

**Литвинюк О.М.**

# **Law and Order. Grammar Rules.**

**Навчально-методичний посібник**

**Кам'янець-Подільський  
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**Рецензенти:**

**Н.І. Фрасинюк** – кандидат філологічних наук, доцент, старший викладач кафедри англійської мови Кам'янець-Подільського національного університету імені Івана Огієнка.

**І.І. Гуменюк** – кандидат філологічних наук, доцент, завідувач кафедри іноземних мов Подільського державного аграрно-технічного університету.

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Навчально-методичний посібник націлений на формування лексичних та граматичних компетентностей здобувачів вищого бакалаврського рівня освіти. Виклад теоретичного матеріалу супроводжується великою кількістю вправ. Тексти для читання об'єднані за однією темою Law and Order для кращого засвоєння лексичного матеріалу. Упорядковані у навчально-методичному посібнику матеріали стануть у нагоді для урізноманітнення та підвищення якості навчального матеріалу.

## Переднє слово

Навчально-методичний посібник націлений на формування у здобувачів вищої освіти здібностей критичного мислення, поглиблення навичок самостійного аналізу та аргументованого оцінювання прочитаного, саморозвитку та самонавчання, здатності до творчого вирішення життєвих задач, що і є метою предмета «Практика усного та писемного мовлення англійської мови».

Посібник упорядковано відповідно до чинної програми предмета «Практика усного та писемного мовлення англійської мови» і укладено з двох частин. Навчально-методичний посібник включає усі необхідні для результативного засвоєння матеріалу елементи: глосарій, тексти на пізнавальну та актуальну тематику, блоки питань, які сприяють їх інтерпретації, лексичні вправи на заповнення пропусків у реченнях, вправи на розвиток умінь деривації, вправи для самостійного виконання. Друга частина містить теоретичний матеріал з граматики (умовний спосіб) та різноманітні вправи щоб практикувати граматичні компетентності.

На ґрунтовному рівні узагальнені й систематизовані завдання націлені на розвиток окреслених програмних мовних компетентностей у процесі вивчення дисципліни. Особлива увага акцентується на доцільності та ефективності комбінування тренування вокабуляру та граматичних конструкцій, який здатний забезпечити підвищення інтересу до навчальної дисципліни, а також посилити роль самостійної творчої роботи, активізувати мислення та розвивати творчі здібності.

Усі запропоновані завдання покликані забезпечити предметні компетентності здобувачів вищої освіти першого бакалаврського рівня. Упорядковані у навчально-методичному посібнику матеріали стануть у нагоді для урізноманітнення та підвищення якості навчального матеріалу, забезпечення оригінального підходу до побудови структури сучасного заняття.

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1. Read the text and answer the questions:

### **CRIMINAL LAW**

Criminal law (also known as penal law) is the body of law that deals with crime and the legal punishment of criminal offenses.

Criminal law seeks to protect the public from harm by inflicting punishment upon those who have already done harm and by threatening with punishment those who are tempted to do harm. The harm that criminal law aims to prevent varies. It may be physical harm, death, or bodily injury to human beings; the loss of or damage to property; sexual immorality; danger to the government; disturbance of the public peace and order; or injury to the public health. Criminal law also often tries to avoid harm by forbidding conduct that may lead to harmful results.

Criminal punishment, depending on the offense and jurisdiction, may include execution, loss of liberty, government supervision (parole or probation), or fines. There are some archetypal crimes, like murder, but the illegal acts are not wholly the same between different criminal codes, and even within a particular code lines may be blurred, as civil law violations sometimes give rise also to criminal consequences. Criminal law typically is enforced by the government, unlike the civil law, which may be enforced by private parties.

Criminal law involves prosecution by the government of a person for an act that has been classified as a crime. Civil cases, on the other hand, involve individuals and organizations seeking to resolve legal disputes. In a criminal case, the state, through a prosecutor, initiates the suit, while in a civil case the victim brings the suit. Persons convicted of a crime may be incarcerated, fined, or both. However, persons found liable in a civil case may only have to give up property or pay money, but are not incarcerated.

- 1) Is criminal law (also known as penal law) the body of law that deals with crime and the legal punishment of criminal offenses?
- 2) What does the term “criminal law” denote?
- 3) What way does criminal law seek to protect the public from harm?
- 4) What can criminal punishment include?
- 5) Are illegal acts the same in different criminal codes?
- 6) What is criminal law / civil law usually enforced by?
- 7) Who initiates the suit in a civil case / criminal case?
- 8) Does criminal law involve prosecution by the government?
- 9) May persons be convicted of a crime?
- 10) What does criminal law also often try?

## **2. Read the text and answer the questions:**

### **The Powers of the British Parliament**

The three elements, which make up Parliament – the Queen, the House of Lords and the elected House of Commons, are constituted on different principles. They meet together only on occasions of symbolic significance such as the State Opening of Parliament, when the Commons are invited by the Queen to the House of Lords.

Parliament consists of two chambers known as the House of Lords and the House of Commons. Parliament and the monarch have different roles in the government of the country, and they only meet together on symbolic occasions such as coronation of a new monarch or the opening of Parliament.

In reality, the House of Commons is the only one of the three which is true power. It is here that new bills are introduced and debated. If the majority of the members aren't in favour of a bill it goes to the House of Lords to be debated and finally to the monarch to be signed. Only then it becomes law. Although a bill must be supported by all three bodies, the House of Lords only has limited powers, and the monarch hasn't refused to sign one.

The main functions of Parliament are: to pass laws; to provide, by voting taxation, the means of carrying on the work of government; to scrutinise government policy and administration; to debate the major issues of the day. In carrying out these functions Parliament helps to bring the relevant facts and issues before the electorate. By custom, Parliament is also informed before all-important international treaties and agreements are ratified.

A Parliament has a maximum duration of five years, but in practice general elections are usually held before the end of this term. Parliament is dissolved and rights for a general election are ordered by the Queen on the advice of the Prime Minister.

1. What are the three elements, which make up Parliament?
2. How many chambers does Parliament consist of?
3. Do Parliament and the Monarch have different roles in the government?
4. How does law become?
5. Should a bill be supported by all three bodies?
6. What are the main functions of Parliament?
7. What do these functions of Parliament help to bring?
8. Does Parliament have a maximum duration?
9. What is the term of duration?
10. Who ordered the rights for a general election?

### **3. Read the text and answer the questions:**

#### **THE INTERNATIONAL COURT OF JUSTICE**

The International Court of Justice established by the Charter of the United Nations is the principal judicial organ of the United Nations. The Court functions in accordance with the provisions of the Statute which is a part of the United Nations Charter and every member state of the United Nations therefore has automatic access to the Court. Every member is pledged to comply with the decisions of the Court in a case to which it is a party. A state which is not a member of the United Nations can refer cases to the Court on conditions determined in each case by the General Assembly upon the recommendation of the Security Council.

The jurisdiction of the Court covers all cases which the parties may refer to it, and all matters specially provided for in the Charter or in treaties and conventions in force. In addition to judging legal disputes which are submitted to it, the Court performs another important function. It gives advice on legal matters referred to it by the General Assembly, the Security Council and other organs which have been authorized by the General Assembly to request such advice.

The Court consists of 15 judges elected by the Security Council and the General Assembly, each organ voting independently. The judges are elected on the basis of qualifications, not on the basis of their nationality. It should be said, however, that the principal legal systems of the world are represented in the Court. No two judges can be nationals of the same state. The judges serve for a term of 9 years. They cannot engage in any other occupation during their term of office. Being engaged in the business of the Court the judge enjoys diplomatic privileges and immunities.

Cases are brought before the Court either by the notification of a special agreement or by a written application addressed to the Registry. The hearing of the cases is under the control of the President or Vice-President, the latter being elected by the Court itself.

The representation of the case having been completed, the President declares the hearing closed, and the Court withdraws to consider the judgement. The judgement is final and without appeal. One of the parties having failed to perform its obligations, the other party in the case can call upon the Security Council to determine measures to be taken.

- 1) What is the principal judicial organ of the United Nations?
- 2) Can a state refer cases to the International Court?
- 3) Does the Court consist of 15 Judges?
- 4) Are the judges elected on the basis of their nationality?
- 5) What is the principal of legal systems of the world?
- 6) What is the term of serving for the judges?
- 7) Can the judges engage in any other occupation during their term of office?
- 8) Does the judge enjoy diplomatic privileges and immunities, being engaged in the business of the Court?
- 9) Is the judgement final?
- 10) Is the hearing of the cases under the control of the President or Vice-President?

#### **4. Read the text and answer the questions:**

##### **Difference between Criminal Law of England and the USA**

Criminal law in England derives from a number of diverse sources. The definitions of the different acts that constitute criminal offences can be found in the common law (murder, manslaughter, conspiracy to defraud) as well as in thousands of independent and disparate statutes and more recently from supranational legal regimes such as the EU. As the law lacks the criminal codes that have been instituted in the United States and civil law jurisdictions, there is no unifying factor to how crimes are defined, although there have been calls from the Law Commission for the situation to be remedied. Criminal trials are administered hierarchically, from magistrates' courts, through the Crown Courts and up to the High Court. Appeals are then made to the Court of Appeal and finally the House of Lords on matters of law.

Procedurally, offences are classified as indictable and summary offences; summary offences may be tried before a magistrate without a jury, while indictable offences are tried in a crown court before a jury. The distinction between the two is broadly between that of minor and serious offences. In common law crimes are classified as either treason, felony or misdemeanor.

The way in which the criminal law is defined and understood in England is less exact than in the United States as there have been few official articulations on the subject. The body of criminal law is considerably more disorganised, thus finding any common thread to the law is very difficult. A consolidated English Criminal Code was drafted by the Law Commission in 1989 but, though codification has been debated since 1818, as of 2007 has not been implemented. Scotland has a completely separate legal system. In the United States, criminal prosecutions typically are initiated by complaint issued by a judge, or by indictment issued by a grand jury. As to felonies in Federal court, the Fifth Amendment to the United States.

- 1) Is criminal law (also known as penal law) the body of law that deals with crime and the legal punishment of criminal offenses?
- 2) What does the term "criminal law" denote?
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- 4) What can criminal punishment include?
- 5) Are illegal acts the same in different criminal codes?
- 6) What is criminal law / civil law usually enforced by?
- 7) Who initiates the suit in a civil case / criminal case?
- 8) Does criminal law involve prosecution by the government?
- 9) May persons be convicted of a crime incarcerated, fined, or both?
- 10) What does criminal law often try?



## **5. Read the text and answer the questions:**

### **POLICE ORGANIZATION IN GREAT BRITAIN**

There are 43 police forces in England and Wales, 7 in Scotland and 1 in Northern Ireland. One force is responsible for up to three counties. While the police forces are linked with the Home Office, the Home Secretary has no powers of instruction except for the Metropolitan Police. However, the Home Office has an influence on the police force by appointing H.M. Inspectors of Constabulary, by allocating funds and by proposing chief constables.

The example of the Cambridge shire Constabulary may serve to illustrate the way police work in Britain is organized at a regional level. A police authority consisting of local councilors and magistrates controls the Cambridgeshire Constabulary like all other police forces in England and Wales - with the above-mentioned exception of the Metropolitan Police. It is this authority, which appoints the chief constable as well as the deputy chief constable and the assistant chief constable.

The Force Headquarters is situated at Hinchingsbrooke Park Huntingdon and it is from here that the Chief Constable decides how the Force is going to be run and coordinates the various branches of the Force into an efficient, unified body. Also based at Headquarters are the Administration Department; the Criminal Investigation Department and the Operations Support Division, which is responsible for, among other things, the Traffic Department, the Dog Section and the Underwater Unit.

The legal position and the powers of police officers are the result of historical tradition and are, therefore, based on common law. Each police officer is personally vested with certain powers rather than being instructed by his local or regional police authority. He is sworn in by a Justice of the Peace and empowered to use his authority throughout England and Wales, but not in Scotland, a country, which has its own legal system and where the status of police officers is slightly different.

- 1) How many police forces are in Britain?
- 2) Have the criminal codes been instituted?
- 3) Who are the police forces linked with ?
- 4) Who has no powers of instruction?
- 5) How is police work organized?
- 6) Are criminal prosecutions by a judge?
- 7) Do different states have a diversity of practices?
- 8) What does the Sixth Amendment guarantee?
- 9) What are the interests of the state?
- 10) Is there a common idea how crimes are defined?

## **6. Read the text and answer the questions:**

### **CURRENT FEDERAL TAXES IN THE USA**

**Income Taxes.** The 16th Amendment gave Congress the power to levy taxes on income. Income taxes first became the major source of federal revenue during World War I, and (except for a few years during the Depression on the 1930s) they have remained so ever since. Income of both individual and corporations are taxed. The rates have always been progressive — that is, the higher the income the higher the tax rate applied to it. The individual income tax regularly produces the larger amount. It is levied on a person's taxable income — one's total income in the previous year minus certain exemptions and deductions. Each taxpayer has a personal exemption of \$1000 plus another \$1000 exemption for each of his/her dependents; an additional \$1000 exemption is also allowed for each person over age 65 or blind. Deductions are allowed for several things — mainly for medical and hospital care costs, most State and local taxes, interest payments, and charitable contributions.

The corporation income tax is applied to all of a corporation's net income — all of its earnings above its costs of doing business. (Nonprofit organizations — such as churches, labor unions, charitable foundations, and cooperatives — are not subject to the tax). This levy has been called the most complicated of federal taxes.

**Social Insurance Taxes.** The unemployment insurance program is a joint federal-State operation, to make payments to workers who lose their jobs for reasons beyond their own control. It is financed by a 3.4 percent federal tax on the payrolls of nearly all businesses. The States administer the program, paying jobless benefits according to federal guidelines.

**Excise Taxes.**

1. What did the 15th Amendment give to Congress?
2. What kinds of income are taxed?
3. Are income individual or corporated?
4. What does the progressive rate mean?
5. What is the individual income tax?
6. Does each taxpayer have a personal exemption of \$ ?
7. Is an additional exemption allowed for each person over age 65?
8. Are deductions allowed for charitable contributions?
9. What are nonprofit organizations?
10. What is the unemployment insurance?

## **7. Read the text and answer the questions:**

### **TAXES AND TAXATION**

Taxation is a system of compulsory contributions levied by a government on persons, businesses, and property used as a source for government expenses and other public purposes.

Fiscal policy means government efforts to keep the economy stable by increasing or decreasing taxes or government spending. For many years, the government tries to raise taxes to fund more and more social and defense programs. Besides, government at every level is financed through the collection of taxes. Under state and local laws organizations and individuals are required to compute their tax liability, complete the necessary forms, and pay the taxes due. Many features of taxation, both in the imposition and collection of taxes, are the same in many countries. Government expenses are growing, so, their need in money is big.

The fiscal system of Ukraine includes taxes, other compulsory payments to the budget and local taxes and duties. General state taxes: payments with the same mechanism of performance all over the territory of Ukraine (single dates of payment, benefits, rates.) They include value-added tax, excise duty, income tax of citizens, enterprise income tax, fiscal license tax, tax on the owners of vehicles; compulsory state pension insurance, charges to state pension insurance, charges to State innovation fund, etc. Each Council (Rada) possesses the right to determine benefits, rates and dates of local payments. The local taxes and duties include advertising tax, rates, hotel duties, packing tax, tax for issuing a release for location of trade and service objects, tax for the right to use the local symbolism.

1. What Is Taxation system?
2. Does the government try to raise taxes?
3. Are organizations and individuals required to pay the taxes due?
4. Are features of taxation the same in many countries?
5. What does the fiscal system of Ukraine include?
6. What are general state taxes with the same mechanism of performance all over the territory of Ukraine?
7. Are local payments determined by local Radas?
8. What is the fiscal system of Ukraine based on?
9. What is the value-added tax?
10. What does the local taxes and duties include?

## **8. Read the text and answer the questions:**

### **SCOTLAND YARD**

Scotland Yard is the name of the headquarters office of the Metropolitan Police. It is so called because the building where the first Commissioners set up their office in 1829 backed into Scotland Yard buildings forming part of the old palace of Whitehall where Scottish royalty were lodged when they visited the English Court. These headquarters soon became known as "Scotland Yard" and when, in 1890, the office was moved to the present site it was named "New Scotland Yard". Now it is the central office for the administration and control of the twenty-three police divisions of the Metropolitan Police, which has police jurisdiction throughout Greater London. This force is the largest in the country and has an authorized establishment of about 20, 000.

The Metropolitan Police is the one exception to the general principle of state control. The police authority in this instance is the Home Secretary, and he is personally responsible for the administration of this force, though responsibility for the actual day-to-day management and the way in which its members carry out their duties is the concern of the Commissioner of Police of the Metropolis.

The Metropolitan Police Force has certain national functions: it maintains criminal records on behalf all police forces; it circulates information about crime; it is the National Bureau for the International Criminal Police Commission; and it provides police protection for important personages and for the Houses of Parliament. Furthermore, some of the work of the Special Branch of the CID (Criminal Investigation Department) is on a nation-wide scale.

- 1) Is Scotland Yard the name of the headquarters of the metropolitan Police?
- 2) In what year the office was moved to the present site?
- 3) Is Scotland Yard the central office for the administration?
- 4) Does the Metropolitan Police have police jurisdiction throughout Greater London?
- 5) What is the Metropolitan Police?
- 6) What is the aim of the Metropolitan Police?
- 6) Is Home Secretary personally responsible for the administration of the force?
- 7) Does tThe Metropolitan Police Force circulate information about road accidents?
- 9) Does the Metropolitan Police Force provide police protection for the Houses of Parliament?
- 10) Do you agree that all work of the Special Branch of the CID is on a nation - wide scale?

## **9. Read the text and answer the questions:**

### **THE AMERICAN LEGAL SYSTEM**

Sources of law. Law is not static; it develops in response to changing conditions and social standards. The U.S. Constitution and the Bill of Rights are the foundation for the laws, but they are rather general documents. Laws offering specific answers to specific problems are constantly embellishing the basic principles of our society.

Laws originate in various ways: through legislative action (statutory law), through administrative rulings (administrative law), and through customs and judicial precedents (common law).

Statutory law (Statute, or law, created by a legislature). Without Congress, there would be no federal statutory law, which is law written by legislative bodies. The Constitution, in fact, specifically grants the Senate and the House of Representatives the right "to regulate commerce". Because of the many steps involved in passing a bill, most statutory law reflects a broad consensus of opinion. In some cases, however, senators or representatives sometimes push laws benefiting narrow interests through Congress friendly to those interests.

Uniform Commercial Code (Set of standardized laws governing business transactions that have been adopted by many states). States have legislative bodies that write statutory laws applicable within their boundaries. It is common for state laws to vary considerably, presenting problems for companies that do business in several states. The problem would be much worse, however, without the Uniform Commercial Code (UCC), which provides a nationwide standard in a number of areas of commercial law, such as the writing of sales contracts and warranties.

Administrative law. Once laws have been passed by a legislature, responsibility for enforcing them typically passes to an administrative agency or commission. That administrative agency may be called on to clarify a regulation's intent, often in consultation with representatives of the affected industry. The administrative agency may then write more specific regulations, which are considered administrative law.

Common Law, the sort of law that comes out of courtrooms and judges' decisions, began in England many centuries ago and was brought to America by the colonists. Common law is sometimes called the "unwritten law" to distinguish it from legislative acts and administrative agency regulations, which are written documents. Instead, common law is established through custom and the precedents set in courtroom proceedings. In the United States, common law is applied and interpreted in the system of courts.

1. Does the law develop in response to changing conditions and cultural standards?
2. What documents are the foundation for the laws?
3. What kind of law originate through customs and judicial precedents?
4. What kind of law does originate through legislative action?
5. What is Statutory law?
6. What is Administrative law?

7. Do states have legislative bodies?
8. What is Common law?
9. How sometimes is the Common law called?
10. Does the Common law in the United States apply and interpret in the system of courts?

## 10. Read the text and answer the questions:

### CRIMINAL AND CIVIL LAW

An important distinction is between criminal and civil law. Criminal law defines breaches of duty to society at large. It is the society, through government employees called public prosecutors or district attorneys that bring court action against violators. If you are found guilty of a crime, such as theft, you will be punished by imprisonment or a fine. When a fine is paid, the money goes to the state, not to the victim of the crime.

Duties owed by one person (including corporations) to another are established by civil law. For example, we have a duty to carry out our contractual promises. Tort law defines a host of duties people owe to each other. One of the most common is a duty to exercise reasonable care with regard to others. Failure to do so is the tort of negligence.

The person wronged must bring suit for the breach of a civil duty. Generally, the court does not seek to punish the wrong but rather to make the wronged party whole through a money award called damages. For example, if someone carelessly runs a car into yours, that person has committed the civil wrong (tort) of negligence. If you have suffered a broken leg, you will be able to recover damages from the driver (or his or her insurance company). The damages will be an amount of money sufficient to repair your auto, to pay your medical bills, to pay for wages you have lost, and to give you something for any permanent disability, such as a limp. Damages for "pain and suffering" are also usually awarded.

Although generally the civil law does not aim to punish, there is an exception. If the behaviour of someone who commits a tort is outrageous, that person can be made to pay punitive damages (also called exemplary damages). Unlike a fine paid in a criminal case, punitive damages go to the injured party. Sometimes, the same behaviour can violate both the civil law and the criminal law. For instance, a party whose careless driving causes the death of another may face both a criminal prosecution by the state and a civil suit for damages by the survivors of the deceased party. If both suits were successful the person would pay back society for the harm done through a fine or a sentence, and compensate the survivors through the payment of money damages.

- 1) What is the distinction between criminal and civil law?
- 2) What are the law duties ?
- 3) Where does money go when a fine is paid?
- 4) What types of damages do you know?
- 5) Are damages for "pain and suffering" usually awarded?
- 6) Can the person's behaviour violate both the civil law and the criminal law?
- 7) May a person face both a criminal prosecution by the state and a civil suit for damages?
- 8) What is the aim of civil law?
- 9) What tort does law define?
- 10) Which behaviour is normal for criminals?

## **11. Read the text and answer the questions:**

### **England and the USA ( Peculiarities of Criminal Law)**

Criminal law in England derives from a number of diverse sources. The definitions of the different acts that constitute criminal offences can be found in the common law (murder, manslaughter, conspiracy to defraud) as well as in thousands of independent and disparate statutes and more recently from supranational legal regimes such as the EU. As the law lacks the criminal codes that have been instituted in the United States and civil law jurisdictions, there is no unifying factor to how crimes are defined, although there have been calls from the Law Commission for the situation to be remedied. Criminal trials are administered hierarchically, from magistrates' courts, through the Crown Courts and up to the High Court. Appeals are then made to the Court of Appeal and finally the House of Lords on matters of law.

Procedurally, offences are classified as indictable and summary offences; summary offences may be tried before a magistrate without a jury, while indictable offences are tried in a crown court before a jury. The distinction between the two is broadly between that of minor and serious offences. In common law crimes are classified as either treason, felony or misdemeanor.

The way in which the criminal law is defined and understood in England is less exact than in the United States as there have been few official articulations on the subject. The body of criminal law is considerably more disorganised, thus finding any common thread to the law is very difficult. A consolidated English Criminal Code was drafted by the Law Commission in 1989 but, though codification has been debated since 1818, as of 2007 has not been implemented. Scotland has a completely separate legal system. In the United States, criminal prosecutions typically are initiated by complaint issued by a judge, or by indictment issued by a grand jury. As to felonies in Federal court, the Fifth Amendment to the United States.

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- 7) Who initiates the suit in a civil case / criminal case?
- 8) Does criminal law involve prosecution by the government?
- 9) May persons be convicted of a crime?
- 10) What does criminal law try?



## **12. Read the text and answer the questions:**

### **Definition and Elements of the Crime in English Law**

In English legal tradition crime is defined as an act or omission that violates the law and is punishable by the state. Crimes are considered injurious to society or the community, as distinguished from torts and breach of contract.

As defined by law, a crime includes both the act, or actus reus, and the intent to commit the act, or mens rea.

Actus reus is Latin for "guilty act" and is the physical element of committing a crime. It may be accomplished by an action, by threat of action, or exceptionally, by an omission to act. For example, a parent's failure to give food to a young child also may provide the actus reus for a crime.

Where the actus reus is a failure to act, there must be a duty. A duty can arise through contract, a voluntary undertaking, a blood relation with whom one lives, and occasionally through one's official position.

Mens rea is another Latin phrase, meaning "guilty mind." A guilty mind means an intention to commit some wrongful act. Intention under criminal law is separate from a person's motive. If Mr. Hood robs from rich Mr. Nottingham because his motive is to give the money to poor Mrs. Marion, his "good intentions" do not change his criminal intention to commit robbery.

Unless the act of which a defendant is accused is expressly defined by statute as a crime, no indictment or conviction for the commission of such an act can be legally sustained. This provision is important in establishing the difference between government by law and dictatorial government.

1. How is crime defined in English law?
2. What does crime include?
3. What does actus in reus mean in Latin?
4. Whereby is crime accomplished?
5. When does the actus reus a duty?
6. Where does a duty arise?
7. Does mens rea mean "guilty mind"?
8. What does a guilty mind mean?
9. Who crimes are considered?
10. Is provision important?

### **13. Read the text and answer the questions:**

#### **Classification of Crimes**

Crimes are usually classified as treason, felony, or misdemeanor. The fundamental distinction between felonies and misdemeanors rests with the penalty and the power of imprisonment. In general, a misdemeanor is an offence for which a punishment other than death or imprisonment in the state prison is prescribed by law. The term "degree of crime" refers to distinctions in the culpability of an offense because of the circumstances surrounding its commission. Crimes are sometimes divided according to their nature into crimes mala in se and crimes mala prohibita; the former class comprises those acts that are thought to be immoral or wrong in themselves, or naturally evil, such as murder, rape, arson, burglary, larceny, and the like; the latter class embraces those acts that are not naturally evil but are prohibited by statute because they infringe on the rights of others (e.g., acts in restraint of trade that have been made criminal under antitrust legislation). For example, in the United States, the power to define crimes and set punishment for them rests with the legislatures of the United States, the several states, and the territories, the principal authority being that of the individual states. This power in the states is restricted by the federal Constitution, e.g., in the Fourteenth Amendment and in prohibitions against acts of attainder (an act of attainder is a legislative declaration that a particular individual is guilty of a crime) and against ex post facto laws (laws that retroactively declare certain actions to be criminal). State constitutions may also limit state legislative action. The courts cannot look further into the propriety of a penal statute than to ascertain whether the legislature has the power to enact it. Administrative rules may have the force of law, and violations of such rules are punishable as public offenses, provided that the legislature has made such violations misdemeanors.

1. Which classification of crimes do you know?
2. May administrative rules have force of law and violations of such rules?
3. Are the violations of administrative rules punishable as public offenses?
4. Does the federal Constitution restrict the power of the state to define laws?
5. May state constitutions limit state legislative action?
6. What do crimes mala mean?
7. What do crimes mala include?
8. Does the term 'degree of crime refers' distinction in the culpability of an offense?
9. Which Constitution is used for power to define crime in the USA?
10. Which Constitution may also limit state legislative action?

#### **14. Read the text and answer the questions:**

##### **Crime Investigation: Forensic Science**

Forensic science and scientific expertise serves the administration of justice by providing scientific support in the investigation of crime and providing evidence to the courts.

When a crime is reported to the police, patrol officers are usually the first to arrive at the scene. They perform the initial investigation; fill out the forms, such as the complaint; interview witnesses; make an arrest if there is a suspect. If a crime requires expert investigation, detectives are called in. The detective's first task usually is to examine the facts in order to determine whether a crime has actually been committed and whether further investigation is required. If a full investigation is initiated, detectives collect evidence, interview witnesses and victims, contact informants. After an arrest is made, investigative work is extremely important to the outcome of a court case. Case preparation includes reviewing and evaluating all evidence and reports on the case; re-interviewing witnesses and assisting in their preparation for court appearances; and preparing the final report. Legal detectives and investigators in common-law countries have a wide variety of techniques available in conducting investigations. However, the majority of cases are solved by the interrogation of suspects and the interviewing witnesses, which takes time. Besides interrogations, detectives may rely on a network of informants they have processed over the years. Informants often have connections with persons a detective would not be able to approach formally. The best way is to obtain a confession from the suspect; usually this can be done in exchange for entering plea bargain for a lesser sentence. Evidence collection and preservation can also help in identifying a potential suspect(s).

Criminalistics as a subdivision of forensic science is the application of various sciences to answer questions relating to examination and comparison of different types of evidence in criminal investigations

1. What do forensic science and scientific expertise serve?
2. What do patrol officers do when a crime is reported to the police?
3. What does "criminalist" mean?
4. Where is evidence examined?
5. Who is the expert of investigation?
6. What is the detective's first task?
7. What do detectives do when full investigation is initiated?
8. What does case preparation include?
9. How majority of cases are solved?
10. Is evidence examined in a crime lab?

## **15. Read the text and answer the questions.**

### **Judicial power in Ukraine**

Judicial power in Ukraine is based on the Constitution. Judicial power is realized by judges in the form of civil, criminal, economic, administrative as well as constitutional legal proceedings. Thus, judicial system is an aggregate of all existing courts in Ukraine. The system provides availability of justice for every person. The courts interpret and apply the laws created according to the Constitution of Ukraine. Their decisions are made on behalf of Ukraine and are obligatory for enforcement on the entire territory of the country. Judicial proceedings are administered by the Constitutional Court of Ukraine and courts of general jurisdiction. The Constitutional Court of Ukraine is the sole body of constitutional jurisdiction. It decides on issues of conformity of laws and other legal acts with the Constitution and provides their official interpretation. Courts of general jurisdiction form the common system of courts united by aims, tasks, principles of organization and activity, and are headed by the Supreme Court of Ukraine. They are set up according to principles of territoriality and specialization. General courts are local, appellate, Highest Specialized Courts, and the Supreme Court. Economic, administrative and some other courts are defined as specialized. The lowest courts are local (district, city, etc), which are courts of first instance or trial courts, decide different types of cases. The appellate courts hear appeals from the local ones. The Highest Specialized Courts deal with cassations and determine the legality and reasoning of the previous court judgments.

Answer the questions:

1. What is based on the Constitution?
2. What is realized by judges?
3. Why is the court system important?
4. What is made on behalf of Ukraine?
5. What is the Constitutional Court of Ukraine?
6. What is the main task of the Constitutional Court of Ukraine?
7. What are the specialized courts?
8. What are the lowest courts?
9. What do the appellate courts hear?
10. What do the Highest Specialized Courts deal with?

## **16. Read the text and answer the questions.**

### **The Supreme Court**

The Supreme Court, the highest court in their system, administers justice, ensures equal application of legislation by all courts of general jurisdiction. The specialized courts of general jurisdiction consist of administrative and economic courts resolving disputes in the sphere of administrative and economic legal relations. Justice is administered by professional judges and, in cases determined by law, people's assessors and jurors. Judicial proceedings are administered by a judge personally, a board of judges or a jury. A citizen of Ukraine of at least 25 years old, who has higher legal education and work experience in the sphere of law for not less than 3 years, has resided in Ukraine at least 10 years and speaks state language may be recommended by the qualification commission for the position of a judge. The first appointment is made by the President for a five-year term. All other judges, except for judges of the Constitutional Court, are elected by the Verkhovna Rada for a lifetime. Professional judges must not belong to political parties and trade unions, occupy any other paid positions, and perform other paid work except scientific, teaching and creative activity. The independence and immunity of judges are guaranteed by the Constitution and laws of Ukraine.

Answer the questions:

1. What is the Supreme Court?
2. What does the Supreme Court ensure?
3. What are the specialized courts?
4. What is administered by professional judges?
5. What is administered by a judge personally?
6. Who may be recommended by the qualification commission for the position of a judge?
7. What is the term of the first appointment?
8. Who is elected by the Verkhovna Rada for a lifetime?
9. Who must not belong to political parties?
10. What is guaranteed by the Constitution and laws of Ukraine for judges?

## **17. Read the text and answer the questions.**

### **Role of a judge.**

A judge is a state official, who knows a lot about the law, and has the power to adjudicate on disputes and other matters brought before the court for decision. The independence of judges is guaranteed by the Constitution and the laws of the country. In the United Kingdom judicial independence is the doctrine that makes decisions of the judiciary system and should be impartial and not subject to influence from other branches of government or from private or political interests. It is guaranteed by the Constitutional Reform Act 2005, s.3. Judicial independence is also secured by giving judges long, sometimes lifetime, tenure and making them not easily removable from their office. As long as judges hold their positions in «good order», they remain in post until they wish to retire or until they reach 70. There are two types of judicial independence in the USA: institutional and decisional. The former means that the judicial branch is independent of the executive and legislative branches, while the latter lies in the idea that judges should be able to decide cases solely based on the law and facts, without letting the media, politics, or other concerns influence their decisions, and without fearing punishment in the careers for their decisions. Law-abiding federal judges have lifetime appointments. The position of a judge is usually prestigious in society.

1. What is a judge?
2. What is guaranteed by the Constitution and the laws of the country?
3. What is the judicial independence?
4. How is the judicial independence secured?
5. What can judges do if they hold their positions in «good order»?
6. At what age do the judges retire?
7. What are the two types of judicial independence in the USA?
8. What is the institutional judicial independence?
9. What is the decisional judicial independence?
10. Who may have the lifetime appointments as the judge?

## **18. Read the text and answer the questions:**

### **AT TRIAL**

A trial may be defined broadly and comprehensively as a judicial examination of the issues between the parties. Although some variations may exist, trials usually held before a judge sitting alone, a referee, or a judge and jury. The counsels for the prosecution and for the defence make opening statements to the jury, outlining what each sees as the nature of the case and what each hopes to prove as the trial proceeds. Next, the counsel for the prosecution presents his case by calling witnesses, questioning them, and permitting them to be cross-examined by the counsel for the defence. The counsel for each side then makes a closing argument to the jury, summarizing the evidence in a light most favourable to their respective clients. The function of the jury is to determine the facts of the case, whereas the function of the judge is to determine the applicable law and to oversee the parties' presentation of the facts to the court. After the judge has instructed the jury on the applicable law, the jury will retire to deliberate in private until it reaches a just verdict, which will then be announced in open court. The verdict of a jury terminates the trial. In a case tried before a judge sitting alone, the decision of the judge constitutes a termination of the trial.

1. May a trial be defined?
2. Are criminal trials always held in front of a jury?
3. May a jury sit alone to hear a legal case?
4. Who makes opening statements to the jury?
5. May the counsel for the defence cross-examine prosecution witnesses?
6. Is the function of the jury to decide the applicable law?
7. May the judge intervene if the counsels on either side fail to observe the court procedures?
8. Does the judge advise the jury on the law relevant to the case?
9. Does the jury discuss their verdict in open court?
10. Does the verdict of a judge terminate the trial?

## **19. Read the text and answer the questions:**

### **UNITED STATES SENATE**

The United States Senate, named after the ancient Roman Senate, was designed as a more deliberative body than the House of Representatives. Edmund Randolph called for its members to be "less than the House of Commons ... to restrain, if possible, the fury of democracy." According to James Madison, "The use of the Senate is to consist in proceeding with more coolness, with more system, and with more wisdom, than the popular branch." Instead of two year terms as in the House, Senators serve six year terms, giving them more authority to ignore mass sentiment in favor of the country's broad interests. The smaller number of members and staggered terms also give the Senate a greater sense of community.

Many of the Founding Fathers greatly admired the British government. At the Constitutional Convention, Alexander Hamilton called the British government "the best in the world," and said he "doubted whether anything short of it would do in America." In his "Defense of the Constitutions of Government of the United States," John Adams said "the English Constitution is, in theory, both for the adjustment of the balance and the prevention of its vibrations, the most stupendous fabric of human invention." In the minds of many of the Founding Fathers, the Senate would be an American kind of House of Lords. John Dickinson said the Senate should "consist of the most distinguished characters, distinguished for their rank in life and their weight of property, and bearing as strong a likeness to the British House of Lords as possible."

The apportionment scheme of the Senate was controversial at the Constitutional Convention. Hamilton, who was joined in opposition to equal suffrage by Madison, said equal representation despite population differences "shocks too much the ideas of justice and every human feeling." Referring to those who demanded equal representation, Madison called for the Convention to "to renounce a principle which was confessedly unjust."

1. What is the Senator's Serve term?
2. What was the Founding Did the Founding Fathers like the British government?
3. How did Alexander Hamilton call the British government?
4. What was the role of the Senate at the Constitutional Convention?
5. Does the bigger number of members give the Senate a greater sense of community?
6. How did Alexander Hamilton call the British government?
7. Could the Senate be a simple copy of the British House of Lords?
8. Was the disproportionate scheme of the Senate controversial at the Constitutional Convention?
9. Who was referring against equal representation?
10. What was controversial at the Constitutional Convention?



## 20. Read the text and answer the questions:

### MURDER

The abolition of capital punishment in England in November 1965 was welcomed by most people with humane and progressive ideas. To them it seemed a departure from feudalism, from the cruel pre-Christian spirit of revenge: an eye for an eye and a tooth for a tooth

Many of these people think differently now. Three unarmed policemen have been killed in London by bandits who shot them down in cold blood. This crime has drawn attention to the fact that since the abolition of capital punishment crime - and especially murder - has been on increase throughout Britain. Today, therefore, public opinion in Britain has changed. People who before, also in Parliament, stated that capital punishment was not a deterrent to murder - for there have always been murders in all countries with or without the law of execution - now feel that killing the assassin is the lesser of two evils. Capital punishment, they think, may not be the ideal answer, but it is better than nothing, especially when, as in England, a sentence of "lifelong" imprisonment (a life sentence, as it is called) only lasts eight or nine years.

All this is very controversial. And all the arguments for and against can be refuted in practice. The problem remains - the problem of how to prevent murders. Some murders are committed by criminals evading arrest, by insane or mentally disturbed people, by cold-blooded sadists completely devoid of all human feelings. The important thing in the prevention of murder is to eliminate as far as possible the weapons and instruments, the guns and knives, with which these crimes are committed, and furthermore to stop the dangerous influence of violence in books, films, television and other mass media, from which so many criminals derive their "inspiration".

- 1) Was the capital punishment allowed in England in 1965?
- 2) Was the abolition of capital punishment welcomed by most people?
- 3) Was a departure from feudalism?
- 4) Did the spirit of revenge dominate in the epoch of feudalism?
- 5) Have four armed policemen been killed in New York?
- 6) Does public opinion in Britain remain the same?
- 7) Do people feel that killing the assassin is the lesser of two evils?
- 8) Does the problem of how to prevent murders remain vital in the modern world?
- 9) What is the important thing in the prevention of murder?
- 10) Do mass media and television have considerable influence on many criminals?

## **21. Read the text and answer the questions:**

### **THE ROYAL FAMILY**

At present the British royal family is headed by Queen Elizabeth. When the Queen was born on the 21st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI. As a child she studied constitutional history and law as well as art and music. In addition she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life, making her first broadcast at the age of 14. The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen has allowed the BBC to make a documentary film about the every day of the royal family. She also started the tradition of the "walkabout", an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

The annual Christmas broadcast made by the Queen on radio and television has become a traditional and popular feature of the season, and there were widespread celebrations and special programs of events in 1977 to mark her Silver Jubilee.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh's Award Scheme in 1956) and in saving rare wild animals from extinction. The Queen's heir is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests. In recent years he has become outspoken on such controversial topics as modern architecture, violence in films and on television, and the standard of English teaching in schools. His wife Diana, Princess of Wales (often called in mass media Princess Di), won the affection of many people by her modesty, shyness and beauty. Unfortunately, she died in a car accident in August, 1997.

- 1) Who was the heir after the King George V?
- 2) When was the Queen Elizabeth born?
- 3) What were the Queen's main educational disciplines?
- 4) Did she refuse to take part in public life?
- 5) Whom did she get married with?
- 6) When was the Queen Elizabeth crowned?
- 7) Did The Queen's husband serve in the airborne troops of Great Britain?
- 8) Who is the Queen's heir?
- 9) Is the Prince of Wales well-known as a keen promoter of American interests?
- 10) When did Princess of Wales die?

## **22. Read the text and answer the questions:**

### **AT TRIAL**

A trial may be defined broadly and comprehensively as a judicial examination of the issues between the parties. Although some variations may exist, trials usually held before a judge sitting alone, a referee, or a judge and jury. The counsels for the prosecution and for the defence make opening statements to the jury, outlining what each sees as the nature of the case and what each hopes to prove as the trial proceeds. Next, the counsel for the prosecution presents his case by calling witnesses, questioning them, and permitting them to be cross-examined by the counsel for the defence. The counsel for each side then makes a closing argument to the jury, summarizing the evidence in a light most favourable to their respective clients.

The function of the jury is to determine the facts of the case, whereas the function of the judge is to determine the applicable law and to oversee the parties' presentation of the facts to the court. After the judge has instructed the jury on the applicable law, the jury will retire to deliberate in private until it reaches a just verdict, which will then be announced in open court. The verdict of a jury terminates the trial. In a case tried before a judge sitting alone, the decision of the judge constitutes a termination of the trial.

1. Have a trial may be defined?
2. Are criminal trials always held in front of a jury?
3. May a jury sit alone to hear a legal case?
4. Who make opening statements to the jury?
5. May the counsel for the defence cross-examine prosecution witnesses?
6. Is the function of the jury to decide the applicable law?
7. May the judge intervene if the counsels on either side fail to observe the court procedures?
8. Does the judge advise the jury on the law relevant to the case?
9. Does the jury discuss their verdict in open court?
10. Does the verdict of a judge terminate the trial?

### **23. Read the text and answer the questions:**

#### **LEGAL DEFENCE.**

In Great Britain a citizen can either consult an executive on a legal consultation (legal aid bureau) or go directly to a lawyer of his choice. There are cases when the law provides for compulsory participation of the defence counsel as an indisputable argument for the sentence being overturned.

Primarily, these pertain to minors. Another instance when the defence counsel is obligatory in crimes, which might involve capital punishment. Also important is the obligatory participation of a defence counsel in all cases where a state prosecutor participates. Here, the defence counsel is provided by the College of Barristers.

The defence counsel and the accused enter into contract that is stated by the signature of executive of legal consultation office. It thereby certifies that the defence counsel by the client will assume responsibility for the case. The same contract states the amount of the counsel's retainer whenever the counsel assumes responsibility. The law forbids him or her to abandon the case. Once the counsel takes up the case for defence he cannot depart. He is bound to bring the case to its end.

The financial aspects of the counsel – client relationship are the following: the counsel's fee comes from the retainer made by the clients to the legal constitutional office. The actual amount of the fee is determined by government acts issued in the country.

1. Can a citizen choose a lawyer In Britain?
2. Does the law provide for compulsory participation of the defence counsel in some cases?
3. Is the defence counsel obligatory in crimes involving capital punishment?
4. Do the defence counsel and the accused enter into contract?
5. Will the client assume responsibility for the case?
6. Can a client depart before the end of the case?
7. What are the financial aspects of the counsel?
8. What is the role of Barristers?
9. What is the role of the Supreme Court?
10. What does legal aid bureau provide ?

**24. Read the text and answer the questions:**

**THE LEGAL SYSTEM OF ENGLAND AND WALES**

The law is one of the most traditional areas of national life and the legal profession has jealously protected its position against outside attack. Its main virtue is its independence from the system of government and as such, a safeguard of civil liberties. Its main vice lies in its resistance to reform, and the maintenance of its own privileges which may be contrary to public interest.

The legal system for England and Wales (there are separate ones for Scotland and Northern Ireland) does not have a criminal or civil code, but is founded upon two basic elements: Acts of Parliament or statute law, and common law which is the outcome of past decisions and practices based upon custom and reason. Common law has slowly built up since Anglo-Saxon times 1,000 years ago, while Parliament has been enacting statutes since the thirteenth century. Almost all criminal law is now set out in Acts of Parliament, while the greater part of civil law still depends upon common law, the weight and guidance of previous similar decisions.

European Community law also applies to Britain by virtue of its membership of the European Union and it takes precedence over domestic law. In 1997 Britain finally took steps to incorporate the European Convention on Human Rights into domestic law.

1. Is the main virtue of the legal system its independence from the system of government?
2. Does the legal system have its own privileges which are contrary to public interest?
3. Does the legal system of England and Wales have a criminal or civil code?
4. Is the legal system founded on Acts of Parliament and common law?
5. Has Common law built up since Anglo-Saxon times?
6. Is Criminal law set out in Acts of Parliament?
7. Does Civil law depend upon common law?
8. Did Britain become a member of the European Convention on Human Rights In 1997?
9. Is the legal system of England the same one for Scotland and Northern Ireland?
10. What does the civil law depend?

## **25. Read the text and answer the questions:**

### **WHAT IS A CRIME?**

A distinction must be drawn between breaches of law which are crimes and those which are merely illegal without being criminal. The definition of a "crime" has always been a matter of difficulty. It has been stated that no really satisfactory definition of a "crime" has yet been evolved. Various definitions of a "crime" have from time to time been attempted.

The violation of the public rights and duties due to the community considered as a crime." (Blackstone) Austin stated that the distinctive attribute of criminal procedure in all countries lay in the fact that its sanctions are enforced at the discretion of the sovereign, that is to say, that the sanctions or punishments of criminal procedure are remissible only by the Crown whereas the power of remitting a sanction in a civil ruling can be exercised by any private person.

Professor Kenny defined crimes as "wrongs whose sanction is punitive and is in no way remissible by any private person but is remissible by the Crown alone if remissible at all." In Russell's "On Crime" crimes are defined as "those acts or omissions involving breach of a duty to which by the law of England a sanction is attached by way of punishment or pecuniary penalty in the public interest."

The following definition has also been given: "A crime is an act which is forbidden or the omission to perform an act which is commanded, by the Common Law, by statute or by Regulations made by a subordinate authority; the remedy for which is the punishment of the offender at the instance of the State."

Perhaps, the matter may be summarized by saying that a criminal offence is an offence against, not necessarily violating any private right and punishable by the State.

1. Is it necessary to draw a distinction between crimes and those breaches of law which are not criminal?
2. Who tried to give a really satisfactory definition of a "crime"?
3. What attempts have been made for definition of crime?
4. What does "an act violating" mean?
5. Does analysing criminal and civil procedure Austin discuss power of imposing and remitting punishments?
6. Is a sanction attached by way of punishment or pecuniary penalty in the public interest according to Russell?
7. What types of crimes do you know?
8. May crimes be punished by any private person injured by the offender?
9. Are crimes punishable by the State only?
10. Does the offender have responsibility to justify her/himself ?

## 26. Read the text and answer the questions:

### INTERPOL

Interpol is an international corporation founded in 1923 as a service organization devoted to coordinating actions against international criminals. Its clients are 174 agencies throughout (lie world. This organization is not under the control or supervision of any government.

Interpol is a recognized intergovernmental force whose task is to hunt down the international criminal. A multinational force, much like the United Nations, Interpol is made up of police of the Free World and a bona fide law enforce- meat agency in ifs own right. Among the first (o fight international terrorism and sky-jacking, Interpol still leads (he war on narcotics, assists a number of nations in the continuing search for wanted Nazi war criminals. One of the most highly respected groups in the world, Interpol, like any other police force is under governmental control to safeguard the basic rights of every citizen. It operates according to a strict code of behavior and adheres to the highest ethical standards.

Interpol has never been recognized or established by any international charter or treaty and has no police powers. Because of Interpol's cooperation with the UN particularly in the area of drugs, Interpol was recognized as an intergovernmental organization.

Interpol members are, for the most part, police and not governmental representatives, although certain governments have sent observers from their military, intelligence, customs, post office, and immigration departments.

Interpol does not have powers of arrest or any investigative rights. Its function is to disseminate information. Today 80 percent of the permanent staff is French. Interpol is much like any large corporation with bureaus in various countries and with representatives from these offices also stationed at the main office. Information is exchanged between the many national bureaus, but the police forces themselves are subject to the laws and policies of their respective nations.

1. When was Interpol founded?
2. Does Interpol coordinate actions against criminals?
3. Is Interpol under supervision of the government?
4. Does this organization have a task to hunt down the international criminal?
5. Does Interpol lead the war on narcotics?
6. Does Interpol police have powers?
7. Are Interpol members police and governmental representatives?
8. Has Interpol powers of arrest and investigative rights?
9. What is the function of this organization?
10. What is the main staff of Interpol?

## **27. Read the text and answer the questions:**

### **TAX MILITIA**

Each tax office has a Tax Militia Department. This department is authorised to contact the taxpayer more frequently. If signs of fraud reach the tax administration, the Tax Militia starts an investigation. This department also takes care of the collection of taxes and the seizing of money and goods. Interestingly, the department is authorised to sell or auction goods that it has impounded. The “militia” acts both upon request of the auditing department and on its own initiative. The way in which this militia is organised, is a state secret and furthermore nothing is disclosed about its internal procedures. What is known is that it is a military organisation, the departments of which are officially part of the local tax offices. The Act on the National Tax Administration defines the main structure of the organisation: it has a Principal Directorate, an investigation department and an anti-corruption department. For the immediate execution of their tasks these departments are brought under the local offices. The Tax Militia reports to the Head of the State Tax Administration.

The fact that the Tax Militia has the set-up of a military organisation is evident from its legal hierarchy. The department is headed by generals and its ranks include those of lieutenant-general, major general (brigadier), (lieutenant) colonel, major, captain and lieutenant. Also, there are non commissioned officers and privates. The military lines of command exist not just on paper, but can be observed in everyday life. For instance, all officers and personnel wear legally prescribed insignia and uniforms which are defined by the government. Not only do members of this Tax Militia wear uniforms, but regular tax officers also have their own brand of uniform. The standard uniform is green, whereas the higher ranks have a grey uniform. The grades within the ordinary tax administration are not military, but are civil with titles such as inspector.

1. Does each tax office have a Tax Militia Department?
2. Is this department authorised to contact the taxpayer?
3. Does department also take care of the collection of taxes?
4. Does tax Militia seize money and goods?
5. Are the Tax Militia departments officially part of the local tax offices?
6. Does the Tax Militia act only on its own initiative?
7. What is the way in which the Tax Militia organised?
8. Does the Tax Militia have investigation department?
9. Does the Act on the National Tax Administration define the main structure of this department?
10. Is the Tax Militia headed by generals?



## **28. Read the text and answer the questions:**

### **FEDERAL BUREAU OF INVESTIGATION**

The FBI also operates a central crime laboratory. Private interests at the Northwestern University in Chicago established the first forensic science laboratory in America in 1929, although this particular aspect of police work had been increasingly appreciated in Europe for some time. Three years later the FBI started its own laboratory and now deals with about 150,000 examinations a year. Many large police forces in the United States now have their own laboratories but the FBI has placed its resources at the disposal of any force requiring assistance and, in this way has put the most extensive scientific facilities within the reach of the smallest force. The laboratory staff is frequently called as expert witnesses and all these senders are provided without cost to the seeking assistance.

An important function of the FBI is to correct and consolidate criminal statistics that are then made available to interested parties. Thus the overall crime situation can be related to the position in individual police forces. The diversity of police and local controls at varying levels of government must inevitably make the attainment of a common standard of police knowledge and practice a difficult goal. While the larger and wealthier police forces were able to establish and maintain suitable training schools, adequate training facilities were not within the reach of all. It is in the training field that the FBI has probably made its most notable contribution to law enforcement in the United States.

The FBI provides specialized training for the independent training centers by loaning instructors experienced in special subjects related to police. It is estimated that about 60,000 police officers pass through these centers each year. Subjects range from weapon training to the latest technical developments in crime detection. In the realm of higher training the FBI founded the National Police Academy in 1935 mainly for the purpose of training instructors for state and local police forces. The Academy is staffed by state and local police officers in addition to the FBI.

1. Was the first forensic science Laboratory in America established by FBI?
2. Is the Laboratory staff called as expert witnesses?
3. Are the FBI resources used for the local purposes only?
4. Are all these senders provided without cost to the force seeking assistance?
5. Does the FBI deal with criminal statistics?
6. Can the overall crime situation be related to the position in individual police forces?
7. Does the FBI most notable contribution to law enforcement in the United State?
8. Does the FBI invite any instructors for the independent training centers?
9. How many police officers do pass through these centers each year?
10. Does the National Police Academy train instructors mainly for state and local police forces?

## **29. Read the text and answer the questions:**

### **LEGAL DEFENCE**

In Great Britain a citizen can either consult an executive on a legal consultation (legal aid bureau) or go directly to a lawyer of his choice. There are cases when the law provides for compulsory participation of the defence counsel as an indisputable argument for the sentence being overturned.

Primarily, these pertain to minors. Another instance when the defence counsel is obligatory in crimes, which might involve capital punishment. Also important is the obligatory participation of a defence counsel in all cases where a state prosecutor participates. Here, the defence counsel is provided by the College of Barristers.

The defence counsel and the accused enter into contract that is stated by the signature of executive of legal consultation office. It thereby certifies that the defence counsel by the client will assume responsibility for the case. The same contract states the amount of the counsel's retainer whenever the counsel assumes responsibility. The law forbids him or her to abandon the case. Once the counsel takes up the case for defence he cannot depart. He is bound to bring the case to its end.

The financial aspects of the counsel – client relationship are the following: the counsel's fee comes from the retainer made by the clients to the legal consultation office. The actual amount of the fee is determined by government acts issued in the country.

1. Can a citizen in Britain choose a lawyer?
2. Does the law provide for compulsory participation of defence counsel in some cases?
3. Does defence counsel obligatory in crimes involve capital punishment?
4. Do the defence counsel and the accused enter into contract?
5. Does it certify the defence counsel by the client?
6. Does the counsel take up the case for defence once can he depart before the end of the case to be continued?
7. What are the financial aspects of the counsel?
8. What is the actual amount of the fee?
9. What the contract between the accused and defence counsel is about?
10. What does Legal aid bureau provide citizens with legal assistance?

### 30. Read the text and answer the questions:

#### EQUITY

To understand the beginnings of Equity it is necessary first to look in outline at the system of common law writs. The clerks in Chancellor's office issued the Chancellor being in those days a clergyman of high rank who was also the King's Chaplain and Head of Parliament writs. In order to bring an action in one of the King's courts, the aggrieved party had to obtain from the Chancery a writ for which he had to pay. A writ was a sealed letter issued in the name of the King, and it ordered some person, Lord of the Manor or Sheriff of the County or the defendant, to do whatever the writ specified.

The old common law writs began with a statement of the plaintiff's claim, which was largely in common form, and was prepared in the Royal Chancery and not by the plaintiff's advisers as is the statement of claim today. Any writ which was novel, because the plaintiff or his advisers had tried to draft it to suit the plaintiff's case, might be abated, i. e. thrown out by the court. Thus, writs could only be issued in a limited number of cases, and if the complaint could not be fitted within the four corners of one of the existing writs, no action could be brought. Moreover, writs were expensive, and their very cost might deprive a party of justice.

Many people, therefore, unable to gain access to the King's courts, either because they could not obtain a writ, or because the writ was defective when they got it, or because they were caught in some procedural difficulty, or could not obtain an appropriate remedy, began to address their complaints to the King-in-Council. For a time the Council itself considered such petitions, and where a petition was addressed to the King in person, he referred it to the Council for trial. Later the Council delegated this function to the Chancellor, and eventually petitions were addressed to the Chancellor alone.

The Chancellor began to judge such cases in the light of conscience and fair dealing. He was not bound by the remedies of the common law and began to devise remedies of his own. In order to bring persons before him the Chancellor issued a form of summons called a subpoena. Equity was thus not cramped by anything analogous to the writ system. Eventually as new Chancellors took over, and Vice-Chancellors were appointed to cope with the increasing volume of work, uncertainty crept into the system, conflicting decisions abounded, and it was said, "Equity varies with the Chancellor's foot".

1. Did Chancellor issue writs?
2. Is a writ a letter issued in the name of the King?
3. Did a writ order some person to do whatever the writ specify?.
4. Could the court throw out any writ?
5. How much did the Writs cost?
6. Were many people able to gain access to the King's courts?
7. Were petitions addressed to the Chancellor alone?
8. Did Chancellor issue a form of summons called subpoena to bring persons before him?

9. Was Equity analogous to the writ system?

10. What does "Equity varies with the Chancellor's foot" mean?

### **31. Read the text and answer the questions:**

#### **TAXES AND TAXATION**

Taxation is a system of compulsory contributions levied by a government on persons, businesses, and property used as a source for government expenses and other public purposes.

Fiscal policy means government efforts to keep the economy stable by increasing or decreasing taxes or government spending. For many years, the government tries to raise taxes to fund more and more social and defense programs. Besides, government at every level is financed through the collection of taxes. Under state and local laws organizations and individuals are required to compute their tax liability, complete the necessary forms, and pay the taxes due. Many features of taxation, both in the imposition and collection of taxes, are the same in many countries. Government expenses are growing, so, their need in money is big.

The fiscal system of Ukraine includes taxes, other compulsory payments to the budget and local taxes and duties. General state taxes: payments with the same mechanism of performance all over the territory of Ukraine (single dates of payment, benefits, rates.) They include value-added tax, excise duty, income tax of citizens, enterprise income tax, fiscal license tax, tax on the owners of vehicles; compulsory state pension insurance, charges to state pension insurance, charges to State innovation fund, etc. Each Council (Rada) possesses the right to determine benefits, rates and dates of local payments. The local taxes and duties include advertising tax, rates, hotel duties, packing tax, tax for issuing a release for location of trade and service objects, tax for the right to use the local symbolism.

1. What Is the main purpose of the system taxation?
2. Does the government usually try to raise taxes to fund social and defense programs?
3. Are organizations and individuals required to pay the taxes due?
4. Are features of taxation the same in many countries?
5. What does the fiscal system of Ukraine include?
6. What are the general state taxes?
7. Are local payments determined by local Radas?
8. What is the fiscal system of Ukraine based on?
9. Is the value-added tax a hidden tax?
10. What does general state taxation mean?

## GLOSSARY

### A

**academic** — *adj* академічний

**accusation** — *n* обвинувачення

**acid rain** — кислотний дощ

**acknowledgement** — *n* 1. визнання, вдячність; 2. розписка; 3. підтвердження;  
*to take* ~ отримати підтвердження, визнання ( існування факту)

**acquit** — *v* 1. виправдати, визнати невинним (у скоєнні злочину); 2. звільнити (від відповідальності, зобов'язання)

**act** — *n* 1. дія; 2. акт; 3. документ; 4. закон;

*notarial* ~ нотаріальні дії, акти,

*to perform* ~, *to commit* ~, *to exercise* ~ вчиняти, здійснювати нотаріальні дії

**action** — *n* 1. дія, діяння, вчинок; 2. судова справа; судовий процес; 3. позов, судове переслідування

**actus reus** — злочинна дія

**adhere to** — *v* дотримуватись

**adjoin** — *v* 1. додавати, долучати; 2. межувати

**adjudicate** — *v* 1. визнати, встановити, вирішити, проголосити (у судовому порядку); 2. розглянути спір, вирішити справу, винести судове рішення або вирок

**adjudication** — *n* 1. визнання, встановлення, проголошення (у судовому порядку); 2. розгляд спору, вирішення справи, винесення судового рішення; 3. Судове рішення, вирок; 4. засудження

**administrative** — *adj* 1. адміністративний, розпорядчий; 2. виконавчий;

~ *agencies* — адміністративні органи;

~ *courts* — адміністративні суди;

~ *bodies* — адміністративні органи;

~ *justice* — адміністративна юстиція;

~ *law* — адміністративне право;

~ *order* — адміністративний наказ;

~ *regulation* — 1. Норма адміністративного права, адміністративне правило;  
2. Постанова адміністративного органу;

~ *tribunals* — адміністративні суди

**adopt** — *v* 1. (офіційно) приймати; 2. підтверджувати, затверджувати;

*to* ~ *a code* — приймати кодекс

**adoption** — *n* 1. прийняття; 2. підтвердження, затвердження

**adversarial** — *adj* змагальний

**adversary** — *n* протилежна сторона (у судовому процесі), процесуальний суперник; *adj* змагальний (про судовий процес)

**advocacy** — *n* 1. адвокатська діяльність; 2. адвокатура; 3. захист, виступ (адвоката)

**advocate** — *n* 1. адвокат, захисник; 2. прибічник; *v* захищати

**affidavit** — *n* письмове свідчення, афідевіт, письмове свідчення під присягою;

*to witness* ~ підтверджувати письмове свідчення під присягою  
**affirm** — *v* 1. стверджувати, підтверджувати; 2. затверджувати (рішення суду нижчої інстанції)  
**agenda** — *n* порядок денний  
**agreement** — *n* 1. згода; 2. договір, угода  
**aid** — *n* допомога; *legal* ~ правова допомога, *to provide* ~ надавати правову допомогу  
**aim** — *v* 1. мати на меті, бути спрямованим на; 2. прагнути; 3. цілитися; *n* мета  
**allegation(s)** — *n* заява, твердження; *to admit* ~ погоджуватись із заявою, визнати заяву; *to deny* ~ спростовувати (відхиляти, заперечувати) заяву  
**allege** — *v* 1. заявляти, стверджувати; 2. посилатися; 3. обвинувачувати  
**allocation** — *n* розміщення, розподіл  
**alter** — *v* змінювати(ся), переробляти, видозмінювати  
**amelioration** — *n* поліпшення стану  
**amend** — *v* 1. вносити поправку, поправки, зміни, доповнення (в закон, конституцію); ~ *a law* вносити поправку до закону  
**Anglo-Saxon law** — англо-саксонське право  
**appeal** — *n* 1. апеляція; апеляційна скарга; оскарження; 2. звернення; ~ *as of right* — *n* апеляція по праву; апеляція на розсуд сторони; ~ *by leave* — *n* апеляція на розсуд суду (яка може бути подана з дозволу суду);  
*on* ~ — в апеляційному порядку;  
~ *on points of law* — апеляція з питань права;  
*to bring* ~ (*before the court*)/ *file/ initiate/ lodge*  
*an* ~ — *v* подавати апеляційну скаргу;  
*to grant an* ~ — *v* підтримувати (задовольняти) апеляційну скаргу;  
*to dismiss an* ~ — *v* відхилити апеляційну скаргу;  
*to listen to an* ~ — *v* розглядати апеляцію;  
*court of* ~ — *n* апеляційний суд; *v* апелювати, подавати апеляційну скаргу, опротестувати  
**appellant** — *n* сторона, що подає апеляцію; позивач за апеляцією, скаржник, апелянт  
**appellee** — *n* відповідач за апеляцією  
**application** — *n* 1. Застосування (права, закону та ін.); 2. заява, письмове клопотання до суду  
**apply** — *v* 1. застосовувати (ся); 2. заявляти, подавати заявку, просити, звертатися, звертатися з клопотанням; ~ *a law* — застосовувати закон  
**appoint** — *v* призначати ; ~ *for life* — призначати на посаду довічно  
**apprehend** — *v* затримувати, заарештовувати  
**approach** — *n* підхід, наближення

**appropriate educational-proficiency level** — відповідний освітньо-професійний рівень

**approval** — *n* схвалення; затвердження; дозвіл, санкціонування

**approve** — *v* схвалювати; затверджувати; дозволяти, санкціонувати

**arbitrary** — *adj* довільний, дискреційний

**arbitration** — *n* 1. рішення, ухвала арбітра; 2. арбітраж; третейський суд; арбітражний розгляд;

~ *court* – третейський суд

**area of responsibility** — сфера відповідальності

**argue** — *v* 1. доводити; аргументувати; наводити доводи; стверджувати, заявляти;

2. дискутувати, обговорювати

**arson** — *n* підпал

**assent** — *n* згода, дозвіл, схвалення

**assessor** — *n* 1. податковий чиновник; 2. експерт-консультант суду; 3. засідатель, асесор; *people's* ~

— народний засідатель

**assistance** — *n* допомога, сприяння, підтримка; *legal* ~ — правова допомога,

*to provide* ~ — надавати правову допомогу

**attend** — *v* відвідувати, бути присутнім

**attest** — *v* засвідчувати, посвідчувати, підтверджувати, завіряти

**auditor** — *n* аудитор

**authenticate** — *v* засвідчувати автентичність, встановлювати відповідність оригіналу

**authenticity** — *n* справжність, достовірність, автентичність; *to give* ~ – засвідчувати справжність

**authoritative** — *adj* авторитетний, впливовий

**authority** — *n* 1. орган влади, орган управління; 2. влада, повноваження; сфера компетенції; 3. Джерело права; закон; прецедент; судові рішення; документ; 4. авторитет; авторитетний фахівець; авторитетне твердження; 5.

довіреність; дозвіл; *to give* ~ — уповноважувати

**authorize** — *v* 1. уповноважувати, надавати право (повноваження); 2. санкціонувати, дозволяти; 3. легалізувати, узаконювати; 4. авторизувати, встановлювати авторство.

## **B**

**bail** — *n* 1. порука; 2. передача на поруки; 3. застава; *to release on* ~ – звільнити (з-під варти), звільнити на порук, звільнити під заставу

**balance** — *v* зберігати рівновагу, бути рівноважним, врівноважувати; *n* 1. баланс; рівновага; 2. залишок

**Bar** — *n* 1. адвокатура; адвокатська діяльність; юридична практика; колегія адвокатів; 2. суд в повному складі; 3. правова перешкода; пра вова заборона

**barrister** — *n* (англ.) баристер (адвокат, який має право виступати у вищих судах)



**be entitled** — мати право; бути уповноваженим; *to ~ to associate* — мати право приєднатися, об'єднатися

**be incarcerated** — бути ув'язненим

**be liable** — бути відповідальним (за щось); нести відповідальність; підлягати (н. ч.)

**be supplemented by** — доповнюватись

**be tried** — знаходитися на розгляді суду, слухатися в суді (про справу); знаходитися під судом

**be under an obligation to** — мати обов'язок, мати зобов'язання

**benefit** — *n* 1. користь, вигода; 2. перевага, привілей; 3. Матеріальна допомога; *mutual* ~- взаємна вигода; *v* приносити користь; отримувати користь; *to ~ creator* — приносити користь авторові (творцю)

**beyond doubt** — поза сумнівом

**binding** — *adj* — обов'язковий; зобов'язальний; що має обов'язкову силу; *n* зобов'язання

**biological diversity** — біологічний різновид

**blood** — *n* 1. кров 2. Позбавлення життя 3. вбивство; 4. провина у скоєнні злочину;

**blood-guilty** —винний у вбивстві

**book** — *v* 1. зареєструвати, занести в книгу; 2. замовляти, бронювати; ~ *at police station* —

зареєструвати (справу, особу) в поліційному відділенні; ~ *prisoner* — зареєструвати в'язня

**breach** — *n* 1. порушення (права, закону, договору, обов'язку і т.д.); 2. розірвання (відносин)

**brief(s)** — *n* записка по справі, що подається в апеляційний суд

**bring closer to smb.** — наближати до к.-н.

**budget** — *n* бюджет

**burglary** — *n* крадіжка зі зломом

**bypass** — *v* обходити

## C

**capital punishment** — найвища міра покарання, вирок смертної кари, смертна кара; виконання смертного вироку

**carry** — *v* 1. перевозити; 2. нести, носити; 3. проводити, приймати голосуванням (законопроект, пропозицію, резолюцію); *to ~ out* — виконувати, проводити, здійснювати;

**case** — *n* 1. випадок; 2. судова справа;

*to consolidate ~s* — об'єднувати справи; *to decide a ~* — вирішити справу; *to solve a ~*, *to resolve a ~* — вирішувати судову справу; *to settle a ~* — врегулювати справу; *settlement of a ~* — врегулювання справи; вирішення справи шляхом укладання угоди; *to take a ~ to trial* — подавати справу на судовий розгляд

**case law** — прецедентне право

**case management conference** — нарада з питань керування справою  
**case manager** — розпорядник справи  
**cassation** — *n* касація  
**center** — *v* зосереджуватись  
**certificate of a specialist** — диплом спеціаліста  
**certify** — *v* засвідчувати, підтверджувати  
**charge** — *n* 1. доручення, обов'язок, відповідальність; 2. ціна, плата; 3. обвинувачення, пункт обвинувачення; **to bring a ~** — висувати обвинувачення; **criminal ~** — обвинувачення у скоєнні злочину, кримінальне обвинувачення; *v* 1. обтяжувати, навантажувати; 2. довіряти, доручати; 3. обвинувачувати; **to ~ of a crime** — обвинувачувати у скоєнні злочину  
**charter** — *n* 1. устав; 2. хартія, грамота, привілей; 3. чартер, договір фрахтування судна  
**circuit** — *n* 1. округ; 2. Судовий округ  
**citizen** — *n* громадянин  
**citizenship** — *n* громадянство  
**civil** — *adj* 1. громадський; громадянський; цивільний; 2. цивільноправовий; ~ **code** — цивільний кодекс; ~ **case** — цивільна справа; ~ **law** — цивільне право; ~ **procedure/process** — цивільний процес; ~  
**society** — громадянське суспільство  
**claim** — *n* позов; вимога; претензія; **dismissal of a ~** — відхилення позову, відмова у позові, припинення справи; **to initiate ~** — подавати позов; **to issue ~** — забезпечувати позов; **to file a ~ (with a court)** — подавати позов (до суду)  
**claimant** — *n* позивач (у Великобританії)  
**classification and coding of goods** — класифікація та кодування товарів;  
**closing arguments** — зупинення дебатів сторін  
**closing statements** — заключна промова  
**co-decision** — *n* спільне рішення  
**codification** — *n* кодифікація  
**codified constitution** — кодифікована конституція  
**codify** — *v* кодифікувати  
**collective bargaining** — укладення колективного трудового договору  
**collegiate body** — колегіальний орган  
**commencement** — *n* 1. початок; 2. вступна частина обвинувального акту; 3. порушення (справи, судового переслідування)  
**commission** — *n* 1. доручення; договір доручення; судове доручення; 2. повноваження; 3. Комісія, група осіб або орган); комітет; 4. призначення на посаду; документ про призначення; 5. комісія; договір комісії; комісійна винагорода; 6. вчинення (дії); діяння  
**commit** — *v* 1. доручати; довіряти, ввіряти; 2. зобов'язувати; 3. вчиняти (дію); 4. передавати (на розгляд); передавати (віддавати) суду; 5. ув'язнювати; ~ **a crime** — вчиняти злочин; **to ~ smb. for trial** — передавати когось суду; **to ~ to prison** — ув'язнювати  
**committee** — *n* 1. комітет, комісія; 2. опікун

**common** — *adj* 1. загальний; 2. спільний; частковий, пайовий; 3. суспільний; публічний; 4. загальноприйнятий; ~ **accord** — спільна згода; ~ **law** — загальне право

**complaint** — *n* 1. скарга; рекламація; претензія; 2. позов, позовна заява; **cross**~ — зустрічний позов; **to answer a** ~

— відповідати на по-зов

**complete abolition** — повна відміна, повне викоренення

**complexity** — *n* складність

**compliance** — *n* відповідність, узгодженість

**compulsory courses** — обов'язковий курс

**conciliation** — *n* примирення; примирна, погоджувальна процедура

**conclude** — *v* 1. укладати (договір); 2. робити висновок

**conduct** — *n* 1. поведінка; 2. керування; ведення; *v* 1. проводити; вести; ~ **policy** — проводити політику;

**confession** — *n* визнання; визнання у скоєнні злочину; визнання вини; визнання позову

**confirm** — *v* 1. підтверджувати; 2. затверджувати; санкціонувати; ратифікувати

**confiscation** — *n* конфіскація

**conform** — *v* 1. узгоджуватися; відповідати; 2. узгоджувати, погоджувати; 3. підкорятися (правилам)

**conformity** — *n* 1. відповідність; 2. підкорення (ч.-н.); **in strict ~ with the law** — у строгій відповідності до закону

**conservation** — *n* охорона навколишнього середовища

**conspiracy to defraud** — змова вчинити шахрайство

**constitution and forms of government** — конституція та форми державного устрою

**constitutional** — *adj* конституційний; такий, що відповідає конституції, конституційним нормам; ~ **convention** — конституційна конвенція; ~ **law** — конституційне право; ~ **lawyer** — юрист-фахівець з конституційного права; ~ **principles** — конституційні принципи; ~ **scholar** — вчений-фахівець з конституційного права

**constructive dismissal** — конструктивне звільнення

**consultant** — *n* 1. радник; консультант, позаштатний співробітник; 2. тимчасовий співробітник

**contempt** — *n* 1. неповага, образа (органа влади); 2. Порушення (норм права)

**contract** — *n* договір; угода; контракт; **marriage** ~ — шлюбний контракт

**contribution** — *n* 1. пожертва; 2. сприяння; 3. внесок

**convention** — *n* 1. Конвенція (міжнародний договір); 2. з'їзд, конвент; 3. звичай

**conveyance** — *n* передача правового титула (права) (переважно на нерухомість); акт про передачу правового титула; ~ **of property** передача права власності

**convict** — *n* засуджений; засуджений, що перебуває під вартою; засуджений, що відбуває покарання; *adj* засуджений; той, що перебуває під вартою; той,

що відбуває покарання; *v* засуджувати (визнавати винним); *to ~ of a crime* — засудити за скоєння злочину  
**conviction** — *n* засудження (визнання винним); судимість  
**convince** — *v* переконувати  
**cooperation** — *n* співробітництво  
**copy** — *v* копіювати, робити копію, відтворювати  
**copying** — *n* копіювання  
**correspondent** — *adj* відповідний  
**costs** — судові витрати  
**counsel** — *n*. адвокат, юрисконсульт-адвокат, юрисконсульт  
**counter-terrorism** — *n* боротьба з тероризмом  
**counterpart** — *n* процесуальний супротивник  
**course** — *n* курс (навчання, лекцій тощо); **compulsory** ~ — обов'язковий курс  
**court** — *n* суд; **administrative** ~ — адміністративний суд; **appellate** ~ — апеляційний суд; **the Constitutional** ~ — конституційний суд; **economic** ~ — господарський суд; ~ **judgment** — судові рішення, рішення суду; **local** ~ — місцевий суд; ~ **proceeding** — судочинство, розгляд справи, судова процедура, провадження у справі, судовий процес; **specialized** ~ — спеціалізований суд; **the Supreme** ~ — верховний суд; **trial** ~ — суд, який розглядає справу; ~ **offence** — кримінальне правопорушення  
**cross examination** — перехресний допит (свідка протилежної сторони)  
**cross-appeal** — зустрічна апеляція  
**culpability** — *n* винність  
**custody** — *n* 1. зберігання, охорона; 2. опіка; піклування; нагляд; 3. контроль, володіння; 4. затримка; позбавлення волі; утримування під вартою; тюремне ув'язнення; *to take into* ~ — взяти під варту  
**custom** — *n* звичай  
**customary law** — звичаєве право  
**customs** — *n* мито, митний збір; ~ **bodies** — митні органи; ~ **border** — митний кордон; ~ **Code of Ukraine** — Митний Кодекс України; ~ **duties** — митні збори; ~ **matters** — митні питання, спори; ~ **officers** — офіцери, посадові особи митної служби; ~ **system** — митна система; ~ **tariff and non-tariff regulation** — тарифне та нетарифне регулювання; ~ **territory** — митна територія; ~ **union** — митний союз; ~ **zones** — митні зони  
**create** — *v* створювати  
**crime** — *n* 1. злочин; 2. злочинність 2. позовна заява; 3. мотивувальна  
**criminal**  
**crime** — *n* 1. злочин; 2. злочинність  
**criminal** — *adj* 1. злочинний; кримінальний; ~ **case** — кримінальна справа; ~ **code** — кримінальний кодекс; ~ **law** — кримінальне право ~ **offence** — кримінальне правопорушення

## D

**damage** — *n* 1. пошкодження; 2. збиток; шкода

**death penalty** — смертна кара, смерний вирок

**covenant** — *n* 1. договір; 2. зобов'язання

**decent** — *adj* стриманий

**decision** — *n* рішення або постанова; умова договору суду

**declaration** — *n* 1. заява; декларація;

**declare** — *v* 1. заявляти; оголошувати; проголошувати; 2. оголошувати (визнавати); 3. декларувати (речі на митниці); 4. подати позов; викласти обґрунтування позову

**deed** — *n* угода, дія, акт, запис, документ

**defect** — *n* дефект, недолік; **legal** ~ — юридичний недолік; **to correct legal** ~ — виправляти юридичний недолік **to find ~ in** — знаходити (встановлювати факт наявності) юридичний недолік; **to remedy** ~ — виправляти юридичний недолік

**defence** — *n* 1. захист; 2. захист (у суді); аргументація відповідача (підсудного); заперечення стосовно позову (обвинувачення); заперечення відповідача (підсудного); 3. обставина, що звільняє від відповідальності; 4. заборона

**defendant** — *n* 1. відповідач; 2. обвинувачений; 3. підсудний; 4. підзахисний

**degree** — *n* звання, вчений ступінь; диплом; **bachelor's** ~ — ступінь бакалавра; **law** ~ — ступінь з права; **master's** ~ — ступінь магістра; **scientific** ~ — науковий ступінь

**delegation of authority** — делегування влади (повноважень)

**deliberate** — *v* 1. обдумувати, зважувати; 2. радитися, обговорювати

**deliberation** — *n* 1. обговорення; 2. обдумування

**department** — *n* відділ, підрозділ

**depletion** — *n* вичерпання **depositions** — *n* 1. письмові свідчення під присягою; 2. зняття свідчень під присягою; 2. долучення до матеріалів справи

**depths** — *n* надра

**derive from** — походити від

**determinable** — *adj* 1. який може бути встановлений (визначений); 2. який підкоряється регулятивній умові; 3. який повинен бути припинений; який скінчується (закінчується)

**dignity** — *n* гідність

**diploma** — *n* диплом; свідоцтво; **Graduate** ~ диплом про закінчення навчального закладу

**direct effect** — пряма дія

**direction** — *n* розпорядження

**directive** — *n* директива

**discharge** — *n* 1. витікання, стікання, зливання; 2. виконання (зобов'язань); 3. звільнення з посади; *v* 1. виконувати; 2. звільняти; ~ **duties** — виконувати посадові обов'язки

**disclose** — *v* 1. виявляти; 2. викривати, розкривати

**disclosure** — *n* розкриття документів та доказів у справі протилежній стороні

**discovery** — *n* витребування документів; представлення, розкриття документів, що є у справі  
**dismissal** — *n* звільнення  
**dispute** — *n* спір; *civil* ~ — *n* цивільний спір; *housing* ~ — житловий спір; *labour* ~ — трудовий спір; *property* ~ — майновий спір; *adjudicator of a* ~ — суддя, арбітр у спорі; *to settle a* ~ — урегулювати спір  
**distribute** — *v* розповсюджувати, поширювати  
**DNA profiling** — аналіз ДНК  
**drafting** — *n* редакція, формулювання, укладання проекту (документа); *~ of a document* — опрацювання (приготування, укладання) документа

## E

**earnings** — гроші, отримані за працю, трудові доходи  
**economic** — *adj* економічний; *~ integration* — економічна інтеграція; *~ output* — економічні показники  
**economically** — *adv* економно, ощадливо  
**efficiency** — *n* ефективність  
**efficient** — *adj* ефективний  
**elimination** — *n* усунення, ліквідування  
**embody** — *v* втілювати  
**employ** — *v* 1. наймати; 2. вживати, застосовувати  
**employee** — *n* робітник за наймом, службовець, працівник; *~ application* — заява (від робітника про прийняття на роботу)  
**employer** — *n* роботодавець, наймач  
**empower** — *v* надавати повноваження, уповноважувати  
**enact** — *v* зобов'язувати; приписувати в законодавчому порядку; постановляти; приймати (закон)  
**enactment** — *n* 1. закон, наказ; 2. введення в дію (закону)  
**encourage** — *v* заохочувати, підтримувати; *~ of early settlement* — заохочувати до вирішення спору на ранній стадії; *~ of resort to* — заохочувати до звернення до  
**endow with rights and freedoms** — надавати права та свободи  
**enforce** — *v* 1. проводити в життя (закон); 2. примусово здійснювати; 3. забезпечувати дотримання; *~ rights* — примусово здійснювати (суб'єктивні) права; забезпечувати дотримання (суб'єктивних) прав  
**enhance** — *v* збільшувати, посилювати  
**envisage** — *v* передбачати  
**equal rights** — рівні права  
**equality** — *n* рівність  
**equity** — *n* 1. справедливість, право справедливості; 2. неупередженість  
**erroneous** — *adj* помилковий  
**error** — *n* помилка  
**establish** — *v* 1. встановлювати, становлювати; 2. засновувати; 3. встановлювати  
**estate** — *n* власність, майно (нерухоме)

**European Union** — Європейський Союз

**evaluation** — *n* оцінка

**evidence** — *n* 1. засіб або засоби доказу; доказ, докази; підтвердження; свідчення; 2. свідчення свідків; ~ *of crime* — докази скоєння злочину; ~ *of guilt* — докази вини; **admissible** ~ — допустимі докази; докази, допустимі в суді; **biological** ~ — докази, отримані біологічною експертизою; **circumstantial** ~ — непрямі докази; **expert** ~ — свідчення спеціаліста, свідчення експерта; висновки експерта; **false** ~ — неправдиве свідчення, доказ; **hearsay** ~ — свідчення з чужих слів; свідчення, що базується на чутках; **physical** ~ — речові докази; **testimonial** ~ — свідчення свідків; **trace** ~ — трасеологічні докази

**exchange** — *n* обмін

**execution** — *n* 1. виконання; 2. страта; ~ *of judgment* — виконання судового рішення

**executive** — *adj* виконавчий

**expensive** — *adj* коштовний

**expert** — *n* фахівець, експерт; ~ **evidence** — свідчення експерта

**export and import of goods** — імпорт та експорт товарів;

**expose** — *v* 1. наражати (на небезпеку); 2. викривати; 3. покидати (беззахисного); залишати незахищеним

## F

**facilitate** — *v* полегшувати, сприяти

**failing** — *n* 1. недостача, брак; 2. недолік

**fair** — *adj* чесний, справедливий

**fairness** — *n* справедливість

**federation** — *n* федерація

**fee** — *n* платня, винагорода, гонорар, чайові

**felony** — *n* тяжкий кримінальний злочин, фелонія; обвинувачення у кримінальному злочині

**field** — *n* сфера, галузь; ~ *of law* — галузь права

**fight** — *v* 1. боротися; 2. захищати, відстоювати; *to ~ crime* — боротися зі злочинністю; *to ~ terrorism* — боротися із тероризмом; *n* бій, бійка, боротьба

**file** — *v* подавати (позов); заявляти (правові вимоги)

**find a remedy** — знаходити засоби судового захисту

**fine** — *n* штраф

**fingerprinting** — *n* дактилоскопіювання, дактилоскопія, зняття відбитків пальців

**firing** — *n* звільнення

**flexible** — *adj* гнучкий

**forced labour** — примусова праця

**forensic** — *adj* судовий

**form** — *n* форма; ~ *of admission* — форма визнання позову; ~ *of defence* — форма відповіді на позовні вимоги; *claim* ~ — форма позову; *a counterclaim* ~

— форма зустрічного позову; *service* ~ — форма, в якій робиться помітка про вручення судового документа

**framework** — *n* межі, рамки, сфера

**free trade area** — зона вільної торгівлі

**freedom** — *n* 1. свобода, незалежність; 2. право, привілей; ~ *of speech* — свобода слова

**frontiers** — *n* кордони

**fund** — *n* фонд, кошти

## G

**general principles** — загальні принципи

**Germanic law** — германське право

**gift** — *n* дарунок, дарування

**give rulings** — надати постанову

**giving notice** — повідомлення про звільнення

**govern** — *v* 1. керувати, правити, управляти; 2. регулювати

**government agency** — урядовий орган;

**government supervision** - урядовий нагляд

**graduate** — *n* випускник; *v* — закінчити вищий навчальний заклад

**Graduate Diploma in Law** — диплом з права

**grand jury** — велике (слідче) журі (колегія з присяжних, що вирішує питання про віддання обвинуваченого до суду присяжних)

**grant** — *n* 1. дозвіл, згода; 2. надання, офіційне представлення; 3. дарування, дарчий акт; ~ *of rights* — надання прав ; *v* 1. згоджуватися, дозволяти; 2. давати, надавати; 3. дарувати; 4. припускати

**grave** — *adj* 1. важкий , тяжкий; 2. серйозний; ~*crime* — важкий злочин;

**grievance** — *n* скарга

**guard** — *n* охорона, караул; *v* 1. охороняти; 2. захищати

**guilt** — *n* вина, винність; *to prove* ~ — довести вину; *to admit* ~ — визнати вину

## H

**halt** — *n* зупинка

**halting deforestation** — зупинка вирубки лісу

**hazardous wastes** — небезпечні відходи

**hereditary** — *adj* спадковий, спадкоємний; ~ *right* — спадкове право

**heritage** — *n* спадщина, наслідок

**hierarchies of power** — ієрархія влади

**higher education** — вища освіта

**hire** — *v* 1. наймати, орендувати; 2. здавати в найм; 3. брати напрокат

**hold** — *v* 1. тримати, держати; 2. володіти, мати; 3. проводити; ~ *office* — перебувати на посаді

**human rights** — права людини

**humankind** — *n* людство



## I

**identify** — *v* 1. ототожнювати, встановлювати тотожність; пізнати; 2. встановлювати особистість; 3. встановлювати справжність, ідентифікувати; 4. визначати, виявляти

**ideology** — *n* ідеологія

**illegal** — *adj* незаконний, протиправний, неправомірний

**immunity** — *n* недоторканність, імунітет

**impact assessment** — встановити суму оподаткування

**impartial** — *adj* неупереджений, безсторонній

**implement** — *v* виконувати, вводити в дію

**implementation** — *n* виконання

**impose** — *v* накладати обов'язок;

**improve** — *v* поліпшувати, вдосконалювати

**improvement** — *n* поліпшення, удосконалення

**inalienable right** — невід'ємне право

**income** — *n* доходи; прибуток від власності, інвестицій, цінних паперів і т. д.

**inconsistency** — *n* суперечність, протиріччя, неузгодженість

**incorporate** — *v* включати до складу

**indictable offence** — злочини, що переслідуються за обвинувальним актом; кримінальні злочини

**indictment** — *n* обвинувальний акт; ~ *of grand jury* — обвинувальний акт великого журі; *to return ~* — винести обвинувальний акт

**infliction** — *n* накладання (призначення) покарання, **of death penalty** — призначення страти, засудження до страти

**influence** — *n* вплив; *v* впливати

**injure** — *v* завдавати шкоди; порушувати права

**innocence** — *n* невинність; ~ *of crime* — невинність у скоєнні злочину

**innocent** — *adj* невинний; *to presume ~* вважати невинним

**inquisitorial** — *adj* інквізиційний

**inspection** — *n* перевірка

**instruct** — *v* доручати, навчати, інструктувати

**integration** — *n* інтеграція, об'єднання

**intellectual property** — інтелектуальна власність

**intellectual** — *adj* розумовий, раціональний, ментальний, інтелектуальний; ~ **property** — інтелектуальна власність

**intent** — *n* намір

**interfere** — *v* заважати,

перешкоджа-ти, втручатися

**interference** — *n* завада, перешкода, втручання

**international** — *adj* міжнародний; ~ **concern** — міжнародна увага, міжнародне занепокоєння;

**International Military Tribunal** — Міжнародний військовий трибунал

**interpret** — *v* тлумачити; ~ **law** — тлумачити право

**interpretation** — *n* тлумачення; ~ *of the Constitution* — тлумачення конституції  
**interrogation** — *n* допит  
**interrogatory** — *n* письмове опитування сторін та свідків  
**intervene** — *v* вступати в процес  
**introduce** — *v* вводити, представляти  
**invention** — *n* винахід  
**investigate** — *v* 1. досліджувати, розвідувати; 2. розслідувати (справу)  
**investigation or prosecution of offences** — розслідування або переслідування злочинів  
**inviolability** — *n* непорушність 1. , недоторканність  
**involve** — *v* залучати, включати  
**issue** — *n* спірне питання, проблема; *v* видавати; ~ *a law* — видавати закон; ~ *a summons* — повідомляти відповідача про поданий на нього позов; відправляти виклик (повістку) до суду

## J

**job-hunt** — шукати роботу  
**jobseeker** — людина, що шукає роботу  
**join forces** — об'єднані сили;  
**judge** — *n* суддя; *a part-time* ~ — суддя на умовах часткової зайнятості  
**judgment** — *n* рішення суду; *default* ~ — судове рішення на користь позивача внаслідок неявки відповідача; заочне рішення (суду); *to enter a ~ (against smb.)* — виносити рішення  
**judicial** — *a dj* судовий ; ~ *management* — керування справою з боку судді; ~ *powers* — судові повноваження; ~ *review* — судовий перегляд  
**judiciary** — *n* 1. суд; судова влада; судова система; 2. судоустрій; 3. судді, суддівський корпус; *adj* судовий, суддівський  
**junior specialist** — молодший спеціаліст  
**jurisdiction** — *n* юрисдикція, підсудність (справи), повноваження (суду); *appellate* ~ — апеляційна юрисдикція; *general* ~ — загальна юрисдикція; *original* ~ — юрисдикція суду першої інстанції  
**juror** — *n* присяжний засідатель, член складу присяжних  
**jury** — *n* присяжні, склад присяжних, колегія присяжних, суд присяжних  
**justice** — *n* справедливість, правосуддя, юстиція, суддя; *to administer* ~ — відправляти правосуддя; *administration of* ~ — відправлення правосуддя; ~ *of the Peace* — мировий суддя

## K

**kinship** — *n* спорідненість; родинні зв'язки

## L

**labour remuneration** — оплата праці, заробітна плата, винагорода  
**landlord** — *n* лендлорд, землевласник  
**larceny** — *n* крадіжка

**launch** — *v* започатковувати

**law** — *n* 1. закон; 2. право; *~abiding* — законослухняний; *~ and order* — правопорядок; *~ enforcing agency* — силова структура; *~enforcement agency* — правоохоронний орган; *~ enforcement system* — правоохоронна система; *~governed* — правовий (про державу тощо); *rule of ~* — верховенство права

**law degrees** — ступінь з права

**law enforcement** — *n* правозастосування; правочинність; правопорядок; законність;

**lawsuit/suit** — *n* позов; цивільний (судовий) процес; провадження цивільної справи в суді; *party to a ~* — сторона в судовому процесі; *to bring/to start a ~* — розпочинати судовий процес; подавати позов; *to defend a ~* — відповідати на позов; виступати в якості відповідача; заперечувати проти позову; захищатися (в суді); *to file/to initiate a ~* — розпочинати судовий процес; подавати позов; *to maintain a ~* — відстоювати позов

**lawyer** — *n* юрист, адвокат, правознавець; *defence* ~ — адвокат відповідача, захисник (адвокат)

**legal** — *adj* 1. законний; 2. правовий; *~ advisor* — радник з правових питань, консультант з питань права,

юрисконсульт; *~ base* — правова основа; *~ claim* — законне право вимоги; законна правова вимога; *~ culture* — правова культура; *~ disputes* — правові спори; *~ educational institution* — юридичний навчальний заклад; *~ proceedings* — процесуальні дії, судочинство; *~ profession* — юри дична професія; *~ rules* — правові норми; *~ system* — правова система

**litigant** — *n* сторона в цивільному процесі

**legislate** — *v* видавати закони

**legislation** — *n* 1. законодавство; 2. закон, законопроект; 3. законодавча влада

**liability** — *n* відповідальність, обов'язок, зобов'язання

**liberty** — *n* 1. свобода 2. вільність

**litigation** — *n* судовий процес, спір; *to initiate ~* — розпочинати судовий процес

**look for a job** — шукати роботу

**loss** — *n* зникнення; втрата

## **M**

**maintain** — *v* 1. підтримувати, зберігати; 2. захищати, подавати підтримку; *~ rights* — підтримувати права, відстоювати права

**maintenance of law and order** — підтримання правопорядку

**maladministration** — *n* недобросовісне управління

**manslaughter** — *n* ненавмисне вбивство

**marine living resources** — ресурси водного миру

**meet the requirements** відповідати вимогам

**member country** — країна, яка є учасником певної організації

**mens rea** — злочинний намір

**merit** — *n* гідність, достойність, заслуга; *merits of a ~* — суть спору; *to resolve a ~* — вирішувати спір

**misdemeanor** — *n* злочин (правопорушення), що карається судом  
**misdemeanour** — *n* 1) вчинок, що підлягає судовому покаранню; злочин 2)  
провина  
**mistrial** — *n* неправильний судовий розгляд  
**modify** — *v* коригувати, змінювати, пом'якшувати  
**motion** — *n* клопотання; **pretrial settlement** ~s — клопотання про досудове  
врегулювання спору; ~ **for judgment on the pleadings** — клопотання про  
винесення рішення на основі змагальних паперів; ~ **for summary judgment** —  
клопотання про винесення рішення в порядку спрощеного судочинства  
**motive** — *n* мотив  
**murder** — *n* вбивство

## N

**nation state** — держава; конфедерація  
**natural resources** — природні ресурси  
**negotiation** — *n* переговори  
**normally** — *adv* зазвичай, звичайно  
**notary** — *n* нотаріус; **public** ~ державний нотаріус; **private** ~ приватний  
нотаріус; ~ **activity** нотаріальна діяльність  
**note (on evidence)** — *n* зауваження на свідчення або на представлені докази  
**nuclear** — *adj* ядерний  
**nullify** — *v* скасовувати; анулювати

## O

**oath** — *n* клятва, присяга; **to take an** ~ складати присягу; **to administer an** ~  
приймати присягу, приводити до присяги  
**obey** — *v* коритися; ~ **the law** — підпорядкуватися, підкорятися закону; ~ **the**  
**rules** дотримуватися правил  
**objective** — *n* мета, завдання, прагнення  
**obligation** — *n* обов'язок, зобов'язання  
**obligatory** — *adj* — обов'язковий  
**observance** — *n* 1. додержання, дотримання ( закону, звичаю)  
**obsolete** — *adj* що вийшов з ужитку; застарілий  
**offence** — *n* 1. проступок, правопорушення, злочин; 2. образа, кривда; **minor**  
~ — незначні правопорушення; **summary** ~ — злочини, що не-реслідуються в  
порядку сумарного провадження; дисциплінарні правопорушення  
**offender** — *n* 1. правопорушник, злочинець; 2. образник, кривдник; **first** ~ —  
злочинець, засуджений уперше; **old** ~ — рецидивіст  
**Ombudsman** — уповноважений з розгляду скарг громадян на дії державних  
службовців  
**omission** — *n* бездіяльність  
**opening arguments** — відкриття дебатів сторін  
**opening statement** — вступна промова  
**oral arguments** — виступи в дебатах сторін; виступи в суді  
**ordain** — *v* визначити в законодавчому порядку

**override** — *v* скасовувати  
**overtime work** — понаднормова праця  
**ozone layer** — озоновий шар

## P

**parole** — *n* тимчасове або дострокове звільнення в'язня з тюрми  
**party** — *n* сторона (у справі)  
**pass an exam** — скласти екзамен  
**patent** — *n* патент, диплом; *~ law* — патентне право  
**peace (international) treaty** — мирний (міжнародний) договір  
**penal** — *n* склад; *a ~ of judges* — склад суддів; *adj* карний; *~ law* — карне право; *~ system* система покарань  
**penalty** — *n* 1. покарання 2. стягнення, штраф; 3. розплата;  
**perform** — *v* виконувати, здійснювати  
**performing** — *n* виконання  
**permanent** — *adj* постійний  
**perpetrator** — *n* злочинець, порушник  
**persuasive** — *adj* переконливий  
**petition** — *n* клопотання; заява (в суд); позовна заява  
**petitioner** — *n* прохач; позивач  
**physical evidence** — речові докази  
**plaintiff** — *n* позивач (у США)  
**plea** — 1. заява основ позову або обвинувачення, або основ захисту проти позову; 2. заява, зроблена відповідачем або захистом, або від імені відповідача, або захистом; *~ "is guilty"* — заява про визнання вини; *~ "is not guilty"* — заява про заперечення вини  
**plead** — *v* заявляти в суді; *to ~ guilt y/ not guilty* — заявити про свою винність/ невинність  
**pleading(s)** — *n* попереднє провадження у справі; обмін змагальними паперами; змагальні папери; дебати сторін (у суді)  
**police** — *v* підтримувати порядок  
**political power** — політична влада  
**pollution** — *n* забруднення  
**posterity** — *n* нащадки  
**postgraduate** — *adj* те, що вивчається після отримання ступеня бакалавра  
**undergraduate** — *adj* академічний курс на базі середньої освіти для отримання ступеня бакалавра  
**practice directions** — процесуальні інструкції (що видаються суддею)  
**practise** — *v* практикувати, займатися професійно; *~ law* — займатися адвокатською практикою  
**practical skills** — практичні навички  
**practice law** — *v* бути юристом  
**pre action protocols** — протоколи, які оформляються до подання позову  
**precautionary** — *adj* запобіжний

**precedent** — *n* прецедент; **a binding ~** — прецедент, який має обов'язкову силу

**prenotification** — *n* попереднє попередження про звільнення

**preservation of peace** — збереження миру

**preserve** — *v* зберігати

**prevent** — *v* 1. попереджувати, запобігати, відвертати; 2. перешкоджати;

**prevention** — *n* запобігання

**prevention and detection of crime** — запобігання та розслідування злочинів

**private** — *adj* приватний, особистий, власний; **~ law** — приватне право

**probation** — *n* умовне звільнення злочинця на поруки

**procedure** — *n* процес, процедура; **civil ~** цивільний процес

**procedural rules** — процесуальні норми

**proceed** — *v* розпочинати судовий процес; здійснювати процесуальні дії

**proceedings** — *n* розгляд справи в суді, судовий розгляд, судова процедура, судочинство, процес;

**judicial ~** — судочинство, судовий процес; **legal ~** — судочинство, процесуальні дії

**proclaim** — *v* проголосити

**production of documents** — *n* пред'явлення, подання документів

**professional licence** — дозвіл на здійснення професійної діяльності

**professional training** — професійна підготовка

**profit** — *n* прибуток, винагорода

**prohibit** — *v* забороняти

**prohibition** — *n* заборона

**promote** — *v* сприяти;

**promulgate** — *v* оголошувати

**proposal** — *n* пропозиція

**prosecuting attorney** — *n* прокурор

**prosecution** — *n* обвинувачення, судове переслідування

**prosecutor** — *n* 1. прокурор; **public ~** — прокурор; **~'s Office** — прокуратура; 2. обвинувачувач

**protect** — *v* захищати, охороняти, запобігати

**protect people** — захищати людей

**protection** — *n* захист; **~ of freshwater resources** — охорона вод; **~ of rights** — захист прав; **personal ~** — особистий захист

**provide** — *v* 1. забезпечувати, постачати; 2. надавати; 3. (~ for) передбачати;

**provision** — *n* положення; **~ of the Constitution** — норми конституції

**public** — *adj* 1. суспільний; громадський; 2. державний; 3. відкритий, гласний; 4. народний; **~ administration** — державне управління; **~ institution** — державний заклад; **~ law** — публічне право; **~ man** суспільний діяч; **~ order** — суспільний порядок; **~ officer** — державний службовець

**punish** — *v* карати, накладати стягнення

**punishment** — *n* покарання; **corporal** ~ — тілесне покарання; **to inflict** ~ — накладати покарання  
**purchaseand-sale** — *n* купівля-продаж

## Q

**qualification requirements** — кваліфікаційні вимоги  
**quitting** — *n* звільнення з роботи (амер.)  
**quotas** — *n* квоти;

## R

**radioactive wastes** — радіоактивні відходи  
**rape** — *n* зґвалтування  
**rapid** — *adj* швидкий  
**rare** — *adj* рідкісний ; незвичайний  
**rate** — *n* тарифна ставка; ~*s of customs duties* — розмір податкових зобов'язань  
**ratify** — *v* затверджувати  
**real estate (property)** — нерухомість; нерухоме майно; земля  
**reasoning** — *n* обґрунтування, викладення мотивів  
**receipt** — *n* розписка в отриманні, отримання  
**recognize** — *v* визнавати, усвідомлювати, розрізнити  
**recommendation** — *n* рекомендація  
**reconciliation** — *n* примирення;  
**record** — *n* 1. запис, протокол, документ; 2. матеріали судової справи; письмове провадження у справі; ~ **office**— архів  
**recruit** — *v* наймати  
**reduce crime** — зменшувати рівень злочинності  
**redundancy procedure** — процедура скорочення штатів  
**refer to** — *v* стосуватися; посилатися; відсилати до когось, чогось  
**regime** — *n* система, режим  
**regulation** — *n* норма; регулювання  
**regulatory agenda** — регулятивна програма  
**rehearing** — *n* повторне заслуховування справи  
**reinstatement** — *n* відновлення  
**release** — *n* звільняти, визволяти; випускати на волю  
**religious law** — релігійне право  
**relinquish** — *v* відмовлятися, відступати  
**rely on** — *v* покладатися на когось  
**render** — *v* виносити (рішення)  
**repealing a rule** — скасування норми права;  
**reply** — *n* відповідь позивача на заперечення щодо позову  
**represent** — *v* представляти  
**resignation** — *n* відставка  
**respond** — *v* подавати заперечення стосовно позову  
**respondent** — *n* відповідач за апеляцією

**response pack** — *n* комплект документів для відповіді на позов  
**responsibility** — *n* відповідальність  
**review** — *n* перегляд; **judicial** ~ — перегляд судом  
**revival** — *n* відродження  
**right** — *n* право; ~ **of disposal** — право розпорядження; ~ **of possession** — право володіння; ~ **of rebuttal** — право спростування; право надання контрдоказів; ~ **of use** — право користування  
**robbery** — *n* пограбування  
**Roman law**— римське право  
**Royal power** — королівська влада  
**rulemaking** — *n* нормотворчість

## S

**safe, just and stable society** — безпечне, справедливе та стабільне суспільство  
**safeguard** — *n* охорона, гарантія;  
**salary** — *n* заробітна плата службовця, посадовий оклад  
**scientific research** — наукове дослідження  
**scene** — *n* місце події; ~ **of crime** — місце скоєння злочину  
**secure** — *v* 1. охороняти; 2. гарантувати безпеку; 3. забезпечувати, гарантувати, страхувати  
**security** — *n* 1. безпека, надійність; ~ **Service of Ukraine** — Служба Безпеки України; 2. охорона, захист; 3. впевненість; 4. забезпечення, гарантія  
**seek** — *v* вимагати (шукати) судового захисту; ~ **damages** — вимагати відшкодування збитків; ~ **remedy/ relief** — шукати в суді відшкодування/судового захисту  
**self-government institutions** — інституції самоврядування  
**sentence** — *n* вирок (до покарання); покарання (по вирок); **to impose a** ~ — накласти покарання; **to pronounce** ~ — винести вирок; призначити покарання; **to serve** ~ — відбувати вирок, покарання; *v* присудити (до покарання); **to ~ to death** — присудити до смертної кари  
**serious offence** — серйозне правопорушення  
**serve on** — *v* вручати (особі) судовий документ  
**set** — *v* встановлювати  
**set aside** — *v* призначити  
**set of rules** — сукупність (звід) норм  
**settlement** — *n* урегулювання; ~ **offer** — пропозиція укласти мирову угоду; ~ **agreement** — мирова угода; угода про врегулювання спору  
**settling** — *n* врегулювання;  
**severance payments** — вихідна відплата  
**sewage** — *n* каналізація, нечистоти  
**share** — *v* розділяти  
**shift** — *n* відхилення, зміна  
**sign** — *v* підписувати  
**skills** — *n* навички, вміння; практичний досвід; **practical** ~ практичні навички  
**slave trade** — работоргівля



**social contract** — суспільна угода  
**solicitor** — *n* солісітор, адвокат  
**solit waster** — велика кількість  
**source** — *n* джерело; ~ *of constitutional law* — джерела конституційного права  
**sovereignty** — *n* суверенітет  
**specimen** — *n* примірник, зразок, тип, екземпляр, взірець  
**speech** — *n* виступ, промова; ~ *for the defence* — промова захисника, *to pronounce* ~ — виголошувати промову захисника  
**speed up** — *v* прискорювати  
**spread** — *v* розповсюджуватися  
**staff** — *n* склад, персонал  
**statement** — *n* твердження  
**state-recognized** — визнаний державою  
**statute** — *n* статут; *statutes* — законодавчі акти  
**stay** — *n* призупинення судочинства, відстрочка  
**stipend** — *n* стипендія  
**stipulate** — *v* визначати, передбачати в законі, встановлювати  
**strengthen** — *v* укріпляти  
**strike out** — *v* домагатися  
**stage** — *n* період, стадія, етап  
**subordinate** — *v* підпорядковувати, ставити в залежність  
**substantive law** — матеріальне право  
**succession** — *n* успадкування, правонаступництво, спадкоємність  
**sue** — *v* подавати позов, порушувати справу, переслідувати (у судовому порядку)  
**suit** — *n* позов, судова справа, переслідування за судом  
**supervise** — *v* 1. спостерігати, здійснювати нагляд за чим-небудь; 2. наглядати  
**supervision** — *n* 1. спостереження; 2. нагляд  
**support** — *v* підтримувати  
**support the administration of justice** — *v* підтримувати відправлення правосуддя  
**supranational** — *adj* наднаціональний;

## T

**tackle serious organised crime** — *v* боротися з організованою злочинністю  
**taxation** — *n* оподаткування  
**taxpayer** — *n* платник податків  
**temp** — *n* тимчасовий працівник  
**tenant** — *n* 1. орендар; наймач; тимчасовий власник; 2. мешканець 3. власник (нерухомості); *v* орендувати, наймати  
**termination** — *n* припинення, завершення, закінчення строку  
**testify** — *v* давати показання, свідчити  
**testimonial evidence** — показання свідків

**testimony** — свідчення, що даються в усній чи письмовій формі під присягою або скріплені урочистою декларацією; ~ **at law** — показання свідків у суді  
**testing** — *n* випробування  
**thesis** — *n* дисертація  
**threaten** — *v* погрожувати, загрожувати  
**timescales** — шкала часу  
**timetable** — *n* розклад; **tight** ~ — щільний графік (розклад); **properly enforced** ~ — графік, який виконується належним чином  
**tool** — *n* інструмент  
**tort** — *n* делікт, цивільне правопорушення, цивільно-правовий делікт  
**toxic chemicals** — отруйні речовини  
**trademark** — *n* фабричне клеймо, фабрична марка, торговельна марка; ~ **law** — закон про торговельну марку  
**traffic** — *adj* пов'язаний з транспортом, рухом; ~ **warden** — інспектордорожнього руху  
**train** — *v* готувати, навчати  
**transaction** — *n* здійснення (права), передача (права), ведення справи  
**transcript** — *n* розшифровка (стенограми)  
**treaty** — *n* договір  
**tribunal** — *n* суд, трибунал,  
**trial** — *n* судовий розгляд; судовий процес; слухання справи по суті (судом першої інстанції);  
**treason** — *n* державна зрада  
**treat** — *v* ставитися

## U

**unwritten constitution** — неписана конституція  
**uphold** — *v* 1. підтримувати; 2. задовольняти; 3. захищати; 4. Заохочувати

## V

**vary** — *v* змінювати  
**vegetation** — *n* рослинний світ  
**verify** — *v* засвідчувати, підтверджувати  
**viable** — *adj* життєздатний  
**victims of war** — жертви війни  
**violation** — *n* порушення  
**violence** — *n* 1. жорстокість, насилля  
**vocational** — професійно орієнтовний етап навчання

## W

**welfare** — *n* добробут  
**wildlife** — *n* тваринний світ  
**will** — *n* заповіт

**witness** — *n* свідок, понятий; *v* свідчити

**wrongdoing** — *n* правопорушення, проступок, протиправна поведінка

**wrongful act** — неправомірна дія

## Types of Punishment

<b>Types of punishment</b>	<b>The person must.....</b>	<b>Types of crime</b>
Traffic ticket	remain in one's home for a certain period of time	assault
License suspension	spend the rest of one's life in prison with no chance of going back into society	a young offender who is waiting to go to court
A young offender who is waiting to go to court	driving rights are removed for a certain period of time	speeding, parking
House arrest	leaves marks on driving record/ involves paying a fine	hunting out of season
Community service	pay money as punishment for minor/petty crime	a youth that steals a car for the first time
Jail time	do volunteer work such as teaching children about crime or cleaning up garbage	homicide
Life in prison	spend a certain amount of months or years locked away from society	drunk driving

In English, there are a lot of specific words for different types of crimes and the criminals who commit them. Unfortunately, the list of crimes and criminals is long! Because the words have specific legal meanings, only a short, basic definition is given below.

<b>CRIME</b>	<b>DEFINITION</b>	<b>CRIMINAL</b>
abduction	taking someone away by force, demanding money for their safe return	
arson	setting fire to a building, cars or property on purpose	arsonist
assassination	killing a famous person or public figure	assassin
assault	attacking someone physically	assailant
bigamy	marrying someone when you are already married to another person	bigamist
blackmail	threatening to reveal someone's secrets if a lot of money is not paid	blackmailer*
bombing	detonating an explosive device with the plan of harming people or property	bomber
bribery	giving money or granting favors to influence another person's decisions or behavior	briber*
burglary	breaking into a house in order to steal something	burglar
child abuse	treating a child badly in a physical, emotional, or sexual way	child abuser
corruption	behaving illegally and dishonestly; especially those in power	
crime	doing something illegal that can be punished by law	criminal
cybercrime	doing something illegal over the Internet or a computer system	cyber hacker criminal
domestic violence	behaving violently inside the home	
drunk driving	driving with too much alcohol in your blood	drunk driver
embezzlement	stealing large amounts of money that you are responsible for, often over a period of time	embezzler
espionage	spying, to obtain political or military information	spy
forgery	illegally copying documents,	forger

	money, etc. to cheat people	
Fraud	getting money from people by cheating them	con fraud artist
genocide	killing on purpose a large number of people, especially from a particular group or area	
hijacking	taking control of a plane, train etc by force, often to meet political demands	hijacker
hit and run	not stopping to help a person hurt in an accident caused by you	
homicide	killing another person on purpose	
hooliganism	being violent or aggressive on purpose; often used to describe youth	hooligan
identity theft	using someone else's personal information for one's own gain	
kidnapping	taking someone away by force, often demanding money for their safe return	kidnapper
Libel	damaging someone's reputation by writing lies about them	
Looting	taking things illegally and by force, during a riot, war, etc.	looter
lynching	killing someone without legal process, often by hanging, often by an angry mob	
manslaughter	killing someone by accident	
mugging	attacking someone with a plan to rob them	mugger
Murder	killing someone on purpose	murderer
Perjury	lying in court, while under oath	
pickpocketing	stealing wallets, money, etc. from people's pockets in crowded places	pickpocket
pilfering	stealing small quantities of goods over time	
poaching	hunting illegally	poacher
Rape	forcing someone to have sex	rapist
Riot	causing a noisy, violent public disturbance	rioter
robbery	stealing large amounts of money with force or violence from a bank,	robber

	store, etc.	
shoplifting	stealing something from a store	shoplifter
slander	damaging someone's reputation by speaking lies about them	
smuggling	taking things secretly in or out of a place, country, jail, etc.	smuggler
speeding	driving above the speed limit	
terrorism	using violence, threats, or fear, usually for political purposes	terrorist
theft	stealing, in general	thief
trafficking	trading something illegal like drugs, people, etc.	
treason	betraying one's country by helping its enemies	traitor
trespassing	entering another person's area; hurting people/damaging property through force	trespasser
vandalism	destroying private or public property purposely	vandal
voyeurism	secretly watching naked people or sexual acts & getting sexually excited	voyeur

## CONDITIONAL SENTENCES

	<i>expression</i>	<i>if- clause (A)</i>	<i>principal clause (B)</i>	<i>examples</i>
<b>Real Present</b>				
“Zero”	one action always follows another	do am/is/are	do	<i>If a person <b>does</b> his morning exercises, he <b>feels</b> healthy.</i>
<b>Unreal Present</b>				
<b>1<sup>st</sup> Type</b>	Real condition the realization of which is considered possible.	do am/is/are	shall/will + do	<i>If a person <b>does</b> his morning exercises, he <b>will feel</b> healthy.</i>
a)	“таки / дійсно”	should do	shall/will + do	<i>If he <b>should come</b>, I <b>shall ask</b> him to wait.</i>
b)	polite request	will do	shall/will + do	<i>If you <b>will send</b> us your catalogue, we <b>shall be</b> grateful</i>
c)	Imperative	do	do	<i>If you <b>see</b> him, <b>ask</b> him to ring me up.</i>
d)	request for cooperation	will do	shall/will + do	<i>If <b>you'll wash</b> up, <b>I'll clean</b> the room.</i>
<b>Unreal Future</b>				
<b>2<sup>nd</sup> type</b>	The actual situation is opposite to what somebody hoped for. (unreal action)	did were	would   + do could	<i>If you <b>did</b> your morning exercises, you <b>would feel</b> healthy.</i>
a)	An action could have happened but it didn't.	But for ...	would   + do could	<i><b>But for</b> you they <b>would never guess</b> it. (now)</i>
b)	a piece of advice	If I were you In your place	would   + do could	<i><b>I could</b> cope with the task <b>if I were in your place.</b></i>
<b>Unreal Past</b>				
<b>3<sup>rd</sup> type</b>	the opposite of a real past event	had done	would   + could   have done	<i>If I <b>had seen</b> him yesterday, I <b>could have asked</b> him about it.</i>
a)		But for ...	would   + could   have done	<i><b>But for</b> the circumstances Robert <b>would have never bought</b> this house several years ago.(before)</i>
b)		If I were you		<i><b>If I were</b> Tom, I <b>wouldn't</b></i>

		In your place	would could	+ have done	<i><b>have agreed to take part in the competition last week.</b></i>
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## CONDITIONAL SENTENCES

The Subjunctive Mood is used in conditional sentences to show how one action (event) depends on the other. Thus a conditional sentence usually consists of two clauses: (A) – a real or unreal condition (in the subordinate clause or *if-clause*) and (B) – a consequence or result (in the principal clause). (A) may follow (B) or vice versa. Subordinate clauses of condition (A) are introduced by the conjunctions: *if якщо, in case у випадку якщо, provided (that) у випадку якщо, suppose (that) припустимо що, on condition (that) при умові що, unless якщо/поки не*. We distinguish two groups: (1) real conditional sentences; (2) unreal conditional sentences, which are subdivided in their own turn into 4 types: (1) Zero Conditional, the 1<sup>st</sup> (2) the 2<sup>nd</sup> and the 3<sup>rd</sup> type of Conditionals.

In conditional sentences, the subordinate clause can be the first or the second clause in the sentence, although it is more often the first clause. When the subordinate clause comes first, it is followed by a comma. When it comes second, there is no comma.

*If I get home early enough, I'll make a special dinner.  
I'll make a special dinner if I get home early enough*

### Real Present Conditionals (Zero Conditionals)

Zero Conditionals are used to show that one action, result, etc. always follows another. It's often used for general truth. In this case **when** is often used for **if** or **unless** for the negative meaning. The main verb is used in the form of the *Present Indefinite Indicative* in both (A) and (B) clauses.

A	B
Present	Present
<u>If</u> a person <b>does</b> his morning exercises, he <b>feels</b> healthy.	<u>Якщо</u> людина робить ранкову зарядку, вона <b>почувається</b> добре.
<u>When</u> a person <b>does</b> his morning exercises, he <b>feels</b> healthy.	<u>Коли</u> людина робить ранкову зарядку, вона <b>почувається</b> добре.
<u>Unless</u> a person <b>does</b> his morning exercises, he <b>doesn't feel</b> healthy.	<u>Якщо</u> (поки) людина <b>не</b> робить ранкову зарядку, вона <b>не</b> <b>почувається</b> добре.

### Exercises

*Ex. 1. Complete the following sentences according to the model.*

**Model:** *If it rains, people take umbrellas.*

1. If you can't cope with the work, \_\_\_\_\_.
2. If your temperature is high, \_\_\_\_\_.

3. If a person doesn't do his morning exercise, \_\_\_\_\_.
4. If people don't do their work properly, \_\_\_\_\_.
5. If you study hard, \_\_\_\_\_.
6. If you are tired, \_\_\_\_\_.
7. If you can't drive a car, \_\_\_\_\_.
8. If a dancer doesn't practice every day, \_\_\_\_\_.
9. If flowers are not watered, \_\_\_\_\_.
10. If students don't attend classes, \_\_\_\_\_.

**Ex. 2. Complete the following sentences according to the model.**

**Model:** *Unless two people love each other, they are not happy.*

1. If you watch TV day and night, \_\_\_\_\_.
2. Unless a person eats enough vegetables, \_\_\_\_\_.
3. When you like figure skating, \_\_\_\_\_.
4. Unless you write a letter to your friend, \_\_\_\_\_.
5. If you cough and sneeze, \_\_\_\_\_.
6. Unless a doctor knows how to treat a patient, \_\_\_\_\_.
7. When you are tired and sick of writing, \_\_\_\_\_.
8. Unless a teacher likes children, \_\_\_\_\_.
9. If you do a lot of mistakes in your tests, \_\_\_\_\_.
10. Unless a baby is looked after, \_\_\_\_\_.

**Ex. 3. Translate into English.**

1. Якщо ви живете у центрі міста, то рідко користуєтеся міським транспортом.
2. Поки не загориться зелене світло, то не можна переходити вулицю.
3. Якщо зір стає поганим, лікар прописує окуляри.
4. Якщо дитина постійно плаче, це означає, що вона хвора.
5. Якщо людина любить своє місто, вона робить все, щоб прикрасити його.
6. Якщо машина не працює, її відають в ремонт.
7. Якщо людина не має досвіду, вона не може працювати в агентстві.
8. Якщо у людини поганий настрій, вона намагається залишитись на одинці.
9. Якщо квіти не поливати, вони сохнуть.
10. Якщо не працюєш, не вдосконалюєш свої навички.
11. Поки діти не читають, вони не розвиваються.
12. Не важко буде зрозуміти цю статтю, якщо знаєш англійську.
13. Якщо він не вміє працювати з комп'ютером, то як він виконає завдання?
14. Коли пройде дощ то людям легко дихати через виділення озону.
15. Якщо ти не правий у будь-якій ситуації потрібно визнати свою помилку.

### Real Future Conditionals (The 1<sup>st</sup> type of conditional sentences).

The 1<sup>st</sup> type of conditional sentences are used to express a real condition the realization of which is considered possible. The main verb in (A) coincides in form with the *Present Indefinite Indicative* and in (B) it coincides with the *Future Indefinite Indicative*.

A

Present

B

Future

If a person **does** his morning exercises, he **will feel** healthy.

Unless a person **does** his morning exercises, he **won't feel** healthy.

Якщо людина робитиме ранкову зарядку, вона буде почуватися добре.

Якщо (поки) людина не робитиме ранкову зарядку, вона не буде почуватися добре.

**Note:** - In the *if*-clause the predicate can also be expressed by:

a) the analytical Subjunctive with the mood auxiliary **should + Infinitive (V)** for all persons to make the possible condition more emphatic (with the meaning: *дійсно/таки*).

A

should + V

B

Future

*If he **should come**, I shall ask him to wait.*

*Якщо він дійсно/таки прийде, я попрошу його зачекати.*

b) Sometimes in the *if*-clause we find combination **will + Infinitive (V)**. In this case the verb **will** is used to express a polite request.

A

Will + V

B

Future

*If you **will send** us your catalogue, we **shall be** grateful.*

*Якщо ви будете такі люб'язні надіслати нам свій каталог, ми будемо дуже вдячні.*

c) In the principle clause we can find the verb of the **Imperative Mood**:

A

Present

B

Imperative

*If you **see** him, **ask** him to ring me up.*

*Якщо ви побачите його, попросіть його зателефонувати мені.*

d) In both principal clause and if-clause the *Future Indefinite Imperative* is used to express the request for help and cooperation.

A

Future

B

Future

*I'll clean the room, if you'll wash up.*

*Я приберу у кімнаті, якщо ти помієш посуд (якщо ти згоден помити посуд).*

### Exercises

**Ex. 1. Choose if or unless in the following sentences.**

1. *If / Unless* he does not find a job, his family will starve.
2. *If / Unless* you follow his instructions, you will not win his confidence.
3. *If / Unless* you do not read the document many times over, you will not understand it properly.
4. *If / Unless* you learn from your experiences, you will not commit the same mistakes again and again.
5. *If / Unless* she pays the dues, her membership will not be renewed.
6. *If / Unless* you take better care of yourself, your health will improve.
7. *If / Unless* you miss this opportunity, you will regret it.
8. *If / Unless* he does not quit smoking, he will get cancer.
9. *If / Unless* you waste your time on trivial things, you will not have time for important things.

**Ex. 2. Change the if-clauses in the sentences below to unless-clauses. Follow the example.**

**Model:** *He will be here by 8 a.m. if he doesn't have car trouble on the way. –*

*He will be here by 8 a.m. unless if he has car trouble on the way.*

1. He will lose his hearing if the operation isn't successful.
2. You'll get a headache if you don't wear your glasses.
3. We'll go for a drive in the country if it doesn't rain.
4. I'll come to your party if I don't have to work.
5. He ought to graduate in July if he doesn't fail his exams.
6. He is coming on the 15<sup>th</sup> if there is no change of plan.
7. The trip to town takes half an hour if there is no traffic delay.
8. He can't afford to go to college if he doesn't wait a scholarship.
9. That play isn't worth seeing if the star is not appearing in it.
10. He will get in serious trouble if he doesn't behave better.
11. The bill will become law if the President doesn't veto it.

12. There will be a serious water shortage if we don't get rain soon.  
 13. She hopes to buy that painting if her husband doesn't object.

**Ex. 3. Complete the Conditional Sentences by putting the verbs into the correct form. Follow the meaning of the sentences.**

- If you (send) me \_\_\_\_\_ new reference book, I (grateful) \_\_\_\_\_.
- If I (do) \_\_\_\_\_ this test, I (improve) \_\_\_\_\_ my English.
- If you (find) \_\_\_\_\_ her ring, (give) \_\_\_\_\_ it back to her, please.
- I (go) \_\_\_\_\_ shopping if you (help) \_\_\_\_\_ with writing the composition.  
Cooperation
- If Simon (decide) \_\_\_\_\_ to go to London indeed, we (not persuade) \_\_\_\_\_ him to stay.
- If her boyfriend (phone / not) \_\_\_\_\_ today, she (leave) \_\_\_\_\_ him.
- If they (study / not) \_\_\_\_\_ harder, they (pass / not) \_\_\_\_\_ the exam.
- If it (rain) \_\_\_\_\_ tomorrow, I (have to / not) \_\_\_\_\_ water the plants.
- You (be able/ not) \_\_\_\_\_ to sleep if you (watch) \_\_\_\_\_ this scary film.
- Susan (can / move / not) \_\_\_\_\_ into the new house if it (be / not) \_\_\_\_\_ ready on time.

**Ex. 4. John and Jane negotiate about their duties. Choose from A and B according to the model.**

**Model: A** – clean the flat **B** – go shopping

*John: Could you clean the flat, please?*

*Jane: I will clean it if you will go shopping.*

*John: All right, that's a deal.*

<b>A</b>	<b>B</b>
help about the house	make a cake
translate the article	go shopping
plant the flowers	wash up
bring some books	make a salad
buy some food	stop talking loudly
buy something for dinner	earn enough money
stop making noise	make some coffee
buy a washing-machine	take this bag
mend the radio	dust the furniture
carry that suitcase	iron the shirt
repair the alarm-clock	cook dinner
help with the text	Apologize

**Ex 5. Complete the Conditional Sentences according to the information in brackets.**

1. If it (rain / still – action going on now) \_\_\_\_\_, (stay – imperative) \_\_\_\_\_ here for another while.
2. If it (stop – completed action) \_\_\_\_\_ raining, we (go – future) \_\_\_\_\_.
3. If it (start – fact) \_\_\_\_\_ raining, we always (close – fact) \_\_\_\_\_ the windows.
4. If it (rain / should – not very likely) \_\_\_\_\_, please (close – imperative) \_\_\_\_\_ the windows.
5. If it (rain – future action) \_\_\_\_\_, the windows (must / close – passive voice) \_\_\_\_\_.
6. If she (wait / still – action going on now) \_\_\_\_\_, (call – imperative) her.
7. If she (go – completed action) \_\_\_\_\_, you (should / meet – advice) her another day.
8. If you (give – a polite request) \_\_\_\_\_ your autograph, we (be – future) \_\_\_\_\_ grateful.
9. If you (bake – cooperation) \_\_\_\_\_ the cake, I (go shopping – future) \_\_\_\_\_.
10. If you (buy – cooperation) \_\_\_\_\_ all ingredients, I (make – future) \_\_\_\_\_ an apple pie.

**Ex. 6. Complete the following sentences according to the model.**

**Model:** *If the weather is fine, we will go for a walk.*

1. If you understand the rule, \_\_\_\_\_.
2. Unless you are hungry, \_\_\_\_\_.
3. If I'm free in the evening \_\_\_\_\_.
4. If she finishes her work, \_\_\_\_\_.
5. Unless you are busy, \_\_\_\_\_.
6. If he isn't late, \_\_\_\_\_.
7. Unless you get up early in the morning, \_\_\_\_\_.
8. If you don't have a lot of ambition, \_\_\_\_\_.
9. Unless she gets tired, \_\_\_\_\_.
10. Unless you do your work properly, \_\_\_\_\_.

**Ex. 7. Complete the sentences.**

**How to spend the day-off**

I'll get up at 8 o'clock, if \_\_\_\_\_ (not oversleep). Usually if I go to bed early, I \_\_\_\_\_ (to wake up) without a problem. If it doesn't rain this morning, I \_\_\_\_\_ (to call) my friend and we \_\_\_\_\_ (to go) to the country for a picnic. If the weather \_\_\_\_\_ (be fine), we'll try to spend our time outdoors. But now, if it \_\_\_\_\_ (to rain), I'll get up later and stay at home. I don't like to leave home, if it \_\_\_\_\_ (to be) cold and cloudy. I'll ask my sister to cook something tasty, if she \_\_\_\_\_ (have) free time. If she \_\_\_\_\_ (to bake) a chocolate cake, I'll clean the room.

**Ex. 8. You are planning your working day, but you have some problems that can prevent from doing what you have planned. Tell about you plan using the information in the box.**

<i>your plan</i>	<i>problems</i>	<i>alternatives</i>
to get up early to come in time to attend all classes to make report to get a full mark	to oversleep no buses be late lack of time not to have your friend's prompt	to go to bed earlier to go on foot to take a taxi to prepare properly not to listen one's prompts

**Ex. 9. Translate into English.**

1. Якщо він прийде завтра, розкажіть йому про нашу роботу.
2. Якщо ви не пропускаєте заняття, ви повинні гарно скласти іспит.
3. Якщо навіть ми нічого не дізнаємося, ми все одно вам напишемо.
4. Якщо ви нікуди не запрошені, приходьте до нас.
5. Ми будемо дуже раді, якщо ви приймете нашу пропозицію.
6. Поки ми живемо, ми вчимося.
7. Якщо ти достатньо доросла, як ти кажеш, то й поведься як доросла.
8. Якщо ви не знаєте його адреси, як же ви його знайдете?
9. Ви не складете іспити, поки не будете багато працювати.
10. Що ви будете робити, якщо він таки прийде?
11. Я не піду на вулицю, поки дощ не припиниться.
12. Я буду вам дуже вдячний, якщо ви нагадаєте йому про його обіцянку.
13. Ти впізнаєш його, якщо побачиш знову? - Якщо я (таки) побачу його, я впізнаю його.
14. Я не дам тобі іншу книгу, поки ти не повернеш ту, що взяв.
15. Якщо ти допоможеш мені зробити домашню вправу, я схожу в магазин.
16. Він не купить подарунок дружині, якщо вона сама йому не нагадає про її день народження.
17. Якщо ви не підберете мені потрібну книгу, я не зможу підготувати доповідь на завтра.
18. Якщо в мене гарний настрій, я собі щось купую.
19. Брайан працює плідно, якщо йому не заважають.
20. Якщо носити одяг охайно, то він не зношується так швидко.

## Unreal Present Conditionals (The 2<sup>nd</sup> type of conditional sentences.

The 2<sup>nd</sup> type of conditional sentences shows that the actual situation is opposite to what somebody hoped for, and the result refers to the present or the future. An unreal condition is expressed in *if*-clause (A) and an unreal consequence is expressed in the principal clause (B).

In sentences of unreal condition referring to the present or future the *Past Subjunctive* of the verb “**to be**” is used in the *if*-clause; with other verbs the same meaning is expressed by the *Past Indefinite of the Indicative Mood*. In the principle (B) clause we find the analytical subjunctive consisting of the mood auxiliary **should** or **would** and the *Indefinite Infinitive*. The pattern below shows some possible variations of grammar forms of the verb. **Should** is used with the first person singular and plural, **would** is used with the second and third person singular and plural.

A	B						
<p><b>did/were</b></p> <p><b>were doing</b></p>	<table border="1"> <tr> <td style="padding-right: 10px;"><b>should</b></td> <td style="padding-right: 10px;"><b>V</b></td> </tr> <tr> <td style="padding-right: 10px;"><b>would</b></td> <td style="padding-right: 10px;"><b>be + V</b></td> </tr> <tr> <td style="padding-right: 10px;"><b>could</b></td> <td style="padding-right: 10px;"><b>be + V</b></td> </tr> </table>	<b>should</b>	<b>V</b>	<b>would</b>	<b>be + V</b>	<b>could</b>	<b>be + V</b>
<b>should</b>	<b>V</b>						
<b>would</b>	<b>be + V</b>						
<b>could</b>	<b>be + V</b>						

*If he were here, he would help us.*

*If you did your morning exercises, you would feel healthy.*

*If John weren't living in Australia, we could see him more often.*

*If John got a job at university, he might be working there.*

*Якби він був тут, він би допоміг нам.*

*Якби ти робив ранкову зарядку, ти б почувався краще.*

*Якби Джон не жив в Австралії, ми б могли бачити його частіше.*

*Якби Джон отримав роботу в університеті, він міг би працювати там.*

**Note:**

### a) But for – sentences

The negative condition may be expressed by “**but for**” (or “**if it weren't for**”) that is used to express an action which could have happened but it didn't happen under certain circumstances. These circumstances can be clear from the situation.

A	B				
<p><b>But for</b></p>	<table border="1"> <tr> <td style="padding-right: 10px;"><b>would</b></td> <td style="padding-right: 10px;"><b>+ V</b></td> </tr> <tr> <td style="padding-right: 10px;"><b>could</b></td> <td style="padding-right: 10px;"><b>+ V</b></td> </tr> </table>	<b>would</b>	<b>+ V</b>	<b>could</b>	<b>+ V</b>
<b>would</b>	<b>+ V</b>				
<b>could</b>	<b>+ V</b>				

*But for you they would never guess it (now).*

*If it weren't for John, we could never*

*Якби не ви, вони би ніколи не здогадались про це.*

*Якби не Джон, ми б ніколи не змогли*



solve the problem.

| вирішити цю проблему.

b) A piece of advice may be expressed by “if I were you” or “In your place”/” in your shoes”

A

If I were you
In your place

B

would	
could	+ V

*I would go to see him if I were you.  
I could cope with the task if I were  
in your place.*

| *На вашому місці я б зустрівся б з  
ним.  
На вашому місці я зміг би впоратись  
з цим завданням.*

### Exercises

**Ex. 1. Complete the sentences putting the verbs into the correct form.**

**Model:** They would be offended if I didn't go to their party. (not / go)

1. You \_\_\_\_\_ better if you took more exercise. (feel)
2. If they offered me the job, I think I \_\_\_\_\_ it. (take)
3. A lot of people would be out of work if the car factory \_\_\_\_\_. (close down)
4. If I sold my car, I \_\_\_\_\_ much money for it. (not / get)
5. (in a lift) What would happen if somebody \_\_\_\_\_ that red button? (press)
6. I don't think there's any chance that Gary and Emma will get married. I'd be absolutely astonished if they \_\_\_\_\_. (do)
7. Liz gave me this ring. She \_\_\_\_\_ very upset if I lost it. (be)
8. Dave and Kate are expecting us. They would be very disappointed if we \_\_\_\_\_. (not / come)
9. Would Steve mind if I \_\_\_\_\_ his bike without asking him? (borrow)
10. What would you do if somebody \_\_\_\_\_ in here with a gun? (walk)
11. I'm sure Sue \_\_\_\_\_ if you explained the situation to her. (understand)

**Ex. 2. Tasha is a daydreamer. She imagines what would happen if she won the lottery.**

1. If I \_\_\_\_\_ the lottery, I \_\_\_\_\_ a chance to hit the jackpot.
2. If I \_\_\_\_\_ the jackpot, I \_\_\_\_\_ rich.

3. If I \_\_\_\_\_ rich, my life \_\_\_\_\_ completely.
4. I \_\_\_\_\_ a lonely island, if I \_\_\_\_\_ a nice one.
5. If I \_\_\_\_\_ a lonely island, I \_\_\_\_\_ a huge house by the beach.
6. I \_\_\_\_\_ all my friends if I \_\_\_\_\_ a house by the beach.
7. I \_\_\_\_\_ my friends up in my yacht if they \_\_\_\_\_ to spend their holidays on my island.
8. We \_\_\_\_\_ great parties if my friends \_\_\_\_\_ to my island.
9. If we \_\_\_\_\_ to go shopping in a big city, we \_\_\_\_\_ a helicopter.
10. But if my friends' holidays \_\_\_\_\_ over, I \_\_\_\_\_ very lonely on my lonely island.

**Ex. 3 . Read the article adapted from Jane's Police Review and then proceed to the task.**

In December, three men were arrested for illegally obtaining customer bank details from one of the high street banks in Windsor. As customers took out their cards to open the bank door, the criminals' electronic skimming device would read and record the account details. The men would follow customers to the cash point and, by watching closely over their shoulders, got the card pin numbers. The incidents, seven in total, were all recorded on video. The men were arrested on their seventh attempt. Two pleaded guilty to the charge of credit card fraud, but the third man argued that it was a case of mistaken identity and pleaded not guilty. Thames Valley Police, therefore, called on the Facial Verification Bureau experts. The FVB team analysed the video recording of the first six incidents of credit card fraud. They then compared the seventh piece of the video recording to see whether the person was the same as the individual in each of the other incidents. They concluded that the same person was present at each of the seven incidents of credit card fraud. This evidence was presented in court and the man was found guilty of conspiracy to defraud.

**Hypothesize according to the model:**

**Model:** *Three man/ obtain illegal information/ arrest*

*If the three men did not obtain illegal information, they wouldn't be arrested.*

1. customers take out their cards / criminals' device read and record the account details; 2. the men follow customers / watch over their shoulders / get the card pin numbers; 3. the incidents recorded on video / the men arrested; 4. two suspects plead guilty / court find them guilty; 5. the third man plead guilty / police not call on the Facial Verification Bureau experts; 6. experts analyse the video recording / find the truth; 7. experts compare the seventh piece of the video recording / the person be the same in each of the incidents; 8. the evidence be presented in court / the third man not find guilty.

**Ex. 4. Comment the situations and complete the sentences.**

1. If I found myself alone in the sea...
2. If I lived in Africa...
3. If I had a magic wand...
4. If I could live the past again...
5. If I were not so absent-minded...
6. If I could predict the future...
7. If I could meet my great grandmother...

**Ex. 5. Answer the following questions.**

1. What would you do if you lost your wallet?
2. What would happen if you won one million dollars?
3. What would you do if you had plenty of time?
4. What would you do if you were twenty years older?
5. What would the City Council do if an overturned lorry blocked the road?
6. Would people be able to survive if we had no electricity and running water in multistoried buildings?
7. What would happen if scientists invented atomic cars?
8. What would you do if it were raining cats and dogs now?
9. What would you do if your parents bought you a violin?
10. What would we do if we had wings?

**Ex. 6. Translate into English.**

1. Якби я знав, що він за людина, я б не мав з ним справ.
2. Рівень злочинності був би набагато нижчим, якби не високий рівень корупції.
3. Якби він працював, йому б не довелося постійно просити грошей у матері.
4. Як би я мав мільйон, то купив би віллу на Маямі.
5. Якби у понеділок не було контрольної, ми всі були б щасливі.
6. Якби я був султаном, то я б мав трьох дружин.
7. Чи було б цікаво жити, якби усе давалося легко?
8. Якби не було мрії, не було б чого прагнути.
9. Я б із задоволенням ходила до театру, якби мала більше часу.
10. Якби не треба було складати залік з економіки, я б взагалі не ходив на ці лекції.

**Ex. 7. Complete the Conditional Sentences. Decide whether to use the 1<sup>st</sup> or 2<sup>nd</sup> type.**

1. If you do your homework now, we \_\_\_\_\_ to the cinema in the evening.
2. If we \_\_\_\_\_ the book now, we will have it tomorrow.
3. If I had more money, I \_\_\_\_\_ a bigger car.
4. If I \_\_\_\_\_ my favourite movie star, I would ask him for an autograph.
5. I \_\_\_\_\_ you if I need your help.
6. I would go swimming if the weather \_\_\_\_\_ better.
7. If he \_\_\_\_\_ time tomorrow, we will meet the day after.

8. If I were you, I \_\_\_\_\_ what to do.
9. If we don't order the tickets soon, there \_\_\_\_\_ any tickets left.
10. She \_\_\_\_\_ that if she were your friend.
11. If they go to Washington, they (see) \_\_\_\_\_ the White House.
12. If she (have) \_\_\_\_\_ a hamster, she would call him Fred.
13. If he gave her a sweet, she (stop) \_\_\_\_\_ crying.
14. If he (arrive) \_\_\_\_\_ later, he will take a taxi.
15. We would understand him if he (speak) \_\_\_\_\_ slowly.
16. Andy (cook) \_\_\_\_\_ dinner if we buy the food.
17. I will prepare breakfast if I (wake up) \_\_\_\_\_ early.
18. If they shared a room, they (fight) \_\_\_\_\_ all day long.
19. If you hate walking in the mountains, you (enjoy / not) \_\_\_\_\_ the tour.
20. Janet would go jogging if she (have / not) \_\_\_\_\_ to do her homework.

**Ex. 8. Translate into English.**

1. Якщо в мене з'явиться молодша сестричка, я нікому не дозволю її ображати.
2. Якби я мав достатньо інформації, я б написав цю статтю.
3. Станеться так, що ти поїдеш до Лондону, обов'язково відвідай Національну галерею.
4. Якби він не витрачав гроші на дрібниці, він би вже став мільйонером.
5. Якщо ми таки зустрінемося з ним, я запрошу його додому і познайомлю зі своєю родиною.
6. Я б із задоволенням з вами поїхав, якби мене відпустили батьки.
7. Ми б усією групою пішли до кафе, якби ви допомогли нам з концертом.
8. А станеться так, що ми з ним не зустрінемося, я буду довго пам'ятати нашу дружбу.
9. Ти б заощадила більше часу, якби менше часу крутилася перед дзеркалом.
10. Якщо я знаю, коли ти повернешся, я звичайно не хвилююсь.
11. Трапиться так, що у нього буде телефон, то він зможе щодня телефонувати нам, а якщо в нас буде факс, ми зможемо надсилати йому листи хоч щодня.
12. Станеться так, що мій син буде два метри заввишки, я, віддам його у баскетбольну команду.
13. Ти б досягла великих успіхів, якби не була такою неухажливою.
14. Якщо гості не прийдуть, ми й самі з'їмо все, що приготували.
15. Що б ти зробив, якби тебе запросили до цього ансамблю?
16. Якщо мені куплять собаку, я буду найщасливішою людиною у світі!
17. Якщо я спізнюся, їдьте без мене, я вас наздожену. – Станеться так, що ти не наздоженеш нас!
18. Якби люди були добршими один до одного, все у світі змінилося б на краще.

19. Трапиться так, що в моєї кішки буде 10 кошенят, я обов'язково подарую тобі одного з них.  
20. Якби ти читав газети, ти б знав, що відбувається у світі.

**Ex. 9. Change the following sentences using *But for*...**

**Model:** *It's because of Jerry we can't start our work. → But for Jerry we would be able to start our work.*

1. It is his fault that I cannot write the composition. He left the book at home.
2. It's because of her we cannot take Bob with us. He refuses.
3. It's because the rainy weather they cannot go for a walk.
4. It's Jenny's fault that her sister cannot get into the house. Jenny has lost the key.
5. It's because of the hail the children cannot go outside.
6. It's because of that loud music the baby cannot sleep.
7. It's because of fast food there are many stout people.
8. It's because of his helping she can walk now.
9. It's because of their son Tom promised to stay in the family.
10. It's her fault that he cannot see his son more often.

**Ex. 10. Complete the following sentences.**

1. But for the broken car \_\_\_\_\_.
2. But for the snowstorm \_\_\_\_\_.
3. But for Granny's flowers \_\_\_\_\_.
4. But for the difficult circumstances \_\_\_\_\_.
5. But for the accident \_\_\_\_\_.
6. But for the lost key \_\_\_\_\_.
7. But for him \_\_\_\_\_.
8. But for the splitting headache \_\_\_\_\_.
9. But for the heavy traffic \_\_\_\_\_.
10. But for the police coming \_\_\_\_\_.

**Ex. 11. Translate into English.**

1. Якби не мої проблеми, я б поїхала в Болгарію.
2. Якби не дощ, ми б пішли на прогулянку.
3. Якби не град, квіти були б гарні.
4. Якби не твої родичі, Майк пішов би з нами.
5. Якби не обмаль часу, діти пішли б у кіно.
6. Якби не її друзі Ганна не організувала б такий цікавий концерт.
7. Якби не хороші новини Олена досі б була у поганому настрої.
8. Якби не вітер, Шон наловив би риби.
9. Якби не порада найкращого друга він би не справився з завданням.
10. Якби не її друзі Ганна не організувала б такий цікавий концерт.
11. Якби не хороші новини Олена досі б була у поганому настрої.

**Ex. 12. Complete the following sentences.**

1. If I were our teacher \_\_\_\_\_.
2. If Andy were a painter \_\_\_\_\_.
3. If I were in jungle now \_\_\_\_\_.
4. If I were you on holidays \_\_\_\_\_.
5. If she were a model \_\_\_\_\_.
6. If I were the Minister of Education \_\_\_\_\_.
7. If John were an actor \_\_\_\_\_.
8. If he were the President of France \_\_\_\_\_.
9. If I were you \_\_\_\_\_.
10. If Tommy were my brother \_\_\_\_\_.

**Ex. 13. What would you do if you were ...**

1. a mother of a 15-year-old girl who has fallen in love and is going to get marry;
2. a father of a boy of 5 who demands too much sweets;
3. a child who has found smb.'s purse with considerable amount of money;
4. a teenager who's quarreled with his parents because of his coming back home too late;
5. a student who had been playing truant and hasn't been allowed to take the examinations.

**Ex. 14. Pair work. Think of your own situations and ask your partner to comment one of them.**

**Ex. 15. Translate into English.**

1. На твоєму місці Діана б мовчала.
2. На їх місці ми б випили цей сік.
3. На вашому місці вони вчорак продали б цю дачу.
4. На місці Боба вона пересклала б цей іспит.
5. На місці вчителя я б намагалась бути більш справедливою.
6. На вашому місці я б проконсультувалася з юристом.
7. На їх місці ми би удосконалювали наш "іноземний" акцент.
8. На твоєму місці я б відвідувала хвору бабусю частіше.
9. На місці Бориса ми б знову звернулися до суду.
10. На твоєму місці я б повернула цю сукню до крамниці
11. Якби тато був Білом Гейтсом, ми б не мали зараз ніяких проблем.
12. Якби я була міністром, я б змінила всі програми.
13. Якби ти був татом, ти б турбувався про дітей.
14. Якби Сем був моїм сином, я б допомагала йому грошима.
15. Якби містер Ватсон був Всевишнім, він би змінив майбутнє негайно.
16. Світ був би набагато добрішим якби кожна людина була сама собою.
17. На вашому місці я б не була такою самовпевненою і перевірила усе ще раз.

18. На його місці я б не робила поспішних висновків у такій невизначеній ситуації.
19. На його місці я б не одружилася з нею навіть при умові, що йому пробачать усі його борги.
20. На її місці я б ретельно подумала прийняти або відхилити його пропозицію.
21. Якби не іспит, я би поїхала з вами на пікнік.
22. Якби не спека, було б приємно погуляти по місту.
23. На вашому місці, я б зайнявся спортом.
24. Якби не дощ, діти б спали на свіжому повітрі.
25. Щоб ти зробив, якби ти був на моєму місці?

### Unreal Past Conditional (The 3<sup>rd</sup> type of the conditional sentences)

In the sentences of unreal condition referring to the past the *Past Perfect of the Indicative Mood* is used in the if-clause (A); in principle clause (B) we find the analytical subjunctive consisting of the mood auxiliary **should** (with the first person) or **would** (with the 2<sup>nd</sup> and 3<sup>rd</sup> persons) and the *Perfect Infinitive*.

The 3<sup>rd</sup> type of the conditional sentences shows the opposite of a real past event.

A	B
had done	should   have + done
had been doing	would   have been + V
	could   have been + V

<p><i>If I had seen him yesterday, I could have asked him about it.</i></p> <p><i>He wouldn't have caught cold, if he had put on a warm coat.</i></p> <p><i>If John hadn't been living alone then, he might have been speaking much more English.</i></p>	<p><i>Якби я бачив його вчора, я б зміг би запитати його про це.</i></p> <p><i>Він би не застудився, якби одягнув тепле пальто.</i></p> <p><i>Якби Джон не жив тоді один, він міг би значно більше розмовляти англійською.</i></p>
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**Note:**

a) *But for-sentences*

A	B
But for	would   have + V <sub>3</sub>
	could   have + V <sub>3</sub>

**But for the circumstances Robert would have never bought this house several years ago.** (before) | Як би не обставини, Роберт нізащо б не купив цей дім декілька років тому.

b) *If I were you*

A

<p><b>If I were you</b></p> <p><b>In your place</b></p>
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B

<p><b>would</b></p> <p><b>could</b></p>	<p><b>have + V<sub>3</sub></b></p>
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**If I were Tom, I wouldn't have agreed to take part in the competition last week.** | На місці Тома я би нізащо не погодилась би приймати участь у змаганнях.

### Exercises

**Ex. 1. Make sentences according to the model.**

**Model:** *He was very downcast at that moment and he forgot the keys. → He was very downcast at that moment, otherwise he would not have forgotten the keys. → If he had not been so downcast, he would not have forgotten the keys.*

1. He didn't leave at ten and he didn't catch the train.
2. Her husband left, and Sue decided to go to work just to have something to fill her days with.
3. Nick didn't work hard, so he didn't pass his examination.
4. My sister was busy last night, so she didn't watch television.
5. My watch was slow, and I didn't manage to catch the train.
6. I didn't know your address, so I couldn't send you a letter.
7. We had plenty of rain last year, so we reaped the good harvest.
8. He has been working hard at his English and could understand the whole passage and summarize it in no time.
9. Jane didn't know that her parents were going to arrive. She didn't get ready for their visit.
10. Andrew's alarm clock didn't ring yesterday. He missed the plane.
11. The accident happened because the road was icy.
12. I didn't know that Joe had to get up early, so I didn't wake him up.
13. I was able to buy the car only because Jane lent me the money.
14. Karen wasn't injured in the crash because she was wearing a seat belt.
15. I didn't get a taxi because I didn't have any money.



**Ex. 2. Put the verbs into the correct form (the 3<sup>rd</sup> type of the conditionals progressive).**

1. He (work) **would have been working** when the accident happened. But that day he went home earlier.
2. If the storm had not frightened them, the kids (sleep) \_\_\_\_\_ all night.
3. If I (send) \_\_\_\_\_ them outside, they would have set in front of the computer all day.
4. If he had won the race, he (celebrate) \_\_\_\_\_ three days in a row.
5. We (play) \_\_\_\_\_ chess all night if he had not had to go home.
6. They (booze) \_\_\_\_\_ all night. But they ran out of money.
7. He (fly) \_\_\_\_\_ to Australia, if he had not missed the plane.
8. She (not / study) \_\_\_\_\_ in Toronto for 2 years if her parents had not wanted her to.
9. We (not walk) \_\_\_\_\_ around in the woods all night if they had told us it was dangerous.
10. (gamble / he) \_\_\_\_\_ all night long if we had not stopped him?

**Ex. 3. Answer the following questions.**

1. What would you have done last year if you had failed the exams?
2. What would you have written at the previous exam if you had forgotten the material?
3. What would you have baked last Friday if you hadn't had flour?
4. What would you have thought yesterday if we hadn't called?
5. What would you have bought last month if you had had a million dollars?
6. What would you have done if your best friend had needed your help a year ago?
7. What would you have done if after finishing your school you had been suggested to enter an aeronautical institute?
8. What would you have eaten if you had visited the ball of the Russian czar?
9. What would you have done if you had been a passenger of the "Titanic" at that time?
10. What would you have if you hadn't entered our university?

**Ex. 4. Read the article and then proceed to the task.**

### **THE YOUNG HERO**

Three-year-old Robbie Moor saved his mother's life by calling 911 as she was stabbed by a criminal. But the mother probably saved them both two days earlier by teaching her son what to do in such an emergency. Young Rodney's quick reaction wasn't accidental, though – he had learned an important lesson: how to make an emergency call. The National Child Safety Council says even pre-schoolers can learn other basic information that can save lives. For example, parents should teach children their own first, and last name, the full names of their parents, and their home telephone number and address. They

should be taught to go to a clerk or official for assistance if they become separated from mom or dad in a store or in a crowd. Most important, we have to prepare our children for life in case we are not around to help.

**Task:** *Combine each pair of the sentences into an unreal past conditional sentence.*

**Model:** *The three-year-old boy telephoned 911. He saved his mother's life. → If the boy hadn't telephoned 911, his mother would have died.*

1. Mother taught her son what to do in such an emergency. She saved both herself and her son.
2. The boy learned an important lesson. The boy's quick reaction saved his mother and himself.
3. The boy learned how to make an emergency call. The boy saved his mother's life.
4. The pre-schoolers learn basic information. That saves their lives.
5. The parents teach children their full names and their address. The children won't get lost.
6. The parents teach children their home telephone numbers. The children can telephone.
7. The parents teach children to contact an official. They get some help.

**Ex. 5. Make up your own sentences according to the task.**

Here are a number of events, which affected the course of world history. Think of what might have happened if these events had not taken place; imagine several consequences and what would have happened if all these things had not happened.

1. 20 000BC – first writing;
2. 8 000 BC – wheel invented;
3. 5 000 BC – Britain became an island;
4. 800 AD – paper money first used;
5. 1327 – guns first used in battle;
6. 1455 – first book printed in Germany;
7. 1455 – Columbus discovered America;
8. 1556 –tobacco introduced to Europe;
9. 1875 – Bell invented the telephone;
10. 1879 – Edison invented the electric light;
11. 1917 – revolution in Russia;
12. 1926 – Baird invented television;
13. 1945 – first use of atomic bomb;
14. 1962 – Gagarin was in the space;
15. 1969 – John Lennon met Paul McCartney;
16. 1970 – computer was invented

**Ex. 6. Change into sentences of unreal condition.**

**Model:** She won't help us as she is not here. – She *would help* us if she *were* here.

We did not meet so often because she lived far from my place. – We *should have met* more often if she *had not lived* so far from my place.

1. It isn't summer now, and we don't go to the country.
2. He doesn't write to me, and I don't write to him.
3. She didn't find the book because she didn't open the bag.
4. It will be better if they don't come.
5. I didn't give it to you because you were out.
6. I can't knit another sweater as I have no more wool.
7. I don't study Italian as I haven't much spare time.
8. She didn't follow the doctor's advice and fell seriously ill.
9. The boy is shivering. He isn't quite well.
10. He refuses my help, and the work won't be finished today.
11. I have a headache because I had a sleepless night.
12. Anne can't translate this song: she doesn't know French well enough.
13. You are not quite all right now because you didn't take the medicine regularly.
14. They took a taxi and didn't miss the train.
15. He doesn't know her address, or he will write to her, I'm sure.
16. The garden doesn't look beautiful because the trees are bare.
17. He makes so many mistakes because he doesn't know grammar well enough.
18. Will you do it for me if I ask you?

**Ex. 7. Translate into English.**

1. Том не здав би вчора екзамен, якби не сидів півночі.
2. Ми б ходили на концерт минулого тижня, якби я не була хвора.
3. Якби найбільша колекція марок була б у мене, я б дуже пишався нею.
4. “Динамо” виграло б той матч, якби суддя (referee) судив справедливо.
5. Якби він мав би більше часу, він допоміг би тобі і з фізики, і з математики, і навіть з хімії, але зараз він готує дипломну роботу і він зовсім не має вільного часу.
6. Якби вони вирушили раніше, то уже б прийшли.
7. Чому тварини не розуміють нашу мову? Якби вони говорили з нами!
8. Якби ти грав на скрипці більше, то давно був би відомим скрипалем.
9. Я би прочитав всі книги, що тільки є у бібліотеці нашого університету!
10. Якби Джон брав участь у матчі вчора, наша команда виграла б.
11. Діти б побачили президента, якби ми почекали ще п'ять хвилин.
12. Якби мама прочитала мою записку, вона б знала, де я була.
13. Щоб ти робив учора, якби пропустив той автобус?
14. Том не отримав би ту роботу, якби не знав чотири мови.

15. Я б учора не здивувалась, якби Памела не з'явилась на вечірку.
16. Якби Алан подзвонив минулого вівторка, ми б його зустріли.
17. Ти би сумувала за мною, якщо я би поїхав назавжди?
18. Що б зробив його брат, якби дізнався правду?
19. Ти б не зробив би цієї дурниці, якби послухав поради дядька.
20. Якби я взяла відеокамеру з собою влітку, то я б відзняла гарний матеріал.

**Ex. 8. Change the following sentences using “but for”**

**Model:** *It was because of you that we hadn't got to the station in time. →  
But for you we would have got to the station in time then.*

1. It was Jim's fault yesterday that I didn't come in time. He had lost my key.
2. It was because of snow last Tuesday that we didn't go for a walk.
3. It was because of lack of money that the Nortons didn't buy that villa last year.
4. It was my fault that my sister was late. I had overslept and hadn't wakened her up.
5. It was because of the rain that our shoes were all in mud.
6. It was Kim's fault that Wendy didn't translate the text. Kim took her to the disco.
7. It was because of the circumstances that Dasha didn't go to work to Canada last June.
8. It was because of the lava that tourists hadn't been able to get to the top of the mountain last Sunday. Etna had erupted.
9. It was my cousin's fault that Baby had wakened up. She was too noisy.
10. It was because of sunburns Nelly couldn't wear the sundress.

**Ex. 9. Complete the following sentences according to the model.**

**Add “yesterday, last week, last month, last year, etc.”**

**Model:** *But for smb./smth. ... (we wouldn't have been late yesterday)*

1. But for the necessity to take the dog for a walk \_\_\_\_\_.
2. But for her illness the prima ballerina \_\_\_\_\_.
3. But for the accident in the morning \_\_\_\_\_.
4. But for the haste \_\_\_\_\_.
5. But for her bad manners \_\_\_\_\_.
6. But for my broken car \_\_\_\_\_.
7. But for that crowd of people \_\_\_\_\_.
8. But for my being late \_\_\_\_\_.
9. If it had not been for Jane \_\_\_\_\_.
10. If it had not been for the black cat \_\_\_\_\_.

**Ex. 10. Translate into English.**

1. Якби не події минулого року, він би не написав ту книгу.
2. Якби не мої проблеми минулого місяця, я б могла поїхати в Карпати.
3. Якби не гроза позавчора, Дік би не захворів.
4. Якби не гості, ми б учора не сиділи вдома.
  
5. Якби не ти, Брауни не пішли б на виставку минулого тижня.
6. Якби не брокер, батьки минулого року не продали б нашу квартиру.
7. Якби не відлига (thaw) в минулі вихідні, ми катались би на лижах.
8. Якби не діти, вона могла вийти заміж минулого року.
9. Якби не лісник, ми вчора заблудились заблукали б.
10. Якби не мама, Гелен пішла б на дискотеку минулої суботи.
11. Якби не сніг, вони б ще вчора пішли у гори.
12. Якби не ти, я б не знала, що робити.
13. Якби не ваші проблеми, ви поїхали б з нами на пікнік і ми б чудово провели час.
14. Якби не сльота вчора, Монті не посковзнувся б і не зламав руку.
15. Якби не твої жарти, тато б не сердився і ми би пішли з ним до кафе.
16. Якби не іграшки, малюк би плакав, коли батьків не було дома.
17. Якби не тітка, ми б не дізнались твоєї адреси.
18. Якби не блискавка, дитина б не боялась залишатись сама.
19. Якби не борги минулого місяця, Петерсон б купили магазин.
20. Якби не твої родичі, ми пішли б в театр минулих вихідних.

**Ex. 11. Translate into English.**

1. На місці Тома, я б тоді нізачо не поїхала до будинку сама.
2. На місці Піта ти б зробив би вчора те саме.
3. На вашому місці Патрік не зробив би цього.
4. На нашому місці ви б купили вчора це цуцена.
  
5. Якби я була містером Бруксом, я б принесла всі документи ще вчора.
6. На місці Тома, я б одружився з Памелою ще минулого місяця.
7. На моєму місці ти б теж вчора не підписав ці папери.
8. На місці містера Мартіна Стрейзанди продали б старий будинок давним давно.
9. Якби ти був на місці того дивака, ти б ніколи не купив би той костюм.
10. На місці місіс Ліч Валері вторік посадила б троянди.

**Mixed Conditionals**

There are two common mixed types of sentences of unreal condition.

1). In the first of these the condition (A) refers to the past and the consequence (B) refers to the present or future.

A	B
Past	Present or Future

*If you **had taken** your medicine yesterday, you **would be** well now.* | *Якби ти прийняв ліки вчора, ти був би здоровий зараз.*

2). In the second type the condition (A) refers to the present or to no particular time and the consequence (B) refers to the past.



*If he **were** not so absent-minded, he **would not have** mistaken.* | *Якби ти не був таким легковажним, ти би не зробив помилки.*

**Note** – It is also possible to mix the conditionals so that the if-clause uses a verb form used in the first conditional and the main clause uses a verb form used in the second conditional.

*E.g. If you **come** to the party tomorrow, I **wouldn't bring** Mike with you.*

## Exercises

### **Ex.1. Change the following sentences according to the model.**

**Model:** *They built a new metro station last month so now it takes less time to get to work. → If they hadn't built a new station last month it would take now more time to get to work.*

1. The city council opened new routs last year so now it is more convenient to go anywhere.
2. His salary is higher now after the promotion, which was last year.
3. They changed the bus rout so it takes less time now to get to work.
4. Ken's parents didn't send him to French lessons in his childhood so now he can't understand French.
5. Alison started training at the beginning of the year and now she is the best skater.
6. They built a new supermarket in our area last year, so now it is convenient to buy everything near our house.
7. Ben started studying hard at the beginning of the year, so now he is the best student in the group.
8. Alan didn't learn Spanish in his childhood, so it is difficult for him to translate this article now.

9. We didn't bring the grammar book yesterday, so it is difficult for Terry to write a grammar test now.
10. Kevin didn't buy tickets beforehand last week, so he can't get to this concert now.
11. You told me this news the day before yesterday, so now I am ready to listen to him.
12. Iris lent Peter some money last month, so now she has no possibility to buy that dress.
13. Karen lost her purse a week ago, so now she has a new purse.
14. Sam started studying hard at the beginning of the semester so now he passes his exams excellently.
15. Mr. Danhill didn't receive a patent twenty years ago so now he has some problems with this invention.

**Ex. 2. Match the clauses and write the mixed conditional sentences.**

**Model: 1 – F** *If you had told me about this problem earlier, everything would be all right now.*

1. If you had told me about this problem earlier,	A. he probably won't be at the meeting.
2. If you were a more sensitive person,	B. you could always ring them up.
3. If they don't contact you soon,	C. his wife would never have left him.
4. If he hadn't died so young,	D. you wouldn't have said that to her.
5. If he didn't work so hard all the time,	E. I would have had them by now.
6. If the train hadn't been delayed,	F. everything would be all right now.
7. If he was feeling ill this morning,	G. would you hurry up and get ready?
8. If you are coming with us,	H. you wouldn't be so busy this month.
9. If I really wanted to have children,	I. we would be there by now.
10. If you had worked harder last month,	J. I'm sure he'd be a famous musician by now.

**Ex. 3. Translate into English.**

1. Якби ти був у бібліотеці вчора, ти б зараз написав цей твір.
2. Якби я знав французьку, то міг би розмовляти вчора з учасниками конференції.
3. Якби тітка могла тоді дістати гроші, вона б зараз нам допомогла.
4. Якщо ти завтра виступатимеш на конференції ти міг би зробити цікаву презентацію замість того щоб просто читати з реферату за кафедрою.
5. Якби я жив близько, то зайшов би до тебе вчора на хвилинку.
6. Якби Кемпбелі минулого року не витратили всі гроші, вони могли б зараз купити цей будинок.
7. Якщо ми будемо відпочивати наступного літа, тоді ми могли б обрати ваше тур агентство.

8. Якби він не був талановитим художником, його картину не прийняли б на виставку.
9. Якби команда тренувалась минулого тижня, вона не програла б сьогодні.
10. Якби Кетрін дізналась про це вчора, вона приїхала б.
11. Ви б знали зараз про цей винахід, якби прочитали останній журнал.
12. Якби мої батьки були багаті, уже давно б купили мені машину.
13. Якщо ти завтра добиратимешся на роботу без машини, я б міг тебе підвести.

#### 2.1.4. Sequence of tenses in the conditional sentences

- a) the 1<sup>st</sup> type - if the conditional sentence of the 1<sup>st</sup> type depends on the principal clause in the past, the verbs in the principal (B) and subordinate (A) clauses of the conditional sentence change their forms according to the Sequence of Tenses rules.

<i>If I see him, I shall tell him about it.</i>	<u>I said</u> that if I saw him, I should tell him about it.
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- b) the 2<sup>nd</sup> and 3<sup>rd</sup> types - if the conditional sentences of the 2<sup>nd</sup> and 3<sup>rd</sup> types depend on the principal clause in the past, verbs in the principal and subordinate clauses don't change their forms.

<i>If I saw him, I should tell him about it.</i>	<u>I said</u> if I saw him, I should tell him about it.
<i>If I had seen him yesterday, I should have told him about it.</i>	<u>I said</u> if I had seen him yesterday, I should have told him about it.

- c) If the other subordinate clause depends on the conditional sentence of the 2<sup>nd</sup> and 3<sup>rd</sup> types (either principal or subordinate), the verb of this sentence changes its form according to the Sequence of Tenses rule.

<i>If I saw him, I should tell him that you <u>wanted</u> to speak to him.</i>	<i>Якби я побачив його, я сказав би йому, що ви бажаєте <u>поговорити</u> з ним.</i>
<i>If I had seen him yesterday, I should have told him that you <u>had returned</u> from Lviv.</i>	<i>Якби я побачив його вчора, я сказав би йому, що ви (вже) <u>повернулись</u> зі Львова.</i>

#### Ex.1. Write these sentences into indirect ones.

1. Sarah said "If they have time at the weekend, they will come to see us."
2. Tom said "If we sneak out quietly, nobody will notice."
3. They said "If we had known about your problem, we would have helped you."
4. Sandy said "If I were you, I would not buy that dress."



5. The students said “We would have arrived earlier if we had not missed the bus.”
6. The boy said “If I didn't have a mobile phone, my life would not be complete.”
7. He said “Okay, I will get the popcorn if you buy the drinks.”
8. She said “If I told you a secret, you would be sure to leak it.”
9. Olga said “She would have gone out with you if you had only asked her.”
10. My younger sister said “I would not have read your diary if you had not hidden it in such an obvious place.”

**Ex. 2. Translate into English.**

1. Він сказав, що на моєму місці він би не їздив до Криму минулих вихідних, а краще б зайнявся дипломом.
2. Сашко подумав, що якби не треба було складати залік з екології, він би взагалі не ходив на лекції.
3. Я запевнила його, що якби він сам подивився цей фільм, тоді б зрозумів моє захоплення.
4. Олег пообіцяв, що принесе книги сьогодні, якщо встигне після пар забігти додому на обід.
5. Директор наказав секретареві, що якщо кур'єр прийде після того, як він піде, дати йому листа, що лежить на столі.
6. Він зателефонував пізно ввечері та з захоплення торохкотів у слухавку, що ми би побачили Ейфелеву вежу, якби поїхали з ними у Париж.
7. Я завжди була впевнена, що якщо люди, які кохають один одного, розлучаються надовго, вони, як правило, дуже сумують один без одного.
8. Підспівуючи на концерті Андрій вирішив, що якби ми поїхали поїздом, а не авто, ми б не встигли.
9. Олена нашвидкоруч написала у записці, що якщо ми повернемося, зачекати на неї.
10. Учитель рекомендувала, що якщо учні не знатимуть яких-небудь слів, подивися у словнику.
11. Міліціонер пояснив, що у справі скоєного ДТП, якби не паски безпеки, наслідки були б серйознішими.
12. Педіатр рекомендував батькам дитини, якщо вони матимуть можливість, то щоб відвезли хлопчика до моря.

**Conjunctionless conditional sentences**

Adverbial clauses of condition containing the verbs *had*, *were*, *could*, *should* are often introduced without any conjunction. In these cases we find inversion.

The 1<sup>st</sup> type – the conjunction *if* may be dropped and the predicate of the subordinate clause expressed by the combination *should* + *Infinitive* is placed before the subject.

If he *should come*, ask him to wait. →  
*Should he come*, ask him to wait.

Якщо він (таки) прийде, попросіть  
його зачекати.

The 2<sup>nd</sup> type – the conjunction *if* may be dropped when the verbs *had*, *were*, *could*, *should* are in the subordinate clause. These verbs are placed before the subject.

*Had I time*, I should go to the club.  
*Were he here*, he would help us.  
*Could he come* tonight, we should be  
very glad.  
*Should I see him* tomorrow, I should  
ask him about it.

Був би в мене час, я пішов би до  
клубу.  
Був би він тут, він допоміг би нам.  
Міг би він прийти сьогодні, ми були б  
дуже раді.  
Якщо я побачив би його завтра, я б  
запитав його про це.

The 3<sup>rd</sup> type – the conjunction *if* may be dropped and the verb *had* is placed before the subject.

*Had I seen him* yesterday, I should have  
asked him about it.  
*Had he known* it, he wouldn't have  
gone there.

Якби я побачив його вчора, я б  
запитав його про це.  
Якби він знав це, він не пішов би  
туди.

## Exercises

### Ex. 1. Translate into Ukrainian.

1. Had I enough money, I would buy this cassette-recorder.
2. Had you studied harder at the university, you could speak English better now.
3. Were she older, she would understand you clearly.
4. Had he been in town yesterday, he would have called on us.
5. Should he come to the play, he would enjoy it.
6. Were my uncle here, he would help us.
7. Had I known you were here, I would have come sooner.
8. Had he realized the situation earlier, he would act differently.
9. Could she come earlier, she would have been able to see them before they went out.
10. Nobody told me about your trouble. Had I heard about it, I would have helped you to solve the problem.

### Ex. 2. Make conjunctionless conditional sentences.

**Model:** *If you were my mother, you wouldn't say these words.* – *Were you my mother, you wouldn't say these words.*

1. If you could go out with your friends tonight, I would watch the football match on TV.
2. I would earn a lot of money now if I had got that job.

3. If she were in a hurry, we would miss the bus.
4. If he had tried harder, he would have reached his goals.
5. I would buy these shoes if they could fit.
6. It would not have surprised me if he had not known the answer.
7. If we had listened to the radio, we would have heard the news.
8. If you had switched on the lights, you would not have fallen over the chair.
9. She would have come to our party if she had not been on holiday.
10. If Tom should visit us tomorrow I would pass him your message.

**Ex. 3. Translate into English.**

1. Якщо я зможу знайти Пітера, я попрошу його допомогти мені.
2. Зустрів би я тебе років десять тому, моє життя склалося б інакше.
3. На вашому місці я б оформив закордонний паспорт ще півроку тому.
4. Якби не занедужала, я б не пропустила стільки занять в університеті.
5. Мав би я можливість, я б приїхав до тебе.
6. Якби я знав, що книга така цікава, я б давно її прочитав.
7. Не мали б ми завтра заняття, ми б усією групою пішли до кафе.
8. Мала б гарний зір, не носила б я окуляри.
9. У ці вихідні була б погода гарною, ми б поїхали за місто.
10. Мав би достатньо грошей, я б вирушив до кругосвітньої подорожі.

**Drills**

**CONDOTIONAL SENTENCES**

(Table 2)

	<i>meaning</i>	<i>if- clause (A)</i>	<i>principal clause (B)</i>	<i>examples</i>
<b>Real Present</b>				
"Zero"	one action always follows another	do am/is/are	do	<i>If a person <b>does</b> his morning exercises, he <b>feels</b> healthy.</i>
<b>Unreal Present</b>				
1 <sup>st</sup> type	The real condition the realization of which is considered possible.	do am/is/are	shall / will + do	<i>If a person <b>does</b> his morning exercises, he <b>will feel</b> healthy.</i>
a)	"таки / дійсно"	should do	shall / will + do	<i>If he <b>should come</b>, I <b>shall ask</b> him to wait.</i>
b)	polite request	will do	shall / will + do	<i>If you <b>will send</b> us your catalogue, we <b>shall be</b> grateful</i>

c)	Imperative	do	do	<i>If you see him, ask him to ring me up.</i>
d)	request for cooperation	will do	shall / will + do	<i>If you'll wash up, I'll clean the room.</i>
<b>Unreal Future</b>				
<b>2<sup>nd</sup> type</b>	The actual situation is opposite to what somebody hoped for.	did were	would   + do could	<i>If you <b>did</b> your morning exercises, you <b>would feel</b> healthy.</i>
a)	An action could have happened but it didn't.	But for ...	would   + do could	<i><b>But for</b> you they <b>would</b> never guess it. (now)</i>
b)	a piece of advice	If I were you In your place	would   + do could	<i><b>I could</b> cope with the task <b>if I were</b> in your place.</i>
<b>Unreal Past</b>				
<b>3<sup>rd</sup> type</b>	the opposite of a real past event	had done	would   + have could   done	<i>If I <b>had seen</b> him yesterday, I <b>could have asked</b> him about it.</i>
a)	....	But for ...	would   + have could   done	<i><b>But for</b> the circumstances Robert <b>would have</b> never <b>bought</b> this house several years ago. (before)</i>
b)	....	If I were you In your place	would   + have could   done	<i><b>If I were</b> Tom, I <b>wouldn't have agreed</b> to take part in the competition last week.</i>

**Ex. 1. Complete the Conditional Sentences. Decide whether to use the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> type.**

- If I had time, I \_\_\_\_\_ shopping with you.
- If you \_\_\_\_\_ English, you will get along with them perfectly.
- If they had gone for a walk, they \_\_\_\_\_ the lights off.
- If she \_\_\_\_\_ to see us, we will go to the zoo.
- I would have told you, if I \_\_\_\_\_ him.
- Would you mind if I \_\_\_\_\_ the window?
- If they \_\_\_\_\_ me, I wouldn't have said no.
- My friend \_\_\_\_\_ me at the station if he gets the afternoon off.
- If I \_\_\_\_\_ it, nobody would do it.
- If my father \_\_\_\_\_ me up, I'll take the bus home.
- If I \_\_\_\_\_ stronger, I'd help you carry the piano.
- If we'd seen you, we \_\_\_\_\_.
- If we \_\_\_\_\_ him tomorrow, we'll say hello.

14. He would have repaired the car himself if he \_\_\_\_\_ the tools.
15. If you drop the vase, it \_\_\_\_\_.
16. If I hadn't studied, I \_\_\_\_\_ the exam.
17. I wouldn't go to school by bus if I \_\_\_\_\_ a driving licence.
18. If she \_\_\_\_\_ him every day, she'd be lovesick.
19. I \_\_\_\_\_ to London if I don't get a cheap flight.
20. We'd be stupid if we \_\_\_\_\_ him about our secret.
21. It \_\_\_\_\_ silly if we tried to walk there.
22. I \_\_\_\_\_ the film only if the reviews are good.
23. She'd have taken me to the station if her car \_\_\_\_\_ down.
24. If you \_\_\_\_\_, he won't help you.
25. If it \_\_\_\_\_ yesterday, we would have gone sailing.
26. \_\_\_\_\_ after their dog again if they go on holiday this year?
27. Would you mind if I \_\_\_\_\_ your mobile?
28. I \_\_\_\_\_ the mail if it had contained a virus.
29. Even if I \_\_\_\_\_ a wet-suit, I wouldn't go scuba-diving.
30. \_\_\_\_\_ that strict if you'd known the truth?

**Ex. 2. Study the following situations. In every sentence, the if-clause expresses a general situation in the present. Decide, however, whether the consequences refer to the present or past.**

1. I am trying to reach Sue on the phone now, but I'm afraid she is not there because ... If she (be) \_\_\_\_\_ at the office, she (answer) \_\_\_\_\_ the phone.
2. A couple of minutes ago, I tried to reach Sue on the phone, but I'm afraid she is not there because ... If she (be) \_\_\_\_\_ at the office, she (answer) \_\_\_\_\_ the phone.
3. I want to ring a friend now, but I don't know his phone number. If I (know) \_\_\_\_\_ his phone number, I (ring) \_\_\_\_\_ him.
4. A week ago, I wanted to ring a friend, but I don't know his phone number. If I (know) \_\_\_\_\_ his phone number, I (ring) \_\_\_\_\_ him.
5. A friend tells me what she is planning to do. I don't think what she is planning is a good idea. If I (be) \_\_\_\_\_ you, I (do / not) \_\_\_\_\_ this.
6. A friend tells me what she did. I don't think what she did was a good idea. If I (be) \_\_\_\_\_ you, I (do / not) \_\_\_\_\_ this.
7. Somebody tells me that Sarah is on holiday in Italy at the moment. This cannot be true because I'm seeing her in town tonight. If Sarah (be) \_\_\_\_\_ in Italy, I (see / not) \_\_\_\_\_ – her in town tonight.
8. Somebody tells me that Sarah is on holiday in Italy at the moment. This cannot be true because I saw her in town last night. If Sarah (be) \_\_\_\_\_ in Italy, I (see / not) \_\_\_\_\_ her in town last night.

9. My brother feels like he is getting the flu. I tell him ... You (get / not) \_\_\_\_\_ the flu if you (eat) \_\_\_\_\_ more fruit.
10. A few weeks ago, my brother had the flu. I tell him ... You (get / not) \_\_\_\_\_ the flu if you (eat) \_\_\_\_\_ more fruit.

**Ex. 3. Complete the sentences putting the verbs into the correct form.**

**Model:** I didn't know you were in hospital. If ..I'd known.... (I / know)... I would have gone .. (I / go) to see you.

1. It didn't rain yesterday. So I had to water the plants yesterday. If it (rain) \_\_\_\_\_ yesterday, I (water / not) \_\_\_\_\_ the plants.
2. It didn't rain yesterday. So I am watering the plants now. If it (rain) \_\_\_\_\_ yesterday, I (water / not) \_\_\_\_\_ the plants now.
3. I went to bed late last night. So I am still tired now. If I (go) \_\_\_\_\_ to bed earlier yesterday, I (feel / not) \_\_\_\_\_ so tired now.
4. I went to bed late last Tuesday. So I was very tired the following day. If I (go) \_\_\_\_\_ to bed earlier that Tuesday, I (feel / not) \_\_\_\_\_ that tired the following day.
5. After a night out, I want to drive home now. I haven't drunk any alcohol. If I (drink) \_\_\_\_\_ alcohol, I (drive / not) \_\_\_\_\_.
6. After a night out last weekend, I drove home. I hadn't drunk any alcohol. If I (drink) \_\_\_\_\_ alcohol, I (drive / not) \_\_\_\_\_.
7. We won the match last week. So when we came home, we looked really happy. We (look / not) \_\_\_\_\_ that happy if we (win / not) \_\_\_\_\_ the match.
8. We've just won a match. So we look really happy now. We (look / not) \_\_\_\_\_ that happy if we (win / not) \_\_\_\_\_ the match.
9. My daughter is blamed for having done something. She tells me now that she didn't do it. I believe her. She (tell) \_\_\_\_\_ me if she (do) \_\_\_\_\_ it.
10. Last year, my daughter was blamed for having done something. She told me that she hadn't done it. I believed her. She (tell) \_\_\_\_\_ me if she (do) \_\_\_\_\_ it.
11. Sam got to the station just in time to catch the train to the airport. If \_\_\_\_\_ (he / miss) the train, \_\_\_\_\_ (he / miss) his flight.
12. I'm glad that you reminded me about Amanda's birthday. \_\_\_\_\_ (I / forget) if \_\_\_\_\_ (you / not / remind) me.
13. Unfortunately I forgot my address book when I went on holiday. If \_\_\_\_\_ (I / have) your address, \_\_\_\_\_ (I / send) you a postcard.
14. "How was your holiday? Did you have a nice time?" – "It was OK, but \_\_\_\_\_ (we / enjoy) it more if \_\_\_\_\_ (the weather / be) nicer."

15. I took a taxi *to* the hotel, but the traffic was bad \_\_\_\_\_ (it / be) quicker if \_\_\_\_\_ (I / walk).
16. I'm not tired. If \_\_\_\_\_ (I / be) tired, I'd go home now.
17. I wasn't tired last night. If \_\_\_\_\_ (I / be) tired, I would have gone home earlier.

**Ex. 4. Rewrite the sentences replacing *if* with the most appropriate conjunction.**

**Model:** *I won't help him if he doesn't ask me properly. (provided / unless / as long as) – I won't help him unless he asks me properly.*

1. Mr. Davidson says he'll come and give a talk at the conference if we pay him a reasonable fee. (supposing that / unless / on condition that)
2. If I could get a job, life here would be perfect. (what if / even if /if only)
3. If you had a lot of money, do you think you would give up work? (Supposing that / Providing that / As long as)
4. If the train arrives on time, they'll be here in a few minutes. (What if / Assuming that / On condition that)
5. If he doesn't agree to my request, what will I do then? (Imagine / What if / Provided that)
6. You can go tonight if you get back by midnight. (as long as / supposing that / assuming that)
7. If the helicopter hadn't been there to save her, what would have happened then? (If only / Imagine / Unless)
8. If you had offered to pay me a thousand pounds, I wouldn't have done it. (If only / Provided that / Even if)
9. If Rosie gets this new promotion, we'll have enough money for a holiday abroad this year. (Even if / Provided that / Supposing that)

**Ex. 5. Replace the conjunctions *if* in the subordinate clauses of condition using *in case*, *provided (that)*, *suppose (that)*, *on condition (that)*, *unless*.**

**Model:** *If he missed the train, we would have no time to wait for him. → In case he missed the train, we would have no time to wait for him.*

1. If he had dropped the vase, it would have broken.
2. If you have to do the washing up, I will help you.
3. If I had a hammer, I'd hammer in the morning ... (song)
4. I wouldn't run away if I saw a spider.
5. We'd have given you a lift if you hadn't had your bike with you.
6. If you had listened to me, the accident wouldn't have happened.
7. If we don't get tickets for the concert, we'll stay at home.
8. They'd go by bus if they didn't have a car.
9. She'll hear us if you don't stop laughing.

10. He wouldn't have taken the bread if he hadn't been hungry.
11. If they go to Australia, they will go whale-watching.
12. If she had a mobile, I would call her.
13. If Bob were here, he would have a solution for our problem.
14. If you move here, we will see each other more often.
15. You'll live longer if you stop smoking.
16. If Sarah didn't go with John, Anna would try to become his girlfriend.
17. I will only dance if they play my favourite song.
18. I wouldn't buy that computer if I didn't need it.
19. If she doesn't feel better tomorrow, she will see a doctor.
20. I'd lend you money if I had any.

***Ex. 6. Answer the following questions.***

1. Where would you go if you buy a book?
2. Where would you have gone if you had wanted to see a football match?
3. Would you have gone to the river last Sunday if it had rained?
4. What would you have done if you had lost your pen at the examination?
5. What would you do if it were dark in the room?
6. What would you have done when it was raining if you hadn't had an umbrella?
7. Would you go to a library or to a bookshop if you wanted to borrow a book?
8. If we had gone to a picnic, would you have joined us?
9. If your friend betrayed you, would you forgive him?
10. What would you do if your purse were stolen?

***Ex. 7. Open the brackets using the right mood of the verb in brackets.***

1. – Fiona (get) the job if she (know) computers. – What a shame!
2. If they (be) more careful and (lock) her flat the burglars (break in).
3. If the head master (be) here he (tell) us what to do.
4. She was angry with him, otherwise she (to say) such offending words.
5. If I (have) enough money next year I (go) to Cyprus.
6. If the driver in front (not to stop) suddenly, the accident (not to happen). - 3
7. Do you think it (be) a good idea if we (phone) the police?
8. Well, honey, what you (say) if I (ask) you to marry me?
9. We (go) and see the Lovedays tomorrow if we (know) the address.
10. If we (have) time next Sunday we (go hiking).
11. I made an effort over myself, otherwise I (to burst out) crying.
12. If Mason not (be) so shortsighted he (notice) the change in the figures at once.
13. We not (be) in such a tough situation now if you (make) all the arrangements beforehand.
14. If my T-shirt (not to be) 100 percent cotton, it (not to shrink) so much.
15. If you (be) a stamp collector at the beginning of the 1840s, you (have) no problem in getting an example of every different stamp in the world. After all, there were only two! For 1840 was the year the postage stamp was invented.
16. I'm sure Gideon not (make) the announcement if he not (be) deeply in love with Lenore.



17.If you (have) 30 children and (be asked) which is your favorite you (have) to say that the youngest, because they are the ones who still need you the most.

**Ex. 8. Translate Into English.**

1. Якби не тітчині поради, ми мали б багато проблем минулого тижня.
2. Я б тебе познайомила вчора з Дені, якби ти прийшов на вечірку.
3. Даремно ви не пішли з нами вчора на концерт. Якби ви вчора пішли з нами, ви отримали б величезне задоволення.
4. Якби містер Бернстайн не поїхав у гори минулого літа, він би не написав цю чудову симфонію.
5. На вашому місці Антон переробив би цю роботу.
6. Якби він це побачив, він би розсердився.
7. Памела вчасно кинула палити, інакше у неї були б проблем з легенями.
8. Якби Джон не пішов до хірурга минулого тижня, він би мав проблеми з ногою.
9. Якби ти сказав це тоді, то не було б ніяких розмов та пересудів.
10. Був би тато вчора тут, ми б пішли разом до цирку.
11. Зараз погана погода, інакше ми б посадили куці троянд біля паркану.
12. На вашому місці Саймон промовчав би. Він би ніколи не виказав секрет, якби його навіть просили.
13. Не йшли б ви гуляти. Зараз такий сніг і вітер.
14. Була б я твоею мамою, я ніколи б не дозволила тобі так рано вийти заміж.
15. Якби ви принесли зараз тістечка, ми б пили чай.
16. Якби Вівіан вчорі була розумніша, вона не пропускала б стільки занять і її не виключили б із університету.
17. Якби містер Флойд не взяв вудочки минулі вихідні, було б страшенно нудно.
18. Якби Тіна мене розуміла, вона б не робила стільки дурниць.
19. Якби минулої неділі ти була вдома, ми б пішли на вечірку до Ділона разом.
20. Якби не високі ціни, Пері купив би той автомобіль ще минулого року.
21. Якби він тоді був з нами, нічого б поганого не трапилось.
22. Якби ваша бабуся жила тут, ми щонеділі їли б смачні пироги.
23. На місці Кайла Тед би ніколи не простив наречену.
24. Рада б ухвалила рішення, якби звіти були затверджені на попередніх зборах.
25. Якби я не помилилася вчора, я б вже закінчила всі розрахунки і була б зараз вільна.
26. Станеться так, що нас виженуть з університету за пропуски занять, що ми тоді скажемо батькам? – Може тебе і виженуть, а мене – ніколи! – А станеться так, що ти провалишся на іспитах? – Якщо старанно

працювати, то можна скласти будь-які іспити, а якщо щодня стовбичити біля телевізора, то ніколи не складеш.

**Ex. 9. Use the appropriate forms of the verbs in parenthesis.**

“We are too different people, Scarlett, and love isn’t enough to make a successful marriage when two people are as different as we are. You (*want*) all of a man, Scarlett, his body, his heart, his soul, his thoughts. And if you (*not have*) them, you (*be*) miserable. And I could not give you all of me. I could not give all of me to anyone. And I (*not want*) all of your mind and your soul. And you (*be hurt*), and then you (*come*) to hate me – how bitterly! You (*hate*) the books I read and the music I loved, because they took me away from you even for a moment. And I – perhaps –”

(*M. Mitchel*)

**Answer the questions:**

1. Why wouldn’t Scarlett and Ashly be happy together?
2. Could Ashly give all of him to Scarlett if he loved her more?
3. Could people be happy if they were not different?
4. Could people be happy if they were different?

**Ex. 10. Comment on the use of Subjunctive Mood. Dramatize the following dialogue.**

**Mrs. Evans** - You might have told me that my ex-husband was going to be there!

**Mr. Evans** - Why, what difference would it have made? Anyway, you might have guessed he would be at Pete's party. He always likes to visit Pete.

**Mrs. Evans** - I shouldn't have come if I had known about his visit. You know, I cannot stand him.

**Mr. Evans** - You needn't have contacted him, you see. There was such a pack you could easily have avoided contacting your ex-husband.

**Mrs. Evans** - Oh, of course I tried to avoid him. But it is really so boring to keep out of people's way.

**Mr. Evans** - If you had stayed at home it would have been more boring. If you are going to stay from anywhere he is likely to be, you won't go out much. And you see, he is just a usual man.

**Mrs. Evans** - But I even hate seeing him. Why did you have so much to tell him?

**Mr. Evans** - Why on earth not? I was just ordinarily polite to him. I couldn't have kept silence when he started to talk to me.

**Mrs. Evans** - I am so glad you enjoyed yourself. But you saw that the Lloyds fastened themselves on me and I couldn't get rid of them. If I had been cleverer I would have gone to another part of the drawing room.

**Mr. Evans** - I am sorry it made you upset. Parties are parties and this one wasn't bad at all. You should have had more to drink if you had wanted to enjoy it.

**Mrs. Evans** - That's another thing! There was nothing to drink.

**Mr. Evans** - Oh, come on, it was just the same as anywhere else these days.

**Mrs. Evans** - Well, I think it's the last party I have gone to. If I had been smarter I would have stayed at home. I am not going to talk about it anymore.

**Ex. 11. Learn the following dialogue and dramatize it.**

### **If You Travelled Later**

**Barbara:** If I had a three weeks' holiday in August, I'd fly to Los Angeles. I've never been to America.

**Steve:** Why Los Angeles, and why August? You would see more, if you flew to New York and went on the bus. And you would save money, if you traveled in a low season on the bus, say May or September. October is even cheaper. If you went then, you would save even more. The return fare to New York on British Airways or Pam Am is less than 200 pounds in October.

**Barbara:** Oh, really? Perhaps I can go instead! If I had more money, I would fly to Italy or Spain. And in this case you are right.

**Ex. 12. Retell the dialogue into indirect speech.**

R: Hi, Kathy! What will you say if I invite you to join us for these weekends?

K: If I had some free time I would agree with pleasure. But I will be busy.

R: What a pity! If I had called earlier you would have been able to postpone your job.

K: Maybe next weekends. If I am in town I will call you.

**Ex. 13. Read the instruction and then proceed to the task.**

You are travelling by sea, and you've got into a shipwreck. You are trying to salvage some objects from the sinking ship before you swim to a desert island. Break the class into 2 groups. Each group has to decide on 10 objects they would save from the ship. Then discuss every object suggested by each group one by one. Score each object suggested by the other group. The highest score is 10, the lowest – 0. Speak about each object according to the model below:

**MODEL:** *I would take some matches, because if I had some matches, I would be able to make a fire, and if I had fire, I would be able to frighten away the wild animals, and I would be able to make some food, and ...*

**Ex. 14. Complete the letter using all the forms of the Conditionals.**

Dear Brandon

*I am doing well. Things have greatly changed since we saw each other. I am really sorry I didn't follow your advice then. If I had done it six years ago, everything would be much better now.*

**Ex. 15. Choose the correct word or words from the box. Retell the text using indirect speech.**

*to, were, finished, wouldn't have, in, bad, would, at, for, me, the, hadn't, took, weren't, five, young, bought, would, mine, have, came*

### **A Rainy Day**

The weather was bad yesterday. It began to rain early (1)... the morning. If it hadn't started raining, I (2) ... begun to look for our umbrellas. But when I found all our five umbrellas I found out that they all (3)... broken. I decided to take all the umbrellas (4)... the umbrella-maker to repair them. If I didn't do this, they (5)... be useless. So I took them there and said, "I would be back (6)... my umbrellas on my way home in the evening."

In (7)... afternoon I went to have lunch. I entered the cafe, sat down (8)... the table and began to eat. A few minutes later a young lady came (9)... and sat down at my table. I (10)... my lunch, got up and took her umbrella by mistake. If I (11)... done that she would never have thought of that kind of me. But she said, "This isn't your umbrella, it's (12)..." I saw the mistake and said, "Oh, excuse (13)... it's yours, of course. I'm really very sorry! If you hadn't told me about it, I (14).....taken it by mistake."

"That's all right," she said laughing.

In the evening I went to the umbrella-maker and (15)... all my five umbrellas. Then I (16)... a newspaper and got on the bus. The (17)... lady was there on that bus, too. She looked at my (18)... umbrellas and said, "Not a bad day for you, eh?" "If there (19)... five umbrellas in my hands she would never have thought like that." – concluded the man.

**Ex. 16. Fill in the gaps with the correct word, which can be any part of the speech. Retell the text.**

### **The Gate Without a Latch**

A farmer had a gate, which opened into the field and as the latch on it (1)... broken it always stood open. So the chickens ran into the field and (2) ... cattle got into the yard. The farmer's wife often complained about (3)... and repeated, "Why don't you buy a new latch?" To which the farmer answered angrily, "You always want me to buy things. If I listened to you, we (4) ... never have a penny."

Once the farmer was (5) ... his horse in the yard when he saw his fattest pig go into the field. "I must (6) ... it before it crosses the field and gets lost in the wood", he thought and ran after the pig, letting the horse go.

His wife who was ironing his best shirt saw it all (7)... of the window. "He won't be able to catch the pig without me", she thought and (8) ... after him.

Their younger daughter who (9) ... cooking the soup watched them for some minutes and then ran out, too. "Those old people," she thought, "they will never catch this pig unless someone young and strong like me (10) ... them". It happened that she fell down and (11) ... her leg. Her parents had to take her home while the pig disappeared (12) ... the wood.

At home they saw that the horse (13) ... trampled the kitchen garden. The iron had burnt the farmer's (14) ... shirt. The soup had boiled (15) .... Then they started quarrelling.

– “If you hadn't kept the horse untied, then it wouldn't have (16)... the kitchen garden,” shouted the wife.

– “And if you had minded your own business, my shirt wouldn't have been (17)... through,” argued the farmer.

Then they both attacked the girl. “If you had (18)... the soup, we would have some dinner now and the pig wouldn't have escaped.’

But it was the wife who had the last word, of course. She said, “If you (19) ...bought a new latch, nothing would have happened then.”

## Progress tests

*1. Read the text. Say whether the statements following the text are true (T) or false (F). Write your answers in the answer sheet.*

### **CRIMINAL AND CIVIL LAW**

There is an important distinction between criminal and civil law.

Criminal law defines breaches of duty to society at large. It is the society, through government employees called public prosecutors or district attorneys that bring court action against violators. If you are found guilty of a crime, such as theft, you will be punished by imprisonment or a fine. When a fine is paid, the money goes to the state, not to the victim of the crime.

Duties owed by one person (including corporations) to another are established by civil law. For example, we have a duty to carry out our contractual promises. Tort law defines a host of duties people owe to each other. One of the most common is a duty to exercise reasonable care with regard to others. Failure to do so is the tort of negligence.

Suit for the breach of a civil duty must be brought by the person wronged. Generally, the court does not seek to punish the wrong but rather to make the wronged party whole through a money award called damages. For example, if someone carelessly runs a car into yours, that person has committed the civil wrong (tort) of negligence. If you have suffered a broken leg, you will be able to recover damages from the driver (or his or her insurance company). The damages will be an amount of money sufficient to repair your auto, to pay your medical bills, to pay for wages you have lost, and to give you something for any permanent disability, such as a limp.

Damages for "pain and suffering" are also usually awarded.

Although generally the civil law does not aim to punish, there is an exception. If the behavior of someone who commits a tort is outrageous, that person can be made to pay punitive damages (also called exemplary damages). Unlike a fine paid in a criminal case, punitive damages go to the injured party. Sometimes, the same behavior can violate both the civil law and the criminal law. For instance, a party whose careless driving causes the death of another may face both a criminal prosecution by the state and a civil suit for damages by the survivors of the deceased party. If both suits are successful the person would pay back society for the harm done through a fine or a sentence, and compensate the survivors through the payment of money damages.

### **STATEMENTS (T/F)**

1. Criminal law defines breaches of duty to community at large.
2. It isn't the society, through government employees called public prosecutors or district attorneys, that brings court action against violators.
3. Duties owed by one person (including corporations) to another are established by criminal law.
4. One of the most common is a duty to exercise reasonable care with regard to others.

5. Suit for the breach of a civil duty must not be brought by the person wronged.
6. Generally, the court seeks to punish the wrong but rather to make the wronged party whole through a money award called damages.
7. Although generally the civil law does not aim to punish, there is an exception.
8. If the behavior of someone who does not commit a tort is outrageous, that person can be made to pay punitive damages (also called exemplary damages).
9. Sometimes, the same behavior can violate both the civil law and the criminal law.
10. Unlike a fine paid in a criminal case, punitive damages don't go to the injured party.

### III. Vocabulary exercises

*Ex.1. Complete each sentence with one of the words or phrases given below.*

*Do not use any word or phrase more than once.*

1. In Britain, the vast majority of \_\_\_\_\_ are unpaid.
2. The most common type of law court in England and Wales is \_\_\_\_\_ .
3. \_\_\_\_\_ is the senior court of trial for criminal offences.
4. \_\_\_\_\_ hears appeals from criminal cases heard in the Crown Courts.
5. The House of Lords is the most senior and \_\_\_\_\_ .
6. County Courts are \_\_\_\_\_ and are presided over by a single judge.
7. The U.S. Supreme Court has only nine justices headed by \_\_\_\_\_ .
8. The decisions of \_\_\_\_\_ are final and become legally binding.
9. Civil cases are dealt with in \_\_\_\_\_ .
10. Juvenile Courts are composed of specially trained \_\_\_\_\_ .

*a) the Court of Appeals f) the Magistrates' Court*

*b) magistrates g) final court of appeal*

*c) the County Courts h) the Crown Court*

*d) the Supreme Court i) judges*

*e) Chief Justice j) local courts*

*Total: 10 points. Time for doing – 5*

*min.*

### IV. Vocabulary

*Ex.2. Match the term with its definition:*

1. Constitutional law a) law connected with public wrongs against society
2. A lawyer b) a supreme source of law for a government
3. Civil law c) law enacted by a state or federal legislature
4. Common law d) law created by appellate courts
5. Criminal law e) body of regulations imposed by emperors of ancient Rome
6. Roman Civil law f) law reflecting customs of the people
7. Constitution g) one whose profession is advising others in matters of law and representing them in lawsuits
8. Judgement h) a suit between parties in a law court
9. A court i) a legal decision
10. A lawsuit j) a place where trials are held

Total: 10 points. Time for doing – 5 min.

### V. Grammar

1. Complete each sentence as first, second or third conditionals.

1) Things are going well, and if we \_\_\_\_ money this year, we will reinvest it in the business.

a) make; b) made; c) will make

2) It's unlikely, but if we \_\_\_\_ any money this year, we would reinvest it in the business.

a) will make; b) made; c) make

3) If we had increased our order, they \_\_\_\_ us a discount.

a) would have given; b) would give; c) will give

4) If we \_\_\_\_ the finance, we could expand much more rapidly.

a) have; b) will have; c) had

5) If I \_\_\_\_ you, I would call the technical support line.

a) was; b) were; c) am

2. Choose the correct item:

6). I thought you \_\_\_\_ his barrister.

a) was ; b) were c) will be.

7). He is not in town; he \_\_\_ in prison.

a) sent; b) has been sent; c) was sent.

8). I knew that you \_\_\_\_\_ understand me.

a) had been; b) would; c) was.

9). Public prosecutor has said he \_\_\_\_ come.

a) has ; b) to be; c) would.

10). Do you believe that such a problem \_\_\_\_?

a) can be solved; b) could be solved; c) to be solved.



**2 .Read the text. Say whether the statements following the text are true (T) or false (F).**

### **FUNCTIONS OF LAW**

The basic function of law is keeping the peace. Closely related functions are enforcing standards of conduct and maintaining order and the status quo. These help further another function of law that is especially important to business; facilitating planning. Contract and sales law are the best examples. In making the courts available to enforce contracts, the legal system assures that the parties to contracts will either carry out their promises or be liable for damages. For example, through contracts, a manufacturing company can count on either receiving the raw materials and machinery it has ordered or else getting money from the contracting supplier to cover the extra expense of buying substitutes.

While all societies use law to keep peace and maintain order, societies such as ours also use the law to achieve additional goals. The tax laws, for example, seek not only to raise revenue for government expenditure but also to redistribute wealth by imposing higher inheritance and income taxes on wealthy people. The antitrust laws seek to prevent certain practices that might reduce competition and thus increase prices. Consumer laws have a wide range of purposes, from prohibiting the sale of unsafe products to providing more information to shoppers. The main function of these statutes is to promote social justice by protecting the disadvantaged. Courts, in applying the law, also seem to be seeking to balance the scales to benefit the "little guy" in dealing with big business, big labour, and big government. Helping the ordinary citizen in dealing with a very complex and quite impersonal economy is also the objective of the federal legislation establishing social security, welfare, housing, and medical programs.

### **STATEMENTS (T/F)**

1. The basic function of law is keeping the freedom.
2. Closely related functions are enforcing standards of conduct and maintaining order and the status quo.
3. In making the courts available to enforce contracts, the legal system assures that the parties to contracts will neither carry out their promises nor be liable for damages.
4. One of the functions of law is facilitating planning and it is especially important to business.
5. Our society also uses the law to achieve additional goals.
6. The tax laws redistribute wealth by imposing higher inheritance and income taxes on wealthy people.
7. The antitrust laws don't seek to prevent certain practices that might reduce competition and thus increase prices.
8. The main function of these statutes is to promote social justice by protecting the advantaged.
9. Consumer laws, in applying the law, also seem to be seeking to balance the scales to benefit the «little guy» in dealing with big business, big labour, and big government.

10. Courts help the ordinary citizen in dealing with a very complex and quite impersonal economy.

## II. Vocabulary

**Ex.1. Complete each sentence with one of the words or phrases given below.**

**Do not use any word or phrase more than once.**

1. Almost every business activity involves \_\_\_\_\_ and consequences.
2. Business people need to be generally familiar with \_\_\_\_\_ to their activities.
3. The client needs to understand \_\_\_\_\_.
4. Problems also arise when clients apply \_\_\_\_\_ to situations not contemplated by the lawyer..
5. \_\_\_\_\_ is an important part of the culture of any society.
6. \_\_\_\_\_ defines breaches of duty to society at large.
7. Some laws are descriptive other laws are \_\_\_\_\_.
8. If you are found \_\_\_\_\_, such as theft, you will be punished by imprisonment or a fine.
9. Duties owed by one person to another are established by \_\_\_\_\_ .
10. Sometimes, the same behavior can \_\_\_\_\_ both the civil law and the criminal law.

- a) legal risks      f) civil law  
b) Criminal law    g) guilty of a crime  
c) the legal system    h) violate  
d) prescriptive      i) legal advice  
e) law                  j) the law applicable

## III. Vocabulary

**Ex.2. Match the term with its definition:**

1. Law                      a) an official rule that all citizens of the country must obey;
2. Benefit                b) to take something that doesn't belong to you;
3. Protection            c) the crime of taking money or other things from a bank, shop, especially by using threats or violence;
4. Murderer             d) advantage, profit, help;
5. Judgement            e) generally accepted behaviour in a social group;
6. Imperfect             f) keeping safe from harm, illness or danger;
7. Custom                g) a legal decision;
8. Robbery               h) someone who has deliberately killed another person;
9. Steal                  i) not complete;
10. Rely on                j) depend on with confidence.

## V. Grammar

*1 Complete each sentence as first, second or third conditionals.*

- 1).If you had told me about the problem, I \_\_\_\_\_ something about it.  
a) would have done;    b) will do;    c) would do
- 2) If we \_\_\_\_\_ about their financial problems, we wouldn't have invested in the company.  
a) would have known;    b) had known;    c) knew

3) If we had used magazine adverts instead of street posters, the marketing campaign \_\_\_\_\_ more expensive.

a) was;            b) would be;            c) would have been

4) We'll have a big cash-flow crisis unless we \_\_\_\_\_ a bank loan.

a) get;    b) will get;    c) got

5) I'll write down your email address in case I \_\_\_\_\_ it.

a) will forget;    b) forget;    c) would forget

**2. Choose the correct item:**

1. We thought you \_\_\_\_\_ his Judge.

a) was ; b) were c) will be.

2. Nobody knew what he \_\_\_\_\_.

a) meant; b) mean; c) means.

3. I thought you \_\_\_\_\_ his friend.

a) were; b) would; c) was.

4. Public prosecutor has said he \_\_\_\_\_ come.

a) has ; b) to be; c) would.

5. We asked him if anything \_\_\_\_\_ happened.

a) had; b) has; c) have.

**2. Complete the text with the words from the box.**

*Criminal, punished, rehabilitate, revenge, wrongdoing, impose, crime*

**Goals of Criminal Punishment**

The major driving force underlying all punishment is \_\_\_\_\_, also referred to as retribution. The word retribution derives from a Latin word meaning "to pay back." In retaliation for \_\_\_\_\_, societies seek to punish individuals who violate the rules. Criminal punishment is also intended as a deterrent to future criminality. Offenders who are \_\_\_\_\_ may be deterred from future wrongdoing because they fear additional punishment. Others who contemplate \_\_\_\_\_ may also be deterred from \_\_\_\_\_ behaviour. Societies also \_\_\_\_\_ punishments in order to incapacitate dangerous or unlawful individuals by restricting their liberty and to \_\_\_\_\_ these wrongdoers and correct their behavior.

**3. Give the English equivalents for the following word combinations:**

Накладати покарання; порушувати закон; скоїти злочин; тілесне покарання; запобігти злочину; правомірна поведінка; неправомірні дії; грошова компенсація; суворе фізичне покарання; громадські ро-боти; штрафування злочинців; для того щоб сплатити штраф; ком-пенсувати шкоду жертвам злочину; отримання відшкодування; від-повідати певним умовам; страта злочинця; смертна кара.

**4. Translate into English:**

Мету покарання можна розглядати в чотирьох площинах, в яких вона проявляється: кара засудженого; виправлення засудженого; спеціальне

попередження; загальне попередження. Коли до засудженого застосовується покарання, то обов'язковою його складовою є кара. Кара засудженого становить зміст покарання – позбавлення або обмеження прав і свобод особи, засудженої за вчинення злочину. Це обумовлено законами. При вчиненні злочину особою, завдається шкоди суспільству, тому це викликає справедливе обурення. Держава, захищаючи суспільство і виправдовуючи його сподівання, карає винного. Щодо самої кари є важливим, щоб вона відповідала принципу справедливості, тобто винний повинен зрозуміти, що він відплачує за вчинені ним протиправні дії і відплачує справедливо, відповідно до шкоди, яку він своїми діями завдав суспільству. Обмеження прав та свобод засудженого повинне бути належно обґрунтованим.

## Progress tests

*I. Read the text. Say whether the statements following the text are true (T) or false (F). Write your answers in the answer sheet.*

### CRIMINAL AND CIVIL LAW

There is an important distinction between criminal and civil law. Criminal law defines breaches of duty to society at large. It is the society, through government employees called public prosecutors or district attorneys that bring court action against violators. If you are found guilty of a crime, such as theft, you will be punished by imprisonment or a fine. When a fine is paid, the money goes to the state, not to the victim of the crime. Duties owed by one person (including corporations) to another are established by civil law. For example, we have a duty to carry out our contractual promises. Tort law defines a host of duties people owe to each other. One of the most common is a duty to exercise reasonable care with regard to others. Failure to do so is the tort of negligence. Suit for the breach of a civil duty must be brought by the person wronged. Generally, the court does not seek to punish the wrong but rather to make the wronged party whole through a money award called damages. For example, if someone carelessly runs a car into yours, that person has committed the civil wrong (tort) of negligence. If you have suffered a broken leg, you will be able to recover damages from the driver (or his or her insurance company). The damages will be an amount of money sufficient to repair your auto, to pay your medical bills, to pay for wages you have lost, and to give you something for any permanent disability, such as a limp. Damages for "pain and suffering" are also usually awarded. Although generally the civil law does not aim to punish, there is an exception. If the behavior of someone who commits a tort is outrageous, that person can be made to pay punitive damages (also called exemplary damages). Unlike a fine paid in a criminal case, punitive damages go to the injured party. Sometimes, the same behavior can violate both the civil law and the criminal law. For instance, a party whose careless driving causes the death of another may face both a criminal prosecution by the state and a civil suit for damages by the survivors of the deceased party. If both suits are successful the person would pay back society for the harm done through a fine or a sentence, and compensate the survivors through the payment of money damages.

### STATEMENTS (T/F)

1. Criminal law defines breaches of duty to community at large.
2. It isn't the society, through government employees called public prosecutors or district attorneys, that brings court action against violators.
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5. Suit for the breach of a civil duty must not be brought by the person wronged.
6. Generally, the court seeks to punish the wrong but rather to make the wronged party whole through a money award called damages.
7. Although generally the civil law does not aim to punish, there is an exception.
8. If the behavior of someone who does not commit a tort is outrageous, that

- person can be made to pay punitive damages (also called exemplary damages).  
 9. Sometimes, the same behavior can violate both the civil law and the criminal law.  
 10. Unlike a fine paid in a criminal case, punitive damages don't go to the injured party.

### III. Vocabulary exercises

**Ex.1. Complete each sentence with one of the words or phrases given below. Do not use any word or phrase more than once.**

1. In Britain, the vast majority of \_\_\_\_\_ are unpaid.
  2. The most common type of law court in England and Wales is \_\_\_\_\_ .
  3. \_\_\_\_\_ is the senior court of trial for criminal offences.
  4. \_\_\_\_\_ hears appeals from criminal cases heard in the Crown Courts.
  5. The House of Lords is the most senior and \_\_\_\_\_ .
  6. County Courts are \_\_\_\_\_ and are presided over by a single judge.
  7. The U.S. Supreme Court has only nine justices headed by \_\_\_\_\_ .
  8. The decisions of \_\_\_\_\_ are final and become legally binding.
  9. Civil cases are dealt with in \_\_\_\_\_ .
  10. Juvenile Courts are composed of specially trained \_\_\_\_\_ .
- a) *the Court of Appeals* f) *the Magistrates' Court*  
 b) *magistrates* g) *final court of appeal*  
 c) *the County Courts* h) *the Crown Court*  
 d) *the Supreme Court* i) *judges*  
 e) *Chief Justice* j) *local courts*

### III. Vocabulary

**Ex.2. Match the term with its definition:**

1. Constitutional law a) law connected with public wrongs against society
2. A lawyer b) a supreme source of law for a government
3. Civil law c) law enacted by a state or federal legislature
4. Common law d) law created by appellate courts
5. Criminal law e) body of regulations imposed by emperors of ancient Rome
6. Roman Civil law f) law reflecting customs of the people
7. Constitution g) one whose profession is advising others in matters of law and representing them in lawsuits
8. Judgement h) a suit between parties in a law court
9. A court i) a legal decision
10. A lawsuit j) a place where trials are held

### IV. Grammar

1. Complete each sentence as first, second or third conditionals.

- 1) Things are going well, and if we \_\_\_\_\_ money this year, we will reinvest it in the business.  
 a) make; b) made; c) will make
- 2) It's unlikely, but if we \_\_\_\_\_ any money this year, we would reinvest it in the

business.

a) will make; b) made; c) make

3) If we had increased our order, they \_\_\_\_ us a discount.

a) would have given; b) would give; c) will give

4) If we \_\_\_\_ the finance, we could expand much more rapidly.

a) have; b) will have; c) had

5) If I \_\_\_\_ you , I would call the technical support line.

a) was; b) were; c) am

**2. Choose the correct item:**

6). I thought you \_\_\_\_ his barrister.

a) was ; b) were c) will be.

7). He is not in town; he \_\_\_\_ in prison.

a) sent; b) has been sent; c) was sent.

8). I knew that you \_\_\_\_\_ understand me.

a) had been; b) would; c) was.

9). Public prosecutor has said he \_\_\_\_ come.

a) has ; b) to be; c) would.

10). Do you believe that such a problem \_\_\_\_?

a) can be solved; b) could be solved; c) to be solved.

## **I. Reading**

*Read the text. Say whether the statements following the text are true (T) or false (F). Write your answers in the answer sheet.*

### **FUNCTIONS OF LAW**

The basic function of law is keeping the peace. Closely related functions are enforcing standards of conduct and maintaining order and the status quo. These help further another function of law that is especially important to business; facilitating planning. Contract and sales law are the best examples. In making the courts available to enforce contracts, the legal system assures that the parties to contracts will either carry out their promises or be liable for damages. For example, through contracts, a manufacturing company can count on either receiving the raw materials and machinery it has ordered or else getting money from the contracting supplier to cover the extra expense of buying substitutes. While all societies use law to keep peace and maintain order, societies such as ours also use the law to achieve additional goals. The tax laws, for example, seek not only to raise revenue for government expenditure but also to redistribute wealth by imposing higher inheritance and income taxes on wealthy people. The antitrust laws seek to prevent certain practices that might reduce competition and thus increase prices. Consumer laws have a wide range of purposes, from prohibiting the sale of unsafe products to providing more information to shoppers. The main function of these statutes is to promote social justice by protecting the disadvantaged. Courts, in applying the law, also seem to be seeking to balance the scales to benefit the "little guy" in dealing with big business, big labour, and big government. Helping the ordinary citizen in dealing with a very complex and quite impersonal economy is also the objective of the federal legislation establishing social security, welfare, housing, and medical programs.

### **STATEMENTS (T/F)**

1. The basic function of law is keeping the freedom
2. Closely related functions are enforcing standards of conduct and maintaining order and the status quo.
3. In making the courts available to enforce contracts, the legal system assures that the parties to contracts will neither carry out their promises nor be liable for damages.
4. One of the functions of law is facilitating planning and it is especially important to business.
5. Our society also uses the law to achieve additional goals.
6. The tax laws redistribute wealth by imposing higher inheritance and income taxes on wealthy people.
7. The antitrust laws don't seek to prevent certain practices that might reduce competition and thus increase prices.
8. The main function of these statutes is to promote social justice by protecting the advantaged.



9. Consumer laws, in applying the law, also seem to be seeking to balance the scales to benefit the «little guy» in dealing with big business, big labour, and big government.
10. Courts help the ordinary citizen in dealing with a very complex and quite impersonal economy.

## II. Vocabulary

**Ex.1. Complete each sentence with one of the words or phrases given below.**

**Do not use any word or phrase more than once.**

1. Almost every business activity involves \_\_\_\_\_ and consequences.
2. Business people need to be generally familiar with \_\_\_\_\_ to their activities.
3. The client needs to understand \_\_\_\_\_.
4. Problems also arise when clients apply \_\_\_\_\_ to situations not contemplated by the lawyer..
5. \_\_\_\_\_ is an important part of the culture of any society.
6. \_\_\_\_\_ defines breaches of duty to society at large.
7. Some laws are descriptive other laws are \_\_\_\_\_.
8. If you are found \_\_\_\_\_, such as theft, you will be punished by imprisonment or a fine.
9. Duties owed by one person to another are established by \_\_\_\_\_ .
10. Sometimes, the same behavior can \_\_\_\_\_ both the civil law and the criminal law.
  - a) legal risks f) civil law
  - b) Criminal law g) guilty of a crime
  - c) the legal system h) violate
  - d) prescriptive i) legal advice
  - e) law j) the law applicable

**Ex.2. Match the term with its definition:**

1. Law a) an official rule that all citizens of the country must obey;
2. Benefit b) to take something that doesn't belong to you;
3. Protection c) the crime of taking money or other things from a bank, shop, especially by using threats or violence;
4. Murderer d) advantage, profit, help;
5. Judgement e) generally accepted behaviour in a social group;
6. Imperfect f) keeping safe from harm, illness or danger;
7. Custom g) a legal decision;
8. Robbery h) someone who has deliberately killed another person;
9. Steal i) not complete;
10. Rely on j) depend on with confidence.

## V. Grammar

**1 Complete each sentence as first, second or third conditionals.**

- 1). If you had told me about the problem, I \_\_\_\_\_ something about it.  
a) would have done; b) will do; c) would do

2) If we \_\_\_\_\_ about their financial problems, we wouldn't have invested in the company.

a) would have known; b) had known; c) knew

3) If we had used magazine adverts instead of street posters, the marketing campaign \_\_\_\_\_ more expensive.

a) was; b) would be; c) would have been

4) We'll have a big cash-flow crisis unless we \_\_\_\_\_ a bank loan.

a) get; b) will get; c) got

5) I'll write down your email address in case I \_\_\_\_\_ it.

a) will forget; b) forget; c) would forget

**2. Choose the correct item:**

1. We thought you \_\_\_\_\_ his Judge.

a) was ; b) were c) will be.

2. Nobody knew what he\_\_\_\_\_.

a) meant; b) mean; c) means.

3. I thought you\_\_\_\_\_ his friend.

a) were; b) would; c) was.

4. Public prosecutor has said he \_\_\_\_\_ come.

a) has ; b) to be; c) would.

5. We asked him if anything \_\_\_\_ happened.

a) had; b) has; c) have.

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**Литвинюк О.М.**

# **Law and Order. Grammar Rules.**

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м. Кам'янець-Подільський, вул. Руслана Коношенка, 1

тел. 0 38 494 22 50, [drukruta@ukr.net](mailto:drukruta@ukr.net)