _____ – having the highest quality or standard.
7. _____ – the process by which people exchange information or express their thoughts or feelings.

VIII. Translate the sentences into English.

1. Мы осваиваем юридическую терминологию с первого дня поступления в университет.
2. К концу первого курса он научится представлять информацию в четкой и краткой форме.

3. На вчерашнем семинаре по истории государства и права России студенты активно отстаивали свои позиции.
4. Только к концу прошлого занятия он понял, как составлять ходатайство.
5. Тише, идет лекция! Преподаватель рассказывает об использовании индуктивно-дедуктивных методов в работе юриста.
6. Он занимался исследовательской работой в области теории государства и права еще на первом курсе.
7. Овладение современными технологиями общения, такими, как видеоконференции, является неотъемлемой частью работы юриста.

IX. Translate the sentences into Russian.

1. Legal research is the only reliable tool of the legal profession.
2. In their first year students must read and brief hundreds of cases.
3. Experts say that the brain is a complex information processor capable of processing and assimilating complex information at greater speeds through practice.
4. We must know how to analyze and gather information, identify issues, organize our data base, draft inferences and reach conclusions.
5. You can brush up your writing skills by reading resources on the craft of writing.
6. It is easy to learn legal English.
7. We must learn the substantive law and legal procedure.

X. Translate the dialogue into Russian.

Nick: So, why have you chosen to be a lawyer?

Lena: Actually, I'm going to be a barrister.



Nick: Oh, you mean a job of an advocate? You'll be speaking in court and trying to persuade a judge, won't you?

Lena: Yes, exactly. You know, my cases will often be connected with serious crimes.

Nick: And it doesn't embarrass you, right?

Lena: It really doesn't. I've always thought that every person worth having one more chance. Moreover, some of the accused aren't guilty and they deserve a professional's defense. And what are your plans about the future career?

Nick: I've, on the contrary, decided to become a professional in civil law, protecting intellectual property, in particular.

Lena: I've heard it's one of the most complicated fields of law.

XI. Fill in the blanks with one of the following words and translate sentences into Russian.

1. While legal positions vary greatly in (*свобода действий и ответственность*), there are several (*сущность правовых навыков*) that are required in most legal functions.

2. If you are (*рассматривать*) a career in law, it is (*благоразумно*) to polish these top ten legal skills to excel in today's (*конкурентный*) legal market.

3. (*Язык*) is one of the most (*основных инструментов*) of the legal professional.

4. (*Передавать информацию*) in a clear, concise, and logical manner.

5. (*От написания*) simple correspondence to (*составление*) complex legal documents, writing is (*всеобъемлющая*) function of nearly every legal position.

6. (*Составить проект*) effective legal documents such as motions, briefs, memos, resolutions and (*правовые соглашения*).

7. In the client-focused (*правовая индустрия*), serving the client (*честно*), (*искусно*) and responsibly is crucial to (*успех*).

8. Legal (*профессионализм*) must learn to review and (*впитывать*) large volumes of complex information in (*эффективный*) and (*эффектный*) manner.



9. (*Исследовательские*) legal concepts, case law, judicial opinions, statutes, regulations and other information is (*важный*) legal skill.
10. (*Специальная терминология*) is changing the legal landscape and is (*неотъемлемая часть*) of every legal function.
11. To remain effective in their jobs, legal professionals must (*овладеть*) communications technology (*включая*) e-mails, voice messaging systems, video conferencing and related technology.
12. All legal professionals, even those at the bottom of the legal career chain, must have (*основные знания*) of substantive law and (*правовая процедура*).
13. (*Для того чтобы управлять*) large volumes of data and documents, legal professionals (*должны совершенствовать*) topnotch organizational skills.
14. (*Профессионалы своего дела*) do not work in a vacuum.

XII. Discuss the following statements.

1. I am interested in a job of lawyer, because...
2. A lawyer must protect the law.
3. I'll have good career opportunities.
4. I'll be able to earn a high salary.
5. I hope I'll be useful for people.

XIII. Make up your own dialogue using the information from the UNIT I.

XIV. Give a short summary of the text "Top Ten Legal Skills". Use active words and word combinations from the text.

XV. Make up your own project in the form of presentation on the topic: "Legal Skills".



GRAMMAR FOCUS

THE ARTICLE

Grammar exercises

1. Fill in the blanks with definite or indefinite articles.

Jim, ___ old friend of mine, used to work in downtown Los Angeles. He had ___ good job in one of ___ biggest law firms in ___ city. He was ___ honest, hard-working lawyer, but he hated his job. So he decided to quit, and to become ___ surfer instead. Now Jim spends his days surfing ___ waves of Malibu. It isn't ___ easy life, but it makes him happy. Soon after he quit his job, Jim met ___ beautiful surfer named Jenny. After they went out for ___ couple of months, they decided to get married.

2. Fill in the blanks with either definite or indefinite articles or no articles.

1. They usually spend their holidays in ___ mountains.

a) the b) no article c) a

2. Los Angeles has ___ ideal climate.

a) no article b) an c) the

3. This is ___ best Mexican restaurant in the country.

a) no article b) a c) the

4. I can't live on ___ 500 dollars a month.

a) the b) no article c) a

5. Someone call ___ policeman.

a) a b) the c) no article

6. Someone call ___ police.

a) no article b) the c) a

7. He is _____ real American hero.
 a) no article b) the c) a
8. I don't like _____ dogs, but I like my brother's dog.
 a) a b) no article c) the
9. I haven't seen him in _____ five years.
 a) no article b) the c) a
10. Kobe Bryant is _____ basketball player.
 a) the b) a c) no article

3. Insert suitable articles where necessary.

1. He studies _____ Chinese history at _____ college.
2. Before _____ people invented _____ wheel, they could not transport heavy loads easily.
3. I won't let you leave in such _____ stormy weather.
4. What _____ wonderful journey, I'm happy I've joined you.
5. Not _____ word was said at _____ dinner about _____ accident that had happened in _____ morning.
6. Last year when I was at _____ school I never took _____ interest in _____ ancient art. Now any kind of _____ information in this field is very interesting to me.
7. Yesterday I came from _____ work very tired and went to _____ bed immediately.
8. _____ nature is usually wrong.
9. Without _____ music _____ life would be _____ mistake.
10. _____ diplomat is _____ person who can tell you to go to hell in such _____ way that you actually look forward to _____ trip.
11. _____ dog is _____ only thing on _____ earth that loves you more than you love yourself.
12. _____ Americans like _____ fat books but _____ thin women.
13. _____ optimist is _____ person who thinks _____ future is uncertain.
14. _____ diplomacy is _____ art of saying "nice doggie!" until you can find _____ stone.
15. California is _____ great place if you happen to be _____ orange.

4. Fill in the blanks with definite or indefinite articles where it is necessary.

Ten months ago Peter and Sarah Moore came back to _____ United Kingdom from _____ United States, where they had run _____ language school for _____

immigrants for ___ last seven years. When ___ couple moved into their old house they got ___ chance to create ___ completely new interior. They decided to design ___ kitchen they always wanted, with ___ large window, ___ double oven, as they are both ___ very keen cooks, and ___ traditional, country-style cupboards. ___ budget wasn't huge so they couldn't afford to hire ___ architect to design ___ interior. They did everything themselves – Peter painted ___ walls pale green using ___ mixture of different paints, Sarah found ___ furniture and kitchen equipment in ___ department stores and ___ second-hand shops. ___ final result is impressive – ___ airy, spacious room with a lot of natural light. ___ kitchen is now ___ heart of their home and ___ family just love it.

5. Use the articles with the proper names. Fill in a, an, the or nothing. Choose the right answer.

1. ___ Lake Baikal is the deepest freshwater lake in the world.
a) a b) an c) the d) nothing
2. ___ Nile is the second-longest river in the world.
a) a b) an c) the d) nothing
3. ___ Fifth Avenue separates the East Side of Manhattan from the West Side.
a) a b) an c) the d) nothing
4. Bunin was the first Russian poet to receive ___ Nobel Prize for literature in 1933.
a) a b) an c) the d) nothing
5. When ___ UN was founded in 1945, it had 51 member states.
a) a b) an c) the d) nothing
6. ___ NATO was established in 1949.
a) a b) an c) the d) nothing
7. Amundsen and his companions reached ___ South Pole on December 14, 1911.
a) a b) an c) the d) nothing
8. Europe, Asia, Africa, and Australia are in ___ Eastern Hemisphere.
a) a b) an c) the d) nothing
9. Beautiful beaches and mild climate make ___ Bahamas a popular tourist resort.
a) a b) an c) the d) nothing

UNIT II

DO WE NEED A LAWYER FOR A LONG-TERM DISABILITY INSURANCE CLAIM?



I. Study and memorize the following words and expressions:

- 1) **a long-term disability** – длительная потеря;
- 2) **a claim** – заявление о трудоспособности;
- 3) **insurance lawyers** – страховые юристы;
- 4) **an attorney** – уполномоченный, доверенный;
- 5) **to cross the T's and dot the I's** – расставить точки над i;
- 6) **insurance company** – страховая компания;
- 7) **short-term disability** – долгосрочная нетрудоспособность;
- 8) **benefits** – пособие;
- 9) **ticking clock** – тикающие часы;
- 10) **a manual** – руководство;
- 11) **a surgical procedure** – хирургическое вмешательство;
- 12) **a Hartford policy** – полис Хартфорда;
- 13) **an employer** – работодатель;
- 14) **to deny** – отказать;
- 15) **to grant** – предоставлять;
- 16) **a payroll** – зарплата;
- 17) **to entitle** – иметь право;
- 18) **to respond** – ответить, отреагировать;
- 19) **to hire** – нанять;
- 20) **to pursue** – преследовать;
- 21) **a lawsuit** – иск;
- 22) **circumstances** – обстоятельства;
- 23) **to review** – просмотреть, проверить;
- 24) **subscribe** – подписаться;
- 25) **to provide** – обеспечить;
- 26) **an opportunity** – возможность.

II. Find Russian equivalents to the English words and word combinations.

Disability; insurance; claim; involved; from the beginning; the insurance company; serious; companies treat; an attorney; differently; the claims representatives; make sure; it is true; get approved; without attorneys; felt threatened; short-term disability; apply for LTD benefits; on the insurance side of the process; a ticking clock; to return to work; to deny the claim; to spend own money; the manual; eligible; to approve your claim; the application process; critical stage of the process; a free consultation.

III. Find English equivalents to the Russian words and word combinations.

Преступление; преступник; преступность; следователь; судья; правосудие; юстиция; законность и правопорядок; юридическая фирма; юрист; адвокат; действующее законодательство; нотариус; нотариальная контора; прокурор; прокуратура; общественный порядок; наказание; адвокатура; совершить преступление; расследовать; предотвратить преступление; наказывать; нормы права об интеллектуальной собственности.

IV. Read and translate the text.

DO WE NEED A LAWYER FOR A LONG-TERM DISABILITY INSURANCE CLAIM?

A question we are often asked is, “Do I need a lawyer for a long-term disability claim?” The short answer is, “Yes”. We say that for good reasons, not just because we are disability insurance lawyers. Having a lawyer involved from the beginning shows the insurance company that you are serious about this claim. Companies treat an attorney differently than they treat an insured. The company knows it needs to do everything by the book. The claims representatives make sure they cross all their T’s and dot all their I’s.

It is true that some claims get approved without attorneys. On the other hand, some of our clients have told us about information they received that was incorrect. Some have even felt threatened. That will not happen when you have a lawyer involved from the beginning who communicates with the

insurance company on your behalf. Do you know how Insurance Companies Work? Often, a person is out on short-term disability (STD) before they apply for LTD benefits. On the insurance side of the process, it is almost as though they have a ticking clock on when you are expected to return to work. The claims representatives actually have a manual that tells them when you are expected to return to work after a certain surgical procedure or medical condition. This can be a real problem if your STD policy is administered by the same insurance company that administers your LTD policy.



For example, if you have a Hartford policy. Hartford administers the policy for your employer who is the one that actually pays your benefits when you are out on STD. When STD turns to LTD, the insurance company is then the one who pays the benefits. The company may even deny your claim for STD because it knows that may be a step in the process to LTD and the company does not want to spend its own money on paying you LTD benefits. The focus even when you have been granted STD benefits is to “get this person back to work” because the manual says you should be back to work. So, your LTD claim may be denied even though you have presented the same information that was used when the company approved your STD claim. What a Disability Attorney Does to Help Get Your LTD Claim Approved Whether you are eligible to collect long-term disability (LTD) benefits depends on the language of your policy. The policy may seem to you to be straight forward. You look at it and think, “I paid for this policy out of my payroll. I’m entitled to these benefits. I should get them until I am 65 years old!” We start with reviewing the language of your policy. This is key to knowing what the company will want from you in order to approve your

claim. Receiving benefits is far from automatic. The application process is the critical stage of the process. We have been doing this a long time and we know what the insurance companies are looking for, and that is more than just filling in the blanks on the claims form they provide you. If you make one little mistake in the application problem, and mistakes are easy to make, your claim will likely be denied. Generally, if you just file the form, the company will respond by asking you for more information. This process may go back and forth for weeks. If you hire us as your disability lawyer, we know what they want. We send everything in together, all your medical records, supporting physician statements, and other documentation of your claim. If your claim is still denied, you need an attorney to pursue your appeal. If the appeal is denied, then you have the option of filing a lawsuit.

<https://www.hg.org/legal-articles/do-i-need-a-lawyer-for-a-long-term-disability-insurance-claim-57359>

V. Comprehension check. Answer the following questions.

1. What factor shows that you are a serious client?
2. Is the information always correct?
3. Do people need a lawyer for a long-term disability claim?
4. How do insurance companies work?
5. Who can apply for LTD benefits?
6. When are clients expected to return to work?
7. What does a manual usually do?
8. Who administers STD policy?
9. Who pays your benefits when you are out of STD?
10. In what case may a company always want to spend its own money?
11. Does a company always want to spend its own money?
12. For what reasons should clients be back to work?
13. Is the language of your policy very important?
14. Is receiving benefits far from automatic?
15. What is the critical stage of the process?
16. What are the insurance companies looking for?

VI. Make up your own sentences with the following words and word combinations.

The insurance company; the claim; treat an attorney; representatives make sure; information; to receive; to be incorrect; to communicate with the insurance company; a person is out on short-term disability; to apply for; on the insurance side; the process; a ticking clock; to expect; to return to work; the application process; the critical stage of the process; a long time; the insurance companies are looking for; just filling in the blanks; to provide; one little mistake; to be denied; a lot of information; available on; to look forward to.

VII. Translate the sentences into English.

1. Нам часто задают вопрос: “Нужен ли мне адвокат для написания заявления о длительной нетрудоспособности?”
2. Короткий ответ: “Да”. Мы говорим так по уважительным причинам, а не только потому, что мы юристы по страхованию инвалидности.
3. Привлечение адвоката с самого начала показывает страховой компании серьезное отношение застрахованного к иску.
4. Компании относятся к адвокату иначе, чем к застрахованному.
5. Компания знает, что ей нужно делать все по инструкции.
6. Адвокаты уверены, что они расставят все точки над і.
7. Часто человек оформляет краткосрочную инвалидность до того, как он подает заявление на получение пособия по инвалидности.
8. У застрахованных есть руководство, которое сообщает им, когда они должны вернуться на работу после определенной хирургической процедуры или заболевания.
9. Это может быть реальной проблемой, если полис краткосрочной инвалидности выдается той же страховой компанией, которая выдает полис на получение пособия по инвалидности.
10. И даже когда человек получает льготы по инвалидности, его могут заставить вернуться к работе, потому что так прописано в руководстве.
11. Что делает адвокат по делам об инвалидности, чтобы помочь получить одобрение претензии?

VIII. Ask the question in English. Translate the dialogue.

Корреспондент: Генри, почему Вы выбрали профессию юриста?

Mr. Dahut: When asked why I became a lawyer I usually say because it seemed like a smart thing to do. Unlike some of my law school classmates, I had no illusions of becoming either a great advocate or a legal scholar. All I wanted was a nice income and a respectable position in life. For me, law was a safe career choice, not a passion. My only concern was that as a creative, emotive, right-brain type, I would not be able to make my mind do whatever it is that lawyer minds do to think like lawyers. But an old lawyer, I met, told me that the real danger was that once you start thinking like a lawyer it becomes difficult to think any other way.

Корреспондент: Когда Вы сами поняли, что необходимо научиться мыслить как юрист?

Mr. Dahut: That process began on the first day of law school when the dean told our petrified first year class that before we could become lawyers we had to learn how to think like lawyers. One student had the nerve to ask the dean how we would know when he had learned to think like lawyers. The dean shot back, when you get paid to think! I soon saw how thinking like lawyers actually meant altering our reasoning structures. For example, memory, while important to success in law school, stood a distant second to learning how to reason like a lawyer.

IX. Translate the dialogue into Russian.

Nick: So, why have you chosen to be a lawyer? Actually, I'm going to be a barrister.

Lena: Oh, do you mean a job of an advocate? You'll be speaking in a court and trying to persuade a judge, won't you?

Nick: Yes, exactly. You know, my cases will often be connected with serious crimes.

Lena: And it doesn't embarrass you, right?

Nick: It really doesn't. I've always thought that every person worth having one more chance. Moreover, some of the accused aren't guilty and they deserve a professional's defense. And what are your plans about the future career?

Lena: I've, on the contrary, decided to become a professional in a civil law, protecting intellectual property, in particular.



Nick: I've heard it's one of the most complicated fields of law.

Lena: Yes, it is. Due to the globalization and widely-spread piracy, it's sometimes almost impossible to find an original author of the patent or a trademark.

Nick: How will you cope with the difficulty?

Lena: I'll be studying every case thoroughly and get the truth. I can't stand fraud, so I'll do my best to restore justice.

X. Fill in the blanks with one of the following words:

assessor's report; cover; to be towed; average adjusters; declaration form; particular average; expenditure; rudder; casing; valued policy; indemnity; cover note; clause; surveyor; claim.

1. The report states that B/L. No. 3459 was ... by the captain of the vessel with a comment on cracks in the ... of the machinery.
2. In their letter of May 12 they asked us about ... for a shipment of computers.
3. The ... thus incurred will be payable by the ship, freight and cargo in proportion to their respective value, and we, as ... , have been appointed to prepare the necessary adjustment.
4. We will issue a ... as soon as you complete and return the enclosed ...
5. The idea of insurance is to obtain ... in the event of any happening that may cause loss of money; insurance is against risk.
6. We opened the cases and contacted the Lloyd's ... in Barcelona.
7. ... means partial loss or damage accidentally caused to the ship or to a particular lot of goods.
8. I would therefore suggest a ... against all risks.
9. In heavy weather off the coast of France the vessel's ... was damaged and she was rendered helpless, having in consequence ... to Bordeaux.
10. I have now received our ... with reference to your ... RC 3221 in which you asked for ... for the ... to two turbine engines.

XI. Fill in the blanks with one of the following words and translate sentences into Russian.

1. Therefore, insurance company (*оценщики*), (*сюрвейеры*) and assessors try to place the insured person or institution in the same financial position after the loss as he/it was before it.

2. (*Общая авария*) means any extraordinary loss, damage or expenditure (*понесенные*) for the purpose of preventing all the interest imperiled – the ship, the (*груз*) and the freight.
3. The (*сюрвейер*) is examining the damage at the moment and no doubt will send a detailed report as soon as possible. He is also investigating (*ящики*) 20 and 21.
4. This was a CIF shipment and you (*являетесь держателем*) the insurance policy.
5. We would like you to send (*замену*) for the (*поврежденным товарам*) as soon as possible.
6. As this will nearly (*исчерпает*) the amount of the (*страхового покрытия*) under our policy No. 26534 we shall be glad if you (*возобновить*) this for a further €10,000.
7. I would therefore suggest a (*таксированный*) policy (*против всех рисков*) for which we can quote 4.35 %.
8. I note from the details attached to your letter that the net amount of the (*счета-фактуры*) is £22,000, and payment is by (*аккредитив*).
9. We wish to renew our (*генеральный полис*) No. 26534 on the same terms as before, to cover consignments of (*текстильного оборудования*) to Bombay and Melbourne.
10. The expenditure thus incurred will (*подлежать оплате*) by the ship, freight and cargo in proportion to their respective value, and we, as (*диспашеры*), have been appointed to prepare the necessary adjustment.

<https://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk/library/2019/01/16/teksty-dlya-chteniya-dlya>

XII. Discuss the following statements.

1. Do we need a lawyer for a long-term disability claim?
2. Short-term disability.
3. How do insurance companies work?
4. The application process is the critical stage of the process.
5. It is true that some claims get approved without attorneys.

XIII. Make up your own dialogue using the information from the UNIT II.

XIV. Give a short summary of the text “Do We Need a Lawyer for a Long-Term Disability Insurance Claim?” Use active words and word combinations from the text.

XV. Make up your own project in the form of presentation on the topic: “Protection of people with disabilities”.



GRAMMAR FOCUS

THE NOUN

Grammar exercises

1. Give the plural of the following nouns:

leaf	mouse	country	piano
child	sheep	goose	lady
man	woman	gooseberry	crisis
tooth	medium	deer	deary
knowledge	fish	dish	news

2. Read the following nouns first in the singular and then in the plural:

1) bag, dog, bird, verb, pan, hen, spoon, noun, room, ring, thing, evening, song, girl, apple, table, article;

2) tree, pie, cow, fly, lady, baby, teacher, letter, mirror, berry, play, toy, city;

3) cake, snake, fork, map, lamp, hat, clock, rat, coat, goat, skirt, shirt, plant, sonant, jacket, object, attribute;

4) shelf, leaf, knife, wife, roof, chief, handkerchief;

- 5) bus, class, glass, dress, piece, slice, horse, house, rose, nose, blouse, box, fox, match, bench, bridge, cage, cottage, bush, radish;
- 6) man, woman, child, foot, tooth, goose, mouse, ox, fish, trout, fruit, swine, mouse, louse, deer, sheep;
- 7) phenomenon, crisis, stimulus, formula, axis, thesis, criterion.

3. Give the plural form of the underlined words.

Model: I met a man at the meeting last night. – *I met some men at the meeting last night.*

1. I saw a mouse running across the floor.
2. The baby got a new tooth.
3. I need a match.
4. He cooked a potato for dinner.
5. The professor is reading a thesis.
6. I visited a city in the Ukraine.
7. She photographed a leaf.
8. I caught a fish.
9. I saw a sheep in the farmyard.
10. She talked to a child.
11. The children hid behind the bush.
12. In science class we studied about a species of fish.
13. When I was in the park yesterday, I saw a goose.
14. When we spoke in the cave, we heard an echo.
15. He packed a box.
16. Every day I read in the newspaper about a new crisis in the world.
17. The wagon is being pulled by an ox.
18. I told the children a fable about a wolf and a fox.
19. We read a story about an Indian chief.
20. At the meeting last night, we were listening to a speech.
21. In science class, we studied a phenomenon of nature.

4. Use the nouns in the brackets in the Possessive Case:

- 1) my (*nephew*) dog; 2) (*Julie*) new boyfriend; 3) the (*men*) room; 4) my (*sister-in-law*) husband; 5) the (*women*) leader; 6) the (*officers*) residence;
- 7) for (*goodness*) sake; 8) (*Jesus*) resurrection; 9) the (*prince*) palace;

10) my (*brother-in-law*) new automobile; 11) (*Clinton*) saxophone; 12) the (*children*) toys; 13) a (*three-hour*) drive; 14) the (*labourers*) union; 15) (*Burns*) employees; 16) (*Beethoven*) 9th symphony; 17) (*Aristoles*) yacht; 18) (*Aristotle*) work; 19) (*Bush*) daughter.

5. Use the Possessive Case instead of nouns with of:

1) the supporters of Mr. Collins; 2) the passports of the drivers; 3) the father of Roy; 4) the parents of everyone else; 5) the shop of the Jones Brothers; 6) the songs of the Pointer Sisters; 7) the child of Mary and Henry; 8) the hats of the ladies; 9) the shop of the florist; 10) the Park of Saint James; 11) the law of Archimedes.

6. Choose the right variant to fill in the gaps in the sentences.

1. The coats of the ladies –
 - a) the lady's coats;
 - b) the ladies' coats;
 - c) the ladies's coats.
2. The hobbies of the women –
 - a) the woman's hobbies;
 - b) the women's hobbies;
 - c) the womens' hobbies.
3. The shoes of the players –
 - a) the players' shoes;
 - b) the players's shoes;
 - c) the player's shoes.
4. The future of our boys –
 - a) our boy's future;
 - b) our boys' future;
 - c) our boys's future.
5. The bathtub of Archimedes –
 - a) Archimedes's bathtub;
 - b) Archimede's bathtub;
 - c) Archimedes' bathtub.
6. The business of Anne and Francis –
 - a) Anne and Francis' business;
 - b) Anne's and Francis' business;
 - c) Anne and Francis's business.

7. The diary of my boss –
 - a) my boss's diary;
 - b) my boss' diary;
 - c) my bosses diary.
8. The clothes of men –
 - a) mens clothes;
 - b) men's clothes;
 - c) mens' clothes.
9. The girlfriend of my brother-in-law –
 - a) my brother-in-law's girlfriend;
 - b) my brother's-in-law girlfriend;
 - c) my brother's-in-law's girlfriend.

7. What do we call these things and people? Use the structure noun + noun.

Model: A ticket for a concert is a *concert ticket*.

1. A magazine about computers is _____
2. Photographs taken on your holiday are your _____
3. Chocolate made with milk is _____
4. Somebody whose job is to inspect factories is _____
5. A hotel in central London is _____
6. The results of your examinations are your _____
7. The carpet in the dining room is _____
8. A scandal involving a football club is _____
9. A question that has two parts is _____
10. A girl who is seven years old is _____

8. Translate into Russian.

A tennis ball; a bank manager; a television producer; a road accident; income tax; the city centre; a television camera; language problems; a vegetable garden; a television programme; apple juice; trade talks; consumer goods; food sales; exchange rate; wheat consumption; flax production; power station equipment; cane sugar; sugar cane; coal supply situation; a television studio.

UNIT III

SHOULD I TALK TO A DETECTIVE WITHOUT A LAWYER PRESENT?



I. Study and memorize the following words and expressions:

- 1) **investigate** – исследовать, расследовать;
- 2) **exclusively** – исключительно, всецело;
- 3) **felony** – уголовное преступление, тяжкое преступление;
- 4) **allegation** – обвинение;
- 5) **defense attorney** – защитник, адвокат защиты;
- 6) **waives** – отказываться, отменить;
- 7) **amendment** – поправка, дополнение, исправление;
- 8) **self-incrimination** – самообвинение;
- 9) **against** – против, вопреки;
- 10) **vulnerable** – уязвимый, незащищенный;
- 11) **prosecutors** – органы прокуратуры, прокурор;
- 12) **business card** – визитная карточка;
- 13) **elicit** – выявлять, выпытывать;
- 14) **happened** – случившийся;
- 15) **authority** – власть, полномочия;
- 16) **immediately** – немедленно, тотчас же;
- 17) **assigned** – назначенный;
- 18) **case** – дело, случай, обстоятельство;
- 19) **observing** – наблюдающий;
- 20) **warrant** – ордер, доверенность, приказ;
- 21) **interrogate** – допросить, опросить;
- 22) **discontinue** – прекратить;
- 23) **occurred** – возникший, произошедший;
- 24) **custody** – содержание под стражей, задержание;
- 25) **demand** – предъявлять требования.

II. Find Russian equivalents to the English words and word combinations.

Police detectives; to investigate; crime; to require; observation; exclusively; felony; criminal allegations; to mean; try to persuade; to talk by threatening; to arrest; to demand; to miss an opportunity; to put yourself in a better position; during a criminal investigation; to make the best decision; to incriminate yourself; a defense attorney; to understand; the circumstances.

III. Find English equivalents to the Russian words and word combinations.

Сотрудники полиции; наблюдение за преступлением; исключительно уголовные преступления; как правило; серьезное обвинение; проконсультироваться с адвокатом по уголовным делам; выдать ордер; причина совершения преступления; выдать ордер на арест; заключение под стражу; недостаточно доказательств; доказать дело; передать дело в суд.

IV. Read and translate the text.

**SHOULD I TALK TO A DETECTIVE WITHOUT A LAWYER
PRESENT?**

Police Detectives are police officers who investigate crimes that require more than observation of the crime. In Ohio, detectives investigate almost exclusively felony criminal allegations.

If a detective is investigating it is normally a serious allegation and you should consult with a criminal defense attorney before you talk. Detectives do not wait for people to get a defense attorney before they begin investigations, so it is normal for a person to be contacted by a detective wanting to talk.

You should not talk to a police detective without an attorney present. If you do so it waives your 5th Amendment right against self-incrimination and leaves you vulnerable to making incriminatory statements that police and prosecutors will use against you.

If it is possible, get a detective's business card with their name and phone number. Take it straight to a defense attorney and make a plan.

Detectives can lie as a tactic to elicit answers from a subject. They can lie about what happened, who was involved, and what will happen in court. You should always have a defense attorney with you when you speak to a detective.



Detectives are police officers and they have authority to immediately arrest you. Detectives are police officers who are assigned to cases that need more investigation than simply observing a criminal or traffic offense. They can arrest you, issue a warrant for your arrest, and interrogate you once they arrest you.

If you tell a detective that you want your lawyer, they have to discontinue their investigation. If the detective already has probable cause to arrest you, they may do so. They may simply continue their investigation without your statement.

A detective can issue a warrant if you will not talk to them (or if you do talk to them). Detectives only need probable cause that a crime occurred to issue a warrant to arrest or take you into custody immediately. Probable cause is not enough evidence to prove a case once it enters the courts though. For that reason, a detective might want to talk to you to see if they can make the case stronger when you talk to them. That means if you won't talk to a detective they may try to persuade you to talk by threatening to arrest you. They can do this. Demand your lawyer be present before you answer any questions.

Detectives want to talk to people for many different reasons including the following.

1. Figuring out if a crime occurred.
2. Establishing if a person(s) was involved in a crime.
3. Establishing how a crime occurred including the timeline in which it occurred.
4. Trying to get statements that further incriminate the subject(s) of an investigation.
5. Trying to see if other people than the suspect were involved and should also be investigated.

6. Collecting evidence including cell phones and physical evidence you may have with you.

7. Collecting DNA samples as evidence.

If you do not talk to a detective who wants to talk then you are missing an opportunity to put yourself in a better position during a criminal investigation. You may also be making the best decision by not talking because you may incriminate yourself if you talk. You need a defense attorney to understand what the circumstances are before you talk to the police.

By Brandon Shroy

<https://www.hg.org/legal-articles/should-i-talk-to-a-detective-without-a-lawyer-present-55624>

V. Comprehension check. Answer the following questions.

1. What do Ohio detectives do?
2. What should you do before you talk to a detective?
3. What can your conversation with a detective lead to without a lawyer?
4. What is the 5th amendment?
5. What can I ask a detective for?
6. What should I do if I have a detective's business card with his name and phone number?
7. What can a detective do as a tactic?
8. How much pressure can a detective exert if you talk to them without a lawyer?
9. What powers do detectives have?
10. What should a detective do if you claim your right to an attorney?
11. What can a detective do if he has a good reason for the case?
12. Can the detective continue the investigation without your statement?
13. What can a detective do if you don't talk to them?
14. Is the probable cause of the crime evidence in court?
15. Is it legal for a detective to try to talk without a lawyer present?

VI. Make up your own sentences with the following words and word combinations.

To talk to people for many different reasons; occurred to issue a warrant to arrest; take you into custody immediately; probable cause is not enough evidence; to prove a case; they can make the case stronger; they may try to

persuade you; to elicit answers from a subject; what will happen in court; you should always have a defense attorney; self-incrimination; prosecutors will use against you.

VII. Translate the sentences into English.

1. Детективы не ждут, пока человеку назначат адвоката.
2. Вы не должны разговаривать с полицейским детективом без присутствия адвоката.
3. Если есть возможность, получите визитку детектива с его именем и номером телефона.
4. Обратитесь к адвокату и составьте план ваших действий.
5. Детективы – это полицейские, и они имеют право немедленно арестовать вас.
6. Детективы имеют право вести дела, которые требуют бóльшего расследования, чем просто наблюдение за уголовным преступлением или нарушением правил дорожного движения.
7. Они могут арестовать вас, выдать ордер на ваш арест и допросить вас после ареста.
8. Если у детективов есть веские основания арестовать вас, они могут это сделать.
9. Требуйте присутствия вашего адвоката прежде чем отвечать на какие-либо вопросы.

VIII. Ask the question in English. Translate the dialogue.

Корреспондент: Что значит “мыслить как юрист”?

Mr. Dahut: Thinking like a lawyer demands thinking within the confines of inductive and deductive forms of reasoning. As law students, we entered a world of rigorous dialogue in which abstractions are formulated and then described – usually leading to the discovery of a general principle or rule, which is then distinguished from another general rule. We learned how to narrow and intensify our focus. The process taught us how to think defensively: We learned how to protect our clients (and ourselves) and why we needed to proceed slowly, find the traps, measure and calculate the risk. And above all, never, ever let them see you sweat!

Корреспондент: Какие качества Вы стремились развить в себе во время учебы?

Mr. Dahut: The goal, of course, was for me to become a rational, logical, categorical, linear thinker – trained to separate what is reasonable from what is not and what is true from what is false. Having learned to think in a new way, I had less tolerance for ambiguity. A new mental structure was forming – a new set of lenses through which to view the structure of human affairs.

Корреспондент: Как изменилась Ваша личность во время обучения в юридическом колледже?

Mr. Dahut: It turns out I had just enough left-brain skills to get me through law school and the bar. The mental gymnastics is necessary for forming the plasticity of the human mind. Unconsciously, I began to relate to and observe others within the context of my new way of thinking. The old lawyer I once met was right: “Learning to think like lawyers made us less capable of the kind of emotive thinking necessary to make creative choices, manage and inspire people, and respond quickly to change”.

IX. Fill in the blanks with one of the following words:

take it straight; into custody immediately; investigate; they can lie; against; business card; not talk; the crime; it is possible; an attorney; probable cause; a warrant; police officers; waives; felony; require; 5th Amendment; you should always have; not enough; to prove a case.

1. Police Detectives are who investigate crimes that ... more than observation of
2. In Ohio, detectives ... almost exclusively ... criminal allegations.
3. You should to a police detective without present.
4. If you do so it ... your right ... self-incrimination.
5. If , get a detective’s with their name and phone number.
6. to a defense attorney and make a plan.
7. about what happened, who was involved, and what will happen in court.
8. a defense attorney with you when you speak to a detective.
9. Detectives only need that a crime occurred to issue to arrest or take you
10. Probable cause is evidence once it enters the courts though.

X. Fill in the blanks with one of the following words and translate sentences into Russian.

1. Ruling on Proceeds of Crime Act The Court of Appeal (*постановил*) that (*юристы не обязаны сообщать*) their clients under the money-laundering rules if they (*от уплаты налогов*) or even the most (*незначительное финансовое положение*).
2. (*Неопределенность возникла*) because Section 328 of the (*о доходах от преступной деятельности*) Act 2002 makes it an offend for (*лицо, участвующее в соглашении*) which he knows or suspects would facile (*любыми средствами*): (*приобретением, удержанием, использованием*) or control of criminal property (*другим лицом или от его имени*).
3. Lawyers had been taking the view that (*избежать разбирательства*) or prosecution when (*при получении подозрительной информации от клиентов*) under circumstances of legal privilege, they had to make information to the National Criminal Intelligence Service and (*получить согласие на продолжение работы*).

XI. Discuss the following statements.

1. Police Detectives are police officers who investigate crimes that require more than observation of the crime.
2. Detectives only need probable cause that a crime occurred to issue a warrant to arrest or take you into custody immediately.
3. If you tell a detective that you want your lawyer, they have to discontinue their investigation. Why?
4. Detectives can lie as a tactic to elicit answers from a subject.
5. You should always have a defense attorney with you when you speak to a detective.

XII. Make up your own dialogue using the information from the UNIT III.

XIII. Give a short summary of the text “Should I Talk to a Detective Without a Lawyer Present?” Use active words and word combinations from the text.

*XIV. Make up your own project in the form of presentation on the topic:
“Demand your lawyer be present before you answer any questions”.*



GRAMMAR FOCUS *THE PRONOUN*

Grammar exercises

1. Fill in the gaps with suitable pronouns in the Nominative and Objective Case. In some sentences different pronouns are possible.

1. John is a boy. _____ is in the class.
2. Mary is a girl. _____ is at home.
3. _____ are brother and sister.
4. We know _____ very well.
5. _____ stayed with us last year.
6. John is a clever boy. I like _____.
7. Mary is a pretty girl. _____ is twelve years old. We like _____.
8. They have a dog. _____ is called Jock.
9. They have asked me to visit _____ next year.
10. They live in Milan. _____ is a big city.
11. Do you like these flowers? _____ are out of the garden.
12. I read that book. _____ is very interesting.

2. Write out these sentences again using pronouns instead of the words “in italics”.

1. *John* is a boy.
2. *Margaret* is a girl.

3. *John and Margaret met the teacher.*
4. *The teacher gave John a lesson.*
5. *Margaret is a nice girl. My wife and I like Margaret.*
6. *Here is my dog. My dog is called Kim.*
7. *The teacher said, "Give the teacher your book".*
8. *The lesson is easy. The teacher explained the lesson.*
9. *The teacher asked John and Margaret to come and see the teacher.*
10. *Tom saw Mary. Tom spoke to Mary.*
11. *Mary saw Tom. Mary spoke to Tom.*
12. *Tom and Mary saw Mrs. Robinson. Tom and Mary spoke to Mrs. Robinson.*
13. *Mrs. Robinson saw Tom and Mary. Mrs. Robinson spoke to Tom and Mary.*

3. What pronouns could you use for Henry, Lilian, George and Elizabeth, the house, London, Frederick, the dog, horses, the cat, houses? (For some of them you can use two pronouns.)

4. Here is a story. Make it sound better by putting pronouns instead of nouns where you think necessary.

ABOUT SIR ISAAC NEWTON

One of the greatest Englishmen who ever lived was Sir Isaac Newton. No man of that time or of almost any other time had a greater or wiser mind than Newton had, but Newton was very absent-minded about small matters when Newton was thinking about his work. One morning Newton got up very early because Newton was working on a very difficult problem. Newton was thinking about the problem so deeply that Newton would not leave the problem to go to breakfast. But his housekeeper thought Newton needed food so the housekeeper sent Mary, a servant, to his study with a pan of water and an egg.

The housekeeper told the servant to boil the egg and stay with Newton until Newton ate the egg. But Newton wanted to be alone, and Newton said, "Mary can leave the egg with Newton, and Newton will boil the egg". The servant put the egg on the table by the side of Newton's watch and the servant said, "Sir Isaac Newton must boil the egg for four minutes and then the

egg will be ready”, then the servant left the room. The servant was afraid, however, that Newton might forget to boil the egg, so Mary returned about an hour later and found Newton standing by the fireplace. Newton had put the watch in the saucepan and was boiling the watch. Newton was holding the egg in his hand, quite unaware of the mistake that Newton was making.

5. Fill in the gaps with suitable possessive pronouns.

1. I'm a student. ___ name's Ivanov.
2. Ted is a schoolboy. ___ marks are good.
3. Ann and Jane are engineers. ___ children are at school.
4. Please give me ___ exercise-book, Peter.
5. We are engineers, ___ friends are engineers, too.
6. "What are ___ names?" ___ name's Nick and ___ name's Alice.
7. Let me introduce ___ sisters. ___ names are Ann and Mary.
8. Moscow is a big city. ___ streets are noisy and overcrowded.

6. Write down the sentences choosing the suitable pronouns from the ones given in the brackets.

1. (*I / me / my*) parents are old people. (*They / them / their*) are retired. (*They / them / their*) have a house in the country. (*They / them / their*) house is small. (*I / me / my*) usually go to see (*they / them / their*) on Sunday.
2. (*I / me / my*) brother and (*he / him / his*) family live in Kiev. Sometimes (*I / me / my*) go to Kiev and see (*they / them / their*).
3. (*We / us / our*) students study a lot. (*They / them / their*) have four lessons every week. (*They / them / their*) lessons begin at 8 o'clock in the morning. At the lessons (*they / them / their*) teacher asks (*they / them / their*) a lot of questions and the students answer (*they / them / their*).
4. (*I / me / my*) elder sister has a new flat now. (*She / her*) flat is very good. (*She / her*) likes (*it / its*) very much.

7. Fill in the gaps with the suitable form of possessive pronouns.

1. Tell him not to forget ___ ticket; she mustn't forget ___ either.
2. Whose books are those? Are they ___ or ___?
3. I see that he has lost ___ pencil; perhaps you can lend him ___?
4. Lend them ___ dictionary; they have left ___ at home.
5. My trunk is heavier than ___.
6. We've taken ___ dictionaries; has she taken ___?
7. Those seats are not ___, they are ___.
8. This does not look like ___ book, it must be ___.

8. Fill in the gaps with the suitable reflexive pronouns.

1. I will ask him _____.
2. She will answer the letter _____.
3. We'll do it _____.
4. Did you invite him _____?
5. He wants to do it _____.
6. Be careful! You will hurt _____.
7. I looked at _____ in the mirror.
8. Put on a thicker coat to protect _____ from the rain.
9. They told me the news _____.

9. Translate into English.

1. Я сам отвечу на это письмо.
2. Он не любит говорить о себе.
3. Они хотят это сделать сами.
4. Она хочет это сделать сама.
5. Как вы себя чувствуете?
6. Не брейтесь в темноте, вы порежетесь.
7. Ваш отец сам был здесь.
8. Он обжегся.
9. Они очень много рассказали нам о себе.
10. Я оставлю эту книгу для себя.
11. Она сама принесет вам книгу.
12. Я очень удивлен, что он так себя вел.
13. Не беспокойтесь. Я сам отнесу письмо на почту.
14. Мы сами застрахуем товар.

10. Fill in the gaps with suitable reflexive pronouns, where it is necessary.

1. John, be careful! Don't hurt _____ with the hammer.
2. Children, help _____ to sweets and juice.
3. We didn't know who that man was. He hadn't introduced _____.
4. All my friends enjoyed _____ at my birthday party.
5. When do you feel _____ glad?
6. When my sister was making a pudding she burnt _____ on the oven.
7. It is convenient to have an automatic cooker. It turns _____ on and off.
8. Relax _____ when you dance.
9. My father always repairs his car _____.
10. My grandparents grow their vegetables _____.
11. Take the towel and dry _____. It's windy, you may catch cold.
12. We usually paint the house _____.
13. His mother never cleans the windows in their house _____.
14. We haven't decided yet where we'd meet _____.
15. Look at the kitten. It's washing _____.
16. He got up, washed _____, shaved _____, dressed _____ and left the house without disturbing anyone.
17. I often talk to _____ when I'm alone.
18. If you don't want to make mistakes in your work, you should concentrate _____.

UNIT IV

SETTLEMENT AGREEMENT

I. Study and memorize the following words and expressions:

- 1) **settlement agreement** – мировое соглашение;
- 2) **compromise terms** – компромиссные условия;
- 3) **termination of proceedings** – прекращение производства;
- 4) **enforcement of settlement** – принудительное исполнение мирового соглашения;
- 5) **renew** – возобновлять;
- 6) **claim** – иск;
- 7) **enforcement order** – исполнительный лист;
- 8) **resuming** – возобновление;
- 9) **cooperation** – сотрудничество;
- 10) **partnership** – партнерство;
- 11) **transaction** – сделка;
- 12) **obligation** – обязательство;
- 13) **performance claim** – право требования исполнения;
- 14) **obligation to transfer property** – обязанность по передаче имущества;
- 15) **contempt proceedings** – производство по делу о неуважении к суду;
- 16) **astreint** – астрент, денежное взыскание;
- 17) **prohibition to leave** – запрет на выезд;
- 18) **purpose** – цель;
- 19) **settlement's purpose** – цель урегулирования;
- 20) **destruction of items** – уничтожение предметов;
- 21) **debtor** – должник;
- 22) **creditor** – кредитор;
- 23) **failure to perform** – неисполнение;
- 24) **case law** – прецедентное право;
- 25) **compensatory damages** – возмещение ущерба;
- 26) **order for “change of procedure and method of judgment enforcement”** – постановление об “изменении порядка и способа исполнения судебного решения”.



II. Find Russian equivalents to the English words and word combinations.

Parties; a settlement agreement; to resolve; legal dispute; compromise terms; procedural law; evolved; to secure; the major characteristic; upon court approval, termination of proceedings; with res judicata effect; cooperation; partnership; the compromise; entering into new transactions; in other words; include terms; specific performance claim; a debtor; fail to comply with; obligation voluntarily; the creditor; enforcement proceedings.

III. Find English equivalents to the Russian words and word combinations.

Гражданский процессуальный кодекс РФ; статьи Арбитражного процессуального кодекса РФ; прецедентное право; предполагать; возможность возмещения убытков; неисполнение обязательства; указать в мировом соглашении; компромисс; кредиторы; судебный приказ; эффективное исполнение; передача имущества; должник; фактически владеть; обязанность по выполнению работ.

IV. Read and translate the text.

SETTLEMENT AGREEMENT

Parties entering into a settlement agreement are striving to resolve their legal dispute at agreed compromise terms. Russian procedural law has



evolved to secure this finality as the major characteristic of settlement agreement: upon court approval, settlement leads to termination of proceedings with res judicata effect; the case may not be renewed anymore. Even enforcement of settlement may not a subject of a new claim, as courts shall grant the respective enforcement order unconditionally.

However, actual realization of compromise is not always achievable. Parties may face a situation of non-enforceability of settlement due to several reasons.

First of all, a settlement agreement may contain terms not enforceable in the course of normal enforcement proceedings based on a court order.

Some examples of such terms are: resuming cooperation/partnership between parties as agreed in the compromise, and entering into new transactions in future. In other words, a settlement may include terms that would not be enforced in course of a specific performance claim. Would a debtor fail to comply with such obligation voluntarily, the creditor shall not enforce it in course of enforcement proceedings.

Secondly, even an obligation armed with a court order may appear to be not enforceable effectively. For example, obligation to transfer property may be enforced only if the debtor actually owns the respective title when approached by the enforcement officer. Obligation to perform work is enforceable through collateral means only (contempt proceedings, both administrative and criminal; astreint imposed on the basis of Article 308.3 of the Russian Civil Code; prohibition to leave Russia).

Thirdly, a settlement's purpose may become obstructed due to impossibility to perform obligations contained therein, e.g. because of the destruction of items to be transferred under the compromise.

Finally, failure of the debtor to perform the agreement may itself lead to loss of the creditor's interest to consideration contained therein.

Modern Russian case law implies the possibility of the compensatory damages caused by failure to perform obligations indicated in a settlement agreement (compromise). To grant this remedy to settlement creditors, the courts usually issue orders for "change of procedure and method of judgment enforcement" based on Article 203 of the Russian Civil Procedure Code, Article 324 of the Russian Commercial Procedure Code.



<https://www.russianlawjournal.org/jour/article/view/1033/273>

V. Comprehension check. Answer the following questions.

1. What terms are the parties striving at to resolve their legal disputes?
2. Is actual realization of compromise always achievable?
3. What major characteristic of settlement agreement is secured by Russian procedural law?
4. What situations may the parties face?
5. Can parties face the situation of non-enforceability?

6. What should a creditor do if a debtor fails to comply with the obligations voluntarily?
7. Can a settlement agreement contain terms that are not enforceable in the course of normal enforcement proceedings?
8. Does an obligation armed with a court order always appear to be enforceable effectively?
9. In what case can the obligation to transfer property be enforced?
10. Through what means is the obligation to perform work enforceable?
11. What can cause the obstruction of the settlement's purpose?
12. What consequences does the failure of the debtor to perform the agreement lead to?
13. How is the remedy to settlement creditors granted?
14. Does the modern Russian case law imply the possibility of compensatory damages?
15. Why does practical realization of any civil law remedy with respect to a compromise appear to be difficult?

VI. Make up your own sentences with the following words and word combinations.

Legal dispute; agreed compromise terms; the case may not be renewed anymore; a subject of a new claim; the respective enforcement order; actual realization of compromise; terms not enforceable; normal enforcement proceedings based on; obligation voluntarily; an obligation armed with; to be not enforceable effectively; obligation to transfer property; approached by the enforcement officer; obligation to perform work; both administrative and criminal.

VII. Translate the sentences into English.

1. Стороны, заключающие мировое соглашение, стремятся разрешить свой правовой спор на согласованных компромиссных условиях.
2. После утверждения судом мирового соглашения производство по делу прекращается с эффектом *res judicata*.
3. Даже принудительное исполнение мирового соглашения не может быть предметом нового иска.
4. Суды должны безоговорочно выдать соответствующий исполнительный лист.

5. Однако в реальности достижение компромисса происходит не всегда.
6. Стороны могут столкнуться с неисполнением мирового соглашения по нескольким причинам.
7. Одна из них – мировое соглашение может содержать условия, не подлежащие исполнению в ходе обычного исполнительного производства на основании судебного постановления.
8. Вот некоторые примеры таких условий: возобновление сотрудничества/партнерства между сторонами в соответствии с соглашением о компромиссе и заключение новых сделок в будущем.
9. Другими словами, мировое соглашение может включать условия, которые не будут исполнены в ходе конкретного требования об исполнении.
10. Современное российское прецедентное право предполагает возможность возмещения убытков, причиненных неисполнением обязательств, указанных в мировом соглашении.

VIII. Translate the dialogue into Russian.

Lawyer: Good morning Robert. Thank you for coming. I just wanted to update you on where we are concerning your case.

Client: Oh, yes, that would be really useful.

Lawyer: Basically, what's happened is that some neighboring homeowners have been granted a Temporary Restraining Order, preventing your company from carrying out any further chemical operations on your property. What happened was that their lawyers were able to convince a judge that your chemical operations are contrary to your zoning status. They've also got some evidence that chemicals may be leaking onto their land. That's how they met the requirements necessary to get an order, and they've posted a bond to cover any loss you might incur.

Client: So when do I get any say in the matter? It seems ridiculous that they're complaining about the chemical operations when the local authority has no problems with it. We've been doing it for six years.

Lawyer: Yes, I know Robert... and with the local authorities on our side. I wouldn't be overly worried. However, apparently the homeowners do have some photographs to submit which may well support their argument. A hearing is scheduled for next week to determine whether cause exists to continue

the order or not pending a full trial. At the hearing, you'll need to testify and provide the technical background.

Client: I see.

IX. Fill in the blanks with one of the following words:

realization; achievable; may appear; contained therein; the debtor; due to; a settlement agreement; new transactions; however; to perform; face a situation; enforceable; the possibility; compromise; contain; procedural law; an obligation; to secure; the major; proceedings; lead to; agreed; interest; effectively; partnership; Russian; indicated; examples.

1. Parties entering into are striving to resolve their legal dispute at agreed ... terms.
2. Russian has evolved this finality as characteristic of settlement agreement.
3. ..., actual ... of compromise is not always
4. Parties may of non-enforceability of settlement several reasons.
5. First of all, a settlement agreement may ... terms not ... in the course of normal enforcement ... based on a court order.
6. Finally, failure of to perform the agreement may itself loss of the creditor's ... to consideration
7. Secondly, even armed with a court order to be not enforceable
8. Some ... of such terms are: resuming cooperation/... between parties as ... in the compromise, and entering into in future.
9. Modern ... case law implies of the compensatory damages caused by failure obligations ... in a settlement agreement.

X. Fill in the blanks with one of the following words and translate sentences into Russian.

1. A firm (*может действовать*) with undue haste if it has failed to anticipate (*неблагоприятные экономические условия*).
2. A (*финансовый результат*) for a firm (*может быть противоположным*) of that intended.
3. Like many other (*слои общества*), law firms (*остро ощущают последствия*) of an economic downturn.

4. A Corporations (*тщательно изучают*) their bottom line (*и просят юристов предоставить*) more for less.
5. In such circumstances (*у юридической фирмы*) has several options to (*повышения ее прибыльности*).
6. (*Вы запросили юридическое заключение*) regarding your legal position in (*иске, поданном против вас*) by Jermain Equipment Co. (the “Claimant”) (*относительно договора аренды оборудования*).
7. You have been (*привлечены к ответственности за нанесенный ущерб*) based on an alleged breach of contract.
8. The Articles (*не соответствовали законам*) and no certificate of incorporation had been issued at the time of contract.
9. The issue of (*личной ответственности*) primarily hinges on whether (*примет ли суд эту точку зрения*).
10. (*Тем не менее*) it might be efficacious to argue another (*чего-то нового в законодательстве*).

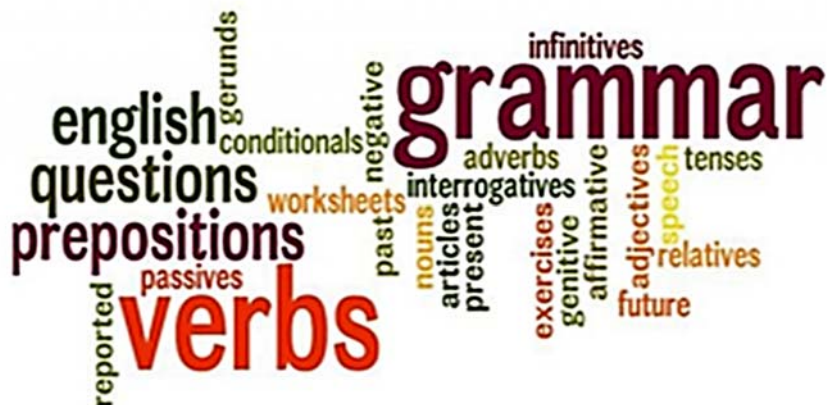
XI. Discuss the following statements.

1. Parties entering into a settlement agreement are striving to resolve their legal dispute at agreed compromise terms.
2. Actual realization of compromise is not always achievable.
3. Parties may face a situation of non-enforceability of settlement due to several reasons.
4. A settlement agreement may contain terms not enforceable in the course of normal enforcement proceedings based on a court order.
5. Even an obligation armed with a court order may appear to be not enforceable effectively.

XII. Make up your own dialogue using the information from the UNIT IV.

XIII. Give a short summary of the text “Agreement in Modern Law”. Use active words and word combinations from the text.

XIV. Make up your own project in the form of presentation on the topic: “Kinds of Agreement in Modern Law”.



GRAMMAR FOCUS

THE ADJECTIVE AND ADVERB

Grammar exercises

1. Choose between the adverb and the adjective given in the brackets to complete the sentences.

1. It is (*correct / correctly*).
2. Spell the word (*correct / correctly*).
3. You know it (*well / good*).
4. Of course it is (*well / good*).
5. It is (*cold / coldly*) in the room.
6. Don't look so (*cold / coldly*) at me.
7. I can do it (*easy / easily*).
8. I always worry if you come home (*late / lately*).
9. You are tired. You mustn't work so (*hard / hardly*).
10. She looks just (*wonderful / wonderfully*) in that new dress.
11. I can't hear the actors (*well / good*) from the last row.
12. I think it a (*real / really*) good play.
13. This soup makes me feel (*bad / badly*).
14. The actress is speaking (*soft / softly*), but I can hear her (*clear / clearly*).
15. The roses will (*sure / surely*) smell (*sweet / sweetly*).
16. The victim of the accident looked (*helpless / helplessly*) across the road.

2. Give the comparative and the superlative degree of the following adjectives:

thin, joyful, yellow, free, comfortable, polite, shy, dry, just, recent, free, narrow, deep, wicked, right, real, sweet, grey, complete, glad, happy, strong-willed, good-natured, wide-spread, far-fetched, kind-hearted, broad-minded, well-known.

3. Add the missing forms of the adjectives and adverbs.

Positive	Comparative	Superlative
well		
	worse	
		farthest
		best
	older	
near		
		biggest
	happier	
little		

4. Translate into Russian.

1. He thought he was the happiest man in the world.
2. The new car is more comfortable than the previous one.
3. The Neva is wider and deeper than the Moskva River.
4. Last year he spent less time on English than this year.
5. The sooner they finish the construction of the plant the better.
6. The book is not so interesting as you think.
7. The more time you spend in the open air the sooner you will recover after your illness.
8. He has much more free time than I have.
9. Tom runs fast. Dick runs faster, but Harry runs fastest.
10. This road is the worst I've ever travelled over.
11. If you listen to the teacher more attentively you'll understand better.
12. Tennis and football are the games I like best.
13. This is the hottest day we have had for several weeks.

14. Smiles is the longest word in the English language because there is a mile between two “s”.

15. Yesterday was hotter than any other day we had this summer.

5. Use the suitable form of the adjectives given in the brackets.

1. Kate is (*young*) than Mary. 2. John is the (*clever*) boy in the class. 3. The weather is (*dull*) today than it was yesterday. 4. London is one of the (*big*) cities in the world. 5. This sentence is (*difficult*) than the first one. 6. My dog is as (*good*) as yours. 7. His dog is (*good*) than yours. 8. Her dog is the (*good*) of the three. 9. The cat is much (*happy*) in her new home. 10. My cold is (*bad*) today than it was yesterday. 11. This mountain is the (*high*) in Europe. 12. This piece of homework is as (*bad*) as your last one. 13. This piece of homework is (*bad*) than your last one. 14. This piece of homework is the (*bad*) you have ever done. 15. Richard is not as (*tall*) as Tom. 16. Tom is (*tall*) than Richard. 17. Tom is the (*tall*) boy in the class. 18. Athens is (*far*) from London than Rome is. 19. Jack is (*rich*) than Richard, but I don't think he is (*happy*) than Richard. 20. Summer is (*warm*) than winter. 21. Robert and Paul are the (*noisy*) boys that I know. 22. Boys are always (*noisy*) than girls. 23. Summer is the (*warm*) of the four seasons. 24. Winter in London is (*foggy*) than in Paris.

6. Translate into English.

1. Последний поезд прибывает в полночь.
2. Моя сестра на два года старше меня.
3. Этот текст гораздо труднее, чем тот, который мы переводили на днях.
4. Комната хорошая, но все же не такая, как мне бы хотелось.
5. Я не так молод, как Вы.
6. Этот мальчик – старший сын моего старейшего друга.
7. Скажите, пожалуйста, где ближайшая остановка автобуса?
8. Ждите дальнейших распоряжений.
9. Эта проблема не так серьезна, как Вам кажется.
10. Ваша сестра очень талантлива. Пожалуй, самая талантливая из молодых художников.
11. Сибирь – один из самых богатых районов нашей страны.
12. Нам нужен стол поменьше, так как комната небольшая.

13. Вам нужны обои посветлее, тогда Ваша комната будет не такой мрачной.
14. Я читала обе статьи. Первая значительно занимательнее второй.
15. Ей столько же лет, сколько мне, хотя она и выглядит значительно моложе.
16. Чем внимательнее Вы будете выполнять задания, тем успешнее будет Ваша учеба.
17. Чем труднее задача, тем больше времени занимает ее решение.

7. Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (*big*) than yours.
2. This flower is (*beautiful*) than that one.
3. This is the (*interesting*) book I have ever read.
4. Non-smokers usually live (*long*) than smokers.
5. Which is the (*dangerous*) animal in the world?
6. A holiday by the sea is (*good*) than a holiday in the mountains.
7. It is strange but often a coke is (*expensive*) than a beer.
8. Who is the (*rich*) woman on earth?
9. The weather this summer is even (*bad*) than last summer.
10. He was the (*clever*) thief of all.

8. Fill in the comparison with as... as.

1. John is (*tall*) Glen.
2. Janet is (*beautiful*) Jennifer.
3. You are (*crazy*) my sister.
4. We can run (*fast*) they can.
5. My mom is (*not / strict*) your mum.
6. Your mobile phone is (*not / trendy*) mine.
7. Matrix II was (*not / interesting*) Matrix I.
8. This yoghurt (*not / taste / good*) the one I bought yesterday.
9. I can do (*many / press-ups*) you.
10. I (*not / earn / much / money*) you do.

9. Fill in the correct form of the following adjectives.

1. London is the (*large*) city in Great Britain.
2. No other British city has as (*many*) inhabitants as London.
3. The London underground, the tube, is the (*old*) underground in the world.
4. The Tower of London is one of the (*famous*) London sights.
5. Another sight is the London Eye. With its 135 meters, it is (*tall*) than any other big wheel in the world.

UNIT V

ETHICAL LEGITIMACY OF CRIMINAL LAW



1. Study and memorize the following words and expressions:

- 1) **legitimacy** – легитимность;
- 2) **cogent message** – убедительное сообщение;
- 3) **legal validity** – юридическая сила;
- 4) **formalistic sense** – формальное значение;
- 5) **fundamental justifications** – фундаментальные обоснования;
- 6) **bindingness** – обязательность;
- 7) **authorized legislator** – уполномоченный законодатель;
- 8) **normative determinations** – нормативные определения (решения);
- 9) **autonomous investigation** – самостоятельное исследование;
- 10) **extra-legal sources** – внелегальные источники;
- 11) **inherent and inalienable dignity** – неотъемлемое и неотчуждаемое достоинство;
- 12) **two groups of consequences** – две группы последствий;
- 13) **anthropological influence** – антропологическое влияние;
- 14) **connotes** – означает;
- 15) **criminal liability** – уголовная ответственность;

- 16) **refrain from imposing liability** – воздерживаться от наложения ответственности;
- 17) **irrespective** – независимо от;
- 18) **irreplaceability** – незаменимость;
- 19) **immediate consequence** – непосредственное последствие;
- 20) **dignity is a notion** – достоинство – это понятие;
- 21) **ethical legitimacy of criminal law** – этическая легитимность уголовного права;
- 22) **primary legitimacy** – первичная легитимность;
- 23) **secondary legitimacy** – вторичная легитимность;
- 24) **may deviate** – может отклоняться;
- 25) **to perform the function** – выполнять функцию.

II. Find Russian equivalents to the English words and word combinations.

The ethical legitimacy of criminal law; derives the legal validity of criminal law; the ethical rules of responsibility; one of the fundamental justifications; becomes significantly more difficult; an authorized legislator; the formal-dogmatic method; criminal law must be pursued; autonomous investigation; provide a basis for seeking ethical justifications; extra-legal sources; the principle of dignity; freedoms and rights of persons and citizens; to look for the entrenchment of dignity.

III. Find English equivalents to the Russian words and word combinations.

Человеческое достоинство; проанализировать; необходимо установить; принцип; по крайней мере; автономия; высшая ценность и незаменимость; предпринять усилия; достижения; понимание дальнейших последствий; воздерживаться от наложения ответственности; второстепенное и непреднамеренное последствие; является нарушением; при условии; действовать; на основе принципа двойного эффекта; основная цель – защита блага; на самом деле; обратное допустимо и даже желательно.

IV. Read and translate the text.

TWO TYPES OF LEGITIMACY OF CRIMINAL LAW

It is the thesis of this paper to signal the necessity of establishing the ethical legitimacy of criminal law. For one may point two types of such le-



gitimacy – primary and secondary. Primary legitimacy derives the legal validity of criminal law from its coherence with the ethical rules of responsibility. On this account, criminal law shapes, together with ethics, a cogent message regarding what is right and wrong. The fact that the law may deviate or even break free from ethical principles does not mean that it ceases to bind in a formalistic sense. It is not open to doubt, however, that it loses one of the fundamental justifications for its bindingness, and the enforcement thereof becomes significantly more difficult. Secondary legitimacy, contemporarily often considered the only one, reposes the validity of criminal law in decisions of an authorized legislator, thus deciding upon the bindingness of normative determinations (however, other constructs may also perform this function).

As the formal-dogmatic method has its limits and ethical legitimacy of criminal law must be pursued, as argued above, one is compelled to search for ethical rationales and justifications of criminal law outside of the legal system. A system of legal norms enacted by the legislator may, independently of any autonomous investigation, provide a basis for seeking ethical justifications in extra-legal sources. The natural starting point in the discussion concerning the ethical legitimacy of Polish criminal law is the principle of dignity of the person enshrined in Article 30 of the Polish Constitution: “The inherent and inalienable dignity of the person shall constitute a source of freedoms and rights of persons and citizens. It shall be inviolable. The respect and protection thereof shall be the obligation of public authorities”. I do not wish to say, however, that such a point of reference is feasible only in those countries whose legal systems refer directly and explicitly to the principle of dignity of the person.

To look for the entrenchment of dignity of the person in the system of sources of law does not mean that dignity's validity is derived from its inclusion in that system. The objective here is rather to forge a bridge, as it were, between ethics, or personalist ethics in this case, and law. Two groups of consequences may be pointed to that arise from the fact that dignity of the person was introduced into the legal system at the constitutional level and its sig-



nificance as against other human rights and freedoms. Let me refer to one group as immediate and the other as distant. By an immediate consequence I understand perceiving the principle of dignity as a normative category which determines the subjectivity of the person as well as absolute and equal protection of that subjectivity. The distant consequence is demonstrated by the anthropological influence of human dignity upon the law, particularly criminal law. This connotes that the principle of dignity serves to conceptualize how a person (and their realm of ethical responsibility) is perceived by the legislator, and, consequently, how to structure criminal laws so that they correspond with that vision of man. The scope or realm of criminal liability should not exceed the scope of ethical responsibility. In fact, the reverse is permissible and even desirable. For instance, if by virtue of an accepted anthropological vision of man we were to agree that a person should not be held responsible for some evil provided they act based upon the principle of double effect, so his basic aim is to protect a good, and it is a secondary and unintended consequence that another good is violated – criminal law should also refrain from imposing liability in such a scenario. One may be satisfied with the immediate consequence when analysing the relations between human dignity and a legal system. Here, efforts will be made towards achieving a better understanding of the distant consequence of the influence human dignity exerts upon criminal law.



Nevertheless, irrespective of which consequence of human dignity one may be prompted to analyse, it is necessary to establish the content of the principle, at least its fundamental elements. Dignity is a notion that marks humans out by pointing to their autonomy, supreme value and irreplaceability.

<https://www.sciencedirect.com/science/article/pii/S175606161730277X>

V. Comprehension check. Answer the following questions.

1. What are the two types of legitimation of criminal law identified by the author?
2. How are ethics and criminal law related?
3. What principle is enshrined in article 30 of the Constitution of Poland?
4. What is included in the principle of personal dignity?
5. What are two groups of consequences of the introduction of the principle of personal dignity?
6. How does the author understand the connection between the anthropological approach and criminal law?
7. What does the author mean by dignity?
8. How do the scope of criminal responsibility and the scope of ethical responsibility relate?
9. Who is the authorized legislator?
10. How can we explain the principle of the double effect?
11. In which case the criminal law should refrain from the imposition of liability?
12. How to structure the criminal law so that they correspond to the person's vision?
13. What is the primary legitimacy of criminal law?
14. What is included in the secondary legitimacy of criminal law?
15. Why can the law deviate from ethical principles?

VI. Make up your own sentences with the following words and word combinations.

The fact that the law may deviate; primary legitimacy derives; the legal validity; criminal law; coherence; ethical rules; responsibility; formalistic

sense; to doubt; one of the fundamental justifications; the enforcement; reposes the validity of criminal law; in decisions of an authorized legislator; normative determinations; to perform the function; the formal-dogmatic method; ethical legitimacy of criminal law; must be pursued; as argued above; to search for ethical rationales; justifications of criminal law; the legal system; legal norms; the legislator; independently.

VII. Translate the sentences into English.

1. В статье указывается необходимость установления этической легитимности уголовного права.
2. Ибо можно выделить два типа такой легитимности – первичную и вторичную.
3. Первичная легитимность предполагает принятие людьми юридической силы уголовного права из-за его соответствия этическим нормам.
4. Поэтому уголовное право вместе с этикой формирует убедительное представление о том, что правильно, а что нет.
5. Тот факт, что закон может отклоняться или даже освобождаться от этических принципов, не означает, что он перестает быть обязательным для исполнения.
6. Однако не подлежит сомнению, что закон утрачивает одно из фундаментальных обоснований своей обязательности, и его соблюдение становится значительно более трудным.
7. Вторичная легитимность, которую в наше время часто считают единственной, предполагает обоснованность уголовного права в решениях уполномоченного законодателя.
8. Приходится искать этические обоснования и оправдания уголовного права вне правовой системы.
9. Система правовых норм, принятых законодателем, может служить основанием для поиска этических обоснований уголовного права.
10. Цель здесь, скорее, состоит в том, чтобы построить некий мост между этикой и правом.

VIII. Translate the dialogue into Russian.

Fedor: Your new recruit called me about the Thwaite case the other day. How's she getting on?

Max: Claudia? She's not doing badly actually. She certainly keeps the paperwork moving – which is more than can be said for her predecessor I must say. I'm already able to leave most routine aspects of cases to her 38 without feeling I need to look over her shoulder every two minutes to make sure she's coping OK. My only reservation would be that I feel she's got a little too involved in this Thwaite case; that she's not quite embraced the firm's team approach completely. I'll have to find a way of broaching the issue with her. What about your chap, Pedro?

Fedor: Pedro's doing fine too – just a few rough edges. I got a bit worried about his interpretation of one client's needs though. He hadn't quite realised that some of the work he was undertaking, though appropriate enough in itself, was rather, time hungry in ways that weren't moving things forward – I had to explain the cost specifics. He took what I said very well and probably just needs to attend a session on research techniques, you know, something on targeting the answerable questions.

IX. Fill in the blanks with one of the following words:

access; commissions; mean the right; wide range; to various; require; project; legal; people; legal aid; global reform; scholars; beyond; to justice; countries; legal system; Canada; depending upon; the European Union; efforts; such as; access; for example; justice; commercial; the availability; stakeholders; has become; civil; collaborate; barriers; income; heavily engaged; likewise; high priority; establishing; reform; grants; undertakings; to study.

1. Defining ... to justice is a challenging
2. ... have attempted to locate the meaning of access ... both within and outside the
3. Access to justice is a ... movement that encompasses a ... of meanings, ... the lens of the observer.
4. It can refer ... categories of interests ... the right of access to energy justice, environmental ... , or ... justice.
5. It can ... of access to the courts, to information, or to ... counsel.
6. ... the legal system, some scholars look to ... of problem – solving methods that do not ... lawyers as a means of providing ... to justice.
7. In some ... , the concept of access to justice ... an institutionalized undertaking.
8. In the United States, ... , at least forty states have access to justice ... that coordinate ... to improve the ... justice system.

9. They ... to bring together courts, the bar, civil ... providers, and other relevant ... to work towards removing ... to civil justice for low – ... and disadvantaged
10. Access to justice is also a ... issue in ... , evidenced by the Canadian Bar Association ... an Access to Justice Committee ... needed areas of
11. ... , the European Commission is ... in supporting access to justice projects.
12. The ... , for example, issues Civil Justice Action ... and funds multiple access to justice

X. Fill in the blanks with one of the following words and translate sentences into Russian.

1. The primary private dispute resolution processes identified in the Code are (*переговоры, посредничество, третейский суд*).
2. (*Частный сектор*), non-governmental organizations have been actively engaged (*в содействии доступу*) to justice projects in the (*коммерческий сектор*).
3. (*Участники*) had the (*возможность*) to compare and contrast data on the same topics from (*различные культуры*) and (*правовые системы*).
4. (*Опираясь на более ранние инициативы*) to justice initiatives, Quebec passed a (*новый гражданско-процессуальный кодекс*) reform in 2014 that requires parties to first pursue private resolution of their dispute (*прежде чем передавать его в суд*).
5. The (*Европейский союз*), for example, (*в области гражданского правосудия*) grants and funds multiple access to justice undertakings.
6. (*Доступ к правосудию*) is a topic of considerable contemporary interest (*как в государственном, так и в частном разрешении споров*).
7. It is used (*для продвижения ряда политических инициатив*) from third party funding of litigation and online (*до посредничества в спорах между инвесторами и государством*).
8. Defining (*доступа к правосудию*) is a challenging project.
9. (*Ученые пытались определить*) to locate the meaning of access to justice (*как в рамках правовой системы, так и за ее пределами*).
10. It can mean (*право на доступ*) to the courts, to information, or (*к адвокату*).

XI. Discuss the following statements.

1. The access to justice movement.
2. Access to justice is a global reform movement.
3. Access to justice is a topic of considerable contemporary interest in both public and private dispute resolution.
4. In some countries, the concept of access to justice has become an institutionalized undertaking.
5. The primary private dispute resolution processes identified in the Code are negotiation, mediation, and arbitration.

XII. Make up your own dialogue using the information from the UNIT V.

XIII. Give a short summary of the text “Ethical Legitimacy of Criminal Law”. Use active words and word combinations from the text.

XIV. Make up your own project in the form of presentation on the topic: “Types of Legitimacy of Criminal Law”.



GRAMMAR FOCUS

VERBS TO BE AND TO HAVE, THERE + TO BE

Grammar exercises

1. Put the sentences into the future and past tense changing the verb to be and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at five o'clock, etc.

1. Victor is free in the evening.
2. John is in America.

3. I am very busy.
4. She is at the lecture.
5. The child is ten years old.
6. This work is interesting.
7. The expedition is in Africa.
8. The new film is long.
9. My mother is at home.
10. The workers are at the factory.
11. The students are at the Institute.

2. *Make the sentences negative and interrogative.*

1. You are students.
2. They will be engineers in five years.
3. My father is a very busy man.
4. I was at the University yesterday.
5. She will be free tomorrow.
6. The students are in the classroom now.
7. My sister is fifteen today.
8. I was in Moscow yesterday.
9. Her work is very interesting.
10. He is from New York.
11. She is sixteen.
12. They are married.
13. Jane was ill last week.
14. I am a student.
15. It was cold last winter

3. *Explain the use of the verb to be in the sentences below and translate them into Russian.*

1. They were at home last night.
2. He is a well known scientist.
3. They are to leave Moscow tonight.
4. The children were walking down the street.
5. She is an experienced teacher.
6. The letter will be posted at once.
7. He is in Kiev now.
8. We were to part that day.
9. The letter was written by the secretary.
10. They were to have arrived at seven o'clock.
11. The purpose of his visit was to negotiate for the purchase of timber.

4. Translate into English.

1. Ее нет здесь сейчас, она дома.
2. Его не было дома вчера вечером.
3. Он один из лучших врачей нашей больницы.
4. Его задача заключается в том, чтобы собрать материал по этому вопросу к первому июня.
5. Он находится сейчас в Крыму.
6. Она будет там в пять часов.
7. Пароход должен прийти в шесть часов вечера.
8. Его брат инженер.
9. Я должен был встретиться с ним в восемь часов вечера.
10. Он будет рад вас видеть.

5. Explain the use of the verb to have in the sentences below and translate them into Russian.

1. She has come home.
2. He has a large family.
3. We have to leave home early, in the morning.
4. He had the letter typed.
5. He has dinner at home.
6. They had to complete their work on Monday.
7. We shall have plenty of fruit in the autumn.
8. He will have read the story by ten o'clock.
9. They will have the book you need in five days.

6. Translate into English.

1. У меня нет ее адреса.
2. У меня был вчера очень интересный разговор с профессором Д.
3. У него есть очень интересные книги по радиотехнике.
4. Я должен буду пойти туда еще раз.
5. У нас завтра будет собрание.
6. Я должен вставать теперь очень рано.
7. Вы вчера обедали в ресторане?
8. Есть ли у вас красный карандаш?
9. У меня не было времени навестить его вчера.
10. Нужно ли вам идти в библиотеку сегодня?

7. Put the sentences into the future and past tense changing the verb to have and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at five o'clock, etc.

1. They have a big house in the country.
2. My friend has many interesting books.
3. His mother has a nice garden.
4. She has a good map of London.
5. We have a good dog.
6. I have a beautiful picture.

7. These students have five examinations.
8. His parents have a comfortable flat.
9. John had good work.
10. These pupils have four lessons every day.

8. Put the sentences into the future and past tense changing the verb to be.

1. There are twelve students in our group.
2. There is a beautiful garden near the house.
3. There is a big blackboard in the classroom.
4. There is a letter for him on the table.
5. There are two lifts in the house.
6. There is a new stadium in the town.
7. There is a table in the middle of the room.
8. There is a hospital in the village.
9. Are there many sentences in this exercise?
10. Is there much work to do at home?
11. There are no pictures in the book.

9. Paraphrase according to the pattern using suitable forms of the verb to have.

Model: There are no books in his bag. – *He has no books in his bag.*

1. There is no TV-set in his room.
2. There are no mistakes in his dictation.
3. There is no garden near his house.
4. There are no pictures in her room.
5. There are no French books in her library.
6. There is no English newspaper on her table.
7. There is no coffee in my cup.
8. There is no telephone in my flat.
9. There are no maps on the walls of our classroom.
10. There is no sugar in Peter's tea

10. Put general and special questions to the sentences below using any where it is necessary.

1. There is a tea-pot on the table. 2. There are some flowers in the vase. 3. There are some English books on the shelf. 4. There is somebody in the garden. 5. There is a lot of milk in the jug. 6. There are some mistakes in your test. 7. There is some ink in your pen. 8. There are some pictures on the wall of the room. 9. There is some coffee in the cup. 10. There are six continents in the world. 11. There are a lot of flowers in the garden. 12. There is something in the box. 13. There are some new words in the text. 14. There is a lot of snow in the forest.

11. Translate into English using there is / there are; pronouns any, some, no and words formed from them.

1. В вашей семье есть дети? 2. На улице много народу. 3. В кувшине нет молока. 4. За вашим домом есть сад? 5. За вашим садом есть площадь, не так ли? 6. В вашем городе есть парки? 7. У вас есть вопросы? 8. На столе около окна стоят часы. 9. На полке мои книги и тетради. 10. В моем столе ничего нет. 11. В этом журнале есть что-нибудь интересное? 12. Что там на столе? Там стоят чашка и три стакана. 13. Есть кто-нибудь в соседней комнате? 14. На столе есть соль, но мало. 15. Времени нет.

12. Fill in the proper form of to be in present, past or future.

1. She travels a lot. Yesterday she _____ in Paris. Today she _____ in London. Tomorrow she _____ in New York.
2. _____ you at home yesterday?
3. _____ you _____ at home tomorrow?
4. I _____ in Great Britain last week.
5. “_____ you ready yet?” “Not yet. I _____ ready in five minutes”.
6. The weather _____ nice today.
7. My sister is going away for a few days, so she _____ at home tomorrow
8. I _____ a pupil. I go to school.
9. _____ You in the country last summer?
10. It’s Tom’s birthday next Sunday. He _____ eleven.
11. I _____ cold. Can you close the window, please?
12. You may visit Jane tomorrow. She _____ busy.

13. Where ____ Ann yesterday?
14. My brother and I ____ good tennis players. We like to play tennis very much.
15. “ ____ the soup ____ ready soon?” “Yes, it ____ ready in a few minutes”.

13. Fill in is / are / was / were.

1. There ____ hree people in the photo.
2. There ____ a woman, a man and their child in our garden now.
3. There ____ an exhibition in our town last month.
4. I didn't like the hotel because there ____ a lot of furniture in the room.
5. He was thirsty but there ____ no drinks in the fridge.
6. The furniture was very old, there ____ two chairs and a table in the room.
7. She is at her office now. There ____ a lot of people waiting to see her.
8. Today there ____ a lot of snow on the ground.
9. There ____ some chicken and fish in the fridge now.
10. ____ there any furniture in the room?
11. ____ somebody in the kitchen now.
12. There ____ no one on the roof of the house at the moment.
13. There ____ no flowers in our garden last summer.
14. There ____ a sports centre near our house.
15. There ____ 26 letters in the English alphabet.

14. Fill in is / are / was / were / have / has.

1. Tom ____ lost his note-book.
2. This bridge ____ built ten years ago.
3. ____ you finished your work yet?
4. This town is always clean. The streets ____ cleaned every day.
5. Where ____ you born?
6. I ____ just made some coffee. Would you like some?
7. Cheese ____ made from milk.
8. This is a very old photograph. It ____ taken a long time ago.
9. Mike ____ bought a new car.
10. ____ Ann working today?

UNIT VI

INTERNATIONAL LAW IN THE BEST OF ALL POSSIBLE WORLDS



I. Study and memorize the following words and expressions:

- 1) **theory of international law** – теория международного права;
- 2) **pre-established harmony** – предустановленная гармония;
- 3) **scholarly attention** – научное внимание, научный интерес;
- 4) **legal theory** – юридическая теория;
- 5) **takeaway messages** – основные идеи, выводы;
- 6) **problem of particularism and universalism** – проблема партикуляризма и универсализма;
- 7) **truly global legal order** – подлинно глобальный правовой порядок;
- 8) **existence of transnational moral and/or legal principles** – существование транснациональных моральных и/или правовых принципов;
- 9) **universalist positions affirm** – универсальные позиции подтверждают;
- 10) **particularist approaches emphasize** – партикуляристские подходы подчеркивают;
- 11) **thinker of diversity** – мыслитель разнообразия;
- 12) **encompasses different conceptual layers** – охватывает различные концептуальные слои;
- 13) **legal diversity** – правовое разнообразие;
- 14) **amalgamation of on the one hand and on the other hand** – слияние с одной стороны и с другой стороны;
- 15) **time- and place-invariant natural law** – инвариантное (остающееся неизменным) по времени и месту естественное право;
- 16) **variable, positive international legal norms** – изменчивые, позитивные международно-правовые нормы;
- 17) **methodological nature** – методологический характер;
- 18) **scientific endeavour** – научные усилия;

- 19) **interests of human beings** – интересы людей;
- 20) **scientific engagement with international law** – взаимодействие с международным правом;
- 21) **avoidance of military conflict** – предотвращение военного конфликта;
- 22) **good practice requires guidance by theory** – хорошая практика требует знания теории;
- 23) **legal science of international law** – юридическая наука международного права;
- 24) **pure law** – чистый закон;
- 25) **interdisciplinary endeavour** – стремление к междисциплинарности;
- 26) **multidimensional international legal scholarship** – многомерная международная юридическая наука;
- 27) **legal pluralism** – правовой плюрализм;
- 28) **theoretical guidance** – теоретическое руководство;
- 29) **improvement of international legal practice** – совершенствование международной юридической практики.

II. Find Russian equivalents to the English words and word combinations.

Contribution; the inventors; concept; pre-established harmony; philosophical theology; the problem of evil in the world; in general; enjoy; similar scholarly attention; valued the knowledge; positive law; integrated this knowledge into; legal theory; in consequence; Leibniz offers; a more differentiated; more practice-oriented legal theory; than many other philosophers; debate; concerns the question; international law; legal order; the problem of particularism.

III. Find English equivalents to the Russian words and word combinations.

Вклад Готфрида Вильгельма Лейбница; юридическая философия; научное внимание; юрист по образованию; ценить знание позитивного права; интегрировать это знание в свою юридическую теорию; в результате; предлагать более дифференцированную, более практико-ориентированную юридическую теорию; чем многие другие философы; международная правовая теория; в лучшем из всех возможных

миров; три вывода; для современной дискуссии; явно есть что предложить; современная международно-правовая теория; основные идеи; первый вывод касается; проблемы партикуляризма и универсализма; вопрос о том, при каких условиях; международное право может претендовать; подлинно глобальный правовой порядок; могут ли эти условия быть выполнены когда-нибудь; универсалистские позиции подтверждают существование межнациональных моральных принципов.

IV. Read and translate the text.

LEIBNIZ'S FORGOTTEN LEGACY TO INTERNATIONAL LEGAL THEORY

Gottfried Wilhelm Leibniz's (1646 – 1716) contribution to the theory of international law is almost forgotten. This scholarly neglect stands in contrast to his continued presence in other fields; Leibniz is remembered for his contributions to mathematics (for example, as one of the inventors of calculus), to metaphysics (for example, for his concept of monads and pre-established harmony) and to philosophical theology (for example, his account of the problem of evil in the world). His legal philosophy in general does not enjoy similar scholarly attention. This is unfortunate because Leibniz was a lawyer by training who (other than Immanuel Kant, for example) valued the knowledge of positive law and integrated this knowledge into his legal theory. In consequence, Leibniz offers a more differentiated, more practice-oriented legal theory than many other philosophers.

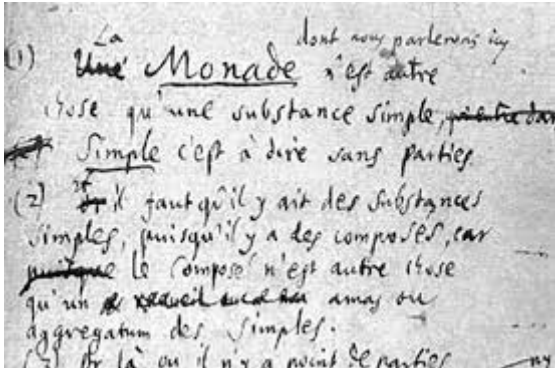


Leibniz clearly has something to offer to contemporary international legal theory. What are the takeaway messages for international legal theory?

The first takeaway concerns the problem of particularism and universalism in international law. The present debate concerns the question under which conditions international law can claim to be a truly global legal order (and if these conditions can ever be met). Universalist positions affirm the

existence of transnational moral and/or legal principles and, on this basis of common values, tend to allow for a global legal order. In contrast, particularist approaches emphasize that any law, including international law, is formed and applied within heterogeneous, historically and socially diverse contexts, which ultimately puts the possibility of a global legal order into doubt.

As the above discussion of Leibniz’s concept of international law has shown, Leibniz can be characterized as a “thinker of diversity”. His notion of *ius gentium* encompasses different conceptual layers with different scope and reach. Furthermore, as Janne Nijman recently has outlined, Leibniz’s engagement with other (legal) cultures (for example, the Chinese) allowed the “possibility of European self-criticism”.



It naturally follows from this engagement with legal diversity that Leibniz recognizes particularist and universalist notions of international law, an amalgamation of, on the one hand, time- and place-invariant natural law and, on the other hand, variable, positive international legal norms. The second takeaway is of a methodological nature. Leibniz is convinced that scientific endeavour should have a practical impact and that it should always also serve the interests of human beings. This is expressed in his ideal of *theoria cum praxi*. Not surprisingly, Leibniz is commemorated not only as the inventor of calculus (apart from Isaac Newton) but also as the inventor of a mechanical calculator. In the present context, Leibniz explicitly states that the scientific engagement with international law ultimately serves the interests of “peace” (the avoidance of military conflict). The takeaway message is, bluntly put, that good theory requires a thorough knowledge of practice, just as good practice requires guidance by theory.

The third takeaway relates to Leibniz’s insistence that we should not content ourselves with anything short of the legal science of (international) law. The central idea is that international law, as law, must be considered as an integral part of legal science (*jurisprudentia*), dealing with the methodological study of “right” and “wrong” actions. For Leibniz, treating law as “legal science” means that it cannot be conducted in isolation from other

sciences. He would therefore clearly reject the Kelsenian approach of “pure law”. In other words, successful legal science can only be an interdisciplinary



endeavour. Leibniz’s idea of a legal science resembles what Anne Peters has called “multidimensional international legal scholarship”.

In sum, with Leibniz, international legal theory in the best of all possible worlds welcomes legal pluralism (only to optimize it over time), provides theoretical guidance, aims at the im-

provement of international legal practice and advocates a scientific approach to international law.

V. Comprehension check. Answer the following questions.

1. What was G. W. Leibniz’s educational background and what were the benefits from his education?
2. What scientific achievement is the scientist famous for?
3. How many basic ideas (conclusions) for the theory of international law are given in the text? Name them.
4. What problem related to the first basic idea does the discussion deal with?
5. What is the main idea of the universalist positions and what is their role in the global legal order?
6. What is the main idea of the particularistic approaches and what is their role in the global legal order?
7. Why is G. W. Leibniz characterized as a “thinker of diversity”? Which concept, interpreted by G. W. Leibniz, confirms this feature?
8. What categories are merged under this position?
9. What interests does the scientific interaction eventually serve? How does this interaction manifest itself?
10. How is the main idea of the second major conclusion made by the author formulated?
11. What is the central idea of considering the international law as law according to G. W. Leibniz?
12. What does G. W. Leibniz think of interpreting law as a “legal science”? Whose opposite view on the law did he reject?

13. What feature does legal science acquire in order to be “successful”? How does this idea resonate with the positions of modern scientists?

14. What categories does G. W. Leibniz find most suitable for the international law?

VI. Make up your own sentences with the following words and word combinations.

International legal theory; in the best of all possible worlds; legal pluralism; to optimize it over time; to provide theoretical guidance; aims at the improvement of international legal practice; a scientific approach; clearly reject; in other words; successful legal science; an interdisciplinary endeavor; multidimensional international legal scholarship; to deal with; the methodological study; right and wrong actions; a thorough knowledge of practice; an integral part of legal science; the avoidance of military conflict.

VII. Translate the sentences into English.

1. Вклад Готфрида Вильгельма Лейбница (1646 – 1716) в теорию международного права почти забыт.

2. Это академическое пренебрежение контрастирует с вниманием к достижениям ученого в других областях.

3. Лейбница помнят за его вклад в математику, метафизику и философскую теологию.

4. Его юридическая философия вообще не пользуется подобным научным интересом.

5. Это печально, потому что Лейбниц был юристом по образованию.

6. Вильгельм Лейбниц ценил знание позитивного права и интегрировал это знание в свою юридическую теорию.

7. В результате ученый предложил более дифференцированную, более практико-ориентированную юридическую теорию, чем многие другие философы.

8. Настоящая дискуссия касается вопроса о том, при каких условиях международное право может претендовать на подлинно глобальный правовой порядок.

9. Каковы основные идеи теории международного права?

10. Первый вывод касается проблемы партикуляризма и универсализма в международном праве.

11. Согласно Лейбницу теория международного права нацелена на совершенствование международной юридической практики.

12. Идея Лейбница о юридической науке – это научный подход к международному праву.

VIII. Translate the dialogue into Russian.

Lawyer: Good morning. I'm Malcolm Travis.

Anna: Good morning. Anna Krupa.

Lawyer: Pleased to meet you. First of all, I have to ask you, has the firm acted on your behalf in any other matter?

Anna: Not exactly. My husband was a client of your firm some years ago. He works in the insurance sector, but it wasn't a commercial matter – his siblings were contesting the contents of their parents' will – so it's of no relevance to what we're dealing with now. But he was happy with the firm, so that's why I'm here.

Lawyer: And I understand you're interested in setting up your own business?

Anna: That's right. It's time to capitalize on my experience and training. I've been lucky soon after graduating, I got work with an innovative software company and was involved in a highly successful project. Then I was head-hunted by a larger company, where I stayed for twelve years. That was my last job. I got quite a generous severance package 39 from them, which I've put to good use. I've taken time out to develop some research projects of my own, free from the pressure of having to look for another post.

IX. Fill in the blanks with one of the following words and translate sentences into Russian.

1. Gottfried Wilhelm Leibniz's (1646 – 1716) (*вклад в*) the theory of international law is (*почти забыт*).

2. This (*академическое пренебрежение*) stands in contrast to his continued presence (*в других областях*).

3. (*Лейбница помнят*) for his contributions to (*математику*), to (*метафизику*) and to (*философскую теологию*).

4. His legal philosophy (*вообще*) does not enjoy similar (*научным вниманием*).
5. (*Это печально*), because Leibniz was a lawyer by training (*ценил знание*) of positive law.
6. He (*интегрировал*) this knowledge into his legal theory.
7. (*В результате*) Leibniz offers a (*более дифференцированную*), more practice-oriented legal theory (*чем многие другие философы*).
8. As the above discussion of Leibniz's concept of international law has shown, Leibniz can be characterized as a ("*мыслителя разнообразия*").
9. (*Его понятие*) of *ius gentium* encompasses different conceptual layers (*с различным размахом и охватом*).
10. (*Более того*), as Janne Nijman recently has outlined, Leibniz's engagement with other (legal) cultures (for example, the Chinese) (*допускало возможность европейской самокритики*).

X. Discuss the following statements.

1. Leibniz is remembered for his contributions to...
2. His legal philosophy in general does not enjoy similar scholarly attention. Why?
3. What are the takeaway messages for international legal theory?
4. The present debate concerns the question under which conditions international law can claim to be a truly global legal order. Prove this fact.
5. The central idea is that international law must be considered as an integral part of legal science.

XI. Make up your own dialogue using the information from the UNIT VI.

XII. Give a short summary of the text "Leibniz's Forgotten Legacy to International Legal Theory". Use active words and word combinations from the text.

XIII. Make up your own project in the form of presentation on the topic "International Law in the Best of All Possible Worlds".



GRAMMAR FOCUS

THE VERB. The Present Indefinite (Simple) Tense

Grammar exercises

1. Put the verb in the brackets into the correct form of the Present Simple.

Model: Ann (*not / drink*) *doesn't drink* tea very often.

1. What time (*the library / close*) here?
2. I've got a computer, but I (*not / use*) it much.
3. Where (*your friend / come*) from? He's British.
4. What (*you / do*)? I'm a tutor.

2. Translate into English.

1. Моя семья обычно обедает в ресторане.
2. Наши друзья всегда пьют кофе на завтрак.
3. Днем у нее масса работы.
4. Я занимаюсь английским по вечерам.
5. Мы никогда не едим мясо.

3. Make the sentences negative and interrogative.

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. He comes from Germany.
6. They live in the USA.

7. He plays football every day.
8. His father works at an office.

4. Complete the sentences by putting in the verbs. Use positive or negative meanings of the Present Simple.

Model: Claire is very sociable. She (*know*) **knows** lots of people.

We've got plenty of chairs, thanks. We (*not / want*) **don't want** any more.

1. My friend is finding life in Paris a bit difficult. He (*not / speak*) French.
2. Most students live quite close to the college, so they (*walk*) there.
3. I've got four cats and two dogs. I (*love*) animals.
4. No breakfast for Mark, thanks. He (*not / eat*) breakfast.
5. What's the matter? You (*not / look*) very happy.

5. Put the verb into the correct form. Write sentences about yourself. Use always/never/often/sometimes/usually.

Model: (Watch television). – *I never watch television / I usually watch television in the evening (etc.).*

1. Read in bed.
2. Get up before seven o'clock.
3. Go to university / by bus.
4. Drink coffee.
5. Watch soap operas.

UNIT VII

LEGAL AWARENESS IN A DIGITAL SOCIETY

I. Study and memorize the following words and expressions:

- 1) **mention** – упоминание;
- 2) **alleged** – утверждаемый;
- 3) **emerged** – возникший;
- 4) **widespread** – широко распространен;
- 5) **colloquial** – разговорный язык;
- 6) **proposed** – предложенный;



- 7) **approach** – подход;
- 8) **encumbered** – обременен;
- 9) **inherent** – присущи;
- 10) **provision** – обеспечение;
- 11) **ownership** – собственность, владение;
- 12) **eliminated** – устраненный;
- 13) **introduction** – введение;
- 14) **substituted** – замененный;
- 15) **assumption** – предположение;
- 16) **entirely** – полностью;
- 17) **emergence** – появление;
- 18) **maintenance** – поддержание;
- 19) **artificial** – искусственный;
- 20) **capable** – способный;
- 21) **complexity** – сложность;
- 22) **evidently** – очевидно;
- 23) **inconceivable** – непостижимый;
- 24) **entails** – влечет за собой, вызывает;
- 25) **disposal** – распоряжение.

II. Find Russian equivalents to the English words and word combinations.

The first mentions; digital technology; philosophical thought; to appear; to allege the existence; the scientific and technological revolution; the theory of cosmonautics; the profound issue; the future perception; as it happens; first came the theory; to translate into reality; civil society; has not undergone much change; the past millennia; has preserved its essence; to the present day; a community of people; connected by social and legal ties; more precisely; a set of public organizations; based on the principles of protecting the rights and interests.

III. Find English equivalents to the Russian words and word combinations.

Правовое сознание в цифровом обществе; получить распространение; в зависимости от контекста; первым вошел в обиход; в середине 20 века; в эпоху активного развития кибернетики; информационные технологии и телекоммуникации; концепция цифрового общества; согласно первому подходу; цифровые отношения; определяются как

связи с общественностью; обремененные “цифровой составляющей”; интерпретация; электронные вычисления; Единый государственный реестр недвижимости; устранить необходимость; старые бумажные свидетельства; регистрация прав собственности; электронные переводы; удаленные платежи из любой точки мира; электронные платежные системы; транзакции; цифровое право.

IV. Read and translate the text.

LEGAL AWARENESS IN A DIGITAL SOCIETY: INTRODUCTION

The first mentions of digital technology in philosophical thought appear in the early 20th century. Konstantin Tsiolkovsky alleged the existence of beings on other planets more advanced than humans. In his opinion, man would soon become a more “evolved being”. Having emerged amidst the scientific and technological revolution, Tsiolkovsky’s prophetic views expressed in his theory of cosmonautics unraveled the profound issue of the future perception of the world. As it happens, first came the theory, and only later was it translated into reality.



The philosophical view of civil society has not undergone much change over the past millennia and has preserved its essence from ancient Greece to the present day. Civil society is a community of people connected by social and legal ties. More precisely, civil society can be defined as a set of public organizations and associations of citizens whose relations with the State are based on the principles of protecting the rights and interests of individual members of society in the political, economic, and spiritual spheres.

In recent years, the use of the terms “digital society” and “information society” has become widespread in domestic doctrine. Notably, these two categories can be either equated or distinguished depending on the context.

The term “information society” was the first to enter colloquial use: it emerged in the United States in the mid of 20th century – in the era of the active development of cybernetics, information technology, and telecommunications.

The Concept of a Digital Society

1. A digital society is a society in which digital relations are established. Several definitions of digital relations have been proposed, as their content is subject to change with each subsequent stage of industrialization.

According to the first approach, digital relations are defined as public relations encumbered by the “digital component”. This interpretation emerged at the dawn of electronic computing.



A digital component is inherent in almost all relationships in modern society. By 2010, most countries had implemented electronic systems for the provision of state and municipal services to citizens and businesses. For example, the UK has introduced a single portal for state data (<https://data.gov.uk/>). The interaction of citizens and public authorities in Russia proceeds by means of electronic submission of documents through the State Services portal (<https://www.gosuslugi.ru/>). Digital documentation of ownership (property) rights to real estate in the Federal Service for State Registration, Cadastre and Cartography (<https://rosreestr.ru/>) and of the transfer of such rights as a result of transactions in the Unified State Register of Real Estate has eliminated the need to



issue old-fashioned paper certificates of registration of ownership rights. Another example of universal digitalization is the introduction of electronic plane and train tickets, which have substituted paper tickets in their ability to confirm passengers’ rights to receive transportation and baggage carriage services. Wire transfers allow one to make remote payments from anywhere in the world, while electronic payment systems enable transactions between commercial parties via the internet.

In jurisprudence, this approach allows digital law to be identified as a “mega-branch” of the Russian legal system, which brings together the rules of law that regulate all relations that are, in one way or another, associated with the use of digital technology. However, such an assumption is not entirely free from criticism.

2. The second approach posits that digital relations are relations that are established exclusively in the cyberphysical world and, therefore, apply only to objects in the digital space. The emergence and maintenance of these relations is ensured by means of the internet and the electricity that powers computers.

The physical world is contrasted with the digital world. Each of these worlds exists in its own reality. Importantly, all aspects of the digital world, including artificial intelligence, can be comprehended by the human brain. In contrast, artificial intelligence is not capable of conceiving the laws and regularities of the material world in their entire complexity. Evidently, this asymmetry is due to the fact that digital algorithms are formulated by people, and, therefore, their functioning is mathematically predictable.

The dependence of the digital space on the availability of electricity and the internet casts doubt on the objective existence of digital relations, since the existence of the digital space is inconceivable in isolation from the said phenomena of the material world. If we assume that public relations constitute objective reality and develop organically, then digital relations represent a product of scientific and technical creativity of people that reflects the current needs of the society and that directly depends on social relations.

The emergence of new objects of law entails the establishment of digital relations. Among such novel legal objects are cryptocurrencies (Bitcoin, Ethereum, Litecoin, Bitcoin Cash, etc.) and tokens (digital virtual securities that certify the rights of their owners to digital assets and that are issued exclusively in the digital world). The creation of these legal objects is ensured by blockchain technology (i. e., chains of consecutive transaction blocks). The recently introduced Article 141.1 of the Civil Code of the Russian Federation defines digital rights as contractual and other rights specified as such in the law, the scope and conditions for the exercise of which are determined in accordance with the rules of the information system that meets the criteria established by law. The exercise, disposal (including transfer, pledge and other means of encumbrance) and restriction of the disposal of digital rights without referring to a third party are only possible using such information system.

The above-described approach to understanding digital relations as relations in the cyberphysical space will prevail for a long time since, in the 21st century, the said relations have become commonplace thanks to the wide dissemination of digital technologies and the high speed of digital transactions.

V. Comprehension check. Answer the following questions.

1. When did the first mention of digital technology appear?
2. In what theory did Tsiolkovsky reveal the problems of the future digital society?
3. How is civil society defined in the text?
4. When and where did the term “information society” appear?
5. What is the definition of digital society in the text?
6. How does the first approach define digital relationships?
7. By what year were electronic systems introduced in most countries?
8. What are the benefits of digitalization in the text?
9. How does the first approach to defining digital relations allow one to identify digital rights?
10. How does the second approach define digital relationships?
11. How digital relationships are supported?
12. How does the physical world contrast with the digital world?
13. What calls into question the existence of digital relationships?
14. What new legal entities have digital relationships created?
15. How does the Civil Code of the Russian Federation define digital rights?

VI. Make up your own sentences with the following words and word combinations.

The above-described approach; to understanding digital relations; relations in the cyberphysical space; in the 21st century; the wide dissemination of digital technologies; the high speed of digital transactions; the creation of the legal objects; chains of consecutive transaction blocks; the Civil Code of the Russian Federation; to define digital rights; contractual; other rights; specified in the law; the scope and conditions; to determine in accordance with; the rules of the information system; the criteria established by law; restriction of the disposal of digital rights.

VII. Translate the sentences into English.

1. Первые упоминания о цифровых технологиях в философской мысли появляются в начале 20 века.
2. Константин Циолковский утверждал, что на других планетах существуют существа более развитые, чем люди.
3. Философский взгляд на гражданское общество не претерпел больших изменений за прошедшие тысячелетия и сохранил свою сущность от Древней Греции до наших дней.

4. Гражданское общество – это сообщество людей, связанных социальными и правовыми узами.
5. Точнее, гражданское общество можно определить как совокупность общественных организаций и объединений граждан, отношения которых с государством основаны на принципах защиты прав и интересов отдельных членов общества в политической, экономической и духовной сферах.
6. В последние годы в отечественной доктрине получили распространение термины “цифровое общество” и “информационное общество”.
7. Примечательно, что эти две категории можно приравнять друг к другу или разграничить в зависимости от контекста.
8. Термин “информационное общество” первым вошел в обиход: он появился в США в середине 20 века – в эпоху активного развития кибернетики, информационных технологий и телекоммуникаций.
9. Цифровое общество – это общество, в котором установлены цифровые отношения.
10. Согласно первому подходу цифровые отношения определяются как связи с общественностью, обремененные “цифровой составляющей”. Эта интерпретация возникла на заре электронных вычислений.

VIII. Translate the dialogue into Russian.

Secretary: Hello.

Mr. Headington: Is this “Bendon & Brothers”?

Secretary: Yes, who’s speaking?

Mr. Headington: My name is Alan Headington from “Mennings Constructions”. I’d like to find out about the progress of our issue.

Secretary: Oh, Mr. Herrington...

Mr. Headington: No, Headington, as in “head”.

Secretary: So what was it, Mr. Headington?

Mr. Headington: Well, the contract, of course! I called you the day before yesterday.

Secretary: Ah, the contract... I don’t have any info on that from our main office yet. Perhaps they’re still working on it.

Mr. Headington: Do you think they’ll be ready before this weekend?

Secretary: Maybe, I don’t really know. Call us tomorrow. No, better on Friday morning. Okay?

Mr. Headington: I'm not sure my boss will be pleased with this attitude, Mam. Well, I don't think I can help you in that, I afraid.

Secretary: Bye-bye.

<http://lib.bbu.edu.az/files/book/843.pdf>

IX. Fill in the blanks with one of the following words and translate sentences into Russian.

1. A digital component is (*присуща*) in almost all relationships (*в современном обществе*).
2. (*К 2010 году*) most countries had implemented electronic systems for the provision of (*государственных и муниципальных*) services to citizens and businesses.
3. (*Взаимодействие граждан и органов государственной власти*) in Russia proceeds by means of (*подачи документов в электронном виде*) through the State Services portal.
4. Digital documentation of (*прав собственности (имущественных) на недвижимое имущество*) in the Federal Service for State Registration, Cadastre and Cartography.
5. (*Передача таких прав*) as a result of transactions in the Unified State Register of Real Estate (*устранила необходимость*) to issue old-fashioned paper certificates of registration of (*прав собственности*) ownership rights.
6. Another example of (*универсальной цифровизации*) is the introduction of electronic plane and train tickets.
7. (*Электронные билеты заменили*) paper tickets in their ability to confirm passengers' rights to receive (*услуг перевозки багажа*).
8. (*Электронные переводы*) allow one to make (*удаленные платежи из любой точки мира*), while electronic payment systems enable (*транзакции между коммерческими сторонами через Интернет*).
9. (*В юриспруденции*) this approach allows digital law (*идентифицировать цифровое право*) a "mega-branch" of the Russian legal system.
10. However, such (*предположение*) is not entirely (*свободно от критики*).

X. Discuss the following statements.

1. The dependence of the digital space on the availability of electricity and the internet.

2. The emergence of new objects of law entails the establishment of digital relations.
3. The physical world is contrasted with the digital world. Each of these worlds exists in its own reality.
4. Digital relations are relations that are established exclusively in the cyber-physical world and, therefore, apply only to objects in the digital space.
5. In jurisprudence, this approach allows digital law to be identified as a “mega-branch” of the Russian legal system.

XI. Make up your own dialogue using the information from the UNIT VII.

XII. Give a short summary of the text “Legal awareness in a digital society: Introduction”. Use active words and word combinations from the text.

XIII. Make up your own project in the form of presentation on the topic “The Concept of a Digital Society”.



GRAMMAR FOCUS

THE VERB. The Past Simple (Indefinite) Tense

Grammar exercises

1. Complete the sentences with the Simple Past tense of the verbs in the brackets.

1. The boys (*whisper*) secrets to each other.
2. Uncle Ben (*hurry*) to catch his bus.

3. We (*return*) our books to the library.
4. She (*kiss*) the frog and it (*change*) into a prince.
5. Someone (*tap*) me on the shoulder.

2. Write these sentences in the positive, interrogative and negative forms of the Past Simple.

Model: He teaches history at the university. – *He taught history at the university. Did he teach history at the university? He didn't teach history at the university.*

1. My parents leave home at eight o'clock.
2. You smoke a lot.
3. I look very tired.
4. We stop at Oxford.
5. The restaurant closes at eleven o'clock.

3. Translate into English.

1. Мой отец родился в 1965 году.
2. Когда мне было семь лет, я пошел в школу.
3. Все наши друзья хорошо окончили школу, поступили в университет, нашли вечернюю работу.
4. Летом мы ездили отдыхать на юг.
5. Где ты был вчера?

4. Complete the conversation. Put in the Past Simple negatives and questions.

Model: Claire: *Did you have* (you / have) a nice weekend in Paris?

Nick: Yes, thanks. It was good. We looked around and then we saw a show. (*we / not / try*) to do too much.

Claire: What sights (*you / see*)?

Nick: We had a look round the Louvre. (*I / not / know*) there was so much in there.

Claire: And what show (*you / go*) to?

Mark: Oh, a musical. I forget the name. (*I / not / like*) it.

Claire: Oh, dear. And (*Sarah / enjoy*) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but (*I / not / want*) to go shopping.

UNIT VIII

THE EUROPEAN UNION AND THE LAW OF TREATIES: A FRUITFUL RELATIONSHIP

I. Study and memorize the following words and expressions:

- 1) **most significant examples** – наиболее значимые примеры;
- 2) **the starting point** – отправная точка;
- 3) **certain terminological specificities** – определенные терминологические особенности;
- 4) **a few remarkable aspects** – несколько примечательных аспектов;
- 5) **the wide variety** – большое разнообразие;
- 6) **the study** – исследование (научное);
- 7) **the outcome** – результат, итог;
- 8) **conventional practice** – традиционная практика;
- 9) **the internal perspective** – внутренняя точка зрения;
- 10) **additionally** – кроме того;
- 11) **the requirements** – требования;
- 12) **however** – однако;
- 13) **the standpoint** – точка зрения;
- 14) **prominent features** – характерные особенности;
- 15) **the notion** – представление; понятие;
- 16) **political reasons** – политические причины;
- 17) **a fruitful** – плодотворный;
- 18) **nevertheless** – тем не менее;
- 19) **generally** – в целом;
- 20) **the preparation** – подготовка;
- 21) **observations** – замечания;
- 22) **the draft articles prepared** – проекты статей;
- 23) **to involve** – вовлекать;
- 25) **to prevail** – преобладать;
- 27) **to acknowledge** – признавать;
- 28) **to disregard** – игнорировать;
- 29) **come into force** – вступить в силу (для нормативных актов).



II. Find Russian equivalents to the English words and word combinations.

The European Union; a fruitful relationship; the article examines; the European Union's (EU) treaty; practice; the international law; the most significant examples; the starting point; the EU's attitude; the codification of treaty law; international organizations; the article discusses; certain terminological specificities and a few remarkable aspects; the frequent use of provisional application mechanisms; the treaty interpretation; the wide variety; determining the legal nature; the treaty law; a useful instrument; a rich treaty practice; conventional practice; the internal perspective; given rise to significant judgments; the institutional balance. principles

III. Find English equivalents to the Russian words and word combinations.

Право международных договоров; отправной точкой является; кодификация договорного права; с участием государств и международных организаций; толкование договоров; большое разнообразие; трудности в определении правовой природы; в исследовании подчеркивается; обогащается творческим вкладом; результатом являются плодотворные отношения; полномочия каждого учреждения по заключению договоров; институциональный баланс; принцип лояльного сотрудничества; работа с отдельными правовыми субъектами; разрешение деликатных ситуаций; по юридическим или политическим причинам; проблемы, которые необходимо решить; Венская конвенция о праве международных договоров.

IV. Read and translate the text.

THE EUROPEAN UNION AND THE LAW OF TREATIES: A FRUITFUL RELATIONSHIP

This article examines the European Union's (EU) treaty practice from the perspective of the international law of treaties, focusing on its most significant examples. The starting point is the EU's attitude towards the codification of treaty law involving states and international organizations. The ar-

ticle discusses certain terminological specificities and a few remarkable aspects, such as the frequent use of provisional application mechanisms as opposed to much less use of reservations, the contributions regarding treaty interpretation, the wide variety of clauses and the difficulties in determining the legal nature of certain texts. The study underlines that treaty law is a useful instrument for the Union and is further enriched with creative contributions; the outcome is a fruitful relationship.

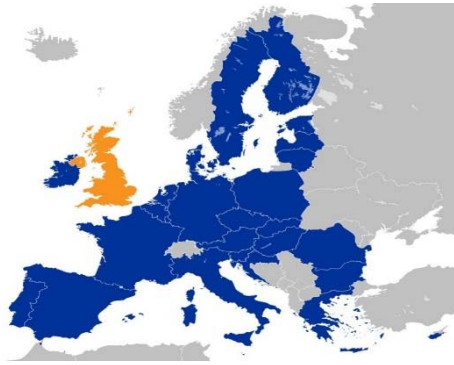


The European Union's (EU) external action has led to a rich treaty practice (also designated as conventional practice), which is very interesting from the internal perspective of EU law. Additionally, such treaty practice has also given rise to significant judgments of the Court of Justice of the European Union (CJEU) on issues including each institution's treaty-making powers, the requirements stemming from the institutional balance and loyal cooperation principles and hybrid acts. Specialized literature has increasingly focused on this field. However, treaty practice is also remarkable from an international law perspective, particularly from the standpoint of international treaty law, although it may have received less scholarly attention.

The purpose of this article is to build on the analysis from this specific dimension, focusing on its most prominent features. These prominent aspects highlight that the EU, in its treaty-making capacity, uses all of the instruments made available by treaty law whilst enriching treaty law with creative contributions. An analysis of the EU's treaty practice rejects the notion that modern treaty law is fundamentally ill-equipped to deal with distinct legal actors such as the EU. Rather, treaty law has proven to be a useful and flexible mechanism to fulfil the objectives of the EU's external action as well as to solve sensitive situations that cannot be tackled through EU law for legal or political reasons. This has given rise to a fruitful, yet complex, relationship between the EU and treaty law, where the EU has made some interesting contributions. Nevertheless, this relationship also has some issues that must be tackled.

Generally, international organizations have been cautious about this codification initiative. However, during the preparation of the Vienna Con-

vention on the Law of Treaties between States and International Organizations or between International Organizations (1986 VCLT), the European Economic Community (EEC) submitted comments and observations to the draft articles prepared by the United Nations International Law Commission (ILC) and was involved in the Vienna Conference. Philippe Manin pointed



out that the Community was amongst the most active participants, but he also noted some reluctance. It seems like the latter has prevailed, since the EU, to this day, has neither signed nor expressed its consent to be bound by the 1986 VCLT. Nevertheless, the CJEU has acknowledged the customary nature of several provisions laid down in the 1969 Vienna Con-

vention on the Law of Treaties and in the 1986 VCLT. In this regard, it is worth noting that CJEU case law mostly refers to the first convention, that it includes a few references to both of them and that it very rarely mentions the 1986 convention. This is reasonable where the CJEU hears cases involving treaties concluded only between states, but it is less understandable when the cases involve conventions concluded by the EU itself; the Court's disregard probably has to do with the fact that the 1986 VCLT is not yet in force.

<http://www.ejil.org/archive.php?issue=149>

V. Comprehension check. Answer the following questions.

1. What is the main idea of this article?
2. The contractual practice of which political entity is considered in this article?
3. What is the starting point for studying this issue?
4. What topics are discussed in the article?
5. What is highlighted in the study?
6. What is the result of the research?
7. What is called traditional practice?
8. What is the important reason for the ruling of the Court of Justice of the European Union?
9. What is the focus of the specialized literature?
10. What has received less attention from scientists?

11. What is the purpose of the article?
12. What emphasize the important aspects indicated in the article?
13. What is the result of the analysis of the contractual practice of the European Union?
14. What are the reasons why delicate situations cannot be resolved?
15. What are the main tasks of the Vienna Convention?
16. What is the reason for ignoring the Court of Justice of the European Union?

VI. Make up your own sentences with the following words and word combinations.

Certain terminological specificities and a few remarkable aspects; the contributions; the legal nature; treaty law is a useful instrument; the outcome is a fruitful relationship; external action has led to a rich treaty practice; very interesting from the internal perspective; Court of Justice of the European Union; each institution's treaty-making powers; the requirements stemming from; international treaty law; scholarly attention; to build on the analysis from; the specific dimension; focusing on; the most prominent features; the prominent aspects; treaty law with creative contributions; the codification initiative; during the preparation of the Vienna Convention; a few references; it is less understandable; the cases involve conventions.

VII. Translate the sentences into English.

1. В этой статье рассматривается договорная практика Европейского союза (ЕС) с точки зрения международного права договоров.
2. Отправной точкой является отношение ЕС к кодификации договорного права с участием государств и международных организаций.
3. В статье рассматриваются некоторые терминологические особенности, а также механизмы толкования договоров.
4. В исследовании подчеркивается, что договорное право является полезным инструментом для ЕС, а результатом являются плодотворные отношения между странами союза.
5. Внешняя политика ЕС привела к богатой договорной практике (также называемой традиционной практикой), что очень интересно с внутренней точки зрения права ЕС.

6. Однако договорная практика также примечательна с точки зрения международного права, особенно со стороны международного договорного права, хотя, возможно, ей уделялось меньше внимания ученых.
7. Кроме того, такая договорная практика также стала причиной важных постановлений Суда Европейского союза (СЈЕU) по правовым вопросам, включая полномочия каждого учреждения.
8. Эти важные аспекты подчеркивают, что ЕС для заключения договоров использует все инструменты, предоставляемые договорным правом.
9. Анализ договорной практики ЕС опровергает представление о том, что современное договорное право плохо приспособлено для работы с отдельными правовыми субъектами.

VIII. Translate the dialogue into Russian.

Reception: Good morning, “Riegling and Co.” Can I help you?

Chris Witt: Hello, I am Chris Witt from “Sadler and Sons Ltd.” Please could I speak to Mr. Jeff Smith?

Reception: I’m sorry, but Mr. Smith is not in at the moment.

Chris Witt: I see. When do you think I could contact him?

Reception: Well, at the moment he’s away. He hasn’t left his schedule for today. Would you like to leave a message?

Chris Witt: Yes, perhaps you would ask Mr. Smith to call me? My name is Witt, W... I... double T, Chris Witt. And my phone number is 181-166-7851.

Reception: I got it, Mr. Witt. Thank you.

Chris Witt: I look forward to hearing from Mr. Smith.

Reception: It’s a pleasure. Thanks for calling. Bye for now.

IX. Fill in the blanks with one of the following words and translate sentences into Russian.

1. This is (*разумно*) where (*Суд Европейского союза рассматривает дела*) involving treaties (*заключенными только между государствами*), but it is less understandable when the cases involve conventions (*заключенных самим Европейским союзом*).

2. (*Тем не менее*) it is worth noting that CJEU case law mostly (*изложенных в Венской конвенции 1969 года*), that it includes a few references to both of them and that it very rarely mentions the 1986 convention.

3. Philippe Manin (*подчеркивал*) that the Community was amongst the most (*активных участников*), but he also noted (*некоторое сопротивление*).

4. It seems like the latter has prevailed, since the EU, to this day, (*не подписал и не выразил своего согласия на*) to be bound by the 1986 the Vienna Convention on the Law of Treaties (VCLT).
5. Generally, international organizations (*осторожно относятся*) about this codification initiative.
6. (*Тем не менее*) this relationship also has some issues (*должны быть решены*).
7. This has (*привело к плодотворным, но сложным отношениям*) between the EU and treaty law.
8. Rather, treaty law has proven to be (*полезным и гибким механизмом*) to fulfil the objectives of the EU's external action.
9. (*Эти важные аспекты*) highlight that the EU, in its (*заклучения договоров*) capacity, uses all of the instruments (*предоставляемые договорным правом*) whilst enriching treaty law with (*творческими идеями*).
10. An analysis of the EU's (*договорной практики*) rejects the notion that modern treaty law is (*плохо приспособлено*) to deal with distinct legal actors such as the EU.

X. Discuss the following statements.

1. The treaty law involving states and international organizations.
2. Certain terminological specificities and a few remarkable aspects.
3. The treaty law is a useful instrument for the European Union.
4. Treaty practice (also designated as conventional practice) is very interesting from the internal perspective of the European law.
5. A fruitful, complex relationship between the European Union and treaty law.

XI. Make up your own dialogue using the information from the UNIT VIII.

XII. Give a short summary of the text “The European Union and the Law of Treaties: A Fruitful Relationship”. Use active words and word combinations from the text.

XIII. Make up your own project in the form of presentation on the topic: “The EU’s attitude towards the codification of treaty law involving states and international organizations”.



GRAMMAR FOCUS

THE VERB. The Future Simple (Indefinite) Tense

Grammar exercises

1. Write down the sentences using the verbs in brackets in Future Simple.

1. I (*to see*) them next Saturday.
2. They (*to be*) here tomorrow.
3. We (*to have*) the test in a week.
4. She (*to spend*) holidays in the country.
5. The journey (*to take*) three hours.
6. I (*to open*) the door for you.
7. I (*to go*) to school tomorrow?
8. They (*to come*) back next week?

2. Put in will ('ll) or won't.

Model: Can you wait for me? I *won't* be very long.

1. There is no need to take an umbrella with you. It ____ rain.
2. If you don't eat anything now, you ____ be hungry later.
3. I'm sorry about what happened yesterday. It ____ happen again.
4. I've got some incredible news! You ____ never believe what happened.
5. Don't ask Amanda for advice. She ____ know what to do.

3. Make the following interrogative and negative.

1. The meeting will begin at eight.
2. They will be in Brussels the day after tomorrow.
3. She will cook breakfast for us.
4. We shall start at dawn.
5. The

boy will be seven next year. 6. The plane will take off in five minutes. 7. We shall climb the mountain next week. 8. I shall see you on Monday. 9. I'll buy a camera next month. 10. They'll tell us about it.

4. Translate into English.

1. Мой друг окончит университет в следующем году.
2. Кто будет переводить этот текст?
3. Вероятно, вскоре я получу интересную работу.
4. Как долго твои родственники пробудут в нашем городе?
5. У нас не будет экзаменов зимой.

В придаточных предложениях условия и времени вместо будущего времени употребляется настоящее.

Придаточные предложения условия и времени вводятся союзами:

<i>if – если</i>	<i>after – после</i>
<i>when – когда</i>	<i>till (untill) – до тех пор пока</i>
<i>before – до, перед</i>	<i>as soon as – как только</i>

5. Write down the sentences using the verbs in brackets in Present Simple or Future Simple. All the sentences refer to future.

1. When I (*to see*) him, I (*to phone*) you.
2. If he (*to decide*) not to do it, he (*to be*) right.
3. Tell me when she (*to come*) to visit you.
4. I (*to give*) it to him when he (*to visit*) us.
5. You (*to pass*) your exam if you (*to work*) hard.
6. We (*to go*) to the country next week if the weather (*to be*) fine.
7. As soon as we (*to know*) results, we (*to inform*) you.
8. Don't open the car door before it (*to stop*).
9. You (*not like*) this film when you (*to see*) it.
10. Wait for me till I (*to return*).

6. Write down the sentences using the verbs in brackets in Present, Past, Future Simple.

1. She (*not / to teach*) English at school.
2. You (*to meet*) him yesterday?
3. The firm (*to buy*) new computers next month.
4. The Dean (*to ask*) many questions at the lecture last week.

5. Where you (*to go*) next summer?
6. They (*to use*) new scientific data for their last experiment.
7. When the concert (*to be over*) all the people (*to leave*) the hall.
8. Every year students (*to take part*) in scientific research.
9. The first computer (*to appear*) in the 1960s.
10. If the weather (*to be*) fine, we (*to go*) to the village.

UNIT IX

MEDIATION: A FLEXIBLE AND A VOLUNTARY PROCESS



I. Study and memorize the following words and expressions:

- 1) **mediation** – медиация;
- 2) **attempt** – попытка;
- 3) **articipation** – участие;
- 4) **points of agreement** – точки соглашения;
- 5) **consumer dispute** – потребительский спор;
- 6) **outcome** – результат;
- 7) **judgement** – суждение;
- 8) **guidance** – руководство, рекомендации;
- 9) **settlement** – урегулирование;
- 10) **agreement** – соглашение;
- 11) **court hearing** – судебное слушание;
- 12) **share the cost** – разделить стоимость;
- 13) **value** – ценность;
- 14) **claim** – запрос;
- 15) **awareness** – осведомленность, осознание;
- 16) **breakthrough** – прорыв, достижение;
- 17) **requirement** – требование;
- 18) **market economy** – рыночная экономика;
- 19) **simultaneously** – одновременно;
- 20) **legal institution** – правовой институт;
- 21) **legal culture** – правовая культура;
- 22) **State Duma** – Государственная дума;

- 23) **milestone** – веха, этап;
24) **on the one hand / on the other hand** – с одной стороны / с другой стороны;
25) **encourage** – поощрять;
26) **self-regulated association** – саморегулируемая ассоциация.

II. Find Russian equivalents to the English words and word combinations.

To face conflicts every day; to cope; such a method like mediation; the attempt; to settle a legal dispute; active participation; to find points of agreement; conflict; to agree; on fair results; a flexible process; a whole range of situations; consumer disputes; contract disputes; family disputes; neighbourhood disputes; the mediator; to arrive at an outcome; both parties; to accept; avoid taking sides; making judgements; giving guidance; responsible for developing effective communications; to build consensus; the focus of a mediation; to reach a common sense; settlement; agreeable; a voluntary process; a confidential process; the terms of discussion; the value and complexity of the claim; a new phenomenon.

III. Find English equivalents to the Russian words and word combinations.

На международном уровне; может развиваться; информационная записка; были бы выгодны; в целом; также включает; Европейский союз; в частности; гуманизация российской системы правосудия; объединенные усилия; помимо рассмотрения вопросов; интеграция; медиация; рекомендации; относительно того; этот процесс; успешными и эффективными способами; установленном Правительством Российской Федерации; программа подготовки медиаторов; непрерывное образование; доверие; поощрять; социальная активность.

IV. Read and translate the text.

THE MEDIATION

We face conflicts every day in our life. There are many ways to cope with it, and I will speak on such a method like mediation. Mediation is the attempt to settle a legal dispute through active participation of a third party

(mediator) who works to find points of agreement and makes those in conflict agree on fair results. Mediation is a flexible process that can be used to settle disputes in a whole range of situations such as: consumer disputes;



contract disputes; family disputes; neighbourhood disputes and others. The role of the mediator is to help parties reach a solution to their problem and to arrive at an outcome that both parties are happy to accept. Mediators avoid taking sides, making judgments or giving guidance. They are simply responsible for developing effective communications and

building consensus between the parties. The focus of a mediation meeting is to reach a common sense settlement agreeable to both parties in a case. Mediation is a voluntary process and will only take place if both parties agree. It is a confidential process where the terms of discussion are not disclosed to any party outside the mediation hearing. If parties are unable to reach an agreement, they can still go to court. Details about what went on at the mediation will not be disclosed or used at a court hearing. Both parties share the cost of mediation, which will depend on the value and complexity of the claim. Agency is not a new phenomenon.

Mediation procedures had been used in Ancient China, Japan, African countries. Mediation in its contemporary form had started to develop in the second part of the twentieth century in Anglo-Saxon countries, such as the USA, Great Britain, Australia. The mediation process has been developing in Russia since 2004 – 2005. The ongoing changes in the Russian society



since the early 1990s required drastic reforms also in the area of law, because the legal system and the public's legal awareness for a long time continued to be affected by the stereotypes shaped during the Soviet period. One factor here was the lack of legal knowledge, the lack of ability and will to use the judicial system as a tool for protecting one's rights. Aside from legal ignorance,

a significant role was played by people's distrust of the government and its institutions, together with a lack of faith in their own potential in terms of social influence, as had been typical during communist party rule.

Over the last twenty years, Russia has achieved a breakthrough in creating legal institutions to meet the needs and requirements of the developing market economy. As participants in the market economy, Russian people began applying for judicial protection more and more frequently. By the early 2000s, the overloading of the court system had become a very acute problem. One of the consequences of this was the problem of ensuring the quality of justice. Russia's leaders proclaimed creating the basis of a law-ruled state and promoting institutes of the civil society to be one of their priorities. Among the measures aimed at achieving this goal was the progressive introduction of mediation in Russia. Mediation is considered a humanistic and at the same time pragmatic approach to settling disputes, enabling the state to delegate some of its powers to ordinary citizens and simultaneously promoting in society a readiness and ability to accept these powers and to assume responsibility for making their own decisions.

Thus, mediation became recognized not only as a legal institution, but also an important social institution. This has been confirmed by the efforts and the support that the authorities have shown over the past few years in the course of creating conditions for the successful introduction of mediation into Russian legal culture as well as social life in general. On the initiative of Russian President Dmitri Medvedev, drafts of a Federal Law on Alternative Dispute Resolution Procedures Involving an Intermediary (Mediation) and a Federal Law on Amendments to Certain Legislative Acts of the Russian Federation Following Adoption of the Federal Law on Alternative Dispute Resolution were presented to the State Duma for consideration. Both drafts were adopted by the Duma – the Russian Federation parliament – and signed into law by the President of the Russian Federation. The adoption of the Law on Mediation was a milestone not only in terms of improving the Russian legal system but also the overall development of the Russian society.

On the one hand, the adoption of this law is real evidence of the transition from repressive orientation to humanization of the Russian justice system. On the other hand, the Law on Mediation is a signal from the government to the people, evidencing its trust in them and encouraging them to show more social activity. In line with this, active efforts are being made to introduce mediation into the school education system in order to promote the culture of constructive conflict-related behavior starting at school age.

The professional community of Russian mediators is growing. Following a procedure established by the Russian Government, a program of mediator training, including regular continuing education, has been established. As prescribed by the Law on Mediation, professional mediators may set up self-regulated associations (SRO). In addition to considering issues related to the integration of mediation in Russia, this Briefing Note also includes recommendations as to how this process can be developed in a successful and effective manner, and in which areas combined efforts at the international level in general and with the European Union in particular would be beneficial.



https://elibrary.ru/download/elibrary_29727655_94175546.pdf

V. Comprehension check. Answer the following questions.

1. What is mediation?
2. What disputes does mediation resolve?
3. What is the role of a mediator?
4. What is the purpose of a mediation meeting?
5. Is mediation a confidential process?
6. Which of the parties to the conflict pays for the mediation procedure?
7. Where did the mediation procedure start?
8. When did mediation in its present form begin to develop?
9. How long ago did mediation begin to develop in Russia?
10. What is the reason for the reforms in Russian society?
11. What are the reasons for the emergence of mediation in Russia?
12. How does mediation help the state?
13. What law was passed under D. A. Medvedev?
14. Why is it necessary to introduce mediation in school education?
15. What can mediators create under the Law on Mediation?

VI. Make up your own sentences with the following words and word combinations.

Mediation procedures; many countries; the stereotypes; in the Russian society; a significant role; in its contemporary form; to develop; in the second

part of the twentieth century; aside from legal ignorance; Anglo-Saxon countries; the ongoing changes; since the early 1990s; drastic reforms; in the area of law; the legal system; the public's legal awareness; for a long time; to be affected by; during the Soviet period; the lack of legal knowledge; the lack of ability; to use the judicial system; as a tool for protecting one's rights; to distrust the government; together with a lack of faith; in their own potential; in terms of social influence; mediators; to avoid; making judgements.

VII. Translate the sentences into English.

1. В жизни мы каждый день сталкиваемся с конфликтами.
2. Есть много способов справиться с ними, и я расскажу о таком методе, как медиация.
3. Медиация – это попытка урегулировать юридический спор путем активного участия третьей стороны – медиатора/посредника.
4. Медиатор работает над поиском точек соприкосновения и заставляет стороны конфликта прийти к соглашению и справедливым результатам.
5. Медиация – это гибкий процесс, который можно использовать для разрешения споров в целом ряде ситуаций.
6. Наблюдаются различные ситуации, такие как потребительские споры, договорные споры, семейные споры, споры между соседями и другие.
7. Роль посредника состоит в том, чтобы помочь сторонам найти решение их проблемы и прийти к результату, который обе стороны будут готовы принять.
8. Процедуры медиации применялись в Древнем Китае, Японии, странах Африки.
9. Медиация в ее современном виде начала развиваться во второй половине 20 века в англосаксонских странах, таких как США, Великобритания, Австралия.
10. В России медиация развивается с 2004 – 2005 годов.
11. Постоянные изменения, происходящие в российском обществе с начала 1990-х годов, потребовали решительных реформ также и в области права.

VIII. Translate the dialogue into Russian.

Lawyer: Good afternoon. How can I help you?

Client: Good afternoon. I need some help concerning my company. And I need it from the competent person.

Lawyer: My working experience in the legal field is over ten years, sir. I'll try to help you.

Client: Well, I found out that one of my competitors is infringing my trademark and I would like to stop the potential damage to my business.

Lawyer: I see. Is there any evidence?

Client: Of course. It's obvious. They have created the logotype which is almost like ours and they are using some of our trade techniques.

Lawyer: Sounds like there is someone working at your company who sells information.

Client: I've never thought about it. Perhaps, you are right. I should investigate the case.

Lawyer: If that's true, you better fire this person and never accept his or her services again.

Client: What else can be done in this situation?

Lawyer: You can try to write a threatening letter to the firm that uses your logo.

Client: I've tried to do so, but they didn't produce any reaction.

Lawyer: In that case we can file an action in the district court.

Client: That would be a good decision. However, I'm sure the competitor won't confess. Any other solutions?

Lawyer: We can also present the proof of damage and all compensable losses your company have had. That's the best thing to do in such situation.

Client: Of course, there are some damages, but will the court take them into consideration?

Lawyer: I'm sure they will. They should also accept that you are the rightful owner of the trademark.

Client: That would be great.

Lawyer: I'll start working on this case as soon as possible. I'll ask one of my associates to meet with your people and start gathering evidence.

Client: Thanks so much. That would be very helpful.

Lawyer: Not at all. That's my job.

https://www.en365.ru/dialog_between_lawyer_and_client.htm

IX. Fill in the blanks with one of the following words and translate sentences into Russian.

1. The role of (*посредника*) is to help parties reach (*решение*) to their problem and (*достичь*) at an outcome that both parties are (*готовы принять*).

2. Mediators (*избегают принимать чью-то сторону*), making judgments or giving guidance.
3. They are simply (*несут ответственность*) for developing effective communications and (*за достижение консенсуса между сторонами*).
4. The focus of a mediation meeting is (*достижение разумного решения*) settlement agreeable to both parties in a case.
5. Mediation is (*добровольный процесс*) and will only take place if both parties agree.
6. It is a confidential process where the terms of (*дискуссии*) are not disclosed to any party (*вне процедуры медиации*).
7. The Law on Mediation is (*сигналом правительства*) to the people, evidencing (*о его доверии к ним*) and encouraging them to show more (*социальной активности*).
8. (*В соответствии с этим*) active (*усилия*) are being made to introduce mediation (*в систему школьного образования*) in order (*развития культуры конструктивного поведения*) starting at school age.
9. (*Профессиональное сообщество*) of Russian mediators is growing.
10. (*В порядке, установленном Правительством Российской Федерации*), a program of mediator training, including (*регулярное непрерывное образование*), has been established.
11. (*В соответствии с законом о медиации*) professional mediators may set up self-regulated associations (SRO).

X. Discuss the following statements.

1. The mediation process has been developing in Russia since 2004 – 2005.
2. We face conflicts every day in our life.
3. Mediation is a flexible process and a voluntary process.
4. The role of the mediator in modern society.
5. The ongoing changes in the Russian society since the early 1990s required drastic reforms also in the area of law.

XI. Make up your own dialogue using the information from the UNIT IX.

XII. Give a short summary of the text “The Mediation”. Use active words and word combinations from the text.

XIII. Make up your own project in the form of presentation on the topic: “The ongoing changes in the Russian society since the early 1990s required drastic reforms also in the area of law”.



GRAMMAR FOCUS

THE VERB. The Present Continuous (Progressive) Tense

Grammar exercises

1. What's happening at the moment? Make up true sentences.

Model: I / eat. – *I'm not eating.*

1. I / learn / English.
2. The sun / shine.
3. My teacher / sit / on a chair.
4. You / listen / to music.
5. Students / wear / shoes.

2. Fill in the blank spaces with the Present Continuous Tense of the verbs in the brackets.

1. He (*fix*) my bike in the garage.
2. I (*help*) Mom in the kitchen.
3. My sister and I (*watch*) television in our bedroom.
4. They (*come*) with us to the museum.
5. We (*paint*) some pictures for Aunt Susan.

3. Translate into English.

1. Не входите в аудиторию! Студенты пишут там контрольную работу.
2. Этот писатель пишет новую книгу.
3. Не мешайте мне. Я готовлюсь к докладу.
4. О чем вы думаете?
5. Осторожно! Та машина едет с огромной скоростью!

4. What can you say in these situations? Add a sentence with the Present Continuous.

Model: A friend rings you up in the middle of your favourite film. – *Is it important? I'm watching the most impressive blockbuster.*

1. A friend is at your flat and suggests going out, but you can see rain outside. I don't want to go out now. Look...
2. A friend rings you up at work. – Sorry, I can't talk now...
3. You want to get off the bus, but the old lady next to you is sitting on your coat. – Excuse me...
4. A friend of yours wants to discuss the latest news with you, but you've just started to make a report. – Can I talk to you later?..
5. You have been ill, but you're better now. – I'm OK now...

Present Continuous or Present Simple?

5. Complete the sentences. Put in the Present Continuous or Present Simple of the verbs in the brackets.

Model: (*I / write*) *I'm writing* to my parents. (*I / write*) *I write* to them every weekend.

1. (*It / snow*) outside. (*It / come*) down quite hard, look.
2. Normally (*I / start*) work at eight o'clock, but (*I / start*) at seven this week. We're very busy at the moment.
3. I haven't got a car at the moment, so (*I / go*) to work on the bus this week. Usually (*I / drive*) to work.
4. The sun (*rise*) in the east, remember. It's behind us so (*we / travel*) west.
5. I'm afraid I have no time to help just now (*I / write*) a report. But (*I / promise*) I'll give you some help later.
6. (*I / want*) a new car (*I / save*) up to buy one.

6. Complete the following sentences with either the Simple Present form or the Present Continuous form of the verbs in the brackets.

1. The teacher always (*give*) us interesting project work.
2. The wind (*blow*) very strongly today.
3. I (*like*) chocolate ice cream.
4. Be quiet! We (*try*) to listen to the radio.
5. Let's go inside now. It (*begin*) to rain.
6. Penguins (*eat*) fish.
7. Dad never (*let*) us play in the street when it's dark.
8. The children (*go*) swimming every day.
9. We're trying to catch the ball that (*roll*) down the hill.
10. My teacher (*know*) a lot about plants and animals.

UNIT X

LEGAL SYSTEMS IN THE RUSSIAN FEDERATION



I. Study and memorize the following words and expressions:

- 1) **the Supreme Court** – Верховный суд;
- 2) **commercial court** – суд по хозяйственным делам, арбитраж;
- 3) **court of general jurisdiction** – суд общей юрисдикции;
- 4) **Magistrates court** – суд магистрата, мировой суд;
- 5) **Constitutional court** – Конституционный суд;
- 6) **constitutionality** – конституционность;
- 7) **legal act** – правовой акт;
- 8) **judicial body** – судебный орган;
- 9) **district court** – окружной суд;
- 10) **court of the region** – областной суд;
- 11) **appellate court** – суд апелляционной инстанции;
- 12) **cassation** – кассация;
- 13) **court of cassation** – кассационный суд;
- 14) **supervisory court** – надзорный суд;
- 15) **to handle a case** – вести дело;

- 16) **challenge of judicial acts** – оспаривание судебных актов;
- 17) **to hold a final decision** – принять окончательное решение;
- 18) **specialist court** – назначенный судом специалист;
- 19) **the court for intellectual property rights** – суд по правам интеллектуальной собственности;
- 20) **IP rights** – права интеллектуальной собственности;
- 21) **military court** – военный суд;
- 22) **economic activity** – экономическая деятельность;
- 23) **bankruptcy** – банкротство;
- 24) **corporate issues** – корпоративные вопросы;
- 25) **anticipated reform** – ожидаемая реформа.

II. Find Russian equivalents to the English words and word combinations.

The Russian court structure; consists of; federal and regional courts; both headed by the Supreme Court; Federal courts; to include; commercial courts; resolve; economic disputes; courts of general jurisdiction; handling all other cases; regional courts; magistrates courts; minor matters; the constitutional court; statutory; the Russian regions; cases concerning the regions' constitutions; deals with; the constitutionality; legal acts.

III. Find English equivalents to the Russian words and word combinations.

Можно считать специализированными судами; поскольку; рассматривать дела; связанный с; хозяйственная деятельность; банкротство; об оспаривании; корпоративные вопросы; может увеличиться; ожидаемая реформа; административная юстиция; предусматривать; создание отдельных судов; административные споры; Верховный суд; суд кассационной инстанции; вторая инстанция; суд надзорной инстанции; судебные акты Верховного суда; выносить окончательное решение; суды общей юрисдикции.

IV. Read and translate the text.

LEGAL SYSTEMS IN THE RUSSIAN FEDERATION: OVERVIEW

The Russian court structure consists of federal and regional courts, both headed by the Supreme Court.

Federal courts include commercial courts that resolve economic disputes and courts of general jurisdiction handling all other cases.

Regional courts include magistrates' courts resolving minor matters, and the constitutional (statutory) courts of the Russian regions, which handle cases concerning the regions' constitutions (statutes).

The Constitutional Court deals with disputes concerning the constitutionality of certain legal acts and is a separate judicial body in the Russian court system.

Courts of general jurisdiction are:

- magistrates' courts and district courts;
- courts of the regions (appellate);
- courts of the regions (cassation);
- the Supreme Court.

Commercial courts are:

- the commercial courts of the regions;
- the commercial appellate courts (appellate);
- the district commercial courts (cassation);
- the Supreme Court.

The Supreme Court is the court of cassation (second-tier) and the supervisory court handling cases on challenge of judicial acts of the Supreme Court and holding a final decision for both courts of general jurisdiction and commercial courts.

There are several specialist courts in Russia.

- The Court for Intellectual Property Rights. This is a specialist commercial court that resolves disputes connected solely with IP rights.
- Military courts. These form part of a system of courts of general jurisdiction which handle all cases involving military officers.
- Commercial courts. These can be deemed to be specialist courts as they only handle cases connected with economic activity, bankruptcy and corporate issues.

The number of specialist courts may increase when anticipated reform of administrative justice occurs, which will provide for the establishment of separate courts that only handle administrative disputes.

The Constitution states that Russia shall be a democratic and federal state with a republican form of government based on the rule of law. The people of Russia shall be the only source of power in the Russian Federation.

The Constitution proclaims a broad array of civil, political, economic, social, and cultural rights that are guaranteed by the state. Generally, these rights conform to the international standards as established by the Universal Declaration of Human Rights of 1948, and the International Covenant on Human Rights of 1966.

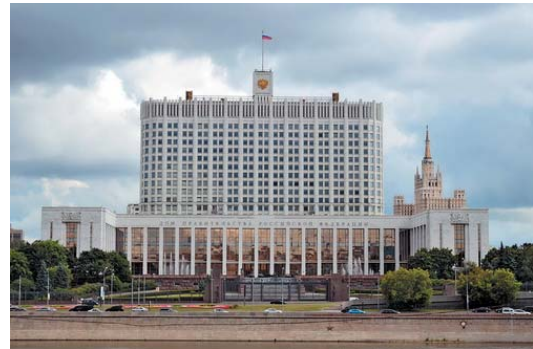
The Federation consists of eighty-two constituent components. Any matter, which is not defined by the Constitution as an issue of federal or joint concern, is within the exclusive jurisdiction of the constituent component of the federation.

State power is exercised on the basis of its separation by the President of the Russian Federation, the bicameral Federal Assembly (legislature), the Government, and the courts.

The system of government is similar to the mixed presidential and parliamentary regime. **The President** who is elected by general election for a term of six years is the Head of State, his powers are quite expansive. He appoints and dismisses the Prime Minister and members of the Government, dismisses the Government and dissolves the legislature, and nominates federal judges, justices of the Supreme and Constitutional Courts, Chairman of the central bank, and the Prosecutor General. Being the head of the executive branch, the President may preside over meetings of the Government; however, unlike the American President, he is not considered to be the head of the Government. In legislative area, presidential powers include the right of initiating, signing, promulgating, and vetoing legislation. The legal status of Government corresponds to the Western cabinet structure.

The legislature – the Federal Assembly – is a permanently working body and consists of two separate chambers, the State

Duma and the Federation Council, which have different powers and responsibilities. The Federation Council consists of two representatives from each constituent component of the Russian Federation. This chamber is obligated to examine all bills passed by the State Duma on budgetary, tax, and other



fiscal issues, as well as issues dealing with war and peace, and with treaty ratification. The Federation Council's jurisdiction includes the approval of border changes between the components, approval of presidential decrees on introduction of the state of emergency and martial law, usage of the Armed Forces beyond Russia's territory, call for presidential elections, and removing the president from office by impeachment. The State Duma is the lower chamber, and its main duty is to pass laws, which are then sent to the Federation Council for confirmation. The State Duma consists of 450 members elected by party lists through a proportional electoral system. **The judiciary** consists of three independent parts: regionally based federal courts of general jurisdiction, courts of arbitration assigned to the resolution of economic disputes, and the Constitutional Court with the right of judicial review. The institution of justices of peace was introduced for the resolution of small claims at the local level.

Local courts are established in all administrative units of the Russian Federation and function as courts of first instance and courts of appeals for



decisions of justices of peace. These courts make initial decisions in the majority of all criminal and civil cases. **Federal district courts** build the second level of Russia's judicial system. Their territorial jurisdiction extends to the components of the federation where those courts have been formed. They serve as trial courts in more serious crimes

and civil matters, and as appellate courts reviewing local court's judgments. **The Supreme Court** is the highest judicial body for civil, administrative, criminal, and other cases within the jurisdiction of courts of general jurisdiction. Justices of the Supreme Court are appointed by the Federation Council. The Court has three divisions: civil, criminal, and military, which hear relevant cases. Thirteen specially appointed justices of the Supreme Court comprise the Presidium of the Supreme Court, the highest judicial instance in Russia in regard to cases heard by way of supervision and for newly discovered circumstances. The plenary session of the Supreme Court may issue explanations on questions pertaining to judicial practice, and it may exercise the Court's right of legislative initiative by formulating the relevant proposals for their subsequent submission to the Parliament.

Arbitration courts are a part of the federal judicial system, but separate from regular courts and are aimed at the resolution of commercial and economic disputes. They are organized at the level of constituent components of the Russian Federation, and, despite what the name suggests, their function is to adjudicate, not arbitrate, economic disputes between business entities, and to decide on complaints against organs of state and federal administration whose decisions may affect the conduct of business operations. The internal structure and principles of the arbitration courts are similar to those of the courts of general jurisdiction.

The nineteen-member *Constitutional Court* decides whether federal laws, presidential and governmental decrees and directives, and regional constitutions and laws comply with federal constitution. The Constitutional Court also resolves jurisdictional disputes between federal and lower level organs of power and may be asked to interpret the federal Constitution. Rulings of the Constitutional Court are binding and final, and do not need to be confirmed by other organs or officials. Acts or their individual provisions, which have been deemed unconstitutional, become invalid.

<https://www.loc.gov/law/help/legal-research-guide/russia.php>

V. Comprehension check. Answer the following questions.

1. Which courts does the Russian court structure consist of?
2. Which court is the Russian court structure headed by?
3. What courts do Federal courts include?
4. What courts do Regional courts include?
5. Which issues does the Constitutional Court deal with?
6. What are the courts of general jurisdiction?
7. What are the two kinds of courts of the regions?
8. What are the commercial courts?
9. What kind of court is the Supreme Court?
10. What kinds of cases does it handle?
11. What are the specialist courts?
12. Which disputes does the Court for Intellectual Property Rights resolve?
13. Which cases do Military courts handle?
14. Which cases do Commercial courts handle?
15. What will the anticipated reform of administrative justice provide to establish?

16. What is the only source of power in the Russian Federation?
17. What do the rights proclaimed by the Constitution conform to?
18. How many constituent components does the Russian Federation consist of?
19. How is state power exercised?
20. Who is the Head of State?
21. What term is the President elected for? And how?
22. What are the President's powers?
23. What is the name of the legislature and how many chambers does it consist of? What are their names?
24. What is the lower chamber and its main duty?
25. How many members does the State Duma consist of?
26. What three independent parts does the judiciary consist of?
27. What was the institution of justices of peace introduced for?
28. Where are local courts established and how do they function?
29. What is the Supreme Court?
30. Who comprises the Presidium of the Supreme Court? What are its functions?
31. What is the place of arbitration courts in the federal judicial system?
32. What is the function of arbitration courts?
33. How many members does the Constitutional Court consist of?
34. What are the functions of the Constitutional Court?

VI. Make up your own sentences with the following words and word combinations.

A democratic and federal state; a republican form of government; based on the rule of law; the only source of power; the Constitution proclaims; civil, political, economic, social, and cultural rights; the international standards; the exclusive jurisdiction; in regard to cases; the bicameral Federal Assembly; presidential and parliamentary regime; discovered circumstances; general election; quite expansive; a permanently working body; on budgetary, tax, and other fiscal issues; martial law; territorial jurisdiction; the highest judicial instance; heard by way of supervision; governmental decrees and directives.

VII. Translate the sentences into English.

1. Российская судебная система состоит из федеральных и региональных судов, возглавляемых Верховным судом.
2. Конституция гласит, что Россия является демократическим федеративным государством с республиканской формой правления, основанном на верховенстве закона.
3. Федерация состоит из восьмидесяти пяти субъектов.
4. Государственная власть на основе ее разделения президентом Российской Федерации осуществляется двухпалатным Федеральным собранием (законодательным органом), Правительством Российской Федерации и судами.
5. Система правления Российской Федерации похожа на смешанный президентский и парламентский режимы.
6. Будучи главой исполнительной власти, президент может председательствовать на заседаниях Правительства.
7. В законодательной сфере президентские полномочия включают право инициировать, подписывать, обнародовать законы и налагать вето на законодательство.
8. Третейские суды являются частью федеральной судебной системы.
9. Они выполняют функции судов первой инстанции по наиболее тяжким преступлениям.
10. Постановления Конституционного суда являются обязательными и окончательными и не нуждаются в подтверждении другими органами или должностными лицами.
11. Внутренняя структура и принципы третейских судов аналогичны структуре и принципам судов общей юрисдикции.



VIII. Translate the dialogue into Russian.

Ken: Have you been following the presidential campaign this year?

Chris: More or less. I watched the debate last night.

Martha: Me too. I liked the Republican candidate.

Bob: Really? He's too conservative for me. I know he has gone up in the polls lately, but I think he lost the debate last night.

Chris: I don't think so. As usual, he showed that he's well informed and that he's a terrific speaker.

Martha: Besides, he has a lot of experience in Washington, D. C., where he's very well respected. He's a former senator.

Bob: Well, I think that the Democrats have a better platform.

Chris: I haven't made up my mind yet. I still don't know who to vote for.

IX. Fill in the blanks with one of the following words and translate sentences into Russian.

1. The Russian court structure (*состоит из*) of federal and regional courts, both (*возглавляемых*) the Supreme Court.

2. Federal courts (*включают в себя*) commercial courts that (*принимает решения*) economic disputes and (*суды общей юрисдикции*) handling all other cases.

3. (*Областные суды*) include magistrates' courts resolving (*незначительные дела*), and the constitutional (*статутный*) courts of the Russian regions, which (*рассматривать дела, касающиеся*) the regions' constitutions (statutes).

4. (*Верховный суд*) is the court of cassation (*второй порядок*) and the (*суд надзорной инстанции*) court handling cases on challenge of judicial acts of the Supreme Court and (*выносить окончательное решение*) for both courts of general jurisdiction and (*арбитражный суд*).

5. The State Duma is (*нижняя палата*), and its main duty is (*принимать законы*), which are then sent to the Federation Council (*для утверждения*).

6. The system of government is (*схожа с*) to the mixed (*президентская и парламентская формы правления*).

7. The President (*избирается*) by (*всеобщими выборами*) for a term of (*шесть лет*) is the Head of State, (*его власть абсолютна*).

8. (*Будучи главой*) of the executive branch, the President (*может возглавлять*) over meetings of the Government.

9. (*Институт мировых судей*) was introduced for the resolution of small claims at the local level.
10. These courts (*принять первоначальные решения*) in the majority of all (*уголовные и гражданские дела*).
11. Federal district courts (*составлять второй уровень*) of Russia's judicial system.
12. Their (*территориальная юрисдикция*) extends to the components of the federation (*там, где были образованы эти суды*).
13. They serve as (*суды первой инстанции*) in (*более серьезные*) crimes and civil matters, and as appellate courts (*пересмотр решений местных судов*).

X. Discuss the following statements.

1. The Constitution proclaims a broad array of civil, political, economic, social, and cultural rights that are guaranteed by the state.
2. The Universal Declaration of Human Rights of 1948, and the International Covenant on Human Rights of 1966.
3. The system of government is similar to the mixed presidential and parliamentary regime.
4. The judiciary consists of three independent parts...
5. The internal structure and principles of the arbitration courts are similar to those of the courts of general jurisdiction.

XI. Make up your own dialogue using the information from the UNIT X.

XII. Give a short summary of the text "Legal systems in the Russian Federation: overview". Use active words and word combinations from the text.

XIII. Make up your own project in the form of presentation on the topic: "Introduction to Russia's Legal System".



GRAMMAR FOCUS

TO BE GOING TO

Grammar exercises

1. Put these sentences in the question and negative forms.

Model: They are going to play football. – *Are they going to play football? / They are not going to play football.*

1. It is going to snow.
2. I am going to listen to the opera today.
3. She is going to make presents for all her family.
4. My parents are going to look for a new house.
5. These students are going to study Japanese.

2. Translate into English.

1. Мы играем в теннис сегодня днем.
2. Мой друг намеревается продать свою машину.
3. Взгляни на небо! Дождь собирается!
4. Что ты собираешься надеть на вечеринку сегодня?
5. Она не будет завтракать, она не голодна.

3. Complete the sentences, putting the verbs into the be going to.

Model: My parents *are going to bring* (*bring*) their tent with them.

1. His brother (*look*) for a new job soon.
2. Watch out! The glass (*break*).

3. We (*not / stay*) with friends. We (*find*) a hotel.
4. I (*not / pass*) my driving test.
5. You (*watch*) that film on the television tonight.

Will and be going to

4. What would you say? Use will or be going to.

Model: You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon?

You: Yes, *I'm going to* look round the museum.

1. You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly.

You: It's coming towards us...

2. You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think...

3. You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister?

You: Well, I heard that...

4. You suddenly decide you want to invite Nalini for a meal.

Your friend: Do you know Nalini will be in town next weekend?

You: No, I don't...

5. Complete the conversation. Put in will or be going to with the verbs.

Model: Vicky: Have you got a ticket for the play?

Daniel: Yes, I'm *going to see* (*see*) it on Thursday.

Daniel: Did you buy this book?

Matthew: No, Emma did. She (*read*) it on holiday.

Laura: Would you like tea or coffee?

Sarah: Oh, I (*have*) coffee, please.

Trevor: I'm going to miss a good film on TV because I'll be out tonight.

Laura: I (*video*) it for you, if you like.

Rachel: I'm just going out to get a paper.

Emma: What newspaper (*you / buy*)?

UNIT XI

THE UK LEGAL SYSTEM



I. Study and memorize the following words and expressions:

- 1) **legislative authority** – законодательная власть;
- 2) **executive authority** – исполнительная власть;
- 3) **judicial authority** – судебная власть;
- 4) **draft legislation** – законопроект;
- 5) **legally binding** – юридически обязательный;
- 6) **Act of Parliament** – акт парламента;
- 7) **multi-step legislative process** – многоступенчатый законодательный процесс;
- 8) **committee stage** – стадия комитета (рассмотрение законопроекта в комитете, состоящем из всех членов палаты);
- 9) **reporting stage** – этап доклада законопроекта в парламенте;
- 10) **the Royal Assent** – королевская санкция;
- 11) **to administer justice** – вершить правосудие;
- 12) **common law** – общее право;
- 13) **civil law** – гражданское право;
- 14) **civil cases** – гражданские дела;
- 15) **County Court** – суд графства;
- 16) **criminal cases originate** – уголовные дела возбуждаются;
- 17) **Magistrates' Court** – мировой суд;
- 18) **Crown Court** – Королевский суд;
- 19) **High Court** – Высокий суд;
- 20) **high value civil claims** – гражданские иски особой важности;
- 21) **appellate court** – апелляционный суд;
- 22) **Queen's Bench** – суд королевской скамьи;
- 23) **to make provision** – обеспечивать, предусматривать;
- 24) **to fall outside of the remit** – выходить за рамки компетенции;

- 25) **Lord Chief Justice** – лорд верховный судья;
26) **solicitor** – адвокат, солиситор, юрист;
27) **barrister** – адвокат, барристер.

II. Find Russian equivalents to the English words and word combinations.

Legislative Authority; known as peerages; overview; upper chamber; to be restricted; the government consists of; to hold hereditary titles; the three components at the national level; an independent commission; lower chamber; the House of Commons; an unelected; the House of Lords; the right to sit; senior bishops of the Church; life peers; appointed by; on the advice of the prime minister; solely; the civil division; the criminal division; made provision; the creation; in recent years; a new free-standing Supreme Court; ordinary from the legislature; to announce; Executive Authority; a cabinet-style government; coalition of parties; at the national level.

III. Find English equivalents to the Russian words and word combinations.

Большинство министров; наследственный монарх; хотя и не полностью; премьер-министр; являться членами палаты общин; национальное правительство; связанные с той же политической партией; также могут выполнять функции; осуществлять власть от имени суверена; в значительной степени; церемония, основанная на принципах общего права; судебная власть связана с системой судов; осуществляющий правосудие; возникли в средневековой Англии; Шотландия и Северная Ирландия имеют свои собственные судебные системы; очень похожа; в то время как; представляет собой; гибридная модель; объединяющие элементы; гражданское право.

IV. Read and translate the text.

OVERVIEW OF THE UK LEGAL SYSTEM



The UK government consists of the three components at the national level:

- Legislative Authority;
- Executive Authority;
- Judicial Authority.

Legislative Authority is vested in Parliament consisting of an elected lower chamber, the House of Commons, and an unelected upper chamber, the House of Lords. In the past, the right to sit in the House of Lords was restricted to those who held hereditary titles, known as peerages, and to senior bishops of the Church of England. Today, most members of the House of Lords are life peers, appointed by the monarch on the advice of the prime minister and an independent commission, whose titles are not inherited.

Draft legislation, known as a bill, may be introduced in either chamber, but revenue bills must originate in the House of Commons. Bills proceed through a multi-step legislative process, including a committee stage and a reporting stage. Both chambers must approve a bill in the same form before it can receive the Royal Assent and become a legally binding Act of Parliament.

The House of Lords serves primarily as a venue for scrutinizing and refining proposed legislation. The Lords no longer have the power to block revenue bills, and their ability to reject other types of bills supported by a majority of the House of Commons is limited.

Executive Authority belongs to a cabinet-style government, formed by whichever party (or coalition of parties) commanding a majority in the

House of Commons and wielding executive power at the national level in the UK.

The head of the national government, known as the prime minister, is the leader of the largest party in the House of Commons. The prime minister appoints the other members of the cabinet, as well as sub-cabinet officials known as ministers.

Most government ministers are members of the House of Commons affiliated with the same political party as the prime minister, but members of the House of Lords also may serve as ministers.

The national government exercises its authority in the name of the sovereign, a hereditary monarch who serves as the head of state, a role that is largely, though not entirely, ceremonial. The current monarch is Queen Elizabeth II. *Judicial Authority* is associated with the system of courts administering justice.

England and Wales share a unified court system, based on common law principles, which originated in medieval England. Scotland and Northern Ireland each have their own judicial systems.

The court system in Northern Ireland closely resembles that of England and Wales, while the Scottish court system is a hybrid model that combines elements of both common law and civil law systems.

In England and Wales, most civil cases are heard in the County Court. Many specialist tribunals have been created to resolve particular types of civil disputes, such as those involving taxation and employment, as well as immigration and asylum cases. Tribunals are thought to be cheap and fast and allow expert knowledge to be applied. All criminal cases originate in the Magistrates' Court, but more serious offenses are referred to the Crown Court.

The High Court functions as both a court of first instance for high value civil claims and as an appellate court for civil and criminal cases. It consists of three divisions: the Queen's Bench, the Chancery Division, and the Family Division.

The Court of Appeal functions solely as an appellate chamber. The Civil Division hears appeals from the High Court and the County Court, and the Criminal Division hears appeals from the Crown Court.

The Constitutional Reform Act 2005 made provision for the creation of a new Supreme Court for the United Kingdom.

There had, in recent years, been mounting calls for the creation of a new free-standing Supreme Court separating the highest appeal court from the second house of Parliament, and removing the Lords of Appeal in Ordinary from the legislature. On 12 June 2003 the Government announced its intention to do so.

Before the Supreme Court was created, the twelve most senior judges – the Lords of Appeal in Ordinary, or Law Lords as they were often called – sat in the House of Lords.

The House of Lords was the highest court in the land – the supreme court of appeal. It acted as the final court on points of law for the whole of the United Kingdom in civil cases and for England, Wales and Northern Ireland in criminal cases. Its decisions bound all courts below.

As members of the House of Lords, the judges not only heard cases, but were also able to become involved in debating and the subsequent enactment of Government legislation (although, in practice, they rarely did so).

The creation of a *new Supreme Court* means that the most senior judges are now entirely separate from the Parliamentary process.

It is important to be aware that the new Supreme Court is a United Kingdom body, legally separate from the England and Wales courts as it is also the Supreme Court of both Scotland and Northern Ireland. As such, it falls outside of the remit of the Lord Chief Justice of England and Wales in his role as head of the judiciary of England and Wales. The new Supreme Court opened for business in October 2009.

The legal profession is one of the most prestigious and well-paid in Britain. England is almost unique in having two different kinds of lawyers with separate jobs in the legal system. There are two main branches, those of *solicitors and barristers*. Of these, barristers form the senior branch of the legal profession. Solicitors practise mainly in private firms, in local and central government, legal centres, and in industry. They are now mainly organised by their professional body, the Law Society. The senior branch of the legal profession in England, Wales and Northern Ireland is a barrister. They have the right to fight a case in the higher courts (Crown courts and the High Courts) in England and Wales. Barristers belong to the Bar, which

is an ancient legal institution and which is now controlled by the Bar Council. Barristers (professional advocates) have two main functions: first, to give specialised advice on legal matters and, secondly, to act as advocates in the higher courts. Most sections of the general public cannot approach a barrister directly, but must be introduced by a solicitor.

<https://www.judiciary.uk>

V. Comprehension check. Answer the following questions.

1. What components does the UK government consist of?
2. Where is Legislative Authority vested?
3. What chambers does Parliament consist of and which of them is unelected?
4. Who are mostly members of the House of Lord today?
5. What procedures should draft legislation go through to become a legally binding Act of Parliament?
6. What are the functions of the House of Lords during draft legislation discussion? Does the House of Lords have right to block revenue bills?
7. Who does Executive Authority belong to?
8. Who is the head of the national government?
9. Who does the prime minister appoint?
10. Who may serve as ministers?
11. In whose name does the national government exercise its authority?
12. Who is the current monarch?
13. What is Judicial Authority associated with?
14. Do England, Wales, Scotland and Northern Ireland have the same judicial systems? What are the differences and similarities in their court systems?
15. Where are most civil cases heard in England and Wales?
16. Why have many specialist tribunals been created?
17. What court do all criminal cases originate and where are more serious offenses referred to?
18. How does the High Court function?
19. What division does the High Court consists of ?
20. How does the Court of Appeal function?
21. What did the Constitutional Reform Act 2005 make provision for?

22. Why was it decided to create a new free-standing Supreme Court separating the highest appeal court from the second house of Parliament?
23. What was the highest court in the land before the new Supreme Court was created?
24. What does the creation of a new Supreme Court mean?
25. When did the new Supreme Court open for business?
26. Is the legal profession one of the most prestigious and well-paid in Britain or not?
27. What two different kinds of lawyers with separate jobs in the legal system are there in Britain?
28. What do solicitors usually do?
29. What rights do barristers have as compared to solicitors?

VI. Make up your own sentences with the following words and word combinations.

The senior branch; the Bar Council; an ancient legal institution; professional advocates; the legal profession; to act as advocates in the higher courts; a barrister; the right to fight a case; the higher courts; barristers belong to the Bar; to control by; two main functions; to give specialised advice on legal matters; cannot approach a barrister directly; must be introduced by a solicitor; means that; the senior judges; entirely separate from the Parliamentary process; it is important to be; legally separate; the role as head of the judiciary; opened for business; the most prestigious and well-paid; almost unique.

VII. Translate the sentences into English.

1. Судебная власть связана с системой судов, осуществляющих правосудие.
2. Англия и Уэльс разделяют единую судебную систему, основанную на принципах общего права, возникших в средневековой Англии.
3. Шотландия и Северная Ирландия имеют свои собственные судебные системы.
4. Судебная система Северной Ирландии очень похожа на судебную систему Англии и Уэльса.
5. Шотландская судебная система представляет собой гибридную модель, объединяющую элементы как общего, так и гражданского права.

6. В Англии и Уэльсе большинство гражданских дел рассматривается в окружном суде.
7. Глава национального правительства, известный как премьер-министр, является лидером крупнейшей партии в палате общин.
8. Премьер-министр назначает других членов кабинета, а также должностных лиц, входящих в состав кабинета, известных как министры.
9. Большинство министров правительства являются членами палаты общин и представителями той же политической партии, что и премьер-министр, но члены палаты лордов также могут выполнять функции министров.
10. Национальное правительство осуществляет свою власть от имени суверена – наследственного монарха, являющегося главой государства.
11. Нынешний монарх – королева Елизавета II.

VIII. Translate the dialogue into Russian.

Lawyer 1: We have a matter lined up for the dowry case.

Judge: Yes, go ahead. Present your case.

Lawyer 1: My client has been accused of demanding dowry. But he has been wrongly accused. He is innocent.

Judge: Well, that I will decide that. To arrive at an impartial judgment, I need to hear facts of the case from both the parties.

Lawyer 1: Sure. But before we proceed I would like to request you to move the date for the hearing to next week as I have another case at the Supreme Court.



Judge: For that you need to submit a written request to me and to the opponent's lawyer.

Lawyer 1: Sure, my lord. I have already dispatched one copy to the concerned entity.

Judge: After receiving the approval from the plaintiff's lawyer I will be decide upon the next date of hearing.

Lawyer 1: Thank you, my lord for your consideration.

Judge: Does the plaintiff's lawyer have something to say on the behalf of her client?

Lawyer 2: Yes, my lord. My client was harassed for the dowry by her in-laws since the very next day of her marriage. She was also physically assaulted by her husband and his family.

Lawyer 1: I object my lord. They just had a verbal fight on a trivial domestic issue.

Lawyer 2: They just had a good argument and she got seriously injured. Isn't that shockingly astonishing?

Lawyer 1: No! That's absolutely not true.

Lawyer 2: Oh, please! Your client is an unruly man and he belongs in prison.

Judge: Order! Order! Both the lawyers settle down and maintain the decorum of court. I would hear arguments from both the sides in next hearing. By that time court is adjourned.

<https://english-grammar.biz/dialog-how-to-talk-in-the-courtroom.html>

IX. Fill in the blanks with one of the following words and translate sentences into Russian.

1. (*Законопроект*), known as a bill, (*может быть внесен в любую палату*), but revenue bills must originate in the House of Commons.
2. Bills proceed through (*многоступенчатый законодательный процесс*), including a committee stage and (*стадию представления отчетов*).
3. Both chambers (*должны одобрить законопроект*) in the same form before it can receive the Royal Assent and (*станет юридически обязательным актом парламента*).
4. The House of Lords serves (*главным образом*) as a venue for (*тщательного изучения и уточнения*) proposed legislation.
5. The Lords (*не имеют права блокировать законопроекты о доходах*), and their ability to reject other types of bills (*поддерживаемых большинством палаты общин*) limited.
6. The head of the national government, known as the prime minister, (*является лидером крупнейшей партии в палате общин*).
7. The Prime Minister appoints the other members of the cabinet, (*а также должностных лиц, входящих в состав кабинета*) known as ministers.
8. Most government ministers are members of the House of Commons (*и представителями той же политической партии, что и премьер-министр*) but members of the House of Lords (*выполнять функции министров*).

9. England and Wales share a unified court system, (*основанную на принципах общего права*) which originated in (*средневековая Англия*).
10. Legislative Authority is vested in Parliament (*состоящему из избираемой*) lower chamber, the House of Commons, (*не избираемой*) upper chamber, the House of Lords.
11. In the past, (*право заседать*) in the House of Lords was restricted to those (*кто имел наследственные титулы*) known as peerages, and to senior bishops of the Church of England.
12. Today, most members of the House of Lords are (*пожизненными пэрами*), appointed by the monarch on the advice of the Prime Minister and an (*независимой комиссией*), whose titles are not inherited.

X. Discuss the following statements.

1. The UK government consists of the three components at the national level.
2. Bills proceed through a multi-step legislative process, including a committee stage and a reporting stage.
3. The House of Lords serves primarily as a venue for scrutinizing and refining proposed legislation.
4. Most government ministers are members of the House of Commons. Why?
5. The House of Lords was the highest court in the land – the supreme court of appeal.

XI. Make up your own dialogue using the information from the UNIT XI.

XII. Give a short summary of the text “Overview of the UK Legal System”. Use active words and word combinations from the text.

XIII. Make up your own project in the form of presentation on the topic: “The court system in Northern Ireland”.



GRAMMAR FOCUS

THE VERB. The Past Continuous (Progressive) Tense

Grammar exercises

1. Answer the questions using the words from the round brackets.

Model: –Where were you at six o'clock? (*Library / read a book.*)

– *I was reading a book in the library.*

1. Where were you at this time last week? (*Spain / stay at the hotel.*)
2. What was your grandmother doing the whole yesterday evening? (*Arm-chair / watch a serial.*)
3. What were you doing from two to three? (*Home / make lunch.*)
4. Where was your brother at midday? (*Walk with his dog / park.*)

2. Complete the sentences with the Past Progressive Tense of the verbs in brackets.

1. At the party lots of people (*dance*) in the street while our neighbours (*have*) a barbecue.
2. I (*sit*) in my bedroom and (*read*) a book from four till midnight.
3. Someone (*make*) a very loud noise in the street.
4. Why you all (*laugh*) when I came in?
5. Sally (*practice*) the piano the whole morning.

3. Translate into English.

1. Где вы работали сегодня в девять часов утра?
2. Он с друзьями занимался английским весь день.

3. Мы смотрели телевизор, а они слушали радио.
4. Во время обеда она читала научный журнал.
5. Автобус стоял на остановке с трех до четырех часов дня, а затем уехал.

4. Add a sentence with the Past Continuous to say that an action lasted a long time.

Model: You had to work yesterday. The work went on all day. – *I was working all day.*

1. You had to make phone calls. The calls went on all evening.
2. Students had to wait in the rain. The rain lasted for half an hour.
3. We had to make sandwiches. This went on all afternoon.
4. The lorry had to stay in a traffic jam. It was there for two hours.
5. Your neighbour played loud music. This went on all night.

Past Continuous or Past Simple?

5. Put in the correct form of the verbs in the brackets using the Past Continuous or Past Simple.

Model: When Martin *arrived* (*arrive*) home, Anna *was talking* (*talk*) to someone on the phone. Martin *started* (*start*) to get the tea.

1. I (*lie*) in the bath when the phone (*ring*). It (*stop*) after a few rings.
2. It (*be*) cold when we (*leave*) the house that day, and a light snow (*fall*).
3. Your friend who (*come*) here the other day (*seem*) very nice. I (*enjoy*) meeting her.
4. When I (*open*) the cupboard door, a pile of books (*fall*) out.
5. I (*walk*) along the street when I suddenly (*feel*) something hit me in the back. I (*not / know*) what it was.

6. Each of these sentences has a mistake, correct them.

Model: The hotel were very quite. – *The hotel was very quiet* (correct).

1. It was peaceful, and the birds were sing.
2. I washed my hair when the phone rang.
3. You came to the club last night?
4. As I was watching him, the man was suddenly running away.
5. Everything was seeming OK.
6. Where bought you that bag?

UNIT XII

TRADITIONS OF THE COURTS



I. Study and memorize the following words and expressions:

- 1) **oath** – клятва;
- 2) **to take an oath** – принимать присягу, давать клятву;
- 3) **to be sworn in** – быть приведенным к присяге;
- 4) **the oath of allegiance** – клятва верности;
- 5) **judicial oath** – судебная присяга;
- 6) **witness** – свидетель;
- 7) **to give evidence** – давать показания;
- 8) **secular** – светский;
- 9) **court dress** – судейская форма, одежда судьи, придворная одежда;
- 10) **robe** – одежда, одеяние, мантия, риза;
- 11) **wig** – парик;
- 12) **tand out on the street** – выделяться на улице;
- 13) **ermine** – горностай (животное);
- 14) **taffeta** – тафта;
- 15) **silk** – шелк;
- 16) **miniver** – горностай (мех), белый мех;
- 17) **a light-coloured fur** – светлый мех;
- 18) **violet** – фиолетовый или лиловый цвет;
- 19) **scarlet** – пурпурный, красный, алый;
- 20) **shot-pink** – с розовым отливом;
- 21) **girdle, cincture** – поясок;
- 22) **not that** – впрочем, хотя;
- 23) **formal** – официальный;
- 24) **scarlet robe** – пурпурная мантия;
- 25) **black scarf** – черный шарф;
- 26) **casting-hood** – откидывающийся капюшон;
- 27) **tippet** – палантин;
- 28) **stole** – накидка, пелерина;
- 29) **black silk gown** – черная шелковая мантия;
- 30) **mantle** – мантия, накидка;

- 31) **plain linen bands** – простые полотняные плоские воротники;
- 32) **ruffs** – рюши;
- 33) **winged collar** – воротник “бабочка” (воротник-стойка с удлиненными и заостренными краями);
- 34) **turn-down collar** – отложной воротничок;
- 35) **mauve taffeta** – розовато-лиловая тафта;
- 36) **elaborate** – изысканный;
- 37) **flowered** – с цветочным узором;
- 38) **silk damask** – шелковая камка (ткань);
- 39) **Chancery judge** – судья Канцлерского суда;
- 40) **Lord Chancellor** – лорд-канцлер;
- 41) **Judicature Acts** – закон о судеустройстве;
- 42) **equally ornate suit** – столь же изысканный костюм;
- 43) **swallow-tail coat** – фрак;
- 44) **waistcoat** – жилет;
- 45) **knee breeches** – бриджи до колен;
- 46) **patent leather pumps** – лакированные бальные туфли;
- 47) **buckles** – пряжки;
- 48) **wig** – парик;
- 49) **full-bottomed wig** – длинный парик.

II. Find Russian equivalents to the English words and word combinations.

Came into being; it is used by; the reigning monarch; appear in every courtroom; with the exception; to demonstrate that justice comes; from the monarch; Judges and magistrates; therefore; officially; representatives of the Crown; to bow to the judge or magistrates' bench; to show respect for the Queen's justice; although; cartoons; a gavel; the black cap; based on court headgear; in Tudor times; traditionally put on; by judges passing sentence of death; the permanent abolition of capital punishment; on an occasion; ceremonial dress; to tie up official papers; indeed; the term; to describe excessive bureaucracy; the documents outlining a case; from private citizens.

III. Find English equivalents to the Russian words and word combinations.

Члены трибунала; принимать две присяги; присяга на верность; царствующий монарх; судебная присяга; в совокупности; свидетели; по-

казания в суде; давать клятву; представители разных конфессий; светский; подтверждать; говорить правду; по крайней мере; англосаксонские и римские времена; являются официальными представителями короны; наличие королевского герба; судейская скамья; герб; показать уважение к королевскому правосудию; часто встречаются; мультфильмы; упоминать; связанные с судьями; единственное место; валлийский зал суда; уголовные суды.

IV. Read and translate the text A.

THE SYMBOLS OF THE UK POWER. TRADITIONS OF THE COURTS

The Royal Coat of Arms came into being in 1399 under King Henry IV. It is used by the reigning monarch.



The Royal Arms appear in every courtroom in England and Wales (with the exception of the magistrates' court in the City of London), demonstrating that justice comes from the monarch, and a law court is part of the Royal Court (hence its name). Judges and magistrates are therefore officially representatives of the Crown. The presence of the Royal Arms explains why lawyers and court officials bow to the judge or magistrates' bench when they enter the room. They aren't bowing to the judge – they are bowing to the coat of arms, to show respect for the Queen's justice.



Gavels. Although they're often seen in cartoons and TV programmes and mentioned in almost everything else involving judges, the one place you won't see a gavel is an English or Welsh courtroom – they are not used there and have never been used in the criminal courts.

The black cap – based on court headgear in Tudor times – was traditionally put on by judges passing sentence of death.

Since the permanent abolition of capital punishment in 1969, there has been no need for the cap to be worn. High Court judges still carry the black cap, but only on an occasion where they are wearing full ceremonial dress.

Red Ribbons. Red or “pink” tape was once used to tie up official papers – indeed, that’s where the term “red tape” to describe excessive bureaucracy comes from. The tape is still used by the legal profession for briefs (the documents outlining a case) from private citizens. White tape is used for briefs from the Crown.



Oaths. Judges, magistrates and tribunal members take two oaths when they are sworn in. The first is the oath of allegiance to the reigning monarch, and the second the judicial oath; these are collectively referred to as the judicial oath.

Witnesses giving evidence in court also take an oath, which can be religious (different versions exist for members of different faiths) or secular – where the witness simply affirms that they will tell the truth. Oaths were used at least as far back as Anglo-Saxon and Roman times.



V. Comprehension check. Answer the following questions.

1. When did the Royal Coat of Arms come into being?
2. What does the Royal Coat of Arms demonstrate in every courtroom in England and Wales?
3. Why do lawyers and court officials bow to the judge or magistrates’ bench when they enter the room?
4. Where are gavels not used?
5. When did judges put on the black cap based on court headgear in Tudor times?
6. Do judges wear the black hats in the courtrooms now?
7. What was red or “pink” tape once used for?
8. What does the expression “red tape” mean now?
9. What oaths do judges, magistrates and tribunal members take?
10. How are oath taken collectively referred to?
11. When do witnesses take an oath? What kind of oath is it?
12. When were oaths used in courts?
13. Are gavels used everywhere in the British courtrooms or not?

VI. Read and translate the text B.

HISTORY OF COURT DRESS

The costumes worn by judges are just about the most distinctive working wardrobe in existence. But that's not altogether surprising: after all, not many uniforms have had seven centuries to evolve.



When robes and wigs weren't traditional

Strange as it might seem now, when judges first started wearing robes and wigs they probably wouldn't have stood out on the street.

The costume of a High Court judge, for example – a long robe, a full hood with a cowl covering the shoulders and a mantle (or cloak) – was more or less established by the time of Edward III (1327 – 1377) and was based on the correct dress for attending the royal court. The material for these robes was originally given to judges as a grant from the Crown, and included ermine and taffeta or silk. The colours were violet for winter and green in summer, with scarlet for best, but the last mention of green robes dates back to 1534. In 1635 the definitive guide to court dress was published in the Judges' Rules. But this didn't introduce new costumes; it just set out what existing robes should be worn, and when. So after 1635, the correctly-dressed judge would have worn a black robe faced with miniver (a light-coloured fur) in winter, and violet or scarlet robes, faced with shot-pink taffeta, in summer. A black girdle, or cincture, was worn with all robes.

Breaking the rules?

Not that these guidelines made the matter of correct court dress simple. By the mid-eighteenth century, the rules of 1635 were not being stuck to as strictly as the author might have hoped. A less formal version of the robes – a scarlet robe, black scarf and scarlet casting-hood (also known as a tippet or stole) – was used for criminal trials, and for civil trials some judges had begun to wear a black silk gown. When sitting in Westminster Hall – at the time the home of the courts of law – the mantle was not worn; this was now saved for ceremonial wear. And grey taffeta was becoming increasingly popular as an alternative to the pink taffeta used on summer robes. Plain linen bands began to be worn at the neck, in place of the ruffs associated with Queen Elizabeth I. These were originally wide collars, but by the 1680s had become what we see today: two rectangles of linen, tied at the throat. Bands are still usually worn with a winged collar, rather than the turn-down collar seen on a typical shirt today.

New courts, new codes

Sometimes changes to the court structure itself have had a major effect on what is worn by judges. The High Court, for example, was created by the Judicature Acts of 1873 – 1875, absorbing the courts of Chancery, Admiralty, Probate and Matrimonial Causes. This led to a new dress dilemma; trial judges in these courts were used to wearing plain black silk gowns. These judges were allowed to keep the dress code they were used to, and even today, black silk gowns are worn by judges in the Chancery, Probate, Admiralty, Divorce and Family Divisions.



When county courts were created in 1846 the black gown was also worn. However, in 1915 Judge Woodfall suggested that a new robe – similar to those worn by High Court judges – be introduced. A violet robe was chosen, faced – to distinguish it from the violet High Court robe – in lilac or mauve taffeta. A lilac tippet and black girdle also formed part of the costume, which due to wartime conditions did not become compulsory until 1919.

A full violet hood for ceremonial occasions was added in 1937, and the creation of the Crown Court in 1971 led to the introduction of a scarlet tippet, to be worn during criminal trials. However, this was not compulsory; judges could choose to wear a black gown instead. Judges at the Central Criminal Court (the Old Bailey) still wear their black gowns.

The Court of Appeal was created at the same time as the High Court, again combining several existing courts. The Master of the Rolls (head of the Civil Division of the Court of Appeal) and two other members of the



Court of Appeal in Chancery were among the new members of this court – which probably explains why a black silk gown was chosen.

The Court of Criminal Appeal, founded in 1908, originally wore the full black, scarlet or violet robes and regalia, but in 1966 the court was abolished and reformed as the Court of Appeal (Criminal Division). At this point, judges of this court adopted the black silk gown, with the Queen’s Bench Division following suit soon afterwards.

Dress at the top

Elaborate robes of black flowered silk damask, with gold lace and decorations, have been worn by the two senior Chancery judges – the Master of the Rolls and the Lord Chancellor – for ceremonial occasions since the seventeenth century. After the Judicature Acts, the same dress was adopted by the Lords Justices of Appeal and the President of the Family Division. These robes cover an equally ornate suit, including a swallow-tail coat, waistcoat and knee breeches, silk stockings and patent leather pumps with buckles. This would have been ordinary dress in the eighteenth century.



Wigs: Following Fashion

Until the seventeenth century, lawyers were expected to appear in court with clean, short hair and beards. Wigs made their first appearance in a courtroom purely and simply because that’s what was being worn outside it; the reign of Charles II (1660 – 1685) made wigs essential wear for polite society. The judiciary, however, took some time to convince; portraits of judges from the early 1680s still show

judges defiantly sporting their own natural hair, and wigs do not seem to have been adopted wholesale until 1685.

The reign of George III (1760 – 1820) saw wigs gradually go out of fashion. By the end of the century they were mainly worn by bishops, coachmen and the legal profession – and even bishops were given permission to stop wearing wigs in the 1830s. Judges wore only full-bottomed wigs until the 1780s, when the less formal, and smaller, bob-wig, with frizzed sides rather than curls, and a short tail or queue at the back, was adopted for civil trials. The full-bottomed wig continued to be used for criminal trials until the 1840s, but is today reserved for ceremonial dress; smaller wigs are used on a day-to-day basis.



VII. Comprehension check. Answer the following questions.

1. Why are the costumes worn by the English judges the most distinctive working wardrobe in existence?
2. Did judges when they first started wearing robes and wigs stand out on the street?
3. What was the costume of a High Court judge in the time of Edward III based on?
4. Where did the material for these robes come from?
5. What were colours of the materials used for judges' robes?
6. What was published in the Judges' Rules In 1635?
7. Were new costumes introduced or was it set out what existing robes should be worn, and when?
8. What would the correctly-dressed judge have worn after 1635?
9. Why were the rules of 1635 not being stuck to as strictly by the mid-eighteenth century?
10. What was becoming increasingly popular as an alternative to the pink tafeta used on summer robes?
11. What began to be worn at the neck, in place of the ruffs associated with Queen Elizabeth I?
12. What has had a major effect on what is worn by judges?
13. What changes in court dress resulted from the High Court creation?

14. What did Judge Woodfall suggest in 1915? How was court dress changed?
15. What led to the introduction of a scarlet tippet in 1971 to be worn during criminal trials?
16. Why was a black silk gown chosen for the Court of Appeal?
17. Why did judges of the Criminal Appeal Court adopt the black silk gowns? Who followed their suit?
18. Would the court dress have been different from the ordinary dress in the eighteenth century?
19. When and why did wigs make their first appearance in a courtroom?
20. When did wigs go out of fashion? How did the fact influence the legal profession?
21. What is the tradition of wearing wigs in courtrooms today?

VIII. Make up your own sentences with the following words and word combinations.

The costumes worn by judges; for attending the royal court; court dress; the most distinctive; working wardrobe; was based on; existence; after all; many uniforms; to evolve; the costume of a High Court judge; more or less established by; the correct dress; originally given to; judges as a grant from the Crown; last mention; dates back to; the definitive guide; the Judges' Rules; to introduce; new costumes; for criminal trials; it just set out; in the eighteenth century; was adopted by; gradually go out of fashion; by the end of the century; were given permission; to stop wearing wigs; until the 1780s; less formal; rather than; was adopted for civil trials; continued to be used; reserved for ceremonial dress; some time; to convince.

IX. Translate the sentences into English.

1. Например, костюм судьи Высокого суда – длинная мантия, закрывающая плечи накидка с капюшоном и плащ – в основном сформировался ко времени правления Эдуарда III (1327 – 1377) и основывался на правильной одежде для посещения королевского двора.
2. В 1635 году окончательное руководство об одежде в суде было опубликовано в Правилах для судей. Но это не привело к появлению новых костюмов; просто устанавливалось, что именно следует носить и когда.

3. Впрочем, эти рекомендации не сделали простым вопрос о правильной одежде в суде.
4. К середине 18 века правила 1635 года уже не соблюдались так строго.
5. Во время заседания в Вестминстерском дворце (в то время место заседания судов) мантию не носили; теперь она предназначалась для церемоний.
6. На шее вместо рюшей, ассоциировавшихся с Елизаветой I, стали носить простые полотняные плоские воротники.
7. Судьям Высокого суда разрешили придерживаться дресс-кода, к которому они привыкли, и даже сейчас судьи Канцлерского отделения, Отделения завещаний, Адмиралтейского отделения, Отделения по делам семьи носят черные шелковые мантии.
8. Судьи Центрального уголовного суда (Олд-Бейли) до сих пор носят черные мантии.
9. Судьи апелляционного суда выбрали черные шелковые мантии, а судьи Отделения королевской скамьи вскоре последовали их примеру.
10. С 17 века по торжественным случаям изысканные мантии из черной шелковой камки с цветочным узором, золотыми кружевами и украшениями носили два высших судьи Канцлерского суда – “хозяин свитков” (хранитель судебных архивов, председатель апелляционного суда) и лорд-канцлер.
11. К концу 19 века мантии носили в основном епископы, кучера и представители юридической профессии.

X. Translate the dialogue into Russian.

Alan: Is that the person on trial?

Martin: Which one? The one with blond hair?

Alan: No, the young man at the other table. He looks very excited.

Martin: No. The one on trial is that short man. The plaintiff is the tall, thin woman in front of us. She's the victim.

Alan: She looks very confident. Are you sure she's the victim?

Martin: Of course. You can be a victim and still be confident.

<https://englishfull.ru/english/sud.html>

XI. Fill in the blanks with one of the following words and translate sentences into Russian.

1. The costumes (*которые носят судьи*) are just about the most (*характерным рабочим гардеробом*) in existence.
2. But that's not altogether surprising (*в конце концов*), not many uniforms have had (*эволюционировать семь столетий*).
3. The costume of a High Court judge, for example – (*длинная мантия, закрывающая плечи накидка с капюшоном и плащ*) – was more or less established by the time of Edward III (1327 – 1377) and was based on the correct dress (*для посещения королевского двора*).
4. But this didn't introduce new costumes; it just set out (*какую одежду следует носить и когда*).
5. (*Таким образом*) after 1635, (*правильно одетый судья*) would have worn a black robe (*облицованную минивером зимой*) in winter, and violet or scarlet robes, faced with shot-pink taffeta (*летом*).
6. A black girdle, or sincture, was (*носили со всей одеждой*).
7. Not that these guidelines made the matter of (*правильного придворного платья простым*).
8. (*К середине 18 века*) the rules of 1635 were not being stuck to as strictly.
9. (*Менее официальный вариант мантии*) – a scarlet robe, black scarf and scarlet casting-hood (*также известный как палантин*) – was used for criminal trials, (*а для гражданских процессов*) some judges had begun to wear (*черную шелковую мантию*).
10. (*Во время заседаний в Вестминстерском дворце*) at the time the home of the courts of law – the mantle was not worn; this was now (*сохранена для церемоний*).
11. This led (*к новой "парадной дилемме"*) – trial judges in these courts were (*привыкли носить простые*) black silk gowns.
12. (*Этим судьям было позволено*) to keep the dress code they were used to, and even today, black silk gowns are worn by judges (*Канцлерского отделения, Отделения завещаний, Адмиралтейского отделения, Отделения по делам семьи*).
13. When (*уездные суды*) were created in 1846 the black gown was also worn.

14. However, in 1915 Judge Woodfall (*предложил ввести*) a new robe – (*аналогичную тем*) worn by High Court judges – be introduced.
15. (*Тем не менее это не было обязательным*); judges could choose to wear a black gown instead.
16. Judges at the Central Criminal Court (the Old Bailey) (*до сих пор носят*) their black gowns.
17. The Court of Appeal (*был создан одновременно*) as the High Court, (*вновь объединив несколько*) existing courts.
18. The Master of the Rolls (*начальник отдела по гражданским делам апелляционного суда*) and two other members of the Court of Appeal (*Канцлерского отделения*) were among the new members of this court – (*что, вероятно, объясняет*), why a black silk gown was chosen.
19. (*Замысловатые мантии*) of black flowered silk damask, (*с золотыми кружевами и украшениями*), have been worn by the two senior Chancery judges – (*мастер свитков и лорд-канцлер*) for ceremonial occasions since the 17th century.
20. (*После принятия закона “О судоустройстве”*), the same dress was adopted by the Lords Justices of Appeal and (*председателем Отделения по делам семьи*).
21. (*Эти одеяния прикрывают столь же богато украшенный костюм*), including a swallow-tail coat, waistcoat and knee breeches, silk stockings and (*лакированные туфли-лодочки с пряжками*).
22. (*Это была бы обычная одежда*) in 18th century.
23. (*До 17 века адвокаты*) were expected to appear in court with clean, short hair and beards.
24. (*Парики впервые появились в зале суда потому*) that’s what was being worn outside it; the reign of Charles II (1660 – 1685) made wigs essential (*одеждой для вежливого общества*).
25. (*Судебным органам потребовалось некоторое время*) to convince; portraits of judges from the early 1680s (*все еще показывают судей*) defiantly sporting their own natural hair, and wigs do (*похоже, не были приняты обществом*) until 1685.

26. The full-bottomed wig (*продолжал использоваться*) for criminal trials until the 1840s, (*но сегодня он хранится для церемониальной одежды*); smaller wigs are used on a day-to-day basis.

XII. Discuss the following statements.

1. The Royal Arms appear in every courtroom in England and Wales.
2. High Court judges still carry the black cap, but only on an occasion where they are wearing full ceremonial dress.
3. Red or “pink” tape was once used to tie up official papers – indeed.
4. Judges, magistrates and tribunal members take two oaths when they are sworn in.
5. The costumes worn by judges are just about the most distinctive working wardrobe in existence.
6. Strange as it might seem now, when judges first started wearing robes and wigs they probably wouldn’t have stood out on the street.
7. The Court of Appeal was created at the same time as the High Court, again combining several existing courts.
8. This would have been ordinary dress in the eighteenth century.
9. Until the seventeenth century, lawyers were expected to appear in court with clean, short hair and beards.
10. What did Judge Woodfall suggest in 1915? How was court dress changed?

XIII. Make up your own dialogue using the information from the UNIT XII.

XIV. Give a short summary of the text “History of Court Dress”. Use active words and word combinations from the text.

XV. Make up your own project in the form of presentation on the topic: “Traditions of the Courts”.



GRAMMAR FOCUS

THE VERB. The Future Continuous (Progressive) Tense

Grammar exercises

1. Write these sentences in question and negative forms.

1. We will be relaxing on the beach at this time on Saturday.
2. Students will be answering the teacher's questions at ten o'clock tomorrow.
3. You will be taking an exam from eight to twelve on Wednesday.
4. Bill will be making a report on economy the whole day tomorrow.
5. I will be fixing a car at five.

2. Describe your tomorrow day. Begin with:

1. Tomorrow at nine am I will be...
2. At midday I...
3. My best friend from ten to two pm...
4. At six o'clock in the evening my parents...
5. At midnight our group mates...

3. Make the questions according to the answers.

1. ...will you be doing at six? – I'll be taking an exam.
2. ...will Steve be writing the article? – Tomorrow.
3. ...will they be making the presentation tomorrow at one o'clock? – They were absent yesterday.
4. ...will my mother be planting flowers after breakfast? – In the garden.
5. ...will we be watching after supper? – A new documentary about our planet.

UNIT XIII

THE JUDICIAL SYSTEM OF THE USA



I. Study and memorize the following words and expressions:

- 1) **sophisticated** – технически сложный;
- 2) **judicial system** – судебная система;
- 3) **law enforcement officers** – сотрудники правоохранительных органов;
- 4) **government officials** – государственные служащие;
- 5) **to settle disputes** – разрешать споры;
- 6) **to work for justice** – служить правосудию;
- 7) **carefully ordered hierarchy** – тщательно упорядоченная иерархия;
- 8) **to file a law suit** – возбуждать уголовное дело, обратиться в суд с исковым заявлением;
- 9) **to claim damages** – взыскивать убытки, требовать возмещения ущерба;
- 10) **to pay a traffic ticket** – оплатить квитанцию о штрафе;
- 11) **judicial system basics** – основы судебной системы
- 12) **adversarial system of justice** – осуществление судопроизводства на основе состязательности;
- 13) **litigants** – стороны в судебном процессе;
- 14) **neutral party** – нейтральная, беспристрастная сторона;
- 15) **to determine the truth** – определять истину;
- 16) **to present evidence** – предъявлять доказательства;
- 17) **to present testimony** – давать свидетельские показания по делу;
- 18) **court ruling** – решение суда, определение суда, постановление суда, судебная практика;
- 19) **the Clerk of the Court** – секретарь суда;
- 20) **to pass legislation** – принимать законы, принять законодательство;
- 21) **a unanimous decision** – единодушное решение;
- 22) **a concurring opinion** – совпадающее мнение;
- 23) **to comprise** – содержать, заключать в себе;

- 24) **case law** – прецедентное право, юриспруденция, правоприменительная практика;
- 25) **to be binding** – носить обязательный характер;
- 26) **Appeals Court** – апелляционный суд;
- 27) **Circuit Court of Appeal** – окружной апелляционный суд;
- 28) **the Federal Circuit** – федеральный округ;
- 29) **regulatory agencies** – орган государственного регулирования и контроля;
- 30) **to appeal the ruling** – обжаловать решение суда;
- 31) **outcome of the case** – исход дела;
- 32) **briefs** – краткое изложение;
- 33) **a panel of three judges** – коллегия из трех судей;
- 34) **writ of certiorari** – приказ об истребовании дела (из производства нижестоящего суда в вышестоящий суд);
- 35) **the Court of Federal Claims** – Федеральный претензионный суд;
- 36) **a trial court** – суд, рассматривающий дело; суд первой инстанции
- 37) **indict** – обвинять;
- 38) **Magistrate Judge** – мировой судья;
- 39) **issuing warrants** – выдача ордеров;
- 40) **bail hearings** – слушание о залоге при избрании меры пресечения;
- 41) **appointing attorneys** – назначение юристов;
- 42) **reviewing petitions and motions** – рассмотрение петиций и предложений;
- 43) **grunt work** – рутинная работа (утомительная, тяжелая работа);
- 44) **keep running** – поддерживать в рабочем состоянии;
- 45) **court of common pleas** – суд общегражданских исков.

II. Find Russian equivalents to the English words and word combinations.

Renowned; the most sophisticated judicial systems; law enforcement officers; depends on an adversarial system of justice; government officials; accused criminals; to settle disputes; more remarkable; able to operate successfully; the keys to this success; carefully ordered hierarchy; own set of courts; need to file a law suit; defend yourself in court; claim damages; inherited from English common law; litigants; to determine the truth; written or oral arguments; evidence and testimony; to reject.

III. Find English equivalents to the Russian words and word combinations.

Суды штатов и местные суды; поведение в залах судебных заседаний; при рассмотрении дела или ситуации; иметь свои собственные комитеты; многие судьи; обладать значительной властью; процессуальные правила; иногда адаптированные; из правил для федеральных судов; иметь свои собственные правила; большинство юридических споров; разрешается в судах штатов; федеральные суды; постановления суда; становиться прецедентом; принцип; толкование закона; установленным решением суда; прецедент обычно уважается другими судами; аналогичной прошлому прецеденту.

IV. Read and translate the text A.

HOW THE JUDICIAL SYSTEM WORKS

The United States is renowned for having one of the most sophisticated judicial systems in the world. Every day thousands of people, including law enforcement officers, lawyers, judges, government officials and even accused criminals, take part in this system, hoping to settle disputes and work for justice. What makes this system even more remarkable is that it is able to operate successfully in a country as large and diverse as the United States. One of the keys to this success is a balanced and carefully ordered hierarchy: Several different federal courts control issues relating to federal law and each state has its own set of courts that can adapt to the needs of its people.

Of course, it's all a bit more complicated than that and no system works perfectly, but learning how the judicial system works can be useful in case you ever need to file a law suit, defend yourself in court, claim damages from the government or even pay a traffic ticket.

Judicial System Basics

The U. S. legal system is in part inherited from English common law and depends on an adversarial system of justice. In an adversarial system, litigants present their cases before a neutral party. The arguments expressed by each litigant (usually represented by lawyers) are supposed to allow the judge or jury to determine the truth about the conflict. Besides presenting

written or oral arguments, evidence and testimony are collected by litigants and their lawyers and presented to the court.

Litigants usually pay their own attorney's fees for filing a civil case in federal court. (Plaintiffs who can't afford the fee can ask to proceed without paying.) For criminal cases, the government provides a court appointed attorney for anyone who can't afford one.

Many rules exist regarding how evidence and testimony are presented, trial procedure, courtroom behavior and, etiquette and how evidence and testimony are presented. These rules are designed to promote fairness and allow each side an opportunity to adequately present its case. For federal courts, the rules are determined by committees composed of judges, professors and lawyers appointed by the Chief Justice of the United States. The rules are then approved by the Judicial Conference of the United States and become law unless Congress votes to reject or modify them. State courts and local courts have their own committees and procedural rules, sometimes adapted from the rules for the federal courts. Many judges also have their own rules guiding conduct in their courtrooms. The majority of legal disputes in the U. S. are settled in state courts, but federal courts have considerable power. Many of their rulings become precedent, or a principle, law or interpretation of a law established by a court ruling. Precedent is generally respected by other courts when dealing with a case or situation similar to past precedent.

District Courts

One step below the Court of Appeals is the District Court. Each of the 94 districts has at least two judges; the biggest districts have 24 or more. Each district also has a U. S. bankruptcy court. District Courts are the trial courts of the federal system. Their criminal cases concern federal offenses, and their civil cases deal with matters of federal law or disputes between citizens of different states. They're also the only federal courts where grand juries indict the accused and juries decide the cases.

Congress determines the court districts based on size, population and case load. Some states have their own district while New York, California and Texas each have four. Judges have to live in the district they serve – the District of Columbia is the lone exception – but a judge may temporarily sit in another district to help with a heavy case load.

Magistrate Judges are appointed by District Judges to serve an eight-year term in a U. S. District Court. Part-time magistrates serve four-year

terms. This system was started in 1968 to help District Courts with their caseloads. Both parties involved in a case have to agree to be heard by a Magistrate Judge instead of a District Judge. Magistrate Judges also conduct initial proceedings for cases such as issuing warrants, bail hearings, appointing attorneys and reviewing petitions and motions.

By Jacob Silverman

V. Comprehension check. Answer the following questions.

1. What is the United States renowned for?
2. Who takes part in judicial systems every day?
3. What is one of the keys to the successful judicial systems functioning?
4. How are American courts subdivided?
5. What does the U. S. legal system depend on?
6. How do litigants usually pay their own attorney's fees? Are fees always paid by litigants?
7. What rules exist in courts? What are the rules designed for?
8. How are rules determined for federal courts?
9. What courts is the majority of legal disputes settled in?
10. What is the number of District Courts and number of judges in them?
11. What system do District Courts belong to?
12. What cases do District Courts deal with?
13. What is the particularity of District Courts?
14. Where must the place judges' residence be?
15. Who appoints Magistrate Judges? What term do they serve?
16. Why was this system started and when?
17. What proceedings do Magistrate Judges conduct with?

VI. Read and translate the text B without the dictionary.

THE FEDERAL COURT SYSTEM

The Constitution grants Congress power to create and abolish federal courts, although the United States Supreme Court is the only court that cannot be abolished. Congress also has the authority to determine the number of judges in the federal judiciary system.

In general, federal courts have jurisdiction over civil actions and criminal cases dealing with federal law. Jurisdiction can overlap, and certain cases

which that may be heard in federal court can instead be heard in state court. Federal courts can only interpret the law in the context of deciding a dispute. A court cannot approach an issue on its own or in a hypothetical context.

Federal judges, with a few exceptions, are appointed for life until they die, retire or resign. The Constitution calls for federal judges to act with “good behavior”, and they can be impeached for improper or criminal conduct. A strict code of conduct exists for federal judges, guiding their behavior. Many judges are also considered scholars in their field and spend time speaking, working in the community, teaching or writing in legal journals. Judges, who retire, known as senior judges, may be called up on a full- or part-time basis to help with cases. Senior judges handle 15 percent to 20 percent of the workload for appellate and district courts.

Appointed by the President, federal judges are confirmed by the Senate and have their pay determined by Congress. Most federal judges make about the same amount as members of Congress (\$150,000 or more); though like some members of Congress, many federal judges have previous experience in more lucrative positions with large law firms. The Constitution doesn’t actually require that judges are lawyers, but so far all federal judges have been members of the Bar trained lawyers.

Each federal court has a chief judge who handles some administrative responsibilities in addition to his or her regular duties. The chief judge is usually the judge who has served on that court the longest. Chief justices for district and appeals courts must be under age 65 and may serve as chief judge for seven years but not beyond age 70.

Each court also has its own staff of employees, including court reporters, clerks and assistants, who are vital to the operation of the court. A court’s primary administrative officer is the Clerk of the Court, who maintains records, is responsible for the court’s finances, provides support services, sends official notices and summons, administers the jury system and manages interpreters and court reporters.

VII. Find Russian equivalents to the English words and word combinations.

The Constitution grants; civil actions and criminal cases; to create and abolish federal courts; Congress power; cannot be abolished; the authority to determine; the federal judiciary system; federal courts have jurisdiction; to deal

with federal law; jurisdiction can overlap; may be heard; can only interpret; approach an issue; on its own or in a hypothetical context; Federal Judges; a few exceptions; to be appointed for life; retire or resign.

VIII. Find English equivalents to the Russian words and word combinations.

Назначаемые президентом; крупные юридические фирмы; федеральные судьи; чтобы судьи были юристами; зарабатывают примерно столько же; прошедшие обучение; в дополнение к своим обычным обязанностям; должны быть моложе 65 лет; их заработная плата; определяется конгрессом; ранее занимали; более прибыльные должности; на самом деле; Конституция не требует; все федеральные судьи входили в состав адвокатов; утверждаются сенатом; главный судья; некоторые административные обязанности; судья, обычно проработавший в этом суде дольше всех; главные судьи окружных и апелляционных судов; исполнять обязанности главного судьи; в течение семи лет; не старше 70 лет.

VIII. Comprehension check. Answer the following questions.

1. What power does the Constitution grant Congress in regard to federal courts? What court can it not be done to?
2. What jurisdiction do federal courts have?
3. What happens when jurisdiction can overlap?
4. When can federal courts interpret the law?
5. What term are federal judges appointed for?
6. What work do retired judges do?
7. Who confirms the appointment of the federal judges by the President and has their pay determined?
8. How much do most federal judges make?
9. What responsibilities does a chief judge handle?
10. Who is the chief judge usually?
11. What is the age limit for chief judges?
12. What staff of employees does each court also have?
13. Who is a court's primary administrative officer and what are his duties?

IX. Fill in the blanks with one of the following words and translate sentences into Russian.

1. The Constitution grants Congress power (*создавать и отменять*) federal courts.
2. Congress also has (*власть*) to determine (*количество судей*) in the federal judiciary system.
3. (*Вообще*) federal courts (*иметь полномочия*) over civil actions and criminal cases (*иметь дело с*) federal law.
4. Jurisdiction can overlap, and (*дела определенного рода*) which that (*могут быть заслушаны*) in federal court.
5. (*Федеральные суды*) can only (*толковать закон*) in the context of deciding a dispute.
6. A court cannot approach an issue on its own or in (*гипотетический*) context.
7. Federal judges, (*за некоторым исключением*), are appointed for life – until they die, (*уходить на пенсию либо подавать в отставку*).
8. The Constitution (*призывать федеральных судей*) to act with “good behavior”, and they can be (*возбудить дело об отстранении от должности*) or improper or criminal conduct.
9. (*Строгий кодекс*) of conduct exists for federal judges, (*указывающий на их поведение*).
10. (*Судьи, ушедшие на пенсию*), known as senior judges, (*могут быть вызваны*) on a full or part-time basis to help with cases.
11. (*Старшие судьи*) handle 15 percent to 20 percent of the workload for appellate and district courts.
12. (*Назначаемые президентом*) federal judges are confirmed by the Senate and have their pay determined by Congress.
13. The Constitution doesn’t (*как ни странно*) require that judges are lawyers, (*но однозначно*) all federal judges have been members of the Bar trained lawyers.
14. (*Каждый федеральный суд*) has a chief judge who handles some (*административная ответственность*) in addition to his or her (*обычные обязанности*).
15. Each court also has its own staff of (*служащие*), including (*докладчик в судебном заседании*), (*солиситоры-практиканты*) and (*помощники судьи*), who are vital to the operation of the court.

16. A court's (*главное административное должностное лицо*) is the Clerk of the Court, who (*содержать в порядке протоколы заседаний*), is responsible for (*финансы суда*), provides support services, (*посылать официальные запросы*) and summons, administers (*присяжные*) system and manages interpreters and court reporters.

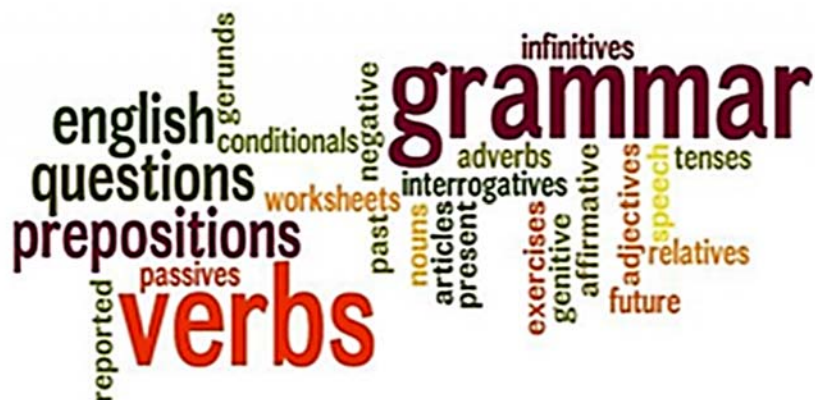
X. Discuss the following statements.

1. The Constitution grants Congress power to create and abolish federal courts, although the United States Supreme Court is the only court that cannot be abolished.
2. The U.S. legal system is in part inherited from English common law and depends on an adversarial system of justice.
3. The United States is renowned for having one of the most sophisticated judicial systems in the world.
4. The Constitution calls for federal judges to act with “good behavior”, and they can be impeached for improper or criminal conduct.
5. The Constitution doesn't actually require that judges are lawyers, but so far all federal judges have been members of the Bar trained lawyers.
6. Chief justices for district and appeals courts must be under age 65 and may serve as chief judge for seven years but not beyond age 70.
7. The chief judge is usually the judge who has served on that court the longest.
8. What makes the Judicial system even more remarkable is that it is able to operate successfully in a country as large and diverse as the United States.

XI. Make up your own dialogue using the information from the UNIT XIII.

XII. Give a short summary of the text “The JUDICIAL system of the USA”. Use active words and word combinations from the texts “A” and “B”.

XIII. Make up your own project in the form of presentation on the topic “The LEGAL system of the USA”.



GRAMMAR FOCUS

THE VERB. The Present Perfect Tense

Grammar exercises

1. Change the sentences into Present Perfect and translate them.

1. Students are writing a dictation.
2. They are having tea.
3. We are looking for more CDs with good music.
4. Molly is translating a difficult article from German into Russian.
5. I'm telling my friends an interesting story.

2. Complete the sentences using word in brackets.

Model: My friend (*open*) *has opened* a shop in the village.

1. I (*not / do*) my homework yet.
2. (*You / send*) aunt Mary a birthday card yet?
3. Nalini (*not / hear*) from his brother for two months.
4. We (*have*) a lot of work to do recently.
5. They (*be*) in France for two years.

3. Translate into English.

1. Я никогда не видел таких прекрасных картин.
2. Мы только что говорили с деканом о моем новом проекте.
3. Твой друг когда-нибудь был в Волгограде?
4. Студенты недавно успешно сдали сложный экзамен.
5. Где вы были всё это время?

4. Make a sentence. Use the present perfect.

Model: I'm tired. (*I / walk / miles.*) – ***I've walked miles.***

1. Emma's computer is working now. (*She / repair / it.*)
2. It's cooler in here now. (*I / open / the window.*)
3. The visitors are here at last. (*They / arrive.*)
4. Mark's car isn't blocking us in now. (*He / move / it.*)
5. We haven't got any new videos. (*We / watch / all these.*)

Present Perfect or Past Simple?

5. Put in the correct verb form.

Model: (*I / do*) ***I've done*** all the housework. The flat is really clean now.
A young couple (*buy*) ***bought*** the house next door. But they didn't live there long.

1. Our visitors (*arrive*). They're sitting in the garden.
2. There's still a problem with the television. Someone (*repair*) it, but then it broke down again.
3. (*I / lose*) my bank card. I can't find it anywhere.
4. The match (*start*). United are playing well.
5. My sister (*run*) away from home. But she came back two days later.
6. (*We / plant*) an apple tree in the garden. Unfortunately it died.
7. Prices (*go*) up. Everything is more expensive this year.
8. (*I / make*) a cake. Would you like a piece?

6. Choose the best sentence a) or b).

Model: – Have you heard about the woman walking across the US?
– Yes, *she's reached* the Rockies.

a) The walk is continuing b) *The walk has finished*

1. – Have you ever played beach volleyball?

– Yes, we played it on holiday.

a) The holiday is still going on b) The holiday is over

2. – Did you know old Mr. Green?

– No, I never met him.

a) Mr. Green is probably alive b) Mr. Green is probably dead

3. – Wayne Johnson is a great footballer.

– Yes, he's scored 200 goals for United.

a) Wayne Johnson still plays for United b) Wayne Johnson has left United

7. Read the situation and write the sentences from the words in brackets.

Model: You went to Sue's house, but she wasn't there. (*She / go / out.*) – *She had gone out.*

1. You went back to your home town after many years. It wasn't the same as before. (*It / change / a lot.*)
2. I invited Ian to the party but he couldn't come. (*He / arrange / to do something else.*)
3. You went to the cinema last night. You got to the cinema late. (*The film / already / begun.*)
4. It was nice to see Dan again after such a long time. (*I / not / see / him / for five years.*)
5. I offered my parents something to eat, but they weren't hungry. (*They / just / have breakfast.*)

8. Translate into English.

1. Когда вы пришли, я уже перевел весь текст.
2. К тому времени, как вы позвонили, гости еще не собрались.
3. Вы изучали английский перед тем, как поступили на эти курсы?
4. Дождь уже прекратился, когда мы вышли из дома.
5. Сколько страниц этой книги твой брат прочитал к концу прошлой недели?

9. Put these sentences in the question and negative forms.

1. Trevor and Laura *will have lived* here for four years next April.
2. This chess game is going to last ages. They *won't have finished* it until midnight.
3. *I will have read* this book by the time it's due back to the library.
4. My husband *will have finished* his work by half past eight, so he should be home about nine.
5. Phone me after eight o'clock. *We'll have finished* dinner by then.

10. Translate into English.

1. Моя сестра вернется домой к десяти часам. Позвоните позднее.
2. К концу сентября мы получим хорошую премию.
3. Я плохо себя чувствую, но к концу недели я выздоровлю.
4. На следующей неделе у меня будет больше времени, так как я сдам все экзамены.
5. Когда мой папа вернется домой, он будет очень усталым.

11. Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

Model: I hope I'll have won lots of prizes before I'm twenty.

1. Perhaps ... my own exhibition by the age of twenty-five.
2. I wonder if ... by the time I'm thirty.
3. Maybe ... by the age of thirty-five.
4. I hope ... by the age of forty.

12. How good is your maths? Can you work out the answers?

Model: It's quarter to six. Melanie is putting something in the oven. It needs to be in the oven for an hour and a half. *When will it have cooked? It will have cooked at quarter past seven.*

1. It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. *How many pages will he have written?* He will have written ... pages.
2. It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. *How far will she have travelled to and from work by the time she gets home on Friday?* She will have traveled ... miles.
3. Matthew is doing press-ups – one every two seconds. *How many will he have done after five minutes?* He will have done ... press-ups.

THE VERB. The Present Perfect Continuous (Progressive) Tense

Grammar exercises

1. Write a question for each situation.

Model:

You meet Sam as he is leaving the swimming pool.

You ask: (*you / swim*)? **Have you been swimming?**

1. You have just arrived to meet a friend who is waiting for you.

You ask: (*you / wait / long*)?

2. You meet a friend in the street. His clothes are completely wet.
You ask: (*what / you / do*)?
3. A friend of yours is now working in a supermarket.
You ask: (*how long / you / work / there*)?
4. The fellow student tells you about his job – he sells computers. You want to know how long.
You ask: (*how long / you / sell / computers*)?

2. Translate into English.

1. Как долго вы изучаете испанский язык?
2. Мы живем здесь только год.
3. Дождь идет с раннего утра.
4. Чем он занимается с тех пор, как мы виделись с ним в последний раз?
5. Я пытаюсь отремонтировать компьютер в течение всего дня.

3. Put in the verbs. Use the present perfect continuous.

Model:

Ilona: Sorry I'm late.

Emma: It's OK. *I haven't been waiting* (*I / not / wait*) long.

Emma: What (*you / do*)?

Nelly: I've been with Mrs. King. (*She / help*) me with my English.

Nelly: Your English is very good. You don't need lessons, surely.

How long (*you / study*) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England. (*I / try*) to improve it. I think (*it / get*) better lately.

Nelly: Your accent is fine, Ilona. Honestly.

Revision

1. Translate into English.

1. На кухне шумела вода. Алиса мыла посуду.
2. Извини, у меня мокрые руки. Я мыла посуду.
3. Ты вымыла посуду?
4. Кто съел мое яблоко?
5. Они сидели за столом и ели спагетти.
6. Вы уже обсудили этот вопрос?

7. Запишите то, что мы тут сегодня обсуждали.
8. Они закончили писать и обсуждали, кто отправит письмо.
9. Они разговаривали о погоде и планах на лето.
10. О чем вы тут разговаривали?

2. Write down sentences using the correct tense of the verbs in brackets.

1. I'll read for an hour or so before I (*to turn off*) the light.
2. We shall be obliged to you if you (*to find out*) it.
3. Shall we go somewhere if the weather (*to change*) for the worse?
4. I am so tired that I shall go to bed as soon as I (*to get*) home.
5. He will sleep until the alarm (*to wake up*) him.
6. They don't know when he (*to call*).
7. You will get wet through unless you (*to take*) an umbrella.
8. Ring up when you (*to get*) back.
9. I am not sure if he (*to ring*).
10. We shall go to the country if the weather (*to keep*) fine.
11. He won't come unless you (*to ask*) him.
12. I will ask him if he (*to do*) it.
13. I will be cooking dinner while you (*to pack*).
14. We will have finished the work by the time they (*to arrive*).
15. He won't tell me if something (*to go*) wrong.
16. I would like to know when you (*to return*) the money.
17. Will you see him after he (*to get*) back from holiday?
18. Could you find out when the concert (*to start*)?

ЗАКЛЮЧЕНИЕ

Учебно-практическое пособие обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку и направлено на решение задач межличностного и межкультурного взаимодействия. На основе профессионально ориентированных текстов совершенствуются необходимые речевые навыки и умения в различных видах речевой деятельности, происходит усвоение активной профессиональной лексики. Грамматические упражнения направлены на повторение основ грамматики английского языка. Коммуникативные и творческие задания имеют цель создать положительную мотивацию к изучению определенной темы и предмета в целом, а также обеспечить формирование навыков устной и письменной коммуникации на иностранном языке.

Свободное, вдумчивое чтение предусматривает формирование умений вычленять опорные смысловые блоки в тексте, определять структурно-семантическое ядро, выделять основные мысли и факты, находить логические связи, исключать избыточную информацию.

Предлагаемый в учебном пособии материал позволит студентам-магистрантам глубже изучить юридическую лексику, познакомиться с правовой культурой своей страны и стран изучаемого языка. Главное в обучении студентов-юристов в магистратуре английскому языку – сформировать у них коммуникативные способности, которые они могли бы применить в своей дальнейшей профессиональной деятельности.

Автор надеется, что предлагаемое издание будет полезным для преподавателей иностранного языка, ведущих занятия со студентами магистратуры.

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