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біотехнологій імені С.З.Гжицького
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для правників

**Підручник для студентів
ОП D8 "Право"**

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LAW. LEGAL STUDIES (JURISPRUDENCE)

Law is the set of rules under which a society is governed. Law is one of the most basic social institutions. No society could exist if all people did just as they pleased, without regard for the rights of others. Nor could a society exist if its members did not recognize that they also have certain obligations toward one another. The law thus establishes the rules that define a person's rights and obligations. The law also sets penalties for people who violate these rules, and it states how government shall enforce the rules and penalties. However, the laws enforced by government can be changed. In fact, laws frequently are changed to reflect changes in a society's needs and attitudes.



In most societies, various government bodies, especially police agencies and courts, see that the laws are obeyed. Because a person can be penalized for disobeying the law, most people agree that laws should be just. Justice is a moral standard that applies to all human conduct. The laws enforced by government have usually had a strong moral element, and so justice has generally been one of the law's guiding principles. But governments can, and sometimes do, enforce laws that many

people believe to be unjust. If this belief becomes widespread, people may lose respect for the law and may even disobey it. However, in democratic societies, the law itself provides ways to amend or abolish these unjust laws.

Jurisprudence (or Legal Studies) is a science that studies law as a system of social and public norms. The object of jurisprudence is the state and law. The subject of jurisprudence is the properties of law and the state in their legal understanding and expression.

We study jurisprudence to know our rights, because they are the main regulators of social relations. The main legal professions are: a judge, a procurator, a lawyer.

Essential Vocabulary

Law	Право, закон
Legal Studies	Правознавство
Jurisprudence	Юриспруденція
Rights and obligations	Права та обов'язки
To establish the rules	Встановити правила
Penalties	Покарання
To violate rules	Порушувати правила
To enforce laws	Виконувати закони
Society's needs	Потреби суспільства
To obey (disobey) the laws	Виконувати (порушувати) закони
Courts	Суди
Just (unjust) laws	Справедливі (несправедливі) закони
To penalize	Карати
Justice	Правосуддя
Guiding principles	Основні принципи
To amend laws	Виправляти закони
To abolish laws	Скасовувати закони
The properties of law	Властивості закону
Legal understanding and expression	Правове розуміння та вираження
Social relations	Суспільні взаємовідносини

Task 1. Answer the questions:

1. What is law?
2. Can any society function without a set of rules?
3. The law establishes the rules that define a person's rights and obligations, doesn't it?
4. What government bodies do you know?
5. What can a person be penalized for?
6. Should we obey or disobey law?
7. Are laws in democratic societies usually just or unjust?
8. What is justice?
9. What is the outcome of unjust laws enforcement?
10. Laws can be amended, can't they?
11. What is jurisprudence?
12. What is the subject of legal studies?
13. What is the object of jurisprudence?
14. What do we study jurisprudence for?

Task 2. What types of questions are those from exercise above? What questions are:

- general;
- special;
- alternative;
- disjunctive ones?

Task 3. Make up all types of questions to the following sentences:

1. The law sets penalties for people who violate the rules.
2. Most people agree that laws should be just.
3. People sometimes disobey unjust laws.

Task 4. Find the antonyms for the following words they are underlined in the text):

- unjust –
- to obey –
- awards –
- rewarded –
- rights –
- weak -

Task 5. Match the synonyms:

To violate laws	To exist
To respect laws	Various
To live	To improve
Obligations	Guiding
To establish	To abolish
To alter	Can be penalized
To improve	To disobey laws
To cancel	To obey laws

Different	To set
Can be punished	Duties
Leading	To change

LEARNING PROJECT

Project Exercise: "Creating a Legal Code for a New Society"

Objective:

The purpose of this project is to help students understand the importance of legal systems, the role of law in society, and the process of creating laws that balance justice, fairness, and order. Students will design a legal code for a hypothetical new society, considering different areas of law (criminal, civil, family, business, etc.) and how to balance rights and responsibilities within their legal system.

Project Guidelines:

Form Groups: Divide the class into groups of 3-4 students. Each group will act as the "lawmakers" for a newly formed society. The society could be fictional or based on a specific historical period or culture.

Society Design: Each group will first define the characteristics of their new society. These characteristics should include:

The political structure (e.g., democracy, monarchy, dictatorship)

The economic system (e.g., capitalism, socialism, barter)

Key values and cultural aspects (e.g., individual freedom, equality, community welfare)

Example: A democratic society with a capitalist economy focused on individual freedoms and technological innovation.

Drafting the Legal Code: Each group will create a legal code for their society. The legal code must address key areas of law such as:

Criminal Law: How will crimes be defined and punished? What are the categories of crime (e.g., theft, violence, fraud)?

Civil Law: How will disputes between individuals or organizations be handled? What is the process for lawsuits and compensation?

Family Law: How will issues related to marriage, divorce, child custody, and inheritance be governed?

Business Law: What rules will govern contracts, employment, intellectual property, and trade?

Constitutional Law: What are the fundamental rights and freedoms guaranteed to all members of society (e.g., freedom of speech, right to a fair trial)?

Environmental Law (optional): What laws will protect the environment, regulate natural resources, or address sustainability?

Ethical and Philosophical Considerations: The group should also discuss:

The ethical principles that guide their legal code. For example, does the society value retribution or rehabilitation in its criminal justice system?

How to balance individual rights with societal needs (e.g., freedom of speech vs. protection from hate speech).

How the legal system ensures fairness for all citizens, including marginalized or minority groups.

Legal System Structure: The group should decide on the structure of the legal system:

What courts or judicial bodies will exist?

What methods will be used to resolve disputes (e.g., trials, mediation, arbitration)?

How will the laws be enforced (e.g., police, regulatory agencies)?

Will there be a legislative body or a supreme court responsible for interpreting and making changes to the law?

Presentation: Each group will create a presentation to explain their legal code. The presentation should:

Summarize the legal code's key principles and laws.

Justify their choices based on the society's values and goals.

Address potential challenges or criticisms of their legal system (e.g., how to prevent abuses of power or ensure equal access to justice).

Present a mock trial or case study from their society's legal code to demonstrate how the law would work in practice.

Written Report: Each group will submit a written report that includes:

A full legal code (summarizing the key laws and legal principles).

An explanation of the society's structure, values, and philosophy.

A discussion of potential challenges in implementing their legal system.

Reflections on how their legal code could be adapted or reformed in the future.

Assessment Criteria:

Creativity and Originality: How well does the society's legal code reflect the group's creativity and understanding of law?

Legal Reasoning: Are the laws well-reasoned and balanced? Do the group members demonstrate a clear understanding of how laws function in real-world societies?

Coherence and Structure: Is the legal code logically organized and easy to understand? Does the group clearly explain their choices?

Ethical Considerations: Does the group demonstrate an awareness of ethical issues related to law and justice?

Presentation and Report: How well do the group members present their legal code? Is the written report clear, well-organized, and professionally written?

THE HISTORY OF LEGAL STUDIES

Civilized societies are so complex that they could not exist without a well-developed system of law. Scholars therefore conclude that people began to formulate laws in prehistoric times, before the first civilizations arose. Prehistoric people had no system of writing, and so they left no record of their laws. The earliest laws were customary laws – that is, laws established by custom and handed down orally from one generation to the next.



The first civilizations and first systems of writing appeared between about 3500 and 3000 B.C. The invention of writing enabled people to assemble law codes. The development of written codes made the law a matter of public knowledge and so helped advance the rule of law in society. The first known law codes appeared in the ancient Middle Eastern land of Babylonia. A Babylonian king named Ur-Nammu assembled the earliest known code about 2100 B.C.

From about 1000 to 400 B.C., the Israelites of the Middle East assembled their religious and social laws into a

code. The code reflected the teachings of Moses, a great Israelite leader of the 1200's B.C., and so it is often called the Mosaic Code or the Law of Moses. The Mosaic Code stressed moral principles. It became a key part of the first books of the Hebrew Bible and later of the Christian Bible.

By about 500 B.C., the civilizations of India and China had also produced codes of law. The codes in both countries stressed the moral obligations of the law.

The ancient Greeks are regarded as the founders of both Western law and Western civilization. The Greek city-state of Athens became the chief center of this development. The Athenian assembly was representative and had lawmaking powers. The Greeks thus began the founding of democratic government.

Ancient law reached its peak under the Romans. Roman law included all the main branches of public and private law that exist today. In fact, the scientific classification of the law began with the Romans. The first known Roman law code, called the Laws of the Twelve Tables, was written about 450 B.C. Romans gradually amended these principles to meet changing social conditions. Eventually, the whole body of Roman law became extremely complex. The task of interpreting this great mass of laws fell to a group of highly skilled lawyers called *juris prudentes*, a Latin term for experts in law. Since that time, the science of law has been known as jurisprudence.

Ukraine also has legal traditions deeply rooted in the past. Kyivan Rus that existed since the 9th century was an example of democratic society. Our ancestors had an assembly of free people called *viche*, where they discussed and decided important affairs. The Code of Laws *Ruska Pravda* completed in the XI-XII centuries in Kyiv State contained the norms of criminal, hereditary, commercial and procedural legislation. Ukrainian Cossack State was also democratic because cossacks were free people who elected their leader (*Hetman*) at *Cossack Rada*.

Task 1. What events do the following dates or periods refer to?

From 3500 to 3000 B.C., 2100 B.C., from about 1000 to 400 B.C., the 1200's B.C., about 500 B.C., about 450 B.C., the 9th century, the XI-XII centuries.

Task 2. Answer the questions:

1. Can civilized societies exist without a well-developed system of law?
2. When did people begin formulating laws?
3. Are there any records of laws from pre-historic times?
4. What laws are called customary?
5. How did written codes contribute to the advance of the rule of law?
6. What was the first written code in the history of human society?
7. What principles stressed the Mosaic Code?

Task 3. Fill in the missed words:

1. _____ people had no system of writing, and so they left no _____ of their laws.
2. _____ laws were established by custom and handed down orally from one _____ to the next.
3. The first civilizations and first systems of writing appeared between about 3500 and 3000 B.C.
4. The first known law codes appeared in the ancient Middle Eastern land of _____ in _____.
5. From about 1000 to 400 B.C., the Israelites of the Middle East assembled their _____ and _____ laws into a code.
6. The codes in India and China stressed the moral _____ of the law.
7. The founders of democratic government are the _____.
8. Roman law included all the main branches of _____ and _____ law that exist today.
9. The task of interpreting this great mass of laws fell to a group of highly skilled _____ called *juris prudentes*, a Latin term for experts in _____.

10. The Code of Laws Ruska Pravda completed in the XI-XII _____ in Kyiv _____ contained the norms of criminal, hereditary, commercial and procedural _____.

Essential Vocabulary

Custom	Звичай
To assemble law codes	Укладати кодекси законів
The rule of law	Верховенство права
Assembly	Збори
Branches of law	Галузі права
To meet social conditions	Відповідати соціальним умовам
Importants affairs	Важливі справи
Hereditary legislation	Спадкове право

LEARNING PROJECT

Project Exercise: "The Evolution of Legal Systems: A Historical Analysis"

Objective:

The goal of this project is for students to explore the development of legal systems through different historical periods, understand the role of law in shaping society, and analyze key legal documents and concepts that have influenced modern legal systems.

Project Guidelines:

Form Groups: Divide the class into groups of 3-4 students. Each group will focus on a different historical period or legal system and trace the evolution of law in that context.

Research and Focus Areas: Each group will select one of the following periods or topics to research. The group should trace the key developments in law and explain how they shaped the society of the time and influenced later legal systems:

Topics for Research:

Ancient Law Codes (e.g., Hammurabi's Code, Ancient Egyptian Law)

Research the oldest known legal codes, such as the Code of Hammurabi, and the role of law in ancient civilizations.

How did early laws reflect societal structures and values? What were the punishments for crime, and how were laws enforced?

Roman Law (e.g., Twelve Tables, Roman Republic and Empire Laws)

Explore Roman legal principles like jus civile (civil law), jus gentium (law of nations), and how Roman law laid the foundation for many modern legal systems, especially in Europe.

Investigate how the Roman legal system worked in practice and its influence on modern civil law traditions.

Common Law in England (e.g., Magna Carta, development of the English Common Law)

Examine the historical development of Common Law in England, focusing on key events like the signing of the Magna Carta.

How did Common Law evolve from case law and judicial decisions? What impact did it have on the development of modern legal systems, particularly in countries like the United States?

Napoleonic Code and Civil Law Systems

Investigate how Napoleon Bonaparte's legal reforms led to the creation of the Napoleonic Code in 1804 and its influence on legal systems in Europe and beyond.

Analyze how codified legal systems, as opposed to Common Law, became widespread and the impact of civil law traditions.

Constitutional Law (e.g., U.S. Constitution, English Bill of Rights)

Research the creation of foundational constitutional documents such as the U.S. Constitution and the English Bill of Rights, focusing on the principles of governance and individual rights.

How did these documents reshape the relationship between the state and individuals? How do these documents continue to influence legal frameworks today?

International Law (e.g., The Hague Conventions, the United Nations)

Investigate the development of international law, including early treaties and conventions (e.g., the Hague Conventions) and the establishment of international organizations like the United Nations.

How have international law and treaties evolved, and what role do they play in managing disputes between countries?

Key Deliverables:

Historical Overview: Provide a timeline and a brief history of the legal system or document being studied. Include key events, figures, and milestones.

Analysis of Legal Principles: Identify and explain the key legal principles that emerged during this period. How did they influence or shape the legal system of their time? How did these principles spread or transform over time?

Key Documents or Laws: Include an analysis of key legal documents, codes, or statutes. For example:

If studying the Code of Hammurabi, highlight specific laws and analyze their significance.

If studying the Magna Carta, explain its importance in limiting the power of the monarchy and establishing principles of liberty and justice.

Influence on Modern Legal Systems: Discuss how the legal system or principles from this era have influenced modern legal systems. How do they still manifest today, in terms of law, governance, and society?

Multimedia Element: Incorporate a multimedia element, such as:

A short video or slide presentation summarizing key aspects of the legal system, historical figures, and landmark documents.

A visual timeline or infographic that shows the evolution of legal systems across different historical periods.

A mock trial or debate based on a historical case or legal principle from the selected time period.

Presentation: Each group will present their findings to the class. The presentation should:

Be 5-10 minutes long.

Clearly explain the historical context, legal principles, and key developments.

Showcase the influence of the legal system or document on modern law.

Engage the class by providing an interactive element (e.g., asking questions, showing visuals, or presenting historical examples).

Written Report: Each group will submit a written report that includes:

An overview of their research (including historical background, key documents, legal principles, etc.).

In-depth analysis of how the legal system from the selected period evolved and influenced modern law.

A reflection on the challenges or limitations of this legal system, considering aspects like fairness, equality, and enforcement.

Bibliography and sources used for research.

Assessment Criteria:

Historical Accuracy: How accurately does the group present historical facts and legal principles?

Depth of Analysis: How thoroughly does the group analyze the influence of the legal system on modern law and society?

Creativity and Presentation: How creative and engaging is the presentation, including multimedia elements? Does it effectively communicate the group's findings?

Collaboration and Contribution: How well did the group work together, and how did each member contribute to the project?

Clarity and Organization: Is the report well-organized, clear, and easy to follow? Are legal concepts explained in an understandable way?

LEGAL SYSTEM IN UKRAINE

The judicial system of Ukraine **consists of:**

- *district (town) People's Courts,*
- *regional and territorial courts,*
- *the Supreme Court,*
- *military tribunals.*

Ninety-seven per cent of all criminal cases and 99 per cent of all civil cases are examined in *the People's Courts*. Regional courts examine the most serious offences. *The Supreme Court* of Ukraine examines the most complex cases. *Military tribunals* are the courts for servicemen.

The legality of the court's activities is controlled by *the Prosecutor's Office*.

Verkhovna Rada appoints *the Prosecutor-General of Ukraine*.

The court hearing is preceded by the complicated work of collecting and investigating evidence. This stage is called *preliminary investigation*. The court alone decides on penalty to be applied to the guilty person. No person can be regarded guilty **until a court has passed sentence**. All citizens of Ukraine are equal before the law.

Task 1. Answer the questions:

1. What courts are there in Ukraine?
2. How many percent of all civil cases are examined in the People's Courts?
3. Where are the most serious offences examined?
4. What are the courts for servicemen called?
5. What is the Prosecutor-General appointed by?
6. What stage is called preliminary?
7. When can a person be regarded guilty?
8. What institutions decide on penalties to be applied?
9. Are citizens of Ukraine equal before the law?

Task 2. Make up sentences using the following words:

1. are There types courts four of Ukraine in.
2. courts Regional difficult cases examine.
3. The have rights equal Ukrainians.
4. Office The Prosecutor's controls of the legality activities the court's.

Task 3. Complete the sentences:

1. Verkhovna Rada ...
2. The Prosecutor's Office...
3. The People's Courts...
4. The regional courts...
5. The Supreme Court...
6. The tribunals ...

Task 4. Translate the sentences into English:

1. Верховна Рада призначає генерального прокурора України.
2. Усі громадяни мають рівні права.
3. Судова система України складається з районних, регіональних судів, Верховного суду та військових трибуналів.
4. Найважливіші справи розглядаються у Верховному суді.
5. Військові трибунали – це суди військовослужбовців.
6. Законність діяльності суду контролюється прокуратурою.

LEARNING PROJECT

Project Exercise: "Exploring the Legal System of Ukraine"

Objective:

The goal of this project is for students to explore and analyze the structure, history, and functioning of the legal system in Ukraine. Students will research various aspects of Ukrainian law, including its constitutional framework, key legal principles, important legal documents, and its evolution over time. They will also examine how Ukraine's legal system interacts with international law.

Project Guidelines:

Form Groups: Divide the class into small groups (3-4 students per group). Each group will focus on a specific aspect of Ukraine's legal system.

Research Topics: Each group will focus on one of the following areas of the Ukrainian legal system:

1. Constitution of Ukraine and Fundamental Rights:

Research the Constitution of Ukraine, which was adopted in 1996 and has undergone several amendments. What are the core principles of the Constitution, and how does it define the structure of the government and the rights of citizens?

What are the key human rights and freedoms guaranteed by the Constitution? How does the Constitution reflect democratic principles?

2. Judicial System and Courts:

Explore Ukraine's judicial system, including the structure of its courts (e.g., Supreme Court, Constitutional Court, local courts). How is the judiciary organized, and what is its role in interpreting and applying the law?

What is the role of the Constitutional Court in Ukraine? How does the court handle constitutional challenges and protect citizens' rights?

Analyze the system of legal education in Ukraine and how judges and lawyers are trained.

3. Criminal Law and Justice System:

Research the criminal justice system in Ukraine, including the principles of criminal law, the rights of accused persons, and the role of law enforcement.

How does Ukraine handle criminal cases, and what is the procedure for arrest, trial, and sentencing?

Discuss the role of prosecutors and defense lawyers.

Investigate recent reforms or challenges in Ukraine's criminal justice system (e.g., issues of corruption, trial fairness, prison conditions).

4. Civil Law and Commercial Law:

Explore civil law in Ukraine, focusing on contracts, torts, property rights, and personal injury law.

How do Ukraine's civil laws ensure dispute resolution in business and personal matters?

Investigate commercial law and its regulation of business activities, including corporate governance, competition law, and intellectual property.

International Law and Ukraine:

Examine Ukraine's relationship with international law, including treaties, conventions, and its membership in international organizations like the United Nations, the European Union, and the World Trade Organization (WTO).

How does Ukraine integrate international legal obligations into its domestic legal system? Discuss Ukraine's role in international humanitarian law, especially regarding the ongoing conflict with Russia.

6. Legal Reforms and Challenges:

Research recent legal reforms in Ukraine, especially after the Euromaidan Revolution (2014). What steps has the government taken to modernize and improve the legal system?

What are the major challenges facing Ukraine's legal system today? Focus on issues like corruption, access to justice, human rights, or legal reforms.

Key Deliverables:

Research Paper: Each group will write a comprehensive research paper (5-7 pages) that covers the chosen topic in detail. The paper should include:

A historical overview of the legal area (e.g., how the Ukrainian Constitution evolved or how Ukraine's judicial system was structured before and after the 2014 reforms).

An analysis of the legal principles and their impact on society (e.g., the effects of Ukraine's human rights protections or the effectiveness of the judicial system).

Discussion of challenges or limitations within the legal system and potential solutions or reforms.

References to key legal documents, laws, or cases that highlight important legal issues.

Visual Presentation: Each group will create a visual presentation (10-15 minutes) summarizing their research and findings. The presentation should:

Include a timeline or infographic illustrating the evolution of the legal system or key legal documents (e.g., a timeline of the Ukrainian Constitution or legal reforms).

Use case studies or examples to illustrate how the law functions in practice in Ukraine (e.g., a landmark Supreme Court case or an international treaty involving Ukraine).

Be engaging and informative, with clear visuals and explanations that are understandable for the class.

Discussion and Q&A: After the presentation, there will be a Q&A session where other students can ask questions and engage in discussions about the topic. Groups should be prepared to answer questions and clarify points.

Presentation Guidelines:

Each group will present their findings to the class. The presentation should:

Provide a clear explanation of the topic, starting with a brief overview and progressing to more detailed analysis.

Include visual aids like charts, graphs, or slides to make the presentation more interactive and engaging.

Answer questions from the class and encourage discussion.

Assessment Criteria:

Accuracy and Depth of Research: How thoroughly has the group researched their topic? Are the facts accurate and well-supported by reliable sources?

Clarity and Structure: Is the paper and presentation well-organized and easy to follow? Are key points clearly explained?

Creativity and Engagement: How creatively has the group presented their findings? Are they engaging the audience and encouraging discussion?

Analysis and Critical Thinking: Does the group demonstrate critical thinking by analyzing the implications of the legal system and its challenges? Do they propose solutions or offer insightful reflections?

Collaboration and Contribution: How well did the group work together? Did each member contribute to the research, writing, and presentation?

THE INSTITUTE OF LEGISLATION OF THE PARLIAMENT OF UKRAINE



The Institute of Legislation is the first research and applied organization in the history of development of the statehood and parliamentarism. It is aimed to guarantee the adequate scientific level of execution of tasks associated with further development of legislation.

Development of bills and debates of them are of great importance at the Institute of Legislation. Leading scientists of law and specialists in various branches of law are actively invited

to take part in this work. The bills prepared are discussed at conferences or “round tables” with participation of scientists, people’s deputies, senior officials of the Verkhovna Rada and Cabinet of Ministers. Drafts of the following laws of Ukraine were debated at these conferences: “On Laws and Legislative Activity”, “On Making Amendments and Supplements to the Civil Code of Ukraine”.

The post-graduate courses, which are functioning at the Institute, contribute much to training of the scientific personnel. The Institute has enlisted such well-known scientists of law as E.V. Nazarenko, V.I. Bordenyuk and many others.

The Institute cooperates with Ukrainian and foreign scientific organizations. The Institute has created the reference book “Scientists of Law in Ukraine”. Specialists of the Institute examine and work out some drafts of the laws. One of them is the draft of the Law “On Laws and Legislative Activity in Ukraine”.

Task 1. Answer the questions:

1. What is the Institute of Legislation?
2. What is its aim?
3. What is the most important in its work?
4. Who takes part in the work of the Institute?
5. The Drafts of what Laws were debated at its conferences?
6. What is the mission of post-graduate courses?
7. What famous scientists of law do you know?
8. What is the name of the reference book prepared by the Institute?
9. What do the specialists of the Institute examine and work out?
10. When do the drafts of the laws become the laws?

Task 2. Fill in the gaps:

Participation, legislative, civil, research, to grant, adequate, a court, personnel, Code, reference.

Task 3. Match the word and the meaning:

a bill	a conference
a scientist	a parliamentary document
a Code	teaching
a scientific meeting	a person making researches
training	members of some organization
post-graduate courses	a book containing laws
a personnel	a book containing this or that information
a reference book	studies for those who have higher education

LEARNING PROJECT.

Project Title: Understanding the Ukrainian Parliament: Structure, Role, and Influence

Objective:

The goal of this project is to understand the structure, functions, and role of the Parliament of Ukraine (Verkhovna Rada), how it fits within the country's political system, and its influence on national and international policies.

Project Tasks:

Research the Structure of the Verkhovna Rada

Task: Write a report (500-1000 words) explaining the organizational structure of the Ukrainian Parliament.

Key Points to Cover:

What is the Verkhovna Rada?

Number of seats and political parties represented.

How members are elected (e.g., mixed electoral system: proportional and majoritarian).

Role of the Speaker of the Verkhovna Rada.

Other key parliamentary positions (Prime Minister, President, etc.).

Explore the Legislative Process in Ukraine

Task: Create a step-by-step flowchart of how a bill becomes law in Ukraine.

Key Points to Cover:

The initial proposal stage.

Committees and debate process.

Voting procedures.

Presidential approval or veto.

Understand the Role of the Parliament in the Ukrainian Government

Task: Write a brief essay (300-500 words) on the role of the Verkhovna Rada within Ukraine's system of checks and balances.

Key Points to Cover:

How does the parliament check the power of the executive branch (the President)?

How does the Verkhovna Rada interact with the judiciary?

Parliamentary oversight on government decisions and policies.

Research a Key Law Passed by the Verkhovna Rada

Task: Select a significant law passed by the Verkhovna Rada in the last five years. Research its background, why it was passed, and its impact on Ukrainian society or the international community.

Example Laws:

Anti-corruption measures.

Land reform laws.
Laws related to Ukraine's NATO or EU integration.
Present an Analysis of Parliamentary Elections

Task: Create a presentation that covers the latest Ukrainian parliamentary elections.

Key Points to Cover:

Overview of the most recent parliamentary elections (date, parties, results).

Voter turnout and how it compares to previous elections.

Discussion of political trends in Ukraine based on election results (e.g., shift in party dominance, regional differences).

Comparative Analysis: Ukrainian Parliament vs. Other Parliaments

Task: Compare the Verkhovna Rada with another national parliament (e.g., the UK House of Commons or the U.S. Congress). Identify key similarities and differences in structure, legislative process, and power.

Key Points to Compare:

Bicameral vs. unicameral legislature.

Electoral systems.

Role of the executive branch in the legislative process.

Party system and political dynamics.

Discussion: The Challenges Facing the Verkhovna Rada

Task: Write a discussion piece (500-700 words) on the current challenges faced by the Ukrainian Parliament, including:

Corruption.

Political polarization.

Efforts toward reform and modernization.

The impact of external pressures (e.g., relations with Russia, the EU, or NATO).

Interactive Element (Optional):

Task: Conduct an interview or survey with a Ukrainian citizen (or use available resources) to gather perspectives on the role of the Verkhovna Rada in shaping national policy. Summarize the responses in a report.

Project Presentation Options:

Written Report:

Compile all tasks into a comprehensive research paper or report.

The report can be formatted in sections based on each task.

Multimedia Presentation:

Use tools like PowerPoint, Google Slides, or Prezi to create an interactive presentation that covers all aspects of the project.

Include visuals such as infographics, charts, and short video clips where relevant.

Interactive Website/Blog:

Create a simple website or blog that provides an overview of the Verkhovna Rada, including detailed reports, charts, and resources.

Assessment Criteria:

Comprehensiveness: The report should cover all tasks and present well-researched and accurate information.

Clarity and Structure: Ideas should be logically organized and easy to understand.

Engagement: The use of visuals, charts, and multimedia (if applicable) will enhance the presentation.

Critical Thinking: Thoughtful analysis of challenges, legislative processes, and comparative perspectives will be appreciated.

Additional Resources:

Verkhovna Rada Official Website: <https://www.rada.gov.ua/> (for official documents and legislative resources).

International Parliamentary Union (IPU): <https://www.ipu.org/> (for comparative parliament studies).

News Websites and Reports: Use reputable news sources like BBC, Reuters, or Ukrainian-based outlets to gather information on recent events involving the parliament.

THE CONSTITUTION OF UKRAINE

The legal traditions of the Ukrainians are deeply rooted in the past. In 1710, in Bendery city, Cossack Rada and Pylyp Orlyk adopted the first Ukrainian Constitution. The present Constitution



of Ukraine was proclaimed and confirmed on June 28, by Verkhovna Rada. According to it Ukraine is the sovereign, democratic and legal state. Ukraine is a Unitarian state with single citizenship.

The Constitution includes the preamble and 102 clauses. They reflect the main principles of the state system of Ukraine, the rights and duties of its citizens. The state language of Ukraine is Ukrainian. The state symbols of our country are the National Emblem, the National Flag, and the National Anthem of Ukraine. The National

Emblem is a golden Tryzub on a blue Shield. The National Flag is a cloth with two equal horizontal stripes. The upper is coloured blue and the lower golden yellow.

The land, air space, mineral resources, water and other resources are the property of the Ukrainian people. Ukraine is the republic. The people are the only source of power that is exercised directly and through the bodies of state power and local governments. The Constitution of Ukraine establishes the country's political system, freedoms and duties of citizens and is the basis for its laws.

Task 1. Answer the questions:

1. Who proclaimed the Constitution of Ukraine?
2. Ukraine is a Unitarian state, isn't it?
3. What is the state language of Ukraine?
4. Describe the National Flag of Ukraine.
5. Who is the only source of power in our country?
6. When and where was the first Ukrainian Constitution adopted?
7. Who was the author of the first Ukrainian Constitution?

Task 2. Match the words:

legal	state
present	system
sovereign	Emblem
single	Tryzub
main	traditions
National	principles
golden	government
horizontal	citizenship

local	Constitution
state	stripes

Task 3. Fill in the missed words:

1. The first Ukrainian Constitution was _____ in 1710.
2. The present Constitution of Ukraine was _____ on June 28, 1996 by _____.
3. The Constitution includes _____.
4. The state language of Ukraine is _____.
5. The National _____ is a golden Tryzub on a blue shield.
6. _____ is a republic.
7. The Constitution of Ukraine establishes _____, freedoms and duties of _____.

LEARNING PROJECT.

Project Title: Exploring the Constitution of Ukraine: Foundation of Democracy and Rule of Law

Objective:

The aim of this project is to develop a deep understanding of the Constitution of Ukraine, its historical context, core principles, and its significance in ensuring the protection of rights, rule of law, and democratic governance in Ukraine.

Project Tasks:

Historical Overview of the Ukrainian Constitution

Task: Write a report (500-800 words) on the history of the Constitution of Ukraine.

Key Points to Cover:

Origins of constitutional law in Ukraine.

The path to Ukraine's independence and the adoption of its first Constitution.

Key constitutional milestones: the 1996 Constitution, amendments, and the role of the Constitution during major political events (e.g., the Orange Revolution, Euromaidan).

Historical influences on the Ukrainian Constitution (e.g., Soviet law, European legal systems).

Understanding the Structure of the Constitution

Task: Create an infographic or diagram that illustrates the structure of the Constitution of Ukraine.

Key Points to Include:

Preamble.

Division into chapters (e.g., Fundamental Rights, The State, and the Judiciary).

Key articles (e.g., Article 1 on Ukraine's sovereignty, Article 5 on democracy, Article 8 on the rule of law).

Core Principles and Values

Task: Write an essay (300-500 words) on the core principles of the Ukrainian Constitution.

Key Points to Cover:

The rule of law and the separation of powers.

Democracy and the role of citizens in governance.

Human rights and the protection of freedoms.

Ukraine's commitment to European integration and the international legal order.

Rights and Freedoms Guaranteed by the Constitution

Task: Create a list or chart summarizing the key rights and freedoms guaranteed by the Constitution of Ukraine.

Key Points to Include:

Civil and political rights (e.g., freedom of speech, freedom of assembly).

Social, economic, and cultural rights.

Protection against discrimination and guarantees of equality.

Special rights for minorities and vulnerable groups.

The Role of the President in the Constitution

Task: Write a report (500 words) explaining the role of the President of Ukraine according to the Constitution.

Key Points to Cover:

The powers and duties of the President.

The relationship between the President and other branches of government (Parliament and Judiciary).

The President's role in foreign policy, defense, and national security.

Presidential impeachment process.

The Parliament of Ukraine and the Constitution

Task: Write an analysis (300-500 words) on the role of the Verkhovna Rada (Ukrainian Parliament) in the constitutional framework of Ukraine.

Key Points to Cover:

The legislative powers of the Verkhovna Rada.

The lawmaking process and how it aligns with the Constitution.

The relationship between the President and Parliament in the constitutional system.

The role of the Verkhovna Rada in approving constitutional amendments.

Constitutional Amendments

Task: Research and write about any significant amendments made to the Ukrainian Constitution since its adoption in 1996.

Key Points to Cover:

The process of amending the Constitution.

The most significant constitutional amendments (e.g., changes to the powers of the President, decentralization reforms).

The reasons for the amendments and their impact on Ukrainian governance.

Constitutional Court of Ukraine

Task: Create a detailed report (500 words) on the role and function of the Constitutional Court of Ukraine.

Key Points to Cover:

The establishment and purpose of the Constitutional Court.

How the Court ensures the constitutionality of laws and government actions.

Major rulings made by the Constitutional Court and their societal implications.

Ukraine's International Obligations and the Constitution

Task: Write an essay (500 words) discussing how the Constitution of Ukraine aligns with international law and Ukraine's obligations to global human rights standards.

Key Points to Cover:

Ukraine's commitment to international treaties (e.g., European Convention on Human Rights).

The influence of international law on Ukraine's constitutional framework.

How the Constitution upholds Ukraine's European integration goals.

Challenges to the Ukrainian Constitution

Task: Write a critical analysis (500-700 words) of the challenges to upholding the Constitution of Ukraine in contemporary politics.

Key Points to Cover:

Political instability and constitutional reforms.

The influence of external factors, such as Russia's aggression and its impact on constitutional order.

Legal and institutional challenges to the protection of human rights.

Efforts to modernize and reform the Constitution in response to new challenges (e.g., decentralization, EU membership).

Project Presentation Options:

Written Report:

Compile all tasks into a comprehensive research paper or a series of essays.

Organize the report with clear headings, subheadings, and a bibliography of sources.

Multimedia Presentation:

Use tools like PowerPoint or Google Slides to create an interactive presentation that explains the Ukrainian Constitution.

Include visuals such as diagrams, charts, and key articles to make the presentation more engaging.

Interactive Website/Blog:

Create a website or blog that outlines the Constitution of Ukraine, its history, principles, and significance.

Use interactive elements such as clickable timelines, key articles, and embedded videos of expert opinions.

Assessment Criteria:

Comprehensiveness: The project should thoroughly address all tasks and reflect a deep understanding of the Ukrainian Constitution.

Clarity and Structure: The final report or presentation should be well-organized and easy to follow.

Engagement: Use of visuals, multimedia elements, and real-world examples to enhance understanding.

Critical Thinking: Thoughtful analysis of challenges, amendments, and future reforms based on the current political context.

Additional Resources:

The Constitution of Ukraine (Official Text): <https://www.rada.gov.ua> (for the official full text of the Constitution).

Constitutional Court of Ukraine: <https://www.ccu.gov.ua/en> (for official rulings and constitutional matters).

Ukrainian Parliament (Verkhovna Rada) Website: <https://www.rada.gov.ua/> (for legislative information and laws related to the Constitution).

Human Rights Watch – Ukraine Section: <https://www.hrw.org/europe/central-asia/ukraine> (for analysis on human rights in Ukraine and their relationship to the Constitution).

LEGAL ASPECTS OF HUMAN RIGHTS IN UKRAINE **(Part 1: The History)**

Judging by the date when the Act of Independence of Ukraine was adopted, i.e., August 24, 1991, Ukraine is one of the youngest democracies. However, Ukraine enjoyed independence several times in its history and has old-age democratic traditions. In the twelfth century, in the Ukrainian state of Kyivan Rus', Prince Yaroslav the Wise ordered that all rights be recorded in a Code of laws called "Rus'ka Pravda". This Code demonstrated that ancestors of today's Ukrainians valued person's honour most of all. Punishments for crimes were fines and banishment as the most severe punishment for horse theft and arson.

In 1710, the Constitution of the Cossack hetman Pylyp Orlyk included certain human rights norms such as the right to ownership of land by childless widows, the right to elect “uryadnyky” and “polkovnyky” and the right of Cossack widows and orphans to be free from taxes and common obligations.

10 ГРУДНЯ – МІЖНАРОДНИЙ ДЕНЬ ЗАХИСТУ ПРАВ ЛЮДИНИ



The Third Universal (Proclamation) of the Ukrainian Central Rada (Council) in 1917 abolished capital punishment, guaranteed freedom of speech, the press, the worship, and assembly.

The Fourth Universal of the Ukrainian Central Rada, which proclaimed the independence of all citizens, reaffirmed all the democratic freedoms guaranteed by the Third

Universal.

The 1918 Constitution of the Ukrainian National Republic proclaimed the equality of all citizens, without any privileges of birth, worship, nationality, education, property.

Task 1. Answer the questions:

1. When was the Act of Independence adopted?
2. Is Ukraine one of the oldest democracies?
3. When was “Rus’ka Pravda” created?
4. What was the main idea of it?
5. Who was the author of the first Ukrainian Constitution?
6. Name the human rights granted by this Constitution.
7. What Universal abolished capital punishment?
8. What were the statements of the Constitution of 1918?

Task 2. Match the date and the event:

1918	“Rus’ka Pravda was created”
the 12 th century	the date of the Third Universal
1917	the second Constitution was adopted
1710	the date of the Fourth Universal
1991	the first Constitution was adopted

Task 3. Odd one out:

1. Independence, democracy, freedom, colony.
2. Fine, banishment, prize, imprisonment.
3. A person, a country, a human, a citizen.
4. A privilege, a prize, a punishment, an award.

Task 4. Write sentences in all the tenses you know:

Citizens elect a president.

The Parliament adopted the Constitution.

LEGAL ASPECTS OF HUMAN RIGHTS IN UKRAINE (Part 2: Modern Times)

It is apparent from the previous text that Ukrainian human rights traditions have deep roots in its history. Since the adoption of the Act of Independence of Ukraine in 1991 much has been done concerning human rights and, in particular, in implementing international human rights norms in Ukrainian legislation.

Gaining independence by Ukraine in 1991 meant not only liberation but also new obligations. As a member of the international community, Ukraine became bound by international law, including human rights law. The fact that in November 1995 Ukraine became the 37th member of the European Council demonstrated that much had been accomplished in Ukraine. Our state has already ratified more than 50 conventions of the International Labour Organization ILO out of 170 devoted to human rights.

The implementation of international human norms in Ukrainian legislation is regulated by the Declaration of State Sovereignty of Ukraine, the law “On the Functioning of International Treaties” et cetera.

The Committee on Human Rights, Ethnic Minorities and International Relations is charged with responsibility of analyzing the laws of Ukraine whether they correspond to the norm of international law.

Task 1. Answer the questions:

1. Ukraine has ancient traditions of human rights, hasn't it?
2. What is the biggest achievement in this sphere in present?
3. When did Ukraine gain independence?
4. Is Ukraine a member of the international community?
5. Are there 170 or 107 conventions concerning human rights in ILO?
6. How many conventions concerning human rights has our country ratified?
7. What documents regulate implementation of international human laws in Ukrainian legislation?
8. What organization examines laws whether they correspond to the norms of international law?

Task 2. Define the types of the questions in Task 1.

Task 3. Fill in the table:

<i>A noun</i>	<i>An adjective</i>
independence	
	demonstrative
a human	
	legislative

Task 4. Fill in the table:

<i>A noun</i>	<i>A verb</i>
adoption	
	to implement
	to liberate
obligation	
accomplishment	
	to ratify

LEARNING PROJECT.

Project Title: Human Rights in Ukraine: Challenges, Progress, and Future Directions

Objective:

The objective of this project is to investigate the human rights situation in Ukraine, exploring both the legal protection of rights and the practical challenges that individuals and groups face. The project will also look at Ukraine's commitments to international human rights standards and the impact of external factors such as conflict and political change.

Project Tasks:

Historical Context of Human Rights in Ukraine

Task: Write a report (500-800 words) that provides a historical overview of human rights in Ukraine.

Key Points to Cover:

A brief history of human rights in Ukraine before and after independence in 1991.

The influence of Soviet-era policies on human rights in Ukraine.

Key events in Ukrainian history that shaped the protection and violations of human rights (e.g., the Holodomor, the Orange Revolution, Euromaidan).

The role of human rights during Ukraine's independence movement.

Ukrainian Legal Framework for Human Rights

Task: Write a detailed analysis (300-500 words) on how human rights are protected by Ukrainian law.

Key Points to Cover:

The Constitution of Ukraine and its protections of fundamental rights and freedoms.

Key laws related to human rights, including anti-discrimination laws and civil liberties.

The role of Ukraine's legal institutions in upholding human rights (e.g., courts, ombudsman).

Ukraine's commitment to international human rights treaties (e.g., the European Convention on Human Rights).

Human Rights Challenges in Ukraine: A Contemporary Overview

Task: Write an essay (500-700 words) on the key human rights challenges faced by Ukrainians today.

Key Points to Cover:

Civil liberties issues: freedom of speech, freedom of the press, and political freedom.

The rights of minorities, including ethnic minorities, the LGBTQ+ community, and religious minorities.

The impact of Russia's aggression and the ongoing conflict in eastern Ukraine on human rights (e.g., displacement, right to life, civilian protection).

Corruption and its effect on human rights protection.

The Rights of Displaced Persons and Refugees in Ukraine

Task: Research and write a report (400-600 words) on the situation of internally displaced persons (IDPs) and refugees in Ukraine.

Key Points to Cover:

The number of displaced persons in Ukraine due to the ongoing conflict with Russia.

The legal and social protections for IDPs and refugees in Ukraine.

The challenges faced by displaced persons in accessing housing, employment, and education.

Government and NGO efforts to support displaced populations.

Human Rights and the Media in Ukraine

Task: Write a report (300-500 words) exploring the role of the media in promoting or restricting human rights in Ukraine.

Key Points to Cover:

The state of press freedom in Ukraine and challenges faced by journalists.

Examples of censorship, attacks on journalists, and restrictions on media outlets.

How media coverage influences public opinion on human rights issues.

The role of independent media and civil society in holding the government accountable.

Gender Equality and Women's Rights in Ukraine

Task: Create a report (500-700 words) on gender equality and the protection of women's rights in Ukraine.

Key Points to Cover:

Legal protections for women in Ukraine, including laws on domestic violence and workplace discrimination.

Social issues faced by women in Ukraine, including gender-based violence, access to healthcare, and economic opportunities.

The role of women in Ukraine's political and public life.

Gender equality in the context of Ukraine's conflict with Russia (e.g., women in the military, female IDPs).

Ukraine's Human Rights Commitments on the Global Stage

Task: Write an analysis (500-700 words) on Ukraine's involvement in international human rights frameworks and its relations with international human rights organizations.

Key Points to Cover:

Ukraine's participation in international human rights treaties (e.g., United Nations, Council of Europe).

Cooperation with human rights organizations like Amnesty International and Human Rights Watch.

Ukraine's progress in aligning its national laws with international human rights standards.

Case studies of international human rights pressure on Ukraine (e.g., reactions to the annexation of Crimea, the treatment of political prisoners).

Human Rights in Occupied Crimea and the Donbas

Task: Write a detailed report (600-800 words) on the human rights situation in Crimea and the Donbas region.

Key Points to Cover:

The human rights violations reported by international organizations in the occupied territories.

The treatment of ethnic Ukrainians, Crimean Tatars, and pro-Ukrainian activists under Russian occupation.

The role of international law in addressing the rights of people in Crimea and Donbas.

Efforts by Ukraine and international communities to protect human rights in these regions.

Ukraine's Anti-Corruption Efforts and Human Rights

Task: Investigate the connection between corruption and human rights in Ukraine and write an essay (500 words) on the subject.

Key Points to Cover:

How corruption hinders the protection and promotion of human rights in Ukraine.

Government efforts to combat corruption (e.g., anti-corruption bodies, reforms).

Case studies where corruption has undermined human rights (e.g., police brutality, unequal access to justice).

The role of civil society and NGOs in fighting corruption.

Future Directions for Human Rights in Ukraine

Task: Write a forward-looking essay (500-700 words) on what Ukraine must do to improve its human rights record in the coming years.

Key Points to Cover:

Recommendations for strengthening the rule of law and ensuring the protection of civil rights.
The role of international support and pressure in promoting human rights reforms.
The challenges posed by ongoing conflict and how they can be mitigated.
The importance of fostering a culture of human rights in Ukrainian society.

Project Presentation Options:

Written Report:

Compile the research into a well-organized paper or series of essays.

Ensure each section includes well-supported arguments and a conclusion that ties the findings together.

Multimedia Presentation:

Use PowerPoint, Google Slides, or other multimedia tools to create a visual presentation of key findings.

Include data visualizations, photos, video clips, or infographics to make the presentation engaging.

Interactive Website or Blog:

Create an interactive website or blog that includes research, key findings, and resources on human rights in Ukraine.

Use embedded videos, infographics, and links to further reading.

Assessment Criteria:

Comprehensiveness: The project should thoroughly address the key aspects of human rights in Ukraine.

Clarity and Structure: The final project should be logically organized and easy to understand.

Engagement: Use of visuals, real-life case studies, and multimedia to enhance the project's presentation.

Critical Thinking: Thoughtful analysis of human rights challenges, progress, and recommendations for improvement.

Additional Resources:

Amnesty International – Ukraine: <https://www.amnesty.org/en/countries/europe-and-central-asia/ukraine/> (for reports on human rights violations and advocacy).

Human Rights Watch – Ukraine: <https://www.hrw.org/europe/central-asia/ukraine> (for in-depth human rights analysis).

Ukrainian Helsinki Human Rights Union: <http://helsinki.org.ua/en/> (for local human rights organizations and initiatives in Ukraine).

UNHCR – Ukraine: <https://www.unhcr.org/ua/en/> (for refugee and IDP issues in Ukraine).

Ukrainian Government Human Rights Ombudsman: <http://www.ombudsman.gov.ua/en/> (for official reports and human rights protections).

CANADA'S GOVERNMENT



Canada is governed by an organized system of laws. Governments, which the people choose freely and which function according to the principles of parliamentary democracy, create these laws. The Constitution is this country's fundamental law. It establishes the government and legal system as well as individual rights and freedoms. Canada has *three levels* of government: the federal government, provincial and territorial governments, and municipal governments. The federal government has *three main parts*: the

Executive, the Legislative and the Judicial.

The Executive consists of the Governor General, the Prime Minister and the Cabinet. The Governor General is the official representative of Queen Elizabeth II. Canada is a constitutional monarchy, and the Queen is Canada's official head of state. Parliament is the Legislative Branch of government. It has *two chambers*: the House of Commons and the Senate. Members of the House of Commons are called Members of Parliament, or MPs. Canadian citizens elect them over the age of 18. Members of Senate are called Senators. The Governor General on the advice of the Prime Minister appoints them.

Task 1. Answer the questions:

1. What is the main law in Canada?
2. What are the contents of it?
3. How many levels of government are there in Canada?
4. How many parts of the federal government are there?
5. What does the Executive consist of?
6. Who is the official head of the state?
7. Who is the official representative of the Queen?
8. Is Canada a constitutional monarchy?
9. How many chambers are there in the Parliament?
10. Who elects the members of the Houses?

Task 2. Complete the sentences:

1. The levels of the Canadian governments are:
2. The parts of the federal government are:
3. The Executive consists of ...
4. The Parliament has ___ chambers:

Task 3. Put the words in the correct order.

1. head/ The/ official/ Queen/ is/ Canada's/ of/ state.
2. monarchy. / constitutional/ Canada/ a/ is/
3. Canadian/ have/ right/ the/ vote/ to/ citizens/ when/ 18./ they're

Task 4. Classify the words from the text.

Legislative branch	Executive branch

Task 5. Correct the statements:

1. There is no written Constitution in Canada.
2. Canada has 4 levels of government.
3. The federal government has 2 main parts.
4. The Executive in Canada consists of the President, the Prime Minister and the Cabinet.
5. The Governor General is the official representative of the President.
6. Parliament is the Executive branch of government.
7. The Parliament has 3 chambers.

THE EXECUTIVE AND LEGISLATURE IN CANADA

Government is the mechanism through which the public wills are expressed and made effective. The federal government is responsible for a wide variety of national matters. These include foreign policy, national defence, trade and commerce, criminal justice and social benefits. The federal government and the provincial governments share control of immigration, agriculture and other areas.

The Supreme Court of Canada is the highest body of the Judiciary.

The provincial governments control education, health, social services and municipal government. In the Executive Branch, the Queen’s representative is known as the Lieutenant Governor. The leader of the governing party is called the Premier.

Each of ten provinces has a parliament. In most provinces the parliaments are called Legislatures. In Quebec, the parliament is called the “Assemblée nationale”.

Municipal governments are concerned with local matters. These include school, water, sewage, and garbage collection, fire protection service. Larger towns and cities have their own police forces.

Task 1. Answer the questions:

1. What is federal government in Canada responsible for?
2. What governments does federal government share control with?
3. What is the highest body of Judiciary in Canada?
4. What are the responsibilities of provincial governments?
5. Who is the Queen’s representative in the Executive Branch?
6. Who is the leader of the governing party?
7. What is the name of the provincial governments?
8. What are the matters of the local governments?

Task 2. Match two halves of the sentences:

The federal government deals with	immigration and agriculture
The federal and provincial governments control	called Legislatures.
The Supreme Court is	education, health, social services.
Municipal governments work on	in large cities.
The provincial governments are	local matters.
There are local police forces	the highest court in Canada.
The provincial governments control	foreign policy and criminal justice.

Task 3. Complete the sentences:

1. In, the parliament is called “Assemblée nationale”.
2. are concerned with local matters.
3. The leader of the governing party is called ...
4. is the highest body of Judiciary in Canada.
5. is responsible for social benefits.
6. The provincial governments control

LEARNING PROJECT.

Project Title: Understanding the Canadian Legal System: Foundations, Institutions, and Principles
Objective:

The aim of this project is to investigate the structure and functions of the Canadian legal system, with a focus on its constitutional framework, key institutions, and the sources of law that influence legal decisions. The project will also examine the roles of various actors within the system, such as the judiciary, lawmakers, and legal professionals.

Project Tasks:

Introduction to the Canadian Legal System

Task: Write an overview (500-700 words) explaining the key features of the Canadian legal system.

Key Points to Cover:

The role of common law in Canada.

The influence of British legal traditions and the development of Canadian law.
The significance of the Canadian Constitution, including the 1982 patriation and the Charter of Rights and Freedoms.
The federal structure of Canada and its impact on the legal system (i.e., division of powers between federal and provincial governments).
The Constitution of Canada and the Rule of Law

Task: Write a detailed analysis (500-700 words) on the role of the Constitution Act, 1982 in shaping the Canadian legal system.

Key Points to Cover:

The role of the Constitution in defining the powers of government branches (executive, legislative, and judicial).

The Canadian Charter of Rights and Freedoms and its protection of individual rights.

The process of constitutional amendments and the role of the judiciary in interpreting the Constitution.

How the Constitution influences the legal framework at both the federal and provincial levels.

Sources of Canadian Law

Task: Create a chart or diagram that outlines the main sources of law in Canada.

Key Points to Include:

Statutory law: The role of federal and provincial legislation (e.g., Criminal Code, provincial civil codes).

Common law: The development of judicial precedents and case law.

Constitutional law: The Constitution and its amendments.

Indigenous law: The role of Indigenous legal systems and how they interact with Canadian law.

International law: The influence of international treaties and agreements on Canadian law.

The Role of the Judiciary in Canada

Task: Write a report (500-700 words) analyzing the role of the judiciary within Canada's legal system.

Key Points to Cover:

The structure of the Canadian court system: from provincial courts to the Supreme Court of Canada.

The principles of judicial independence and impartiality.

The role of the Supreme Court of Canada in interpreting the Constitution and setting legal precedents.

Case studies of landmark Supreme Court rulings (e.g., R v. Morgentaler, R v. Oakes).

The Criminal Justice System in Canada

Task: Write a report (600-800 words) on the criminal justice system in Canada, including an explanation of the processes and key actors.

Key Points to Cover:

The criminal justice process: from arrest to trial to sentencing.

The role of police, prosecutors, defense lawyers, and judges.

The concept of presumption of innocence and the right to a fair trial.

Key rights of individuals accused of crimes under the Charter of Rights and Freedoms.

The role of correctional facilities and rehabilitation programs in Canada's criminal justice system.

Civil Law in Canada

Task: Create a presentation on civil law in Canada, focusing on key areas such as contracts, torts, and family law.

Key Points to Cover:

The distinction between civil and criminal law in Canada.

Key elements of a contract and how breaches of contract are handled.

Torts in Canadian law: negligence, defamation, and other civil wrongs.

Family law: marriage, divorce, child custody, and property division.

Indigenous Legal Systems in Canada

Task: Write an essay (500-700 words) discussing the role of Indigenous legal systems in Canada.

Key Points to Cover:

An overview of Indigenous legal traditions and how they differ from Canadian law.

The relationship between Indigenous legal systems and the Canadian state.

The role of the Indian Act and modern developments such as the Truth and Reconciliation Commission.

How Indigenous rights and legal issues are addressed in Canadian courts.

The Charter of Rights and Freedoms

Task: Write a research paper (600-800 words) on the Canadian Charter of Rights and Freedoms and its impact on the Canadian legal system.

Key Points to Cover:

The history and importance of the Charter.

The rights and freedoms protected under the Charter (e.g., freedom of expression, the right to a fair trial, mobility rights).

The Notwithstanding Clause and its use in limiting certain rights.

Landmark cases that have shaped the interpretation of the Charter (e.g., Oakes Test, Vriend v. Alberta).

The Legal Profession in Canada

Task: Write a report (400-600 words) on the legal profession in Canada.

Key Points to Cover:

The role of lawyers and judges in the legal system.

The process of becoming a lawyer in Canada (education, certification, and bar admission).

The ethical responsibilities of lawyers and the role of legal associations like the Canadian Bar Association.

The distinction between barristers, solicitors, and other legal professionals.

Canada's Legal System and Human Rights

Task: Write an essay (500-700 words) on how Canada's legal system protects and upholds human rights.

Key Points to Cover:

How the Charter of Rights and Freedoms protects individuals' rights in Canada.

Canada's role in international human rights law, including its participation in global organizations like the United Nations.

Human rights issues in Canada, such as Indigenous rights, refugee and immigrant rights, and the rights of minorities.

Challenges and advancements in human rights protection in Canada (e.g., the treatment of refugees, the rights of LGBTQ+ individuals).

Project Presentation Options:

Written Report:

Organize the project into a comprehensive report, dividing each task into sections with clear headings and subheadings.

Include citations from legal texts, case law, and other authoritative sources.

Multimedia Presentation:

Use PowerPoint, Google Slides, or another multimedia tool to create an interactive presentation summarizing the Canadian legal system.

Use charts, diagrams, and case studies to make the content more engaging.

Interactive Website/Blog:

Develop a website or blog that explains the Canadian legal system, using visuals, videos, and articles to cover the key topics.

Include interviews, case summaries, and interactive quizzes for user engagement.

Assessment Criteria:

Comprehensiveness: The project should cover all aspects of the Canadian legal system and provide a thorough analysis of each topic.

Clarity and Structure: The project should be well-organized, logically structured, and free of jargon to ensure accessibility.

Engagement: Visual elements, real-life examples, and case studies should be used to engage the audience.

Critical Thinking: Thoughtful analysis of the legal system's strengths, challenges, and areas for improvement should be incorporated.

Additional Resources:

The Government of Canada – Justice Laws Website: <https://laws-lois.justice.gc.ca/> (for access to federal laws and statutes).
 The Supreme Court of Canada: <https://www.scc-csc.ca/> (for landmark rulings and information on the judiciary).
 Canadian Bar Association: <https://www.cba.org/> (for information on the legal profession and resources for students).
 CanLII (Canadian Legal Information Institute): <https://www.canlii.org/en/> (for case law and legal resources).
 Justice Canada: <https://www.justice.gc.ca/> (for information on Canadian justice and law reform).

THE USA: THE EXECUTIVE BRANCH OF GOVERNMENT



The U.S. Constitution defines a federal system of government in which certain powers are delegated to the national government; the other powers fall to the states. The national government consists of executive, legislative, and judicial branches that check and balance one another.

The president, who must be a natural-born citizen of the United States, at least 35 years old and a resident of the country for at least 14 years, heads the

executive branch of the government. The formal responsibilities of the president include those of chief executive, treaty maker, commander in chief of the army, the head of state. In practice they are: drafting legislation, formulating foreign policy, leadership of his political party.

The members of the president’s Cabinet are: the attorney general and the secretaries of Treasury, Defence, Interior, Agriculture, Commerce, Labour, Health and Human Services, Education and some others. The president with the approval of the Senate appoints them. There is also the president’s Executive Office, which includes the Office of Management and Budget, the Council of Economic Advisers, and the National Security Council.

Task 1. Answer the questions:

1. What are the branches of the national government?
2. Who is the head of the executive branch?
3. What are the requirements to the candidate of the president?
4. What are the responsibilities of the president?
5. Who are the members of the president’s Cabinet?
6. Who appoints them?
7. What are the divisions of the president’s Executive Office?

Task 2. Match the verbs and the nouns:

to be headed by	powers
to check and balance	the president
to delegate	three branches
to be appointed by	responsibilities
to consist of	one another
to include	the president

Task 3. Write the Past form of the following verbs:

to define	
to fall	
to consist	
to make	
to check	
to appoint	
to break	

Task 4. Fill in the preposition:

to consist ...; to be headed ...; to be appointed ...; with the approval ...; to fall ...; the head ...state; commander ... chief of the army.

Task 5. Complete the sentences:

1. The President of the USA is
2. The Secretary of the USA is

THE USA: THE LEGISLATIVE BRANCH OF THE GOVERNMENT

The legislative branch of the government is the Congress, which has two houses: the Senate and the House of Representatives. The powers of Congress are: the powers to levy taxes, borrow money, regulate interstate commerce, and declare war and so on.



With the exception of revenue bills, which must originate in the House of Representatives, legislative bills may be introduced in and amended by either house. Then it must pass both houses and be signed by the president before it becomes law. The president may veto a bill, but a veto can be overridden by a two-thirds vote of both houses.

Voters of every district choose the House of Representatives. The number of representatives depends on the population of the district. Though, it never exceeds 435 in total. The candidates must be 25 years old, residents of the given states, and previously residents of the state from which they are elected. They serve for a two-year period.

Each state elects 2 senators at large. Senators must be at least 30 years old, residents of the state from which they are elected, and citizens of the United States for at least 9 years. Each term of service is for six years.

Task 1. Answer the questions:

1. How many houses are there in the Congress?
2. What are the powers of Congress?
3. What is the procedure of lawmaking?
4. Who chooses the members of the House of Representatives?
5. What is the number of the members to the House of Representatives?
6. What are the requirements to the candidates?
7. What is the number of senators from each state?
8. What are the requirements to senators?

Task 2. Fill in the preposition:

the branch ... the government; to originate ... the House ... Representatives; to be amended ...; to depend ...; ... total; ... large; ... least.

Task 3. Write the Past form of the given verbs:

to have	
to lavy	
to borrow	
to originate	
to become	
to choose	
to give	
to elect	
to introduce	

Task 4. Translate the sentences into English:

1. Кожен штат обирає двох сенаторів.
2. Конгрес є законодавчою гілкою уряду.
3. Конгрес складається з сенату та палати представників.
4. Кількість представників залежить від населення округу.
5. Сенатор має мати тридцять років і бути громадянином США не менш як дев'ять років.

**THE JUDICIAL BRANCH OF THE GOVERNMENT
IN THE USA**

The U.S. Supreme Court heads the judicial branch of the federal government in the USA. It consists of nine judges (including the chief judge) appointed for life by the president with the consent of the Senate.

Three types of questions generally reach the Supreme Court: cases involving litigants of



different states, cases involving the interpretation of federal law, and cases involving the interpretation of the Constitution.

Below the Supreme Court are the U.S. courts of appeal. Special courts handle property and contract damage suits against the United States (U.S. Claims Court), review customs ruling (U.S. Court of International Trade), and apply

the Uniform Code of Military Justice (U.S. Court of Military Appeals).

Each state has at least one federal district court and at least one federal judge. District judges are appointed for life by the president with Senate consent. Appeals from district-court decisions are carried to the courts of appeals.

Task 1. Answer the questions:

1. What is the main Court in the USA?

2. How many judges are there in the Supreme Court of the USA?
3. Who appoints the judges?
4. What questions arise in the Supreme Court?
5. What special courts do you know?
6. What are their functions?
7. Are there any district courts in the USA?
8. Who heads them?
9. What term are district judges appointed for?
10. Where are the appeals from district courts carried?

Task 2. True or False:

1. The Court of Appeal heads the judicial branch.
2. There are nineteen judges in the Supreme Court.
3. The judges are appointed for 5 years.
4. Three main types of questions reach the Supreme Court.
5. There are no special courts in the U.S.A.
6. Each state has at least one federal judge.
7. Appeals from the district courts reach the courts of appeals.

Task 3. Complete the sentences:

1. The ... is below the Supreme Court.
2. Each state has at least court.
3. There are ... judges in the Supreme Court.
4. District judges are appointed for life by ...

Task 4. Translate the sentences into English:

1. Кожен штат має як мінімум одного федерального суддю та один федеральний окружний суд.
2. Верховний суд США – найвищий суд федерального уряду.
3. Судді Верховного суду призначаються президентом за згоди сенату.
4. У США є апеляційні та спеціальні суди.
5. Верховний суд складається з дев'яти суддів.
6. Позови з окружного суду передаються до апеляційних судів.
7. Суд міжнародної торгівлі є спеціальним судом.

ADMINISTRATION STATE AND MUNICIPAL GOVERNMENTS IN THE USA

The governments of the 50 states have structure similar to that of the federal government. Each state has its own *constitution*. Each state has *a governor, a legislature, and a judiciary*. Most state judicial systems are based upon elected *justices of the peace*, above whom come *district courts* and *appellate courts*. In addition, there are *probate courts* concerned with wills, estates, and guardianships.

The *functions* of state governments are: agriculture, roads, public safety, and education.

Municipal governments are more diverse in structure than state governments. There are *three basic types*: mayor-council governments, commission governments, and council-manager governments. *In the first type*, the mayor and the council are elected, and the former one controls the latter one. Boston, New York City, and Chicago are the examples of this type. *In the second type*, voters elect a number of commissioners, each of whom serves as head of a city department; the presiding commissioner is generally the mayor. Utah and the Salt Lake City are the cities of this type. *In the council-manager type*, an elected council hires a city manager to administer the city departments. The mayor, elected by the council, simply chairs it and officiates at important functions. Iowa, Ohio, and Cincinnati have council-manager governments.

Task 1. Answer the questions:

1. Have the states structure similar to that of the federal government?

2. Are there special constitutions for every state?
3. What courts are there in the state judiciary?
4. What are the functions of the state governments?
5. How many types of municipal governments are there in the USA? Describe them.
6. What cities are the examples of each type?

Task 2. Correct the sentences:

1. The governments of the states have structure different from that of the federal government.
2. The half of the states has its own constitution.
3. Justices of the peace are above district courts.
4. There are four types of municipal governments.
5. New York City is the example of the third type.

Task 3. Classify the words from the text:

<i>People</i>	<i>Organizations</i>	<i>Functions</i>

Task 4. Fill in the missed words:

1. There are _____ basic types of municipal governments.
2. The _____ governments of the states have structure similar to that of _____.
3. Each _____ has its own constitution.
4. _____, _____, and _____ have council-manager governments.
5. There are _____ _____ concerned with wills, estates, and guardianships.

THE CONSTITUTION OF THE USA

The Constitution was written during the summer of 1787 at a convention of 55 delegates who met in Philadelphia to amend the Articles of Confederation, the country's first constitution. The new Constitution attempted to retain as much of the independence of the states as possible. At the same time it also established a central government to carry out important national functions that the states could not handle individually.

The main text of the Constitution comprises *seven articles*. *Article 1* vests all legislative powers in the Congress. *Article 2* vests executive power in the president. *Article 3* places judicial power in the hands of the courts. *Article 4* deals with relations among the states and privileges of the citizens of the states, *Article 5* - with amendment procedure. *Article 6* is devoted to public debts and the supremacy of the Constitution. *Article 7* gives ratification terms.

Twenty-seven amendments have been added to the Constitution since 1789. In the thirteenth amendment slavery was abolished. The fourteenth one guaranteed the right to vote regardless of race, the nineteenth gave the right to vote to women.

Task 1. Answer the questions:

1. When was the Constitution written?
2. What was the aim of the new Constitution?
3. How many articles are there in the Constitution of the USA?
4. Which article deals with the executive power?
5. How many amendments have been added to the Constitution since 1789?
6. Which amendment gave women the right to vote?

Task 2. Write the numbers in words:

1787, 55, 27, 13th, 14th, 19th, 1987, 25th, 11th, 2004, 17, 2nd, 1st, 3rd, 9th; 0.8, 0.6; 107, 222.

Task 3. Write 5 false sentences by the text. Let your group mates correct them.

Task 4. Match verbs and nouns:

to write	the functions
to amend	relations
to retain	public debts
to carry out	the Articles
to comprise	the Articles
to vest	the Constitution
to deal with	ratification terms
to be devoted to	slavery
to give	powers
to abolish	the right
to guarantee	independence

Task 5. Correct the sentences:

1. Thirty amendments were added to the Constitution in 1789.
2. Article 5 places judicial power in the hands of the courts.
3. The nineteenth amendment abolished slavery.

LEARNING PROJECT.

Project Title: Understanding the U.S. Legal System: Structure, Principles, and Functioning

Objective:

The goal of this project is to provide a comprehensive understanding of the U.S. legal system, including its constitutional foundation, key legal principles, major institutions (courts, law enforcement, and legislatures), and how the system functions in practice.

Project Tasks:

Introduction to the U.S. Legal System

Task: Write an overview (500-700 words) that explains the structure and main features of the U.S. legal system.

Key Points to Cover:

The historical foundations of the U.S. legal system, including its English common law origins.

The federal system of government: the division of powers between federal and state governments.

The separation of powers among the executive, legislative, and judicial branches.

The role of the Constitution in shaping the legal system, especially the Bill of Rights and the Amendments.

The U.S. Constitution and Its Role in the Legal System

Task: Write a detailed analysis (500-700 words) on the role of the U.S. Constitution in the legal system.

Key Points to Cover:

The structure of the Constitution, including the Preamble, Articles, and Amendments.

The Bill of Rights and its importance in protecting individual freedoms and civil rights.

The principle of judicial review and the role of the Supreme Court in interpreting the Constitution.

Landmark cases that helped define constitutional rights (e.g., Marbury v. Madison, Brown v. Board of Education).

Sources of Law in the United States

Task: Create a visual representation (diagram or chart) that shows the main sources of law in the U.S.

Key Points to Include:

Constitutional law: The U.S. Constitution and state constitutions.

Statutory law: Federal and state statutes passed by legislatures.

Common law: The role of court decisions (precedents) in shaping legal principles.

Administrative law: Regulations made by government agencies.

Executive orders: Presidential decrees and their legal implications.

International law: Treaties and agreements with foreign nations.

The U.S. Court System

Task: Write a report (500-700 words) on the structure and functioning of the U.S. court system.

Key Points to Cover:

The hierarchy of courts: federal vs. state courts, and the levels of courts (e.g., district courts, courts of appeal, Supreme Court).

The role of judges and jurors in trials.

The process of judicial review and how courts interpret and apply the law.

How precedent (stare decisis) works in the judicial system.

The Role of the Supreme Court in the U.S. Legal System

Task: Write an essay (600-800 words) on the role of the Supreme Court in shaping U.S. law.

Key Points to Cover:

The composition and role of the Supreme Court, including how justices are appointed and the length of their tenure.

The significance of landmark Supreme Court cases (e.g., *Roe v. Wade*, *Marbury v. Madison*, *Plessy v. Ferguson*).

The concept of judicial activism vs. judicial restraint.

The Court's role in interpreting the Constitution and ensuring checks and balances.

Criminal Law and the Justice Process in the U.S.

Task: Write a report (600-800 words) on the criminal justice system in the United States.

Key Points to Cover:

The stages of the criminal justice process: arrest, trial, and sentencing.

Due process rights under the Fifth and Fourteenth Amendments.

The role of law enforcement, prosecutors, defense attorneys, and judges.

The right to a fair trial and right to an attorney.

Key issues in criminal justice reform: mass incarceration, the death penalty, racial disparities.

Civil Law and Dispute Resolution in the U.S.

Task: Create a presentation that explains civil law in the U.S. and common types of civil cases.

Key Points to Cover:

The distinction between civil law and criminal law.

Common types of civil disputes: contract law, torts (e.g., negligence, defamation), property law, and family law.

The process of litigation, including pretrial procedures, trial, and appeals.

Alternatives to litigation: mediation, arbitration, and settlements.

The role of judges and juries in civil trials.

The Role of Law Enforcement and Legal Professionals in the U.S.

Task: Write a report (500-700 words) about the role of law enforcement and legal professionals in the U.S.

Key Points to Cover:

The role of police in the U.S. justice system: law enforcement, investigations, and the protection of public safety.

The duties of prosecutors and defense attorneys in criminal and civil cases.

The responsibilities of judges and court staff.

The ethical standards that govern the behavior of legal professionals, including the American Bar Association standards.

How legal professionals interact with the court system to ensure justice is served.

Constitutional Rights and Civil Liberties in the U.S.

Task: Write an essay (600-800 words) on the protection of civil liberties and constitutional rights in the United States.

Key Points to Cover:

The First Amendment: Freedom of speech, religion, press, assembly, and petition.

The Fourth Amendment: Protection from unreasonable searches and seizures.

The Fifth Amendment: Protection against self-incrimination, double jeopardy, and guarantees of due process.

The Eighth Amendment: Protection against cruel and unusual punishment.

Landmark cases that have shaped civil liberties (e.g., *Brown v. Board of Education*, *Miranda v. Arizona*).

The Impact of International Law on U.S. Legal Practices

Task: Write a research paper (600-800 words) on how international law influences the U.S. legal system.

Key Points to Cover:

The role of international treaties and agreements (e.g., United Nations conventions) in U.S. law.

The Supremacy Clause and how international agreements are incorporated into U.S. law.

Examples of international law affecting U.S. domestic legal decisions (e.g., trade agreements, human rights treaties).

How U.S. courts apply or reject international law in their rulings.

Legal Reforms and Challenges in the U.S.

Task: Write a report (500-700 words) discussing recent legal reforms or ongoing legal challenges in the U.S.

Key Points to Cover:

Current debates about criminal justice reform, such as prison reform, police accountability, and sentencing reform.

Ongoing discussions about voting rights, immigration law, and gun control.

The role of the legislature in enacting reforms and the judiciary's role in interpreting and enforcing them.

The impact of public opinion and social movements on legal reforms (e.g., Black Lives Matter, LGBTQ+ rights).

Project Presentation Options:

Written Report:

Compile all your research into a comprehensive paper or series of essays.

Ensure that each section has a clear structure, citations from credible sources, and examples where necessary.

Multimedia Presentation:

Use PowerPoint, Google Slides, or other multimedia tools to create a dynamic presentation that covers the key aspects of the U.S. legal system.

Incorporate visuals, charts, and videos to make the content more engaging.

Interactive Website or Blog:

Create a website or blog that explains various aspects of the U.S. legal system.
 Use embedded videos, case studies, infographics, and quizzes to make the content interactive.
 Assessment Criteria:

Comprehensiveness: The project should thoroughly address all aspects of the U.S. legal system.
 Clarity and Structure: The content should be logically organized and clearly written.
 Engagement: Use of visuals, case studies, and real-world examples to make the project engaging.
 Critical Thinking: Thoughtful analysis of key legal concepts, challenges, and ongoing debates.

Additional Resources:

U.S. Courts Website: <https://www.uscourts.gov/> (for information about the federal court system).

The U.S. Constitution: <https://www.archives.gov/founding-docs/constitution> (for the full text of the U.S. Constitution).

Cornell Law School – Legal Information Institute: <https://www.law.cornell.edu/> (for comprehensive information on U.S. law).

American Bar Association: <https://www.americanbar.org/> (for resources on the legal profession).

HUMAN RIGHTS AND DEMOCRACY IN BRITAIN

Human rights are of great importance in Great Britain. Respect for individual freedom is the main factor of Britain's democratic system. British public opinion is concerned about violations of human rights throughout the world. The observation of human rights and their protection is a necessary element of the foreign policy of the British Government.



These rights and freedoms are listed in the Universal Declaration of Human Rights adopted by the UN General Assembly in 1948. They include the right to:

- *work*: everyone has the right to free choice of employment, to just and favourable conditions of work and protection against unemployment;
- *an adequate standard of living*: the right to have proper food, clothing, housing and medical care;
- *social security*: financial help to people who are elderly, sick, disabled and so on;
- *education*: education shall be free, at least in the elementary stages. Elementary education is compulsory. Technical and professional education is generally available and higher education is equally accessible to all on the basis of merit;
- *the highest health care standards*: treatment is provided regardless of patients' income and financed out of general taxation;
- form and join *trade unions* for the protection of his interests;
- participate in *cultural life*.

Britain is a parliamentary democracy. The Government is responsible to the people through the elected House of Commons.

Democracy produces conditions in which an individual can show his initiative. Aid is used in a practical way.

Task 1. Answer the questions:

1. Is Great Britain a democratic country?
2. What do the British people respect the most?
3. Where are the main human rights listed?
4. When was the Universal Declaration adopted?
5. What main human rights do you know?
6. Explain the essence of the right to work.
7. What does the notion "an adequate standard of living" include?

8. What categories of people are provided with financial help?
9. What education is free and compulsory?
10. What education is based on the basis of merit?
11. What is the source of financing of health care?
12. Why do the British join trade unions?
13. What House of Parliament is especially responsible for observing human rights?
14. Is individual initiative encouraged in Britain?

Task 2. Look at the questions again and name special and general ones.

Task 3. Fill in the missed words:

1. Everyone has the to protection against unemployment.
2. The rights are in the Universal Declaration of Human Rights.
3. Elementary is free and
4. Technical and professional education shall be generally
5. The British people join to protect their interests.
6. Medical treatment is regardless of patients' income.
7. Britain is a democracy.

Task 4. Put the words in the correct order:

1. education./ Everyone/ right/ has/ to/ the
2. security/ social/ a/ is/ right. Human
3. education/ Technical/ generally/ is/ available.
4. way./ Aid/ used/ is/ in/ a/ practical
5. Everyone/ right/ has/ the/ work./ to

Task 5. Translate the sentences into English:

1. У демократичному суспільстві кожна особа може виявляти ініціативу.
2. Вираз „відповідний рівень життя” означає право мати належну їжу, одяг, житло та медичне обслуговування.
3. Соціальний захист – це допомога людям похилого віку та хворим.
4. Початкова освіта у Великій Британії є обов'язковою.
5. Універсальна Декларація прав людини була прийнята в 1948 році.
6. Права людини є дуже важливими для британців.
7. Кожен має право вільно обирати професію.

THE LEGAL PROFESSION IN ENGLAND AND WALES

The legal profession has two branches: barristers and solicitors.

Solicitors. If a person requires (потребує) legal advice, he or she will go to a solicitor, who for a fee will advise on a course of action. Much of his work concerns (стосується) routine matters, such as buying and selling houses, executing wills and checking (перевірка) documents and contracts, but solicitors are also involved into (залучені до) criminal and civil cases. A solicitor can't plead in the higher courts, so if the case is to be heard in one of these, he or she must brief a barrister on the client's behalf (від імені клієнта).

In order to become a solicitor it is necessary to take “articles of clerkship” for a period of between 2 and five years. It depends (залежить) on the qualification of the person. Then an articulated clerk must pass the examinations. After that he/she becomes a member of the Law Society.

Barristers. The barrister conducts proceedings in higher courts. In order to become a barrister it is necessary to reach certain educational standard and to pass an examination of the Council of Legal Education. A barrister with a substantial practice may become a “Queen's Counsel” (королівський радник). He has to get a patent from the Lord Chancellor for that.

Judges. Judges are appointed (призначаються) by the Lord Chancellor. The only way to remove him is by a petition to Parliament.

Task 1. Answer the questions:

1. What branches of the legal profession are there in Great Britain?
2. What are solicitors occupied with?
3. Are they permitted to plead in the higher courts?
4. What is required to become a solicitor?
5. How long does it take?
6. Where does a barrister work?
7. Who may become a “Queen’s Counsel”?
8. Who gives a patent of a “Queen’s Counsel”?
9. Who appoints judges?
10. In what way can they be removed?

Task 2. Match English and Ukrainian equivalents:

barrister	заповіт
solicitor	пройти стажування у солісітора на посаді клерка
legal advice	солісітор, адвокат нижчої категорії
fee	учнівство
will	бути залученим
to execute a will	баристер, адвокат вищого суду
to brief a barrister	юридична консультація
to take “articles of clerkship”	залежати
articled clerk	доручити ведення справи баристерові
apprenticeship	стати королівським адвокатом
to take silk	гонорар
to depend	клерк-стажист
to be involved	оформляти заповіт

THE LEGAL SYSTEM OF ENGLAND AND WALES

The United Kingdom has a unitary legislative system. There is one legislature for the whole of the United Kingdom, but *3 different legal jurisdictions*: England and Wales, Scotland and Northern Ireland.

The United Kingdom has no written constitution. The sources of law are what Parliament lays down in Acts of Parliament and in subordinate legislature interpreted by the courts, and court decisions on area where Parliament has not acted – common law strictu sensu.

Although there is no written constitution in England and Wales, there is a number of rights, which have been developed by the statute and by the courts administering the common law. Parliament has the power to abolish these rights but this is regarded as no more than a theoretical possibility.

The rights are: the right to life, the right to personal liberty, the right to freedom of expression, and the right to freedom of conscience.

There are no special courts, which deal with the protection of such rights or other constitutional questions. These questions may arise in any court.

A defendant always has the right to challenge the jurisdiction of a particular court.

Task 1. Answer the questions:

1. What kind of legislative system is there in the United Kingdom?
2. How many jurisdictions are there?
3. What are the sources of Law in the UK?
4. What rights are there in Britain?
5. Has the Parliament the right to abolish them?
6. Are there any special courts dealing with protection of human rights in Britain?
7. What is the defendant's right?

Task 2. Make up all types of questions:

1. I like modern music.
2. There are several theatres in Lviv.
3. Lviv has more than 50 historical monuments of all Ukraine.
4. Helen has 3 brothers.
5. There are many fruit trees in the yard.
6. Books are source of wisdom.
7. The man speaks 3 languages.

Task 3. Translate the sentences into English:

1. У Сполученому Королівстві є три юрисдикції.
2. Основними правами людини є право на життя, особисту свободу, свободу совісті та слова.
3. Теоретично, парламент може скасовувати деякі права.
4. Велика Британія не має писаної конституції.
5. У Сполученому Королівстві є унітарна законодавча система.
6. Джерелами права у Великій Британії є акти парламенту і підзаконні акти.
7. Питання про права людини можуть виникати у будь-якому суді.
8. Підзахисний має право оскаржувати рішення суду.

THE BRITISH SYSTEM OF GOVERNMENT

Britain has no written constitution and rules on mixture of statute law, common law and conventions. Britain is a monarchy. In theory, the monarch's powers are as absolute as they were during the middle Ages, but in practice this power is restricted in a number of ways.



The monarchy is hereditary. Membership of the House of Lords is largely hereditary too, although there are various categories of life peers. The lower house, the House of Commons, is elected and represents the wishes of the British people. Over the centuries the Crown and the Lords, have gradually lost power.

The Queen reigns with the consent of Parliament. All the actions of government are carried out in the Queen's name, and automatically have her approval, although she doesn't even know about them.

The Queen is the symbol of the state. The Queen's functions are virtually all ceremonial. She opens the Parliament, but takes no part in its activities. She can't even enter the House of Commons. Parliament is dissolved by the monarch but can only be dissolved with its consent.

Between 1945 and the late seventies it was generally agreed that Britain had a "two party" system of government: Conservative or Labour Party.

Task 1. Answer the questions:

1. Is there a written constitution in Britain?
2. What laws has Britain got?
3. Are the monarch's powers really absolute?
4. What is the monarch's power restricted by?
5. Which of two houses of Parliament is elected?
6. Which of the two houses of Parliament has more power in Great Britain?
7. Who is the symbol of the British state?
8. What does the Queen do in Parliament?
9. Can the Queen dissolve Parliament without its own consent?
10. What parties are there in Great Britain?

Task 2. Put the words in a correct order:

1. the Queen/ Is/ the symbol/ of / the state?
2. the Queen/ dissolve/ the Parliament/ Can/ without/ consent? / its own
3. Is/ the House of Lords/ the House of Commons/ or/ elected?
4. The Queen/ with/ the Parliament,/ the consent/ reigns/ of/ doesn't she?
5. What/ in Great Britain? / parties/ are/ there

Task 3. Define the type the questions in the exercise above.

Task 4. Give the plural of the nouns:

Monarchy, theory, power, a way, a category, a house, a wish, an activity, a party, a life.

Task 5. Correct the sentences:

1. Britaine has a written constitution.
2. Britaine is a republic.
3. Monarch's powers are still absolute.
4. Membership of the House of Commons is hereditary.
5. The lower house is the House of Lords.

THE BRITISH PARLIAMENT

The British Parliament consists of the House of Lords and the House of Commons. It sits in the Palace of Westminster, also known as the House of Parliament.

The Parliament is responsible for governing the country: it passes legislation, ratifies international treaties, and provides the finance. The government is carried on by agreement between the political parties. The majority party forms the Government and the minority party forms the Opposition.

The people at elections choose members of the House of Commons. There must be general elections every five years. The citizens who have attained the age of 18 have the right to vote. Any man or woman over 21 can be a candidate at parliamentary election.

Once the election is over, the monarch calls upon the leader of the victorious party to form a Government. He becomes a Prime Minister. The Prime Minister's residence is 10 Downing Street. His responsibility is to choose the ministers and to form The Cabinet. The Cabinet is the heart of government system.



The Bills. To be passed by Parliament a Bill must go through both Houses, and then the monarch must approve it before it can become a law.

Task 1. Answer the questions:

1. How many Houses are there in the British Parliament?
2. Where does the Parliament sit?
3. What are the responsibilities of the Parliament?
4. In what way do the parties in the Parliament co-operate?
5. How often are the elections conducted?
6. Who can take part in elections and who can be a candidate?
7. Who becomes a Prime Minister?
8. Where is his residence situated?
9. Who forms the Cabinet of Ministers?
10. What do you know about the Bills?

Task 2. Continue the sentences:

1. The Houses of Parliament are:.....
2. Members of are chosen by the citizens.
3. The Parliament sits in the, the Prime Minister's residence is
4. The British can take part in elections when they are They can be candidates at the age of
5. The responsibilities of the parliament are.....
6. The Parliament passes ... and ratifies

Task 3. Decode the words:

Tionselec, liapartment, typar, candatedi, nismiter, denceresi, canetbi, tizensci.

Task 4. Fill in the missed letters:

Parl- -ment, re- -d-n-e, le- -slation, re- pon- - ble, Pr- - - M-n- - ter, monar - - , gove - - ment, el- c- -
- - - .

Task 5. Put the words in the correct order.

1. The/Parliament/of/consists/British/houses./two
2. elect/People/Commons./members/House/of/the/of

LOCAL GOVERNMENT OF ENGLAND AND WALES

The traditional units of English local government were *the parish, the borough and the county*. They originally fulfilled functions far different from those that they were later called upon to undertake. The parish was in its early days an ecclesiastical unit, the center of which was the parish Church. During the 16th and 17th centuries it acquired civil functions, such as maintenance of the roads and care of the poor. The Crown granted borough status. Boroughs had their own courts; and they could also hold markets and send representatives to Parliament. The county was originally the territory granted to an earl by the king in return for feudal service.

In 1888 a system of *county councils* elected by ratepayers was introduced. A quarter of the council was “aldermen”, elected by the councillors.

In 1972 the Local Government Reorganization Act established a new pattern of local authorities. The local authorities included the Greater London Council, 6 metropolitan counties and 30 non-metropolitan counties, divided into districts. In 1986 the metropolitan councils and the Greater London Council disappeared. Power was redistributed to *the districts*.

County councils and district authorities are responsible for education, youth employment, personal social services, and libraries. Museums and art galleries are also in responsibility of the councils and authorities. *Expenditure* by local authorities is financed from the following sources: grants from central government and local rates.

Task 1. Answer the questions:

1. What are the traditional units of English local government?
2. What were the functions of parishes?
3. What were the functions of boroughs?
4. What can you say about counties?
5. When was the system of county councils elected by ratepayers introduced?
6. What was established as a result of Local Government Reorganization Act?
7. What can you say about the history of formation of the district authorities?
8. What are the responsibilities of the county councils and district authorities?
9. What are the sources of finance of the local authorities?

Task 2. Find all the prepositions in the text. Write down these prepositional word combinations.**Task 3. Correct the sentences:**

1. There are four traditional units of government in Great Britain.
2. They always performed their present functions.
3. In 1986 the power was redistributed to the boroughs.
4. A system of county councils elected by ratepayers was introduced in 1898.
5. The Crown granted the county status.
6. The county was originally bought.
7. According to the Local Reorganization Act there were five metopolotan counties.

LEARNING PROJECT.

Project Title: Exploring the Legal System of Great Britain: Foundations, Institutions, and Legal Practices

Objective:

The goal of this project is to understand the structure of the British legal system, its key institutions, and its historical and constitutional foundations. The project will explore how laws are made, interpreted, and enforced in the United Kingdom, with a particular focus on England and Wales, Scotland, and Northern Ireland, which each have slightly different legal traditions.

Project Tasks:

Introduction to the Legal System of Great Britain

Task: Write an introductory essay (500-700 words) on the legal system of Great Britain.

Key Points to Cover:

A brief history of the British legal system and its evolution from medieval common law.

The distinction between common law (England and Wales) and civil law (Scotland).

The role of precedent (stare decisis) and the importance of case law.

The influence of statutory law, constitutional conventions, and EU law (pre-Brexit).

Overview of the judicial system and its structure.

The Constitutional Framework of the United Kingdom

Task: Write a research paper (500-700 words) on the constitutional framework of the United Kingdom.

Key Points to Cover:

The unwritten constitution and the sources of law (e.g., statutes, common law, conventions).

The role of the Monarchy in the British legal system and its symbolic functions.

The Parliamentary Sovereignty principle: how Parliament is supreme in lawmaking.

The role of devolution in the legal systems of Scotland, Wales, and Northern Ireland.

How the Human Rights Act 1998 affects the British legal system.

Sources of Law in the United Kingdom

Task: Create a flowchart or diagram that outlines the different sources of law in Great Britain.

Key Points to Include:

Common law: Judicial decisions and the principle of stare decisis.

Statute law: Laws passed by Parliament (e.g., Acts of Parliament).

European Union law (before Brexit): The role of EU legislation and regulations.

European Convention on Human Rights and its incorporation into British law via the Human Rights Act 1998.

Conventions: Unwritten rules and traditions that influence government and legal practice.

The Role of the Judiciary in Great Britain

Task: Write a report (500-700 words) analyzing the role of the judiciary within the British legal system.

Key Points to Cover:

The role of judges in interpreting laws and setting legal precedents.

The hierarchy of courts in England and Wales: Magistrates' Courts, Crown Courts, High Court, and Supreme Court.

The significance of judicial independence in the UK.

The function of the Supreme Court of the United Kingdom in interpreting the law and reviewing lower court decisions.

Examples of landmark cases decided by the British courts (e.g., R v. Brown or R v. R).

Parliament and the Legislative Process in the UK

Task: Write a report (600-800 words) about how laws are made in Great Britain, focusing on Parliament's legislative process.

Key Points to Cover:

The structure of Parliament: the House of Commons and the House of Lords.

The process of passing an Act of Parliament from introduction to royal assent.

The role of Government Bills versus Private Members' Bills.

The importance of scrutiny by parliamentary committees and the role of the opposition.

The role of the Monarch in the legislative process.

Criminal Law and the Justice Process in Great Britain

Task: Write a report (600-800 words) on the criminal justice system in the United Kingdom.

Key Points to Cover:

The criminal justice process: from arrest, trial, and sentencing.

The role of the Crown Prosecution Service (CPS) and defense lawyers.

The concept of presumption of innocence and the right to a fair trial.

The role of Magistrates' Courts and Crown Courts in criminal proceedings.

Key principles like double jeopardy, fairness, and appeals.

Notable cases that have shaped criminal law in the UK (e.g., R v. Dudley and Stephens).

Civil Law in Great Britain

Task: Write an essay (500-700 words) explaining the civil law system in the UK and how civil disputes are resolved.

Key Points to Cover:

The distinction between civil law and criminal law.

Common types of civil cases: contract disputes, torts (e.g., negligence), family law, and property law.

The court system for civil cases, including County Courts and the High Court.

The concept of damages and injunctions as remedies in civil cases.

The role of Alternative Dispute Resolution (ADR) methods like mediation and arbitration.

The Legal Profession in the United Kingdom

Task: Create a detailed profile of the legal profession in Great Britain, including the roles and responsibilities of legal professionals.

Key Points to Cover:

The distinction between solicitors and barristers in England and Wales.

The process of becoming a solicitor or barrister, including education and training requirements.

The roles and responsibilities of lawyers, including representing clients, drafting legal documents, and giving legal advice.

The role of judges in the legal profession and their qualifications.

The ethical obligations of legal professionals, governed by bodies like the Solicitors Regulation Authority (SRA).

Human Rights in the United Kingdom

Task: Write a research paper (600-800 words) on how human rights are protected under UK law.

Key Points to Cover:

The Human Rights Act 1998 and its incorporation of the European Convention on Human Rights into UK law.

Key rights protected by the Act, such as the right to a fair trial, freedom of speech, and the right to private and family life.

The role of the European Court of Human Rights in interpreting human rights law.

The balance between protecting human rights and maintaining national security or public order (e.g., issues related to anti-terrorism laws).

Legal Reforms in the UK: Past and Present

Task: Write an essay (600-800 words) discussing significant legal reforms in the UK, both historical and contemporary.

Key Points to Cover:

The abolition of the death penalty and the Reform Acts (e.g., The Representation of the People Act 1918).

The Legal Aid, Sentencing and Punishment of Offenders Act 2012 and its impact on access to justice.

Contemporary issues such as criminal justice reform, prison reform, and the right to protest.

How public opinion and political movements have influenced legal reforms.

Project Presentation Options:

Written Report:

Compile all your research into a detailed and structured paper or series of essays.

Be sure to include citations from relevant legal texts, case law, and academic sources.

Multimedia Presentation:

Use PowerPoint or Google Slides to create an engaging presentation that summarizes key elements of the British legal system.

Include images, diagrams, and video clips to illustrate the system in action (e.g., footage of court cases, legislative debates, or historical moments).

Interactive Website/Blog:

Design a website or blog that explains different aspects of the British legal system using interactive content, videos, and case studies.

Include quizzes, interactive timelines, or even mock courtroom scenarios to make the project more engaging.

Assessment Criteria:

Comprehensiveness: The project should cover the most important aspects of the British legal system.

Clarity and Structure: The content should be logically organized and easy to follow.

Engagement: Visuals, case studies, and examples should help explain complex concepts in an accessible way.

Critical Thinking: Thoughtful analysis of key issues, challenges, and developments in British law.

Additional Resources:

UK Government Legal Services: <https://www.gov.uk/government/organisations/government-legal-department>

The Supreme Court of the United Kingdom: <https://www.supremecourt.uk/>

The Law Society: <https://www.lawsociety.org.uk/>

British and Irish Legal Information Institute (BAILII): <https://www.bailii.org/>

ADMINISTRATION OF JUSTICE IN GREAT BRITAIN AND THE USA

A person offending against the law is summoned before a court. The summons issued by a court states the charges moved against the offender by the person suing him. When a defendant is brought before a court the charge is read out to him and he is asked whether he pleads guilty or not guilty. If he pleads guilty, the court sentences him. If he pleads not guilty, a jury of 12 jurors must be formed and summoned to attend the court. When the jurors are sworn the trial proceeds.

Opening the case for the prosecuting party and hearing the evidence of the witnesses for the prosecution carry on the trial. On the completion of the plaintiff's evidence, the defendant's case is stated and evidence is heard in support of it.

The accused is entitled to be defended by a counsel. Witnesses for the prosecution may be cross-examined by the accused or his counsel and the accused may call witnesses or give evidence in his own defence. At the conclusion of the evidence, and after speeches on both sides, the judge sums up the case to the jury, who considers its verdict.

If they decide that the accused is not guilty, i.e. if they acquit him, he is immediately discharged. If the jury returns the verdict of guilty, the judge pronounces sentence. The punishments can be imprisonment, fine or probation.

In England there are *magistrate's courts, juvenile courts, courts of counties and boroughs, courts of assize and the Court of Appeal.*

In the USA there are *district courts*, which are grouped into judicial circuits, courts of appeals and the USA Supreme Court.

Task 1. Answer the questions:

1. What happens if the defendant pleads himself not guilty?
2. How many jurors are there in the jury?
3. What can you say about a trial procedure?
4. What are the rights of the defendant?
5. What happens if the jury decides the accused is not guilty?
6. What kinds of punishment do you know? Which one is the fairest, in your opinion?
7. What courts are there in England?
8. What courts are there in the USA?
9. Which courts are supreme in England and the USA?

Task 2. Write 5 sentences with wrong word order and let your group mates find a mistake.

Task 3. Translate the sentences into English:

1. Хто порушує закон, повинен стати перед судом.
2. Не кожний злочинець визнає себе винним.
3. Суд вислуховує покази свідків.
4. Суддя виносить вирок.
5. Є такі форми покарання: ув'язнення, штраф та умовне покарання.
6. У судовому процесі беруть участь суддя, прокурор, адвокат, позивач і свідки.
7. Парламент України призначає Генерального прокурора.

BRANCHES OF LAW

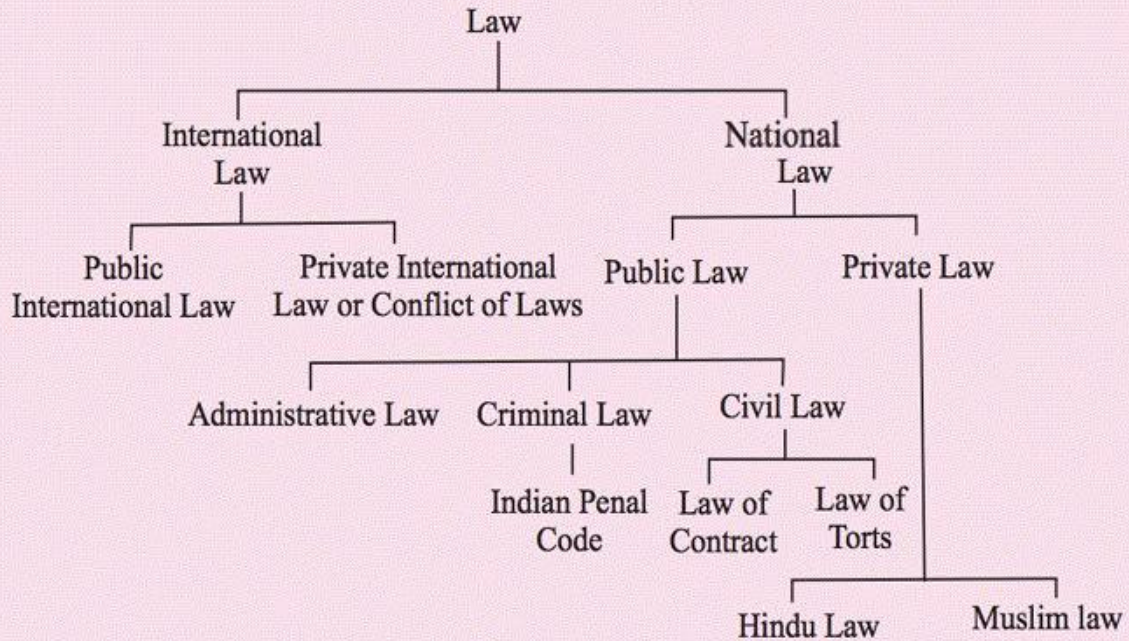
Law can be divided into two main branches: (1) private law and (2) public law. Private law deals with the rights and obligations people have in their relations with one another. Public law concerns the rights and obligations people have as members of society and as citizens. Both private law and public law can be subdivided into several branches. However, the various branches of public and private law are closely related, and in many cases they overlap.

Public law involves government directly. It defines a person's rights and obligations in relation to government. Public law also describes the various divisions of government and their powers.

Private law is also called civil law. It determines a person's legal rights and obligations in many kinds of activities that involve other people. Such activities include everything from borrowing or lending money to buying a home or signing a job contract.

The great majority of lawyers and judges spend most of their time dealing with private-law matters. Lawyers handle most of these matters out of court. But numerous situations arise in which a judge or jury must decide if a person's private-law rights have been violated. These cases are called lawsuits or civil suits.

Broad Classification of Law



Task 1. Answer the questions:

1. What branches of law do you know?
2. What matters does private law deal with?
3. What branch concerns the rights and obligations people have as citizens?
4. Are public and private law interrelated?
5. What does public law define?
6. What does a private law determine?
7. What cases are called lawsuits?

Task 2. Put the words in the correct order:

1. can / divided / two / branches. Law / be / into / main
2. Numerous / arise / in / judge / or / must / if / private-law / have / been / situations / which / a / jury / decide / a / person's / rights / violated.
3. law / called / civil / law. / Private / is / also
4. Public / government / law / involves / directly.
5. Various / of / and / law / closely / branches / public / private / are / related.

Task 3. Complete the sentences:

1. Lawyers handle most of these matters out of _____.
2. _____ determines a person's legal rights and obligations in many kinds of activities that involve other people.
3. _____ defines a person's rights and obligations in relation to government.
4. The various branches of public and private law are closely _____, and in many cases they _____.

Task 4. Translate the words and word combinations:

галузі, мати справу з, права та обов'язки, суспільство, громадяни, уряд, повноваження, підписати контракт, суд, суддя, судова справа.

LEARNING PROJECT.

Project Title: Exploring the Branches of Law: Understanding Legal Specializations and Their Impact

Objective:

The goal of this project is to explore the different branches of law, their historical development, key principles, and how they are applied in legal practice. The project will also encourage students to understand the role each branch plays in maintaining order and justice in society.

Project Tasks:

Introduction to the Branches of Law

Task: Write an introductory essay (500-700 words) that provides an overview of the major branches of law.

Key Points to Cover:

Define what is meant by the “branches of law.”

Briefly explain how different branches evolved historically.

Describe the importance of dividing law into various branches and its practical benefits for legal practice.

A short preview of the main branches you will explore in this project.

Criminal Law

Task: Write a report (600-800 words) on criminal law.

Key Points to Cover:

Definition of criminal law: The body of law that deals with crimes and punishments.

The difference between felonies and misdemeanors.

The roles of prosecutors, defense attorneys, and judges in criminal cases.

The criminal justice process, from arrest through trial and sentencing.

Examples of important criminal law principles, such as mens rea (guilty mind) and actus reus (guilty act).

Famous criminal cases or recent developments in criminal law.

Civil Law

Task: Create an infographic or chart illustrating civil law and the types of cases it covers.

Key Points to Include:

Definition of civil law: A branch of law that deals with disputes between individuals or entities, often related to contracts, property, and family matters.

Common types of civil cases: tort law (e.g., negligence, defamation), contract law, family law, and property law.

The difference between civil law and criminal law.

The standard of proof in civil cases (i.e., preponderance of the evidence).

Key remedies in civil law: damages, injunctions, and specific performance.

Constitutional Law

Task: Write a detailed essay (600-800 words) on constitutional law.

Key Points to Cover:

Definition of constitutional law: The body of law that deals with the interpretation and implementation of a country’s constitution.

The role of constitutional law in protecting citizens' rights and ensuring the balance of powers between the branches of government.

Landmark constitutional cases and how they shaped the law (e.g., Marbury v. Madison, Brown v. Board of Education, Roe v. Wade).

Key constitutional principles, such as separation of powers, judicial review, and federalism.

The role of the Supreme Court or constitutional court in interpreting and enforcing constitutional law.

Administrative Law

Task: Write a report (500-700 words) explaining administrative law.

Key Points to Cover:

Definition of administrative law: The body of law that governs the actions of government agencies and regulatory bodies.

The role of administrative agencies in creating and enforcing regulations.

The process of rulemaking and administrative hearings.

How administrative law interacts with other branches of law, such as constitutional law and civil law.

Examples of administrative law, such as the Environmental Protection Agency (EPA), Federal Communications Commission (FCC), or health regulations.

Family Law

Task: Write an essay (600-800 words) on family law and its significance.

Key Points to Cover:

Definition of family law: A branch of law dealing with matters related to family relationships, such as marriage, divorce, child custody, and adoption.

Common issues addressed by family law: divorce, child support, child custody, alimony, and adoption.

The legal process of divorce and the impact of family law on children's welfare.

Key principles such as best interests of the child in custody decisions.

The role of mediation and alternative dispute resolution (ADR) in family law cases.

Labor and Employment Law

Task: Create a presentation that covers labor and employment law.

Key Points to Cover:

Definition of labor and employment law: A branch of law that governs the rights and duties between employers and employees.

Topics within labor law: unionization, collective bargaining, and labor disputes.

Employment law issues: discrimination, wages and working conditions, and employee benefits.

The role of employment contracts and worker protections.

Key statutes and regulations, such as the Fair Labor Standards Act (FLSA) and Title VII of the Civil Rights Act.

International Law

Task: Write a research paper (600-800 words) on international law and its scope.

Key Points to Cover:

Definition of international law: A set of rules and principles that govern the relations between nations.

Sources of international law: treaties, conventions, customary law, and judicial decisions.

Areas of international law: human rights law, international trade law, international humanitarian law, and environmental law.

The role of international organizations like the United Nations and the International Court of Justice.

Challenges in enforcing international law and resolving disputes between states.

Intellectual Property Law

Task: Write an article (600-800 words) on intellectual property law.

Key Points to Cover:

Definition of intellectual property (IP): Legal rights that protect creations of the mind, such as inventions, literary works, and trademarks.

The different types of intellectual property: copyright, patents, trademarks, and trade secrets.

The role of intellectual property law in encouraging innovation and creativity.
How IP is protected and enforced, including the process of registering patents or copyrights.
Notable IP cases or issues (e.g., copyright infringement, patent disputes).
Environmental Law

Task: Write a report (600-800 words) on environmental law and its role in society.

Key Points to Cover:

Definition of environmental law: A body of law aimed at protecting the environment and promoting sustainable practices.

Key issues in environmental law: pollution control, wildlife protection, climate change, and land use.

The role of governmental bodies like the Environmental Protection Agency (EPA) in enforcing environmental regulations.

Environmental law and international treaties on climate change, such as the Paris Agreement.

Recent developments or landmark cases in environmental law.

Project Presentation Options:

Written Report:

Compile all your research into a detailed report or series of essays.

Ensure that each section is well-researched, clearly written, and logically organized.

Multimedia Presentation:

Use PowerPoint, Google Slides, or similar tools to create a visually engaging presentation.

Include charts, diagrams, and videos to explain complex legal principles.

Interactive Website/Blog:

Create a website or blog dedicated to the branches of law.

Include interactive quizzes, case studies, and infographics to make the content more engaging.

Assessment Criteria:

Comprehensiveness: The project should cover the key aspects of each branch of law.

Clarity and Structure: Each section should be well-organized and easy to understand.

Engagement: The use of visuals, examples, and case studies to illustrate the concepts.

Critical Thinking: Thoughtful analysis of how each branch of law affects society and its application in modern legal systems.

Additional Resources:

Cornell Legal Information Institute: <https://www.law.cornell.edu/>

American Bar Association: <https://www.americanbar.org/>

United Nations Treaty Collection: <https://treaties.un.org/>

International Court of Justice: <https://www.icj-cij.org/>

PRIVATE LAW

Private law can be divided into six major branches; according to the kinds of legal rights and obligations involved. These branches are (1) contract and commercial law, (2) tort law, (3) property law, (4) inheritance law, (5) family law, and (6) corporation law. The dividing line between the various branches is not always clear, however. For example, many cases of property law also involve contract law.

Contract and commercial law deals with the rights and obligations of people who make contracts. A contract is an agreement between two or more persons that can be enforced by law. A wide variety of business activities depend on the use of contracts. A business firm makes contracts

both with other firms, such as suppliers and transporters, and with private persons, such as customers and employees.

Tort law. A tort is a wrong or injury that a person suffers because of someone else's action. The action may cause bodily harm; damage a person's property, business, or reputation; or make unauthorized use of a person's property. The victim may sue the person or persons responsible. Tort law deals with the rights and obligations of the persons involved in such cases. Many torts are unintentional, such as damages in traffic accidents. But if a tort is deliberate and involves serious harm, it may be treated as a crime.

Property law governs the ownership and use of property. Property may be real, such as land and buildings or personal, such as an automobile and clothing. The law ensures a person's right to own property. However the owner must use the property lawfully. People also have the right to sell or lease their property and to buy or rent the property of others. Property law determines a person's rights and obligations involved in such dealings.

Inheritance law, or succession law, concerns the transfer of property upon the death of the owner. Nearly every country has basic inheritance laws, which list the relatives or other persons who have first rights of inheritance. But in most Western nations, people may will their property to persons other than those specified by law. In such cases, inheritance law also sets the rules for the making of wills.

Family law determines the legal rights and obligations of husbands and wives and of parents and children. It covers such matters as marriage, divorce, adoption, and child support.

Corporation law governs the formation and operation of business corporations. It deals mainly with the powers and obligations of management and the rights of stockholders. Corporation law is often classed together with contract and commercial law as business law.

Task 1. Answer the questions:

1. What branches of private law do you know?
2. Is the dividing line between branches clear?
3. What does contract and commercial law deal with?
4. What is a contract?
5. What is a tort?
6. In what way is a deliberate law treated?
7. What examples of real property do you know?
8. What is inheritance law?
9. What matters does family law deal with?
10. What is corporation law?

Task 2. Translate the following words and word combinations:

законні права та обов'язки, деліктне право, господарське право, право власності, спадкове право, сімейне право, укладати контракти, угода, бути забезпеченим законом, широке різноманіття, підприємницька діяльність, постачальники, перевізники, клієнт, найманий працівник, тілесне ушкодження, пошкодження майна, несанкціоноване використання, судитися, ненавмисний, навмисний, нерухоме майно, забезпечувати право, володіти, власник, користуватись законно, здавати майно в оренду, брати в оренду, заповідати майно, укладання заповітів, одруження, розлучення, всиновлення, аліменти, акціонери.

Task 3. Make up word combinations:

private	rights
legal	bodily harm
to make	tort
business	lawfully
to cause	of inheritance
to damage	the rules

to sue	support
deliberate	branches
to use	the relatives
first rights	the property
to set	a person
child	a person's property
various	activities
to list	contracts
to will	law

JUDICIAL LAW

Law operates in all the spheres of our life and work. It determines the legal status of every citizen. That's why it is very important to know all peculiarities of the judicial system of the given country.

A court is an institution that is set up by the government to settle disputes through a legal process. There are such types of courts in Ukraine as: *district (town) People's Courts, regional and territorial courts* (for more serious offences), *the Supreme Court, military tribunals* (courts for servicemen). If you lose a trial in a district court, you can ask *the court of appeals* to review the case. The legality of the court's activities is controlled by *the Procurator's Office*. *Verhovna Rada appoints The Procurator-General of Ukraine*.

According to the Constitution of Ukraine **judges, prosecutors, clerks of the court, a team of lawyers, plaintiffs and witnesses** are involved in court trials. *The judge* presides over the trial. Any citizen of Ukraine who has reached the age of 25, who has a higher legal education, has been in the legal profession for 2 years may become a judge. The people who are able to help the defendants are called *lawyers*. *Witnesses* give testimony about the facts that are in dispute.

Task 1. Answer the questions:

1. Is it important to know all peculiarities of the judicial system of the given country? Why?
2. What is a court?
3. What courts does the judicial system of Ukraine consist of?
4. In what court can more difficult cases be examined?
5. Where can the cases be reviewed?
6. What institution controls the legality of the court's activities?
7. Who is the Procurator-General appointed by?
8. Who takes part in court trials?
9. What person can become a judge?
10. Who are the lawyers?
11. What do the witnesses do?

Task 2. Find examples of Passive Voice in the text.

Task 3. Complete the sentences:

1. Military courts are called ...
2. ... controls the legality of the court's activities.
3. Witnesses are people who give...
4. You need ... years of legal experience to become a judge.
5. Defendants are defended by ...
6. You may go to the court of appeal if you want the case to be ...
7. Verhovna Rada appoints the ...

Task 4. Translate the sentences into English:

1. Закон визначає юридичний статус кожного громадянина.
2. Судова система кожної країни має свої особливості.
3. В Україні є чотири видів судів.
4. Законність судів контролюється прокуратурою.
5. Суддя є головною особою у судовому процесі.

PROCEDURAL CRIMINAL LAW

Court Structure. There are many types of courts and many ways to classify them, for example: civil and criminal courts, courts of general jurisdiction and those of limited jurisdiction, trial and appellate courts.

Criminal Courts. Criminal courts deal with people accused of crime, deciding whether they are guilty or not. If a person has been found guilty, he is sentenced according to law. The most common sentences are fines, short or long terms of imprisonment, and probation.

Civil Courts. Civil courts deal with “private” controversies, where two individuals (or corporations) are in dispute over the terms of a contract or over who shall bear responsibility for an auto accident. The objective is not to punish, but to solve the problem.

Courts of General Jurisdiction. They are the courts dealing with both civil and criminal cases.

Courts of Limited Jurisdiction. They are the courts of limited jurisdiction: commercial, labor courts.

Appellate Courts. They are the courts correcting the errors of the above-mentioned courts, or “courts of first instance”.

Task 1. Answer the questions:

1. What classifications of courts do you know?
2. What do the Criminal Courts do?
3. What sentences do you know?
4. What is the difference between Civil and Criminal Courts?
5. What is the difference between Courts of General and Limited Jurisdiction?
6. What Courts of Limited Jurisdiction do you know?
7. What courts are “the courts of first instance”?
8. Are Appellate Courts the courts of first instance?
9. What is the function of Appellate Courts?

Task 2. True/False.

1. There are few classifications of courts.
2. Civil courts deal with crimes.
3. Criminal courts pass sentences.
4. Courts of General Jurisdiction can't deal with civil cases.
5. Appellate Courts can correct mistakes of Criminal Courts.

Task 3. Fill in the missed letters:

c..rt; e..ors, instan.e; t..m; disp...; resp.n..bility; senten.es.

Task 4. Put the words in the correct order:

1. courts/civil/private/solve/cases.
2. Appellate/review/courts/cses.
3. Fine/punishment./light/is/a

Task 5. Translate the sentences into English:

1. Є багато видів судів, але у першу чергу ми говоримо про цивільні та кримінальні суди.

2. Тільки суд вирішує, чи винна людина чи ні.
3. Винна особа повинна бути покарана відповідно до закону.
4. Цивільні суди вирішують суперечку двох сторін.
5. Суди загальної юрисдикції розглядають цивільні та кримінальні справи.

CRIMINAL LAW

Crime violates the laws of a community, state or nation. It is punishable in accordance with their laws. The definition of the crime varies according to time and place, but the laws of most countries consider as crimes such offences as arson, bigamy, forgery, murder, and treason.

Felony and Misdemeanour. The common law originally divided crimes into **two categories** – felonies (the graver crimes which once were punishable with death) and misdemeanours (for which the common law provided fines or imprisonment). Felonies are: murder, arson, rape, etc. Misdemeanours are: theft, shoplifting, pick pocketing, etc.

Not all offences against the law are crimes. The laws that set down the punishments for crimes form the criminal law. This law defines as crimes those offences considered most harmful to the community. On the other hand, a person may wrong someone else in some other way that offends the civil law.

Task 1. Write 5 questions to the text.

Task 2. Write down the words “Law Breakers” and learn them:

- a) a thief – злодій;
- b) a bigamist – двоєженець;
- c) a vandal – вандал;
- d) a pickpocket – кишеньковий злодій;
- e) a blackmailer – шантажист;
- f) a hijacker – бандит, що нападає на автомобілі, захоплює літаки;
- g) a kidnapper – викрадач людей;
- h) a shoplifter – магазинний злодій;
- i) a robber – грабіжник;
- j) a burglar – зломщик.

Task 3. Match the words and the definitions:

- 1) steals;
 - 2) steals purses and wallets;
 - 3) gets money by threatening to disclose personal information;
 - 4) seizes planes;
 - 5) takes things from a shop without paying;
 - 6) steals from houses and offices;
 - 7) steals from banks or trains;
 - 8) takes people hostage for a ransom;
 - 9) steals government secrets;
 - 10) Wilfully destroys property;
 - 11) marries illegally by being married already.
- a) a thief;
 - b) a bigamist;
 - c) a vandal;
 - d) a pickpocket;
 - e) a spy;
 - f) a blackmailer;
 - g) a hijacker;
 - h) a kidnapper;
 - i) a shoplifter;
 - j) a robber;
 - k) a burglar.

Task 4. Translate the sentences into English:

1. Всякий злочин порушує закон.
2. Злочин повинен бути покараний.
3. Злодій, кишеньковий злодій, двосженець – це теж злочинці.

ADMINISTRATIVE LAW: PRESIDENTIAL AND PARLIAMENTARY SYSTEMS

One of the key problems on the way to creation of law-governed state is the problem of designing a constitution for a new democracy. The choice between a presidential and a parliamentary system is a complex and the most important question within the problem.

In a pure presidential system, voters elect a president to be head of government. The president appoints members of the Cabinet. The best-known regimes of this type are those of the United States and several Latin American Countries.

Another type of regime is the premier-presidential type. Here the president's powers include: the power to nominate a candidate to be prime minister, the right to dissolve parliament and call early elections. The best-known case of this regime type is France under the Fifth Republic.

The head of state in a "pure" parliamentary system is either a monarch or a president who is not elected by the people but usually by the parliament itself.

Ukraine is moving to the creation of a law-governed state. A cardinal updating of all basic branches of legislation accompanies this movement. The proposal is for the president to dismiss several important ministers, such as the prime minister and the ministers of foreign affairs, defense and interior, only with the approval of parliament. The president could appoint and dismiss other ministers.

Task 1. Answer the questions:

1. What is the main problem on the way to law-governed society?
2. What is the chief question within the problem?
3. In what system do the voters elect a president to be the head of government?
4. Give the examples of countries with presidential system of government.
5. What are the presidential powers in the countries of premier-presidential type?
6. What type of regime is there in France? In the USA?
7. Describe a "pure" parliamentary system.
8. What proposals are there in Ukraine on the way of creation of a law-governed state?

Task 2. Decode the words:

tesat, erup, dahe, tperisend, tpalienma, ermintis, gislealiont, aptoinp, chmoarn, eltec.

Task 3. Complete the gaps:

k _ _	f _ _ _ _ gn
r _ g _ _ _	d _ _ _ n _ _
_ o _ e _	a _ _ ro _ _ l
c _ o _ c _	ca _ _ _ _ t

Task 4. Guess the words:

1. A head of the state.
2. The main minister.
3. The chief document of the country.
4. A person who votes.
5. A process when people vote for somebody.
6. Group of ministers.
7. Group of deputies.
8. A person who is voted for.

INTERNATIONAL LAW: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

It was on December 10, 1948, that the General Assembly of the United Nations adopted the Universal Declaration of Human Rights. During the last 20 years the Declaration has become a living document, which is likely to exert an increasing influence in the years to come.

One of the purposes for which the United Nations was created was to achieve international cooperation “in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion”.

The major portion of the declaration is devoted to two broad categories of rights: 1) personal, civil and political rights; 2) economic, social and cultural rights.

General Principles. The first article lays down the main principle of the Declaration: all human beings are born free and equal in dignity and rights. The second one states that “everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as colour, political or other opinion, national and social origin, property, birth and other status.

Task 1. Answer the questions:

1. When was the Universal Declaration of Human Rights adopted?
2. What organization adopted it?
3. Is it an important document?
4. What was the reason for creating the United Nations?
5. What main categories of rights is the declaration devoted to?
6. What is the main principle of the first article?
7. Do all the people have equal rights?

Task 2. Complete the puzzle using definitions:

1. D _ _ _ _ _ _ _ _ _ _
2. _ _ g h _ s
3. _ u r _ _ _ _
4. p _ _ _ _ _ _ l
5. _ _ m a _
6. f r _ _ d _ m

Definitions:

1. The main international document about human rights.
2. The things we can do.
3. The synonym of the word “aim”.
4. The same as “individual”.
5. Concerning people.
6. The most precious thing we have.

Task 3. Complete the statement using as many words as you can:

All people have equal rights without distinction as to ...

Task 4. Translate the sentences into English:

1. У грудні 1948 року була прийнята Декларація прав людини.
2. Україна поважає Декларацію прав людини.
3. Всі люди повинні мати рівні права незалежно від раси, статі, мови чи релігії.
4. Всі люди народжуються рівними перед законом.

CONSTITUTIONAL LAW

Constitution is the main law of the country. Only with the existence of an independent judiciary there will be any guarantee of the supremacy of the rule of law. In this area some positive steps have been taken: three higher courts are proposed - a Supreme Court of General Jurisdiction, a

High Economic Court (Arbitration Court) and a Constitutional Court. In an alternative proposal, two higher courts would remain: a Supreme Court of General Jurisdiction and a Constitutional Court. However, there is also a strong proposal for the establishment of the Supreme Court with several divisions, i.e., constitutional, general jurisdiction, and a division for specialized courts. The Procurator General is charged with interpreting and applying the law.

Work on the new Ukrainian Constitution began after the Declaration of Independence in August 1991. It was adopted in June 1996. The main human rights are listed in it: the right to life, the right to a court appeal in case of arrest or detention, the right of defendants to refuse to provide evidence against themselves and their family members. The Constitution should guarantee all the basic rights and freedoms provided by the Universal Declaration of Human Rights.

Task 1. Answer the questions:

1. What is the main law of the country?
2. Under what condition will the supremacy of the rule of law exist?
3. What are the proposals concerning the improving of the existing Constitutional Law?
4. What are the responsibilities of the Procurator General in the field of the Constitution?
5. When did the work on the new Ukrainian Constitution begin?
6. When was it adopted?
7. What are the human rights listed in the Constitution?
8. What is the aim of Constitution?

Task 2. Make up 4 types of questions to the sentence:

The Constitution was adopted in June 1996.

Task 3. Write the sentence in all the tenses you know:

The Constitution guarantees freedom.

Task 4. Write in English:

1. Верховний суд матиме декілька підрозділів.
2. Незалежність України була проголошена в серпні 1991 року.
3. Існує багато прав людини.
4. Конституція гарантує право на життя та свободу слова.
5. Основні права людини забезпечуються Універсальною Декларацією прав людини.

Task 5. Write 10 words from the text with missed letters.

Let your group mates fill in.

Task 6. Translate the sentences into English:

1. Конституція – це основний закон держави.
2. Є три вищі суди – Верховний суд, Арбітражний суд та Конституційний суд.
3. Генеральний прокурор піклується про тлумачення закону.
4. Основне право людини є право на життя.

CHURCH LAW

During history there were many violations of human rights in the field of religious freedom. Hundreds of believers in the former Soviet Union faced severe harassment. Several million of people were arrested by the outbreak of World War II. All monasteries and seminaries and most places of worship had been forcibly closed. Until the 1980's the life of the church was cheerless: the clergy had no rights and even the existing, rather discriminatory laws, were constantly violated. The authorities insisted that in big parishes the priests prepared to praise Brezhnev's regime were assigned. Commissioners of the Council for religious affairs sent optimistic reports to the Kremlin. The Church lost prestige, especially among the young.

Now the states of the former Soviet Union enjoy a renaissance: churches and seminaries are opened, charity is allowed. But there are still some problems: the church has not yet been granted the status of a juridical person and thus many of its charity funds are illegal. It has yet to be decided where our parishioners are supposed to get their religious instruction.

Task 1. Answer the questions:

1. Were there any violations of the religious rights of people during history?
2. When were they the most severe?
3. What were they?
4. What was Brezhnev's policy?
5. What is the state of churches nowadays?
6. What are the main modern problems?

Task 2. Match synonyms:

freedom	to detain
former	to violate
to arrest	independence
to break	sad
the outbreak	continuously
cheerless	to present with
constantly	previous
to grant	the beginning

Task 3. Find the following groups of words in the text:

<i>Religion</i>	<i>Legal Terms</i>

Task 4. Look at the table and learn 4 types of questions in English:

Types of questions (типи питань)	Definitions	Examples
General questions (загальні)	Питання, на які можна відповісти словами yes або no.	Do you like this film?
Special questions (спеціальні)	Питання, що починаються питальними словами what (що), who (хто), where (де), how many (скільки)	Where do you live?
Alternative questions (альтернативні)	Запитання вибору. Складаються з двох частин, з'єднаних сполучником or.	Is he a doctor or an engineer?
Disjunctive questions (розділові)	Питання-“перепитування” (Чи не так?)	You speak English well, don't you?

Task 5. Study the following examples and define the type of the question:

1. He is seldom late, isn't he?
2. Where are you going?
3. Can you help me?
4. Do you work or study?
5. Why are you smiling?
6. Are you tired?
7. This is a nice city, isn't it?
8. Is she going home or to the institute?

Task 6. Write the sentences in the interrogative form:

1. Every country has a particular legal system.
2. Many countries were dissatisfied with the common law.
3. Common law in England differs from Continental law.
4. There are two main traditions of law in the world.
5. We can understand the legal system if we look at the history of the country.

LAWMAKING

Not long ago the Supreme session approved several laws and resolutions concerning courts in Ukraine. They are: on the procedure of appealing unlawful actions of state administration bodies and officials, on liability for contempt of court and some others. History teaches us that it is not enough to make progressive laws; there is also a need to ensure that they be fulfilled. Courts are institutions responsible for that.

The grandeur of democracy lies in the fact that both the citizen and the state are equal before the law. The newly adopted law "on the procedure of appealing" provides a serious basis under this equality. Both sides can compete on equal terms, and the court is in duty to listen to the arguments of both.

The problem of lodging a complaint in court was that a citizen could lodge a complaint solely against a personal action by an official; he (she) is helpless when it comes to a collective decision of some organization. Now the right to lodge a complaint in court against both individual and a collective decision by officials and state administration bodies has been assured. Although, of course, practice alone will reveal all merits and defects of lawmaking in full measure.

Task 1. Answer the questions:

1. What are the new laws and resolutions approved by the Supreme session?
2. Is it enough just to make progressive laws?
3. What organizations are responsible for ensuring that laws be fulfilled?
4. Are citizens and the state equal before the law?
5. What was the problem of lodging a complaint against officials?
6. Is the problem solved now?

Task 2. Match verbs and nouns:

to approve	a basis
to lodge	arguments
to provide	merits and defects
to reveal	laws
to listen to	a complaint

Task 3. Put the words in the correct order:

1. citizens/equal/and/state/the/both/are/the/before/law.
2. necessary/is/it/that/be/fulfilled./laws/the

Task 4. Write sentences in all the Indefinite, Continuous and Perfect Tenses:

1. The Supreme Session approved several laws.
2. The court listens to the arguments.

Task 5. Translate the sentences into English:

1. Закони повинні бути прогресивними.
2. Дуже важливо, щоб закони виконувалися.
3. Основна вимога демократії полягає в тому, що громадяни і держава є рівні перед законом.
4. Обидві сторони виступають на рівних правах.
5. Суд зобов'язаний вислухати аргументи обох сторін.
6. Практика виявляє всі вади законотворчості.
7. Суди відповідальні за виконання законів.

LEGAL CASES

Constitutional Law

Plot

During the press conference, the judge of the Constitutional Court of Ukraine drew attention to the institution of constitutional complaint in Ukraine, namely, a significant impact on the functioning of the institution of constitutional complaint is exerted by a large percentage of refusals to initiate proceedings on constitutional complaints. In particular, subjects began to apply to the Constitutional Court of Ukraine in 2016; however, the actual consideration was initiated in 2018, which indicates a significant burden on the body of constitutional jurisdiction of Ukraine. In 2018, out of 690 constitutional complaints, 426, i.e., 62%, were returned to the petition authors as not meeting the form.

1. In which case can a constitutional complaint be filed?

- 1) In any case, the legislation does not provide for any conditions.
- 2) In the event of a refusal to a person by the European Court of Human Rights.
- 3) If all other national remedies have been exhausted.
- 4) In the event of a refusal to a person by the Verkhovna Rada Commissioner for Human Rights.

2. Which definition most fully characterizes the regulation of a constitutional complaint?

- 1) A written petition was submitted to the Court to verify compliance with the Constitution of Ukraine (constitutionality) of the law of Ukraine (its provisions) that was applied in the final court decision in the case of a legal entity.
- 2) a written petition submitted to the Court to provide an opinion on the compliance with the Constitution of Ukraine of a valid international treaty of Ukraine or an international treaty submitted to the Verkhovna Rada of Ukraine for consent to its binding nature.
- 3) a written petition submitted to the Court to declare the act (its provisions) unconstitutional.
- 4) A written petition was submitted to the Court on compliance with the draft law on amendments to the Constitution of Ukraine with the requirements of Articles 157 and 158 of the Constitution of Ukraine.

3. Which of the following is the subject of constitutional review of a constitutional complaint, and under what conditions?

- 1) The law (its separate provision) applied in a final court decision regarding a specific person.
- 2) Any regulatory legal act applied in a final court decision regarding a specific person.
- 3) The law (its separate provision) applied in a final court decision regarding an unspecified group of persons.
- 4) Any regulatory legal act that concerns the rights and freedoms of man and citizen regardless of its application.

What are the typical errors when filing constitutional complaints?:

a summary of the final court decision, in which the relevant provisions of the law of Ukraine were applied.

challenging the unconstitutionality of the court decision and not the law applied in the final court decision.

challenging unconstitutionality due to the lack of legislative regulation.

challenging the actions or inaction of state authorities.

substantiation of the allegations regarding the unconstitutionality of the law of Ukraine (its provisions) with an indication of which of the human rights guaranteed by the Constitution of Ukraine, in the opinion of the subject of the right to a constitutional complaint, was violated as a result of the application of the law.

indication of information about the authorized person acting on behalf of the subject of the right to a constitutional complaint.

Description of the course of consideration for the relevant case in the courts.

5. Arrange the elements of the constitutional complaint in the correct sequence:

- 1) information about the documents and materials to which the subject of the right to a constitutional complaint refers, with the provision of copies of these documents and materials;
- 2) a summary of the final court decision in which the relevant provisions of the law of Ukraine were applied;
- 3) specific provisions of the law of Ukraine that must be checked for compliance with the Constitution of Ukraine, and specific provisions of the Constitution of Ukraine for compliance with which the law of Ukraine must be checked;
- 4) surname, first name, patronymic (if any) of a citizen of Ukraine, foreigner or stateless person, address of the person's registered place of residence (for a foreigner or stateless person - place of stay) or full name and location of a legal entity, as well as telephone number, e-mail address, if any;

6. Find the correspondence between the calculation of the terms of constitutional proceedings?

1) The term of constitutional proceedings shall not exceed	A) six months
2) The Judge Rapporteur in the case shall examine the appeal to the Court within the term from the date of his/her appointment as the Judge Rapporteur in the case. B	B) one month 3
3) The Board shall issue a decision to initiate constitutional proceedings in the case or to refuse to initiate constitutional proceedings in the case from the date of appointment of the Judge Rapporteur no later than B	C) twenty days 2
	D) one year

Criminal Processing Law

Plot

During the pre-trial investigation in criminal proceedings under Part 2 of Article 149 of the Criminal Code of Ukraine (human trafficking committed by a group of persons in a prior conspiracy), Savchenko, whom the officials of the pre-trial investigation bodies suspected of involvement in the commission of crimes, left Ukraine. To initiate the extradition of Savchenko as a person who committed a criminal offense, the investigator prepared a petition for his extradition to Ukraine and submitted it to the Prosecutor General's Office.

At the same time, the law enforcement agencies of Ukraine received a notification from the competent authorities of a foreign state about their investigation into the facts of human trafficking committed by a group of persons, information about which may be contained in the materials of the aforementioned criminal proceedings under Part 2 of Article 149 of the Criminal Code of Ukraine.

Subsequently, the Prosecutor General's Office received a request from a foreign state for the extradition of Romanov in connection with suspicion of involvement in the facts of human trafficking. Romanov's detention was entrusted to the investigator conducting the pre-trial investigation in the criminal proceedings against Savchenko. Romanov was subsequently detained, and an extradition arrest was applied against him. The Prosecutor General's Office decided to extradite Romanov to a foreign state. Romanov's defense attorney appealed this decision.

I. Tasks with four answer options, of which only one is correct:

1. In what order is a request for the extradition of a person (extradition) submitted to the relevant central body of Ukraine?

1. Directly by the entity authorized to file the request.

2. Through the relevant regional prosecutor's office.
3. Through the relevant local court.
4. Through the relevant regional representative office of the Ministry of Justice.

2. Who carries out the detention on the territory of Ukraine of a person wanted by a foreign state in connection with the commission of a criminal offense?

1. A representative of the Commissioner of the Verkhovna Rada of Ukraine for Human Rights.
2. An authorized person of the competent authority of a foreign state.
3. An authorized official.
4. An investigating judge.

II. Tasks with seven answer options, of which only three are correct:

3. Which subjects prepare a request for the extradition to Ukraine of a person who has committed a criminal offense? Choose three correct options from the following.

1. Investigator.
2. Head of the pre-trial investigation body.
3. Head of the inquiry body.
4. Prosecutor, who supervises compliance with laws during the pre-trial investigation.
5. The relevant central body of Ukraine.
6. Investigating judge.
7. The court considering the case.

4. Who can appeal a decision on the extradition of a person (extradition)? Choose three correct options from the following.

1. Investigator.
2. Head of the pre-trial investigation body.
3. Prosecutor.
4. The central body of Ukraine for the extradition of a person (extradition).
5. The person in respect of whom the decision has been made.
6. The defense counsel of the person for whom the decision has been made.
7. The legal representative of the person in whom the decision has been made.

III. Tasks requiring determination of sequence/priority

5. Indicate the correct sequence of procedural actions for extradition of a person who has committed a criminal offense (extradition).

Sequence options:

1. Preparation and submission of a request for international legal assistance to the authorized (central) body of Ukraine → Consideration of the request for international legal assistance by the authorized (central) body of Ukraine → Execution of the request for international legal assistance in a foreign state.
2. Preparation of a request for the extradition of a person → temporary extradition of a person → Conduct of an extradition check → Extradition of a person (extradition) → appeal against the decision to extradite a person.
3. Sending a request for the extradition of a person →, checking the circumstances that may prevent extradition →, making a decision on the request →, transferring such a person to the jurisdiction of the requesting state.
4. Receiving and considering a request for international legal assistance →, deciding to grant or refuse to grant the request →, executing the request →, completing the procedure for providing international legal assistance.

IV. Task requiring determination of compliance

6. Establish a correspondence between the name of the procedural action concerning the extradition of persons who have committed a criminal offense (extradition) and its content.

	A	Б	В	Г
1				
2				
3				
4				

1. Extradition. - B
2. Extradition check. - B
3. Extradition arrest. - A
4. Temporary arrest. – D

A. Apply a preventive measure by keeping a person in custody to ensure his extradition (extradition).

B. Activities of bodies specified by law to establish and investigate circumstances provided for by an international treaty of Ukraine and other acts of Ukrainian legislation that may prevent the extradition (extradition) of a person who has committed a crime.

C. Extradition of a person to a state by whose competent authorities this person is wanted for criminal prosecution or execution of a sentence.

D. Taking into custody a person wanted for committing a crime outside Ukraine for a period determined by the Code of Criminal Procedure or an international treaty of Ukraine until receiving an extradition request (extradition).

Labor Law

Plot

S. sued the court for reinstatement as a state-owned enterprise's director and compensation for earnings loss during forced absenteeism. He was dismissed by order of the relevant ministry based on clause 8 of article 36 of the Labor Code since he did not achieve the indicators of efficiency of use of state property and profit, as well as the property condition of the enterprise, stipulated in the contract. Failure to meet these indicators was established in the contract as grounds for its termination. The Ministry filed a counterclaim for compensation for losses caused by the unprofessional management of the enterprise and the director's irresponsible attitude to the performance of official duties.

When considering the case, the court established that a contract was concluded with S. with conditions on its term of validity, working hours and rest periods, requirements for preserving state property, rights, obligations, and responsibilities of the parties, etc. On the day of dismissal, he was issued a certificate of incapacity for work.

1. Determine the sequence of actions in the procedure for concluding an employment contract:

3, 4, 2, 1 (Article 24 of the Labor Code).

1. notification of the executive body for the administration of the single contribution to mandatory state social insurance about the employment of an employee;
2. issuance of an order (order) on the employment (hiring) of an employee;
3. provision by the person applying for work of the necessary documents;
4. visas of certain officials and a resolution of the owner or official with the right to employ.

2. Determine the correspondence of the form of contractual regulation to the type of relations that it can regulate:

A-3; B-1; B-2.

- A. Collective agreement
- B. Contract
- C. General Agreement
- D. Employment contract with unfixed working hours

Additional grounds for dismissal.

- 2. Level of employment of the population.
- 3. Changes in the organization of production and labor.

3. Identify three of the seven grounds for termination of an employment contract, which are specified in the Labor Code as grounds for termination of an employment contract (contract) at the initiative of the employer:

- 1. transfer of an employee, with his consent, to another enterprise, institution, organization, or transfer to an elected position;
- 2. reinstatement of an employee who previously performed this work;
- 3. grounds provided for by an employment contract with unfixed working hours, contract;
- 4. theft of the employer's property (including small items) at the workplace, established by a court verdict that has entered into legal force or by a resolution of a body competent to impose an administrative penalty;
- 5. absence of an employee at work and information about the reasons for such absence for more than four consecutive months;
- 6. refusal of the employee to be transferred to another location together with the enterprise, institution, or organization, as well as refusal to continue work due to changes in essential working conditions;
- 7. appearing at work in a state of intoxication, drug or toxic intoxication.

4. The scope of application of the contract is determined by:

- 1. the parties to the contract;
- 2. the laws of Ukraine;
- 3. acts of the Cabinet of Ministers of Ukraine;
- 4. acts of social dialogue.

5. The contract with the employee may establish the following conditions by agreement of the parties:

- 1. on the mandatory extension of the contract for the same period, if the employee insists on this upon the expiration of the contract;
- 2. on termination of the contract, including early termination;
- 3. on the mandatory validity of the terms of the contract in the event of the employee being transferred to another job with this employer;
- 4. about the age of the employee, from which the conclusion of the contract is allowed.

6. Does the employer have the right to terminate the employment contract with the employee on the grounds provided for in the contract (clause 8, article 36 of the Labor Code) if, on the day of dismissal, he was in a state of temporary incapacity for work, duly confirmed:

- 1. has the right, provided that the dismissal is approved by the trade union committee;
- 2. has the right;
- 3. has the right, if the parties have indicated this in the contract;
- 4. does not have the right.

Plot

T. was hired by transfer from another enterprise. At his new enterprise, he was appointed head of a structural unit located in a different locality, with a warning that he would be responsible for all the

property of this unit. Subsequently, he was held fully liable, money was withheld to cover material damage, and he was transferred to another job in this unit. T. refused to start working in the position to which he had been transferred and, therefore, was dismissed for absenteeism. He appealed the dismissal, which held him financially liable in court. During the case, it was established in court that no agreement on entire financial liability had been concluded with him and that he had not accepted material assets for reporting. In addition to reinstatement, he demanded compensation from the employer for loss of earnings during the forced absenteeism and reimbursement of expenses and other compensation in connection with being hired in another locality.

1. Determine the sequence of actions in the procedure for holding an employee liable:

2, 1, 4, 3.

1. determining the type of material liability by the amount of damage;
2. establishing the fact of causing material damage;
3. issuing an order or filing a claim with the court for compensation;
4. determining the amount of material damage.

2. Determine the correspondence of the method of determining the amount of material damage to the type of action for causing damage:

A)-3; B)-1; C)-2. (Article 135-3 of the Labor Code).

A) for actual losses, based on

B) at prices in force in a given area on the day of compensation for damage

C) a separate procedure for determining the amount of damage, including in multiple calculations

Theft, shortage, accounting, intentional destruction, or intentional damage to material values

Damage to certain types of property and other values or their loss

Damage to an enterprise, institution, organization

Damage caused by theft or shortage of goods at catering enterprises

3. Indicate three cases that, under the Labor Code, are grounds for full material liability of an employee:

1. property and other values were received by an employee for reporting under a one-time power of attorney or other one-time documents;
2. damage was caused by joint actions of employees who are close relatives;
3. damage was caused by an employee who was in a state of narcotic or toxic intoxication;
4. the damage was caused by the actions of the employee, which have signs of acts prosecuted in criminal proceedings;
5. the employee who caused the damage was held financially liable by this employer within one year;
6. the damage was caused by an employee who was intoxicated;
7. the damage was caused to property of exceptional material value.

4. Labor disputes on bringing an employee to material liability may be considered by:

1. only courts;
2. conciliation commissions;
3. labor dispute commissions and courts;
4. only labor dispute commissions.

5. Employment in the order of transfer from another enterprise, institution, organization is carried out:

1. by issuing an order on acceptance to the enterprise to which the employee is transferred;
2. by dismissal from the first enterprise in the order of transfer to the second and acceptance to work at the second enterprise by prior agreement between the heads of the enterprises;
3. by dismissal from one enterprise and acceptance to another enterprise;

4. by submitting an application by the employee for transfer to another enterprise, which is mandatory for satisfaction.

6. Deductions from wages may be made:

1. only in cases provided for by the legislation of Ukraine;
2. only in cases established in the employment agreement (contract) of the employee;
3. only in cases provided for by the legislation of Ukraine and local regulatory acts;
4. only in cases provided for by the legislation of Ukraine and included in the employment agreement (contract) of the employee.

Civil Process

Plot

The judge of the Kryvyi Rih District Court of the Dnipropetrovsk Region opened proceedings on the claim of Malyshev against the limited liability company “Travel Professional Group” for the protection of consumer rights, for compensation for losses caused by non-fulfillment of the terms of the contract for the provision of tourist services and moral damage. The statement of claim was filed with the court at the plaintiff's place of residence.

LLC “Travel Professional Group” appealed to this court with a counterclaim for terminating the contract to provide tourist services.

Since the counterclaim met the requirements of Article 193 of the CPC, the judge accepted the counterclaim for joint consideration with the original claim.

1) What rule of territorial jurisdiction (jurisdiction) was applied to the plaintiff?

1. Jurisdiction by court decision.
2. Alternative jurisdiction.
3. Exclusive jurisdiction.
4. General territorial jurisdiction.

2) What rule of territorial jurisdiction (jurisdiction) was applied to the defendant's counterclaim?

1. Jurisdiction by court order.
2. Alternative jurisdiction.
3. Exclusive jurisdiction.
4. General territorial jurisdiction.

3) What types of jurisdiction do not exist?

1. Jurisdiction by court order.
2. Alternative jurisdiction.
3. Contractual jurisdiction.
4. General territorial jurisdiction.

4) A counterclaim has the following characteristics:

1. It is independent.
2. It cannot be considered without the original claim.
3. It is a means of defense for the defendant.
4. It provides for the possibility of refuting the original claim.
5. It is unrelated to the original claim's territorial jurisdiction.
6. It is filed simultaneously with the initial claim.
7. It must be of a property nature.

5) Give the correct sequence of signs of jurisdiction:

1. The nature of the legal relationship.
2. The subject matter of the case.

3. The absence of an arbitration agreement between the parties.

6) In which act are the features of civil jurisdiction revealed:

1. In the Constitution of Ukraine.
2. In the Civil Procedural Code of Ukraine.
3. In the Convention for the Protection of Human Rights and Fundamental Freedoms.
4. In the Civil Code of Ukraine.

Plot

Savchenko P. filed a lawsuit against Kholodny M. to reclaim his Toyota Camry car from someone else's illegal possession. The car was stolen from him and a year later found by the police at the defendant's. The court opened proceedings in the case. In response to the statement of claim, the defendant stated that he purchased this car from Bondarenko A., providing relevant documents. The day before the first hearing on the case, the court received a statement of claim from the insurance company "Zeus-Insurance," in which the company requested to be allowed to participate as a third party claiming independent claims regarding the subject of the dispute. In support of its position, the insurance company stated that Savchenko P. insured the Toyota Camry car. After it was stolen, the insurance company paid him its value, after which, following the terms of the contract, all property rights to the car in the event of its discovery passed to the insurance company. The court allowed the insurance company to participate in the case as a third party, claiming independent claims regarding the subject of the dispute.

1) What rule of territorial jurisdiction (jurisdiction) was applied to the third party?

1. Jurisdiction by court order.
2. Alternative jurisdiction.
3. Exclusive jurisdiction.
4. General territorial jurisdiction.

2) According to this plot, the plaintiff implemented the rule:

1. Contractual jurisdiction.
2. Conditional jurisdiction.
3. Imperative jurisdiction.
4. Alternative jurisdiction.

3) The current legislation does not provide for:

1. Contractual jurisdiction.
2. Conditional jurisdiction.
3. Imperative jurisdiction.
4. Alternative jurisdiction.

4) A third-party claim has the following features:

1. It is independent.
2. Cannot be considered without an initial claim.
3. Is a means of protecting the interests of a third party.
4. Provides for the possibility of refuting the initial claim.
5. Is not related to the territorial jurisdiction of the initial claim.
6. Is filed simultaneously with the initial claim.
7. Must be of a property nature.

5) Give the correct sequence of signs of jurisdiction:

1. The nature of the legal relationship.
2. The subject composition of the case.
3. The absence of an arbitration agreement between the parties.

6) In which act are the features of civil jurisdiction disclosed:

1. In the Constitution of Ukraine.
2. In the Civil Procedure Code of Ukraine.
3. In the Convention for the Protection of Human Rights and Fundamental Freedoms.
4. In the Civil Code of Ukraine.

Plot 2

Criminal Law

Plot

From 2020 to 2021, Marina used her minor son Mykhailo to beg for money from strangers at the train station to make a profit. At the same time, Mykhailo was always near her, which caused pity and mercy among passers-by, in connection with the fact that passers-by gave them money.

So in June-July 2020, Marina and her minor son Mykhailo begged for money and food from passers-by at the Uzhhorod railway station. According to Marina, since she did not have the funds to rent housing in Uzhhorod, she and her son Mykhailo spent the night on the street near the railway station. Accordingly, no proper social and living conditions were created for the minor Mykhailo.

In particular, from December 2020 to February 2021, while at railway stations and on trains connecting Beregovo-Khust, Marina used her son Mykhailo to beg for money from strangers.

In addition, it was established that because Marina used her minor son to beg for money, she did not provide him with the necessary conditions for primary socialization and education; in particular, from September 1, 2020, to December 2021, she did not send him to school, did not provide him with home education, which led to the fact that Mykhailo cannot write and read and suffers from a significant delay in intellectual, psychological and physical development.

At the court hearing, Marina fully admitted her guilt and explained that she lives with her minor son, whom she raised alone. The defendant does not have a job. She does not receive financial assistance from the state since she does not have the appropriate documents. To earn money to support the family, together with her son, she begged for money from strangers. At the same time, her son Mykhailo did not attend school. She sincerely repented of her actions, promised not to break the law again, and asked the court not to punish her severely. She stated that her son was already attending school and that she was paying more attention to his upbringing.

1.1. How should Marina's actions be qualified?

- a) Exclusively under Part 3 of Article 150-1 of the Criminal Code on the grounds of using a minor child for begging, which caused moderate bodily harm.
- b) Under Part 1 of Article 150-1 of the Criminal Code and Article 166 of the Criminal Code on the grounds of using a minor child for begging and causing serious consequences as a result of the parents' malicious failure to fulfill their obligations to care for the child.
- c) Exclusively under Part 2 of Article 150 of the Criminal Code on the grounds of exploitation of a child if it caused significant harm to the child's health, physical development, and educational level.
- d) Under Part 1 of Article 150-1 of the Criminal Code and Part 2 of Article 150 of the Criminal Code on the grounds of exploitation of a child for begging, if it caused significant harm to the child's health, physical development, and educational level.

1.2. What mandatory feature characterizes the use of a minor child for begging?

- a) Systematic use of a minor child for begging.
- b) The presence of a previous administrative conviction for using a minor child for begging.
- c) Causing significant harm to the health, physical development, and/or educational level of the child as a result of the use of a minor child for begging.
- d) Using one's minor child for begging.

1.3. Who is a victim of the use of a minor child for begging?

- a) A minor child, i.e., someone who has not reached the age of 14.
- b) A minor child, i.e., someone who has not reached the age of 11.
- c) A minor child, i.e. a person who has not reached the age at which employment is permitted by law.
- d) A minor, i.e. a person under the age of 16.

1.4. Which of the following signs characterize serious bodily harm?

- a) Long-term health disorder.
- b) Irreversible disfigurement of limbs.
- c) Significant permanent disability for more than 3 weeks.
- d) Significant permanent disability of less than one-third.
- e) Danger to life at the time of the commission.
- e) Permanent disability of not less than one-third.
- f) Mental illness.

1.5. Which of the following signs characterize the commission of a criminal offense by an organized group?

- a) Several people (three or more) participated in its preparation or commission.
- b) The participants previously organized themselves into a stable association to commit this and other (other) criminal offenses.
- c) A single plan unites all offenses committed by such a group.
- d) The purpose of creating such a group is to commit serious or especially serious crimes.
- e) The number of participants in such a group is five or more.
- e) The hierarchy of such a group.
- f) All participants in such a group must be executors.

1.6. In the case of qualifying the act committed by Marina as a set of criminal offenses, arrange the stages of imposing a sentence in the correct sequence.

- a) Imposing a sentence for each criminal offense committed by Marina (main and additional).
- b) Imposing a final sentence for a set of criminal offenses by absorbing a less severe sentence with a more severe one or by fully or partially adding the imposed sentences.
- c) Transferring a less severe punishment to a more severe one (if necessary).
- d) Proving the guilt of the accused during the trial for the committed criminal offenses.
- e) Substantiating a specific type and amount of punishment for the committed criminal offenses.

1.7. What forms of complicity do the following signs correspond to?

- a) Committing a criminal offense by a group of persons.
- b) Committing a criminal offense by a group of persons before the conspiracy.
- c) Committing a criminal offense by an organized group.
- d) Committing a criminal offense by a criminal organization.

1. Conspiracy to jointly commit a criminal offense occurs during its commission (execution of its objective side).

2. The number of participants acting by prior collusion is several persons (two or more).

3. Hierarchy of the association of several persons.

4. The number of participants acting without prior collusion is necessarily several persons (five or more).

5. The presence of a single plan that unites a stable association of several persons (three or more).

Plot

Peter, who worked as a cashier at a private enterprise, needed 50 thousand UAH to complete the renovation of his apartment. Intending to illegally withdraw this amount of money from the cashier's safe, to which he had access and for which he had the keys, Peter secretly withdrew 5

thousand UAH from the safe for two months once a week after the end of working hours, when all the employees left their workplaces. During this period, he withdrew 40 thousand UAH from the safe. When Peter tried to withdraw another amount of money from the safe, he was detained, and the 40 thousand UAH that he had withdrawn from the safe but had not yet spent was returned to the enterprise.

3.1. How should the actions committed by Peter be qualified?

- a) As theft combined with breaking into a storage facility.
- b) As an attempt to appropriate property that was entrusted to the guilty party or was in his possession.
- c) As an attempt to appropriate property entrusted to the guilty party or in his possession.
- d) As an attempt to commit theft combined with breaking into a storage facility.

3.2. How can the actions committed by Peter be characterized?

- a) As a single criminal offense with a formal component.
- b) As a single continuing criminal offense.
- c) As a criminal offense committed repeatedly.
- d) As a single continuing criminal offense.

3.3. What basic punishment does the court have the right to impose on Peter if the sanction of the article under which he was convicted provides for such types of punishment as fine or corrective labor, restriction of liberty, or imprisonment?

- a) A fine, but not more than two-thirds of its maximum amount, established in the sanction.
- b) Correctional labor, but not more than half of its maximum term, established in the sanction.
- c) Restriction of liberty, but not more than half of its maximum term, established in the sanction.
- d) Deprivation of liberty, but not more than two-thirds of its maximum term, established in the sanction.

3.4. Under what conditions can Peter be recognized as the subject of a criminal offense committed by him?

- a) If selfish motives guided him during the commission of the criminal offense.
- b) When he reaches the age from which criminal liability begins.
- c) If there is a direct specific intent in his behavior.
- d) If there is a causal connection between the act he committed and its consequences.
- e) Provided that at the time of committing the criminal offense he was sane.
- e) Provided that he had not reached retirement age at the time of committing the criminal offense.
- f) Provided that at the time of committing the criminal offense, he was endowed with the features of a special subject.

3.5. what features characterize the subjective side of the criminal offense committed by Peter?

- a) Indirect indefinite intent.
- b) Self-serving motives and purpose.
- c) Direct indefinite intent.
- d) Direct, definite intent.
- e) Direct sudden intent.
- e) Direct premeditated intent.
- f) Motives devoid of selfish orientation.

3.6. In what sequence will the court decide the issue of Peter's conditional early release from serving the sentence imposed on him?

- a) Did the convict prove his correction while serving the sentence?
- b) What part of the main sentence was served by the convict?
- c) What type of primary and additional sentence was the convict sentenced to?

- d) Is the convict eligible for parole and early release from serving an additional sentence?
- e) For what degree of severity was the criminal offense convicted?

3.7. What factors (elements) constitute the basis for replacing the unserved part of the sentence with a milder one if the court applies such a replacement to the convict Peter?

- a) Type of the main sentence.
- b) Type (nature) of the criminal offense committed.
- c) Type of the additional sentence.
- d) Part of the served term of the main sentence.

1. Petition of the convict to replace the unserved sentence with a milder one.
2. The convict's entry into the path of correction.
3. Petition of the body (institution) executing the sentence to apply the replacement of the unserved sentence.
4. Proof by the convict of his correction while serving the sentence.
5. The presence of a mental or other serious illness on the part of the convict.

Grammar explanation

АРТИКЛЬ

Three little words you often see
Are articles – *A, An, and The*

В англійській мові іменники вживаються з артиклями, які не перекладаються і не наголошуються. Артиклі є: неозначені та означені.

Неозначений артикль має дві форми: *a* або *an* і вживається тільки в однині. Артикль *a* стоїть перед словом, що починається з приголосного: a **t**able, a **n**ew table, a **h**undred. Артикль *an* стоїть перед словом, що починається з голосного: an **a**pple, an **E**nglish word.

Wait **an** hour.

He is **an** honorary doctor of law.

Якщо в однині перед іменником стоїть артикль *a* або *an*, то у множині ці іменники стоять без артикля: a street – streets, some streets; an apple – apples, any apples.

There is **a** long street in our town.

There are **some** streets in our town.

Означений артикль має одну форму *the*, яка вимовляється двоюко: як перед словами, котрі починаються з приголосного – the **b**ook, і як перед словами, котрі починаються з голосного – the **u**ncle, the **E**nglish word.

Артикль *the* вживається з іменниками в однині та в множині: the son – the sons; the sun, the USA, the Thames, the spectacles.

ІМЕННИК

A noun is the name of anything
As *Academy, Garden or King.*

Рід іменників

У словнику іменники позначаються латинською буквою *n*, котра ставиться після іменника: garden *n* – сад.

В англійській мові іменники є чоловічого, жіночого та середнього роду, але рід не є категорією граматичною, а чисто смисловою. Іменники, котрі означають живі істоти чоловічої статі, є чоловічого роду: a man (he); іменники, котрі означають живі істоти жіночої статі, є жіночого роду: a woman (she); іменники, котрі означають неживі предмети, є середнього роду: a house (it – він), an academy (it – вона), a town (it – воно). Про тварин можна говорити як про живі істоти відповідної статі і як про такі, що належать до середнього роду:

a horse (he = it – він)

a cow (she = it – вона)

До винятків належать також назви засобів водного транспорту та назви країн, займенником для яких служить слово *she*:

a ship – корабель (she – він)

a boat – човен (she – він)

England – Англія (she – вона)

Chile – Чиле (she – воно)

Деякі іменники можуть називати осіб чоловічого та жіночого роду: a teacher – *вчитель, вчителька*. У таких випадках для розрізнення осіб чоловічої і жіночої статі до відповідних іменників додають окремі слова, як *boy, male* – для чоловічого, та *girl, female* – для жіночого:

a student – студент, студентка

a male student – студент

a female student – студентка

У назвах тварин рід часто позначають особовим займенником *he* або *she*:

a goat – коза	a he-goat – цап, козел
a wolf – вовк	a she-wolf – вовчиця
a duck – качка	a he-duck – селезень

Множина іменників

Іменники, які можна порахувати, вживаються в однині (*singular*) та у множині (*plural*):
a cow – корова, cows – корови, *але* milk – молоко.

1. Множина іменників утворюється додаванням закінчень *-s* або *-es* до форми в однині, які вимовляються як [s], [z] або [Iz]: a book – books [s], a day – days [z], a class – classes [Iz], a box – boxes [Iz].

2. Іменники, котрі в однині закінчуються на *-f* та *-fe*, мають у множині закінчення *-es*, а приголосний *-f* змінюється на *-v*: a leaf – leaves, a wolf – wolves, a knife – knives.

3. В іменниках, що в однині закінчуються на *-y* з попереднім приголосним, у множині *-y* змінюється на *-i* та додається закінчення *-es*: a city – cities, a faculty – faculties, a body – bodies, *але* a day – days.

4. З відхиленням від норми утворюють множину такі іменники:

a man – men людина, чоловік	a foot – feet нога, ступня
a woman – women жінка	a goose – geese гуска
a child – children дитина	a mouse – mice миша
an ox – oxen віл	a sheep – sheep вівця
a tooth – teeth зуб	a deer – deer олень

Вживання артиклів

Вживання неозначеного артикля

Неозначений артикль з наступним іменником вживається у таких випадках:

1. При першому називанні предмета чи особи:

This is *a room*.

2. Після звороту there is (there was, there will be):

There is *a car* in the yard.

There was *a garden* before the house.

Після звороту there are (there were, there will be) іменники стоять у множині і вживаються без артикля:

There is *a book* on the table. На столі є книжка.

There are *books* on the table. На столі є книжки.

3. Перед іменною частиною присудка:

He is *a judge*. Він суддя.

He is *a young judge*. Він молодий суддя.

4. В окличних реченнях після слів what *який*, а також після слів such *такі*, quite *зовсім*:

What *a pretty girl*! Яка гарна дівчина!

He is still quite *a child*. Він ще зовсім дитина.

5. Коли неозначений артикль має значення *один*:

Wait *a minute*. Почекай (одну) хвилину.

A hundred – (одна) сотня.

Коли неозначений артикль означає *будь-який, всякий*:

A man must die. Людина повинна померти.

Вживання означеного артикля

Означений артикль з наступним іменником вживається у таких випадках:

1. При повторному називанні предмета або якщо з попередньої ситуації зрозуміло, про який предмет іде мова:

I see *a door*. *The door* is white. Я бачу двері. (Ці) Двері білі.

Open *the door*, please. Відчини двері, будь ласка.

2. Перед прикметниками у найвищому ступені:

It is *the warmest place* in Ukraine.

3. Перед порядковим числівником:

The first of April is an all Fools' day.

4. Перед іменниками, які означають предмети, єдині в своєму роді, наприклад, *the sun, the moon, the earth, the sky*:

There was no cloud *in the sky*. На небі не було ні хмаринки.

Відсутність артикля перед іменниками

Жодний артикль з наступним іменником не вживається у таких випадках:

1. Якщо перед іменником стоїть присвійний, вказівний чи питальний займенник: *my motherland, this village; What book? Яка книжка?*, а також займенники *some, any, no, each, every: some students, no problem, every day*.

2. Якщо в однині мав стояти неозначений артикль, то у множині іменник стоїть без артикля:

My friend is a student. Мій товариш – студент.

My friends are students. Мої друзі – студенти.

3. Перед назвами днів тижня, місяців і пір року з прийменниками *on, in: on Sunday, in May, in winter*, але *in the winter of 2004*.

4. У певних словосполученнях: *at night вночі, by train поїздом, to go to bed лягати спати, from time to time час від часу*.

5. Артикль не вживається, якщо перед іменником стоїть інший іменник уприсвійному відмінку:

Ukraine's laws – закони України.

Great Britain's laws – закони Великої Британії

Окремі випадки вживання артикля

Є багато випадків, коли вживання артикля має свої особливості:

1. Іменники, які є назвами речовин, вживаються без артикля:

Milk is a white liquid. Молоко – біла речовина.

Якщо ж мова йде про певну частину речовини, іменник вживається з означеним артиклем:

Give me the milk, please. Дай мені, будь ласка, молоко.

2. Незлічувані абстрактні іменники вживаються без артикля:

People like freedom.

3. Імена, прізвища, а також клички тварин вживаються без артикля: *Tony Blair, Tom*.

Якщо ж перед іменем, прізвищем чи кличкою тварини стоїть означення, ці іменники вживаються з означеним артиклем: *the big Benjamin*.

4. Назви континентів, країн, міст і сіл вживаються без артикля: *Europe, Ukraine, London, Shklo*.

Але такі назви країн і місцевостей вживаються з означеним артиклем: *the Netherlands, the Caucasus, the Crimea, the Carpathians, the United States of America, the United Kingdom*.

5. Назви океанів, морів і рік вживаються з означеним артиклем: *the Atlantic Ocean, the Black Sea, the Thames, the Dnieper*.

6. Назви площ, вулиць і парків вживаються без артикля: *Trafalgar Square, Oxford Street*.

7. У виразах *in the morning, in the afternoon, in the evening, on the left, on the right, the other day* (днями) вживається означений артикль.

8. Назви політичних партій та організацій вживаються з означеним артиклем: **the** *United Nations Organisation*.

ПРИКМЕТНИК

Adjectives tell the kind of noun
As *Great, Small, Pretty, White* or *Brown*.

За своїм значенням прикметники є відносні (a *wooden* house) і якісні (*warm* weather). Якісні прикметники можуть утворювати ступені порівняння. В загальному ми говоримо про три ступені прикметників:

звичайний – positive degree
вищий – comparative degree
найвищий – superlative degree

Звичайний ступінь

Це початкова форма прикметника, яка подається у словниках: *wooden* – дерев'яний, *warm* – теплий. Прикметники в англійській мові не змінюються ні за родами, ні за числами: I am *young*. He is *young*. She is *young*. We are *young*.

Вищий ступінь

1. Односкладові прикметники і ті двоскладові, що закінчуються на *-er, -le, -y, -ow*, утворюють вищий ступінь за допомогою суфікса *-er*:

warm – *warmer*
clever – *cleverer*

У прикметниках, що закінчуються у звичайному ступені на німе *-e*, воно зливається з суфіксом *-er*:

wide – *wider*
simple – *simpler*

2. Якщо прикметник закінчується на *-y* з попереднім приголосним, то кінцеве *-y* змінюється на *-i*:

busy – *busier*
happy – *happier*

3. Якщо прикметник закінчується на приголосний з попереднім коротким голосним, то кінцевий приголосний подвоюється: *big* – *bigger*, *hot* – *hotter*.

Найвищий ступінь

1. Односкладові прикметники і ті двоскладові, що закінчуються на *-er, -le, -y, -ow*, утворюють найвищий ступінь за допомогою суфікса *-est*. Треба пам'ятати, що найвищий ступінь вживається з означеним артиклем *the*:

warm – *the warmest*
clever – *the cleverest*

У прикметниках, що закінчуються у звичайному ступені на німе *-e*, воно зливається з суфіксом *-est*:

wide – *the widest*
simple – *the simplest*

2. Якщо прикметник закінчується на *-y* з попереднім приголосним, то кінцеве *-y* змінюється на *-i*:

busy – *the busiest*
happy – *the happiest*

3. Якщо прикметник закінчується на приголосний з попереднім коротким голосним, то кінцевий приголосний подвоюється: *big* – *the biggest*.

4. Багатоскладові прикметники, наприклад, *important*, і двоскладові прикметники, крім тих, що закінчуються на *-er, -le, -y, -ow* (див. вище), утворюють вищий і найвищий ступені не

за допомогою суфіксів, а за допомогою окремих слів, котрі ставляться перед прикметником у звичайному ступені.

Слова *more* – більш, *less* – менш вживаються у вищому ступені, наприклад, *important: more important* – важливіший (більш важливий).

У найвищому ступені вживаються слова *the most* – найбільш, *the least* – найменш, наприклад, *the most important* – найважливіший, *the least important* – найменш важливий.

Неправильні форми ступенів порівняння

1. В англійській мові, подібно як і в українській, є прикметники, що утворюють вищий і найвищий ступені порівняння від інших коренів, тобто не за загальними правилами, тому їх часто ще називають неправильними формами. До таких прикметників належать:

good	better	the best
добрий	кращий	найкращий
bad	worse	the worst
поганий	гірший	найгірший
many	more	the most
багато	більше	найбільше
little	less	the least
малий	менший	найменший

2. Слова *well*, *badly*, *much* і *little* як прислівники утворюють ступені порівняння так само, як прикметники, з тою лише різницею, що у найвищому ступені прислівники вживаються без означеного артикля *the*:

well	better	best
добре	краще	найкраще
badly	worse	worst
погано	гірше	найгірше
much	more	most
багато	більше	найбільше
little	less	least
мало	менше	найменше.

Прикметник **old** *старий* має дві форми у вищому й найвищому ступенях: *old – older, elder* (вищий ступінь) і *the oldest, the eldest* (найвищий ступінь). Форми *elder, the eldest* вживаються, коли йдеться про членів однієї сім'ї.

Вживання ступенів порівняння.

Вищий ступінь

1. При порівнянні двох різних якостей предметів після прикметника у вищому ступені вживається сполучник *than* – *ніж, як, від, за*, перед яким в англійській мові кома не ставиться:

My sister is *younger than* me.

Щоб не повторювати той самий іменник двічі, в англійській мові у другому разі вживають слова-замінники *one* (для однини) і *ones* (для множини):

This room is larger than that *one*.

These rooms are larger than those *ones*.

2. Для порівняння двох однакових якостей прикметник ставиться у звичайному ступені між подвійним сполучником *as ... as* – такий (самий) ... як або *not as ... as* – не такий ... як:

This room is *as large as* that one.

3. Перед прикметником чи прислівником у вищому ступені можуть вживатися слова *much* – набагато, значно, *(by) far* – значно, набагато, *still* – ще, *ever* – ще, котрі підсилюють вищий ступінь:

much more – значно (набагато) більше

much less – значно (набагато) менше

much more important – значно важливіший

far better – набагато (значно) кращий.

4. Перед прикметником чи прислівником у вищому ступені означений артикль не вживається. Означений артикль може вживатися з формою вищого ступеня у тому випадку, коли він повторюється двічі (*the ... the*), і тоді він перекладається словами *чим ... тим*:

The nearer the winter, the shorter the days.

Чим ближче зима, тим коротшими стають дні.

Примітка. Перекладіть і вивчіть напам'ять жартівливий вірш:

The more we study, the more we know.

The more we know, the more we forget.

The more we forget, the less we know.

The less we know, the less we forget.

The less we forget, the more we know.

Why study?

Найвищий ступінь

1. Прикметник у найвищому ступені завжди вживається з означеним артиклем *the*:

Kyiv is the largest city of Ukraine.

2. Прислівники у найвищому ступені вживаються без означеного артикля:

East or West, home is best.

Всюди добре, а вдома найкраще.

3. Іноді слово *most* стоїть перед іменником. У такому випадку воно перекладається іменником *більшість*:

Most students want to know English well.

Більшість студентів хочуть добре знати англійську.

Сполучення most of перекладається як більшість із:

Most of them were girls from seventeen to twenty.

Більшість із них були дівчата від сімнадцяти до двадцяти років.

ЗАЙМЕННИК

Instead of nouns pronoun is
As *Mine, Yours, Our and His.*

Особові займенники

Особові займенники в англійській мові мають два відмінки: *називний і непрямий*, або *об'єктний*.

Називний відмінок	Непрямий відмінок
I – я	me – мене, мені
you – ти	you – тебе, тобі
he – він	him – його, йому
she – вона	her – її, їй
it – воно (він, вона)	it – його, йому, її, їй
we – ми	us – нас, нам
you – ви	you – вас, вам
they – вони	them – їх, їм

Присвійні займенники

Присвійні займенники в англійській мові мають дві форми: *коротку*, або *прилягаючу*, і *повну*, або *абсолютну*.

Прилягаюча форма	Абсолютна форма
I my	mine – мій, моя, моє, мої
you your	yours – твій, твоя, твоє, твої
he his	his – його

she	her	hers – її
it	its	its – його, її
we	our	ours – наш, наша, наше, наші
you	your	yours – ваш, ваша, ваше, ваші
they	their	theirs – їх (їхній, їхня, їхнє, їхні)

Коротка форма займенника вживається з наступним іменником, абсолютна – без наступного іменника:

This is <i>my</i> book.	This book is <i>mine</i> .
This is <i>your</i> book.	This book is <i>yours</i> .
This is <i>his</i> book.	This book is <i>his</i> .
This is <i>her</i> book.	This book is <i>hers</i> .
This is <i>our</i> book.	This book is <i>ours</i> .
This is <i>their</i> book.	This book is <i>theirs</i> .

Присвійний займенник *свій* української мови не має прямого відповідника в англійській мові. Якщо приналежність, яку виражає займенник, відноситься до підмета, то слово *свій* перекладається відповідним присвійним займенником у короткій формі:

Я даю йому *свою* книжку.
 I give him *my* book. (мою)
 Він дає мені *свою* книжку.
 He gives me *his* book. (його)
 Ми даємо їм *свою* книжку.
 We give them *our* book. (нашу)

Питальні займенники

who? – хто?	whom? – кому? кого?
what – що? який?	which? – котрий?
	whose? – чий? чия? чие? чий?

Вказівні займенники

Однина	Множина
this – цей, ця, це	these – ці
that – той, та, те	those – ті
the same – той (та, те) самий	the same – ті самі
such – такий	such – такі

Зверніть увагу:

This is a book. – *Це* книжка.
 They are books. – *Це* книжки.

Неозначені займенники

Є дві групи неозначених займенників: *прості і складні*.

До простих належать:

all – всі	little – дещо
another – інший	many – багато
any – будь-який	much – багато
both – обидва	one – хтось, якийсь
each – кожний	other – інший
few – декілька	some – дехто, деякі

Складні займенники утворюються від простих займенників *any, every, no, some* шляхом додавання до них слів *-body, -one, -thing*:

	-body	anybody – хтось
any	-one	anyone – що-небудь
	-thing	anything – щось

	-body	everybody – кожний
every	-one	everyone – кожний
	-thing	everything – все

	-body	nobody – ніхто
no	-one	no one – ніхто
	-thing	nothing – ніщо

	-body	somebody – хто-небудь
some	-one	someone – хтось
	-thing	something – що-небудь

Займенники з *some* вживаються у стверджувальних реченнях, з *any* – у питальних реченнях; у заперечних реченнях вживаються: *no* – ніякий, *nobody* – ніхто, *nothing* – ніщо.

I have *no* sisters.

Nobody knows it exactly.

Nothing has happened there.

В англійському реченні може стояти лише одне заперечення, тоді як в українській мові – два і більше:

Я *ніколи нікому нічого* I have never done anything
поганого *не* зробив. worse to anyone.

ЧИСЛІВНИК

Числівники поділяються на кількісні і порядкові.

Кількісні числівники	Порядкові числівники
1 one	the first
2 two	the second
3 three	the third
4 fourthe	fourth
5 fivethe	fifth
6 sixthe	sixth
7 seven	the seventh
8 eight	the eighth
9 nine	the ninth
10 ten	the tenth
11 eleven	the eleventh
12 twelve	the twelfth
13 thirteen	the thirteenth
14 fourteen	the fourteenth
15 fifteen	the fifteenth
16 sixteen	the sixteenth
17 seventeen	the seventeenth
18 eighteen	the eighteenth
19 nineteen	the nineteenth
20 twenty	the twentieth
21 twenty one	the twenty first
30 thirty	the thirtieth
40 forty	the fortieth
50 fifty	the fiftieth
60 sixty	the sixtieth
70 seventy	the seventieth
80 eighty	the eightieth
90 ninety	the ninetieth

100 one hundred	the hundredth
101 one hundred and one	the one hundred and first
110 one hundred and ten	the one hundred and tenth
235 two hundred and thirty five	the two hundred and thirty fifth
1,000 one thousand	the thousandth
10,000 ten thousand	the ten thousandth
100,000 one hundred thousand	the one hundred thousandth
1,000,000 one million	the millionth

Числівники від 13 до 19 мають два наголоси: на першому складі і на суфіксі – *fifteen*, *nineteen*. Перед іменником з наголосом на першому складі ці числівники втрачають наголос на суфіксі: *fifteen students*; у позиції після наголошеного односкладового слова ці числівники втрачають наголос на першому складі: *part fifteen*.

Треба звернути увагу на такі особливості вживання числівників в англійській мові:

1. Перед числівниками *hundred*, *thousand*, *million* ставиться неозначений артикль *a* або числівник *one* (один): *a (one) hundred*, *a (one) thousand*.

2. Числівники *hundred*, *thousand*, *million* не вживаються у множині із закінченням *-s*, коли перед ними стоїть кількісний числівник: *two hundred*, *five thousand*.

3. Між сотнями (тисячами і мільйонами) та наступними десятками або й одиницями, якщо перед ними немає десятків, ставиться сполучник *and*:

320 three hundred *and* twenty

301 three hundred *and* one

3,001 three thousand *and* one.

4. Перед порядковим числівником ставиться артикль *the*: *the first* – перший, *the tenth* – десятий.

5. Кожна тисяча на письмі відділяється комою:

1,000 – a (one) thousand

1,000,000 – a (one) million.

6. Номери сторінок, глав у книжці, аудиторій, будинків, трамваїв звичайно позначаються кількісними числівниками, котрі ставляться після іменника, а сам іменник тоді вживається без артикля: *page 5* – п'ята сторінка. Правда, форма з порядковим числівником теж можлива: *the fifth page*.

7. Дробові числівники виражаються кількісним числівником у чисельнику і порядковим – у знаменнику: $1/3$ – a (one) third, $2/3$ – two thirds.

Окремі дробові числівники мають назви: $1/2$ – a (one) half, $1/4$ – a (one) quarter.

8. Десяткові дробі відділяються від цілого числа крапкою, а не комою: 0.7; 1.32. Вони читаються так:

0.7 – nought або o point seven

3.5 – three point five

9. Кількісними є числівники у назві року й години:

у 2005 році – in two thousand and three

о 9 годині – at nine o'clock.

10. Числівники стоять в однині зі словами *процент*, *проценти*: 1% – one per cent, 10% – ten per cent.

11. Окремо треба запам'ятати такі числівники:

twice – удвічі, *three times* – утричі, *a pair* – пара, *a dozen* – десяток.

ДІЄСЛОВО

Verbs tell of something being done
To Read, Count, Laugh, Carry or Run.

Дієслово (the verb) означає дію або стан предмета: *to work*, *to go*, *to study*, *to stand*, *to sleep*.

Поділ дієслів

За своїм значенням та функцією у реченні англійські дієслова поділяються на повнозначні (сміслові), допоміжні, модальні та дієслова-зв'язки.

1. *Повнозначні*, або сміслові дієслова мають самостійне лексичне значення: to write, to speak, to come, to translate, to help, to be, to have, to do.

2. *Допоміжні* дієслова не мають самостійного значення, а лише допомагають утворювати певні граматичні форми: to do, to be, to have, shall, will, should, would.

3. *Модальні* дієслова виражають наше відношення до дії чи стану предмета: can, may, must, to be, to have, should, would, need.

4. *Дієслова-зв'язки* служать для утворення складеного іменного присудка: to be, to become, to remain, to seem, to look, to get, to grow.

Часові форми дієслова

Англійські дієслова можуть вживатися у трьох часових формах, якими є:

Present tense – теперішній час

Past tense – минулий час

Future tense – майбутній час

Часи дієслова

До системи часів англійського дієслова належать чотири групи часів:

Indefinite – часи неозначеної дії

Continuous – часи тривалої дії

Perfect – часи доконаної дії

Perfect Continuous – часи доконано-тривалої дії

Спосіб дієслова

В англійській мові розрізняємо три способи дієслова:

дійсний спосіб – The Indicative Mood

наказовий спосіб – The Imperative Mood

умовний спосіб – The Subjunctive Mood

Стан дієслова

Є два стани англійського дієслова:

активний – the Active Voice

пасивний – the Passive Voice

Три форми англійського дієслова

Англійські дієслова треба вивчати у трьох основних формах, якими є:

а) неозначена форма, або інфінітив – *the Infinitive*. Це початкова форма дієслова, відповідає на питання *що робити?* і звичайно вживається з часткою to (у словниках позначається знаком *v – verb* і ставиться після дієслова): to write – писати; у словнику: write *v* – писати.

б) *Past Indefinite*, або минулий час групи Indefinite. Відповідає на питання *що робив?* При утворенні другої форми добре видно різницю між стандартними і нестандартними дієсловами:

Стандартні дієслова Нестандартні дієслова

to ask – **asked** to write – wrote

просити – просив писати – писав

в) Третьою основною формою англійського дієслова є Past Participle, або Participle II – дієприкметник другий (відповідає на питання *який?*, якщо дієслово перехідне):

to ask asked asked

питати питав питаний

to write wrote written

писати писав написаний

to read [rʌd]	read [red]	read [red]
читати	читав	прочитаний

Часи неозначеної дії
The Present Indefinite Tense
 Теперішній неозначений час
 Повнозначні дієслова

Англійські дієслова, що відмінюються, можуть виступати у чотирьох формах: стверджувальній, питальній, заперечній та питально-заперечній.

1. **Стверджувальна форма** Present Indefinite співпадає з неозначеною формою дієслова без частки *to* в усіх особах, крім третьої особи однини, де дієслово приймає закінчення *-s* або *-es*:

	to work – працювати
I work	we work
you work	you work
he, she, it work- <i>s</i>	they work

При утворенні третьої особи однини треба пам'ятати такі правила:

а) якщо дієслово закінчується на шиплячий або свистячий, то додається закінчення *-es*:

to wash – he wash-*es*
 to dress – he dress-*es*

б) якщо дієслово закінчується на *-y* з попереднім приголосним, то *-y* змінюється на *-i*, а дієслово одержує закінчення *-es*:

to study – he studi-*es*,
 але: to play – he play-*s*

в) три дієслова відхиляються від загального правила утворення третьої особи однини:

to have – he has
 to do – he does
 to say – he says

2. **Питальна форма** Present Indefinite утворюється за допомогою допоміжного дієслова *do* (*does* – у третій особі однини), яке ставиться перед підметом, і основного дієслова в неозначеній формі без *to*:

They study. *Do they study?* – Чи вони вчаться?
 He works. *Does he work?* – Чи він працює?

3. **Заперечна форма** Present Indefinite утворюється за допомогою дієслова *do* (*does*), частки *not* і форми інфінітива без *to*:

They study. They *do not study*.
 He works. He *does not work*.

4. У **питально-заперечній формі** треба особливу увагу звертати на місце частки *not*:

They do not study. *Do they not study?* – Чи вони не вчаться?
 They don't study. *Don't they study?* – Чи вони не вчаться?

Present Indefinite виражає дію, яка відбувається взагалі чи постійно, і може вживатися з такими обставинами: *always, often, every day, (week, month, year)*:

My grandmother *uses* glasses when she *reads*.
 The sun *rises* in the east.

The Past Indefinite Tense
 Минулий неозначений час

Від того, як англійські дієслова утворюють Past Indefinite, вони діляться на дві великі групи: стандартні (правильні) і нестандартні (неправильні).

1. **Стверджувальна форма.**

Стандартні дієслова. Past Indefinite стандартних дієслів утворюється за допомогою закінчення **-ed**, яке додається до інфінітива без **to**. Українською мовою Past Indefinite звичайно перекладається минулим часом недоконаного виду:

to ask – питати he **asked** – він питав

При утворенні Past Indefinite треба пам'ятати такі правила:

а) якщо дієслово закінчується на німе **-e**, то в Past Indefinite воно зливається із закінченням **-ed**: to live – he **lived**;

б) якщо дієслово закінчується на **-y** з попереднім приголосним, то **-y** змінюється на **-i**:
to **study** – he **studied**, *але* to play – he **played**;

в) якщо дієслово закінчується на приголосний з попереднім коротким голосним або на **-el**, то кінцевий приголосний подвоюється: to stop – he **stopped**, to travel – he **travelled**.

Нестандартні дієслова. Past Indefinite нестандартних дієслів утворюється, як правило, шляхом зміни кореневого голосного:

to **write** – he **wrote** to **speak** – he **spoke**

Є також інші форми утворення Past Indefinite нестандартних дієслів:

to **send** – he **sent** to **put** – he **put**

to **buy** – he **bought** to **think** – he **thought**

to **do** – he **did** to **go** – he **went**

Примітка. Нестандартні дієслова треба вивчати напам'ять у трьох основних формах:

to write wrote written

писати писав написаний

2. Питальна, заперечна і питально-заперечна форми Past Indefinite утворюються так само, як у Present Indefinite, але замість *do (does)* вживається допоміжне дієслово *did*:

а) he asked *Did he ask?*

він питав Чи він питав?

he wrote *Did he write?*

він писав Чи він писав?

б) he asked *He did not ask.*

he wrote *He did not write.*

с) They did not work. *Did they not work?*

They didn't work. *Didn't they work?*

Past Indefinite виражає дію, що мала місце в минулому і вживається, як правило, з обставинами *yesterday, last year (week, month), ago*:

I saw Anna at the Academy *yesterday*.

He called me *last night*.

I walked to school every day when I was a child.

The Future Indefinite Tense

Майбутній неозначений час

1. Стверджувальна форма Future Indefinite утворюється від допоміжного дієслова *will* й основного дієслова без частки *to*:

I will write – я буду писати

he, she will write – він, вона буде писати

they will write – вони будуть писати

2. Питальна форма Future Indefinite утворюється винесенням допоміжного дієслова *will* на перше місце (перед підметом):

Will he, she write? Чи він (вона) буде писати?

Will they write? Чи вони будуть писати?

В питаннях перед I та We зберіглося *shall*:

Shall I write? Чи я буду писати?

3. Заперечна форма Future Indefinite утворюється за допомогою частки *not*, яка ставиться після допоміжного дієслова:

We will not study. We won't study.

Future Indefinite виражає дію, яка відбудеться у майбутньому. З дієсловом у Future Indefinite вживаються такі обставини часу, як tomorrow, next week (month, year), in a week, in 2026:

Злиті форми у часах Indefinite

У розмовній англійській мові широко розповсюджені так звані злиті форми. Це насамперед злиття особового займенника з допоміжним дієсловом, а також злиття допоміжного дієслова з часткою not.

У часах групи Indefinite вживаються такі злиті форми:

а) у Present Indefinite –

do not = don't

does not = doesn't

б) у Past Indefinite –

did not = didn't

в) у Future Indefinite –

shall not = shan't

will not = won't

Особові займенники з допоміжними дієсловами творять такі злиті форми:

I shall, will = I'll

you will, shall = you'll

he will = he'll

we shall, will = we'll

they will, shall = they'll

Часи тривалої дії The Present Continuous Tense Теперішній тривалий час

1. **Стверджувальна форма** Present Continuous утворюється за допомогою дієслова to be у Present Indefinite (am, is, are) та Participle I (інгова форма) повнозначного дієслова:

to read – читати

reading – інгова форма дієслова

I am reading – я читаю

you are reading – ти читаєш

he, she is reading – він, вона читає

we are reading – ми читаємо

he is reading – ви читаєте

they are reading – вони читають

2. **Питальна форма** Present Continuous утворюється так, що дієслово to be (am, is, are) ставиться перед підметом (на перше місце у реченні):

Стверджувальна форма Питальна форма

He is reading.

Is he reading?

Він читає.

Чи він читає?

3. **Заперечна форма** Present Continuous утворюється додаванням частки not після дієслова to be:

He is not reading. Він не читає

4. **Питально-заперечна форма** має властивості питальної (дієслово to be ставиться на перше місце) і заперечної форм (частка not ставиться після підмета).

He is not reading. Is he not reading?

Він не читає. Чи він читає.

Якщо питально-заперечна форма є скороченою, то частка not зливається з дієсловом to be:

Isn't he reading? Хіба він не читає?

Скорочена питально-заперечна форма у Present Continuous має такий вигляд:

Aren't I reading?

Isn't he reading?

Aren't we, you, they reading?

Present Continuous виражає дію, яка триває в момент мовлення про неї або тривала дія відбувається в певний період теперішнього часу: What are you doing here? – I am studying at the University.

На тривалість дії в Present Continuous вказують такі слова: now, at the moment або контекст.

Такі дієслова, як to love *любити*, to like *подобатися*, to want *хотіти*, to see *бачити*, to hear *чути*, to know *знати*, to understand *розуміти*, to remember *пам'ятати*, to forget *забувати*, to believe *вірити*, to be *бути*, to have *мати*, котрі виражають почуття, сприйняття, розумові процеси і не виражають дію як процес, то у часах тривалої дії здебільшого не вживаються.

Примітка: Вираз to be going to що тільки за формою є дієсловом у часах тривалої дії, служить для вираження наміру щось виконати і вживається з наступним інфінітивом: He is going to do it. Він має намір (збирається) зробити це. Це так само стосується минулого і майбутнього часів.

The Past Continuous Tense

Минулий тривалий час

Past Continuous утворюється за допомогою дієслова to be у Past Indefinite (was, were) та Participle I (інгової форми) повнозначного дієслова.

Стверджувальна форма:

I, he, she, it was reading – я читав

we, you, they were reading – ми читали

Питальна форма:

Was I, he, she, it reading? – Чи я читав?

Were we, you, they reading? – Чи ми читали?

Заперечна форма:

I, he, she, it was not reading. – Я не читав.

We, you, they were not reading. – Ми не читали.

Питально-заперечна форма:

Was I, he, she, it not reading? – Хіба він не читав?

Were we, you, they not reading? – Хіба вони не читали?

У скороченій питально-заперечній формі частка not зливається з дієсловом was, were:

Wasn't he reading? – Хіба він не читав?

Weren't they reading? – Хіба вони не читали?

Past Continuous виражає дію, яка відбулася у певний момент часу в минулому. На цей момент дії у минулому вказують такі слова: at that time, at that moment, at five o'clock, at noon, from two to three:

The students were writing the test at 12 o'clock.

На момент дії в минулому може вказувати інша дія, що відбулася в минулому:

The students were writing the test when the Dean came.

The Future Continuous Tense

Майбутній тривалий час

Future Continuous утворюється за допомогою дієслова to be у Future Indefinite (shall be, will be) та Participle I (інгова форма) повнозначного дієслова:

Стверджувальна форма:

I, we shall be reading – я буду читати

he, she, it, you, they will be reading – він буде читати

Питальна форма:

Shall I, we be reading? – Чи я буду читати?

Will he, she, it, you, they be reading? – Чи він буде читати?

Заперечна форма:

I, we shall not be reading – я не буду читати

he, she, it, you, they will not be reading – він не буде читати

Питально-заперечна форма:

Shall I not be reading? – Хіба я не буду читати?

Will he, she, it, you, they not be reading? – Хіба він не буде читати?

У скороченій питально-заперечній формі частка not зливається з допоміжним дієсловом shall, will (shan't, won't):

Shan't I, we be reading? – Хіба я не буду читати?

Won't he, she, it, you, they be reading? – Хіба він не буде читати?

Future Continuous виражає дію, яка відбудеться в певний момент у майбутньому. На цей момент дії у майбутньому вказують такі слова: at three o'clock, at that time, at noon, all the evening, from seven to eight.

We shall be working in the library from six to ten.

Таким чином, оскільки англійське дієслово у тривалих часах виражає незакінчену дію, тому українською мовою воно перекладається дієсловом у відповідному часі недоконаного виду:

I am writing now – я пишу зараз

I was writing at that time. – Я писав в той час (а не: я написав).

I shall be writing all the evening. – Я буду писати цілий вечір (а не: я напишу).

Часи доконаної дії The Present Perfect Tense Теперішній доконаний час

1. **Стверджувальна форма** Present Perfect утворюється з допоміжною дієсловом у Present Indefinite (have, has) та Participle II основного дієслова:

to write – писати

written – написаний

I have written – я написав

you have written – ти написав

he, she has written – він написав

we have written – ми написали

you have written – ви написали

they have written – вони написали

У розмовній мові вживаються скорочені форми особового займенника і допоміжного дієслова:

I've written we've written

you've written you've written

he's written they've written

she's written

it's written

2. **У питальній формі** допоміжне дієслово (have, has) ставиться перед підметом:

Have you seen it? – Чи ти бачив це?

У короткій відповіді повторюється форма have, has:

– Have you written a letter? Чи ти написав лист?

– Yes, I have. Так.

3. **У заперечній формі** частка not ставиться після дієслова have, has:

He has not lived in England. Він не жив в Англії.

Заперечна форма має два варіанти:

I haven't written = I've not written.

He hasn't written = He's not written.

I haven't done anything bad. Я не зробив нічого поганого.

4. **У питально-заперечній формі** допоміжне дієслово have, has ставиться перед підметом, а частка not – після підмета:

Have you not seen him? Хіба ти не бачив його?

Скорочені форми:

Haven't you seen him? Хіба ти не бачив його?

Hasn't he seen me? Невже він не бачив мене?

Present Perfect виражає дію, яка відбулася до моменту мовлення про неї, і той, хто говорить, має результат цієї дії:

I have passed the examination. Я склав іспит.

Present Perfect вживається у реченнях зі словами: *ever коли-небудь, never ніколи, often часто, seldom рідко, already вже, just щойно, up to now до цього часу, lately нещодавно, recently останнім часом, since відтоді, not yet ще не:*

Up to now I have seen two English films. До цього часу я переглянув два англійські фільми.

Have you ever been to London? Чи ти був коли-небудь у Лондоні?

The Past Perfect Tense

Минулий доконаний час

1. **Стверджувальна форма** Past Perfect утворюється з допоміжного дієслова to have у Past Indefinite (had) та Participle II основного дієслова:

I (he, she, it, we, you, they) had written – я написав

У скороченній формі дієслово had зливається з особовим займенником:

I'd (he'd, she'd, we'd, you'd, they'd) written.

2. **У питальній формі** дієслово had ставиться перед підметом:

Had you written? – Чи ти написав?

3. **У заперечній формі** частка not ставиться після дієслова had:

I (he, she, it, we, you, they) had not written – я не написав.

У скороченній формі вживається hadn't: I hadn't written.

Форма hadn't так само вживається у питально-заперечному реченні:

Hadn't you written? – Хіба ти не написав?

Past Perfect виражає дію, яка вже закінчується до певного моменту в минулому. На цей момент вказують такі сполучення слів: *by three o'clock до третьої години, by that time до того часу, by the 1st of February до першого лютого: We had done this work by 11 o'clock*

The Future Perfect Tense

Майбутній доконаний час

1. **Стверджувальна форма** Future Perfect утворюється з допоміжного дієслова to have у Future Indefinite (shall have, will have) та Participle II основного дієслова:

I (we) shall have written – я напишу

he (she, it, you, they) will have written – він напише.

У скороченній формі дієслово shall, will зливається з особовим займенником:

I'll (he'll, she'll, we'll, you'll, they'll) written.

2. **У питальній формі** дієслово shall, will ставиться перед підметом:

Will you have written? – Чи ти напишеш?

3. **У заперечній формі** частка not ставиться після дієслова shall, will:

I (we) shall not have written – я не напишу

he (she, it, you, they) will not have written – він не напише.

У скороченній формі вживаються форми:

I (we) shan't have written – я не напишу

he (she, it, you, they) won't have written – він не напише.

Форми shan't та won't так само вживається у питально-заперечному реченні:

Won't you have written? – Хіба ти не напишеш?

Future Perfect виражає дію, яка закінчиться до певного моменту або до початку іншої дії в майбутньому. На цей момент вказують такі сполучення слів: *by three o'clock до третьої години, by the time поки, by the 1st of February до першого лютого:*

They will have forgotten us by then. Вони до того часу нас забудуть.

Modal Verbs

Модальні дієслова

Є три основні модальні дієслова: *can, must, may.*

Модальні дієслова мають такі особливості:

1. Модальні дієслова вживаються без частки *to*:

can – могли, вміти;

must – бути повинним, мусити, треба;

may – могли, мати змогу, мати право.

2. Після модальних дієслів наступні інфінітиви стоять без частки *to*:

He *can swim* very fast.

You *may come in*.

The students *must study* hard.

3. Модальні дієслова не мають закінчення у третій особі однини: Не *can speak* English well.

4. Питальну і заперечну форми модальні дієслова утворюють без допоміжного дієслова:

Can you show me the way to the bank?

May I come in?

Must we do it?

I cannot sign this paper.

You must not speak while eating.

Past Indefinite модальних дієслів

Дієслова *can* і *may* мають форму минулого часу:

can – *could* *may* – *might*

Дієслово *must* вживається тільки у Present Indefinite, а в минулому часі вживається його заміник *had to*:

Peter *had to stop* smoking.

Злиті форми з модальними дієсловами

cannot = can't

could not = couldn't

may not = mayn't

might not = mightn't

must = mustn't

had not = hadn't

Замінники модальних дієслів

Замість модальних дієслів *can*, *may*, *must* можуть вживатися також словосполучення:

can = to be able to – бути спроможним

We are able to finish our work in time.

Ми зможемо закінчити роботу вчасно.

may = to be allowed to – мати дозвіл, дозволяти

He was allowed to take part in the competition.

Йому дозволили брати участь у конкурсі.

must = to have to – мусити, бути повинним

A soldier has always to follow orders.

Солдати завжди повинні виконувати накази.

Дієслово to be

1. Дієслово *to be* має у Present Indefinite три особові форми – *am*, *is*, *are*, які перекладаються одним словом – є.

У Past Indefinite дієслово *to be* має дві особові форми – *was*, *were* – був, були.

Питальну і заперечну форми дієслово *to be* утворює без допоміжного дієслова: Is he a doctor? He is not a doctor.

2. Дієслово *to be* може мати чотири значення.

а) *Самостійне значення* і означає *бути, знаходитися*:

We *are* in the room.

Рідко це дієслово вживається у значенні *існувати*:

To be or not to be?

б) *Допоміжне значення*. Дієслово *to be* у цьому значенні не перекладається. Воно служить для утворення часів групи Continuous і всіх часів пасивного стану:

Bill *is writing* a novel now. Тепер Білл пише роман.

The novel *was written* last autumn. Роман був написаний минулої осені.

в) *Модальне значення*. Дієслово *to be* з наступним інфінітивом виражає дію, яку треба виконати відповідно до домовленості чи плану:

He *is to complete* this work by tomorrow.

Він повинен завершити цю роботу до завтра.

We *were to arrive* to the capital by 5 o'clock.

Ми повинні були прибути до столиці до 5 години.

г) Дієслово *to be* є дієсловом-зв'язкою (частиною іменного присудка): *We are first-year students*.
He *will be a manager*.

Часові форми *to be* в Indefinite Present Indefinite

а) стверджувальна форма

I am – я є	we are – ми є
you are – ти є	you are – ви є
he, she, it is – він є	they are – вони є

б) заперечна форма

I am not – я не є	we are not – ми не є
you are not – ти не є	you are not – ви не є
he, she, it is not – він не є	they are not – вони не є

в) питальна форма

am I? – чи я є?	are we? – чи ми є?
are you? – чи ти є?	are you? – чи ви є?
is he, she, it? – чи він є?	are they? – чи вони є?

Past Indefinite

I was – я був	we were – ми були
you were – ти був	you were – ви були
he, she, it was – він був	they were – вони були
he was not – він не був	they were not – вони не були
was he? – чи він був?	were they? – чи вони були?

Future Indefinite

I shall be – я буду	we shall be – ми будемо
you will be – ти будеш	you will be – ви будете
he, she, it will be – він буде	they will be – вони будуть
I shall not be – я не буду	we shall not be – ми не будемо
he, she, it will not be – він, вона, воно не буде	they will not be – вони не будуть
shall I be? – чи я буду?	shall we be? – чи ми будемо?
will he be? – чи він буде?	will they be? – чи вони будуть?

Злиті форми з дієсловом *to be*

а) Злиття дієслівної форми з особовим займенником

Повна форма	Злита форма
I am	I'm
he is	he's
she is	she's
it is	it's
we are	we're
you are	you're
they are	they're

б) Злиття дієслівної форми з часткою *not*

Повна форма	Злита форма	Вимова
is not	isn't	

are not	aren't
was not	wasn't
were not	weren't

Дієслово to have

1. Дієслово to have має у Present Indefinite дві особові форми – *have* і *has*.

У Past Indefinite дієслово має одну особову форму – *had*.

Питальну і заперечну форми дієслово to have утворює без допоміжного дієслова: *Have you a new dictionary?*

2. Дієслово to have може вживатися як

а) самостійне дієслово, що означає *мати, володіти*:

Ukraine *has* its national emblem;

б) як допоміжне дієслово, що служить для утворення усіх часів групи Perfect:

My friend *has been* in London;

в) модальне дієслово, що виражає необхідність і є синонімом до дієслова *must*:

We *had to* do it immediately.

Часові форми to have в Indefinite Present Indefinite

а) стверджувальна форма

I have – я маю	we have – ми маємо
you have – ти маєш	you have – ви маєте
he, she, it has – він має	they have – вони мають

б) заперечна форма

I have not – я не маю	we have not – ми не маємо
you have not – ти не маєш	you have not – ви не маєте
he has not – він не має	they have not – вони не мають

в) питальна форма

have I? – чи я маю?	have we? – чи ми маємо?
have you? – чи ти маєш?	have you? – чи ви маєте?
has he, she, it? – чи він має?	have they? – чи вони мають?

Past Indefinite

I had – я мав	we had – ми мали
you had – ти мав	you had – ви мали
he, she, it had – він мав	they had – вони мали
he had not – він не мав	they had not – вони не мали
had he? – чи він мав?	had they? – чи вони мали?

Future Indefinite

I shall have – я буду мати
you will have – ти будеш мати (ви будете мати)
he, she, it will have – він, вона, воно буде мати
we shall have – ми будемо мати
they will have – вони будуть мати
I shall not have – я не буду мати
he, she, it will not have – він, вона, воно не буде мати
they will not have – вони не будуть мати
shall we have? – чи ми будемо мати?
will he have? – чи він буде мати?
will they have? – чи вони будуть мати?

Злиті форми з дієсловом to have

а) Злиття дієслівної форми з особовим займенником.

Повна форма	Злита форма
I have	I've

you have	you've
he has	he's
she has	she's
we have	we've
they have	they've
I had	I'd
you had	you'd
he had	he'd
she had	she'd
it had	it'd
we had	we'd
they had	they'd

б) Злиття дієслівної форми з часткою not.

Повна форма	Злита форма
have not	haven't
has not	hasn't
had not	hadn't

The Passive Voice

Пасивний стан дієслова – це стан, коли підмет (особа або предмет) не виконує дії, а дія додатка (особи чи предмета) спрямована на підмет:

The students are asked by the teacher.

Студенти питані викладачем.

Тут дія додатка *by the teacher* спрямована (*are asked*) на підмет – *the students*.

Загальне правило: Пасивний стан в англійській мові утворюється від допоміжного дієслова *to be* у відповідному часі, числі, особі і *Participle II* основного дієслова.

У пасивному стані англійське дієслово утворює три часові форми – Present, Past, Future у групах Indefinite, Perfect і Continuous. У наукових текстах найчастіше вживаються часові форми групи Indefinite та Perfect.

Пасивний стан групи Indefinite

Пасивний стан часів групи Indefinite утворюється від допоміжного дієслова *to be* у відповідному часі, числі, особі активного стану групи Indefinite (Present, Past чи Future) і *Participle II* основного дієслова.

Present Indefinite Passive Voice (P.V.)

Стверджувальна форма утворюється від допоміжного дієслова *to be* у Present Indefinite активного стану і *Participle II* основного дієслова:

to ask – питати

I am asked – я питаний, мене питають

you are asked – ти питаний, тебе питають

he, she, it is asked – він питаний, його (її) питають

we are asked – ми питані, нас питають

you are asked – ви питані, вас питають

they are asked – вони питані, їх питають

Заперечну і питальну форми дієслова в пасивному стані утворює без допоміжного дієслова *do*:

He is not asked. Is he asked? Is he not asked?

Past Indefinite P.V.

Стверджувальна форма утворюється від допоміжного дієслова *to be* у Past Indefinite активного стану і *Participle II* основного дієслова:

to ask – питати

I was asked – я був питаний, мене питали

you were asked – ти був питаний, тебе питали

he, she, it is asked – він був питаний, його (її) питали

we were asked – ми були питані, нас питали

you were asked – ви були питані, вас питали
they were asked – вони були питані, їх питали

Питальна і заперечна форми:

He was asked. Was he asked?
Was he not asked?
Wasn't he asked?

Future Indefinite P.V.

Стверджувальна форма утворюється від допоміжного дієслова *to be* у Future Indefinite активного стану і *Participle II* основного дієслова:

to ask – питати

I shall be asked – я буду питаний, мене будуть питати
you will be asked – ти будеш питаний, тебе будуть питати
he, she will be asked – він буде питаний, його питатимуть
we shall be asked – ми будемо питані, нас будуть питати
you will be asked – ви будете питані, вас будуть питати
they will be asked – вони будуть питані, їх будуть питати

Заперечна та питальна форми:

He will not be asked. Will he be asked?
Will he not be asked?
Won't he be asked?

Переклад пасивного стану

Англійське дієслово у пасивному стані перекладається українською мовою трьома способами:

а) дієсловом з часткою *-ся*

Vitamin A *is found* in eggs, milk, and butter.

to find - found - found – знаходити

Вітамін А *знаходиться* у яйцях, молоці та маслі.

б) дієсловом “бути з дієприкметником пасивного стану на *-ний, -тий*”

Vitamin E *was discovered* in 1922.

to discover – відкривати

Вітамін Е *був відкритий* у 1922 році.

в) дієсловом активного стану як неозначено-особове речення (у третій особі множини)

Corn, rye, and wheat *are grown* in all parts of Europe.

to grow - grew - grown – вирощувати

Кукурудзу, жито і пшеницю *вирощують* в усіх частинах Європи.

Додаток у пасивному реченні

Додаток у пасивному реченні в англійській мові виражається іменником (чи займенником) з прийменником *by*, рідше *with*. Такий додаток перекладається по-українськи орудним відмінком (відповідає на питання *ким? чим?*):

by the students – студентами

by the dean – деканом

by him – ним

with a pencil – олівцем

Vitamin A *is destroyed by ultra-violet light*.

Вітамін А *руйнується ультрафіолетовим світлом*.

Пасивний стан групи Perfect

Пасивний стан часів групи Perfect утворюється від допоміжного дієслова *to be* у відповідному часі, числі, особі активного стану групи Perfect (Present, Past чи Future) і *Participle II* основного дієслова.

Приклади.

Present Perfect P.V.

а) стверджувальна форма:

I have been asked – я був питаний
he has been asked – він був питаний
they have been asked – вони були питані

б) заперечна форма:

I have not been asked – я не був питаний
he has not been asked – він не був питаний
they have not been asked – вони не були питані

в) питальна форма:

Has he been asked? – чи він був питаний?
Has he not been asked? – чи він не був питаний?
Hasn't he been asked? – чи він не був питаний?

Past Perfect P.V.

I had been asked – я був питаний
he had been asked – він був питаний
they had been asked – вони були питані
he had not been asked – він не був питаний
had he been asked? – чи він був питаний?
had he not been asked? – чи він не був питаний?
hadn't he been asked? – чи він не був питаний?

Future Perfect P.V.

he will have been asked – він буде питаний
he will not have been asked – він не буде питаний
will he have been asked? – чи він буде питаний?

Безособовий пасив

У науковій літературі часто вживається так званий безособовий пасив. Він виражається пасивною формою дієслова у третій особі однини з формальним підметом *it*, який українською мовою не перекладається:

it is said – кажуть
it is believed – вважають
it has been known – було відомо
it has been proved – було доведено

It has been found that the copper is not a part of the hemoglobin.

Було виявлено, що мідь не є частиною гемоглобіну.

It has been suggested that manganese is concerned in tissue respiration.

Було висловлено думку, що марганець бере участь у клітинному диханні.

Неозначена форма пасивного стану

У науковій літературі часто зустрічається сполучення модальних дієслів *can*, *must*, *may* з неозначеною формою дієслова пасивного стану. Переклад такої неозначеної форми треба проводити за загальним правилом перекладу англійських дієслів пасивного стану українською мовою (див. с. 114):

The amino acids which are required by the body and which *cannot be made* from other substances are called the essential amino acids. Those which *can be made* from other substances are called the non-essential amino acids (*не можуть бути утворені*).

Most consumers demand lean meat, therefore all fat *must be removed* from meat (*треба забрати*).

Anemia *may be caused* by a lack of iron (може бути викликана).

Неособові форми дієслова

До неособових форм англійського дієслова належать інфінітив, або неозначена форми дієслова – *the infinitive*, дієприкметник – *the participle* і герундій – *the gerund*.

Неозначена форма дієслова

Неозначена форма дієслова, або інфінітив – це початкова форма дієслова, яка називає дію і відповідає на питання що робити?, наприклад, *to go йти, to study вчитися*.

Як бачимо, англійське дієслово вживається з часткою *to*, яка не перекладається. У словниках замість частки *to* ставиться знак *v – verb* (дієслово), який пишеться після дієслова: *to write писати*; у словнику: *write v – писати*.

На відміну від української мови англійський інфінітив має шість форм відповідно до групи часів і стану дієслова:

Група часів	Активний стан	Пасивний стан
Неозначений час	<i>to write</i>	<i>(to) be written</i>
Тривалий час	<i>(to) be writing</i>	–
Доконаний час	<i>(to) have written</i>	<i>(to) have been written</i>
Доконаний тривалий час	<i>(to) have been writing</i>	–

В англійській мові найчастіше вживається інфінітив активного стану, далі йде інфінітив пасивного стану неозначеного часу (головним чином у науковій літературі).

Вживання інфінітива з часткою *to*

З часткою *to* інфінітив вживається у реченні після дієслів: *to want хотіти, to wish бажати, to try намагатися, to hope надіятися, to begin починати (ся), to continue продовжувати (ся)*:

I want to read this book. Я хочу прочитати цю книжку.

He began to dance. Він почав танцювати.

Вживання інфінітива без частки *to*

Без частки *to* інфінітив вживається:

1. Після модальних дієслів *can, may, must, shall, will –*

We can do this work tomorrow. Ми зможемо виконати цю роботу завтра.

May I ask you? Чи можна запитати вас?

May all your wishes come true. Хай здійсняться всі ваші бажання.

2. Після дієслів *to see бачити, to hear чути, to feel почувати, to watch спостерігати, to make примушувати, to let дозволяти*:

I saw him read. Я побачив, що (як) він читає (читав).

Інфінітивні звороти

Інфінітив (найчастіше з часткою *to*) разом із залежними словами може утворювати єдиний синтаксичний комплекс, так званий інфінітивний зворот. Розрізняють два види таких зворотів: суб'єктний інфінітивний зворот і об'єктний інфінітивний зворот.

Суб'єктний інфінітивний зворот

Інфінітив із залежними словами, що в реченні виконує роль складного підмета, утворює суб'єктний інфінітивний зворот. Такий зворот складається з двох частин: перша частина – це іменник або особовий займенник у загальному відмінку і друга частина – інфінітив, що виражає дію, яку виконає підмет. Суб'єктний інфінітивний зворот перекладається підрядним реченням зі сполучником *що* або *як*:

The boy was seen to run there. Бачили, що (як) хлопець біг туди.

Треба завжди пам'ятати, що у даному звороті перша і друга частини звороту відокремлені між собою присудком (у реченні вище – *was seen*)

Суб'єктний інфінітивний зворот вживається:

1. З такими словами, які стоять у пасивній формі – *to say, to see, to hear, to know, to consider, to suppose, to believe, to think*, наприклад,

They are said to plant apple trees. Кажуть, що вони саджають яблуні.

2. З такими словами, які стоять в активній формі – *to see, to appear, to happen, to prove*, наприклад,

The rainbow seemed to end on the hillside.

Здавалося, що веселка закінчувалася на схилі гори. *I happened to see James in town*.

Траплялося, що я зустрів Джемса у місті.

Об'єктний інфінітивний зворот

Інфінітив разом із залежними словами, що в реченні виконує роль складного додатка, утворює об'єктний інфінітивний зворот. Такий зворот складається з двох частин: перша частина – це іменник або особовий займенник у непрямому відмінку і друга частина – інфінітив, що виражає дію, яку виконує підмет (стоїть перед інфінітивом). Українською мовою інфінітивний зворот перекладається підрядним реченням зі сполучником *що* або *як*:

I saw him run. Я бачив, що (як) він біг.

Як бачимо, в українському перекладі такий зворот творить підрядне речення, де підметом є англійський додаток – *him*, а присудком є англійський інфінітив – *run*.

Об'єктний інфінітивний зворот вживається:

1. З дієсловами *to see, to hear, to watch, to make* *примушувати*, *to let* *дозволяти*, після яких інфінітив вживається без частки *to*:

My parents always make me do my homework before I go out.

Мої батьки спонукають мене завжди виконати домашнє завдання, перед тим як йти на прогулянку.

2. З дієсловами *to want, to wish, to like, to hate, to consider, to believe* *вважати*, *to expect* *сподіватися*, після яких інфінітив вживається з часткою *to*:

We wanted him to take in song contest.

Ми хотіли, щоб він брав участь у пісенному конкурсі.

The Participle

В англійській мові є два дієприкметники – Present Participle, або Participle I (дієприкметник теперішнього часу) і Past Participle, або Participle II (дієприкметник минулого часу). Дієприкметник – це форма дієслова, яка має ознаки прикметника і дієслова.

The Participle II

Past Participle, або Participle II виконує в англійському реченні кілька функцій.

а) Participle II служить для утворення всіх часів пасивного стану і часів групи Perfect, тобто є частиною дієслівного присудка:

Vitamin B is stored in the liver of animals.

He has written a new book.

б) Participle II є означенням і стоїть *перед* іменником або *після* нього:

Sun-cured hay is the best source of vitamin D.

The substances, *known* as provitamins, can be converted into vitamin A in the intestinal wall.

Vaccination of animals in *infected* areas is the most useful measure *known*.

Інгові форми дієслова

В англійській мові є три форми дієслова, які звучать однаково, бо для їх утворення діють ті самі правила. Це так звані інгові форми (*ing-forms*) – герундій, дієприкметник теперішнього часу і віддієслівний іменник. Але оскільки у реченні вони мають різні синтаксичні функції і перекладаються по-різному, то вони створюють певні труднощі при їх розпізнаванні.

The Participle I

1. Participle I, як і дві інші інгові форми, утворюється додаванням суфікса *-ing* до неозначеної форми дієслова без частки *to*: *to speak – speaking*.

Якщо дієслово закінчується на німе *-e*, то у Participle I воно опускається: *to take – taking*.

2. Якщо односкладові дієслова або двоскладові дієслова з наголосом на останньому складі закінчуються на приголосний з попереднім коротким голосним, то кінцевий приголосний подвоюється: *to put – putting*, *to occur – occurring*.

Дієслова з кінцевим приголосним *-l* завжди подвоюють його: *to travel – travelling*.

3. Дієслова типу *to die*, *to lie*, *to tie* мають у Participle I такі форми: *dying*, *lying*, *tying*.

Вживання Participle I

1. Participle I служить для утворення часів групи Continuous. Разом з дієсловом *to be* Participle I перекладається особовою формою дієслова:

I am reading now – я читаю зараз.

Scientists are trying to separate lignins and cellulose from the carbohydrates.

Вчені прагнуть відділити лігніни та целюлозу від вуглеводів.

2. Participle I є означенням і стоїть *перед* іменником або є частиною дієприкметникового звороту і стоїть *після* іменника:

The students are in the reading room.

Milk is rich in calcium and phosphorus, serving as a best source of these elements for human use.

Молоко є багате на кальцій та фосфор, *котрі служать* (або: *служачи*) найкращим джерелом цих елементів для людського споживання.

Як бачимо, Participle I у дієприкметниковому звороті перекладається або підрядним означальним реченням (*serving – котрі служать*), або дієприслівником (*serving – служачи*).

The gerund

Герундій

В українській мові немає прямого відповідника для форми герундій. В англійській мові – це форма дієслова, котра закінчується на *-ing* і має властивості дієслова й іменника. Герундій перекладається неозначеною формою дієслова або іменником на *-ння* чи *-ття*: *reading – читати і читання*.

На противагу до віддієслівного іменника, герундій серед іншого не вживається з артиклем, не вживається у множині, приймає після себе прямий додаток:

Reading the history is pleasant for me. (герундій)

Читати історію приємно для мене.

Читання історії приємне для мене.

The reading of the history is pleasant for me. (віддієслівний іменник)

Vitamin B can be destroyed by prolonged heating. (герундій)

ПИТАЛЬНІ РЕЧЕННЯ

Без питання немає діалогу: запитують вас, питаєте і ви.

В англійській мові розрізняють такі типи питань: *загальні, спеціальні, альтернативні і розділові*.

В англійському питальному реченні є твердий порядок слів: на першому місці стоїть присудок або частина присудка, а підмет стоїть на другому місці, тобто у питальному реченні в англійській мові є зворотний порядок слів.

Загальні питання

Загальне питання – це питання до цілого речення, яке передбачає відповідь *так* або *ні*.

У загальних питаннях присудок завжди стоїть перед підметом, а друга частина присудка (одне чи два слова) стоять після підмета.

1. У реченнях, що містять слова *have*, *be*, *can*, *must*, *may*, *shall*, *will* чи похідні від них (*has*, *am*, *are*, *is*, *had*, *was*, *were*, *could*, *might*, *should*, *would*), загальні питання починаються з цих слів:

Has he a book? Is he a student?
Has he written a book? Is he reading a book?
Has the book been written yet? Is he asked by the teacher?

2. У реченнях, що містять як присудок смислові слова, перед підметом стоїть допоміжне дієслово *do (does, did)*, а смислове дієслово ставиться після підмета: *Does he want to make more money?* – Чи він хоче заробити більше грошей?

3. Відповідь на загальне питання може бути короткою або повною.

Коротка відповідь починається словом *yes* або *no*, і після коми ставиться підмет у формі особового займенника з допоміжним чи модальним дієсловом у стверджувальній або заперечній формах:

Has he a book? Has he written a book?
– Yes, he has. – Yes, he has.
– No, he has not (hasn't). – No, he has not (hasn't).

Спеціальні питання

Спеціальні питання ставляться до якогось одного члена речення і завжди починаються з питального слова. У спеціальних питаннях до всіх членів речення, крім підмета, є зворотний порядок слів, а в питаннях до підмета та його означення є прямий порядок слів:

He studies Law at the University.
Where does he study? (до обставини)
What does he study? (до додатка)
What does he do? (до присудка)
Who studies – Law? (до підмета)

Примітка. Відповідь на питання до підмета дається звичайно у короткій формі. Така відповідь складається з підмета, що виражений іменником або особовим займенником, і присудка у формі допоміжного або модального дієслів:

Who studies Law?
– My friend *does*.
Who has written this book?
– My friend *has*.

Альтернативні питання

Альтернативні питання передбачають право вибору одного з двох, наприклад, осіб, предметів, дій. Альтернативне питання складається з двох частин, між якими стоїть сполучник **or** *чи*. У такому реченні частина питання до слова **or** вимовляється з підвищеною інтонацією, а після нього – зі спадною:

Do you work or do you study? – I study.

Відповіді на альтернативні питання, крім питань до підмета, завжди даються у повній формі: *Will you or will your friend answer this question?* – My friend *will*.

Розділові питання

Розділові питання – це ніби репліки до попереднього речення. Вони містять *допоміжні* чи *модальні* дієслова, або дієслово *to be*. Українською мовою ці репліки перекладаються або словами “чи не так?”, або словами “не правда?”. Якщо попереднє твердження містить повнозначне дієслово, то у розділовому питанні ставиться *do, does, did* чи форму дієслова *to be*. Якщо у головному реченні є ствердження, то розділове питання повинно містити заперечення, і навпаки: розділове питання буде стверджувальним, якщо у головному реченні є заперечення:

She likes ice cream, doesn't she? (чи не так?)
Those boys are our students, aren't they? (не правда?)
You have not a sister, have you? (чи не так?)

ІНТОНАЦІЯ АНГЛІЙСЬКОГО РЕЧЕННЯ

Хто чує англійську мову, той відразу сприймає характерну її особливість, що виявляється в голосі мовців, який то спадає, то підвищується. Таке пониження та підвищення голосу називається інтонацією. В англійській мові розрізняють два основні види інтонації: *спадну* й *висхідну*.

Зі спадною інтонацією вимовляються:

1. Стверджувальні речення: We are students of ↓the University.
2. Заперечні речення: I have never ↓seen it.
3. Спеціальні питання, що починаються з питальних слів: What is your ↓name?
4. Друга частина альтернативного питання: Do you study English or ↓German?

З висхідною інтонацією вимовляються:

1. Загальні питання, що вимагають відповіді “так” чи “ні”: Can you speak ↑English?
2. Слова, що перелічуються, крім останнього:
We study Anatomy, ↑Chemistry, ↑Zoology, and ↓English.
3. Речення, що висловлюють здивування, з перепитуванням: Is he ↑ill? Are you ↑sure?
4. Уточнення, перепитування: ↑Sorry.
5. Вибачення: Excuse ↑me.

НАЙУЖИВАНІШІ НЕСТАНДАРТНІ ДІЄСЛОВА

Infinitive	Past Indefinite	Participle II	Переклад
to be	was, were	been	бути
bear	bore	born	нести
beat	beat	beaten	бити
become	became	become	ставати
begin	began	begun	починати
bite	bit	bit(ten)	кусати
break	broke	broken	ламати
bring	brought	brought	приносити
build	built	built	будувати
buy	bought	bought	купувати
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
deal	dealt	dealt	мати справу
do	did	done	робити
draw	drew	drawn	тягти
drink	drank	drunk	пити
drive	drove	driven	їхати
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
fight	fought	fought	битися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
freeze	froze	frozen	заморожувати
get	got	got	діставати
give	gave	given	давати
go	went	gone	іти
grind	ground	ground	молоти
grow	grew	grown	рости
hang	hung	hung	висіти
have	had	had	мати
Infinitive	Past Indefinite	Participle II	Переклад
to hear	heard	heard	чути
hold	held	held	тримати
keep	kept	kept	тримати
know	knew	known	знати
lay	laid	laid	класти
lead	led	led	вести
learn	learnt	learnt	вчити
leave	left	left	залишати
let	let	let	дозволяти

lie	lay	lain	лежати
lose	lost	lost	губити
make	made	made	робити
mean	meant	meant	означати
meet	met	met	зустрічати
pay	paid	paid	платити
put	put	put	класти
read	read	read	читати
ride	rode	ridden	їздити верхи
rise	rose	risen	вставати
run	run	run	бігти
say	said	said	казати
see	saw	seen	бачити
seek	sought	sought	шукати
sell	sold	sold	продавати
send	sent	sent	посилати
show	showed	shown	показувати
sing	sang	sung	співати
sit	sat	sat	сидіти
sleep	slept	slept	спати
sow	sowed	sown	сіяти
speak	spoke	spoken	говорити
spend	spent	spent	витрачати
spoil	spoilt	spoilt	псувати (ся)
spread	spread	spread	поширювати
spring	sprang	sprung	стрибати
stand	stood	stood	стояти
strike	struck	struck	бити
swell	swelled	swollen	пухнути

Infinitive	Past Indefinite	Participle II	Переклад
to swim	swam	swum	плавати
swing	swung	swung	гойдати
take	took	taken	брати, взяти
teach	taught	taught	навчати
tear	tore	torn	рвати
tell	told	told	говорити
think	thought	thought	думати
throw	threw	thrown	кидати
understand	understood	understood	розуміти
undertake	undertook	undertaken	розпочинати
wake	woke	woken	прокидатися
wear	wore	worn	носити
weep	wept	wept	плакати
win	won	won	вигравати
wind	wound	wound	намотувати
withdraw	withdrew	withdrawn	брати назад
wring	wrung	wrung	скручувати
write	wrote	written	писати

АНГЛО-УКРАЇНСЬКИЙ СЛОВНИК

А

abolish v	скасовувати
accessible adj	доступна (освіта)
accompany v	супроводжувати
according to	відповідно до
accused n	підсудний, обвинувачений
achieve v	досягати
acquire v	набувати
acquit v	виправдовувати
acquittal n	виправдання
act v	діяти
action n	дія
activity n	діяльність
add v	додавати
adequate adj	відповідний
adjourn v	відстрочувати; відкидати
administer v	застосовувати (закон); управляти, керувати
adopt v	приймати; ухвалювати
advice n	порада
adviser n	радник
affidavit n	письмове свідчення під присягою
affirmation n	урочиста заява
age n	вік
agreement n	згода
aid n	допомога
alderman n	олдермен, член місцевого управління
alien n	іноземець
alimony n	виплата утримання
allegiance n	вірність; лояльність; відданість; васальна залежність
allied adj	союзний, союзницький
allowance n	грошова допомога; утримання
alternative adj	альтернативний, альтернатива
although	хоча
ambassador n	посол
amend v	вносити поправки, виправляти
amendment n	поправка

ancestor n	предок
anthem n	гімн
apartheid n	апартеїд
apparent adj	явний; очевидний; безперечний
appeal n	заклик; апеляція, скарга
appellate (court)	апеляційний (суд)
application n	заява; прохання
applied adj	практичний, прикладний
apply v	застосовувати
appoint v	призначати
apprenticeship n	учнівство
appropriate v	присосовувати
appropriation n	асигнування; фонд; церковний збір
approval n	схвалення, згода
approve v	схвалювати
arbitration n	розгляд суперечки третейським судом (арбітраж)
arbitrator n	арбітр, третейський суддя
arise v	виникати
arraignment n	притягнення до суду; пред'явлення обвинувачення
arson n	підпал
article n	стаття
articled clerk	клерк-стажист
assault n	напад
assembly n	збори
assessment n	оцінка
assistance n	допомога
assize n	судовий розгляд
associated with	пов'язаний з
assure v	забезпечувати
asylum n	притулок (політичний)
at least	як мінімум
attain v	досягати (віку)
attempt v	спробувати
attorney n	адвокат
auditor n	ревізор
authorities n	влада
automatically adv	автоматично
available adj	доступна (освіта)
award v	присуджувати (компенсацію)

В

bail n	застава
balance v	врівноважувати
ballot n	виборчий бюлетень
ban n	заборона
ban v	забороняти
banishment n	вигнання
bankruptcy n	банкрутство
banns pl	оголошення у церкві імен заручених, що беруть шлюб
Bar (the) n	адвокатура
barrister n	баристер, адвокат вищої категорії
battery n	образа дією
be aimed	мати на меті
be charged with responsibility	бути зобов'язаним
be concerned with	мати відношення до
be entitled	мати право
bear (responsibility)	нести (відповідальність)
bearer n	носій
beat n	район поліцейського патрулювання
believer n	віруючий
belligerent n	воююча сторона
beneficiary n	особа, що одержує прибутки від довірчої власності
benefit n	привілей; благо; допомога
bequest n	посмертний дар; спадщина
bigamy n	двошлюбність
bilateral adj	двосторонній
board n	рада (директорів)
bond n	боргове зобов'язання
borough n	місто, що має статус самоврядування
borrow (money)	позичати (гроші)
bound adj	зобов'язаний
branch n	гілка
brand n	марка, бренд
bribe v	підкупляти
brief a barrister	доручити ведення справи в суді баристерові
brief n	короткий письмовий виклад справи

budget n	бюджет
burglar n	злочин
burglarize v	чинити крадіжку із зломом
by-election n	додаткові вибори

С

call upon	закликати
cancel v	анулювати
canon n	канон
care n	турбота, піклування
carry out	виконувати, здійснювати
case n	справа
cash n	готівка
caucus n	таємна нарада лідерів партій; партійні збори
cause n	судова справа, процес
census n	перепис (населення)
ceremonial adj	формальний, церемоніальний
certify v	засвідчувати
chair v	очолювати
challenge (jurisdiction)	оскаржувати (рішення суду)
chamber n	палата
charge n	обвинувачення
charge v	призначати плату
charitable adj	добродійний
charity n	благодійність
charter n	хартія
check v	контролювати
cheerless adj	безрадісний
chief adj	головний
choice n	вибір
church n	церква
circuit n	округ
citizen n	громадянин
citizenship n	громадянство
civil adj	цивільний
claim n	позов, заява
clause n	стаття, пункт
clergy n	духовенство
clerk n	клерк
code n	кодекс
codify v	кодіфікувати, систематизувати
collect v	збирати

commander in chief n	головнокомандуючий
commandment n	заповідь
commerce n	комерція
commissioner n	уповноважений
common law	загальне право
community n	суспільство
compete v	змагатися
completion n	завершення
complex adj	складний
complicated adj	складний
comply with	підкорятися
comprise v	включати
compulsory adj	обов'язкова (освіта)
concerning	стосовно
conclusion n	підсумок
condition n	умова
confirm v	затверджувати
conformity n	відповідність; узгодженість
Congress n	конгрес
conscription n	військова повинність, призов на військову службу; набір (у військо)
consent n	згода
Conservative Party	консервативна партія
consider v	вважати
constantly adv	постійно
constituency n	виборці; виборчий округ
contempt of court	зневага суду
contest n	оспорювати
contract n	контракт
contract v	укладати договір
contribute to	робити внесок, сприяти
controversy n	суперечка
convention n	з'їзд
conviction n	засудження
copyright n	авторське право
copyright v	присуджувати авторське право
coroner n	судовий слідчий, який проводить розслідування випадків насильної (наглої) смерті
council n	рада
councilor n	радник

counsel n	порада; консультація; адвокат
county n	графство
court decision	рішення суду
court n	суд
covenant n	угода; договір; окрема стаття договору
create v	створювати
creation n	створення
crime n	злочин
criminal adj	кримінальний
cross-examine v	піддавати перехресному допиту
custody n	опіка, піклування
customs pl	мито

D

damage n	збиток, шкода
deal with	мати справу з
dealings pl	ділові стосунки
debt n	борг
decide v	вирішувати
declare (war)	оголошувати (війну)
decree n	декрет, указ, наказ
deed n	документ, акт
defamatory adj	наклепницький
defect n	вада
defence n	захист
defend v	захищати
defendant n	обвинувачуваний, відповідач
define v	визначати
definition n	визначення
defraud v	обманювати; відбирати (обманом)
delegate n	делегат
deliberate adj	умисний
deliberation n	дискусія, обговорення
delinquent n	правопорушник
democracy n	демократія
demonstrate v	демонструвати
depend on	залежати від
deposit n	вклад
deposition n	усунення, звільнення (з посади)
depositor n	вкладник
deputy n	депутат
design v	розробляти

detention n	затримання
determine v	визначати
develop v	розвивати
devisee n	спадкоємець
devote v	присвячувати
dignity n	гідність
disappear v	зникати
disarmament n	роззброєння
disbar v	позбавити звання адвоката
discard v	відкидати
discharge v	звільняти
disinherit v	позбавити спадщини
disorderly adj	протизаконний
dispose of	розпоряджатися (майном)
dissolve (parliament)	розпускати (парламент)
distinction n	розрізнення
diverse adj	різноманітний
divide v	поділяти
division n	відділ, сектор
double jeopardy	притягнення до карної відповідальності вдруге за той самий злочин
draft (legislation)	розробляти (законопроекти)
draft n	проект
draw up	укладати (договір)
dual adj	подвійний

E

earl n	граф
ecclesiastical unit	церковна одиниця
education n	освіта
effective adj	ефективний
elect v	обирати, голосувати
elections pl	вибори
elementary adj	початкова (освіта)
eliminate v	усувати; ліквідувати
embargo n	ембарго; заборона
embassy n	посольство
embezzlement n	привласнення чужого майна (грошей)
emergency n	надзвичайний стан
employment n	Зайнятість

enact v	постановляти; приймати (закон); проголошувати; запровадити
encourage v	заохочувати
endorse v	робити передавальний напис
endorser n	індосант
endow v	надавати, наділяти
enforce v	забезпечувати виконання
enforceable adj	забезпечений правовою санкцією
enforcement n	примус; здійснення
enlist v	зараховувати; набирати
enter v	входити
entitle v	давати право на
equal adj	рівний
equality n	рівність
error n	помилка
escheat v	переходити до казни
establish v	встановлювати
establishment n	запровадження
estate n	масток; майно
ethnic adj	етнічний
evidence n	свідчення
examine v	розглядати
exceed v	перевищувати
excusable adj	простимий
execute (a will)	оформляти (заповіт)
execution n	виконання
executive adj	виконавчий
executor n	судовий виконавець
exercise (power)	застосовувати (владу)
exert v	здійснювати
existence n	існування
existing adj	існуючий
expatriation n	експатріація; позбавлення громадянства; еміграція; відмова від громадянства
expel v	виганяти, виключати
expenditure n	витрати
express v	висловлювати, виражати
extended adj	тривалий (період)

extradite v	видавати іноземній державі особу, яка порушила закони цієї держави
extra-judicial adj	позасудовий

F

face v	стикатися з
federal adj	федеральний
fee n	гонорар
felony n	кримінальний злочин
feudal (service)	феодальна (служба)
fiat n	указ, декрет; наказ
file v	висувати (обвинувачення)
finance n	фінанси
finance v	фінансувати
fine n	штраф
fire (protection)	пожежний (захист)
fire v	звільняти з роботи
flee v	тікати, рятуватися втечею
forcibly adv	примусово
foreign (policy)	іноземна (політика)
forgery n	підробка грошей, документів
former adj	попередній, колишній
fraud n	шахрайство
fraudulent adj	шахрайський
free adj	безкоштовна (освіта)
freedom n	воля
freedom of conscience	свобода совісті
freedom of expression	свобода слова
freely adv	вільно; відкрито
fulfill v	виконувати
function v	функціонувати
fund n	фонд
fundamental adj	фундаментальний

G

gain v	здобути
gamble v	грати в азартні ігри
garbage collection	збір сміття
general adj	загальний
general jurisdiction	загальна юрисдикція
generally adv	загалом
govern v	керувати

government n	уряд
governor n	губернатор
governor n	губернатор
Governor-General n	генерал-губернатор
gradually adv	поступово
grandeur n	велич
grant n	дарувати
grantee n	той, хто одержує дар
grant-in-aid n	дотація, субсидія, фінансова допомога
grantor n	дарувальник
guarantee v	гарантувати
guardianship n	опікування
guilty adj	винний

H

hamper v	перешкоджати; утруднювати
handle v	керувати
harassment n	турбота
harmful adj	шкідливий
head v	очолювати
hearing n	слухання
heir n	спадкоємець
hereditary adj	спадковий
higher adj	вищий
higher education	вища освіта
hire v	наймати
homicide n	убивство
honour n	честь, гідність
hostage n	зложник
House of Commons	Палата Громад
House of Lords	Палата Лордів
House of Representatives	Палата громад
human adj	людський

I

immunity n	недоторканність
impeach v	пред'являти обвинувачення (у державному злочині)
implement v	виконувати, здійснювати; забезпечувати
impress v	насильно вербувати
imprisonment n	ув'язнення
in accordance	відповідно до
in full measure	в повній мірі
in particular	зокрема

in support	на підтримку
in total	в загальному
inalienable adj	невід’ємний (право)
include v	включати
income n	прибуток
incompetent adj	неправоздатний
increase v	збільшувати(сь)
indictment n	обвинувальний акт; вердикт великого журі про притягнення до карної відповідальності
indubitable adj	безперечний, очевидний
ineligible adj	що не може бути обраний на посаду
infringement n	порушення
inheritance n	спадщина
injunction n	судова заборона; розпорядження
inquest n	слідство, розслідування, дїзнання
insist v	наполягати
intelligence n	інформація
intent n	намір
intentional adj	навмисний
interest n	процентний прибуток
interior n	внутрішні справи країни
intern v	інтернувати
interpret v	тлумачити
interstate adj	міжштатний
intestate n	померлий, який не залишив заповіту
introduce v	представляти, вводити
intruder n	людина, що незаконно привласнює чужі володіння або права
investigate v	розслідувати
investigation n	слідство
involuntary adj	ненавмисний
involve v	залучати
issue v	видавати
J	
judge n	суддя
judicial adj	судовий
judiciary adj	судовий

judiciary n	судова влада
jurisdiction n	юрисдикція
jurisprudence n	правознавство
juror n	присяжний
jury n	суд присяжних
just adj	справедливий
justice in peace n	мировий суддя
justice n	правосуддя
justifiable adj	що може бути виправданий
juvenile court	суд у справах неповнолітніх

K

key adj	ключовий
kidnapping n	викрадення дітей (людей)
known as	відомий як
labour n	праця

L

Labour Party	лейбористська партія
landlord n	власник (квартири, будинку)
larceny n	крадіжка
latter adj	останній
law n	закон
law-abiding adj	законослухняний
lawmaking n	видання законів; законодавство, законотворчість
lawyer n	юрист
lay down	затверджувати, викладати
leadership n	лідерство
lease n	оренда
lease v	здавати в оренду
legacy n	спадщина
legal (advice)	юридичний (порада); правовий
legality n	законність
legatee n	спадкоємець
legislation n	законодавство
legislative adj	законодавчий
legislator n	законодавець
legislature n	законодавство
legitimate adj	законний
lessee n	наймач, орендар
lessor n	той, хто здає в оренду

level n	рівень
levy (taxes)	збирати (податки)
liability n	відповідальність
liable adj	відповідальний за
libel n	наклеп
libelous adj	наклепницький
liberation n	визволення
Lieutenant-Governor n	генерал-лейтенант
limited jurisdiction	спеціальна юрисдикція
list v	перераховувати
litigant n	сторона (в судовому процесі); позивач
loan n	позика
loan-shark n	лихвар
local adj	місцевий
local authorities	місцева влада
lodge a complaint	подавати скаргу
loose v	втрачати
lose (lost, lost) v	втрачати

M

magistrate n	магістрат; суддя; мировий суддя
main adj	головний, основний
maintenance n	утримання
major adj	головний
majority n	більшість
malice n	злочинний намір
manslaughter n	ненавмисне вбивство
matter n	справа
mayor n	мер
mechanism n	механізм
medical care	медичний догляд
membership n	членство
merit n	заслуга
metropolitan adj	столичний
Middle Ages	середньовіччя
military adj	військовий
minor adj	неповнолітній
minority n	меншість
misdemeanour n	злочин
mistrial n	судовий процес, у ході якого допущено порушення закону; судовий процес, у якому присяжні не ухвалили рішення (одноголосно)

mixture n	суміш, поєднання
modify	видозмінювати
monarch n	монарх
monarchy n	монархія
move v	висувати
municipal adj	муніципальний
municipality n	муніципалітет
murder n	вбивство

N

national n	громадянин
naturalization n	натуралізація, прийняття у громадянство
necessary adj	необхідний
negligent adj	недбалий
neutrality n	нейтралітет
nominate v	висувати кандидата на посаду
notary n	нотаріус

O

oath n	клятва, присяга
objective n	мета
obligate v	зобов'язувати
observation n	дотримання
offence n	порушення; кривда
offend law	порушити закон
offender n	правопорушник
office n	відомство, міністерство
official adj	чиновник
officiate v	виконувати обов'язки
opinion n	думка, погляд
ordeal n	тяжке випробування
order v	наказувати
orderly adj	упорядкований
origin n	походження
originally adv	спочатку
originate v	породжувати, походити
orphan n	сирота
outbreak n	спалах
overlap v	частково збігатися
override v	відхиляти
overrule v	відкидати, відхиляти
overturn v	відкинути, спростувати
own adj	власний
ownership n	власність

P

parish n	парафія; цивільний округ
parishioner n	парафіянин
parliament n	парламент
parliamentary adj	парламентський
participate v	брати участь
participation n	участь
particular adj	певний
pass legislation	затверджувати законодавчі акти
pass sentence	виносити вирок
pattern after	копіювати, наслідувати
pattern n	зразок
peculiarity n	особливість
penalty n	покарання
peremptory adj	незаперечний
perjury n	неправдиве свідчення під присягою
permit n	дозвіл
persecution n	переслідування, утиск
personal liberty	особиста свобода
personnel n	персонал
place of worship	церква, храм
plaintiff n	позивач
plead guilty	визнавати себе винним
plead in court	захищати в суді
plead not guilty	не визнавати себе винним
pleading n	попереднє судочинство у справі; судові дебати
pledge v	давати урочисту обіцянку
police forces	поліцейські сили
power n	сила, влада
praise v	хвалити
preamble n	преамбула
precede v	передувати
precedent n	прецедент
preempt v	купити; заволодіти
preliminary adj	підготовчий; попередній
preponderance n	перевага; переважання
preside v	головувати
prevent from	перешкоджати

previously adv	попередньо
privilege n	привілей
probate court	суд у справах неповнолітніх
probation n	умовне звільнення
procedure n	процедура
proceed v	продовжуватися
proceedings pl	судочинство, судова процедура
proclaim v	проголошувати
Procurator-General n	генеральний прокурор
procurator n	прокурор
Procurator' Office	прокуратура
promote v	просувати, сприяти
pronounce sentence	оголосити вирок
proper adj	належний
property n	власність
proposal n	пропозиція
prosecute v	обвинувачувати
prosecution n	обвинувачення; судове переслідування
prosecutor n	обвинувач
protection n	захист
provide v	забезпечувати
provincial adj	провінційний
provision n	умова (заповіту)
proxy n	уповноважений, довірений
public adj	громадський
public will	воля народу
punish v	покарати
punishable adj	що карається
punishment n	покарання
punitive adj	каральний
pure adj	чистий
purpose n	мета

Q

qualify v	ставати правомочним
Queen n	королева
quitclaim n	формальне відмовлення від права

R

race n	раса
ransom n	викуп
rape n	зґвалтування
ratepayer n	платник податків
ratify v	ратифікувати

reach v	досягати
record v	записати
recover v	відшкодувати
redistribute v	перерозподіляти
reference book n	довідник
reflect v	відображати
reformatory n	виправний заклад
refugee n	біженець
refuse v	відмовлятися
regard as	розглядати як
regardless	незважаючи на
regime n	режим, лад
regulate v	регулювати
rehabilitate v	перевиховувати (злочинця)
reign v	керувати, правити
religious adj	релігійний
remain v	залишатися
renaissance n	ренесанс
rent v	орендувати
rental n	рентний прибуток
repatriate v	репатріювати, повертати на батьківщину
repeal v	анулювати
represent v	представляти
representative adj	представник
research n	дослідження
resident n	мешканець
residue n	спадщина без боргів і податків
resign v	відмовлятися від посади
resource n	ресурс
respect n	повага
responsible adj	відповідальний
responsive adj	що легко реагує
restricted adj	обмежений
retain v	утримувати
reveal v	виявляти
revenue n	державний дохід
review v	переглядати (справу)
rider n	додаток, поправка, доповнення (до документа)
right n	право
rightful adj	законний, правомірний
rob v	грабувати
robbery n	пограбування

royalty n	авторський гонорар
rule v	керувати, правити
ruling n	рішення
S	
safeguard n	гарантія
safety n	безпека
sanctity n	непорушність (договору)
secure v	гарантувати (права); одержувати (права)
security n	безпека
Senate n	сенат
senator n	сенатор
senior adj	старший, вищий
sentence a person	засудити особу
sentence n	вирок
sequester v	ізолювати
serve v	служити
serviceman n	військовослужбовець
set down	встановити
set forth	висловлювати, формулювати
settle v	вирішувати (проб- лему), залагодити (суперечку)
severe adj	суворий
sewage n	каналізація
shanghai v	примусити силою (нечесним шляхом) зробити щось
share n	акція
share v	поділяти
shoplifter n	крамничний злодій
shoplifting n	крадіжка товарів у магазині
sign v	підписувати
similar adj	подібний
single adj	єдиний
slander n	лихослів'я, наклеп
slavery n	рабство
smuggling n	контрабанда
solicitor n	солісітор, адвокат нижчої категорії
solve v	вирішити, розв'язати проблему
source n	джерело
sovereign adj	суверенний
specify v	точно визначати
specify v	точно визначати

spell out	пояснювати, тлумачити
sphere n	сфера
state n	державна
state v	викладати, формулювати
statehood n	державність
stateless adj	що не має громадянства
statute law	статутне право
step n	крок
stock n	капітал
stockholder n	акціонер, власник акцій
stripe n	смуга
structure n	структура
subject n	підданий
subject to	такий, що підкоряється
submit v	подавати на розгляд; пропонувати
subordinate legislature	підзаконні акти
subornation n	підкуп, хабар; підбурювання (схиляння) до вчинення злочину
subpoena n	повістка (виклик) до суду
succession n	правонаступництво
sue v	переслідувати у судовому порядку
suit n	позов
summon v	викликати
summons pl	виклик
supplement n	доповнення
supremacy n	верховенство
Supreme Court	Верховний Суд
surety n	поручительство
suspend v	тимчасово усунути
swear v	присягати
swindle n	шахрайство
symbol n	символ

T

table v	ставити (питання) на обговорення
take “articles of clerkship”	пройти стажування у солісітора (на посаді клерка)

take silk	стати королівським адвокатом
tamper with	підробляти
taxable adj	оподатковуваний
taxation n	оподаткування
tenant n	наймач
term n	термін, строк
testator n	заповідач
testatrix n	заповідачка
testify v	свідчити; урочисто заявляти
testimony n	показання
theft n	крадіжка
theoretical possibility	теоретична можливість
theory n	теорія
though	хоча
title to	право на
tort n	громадянське правопорушення
township n	містечко; район (частина округу)
trade n	торгівля
trade-union n	профспілка
transfer n	передача
transfer v	передавати
treason n	зрада
treasurer n	скарбник
Treasury n	скарбниця
treatment n	лікування
treaty n	угода
trial n	судовий процес
truce n	перемир'я
tuition n	навчання

U

unalienable adj	невід'ємний
unauthorized adj	неправомочний
undertake v	починати, братися за
unemployment n	безробіття
uniform adj	сталий, єдиний
unify v	уніфікувати
unintentional adj	не умисний
unit n	одиниця
unitarian adj	унітарний
unitary adj	унітарний
unitary system	унітарна система
unlawful adj	незаконний
unreported adj	не повідомлений

update v	модернізувати
uphold v	підтримувати
V	
vagrancy n	бродяжництво
valid adj	дійсний, чинний
value v	цінувати
variety n	різноманіття
various adj	різноманітний
vary v	змінюватися
venue n	судова округа (де має слухатися справа)
verify v	підтверджувати
vest v	надавати, наділяти
veto v	накладати вето
vice n	зло
victimization n	знуцання
victorious adj	переможний
violate v	порушувати
violation n	порушення
virtually adv	фактично
voluntary adj	навмисний
vote v	голосувати
voter n	виборець
W	
warrant n	ордер; судове розпорядження
warrant v	дозволяти, давати; уповноважувати
warranty n	гарантія, записка
whether	чи
whip n	парламентський партійний організатор
widow n	вдова
will n	заповіт
wish n	бажання
witness n	свідок
worship n	віресповідання
wrong v	завдати шкоди

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