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КРІЧКЕР О. Ю.

ENGLISH FOR LAWYERS

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Автор:
Крічкер О. Ю.

Рецензент:
Єремєєва Н. Ф. – кандидат філологічних наук, доцент, професор кафедри професійної мовної комунікації Черкаського інституту пожежної безпеки імені Героїв Чорнобиля НУЦЗ України

Навчальний посібник «English for Lawyers» (Англійська для юристів) для здобувачів спеціальності «Право» складається з 6 тем і розрахований на 40 годин практичних занять. Основний матеріал включає адаптовані автентичні тексти з різноманітних юридичних джерел (документів, статей, журналів) з великою кількістю смислових, логічних та творчих вправ для збагачення лексичного запасу з юридичної тематики, зокрема кримінального права, кіберправа, досудового та судового процесу, юридичного аспекту військового стану та для підготовки до складання екзаменів. Граматичний довідник містить теоретичний матеріал та тренувальні вправи на теми «Часи дієслова», «Пасивний стан дієслова», «Модальні дієслова», «Неозначена форма дієслова», «Герундій», «Умовний стан дієслова».

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ПЕРЕДМОВА

Навчальний посібник «English for Lawyers» для проведення практичних занять з навчальної дисципліни «Іноземна мова за професійним спрямуванням» розроблено відповідно до освітньо-професійної програми «Право» для підготовки здобувачів вищої освіти за першим (бакалаврським) рівнем вищої освіти в галузі знань 08 «Право» спеціальністю 081 «Право».

Мета навчального посібника – забезпечити знання професійної лексики в межах програмних вимог з предмету «Іноземна мова за професійним спрямуванням». Посібник складається із 6 тем, кожна з яких спрямована на розвиток навичок читання, аудіювання та мовлення. Завдання різноманітної тематики охоплюють основні аспекти юридичної англійської мови: вміння виражати свої думки в усному та письмовому мовленні, читання та аналіз професійних текстів, аудіювання та розуміння специфічної інформації.

Кожен розділ містить завдання на розширення лексичного запасу, необхідного для розуміння англомовної юридичної літератури. Типові завдання знайомлять здобувачів з форматом мовних екзаменів з англійської мови, вчать будувати стратегію та дають змогу ознайомитися зі зразками виконання завдань. Також посібник містить граматичний довідник з вправами, що допоможуть поглибити знання мови для кращого розуміння змісту повідомлень, ефективного спілкування та виконання завдань тестування.

Навчальний посібник можна використовувати як для індивідуальної, так і для групової роботи.

UNIT 1 Revision

1. Discuss with your groupmates.

1. What fields of law do you remember?
2. What occupations in the legal field do you remember?
3. Who works in court?
4. Who works in a law company?
5. What is the Bar?

2. Watch the video at <http://surl.li/obaecm> and answer the questions.

1. What was the attorney doing when he saw his client?
2. Why did he run to his client?
3. Why was the client surprised?

3. Follow the link and do the crossword at <http://surl.li/fqymxw>.

4. Read the text and mark the sentences below True or False.

Character traits are the special qualities that make each person unique. Let's explore some different traits!

Friendly people are warm and welcoming. They always have a smile on their face and are happy to make new friends.

Rude individuals, on the other hand, are impolite and disrespectful. They might interrupt others or say mean things without thinking about how it makes others feel.

Funny folks love to make people laugh! They have a great sense of humor and are always ready with a joke or a funny story to brighten up everyone's day.

Lazy people prefer to relax and take it easy rather than work hard. They might procrastinate or avoid tasks that require effort.

Polite individuals are courteous and well-mannered. They say "please" and "thank you" and always try to be considerate of others.

Silly people like to act goofy and playful. They might do funny dances or make silly faces just for fun.

Intelligent individuals are very smart and good at solving problems. They enjoy learning new things and figuring out how things work.

Confident people believe in themselves and their abilities. They are not afraid to speak up or take risks.

Kind people are caring and compassionate. They always try to help others and make the world a better place.

Serious individuals are focused and determined. They take their responsibilities seriously and always try to do their best.

Shy people are quiet and reserved. They might feel nervous or uncomfortable in social situations and prefer to keep to themselves.

Unfriendly folks are cold and distant. They might ignore others or be unwilling to help.

Hard-working individuals are dedicated and diligent. They put in a lot of effort to achieve their goals and succeed.

Smart people are clever and quick-witted. They have a lot of knowledge and are good at thinking on their feet.

Helpful individuals are always ready to lend a hand. They are generous with their time and always willing to assist others in need.

Remember, everyone has a unique combination of character traits that makes them who they are!

1. Rude individuals do not think about feelings of the other people.

2. Lazy people prefer to work hard rather than relax and take it easy.
3. Funny folks enjoy making people laugh with jokes and stories.
4. Polite individuals are characterized by being courteous and saying "please" and "thank you."
5. Shy people feel comfortable and confident in social situations.
5. Unfriendly folks are always ready to assist others.
6. Confident people are not afraid to take risks and speak up for themselves.
6. Kind people always strive to help others and make the world a better place.
7. Serious individuals are focused on their responsibilities.
8. Smart people are clever, with a lot of knowledge.
9. Hard-working individuals are usually lazy.
10. Helpful individuals think a lot before giving help.

5. Match the following character traits with their definitions.

	Traits:
Warm and welcoming, happy to make new friends.	funny
Impolite and disrespectful, may say mean things without considering others' feelings.	polite
Enjoy making people laugh with jokes and stories.	silly
Prefer to relax and take it easy rather than work hard.	friendly
Courteous, saying "please" and "thank you," considerate of others.	smart
Act goofy and playful, enjoy silly activities.	lazy
Clever and quick-witted, with a lot of knowledge.	helpful
Always ready to lend a hand and assist others in need.	rude

6. Read the text and complete the gaps in the text with the missing words and phrases:

Creativity / good communication / logical, analytic, research and writing skills / knowledge of the law

Skills of a good lawyer

A good lawyer is expected to develop a range of skills, from communication to research, and creative to logical thinking. To be a good lawyer, you must have:

- A strong knowledge of the law
- Good judgement and decision making skills
- Research and analytical skills
- Writing and comprehension skills
- Good communication, public speaking and listening skills
- Leadership and logical thinking skills

A strong _____ is a key foundational skill for lawyers. If you plan to pursue a career in a specific area of law, dedicate your time to developing your legal knowledge in that legal discipline.

_____ is the cornerstone of any lawyer-client relationship. You need to know how to communicate in all kinds of different situations, so you should never miss an opportunity to sharpen your communication skills. Listening and responsiveness are pillars of good communication as a lawyer, and are highly appreciated by clients facing challenging situations.

_____ is also a key skill for lawyers. The law is not purely a science, there is an art to effective legal practice. In some cases, you will need to 'think outside the box' to find a solution. A good lawyer knows how to apply creativity under pressure.

Having excellent _____ are all hallmarks of a good lawyer. Successful lawyers must be able to prepare effective, clear and well-reasoned legal documents and arguments that require research, plus a strong analytical and logical approach.

7. Complete the gaps in the text with the phrases below:

face challenging situations / sharpen skills / pursue a career/think outside the box/ find a solution/ work under pressure / never miss an opportunity / highly appreciated

If you want to _____ as a lawyer, there are several important skills you need to develop. Lawyers often _____, so it's crucial to _____ to _____. One of the most _____ abilities in this profession is the capacity to _____. This means being creative and _____ even when the answer isn't obvious. Additionally, lawyers need to _____, as they often have tight deadlines and complex cases to handle. By mastering these skills, you can become a successful lawyer who is well-prepared for the demands of the job.

8. Read the text "Personal Qualities of a Lawyer".

The key personal quality for a lawyer is a true passion for the job. For example, if you are passionate about tackling key societal issues, you can fulfil your passion as a successful lawyer.

Equally, resilience is a personal quality for good lawyers. Some days, the legal profession can be tough and you will have to dig in because you will face demanding deadlines, complicated legal cases, high-stakes scenarios and even potentially vulnerable clients. You will also be subject to constant feedback and review from your peers, so a thick skin is essential for a good lawyer.

You must be motivated to be a good lawyer because you will often have to work long, challenging hours. Staying motivated helps to keep cases on track, ensures things aren't overlooked and maintains your commitment to helping clients to the best of your ability.

**9. Read the text and complete the gaps in the text with the missing words:
persuasion/composure/compassion/organization/patience**

Key Lawyer Characteristics

A key characteristic of a good lawyer is _____. There are a lot of components to the legal system, and being organised ensures that you maintain professional standards and adhere to legal processes. Lawyers work with all kinds of evidence and sensitive information.

Good organisation protects sensitive information from getting into the wrong hands, and helps to keep all legal documents in order, which is important if they need to be referred to during a case.

Legal cases can last months or even years, so patience is another key lawyer characteristic. Having _____ enables you to act professionally when clients are pushing you for answers.

When acting on behalf of a client, a solid emotional balance is important. That's where _____ comes in. Legal cases can be intense, and a good lawyer will be able to stay composed under pressure to maintain a sense of respect and professionalism in all situations.

Working with clients as a lawyer requires _____. There is a lot of emotion involved in legal cases, and demonstrating this characteristic can help a client feel more assured in difficult times. While it is important to separate your own emotions from challenging cases, showing compassion is useful when interacting with clients.

Powers of _____ tie in with good people skills as a key characteristic of a good lawyer. Irrespective of academic qualities, lawyers work with people and on behalf of people every day, and the actions a lawyer takes, affect people's lives. Convincing clients to take specific actions that are in their best interests often requires some gentle persuasion.

10. Read the dialogue and answer the questions.

Nora: Hi, Tom! Have you thought about the skills you need for a job in law?

Tom: Hi, Nora! Yes, I've been thinking about it. It seems like there are many skills needed.

Nora: Yes, there are. Some are hard skills like finding information, thinking, and understanding legal papers. And there are soft skills like talking well and working in a team.

Tom: Okay, the hard skills are clear, but how can I improve my soft skills?

Nora: Soft skills like talking involve saying things clearly, both talking and writing. You can practice by talking in groups or writing papers that persuade people.

Tom: Hmm, that sounds hard but possible. What about teamwork?

Nora: Teamwork is important for lawyers because they often work together on cases. You can get better at it by joining groups or clubs where you work with others.

Tom: I understand. Are there other soft skills I should work on?

Nora: Yes, critical thinking is important. It means thinking about situations, looking at proof, and making good arguments. You can practice by solving puzzles or talking about problems.

Tom: Okay, that makes sense. I need to get better at both hard and soft skills to do well in law.

Nora: Yes, you do! It's about getting a good mix and getting better all the time. Don't be afraid to look for chances to learn and practice.

Tom: Thanks for the help, Nora! I feel more sure about what to focus on now.

Nora: No problem, Tom! Just keep practicing, and you'll do great.

1. What does Nora ask Tom at the beginning of the conversation?
2. How does Tom respond to Nora's question about the skills needed for a job in law?
3. According to Nora, what are some examples of hard skills required for a job in law?
4. Besides hard skills, what does Nora mention as important soft skills for a lawyer?
5. How does Nora suggest improving soft skills like communication?
6. Why does Nora emphasize the importance of teamwork for lawyers?
7. What are some ways Tom can enhance his teamwork skills, according to Nora?
8. What additional soft skill does Nora mention, apart from communication and teamwork?
9. How does Nora define critical thinking, and why does she consider it crucial for lawyers?
10. What advice does Nora give to Tom about improving both hard and soft skills for success in law?

11. Match the words from the text with their meanings.

- | | |
|----------------------|--|
| 1) Skills | a. Abilities or knowledge needed for a task or job. |
| 2) Legal papers | b. Documents related to the law, like contracts or court documents. |
| 3) Soft skills | c. Non-technical abilities related to how people interact with others. |
| 4) Teamwork | d. Working together with others to achieve a common goal. |
| 5) Critical thinking | e. Ability to think carefully and make good decisions. |

12. Match each word with its associated word or phrase from the text.

- | | |
|----------------------|--|
| 1) Hard skills | a. Working effectively with others. |
| 2) Soft skills | b. Abilities or knowledge required for a task or job. |
| 3) Communication | c. Ability to think carefully and make good decisions. |
| 4) Teamwork | d. Saying things clearly, both speaking and writing. |
| 5) Critical thinking | e. Finding information and understanding legal papers. |

13. Complete the gaps with the correct words from the text.

1. Nora asked Tom if he thought about the _____ needed for a job in law.
2. Tom mentioned that there seemed to be many _____ needed for a job in law.
3. Nora explained that there are hard skills like finding information and understanding _____.
4. Soft skills like communication involve saying things clearly, both talking and _____.
5. Teamwork is important for lawyers because they often work together on _____.

14. Complete the gaps with a word or phrase from the text.

1. Nora mentioned that there are both hard skills like _____ and soft skills like communication.
2. Tom wanted to improve his _____ skills, such as talking well and working in a team.

3. According to Nora, critical thinking involves thinking about situations, looking at _____, and making good arguments.
4. Nora encouraged Tom to keep practicing to get better at both hard and _____ skills.
5. Tom thanked Nora for her _____ and felt more confident about what to focus on.

15. Read the texts and do the tests.

Test 1. I used to do a typical five-day week, but after I came out of my parental leave, I decided that I wanted to spend more time with my children before they start school. After negotiating with my boss, we decided to cut my working week down to a three-day work week. This of course meant a significant cut in my pay too, as I'm paid on a pro-rata basis. I've since noticed, though, that my workload hasn't decreased in the slightest! I'm now doing five days' worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels as if he's made a huge concession letting me come in only three days a week.

1. What was the narrator's original work schedule before cutting down to a three-day work week?
 - A) One day a week
 - B) Five days a week
 - C) Seven days a week
 - D) Two days a week
2. How did the narrator's decision to work three days a week affect their pay?
 - A) It increased
 - B) It remained the same
 - C) It decreased
 - D) It doubled
3. How does the narrator feel about their workload after switching to a three-day work week?
 - A) It has significantly decreased
 - B) It has remained the same
 - C) It has increased
 - D) It is manageable
4. Why does the narrator feel the need to take work home?
 - A) To relax
 - B) To meet deadlines
 - C) To avoid family
 - D) To socialize with colleagues
5. Why does the narrator hesitate to discuss their workload with their boss?
 - A) They are afraid of losing their job
 - B) They think their boss is unhappy with their current arrangement
 - C) They are too busy to bring it up
 - D) They are content with the situation
6. True or False:
 1. The narrator decided to work a three-day week to spend more time with their children before they start school.
 2. The narrator's pay remained the same despite working fewer days.
 3. The workload of the narrator has decreased since switching to a three-day work week.
 4. The narrator finds it easy to balance work and family responsibilities.
 5. The narrator is unsure about talking to their boss about their workload because they think their boss has already made a big compromise.

Test 2. I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chit-chat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues.

1. Where does the speaker work for a global IT company?
 - a) In the States
 - b) In an office building
 - c) From home
 - d) In a coffee shop
2. How does the speaker describe their work schedule?
 - a) Fixed office hours
 - b) Project basis
 - c) Flexibility to work from anywhere
 - d) 24/7 availability
3. What does the speaker mention as a downside of working from home?
 - a) Commuting to work
 - b) Making idle chit-chat
 - c) Missing out on school performances
 - d) Feeling lonely and missing colleagues
4. Why does the speaker value the flexibility of their work arrangement?
 - a) To schedule appointments with the dentist
 - b) To work well into the evening
 - c) To skip dinner
 - d) To easily take time off for personal commitments
5. What does the speaker sometimes miss while working alone?
 - a) Finishing tasks on time
 - b) Sharing ideas with colleagues
 - c) Working on different projects
 - d) Going to the office for meetings
6. True or False:
 1. The speaker enjoys commuting to work.
 2. The speaker works fixed office hours.
 3. The speaker can easily take time off for personal commitments.
 4. The speaker never works into the evening.
 5. The speaker enjoys the solitude of working alone

Test 3. I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well.

1. Why did the person switch from working at home to a co-working space?
 - A) Too many distractions at home

- B) Bad Wi-Fi connection at home
 - C) Lack of coffee at home
 - D) No workmates at home
2. Where did the person find it difficult to concentrate while working from home?
 - A) In a café
 - B) In a co-working space
 - C) At home
 - D) In an office environment
 3. What kind of work environment did the person prefer in the end?
 - A) Working from home
 - B) Going to a nearby café
 - C) Renting a desk in a co-working space
 - D) Working alone
 4. What did the person enjoy about working in a co-working space?
 - A) Having distractions around
 - B) Dressing up in the morning
 - C) Drinking too much coffee
 - D) Having workmates to bounce ideas off
 5. How many freelancers did the person share a desk with in the co-working space?
 - A) Two
 - B) Three
 - C) Five
 - D) Seven
 6. True or False:
 1. Working from home was the best option for the person.
 2. The person found it hard to concentrate at the café due to distractions.
 3. The Wi-Fi connection in the café was ideal for the person.
 4. The person preferred getting dressed for work in the co-working space.
 5. The person enjoyed having workmates to bounce ideas off in the co-working space.

16. Brush up the information on Tort Law.

What is Tort Law? Tort Law is an area of law that protects people from other people's negligent actions. Its purpose is to make sure that the victim is compensated for any losses caused by the wrongdoer's violation and to discourage them from making the same violation in the future.

A tort is committed when you cause damages to a person, property, or reputation. It does not matter whether the damages were done on purpose or by accident, you may be sued by the person or people you damaged in a civil court.

Intentional torts	Unintentional torts
When a defendant causes an injury on purpose, that injury is an intentional tort.	Unintentional torts are accidents.
Physical torts	Abstract torts
Physical torts are injuries to a person's body, such as hitting them or making them sick.	Abstract torts are injuries to a person's mind, reputation, or property

17. Study the chart. Think what cases can be considered in every kind of law in the chart above. Give your examples.

	Private Law	Public Law
Govern	Private interactions	Relationship between state and individual
Examples	Tort law	Constitutional law

	Contract law Family law Labour law	Administrative law International law Trust Law
--	--	--

18. Read the text and answer the questions.

In 2005, a small ship had an accident at sea near the Shetland Islands, which are off the northeast coast of Scotland. The ship was called The Anglian Sovereign and it was owned by a company named Klyne Marine Services. The British Marine and Coastguard Agency (MCA) had a contract with Klyne Marine Services to use their ships in this area. The MCA's job is to make sure that ships and the sea are safe and clean. Their motto is "safer lives, safer ships, cleaner seas." The Anglian Sovereign's job was to stop big ships from polluting the sea in this beautiful part of Scotland.

On 3 September 2005, The Anglian Sovereign was near the uninhabited island of Oxna when it hit some rocks. The accident was terrible for the environment. The ship's fuel tank broke, and 84 tonnes of diesel fuel spilled into the sea. This was very embarrassing for the MCA because their job is to stop pollution. Things got even worse when the police found out that the captain of the ship, Peter Leask, had too much alcohol in his system—three times the legal limit. In March 2006, Mr. Leask went to prison for eight months because of this.

A local business called Hjaltland Sea Farms, which farms and sells salmon, took legal action against Klyne Marine Services. The company had to stop work at three of their salmon farms for three days because of the pollution. They asked for money to cover their loss of profit, extra time spent managing the problem, and the cost of cleaning equipment. In July 2010, a judge at Lerwick Sheriff Court said that Hjaltland Sea Farms should get £25,120.71. Most of this, £24,020.71, was for loss of profit. The judge also said that Klyne Marine Services had to pay 8% interest on the money for the five years since the accident. Klyne Marine Services wanted to appeal but later changed their mind.

The managing director of Hjaltland Sea Farms, Michael Stark, was happy with the result. He said the case set a precedent, meaning it created an example for future cases. It showed that if someone pollutes the sea with oil, it is easy to predict that fish farms will lose money. In such cases, the company that caused the pollution must pay for the damage. Lawyers also said this case was important because many similar claims were expected after the B.P. oil spill in the Gulf of Mexico in 2010.

1. What was the name of the ship that was involved in the accident?
2. Who were the owners of the ship that was involved in the accident?
3. Which organization contracted with the owners of the ship to use it in this area?
4. Which part of the ship was damaged in the accident?
5. Why was the captain of the ship sent to prison?
6. What did the claimant company in the civil case produce?
7. The claim was made up of three parts. What were those three parts?
8. What sum of money was the defendant ordered to pay interest on?
9. What precedent does the managing director of the claimant company say this case sets?
10. What event of 2010 did lawyers think would lead to a lot of similar claims?

19. Read the text "Two Bizarre American State Laws" and do the test.

In the United States, there are many unusual and surprising laws. Some of these laws may seem strange today, but they were created for specific reasons in the past. Let's look at two bizarre state laws from Alabama and Arizona.

In the state of Alabama, it is illegal to carry an ice cream cone in your back pocket. This law may sound ridiculous, but it has an interesting history. Long ago, horse thieves used this trick to steal horses. They would put an ice cream cone in their back pocket and walk past a

horse. The horse, attracted by the smell of the ice cream, would follow the person. Since the thief never actually touched the horse, it was not considered stealing under the laws of the time.

Today, of course, we no longer steal horses with ice cream cones. But the law still exists in Alabama, even though it is not enforced. This law is a good example of how strange and old rules can stay on the books for a long time.

Another bizarre law comes from the state of Arizona. In this state, it is illegal to let your donkey sleep in the bathtub. This law dates back to the 1920s. During that time, there was a rancher who let his donkey sleep in an old bathtub outside. One day, there was a flood, and the water carried the donkey away, still in the bathtub. The town spent many hours and a lot of effort trying to save the donkey. After this event, Arizona made it illegal for donkeys to sleep in bathtubs to prevent future problems like this.

While this law is no longer relevant, it remains in Arizona's legal system. It is another example of how old laws can stay in place long after they are needed.

You might wonder why these strange laws still exist if they are not useful anymore. In many cases, the laws are just forgotten or not a priority to remove. Lawmakers often focus on more important or modern issues, so these old, bizarre laws remain in the background. They are not enforced, but they are still part of the legal system.

These two strange laws from Alabama and Arizona show how laws can reflect the history and culture of a time long ago. Even though they seem funny today, they had a real purpose when they were created. As a law student, it's important to understand how laws can change over time—and sometimes, they stay the same, even when they no longer make sense.

1. Why was the law about ice cream cones in the back pocket created?
 - a) To prevent people from wasting food
 - b) To stop horse thieves
 - c) To protect public health
 - d) To save money
2. What happened that led to the law about donkeys in bathtubs in Arizona?
 - a) A donkey damaged a bathtub
 - b) A donkey was stolen from a bathtub
 - c) A donkey was carried away in a bathtub during a flood
 - d) A donkey fell asleep in a bathtub and broke it
3. Why do these strange laws still exist today?
 - a) People still follow them
 - b) They are too difficult to remove
 - c) Lawmakers focus on other, more important issues
 - d) They are needed for safety
4. Which of these laws is related to animals?
 - a) The ice cream cone law
 - b) Both laws
 - c) Neither law
 - d) The donkey bathtub law
5. What can we learn from these laws?
 - a) Old laws are always important
 - b) Laws are always based on logic
 - c) Laws can sometimes reflect past practices and culture
 - d) Strange laws are necessary for society to function

UNIT 2

CRIMINAL LAW

1. Discuss the following questions with your groupmates.

1. Why do you think people commit crimes?
2. What is the worst crime in your opinion?
3. Have you ever been the victim of a crime?
4. Does your neighbourhood have a problem with crime?
5. Do you think you could ever commit a crime yourself?
6. Have you ever downloaded music illegally from the internet?
7. What is the purpose of prison?
8. Do you believe in the death penalty?
9. Do you think security cameras in our cities is a good thing?
10. Would you be happy if there was a national DNA database?
11. Should taking drugs be a crime?
12. Do we need more police on the streets?
13. Do you trust the police in your country?
14. Would there be less crime if everybody had a gun?
15. What would you do if you witnessed a crime?
16. What does criminal law do?
17. How do we call a person who commits a crime?
18. What is the role of a criminal defence attorney?
19. What kinds of crimes do you remember?

CRIMINAL LAW VOCABULARY

2. Read and translate.

- ✓ Arson is a crime when a criminal sets fire to property on purpose.
- ✓ Burglary is a crime when a criminal enters a building illegally to steal something.
- ✓ Cybercrime is a crime committed by a criminal. It happens online or with computers.
- ✓ Fraud is when someone lies or tricks another person to get money or things.
- ✓ Kidnapping is when a criminal takes a person away illegally.
- ✓ Mugging is a crime when a attacks a person in public to steal from them.
- ✓ Murder is a crime when a criminal kills another person on purpose.
- ✓ Robbery is when a steals from a place, like a bank or shop, usually using force or threats.
- ✓ Smuggling is when someone secretly moves illegal goods into or out of a country.
- ✓ Shoplifting is when someone steals things from a shop.
- ✓ Manslaughter is when someone kills another person, but it was not planned.

3. Match crimes, criminals and examples.

CRIMES	CRIMINALS	EXAMPLES OF CRIMES
arson	a murderer	John set fire to a building because he was angry.
cybercrime	a robber	Sarah broke into a house at night and took some jewelry.
robbery	an arsonist	Mark hacked into someone's computer and stole their bank information.
mugging	a hacker	Lisa pretended to be a company worker to get people to send her money.
murder	a shoplifter	A man took a child from a park without permission
shoplifting	a burglar	A person was arrested for killing their neighbor after a fight.

manslaughter	a kidnapper	Tom was walking home when a thief attacked him and took his wallet.
fraud	a mugger	Two men robbed a bank and took all the money.
burglary	a cybercriminal	They tried to smuggle drugs across the border.

4. Read the texts and guess the crime.

Detective Williams was called to the scene of a terrible fire. The old factory, which had been empty for years, was completely burned down. The firefighters said the fire didn't start by accident. Someone had used gasoline to set the place on fire. After talking to the neighbors, Williams learned that a man in a black jacket had been seen near the factory the night before. The detective knew it was no accident; it was planned.

Mrs. Smith was confused. She checked her bank account one morning and saw that all her money was gone. She hadn't used her card, and nobody had stolen it. Detective Taylor was called to help. After investigating, Taylor found out that someone had used a computer to break into Mrs. Smith's account and take her money. The person behind this didn't even have to leave their home.

A man with a mask entered the jewelry store when it was about to close. The store owner, Mr. Green, was alone inside. The man quickly threatened Mr. Green and told him to put all the expensive jewelry into a bag. After grabbing the jewelry, the masked man ran away. By the time the police arrived, the man was long gone, leaving no trace behind.

Anna was walking home late at night when a man suddenly approached her. Before she could react, the man grabbed her purse and pushed her to the ground. He ran away into the darkness, leaving Anna frightened and without her belongings. Detective Lee was on the case, trying to find the man who had stolen her things.

Detective Green arrived at Mr. Johnson's house after his maid found him lying on the floor. It looked like a normal death, but something seemed wrong. After examining the scene, Detective Green found an empty cup of tea next to Mr. Johnson. Tests showed there was poison in the cup. Someone had planned his death very carefully.

It was a busy day at the local supermarket. Sarah, the store manager, noticed a woman acting strangely near the jewelry display. A shiny bracelet went missing right after the woman left the store. Sarah called the police, and Detective Collins reviewed the camera footage. The woman had slipped the bracelet into her bag when no one was watching.

Detective Harris was called to a car crash that happened late at night. Two cars had collided, and one of the drivers had passed away. The other driver was injured but alive. After talking to witnesses and looking at the evidence, Detective Harris realized that the crash wasn't intentional, but someone's carelessness had led to the tragedy.

Mr. White had been promised that his money would double in a new business deal. He gave a large amount of money to a man he trusted, but after weeks, he heard nothing back. He called the police, and Detective Brown found out that the man who had taken Mr. White's money never had a business. He had lied from the beginning to take the money for himself.

Mrs. Parker returned home from her vacation to find her house a mess. The front door was locked, but one of the windows was open. She quickly noticed that her valuable paintings

and electronics were missing. Detective James was called to investigate. After looking around, he figured out that someone had broken in through the window while Mrs. Parker was away.

5. Write the criminals for every crime described in the texts above.

6. Read the text and answer the questions.

Criminal law generally defines the *rights* and *obligations* of individuals in society.

Criminal law is a system of laws concerned with crimes and the punishment of individuals who commit crimes. Thus, where in a civil case two parties dispute their rights, a criminal prosecution involves the government deciding whether to punish an individual for either an act or an omission.

A “crime” is any act or omission in violation of a law prohibiting said action or omission.

Criminal procedure generally concerns the *enforcement* of individuals’ rights during the criminal process. Examples of procedural issues are individuals’ rights during law enforcement investigation, arrest, filing of charges, trial, and appeal.



Criminal intent or mens rea is an essential element of most crimes. Under the common law, *all* crimes consisted of an act carried out with a guilty mind. In modern society, criminal intent can be the basis for fault, and punishment according to intent is a core premise of criminal justice. As stated in Chapter 1, grading is often related to the criminal intent element. Crimes that have an “evil” intent are malum in se and subject the defendant to the most severe punishment. Crimes that lack the intent element are less common and are usually graded lower, as either misdemeanors or infractions.

Intent should not be confused with motive, the *reason* the defendant commits the criminal act or actus reus. Motive can generate intent, support a defense, and be used to determine sentencing. However, motive alone does not constitute mens rea and does not act as a substitute for criminal intent.

Crimes can be broken down into elements, which the prosecution must prove beyond a reasonable doubt. With exceptions, every crime has at least three elements: a criminal act, also called actus reus; a criminal intent, also called mens rea; and concurrence of the two. The term conduct is often used to reflect the criminal act and intent elements. Conduct is an action or omission and its accompanying state of mind.

Often more than one criminal defendant plays a role in the commission of a crime. Defendants working together with a common criminal purpose or design are acting with complicity. When the participation and criminal conduct varies among the defendants, an issue

arises as to who is responsible for which crime and to what degree. So, there are different parties to crime, along with their accompanying criminal liability.

1. What is criminal law?
2. What is the difference between criminal and civil law?
3. What is criminal procedure?
4. What are the examples of procedural issues?
5. What is criminal intent?
6. Why are crimes graded?
7. What is a motive of a crime?
8. What are the elements of a crime?
9. What is as conduct?
10. Who is an accomplice?

7. Match the word with the definition.

criminal intent	a grade
an accomplice	a reason
a degree	behaviour
a motive	guilty mind
conduct	a party to a crime

8. Match the words to make phrases.

according	to a crime
under	out
to carry	to content
along	down into
a party	with
break	the law

9. Match the words to make phrases.

to play	a crime
to determine	a person
to commit	a role
to punish	a sentence

10. Complete the gaps with the phrases from the two last tasks.

1. The court will ____ based on the severity of the offense.
2. Everyone has to act ____ and follow the rules of the country.
3. In some cases, several people can be ____ if they helped in the illegal act.
4. The police are responsible for ensuring that all citizens ____ their duties to the state.
5. The judge had to ____ after carefully reviewing all the evidence.
6. Many factors ____ in the success of a project, including teamwork and good planning.
7. It is a serious offense to ____, and the person responsible should be held accountable.
8. In order to study the problem, we need to ____ its main components.
9. The teacher handed out the assignments, ____ the instructions on the board.
10. The suspect was arrested ____ two other individuals who were also involved.

11. Read the text and answer the questions.

4 Main Duties of a Criminal Defense Attorney

A criminal defense attorney has an important job in protecting the rights and freedoms of people who are accused of crimes. They represent their clients through every part of the legal

process — from investigations before the trial to what happens in court. Their main goal is to ensure that their client's constitutional rights are respected and to work for the best possible outcome.

The main duty of a criminal defense attorney is to make sure the constitutional rights of their clients are protected. This means they need to ensure that the police and authorities follow the rules from the arrest to the final decision. One of the most important rights is the Fifth Amendment, which protects a person from being forced to confess. Another key right is the Sixth Amendment, which gives people the right to have a lawyer.

Defense attorneys also need to know how the police collect evidence so they can find any mistakes or illegal actions. They must check reports and question witnesses before the trial. This helps them to discover any evidence that might prove their client's innocence or stop any illegally obtained evidence from being used in court.

Another important job of a criminal defense attorney is to look at the charges and analyze the evidence carefully. This step is important because it helps them find weaknesses in the prosecution's case. To do this, they gather key information about the case, such as police reports, witness statements, and forensic evidence.

After collecting the necessary documents, the lawyer will look at every detail, trying to find any contradictions or mistakes. This allows them to create a strategy to defend their client.

Sometimes, a criminal defense attorney will negotiate a plea deal, which is an agreement between the accused person and the prosecutor. A plea deal usually results in a reduced charge or a lighter sentence for the defendant. Both the defense and prosecution lawyers discuss options that could benefit their clients.

The benefit of a plea deal is that it avoids the uncertainty of going to trial, which can be risky. Trials can be long, costly, and stressful. If a person is found guilty, they may face serious consequences like prison time or heavy fines. A plea deal can help avoid these risks.

The final job of a criminal defense attorney is to defend their client during a trial. Trials can be challenging because they require the lawyer to present evidence, question witnesses, and convince the judge or jury that their client is innocent.

Before a trial, the defense attorney needs to gather all evidence, research the case, and work with experts, such as forensic specialists. During the trial, they must defend their client by questioning witnesses from the prosecution, objecting to unfair evidence, and making strong arguments to support their client's side of the story.

1. What is the main goal of a criminal defense attorney?
 - a) To punish criminals
 - b) To protect the rights of their clients
 - c) To gather evidence for the prosecution
 - d) To avoid going to court
2. Which amendment protects the accused from self-incrimination?
 - a) First Amendment
 - b) Fourth Amendment
 - c) Fifth Amendment
 - d) Sixth Amendment
3. What does a defense attorney do when investigating charges?
 - a) Write police reports
 - b) Gather and analyze evidence
 - c) Talk to the judge about sentencing
 - d) Interview the jury members
4. What is the main purpose of a plea deal?
 - a) To shorten the trial
 - b) To get a confession
 - c) To negotiate a reduced charge or sentence

- d) To argue with the prosecutor
- 5. Why is it important for defense attorneys to know how police collect evidence?
 - a) To make friends with police officers
 - b) To check if the evidence was collected legally
 - c) To get more information for the prosecution
 - d) To write reports for the court
- 6. What does a defense attorney do during the trial?
 - a) Decide the sentence
 - b) Cross-examine witnesses and present evidence
 - c) Investigate crime scenes
 - d) Announce the verdict
- 7. Why do attorneys prefer plea deals over trials sometimes?
 - a) They are quicker and less stressful
 - b) Trials are always unfair
 - c) Defendants are always innocent
 - d) Prosecutors always offer a better deal
- 8. How does a defense attorney prepare for a trial?
 - a) By avoiding witnesses
 - b) By hiring investigators and analyzing evidence
 - c) By talking directly to the jury
 - d) By asking the prosecutor for advice
- 9. What is one of the most important rights a defense attorney protects?
 - a) Right to be guilty
 - b) Right to fair punishment
 - c) Right to legal counsel
 - d) Right to accuse others
- 10. What can happen if evidence is gathered through illegal search and seizure?
 - a) It will help the prosecution
 - b) It can be removed from the trial
 - c) It will make the trial longer
 - d) It will be accepted by the court automatically

12. Match legal terms with their definitions.

- 1. Criminal defense attorney
 - 2. Constitutional rights
 - 3. Sentence
 - 4. Witness
 - 5. Plea deal
 - 6. Trial
 - 7. Evidence
 - 8. Prosecutor
 - 9. Defendant
 - 10. Self-incrimination
- a) The person accused of a crime.
 - b) Information used in court to prove something.
 - c) An agreement between the defense and the prosecution to reduce the charges or punishment.
 - d) The process where a judge or jury decides if someone is guilty or innocent.
 - e) The legal protections a person has under the law.
 - f) A person who saw or heard something related to the crime.
 - g) A lawyer who represents the accused person.
 - h) The punishment given by the court if someone is guilty.

- i) The lawyer who tries to prove the defendant is guilty.
- j) Saying something that could prove your own guilt.

13. Complete the sentences using the correct vocabulary word from the *CRIMINAL LAW VOCABULARY*.

1. The _____ gathers evidence to defend their client in court.
2. The police collected a lot of _____ to prove the crime happened.
3. The judge gave the _____ a 5-year _____ after they were found guilty.
4. During the _____, both the prosecutor and the defense attorney asked the _____ questions.
5. To avoid a long trial, the lawyer helped his client negotiate a _____.
6. The lawyer reminded the court that his client has _____ that must be respected.

14. Read the sentences and decide if they are true or false.

1. A prosecutor defends the accused person in court.
2. A plea deal can result in a shorter sentence for the defendant.
3. Constitutional rights only apply before the trial starts.
4. Self-incrimination is when you say something that could show you are guilty.
5. A witness is always the person accused of the crime.

15. Fill in the blanks in the conversation using the vocabulary words.

Lawyer : We need to make sure your _____ are protected throughout the _____.

Client : What will happen if we go to _____?

Lawyer : The _____ will present the _____ they have, and I will try to show that it's not enough to convict you.

Client : Is there a way to avoid going to court?

Lawyer : We might be able to make a _____ with the _____. This could result in a reduced _____.

16. Use the words in brackets to complete the gaps with the correct form of the legal term.

1. The lawyer was sure that the police violated the _____ rights (constitution) of his client during the arrest.
2. The _____ (defend) in the case decided to make a plea deal.
3. The trial ended with the _____ (convict) of the defendant, and they received a long sentence.
4. The police gathered _____ (evident) from the crime scene to present in court.
5. The _____ (prosecute) asked the witness many questions during the trial.

**17. Fill in the blanks with the correct word from the box:
evidence / prosecutor / witness / trial / defendant**

1. The _____ is responsible for proving that the accused is guilty.
2. The _____ said they saw the accused person at the crime scene.
3. The _____ is the person who is being accused of the crime.
4. A _____ is a legal process to decide if someone is guilty or innocent.
5. The lawyer analyzed all the _____ to find mistakes.

18. Choose the correct answer.

1. Who is responsible for defending the accused person in court?
 - a) Witness
 - b) Prosecutor
 - c) Defense attorney
 - d) Judge
2. What can help reduce a sentence before a trial?

- a) Constitutional rights
 - b) Evidence
 - c) A plea deal
 - d) A witness statement
3. What is the purpose of evidence in a trial?
- a) To protect the defendant
 - b) To prove guilt or innocence
 - c) To punish the prosecutor
 - d) To start an investigation

19. Complete the gaps with the given words:

punishment, bail, charge with, witness, judge, victim, crime, capital punishment, sentence, jury.

1. You saw the accident, so you may have to go to court as a _____.
2. The _____ told the jurors to take their time making a decision.
3. The robber told his _____ to empty his pockets and give him all his money.
4. The thief received a ten year _____ for his crime.
5. His _____ was not very serious, so the judge sentenced him to only three weeks in jail.
6. If he can't pay the \$50,000 ____, he will have to remain in jail until his trial.
7. Last year Robbie drove his father's car after getting drunk at a party. As a _____, his father would not allow him to drive the car for two months.
8. Many countries have decided to end _____. Instead, they sentence their very dangerous criminals to life in prison.
9. It only took the _____ five hours to decide that the man was guilty.
10. The police are going to _____ him with robbery. They found the stolen money in his apartment.

20. Read the cases and answer the questions.

a. Mal Gabe is 40 years old. She was married when she was 22 and has three children, ages 15, 12, and 7. For the past 16 years, Mr. Gabe had been assaulting his wife and she was taken to the hospital numerous times for her injuries. Mrs. Gabe had called the police many times to report the abuse, but each time, Mr. Gabe promised never to hurt her again, and she allowed him to continue living with the family. On May 20, Mrs. Gabe called 911. When the police arrived, they found Mr. Gabe lying on the floor dead. There was a gun on the table and Mrs. Gabe was sobbing. She told the police that she had shot her husband because he was beating her again. The jury found Mrs. Gabe guilty of second degree murder.

1. What is the name of the defendant in case?
2. How many children does she have?
3. What had been happening to her for the past 16 years?
4. Why did she allow her husband to continue to live with her?
5. What happened on May 20th?
6. What did she tell the police?
7. What was the jury's verdict?
8. What sentence will you give her?
9. Give your reasons for your decision

b. Abe Mitch is 43 years old and happily married with two children. Mr. Mitch has a good job as an accountant and makes a good income. However, Mr. Mitch is an alcoholic and has lost his license twice in the past ten years for drunk driving. Mr. Mitch n has tried several times to quit drinking, but on Christmas Eve, he went to a party and got quite drunk. When he was driving home, he hit a 14 year old boy who was crossing the street. The boy died three days

later. Mr. Mitch was terribly upset about the accident and has promised never to drink again. He has written a letter of apology to the family of the boy who died and has offered to put money into a scholarship in the boy's memory. The jury found Mr. Mitch guilty of manslaughter.

1. What is the name of the defendant in Case?
2. What is his occupation?
3. What problem has Mr. Mitch had in the last ten years?
4. What happened on Christmas Eve?
5. How did Mr. Mitch feel about this and what did he promise?
6. What has he told the boy's family he would like to do?
7. What was the jury's verdict?
8. What sentence will you give him?
9. Give your reasons for your decision.

21. Read the text about the types of crimes and make a chart or a presentation.

Crimes against persons, also called personal crimes, include murder, aggravated assault, rape, and robbery.

Crimes against humanity involve the theft of property without bodily harm, such as burglary, larceny, auto theft, and arson.

Hate crimes are crimes against persons or property that are committed while invoking prejudices of race, gender or gender identity, religion, disability, sexual orientation, or ethnicity.

Crimes against morality are also called victimless crimes because there is no complainant or victim. Prostitution, illegal gambling, and illegal drug use are all examples of victimless crimes.

White-collar crimes are those committed by people of high social status who commit their crimes in the context of their occupation. This includes embezzling (stealing money from one's employer), insider trading, tax evasion, and other violations of income tax laws.

Organized crime is committed by structured groups typically involving the distribution and sale of illegal goods and services. It refers to any group that exercises control over large illegal enterprises (such as the drug trade, illegal gambling, prostitution, weapons smuggling, or money laundering).

22. Read the text and make a chart or a presentation.

Crimes can be grouped by subject matter. For example, a crime like assault, battery, or rape tends to injure another person's body, so it can be classified as a "crime against the person." If a crime tends to injure a person by depriving him or her of property or by damaging property, it can be classified as a "crime against property."

More important is the classification of crimes according to the severity of punishment. This is called grading. Crimes are generally graded into four categories: felonies, misdemeanors, felony-misdemeanors, and infractions. Often the criminal intent element affects a crime's grading. *Malum in se* crimes, murder, for example, are evil in their nature and are generally graded higher than *malum prohibitum* crimes, which are regulatory, like a failure to pay income taxes.

Felonies are the most serious crimes. Felonies are serious, so they are graded the highest, and all sentencing options are available. Depending on the jurisdiction and the crime, the sentence could be prison time, a fine, or alternative sentencing such as probation, rehabilitation, and home confinement.

Misdemeanors are less serious than felonies. Misdemeanors are usually punishable by jail time of one year or less per misdemeanor, a fine, or alternative sentencing like probation, rehabilitation, or community service. Note that incarceration for a misdemeanor is in jail rather than prison.

Felony-misdemeanors are crimes that the government can prosecute and punish as *either* a felony or a misdemeanor, depending on the particular circumstances accompanying the offense. The discretion whether to prosecute the crime as a felony or misdemeanor usually belongs to the *judge*, but in some instances the *prosecutor* can make the decision.

Infractions, which can also be called violations, are the least serious crimes and include minor offenses such as jaywalking and motor vehicle offenses that result in a simple traffic ticket. Infractions are generally punishable by a fine or alternative sentencing such as traffic school.

23. Learn the types of crimes.

A felony is the most serious classification of crime that you can be charged with. Typically, a felony involves some form of violence and has a penalty of anywhere from one year in prison up to death.

A misdemeanor is a crime that is more serious than an infraction, but less serious than a felony. While there is still the possibility for jail time, the maximum jail sentence is far less severe than for that of a felony.

An infraction is not a criminal offense and holds no jail time. Usually, the maximum fee imposed is \$100 plus any court or administrative fees.

24. Do the crossword at <http://surl.li/yiufbk>

25. Match 1-8 to a-b.

1. The police **arrested a suspect** who was seen running away from the crime scene.
 2. The detectives have **strong evidence** against the suspect, including fingerprints.
 3. The police officers carefully examined the area to look for **clues** that could help solve the crime.
 4. Mary **witnessed a crime** and immediately reported it to the police.
 5. It is important to remember that it is **against the law** to commit a crime.
 6. The police **investigate** the crime to gather more information and find the person responsible.
 7. If you **commit a serious crime**, you may have to go to prison as a punishment.
 8. It's important to **report a crime** to the police as soon as possible so they can take action.
-
- a) When you tell the police about something bad that happened, like a theft or an attack.
 - b) When you see something bad happening, like a robbery or any other crime.
 - c) When the police take someone to the police station because they think this person did something wrong.
 - d) When someone is sent to a special place as punishment for doing something against the law.
 - e) When there is very good proof that shows someone did something wrong.
 - f) When someone does something against the law or breaks the rules.
 - g) When the police try to find out what happened by asking questions and looking for clues.
 - h) When the police search for small signs or hints that can help them solve a crime.

26. Do the tests at:

- a. <http://surl.li/lefrix/> (pp. 1-4)
- b. <http://surl.li/lpmjpi> (pp. 1 and 4)
- c. extra task at <http://surl.li/yoxqpp>

27. Read and translate the task and answer the questions below.

The Fire at the Old Factory

Detective Williams was called to the scene of a terrible fire. The old factory, which had been empty for years, was completely burned down. The firefighters said the fire didn't start by accident. Someone had used gasoline to set the place on fire. After talking to the neighbors, Williams learned that a man in a black jacket had been seen near the factory the night before. The detective knew it was no accident; it was planned.

Detective Williams started by collecting evidence from the scene, carefully looking for any signs of who might have caused the fire. He found traces of gasoline and a lighter nearby. The police questioned the neighbors again and found security camera footage showing a man in a black jacket near the factory just before the fire started. After reviewing more footage and tracking the man down, they arrested him.

During the trial, the prosecution presented the evidence, including the lighter and the footage. The defense tried to argue that the man was just passing by, but the jury didn't believe it. The judge sentenced the man to several years in prison for deliberately setting the fire.

The Mysterious Hacker

Mrs. Smith was confused. She checked her bank account one morning and saw that all her money was gone. She hadn't used her card, and nobody had stolen it. Detective Taylor was called to help. After investigating, Taylor found out that someone had used a computer to break into Mrs. Smith's account and take her money. The person behind this didn't even have to leave their home.

Detective Taylor worked with a cybercrime unit to trace the digital footprints left by the hacker. They followed the online trail to an internet café, where they found security footage of a man using a computer at the exact time Mrs. Smith's account was hacked. The police arrested the man, and they seized his computer, which contained further evidence of the crime.

In court, the hacker's defense tried to claim that someone else had used the computer, but the prosecution presented the digital evidence and expert testimony. The jury found the hacker guilty, and the judge sentenced him to prison for stealing money through illegal online activity.

The Missing Necklace

A man with a mask entered the jewelry store when it was about to close. The store owner, Mr. Green, was alone inside. The man quickly threatened Mr. Green and told him to put all the expensive jewelry into a bag. After grabbing the jewelry, the masked man ran away. By the time the police arrived, the man was long gone, leaving no trace behind.

Detective Williams interviewed Mr. Green, who described the masked man in detail. The police checked the nearby streets for cameras and found footage of a man running away with a bag that matched the description. After reviewing more footage, the detectives found where the man had gone and arrested him in his apartment, where they found the stolen jewelry.

At the trial, the prosecution presented the security footage and the recovered jewelry as evidence. The defense argued that the man wasn't involved, but the evidence was too strong. The jury found him guilty, and the judge sentenced him to several years for robbing the jewelry store.

Trouble in the Dark Alley

Anna was walking home late at night when a man suddenly approached her. Before she could react, the man grabbed her purse and pushed her to the ground. He ran away into the darkness, leaving Anna frightened and without her belongings. Detective Lee was on the case, trying to find the man who had stolen her things.

Detective Lee interviewed Anna and nearby witnesses to get a description of the man. With the help of CCTV footage from nearby buildings, they identified the attacker. After a few days, they found the man selling stolen items at a local market. The police arrested him and found Anna's purse among the stolen goods.

In court, the prosecution showed the CCTV footage and the stolen items as evidence. The defense argued that the man was innocent, but the jury disagreed. The man was found guilty and received a sentence of a few years in prison for attacking Anna and stealing her belongings.

The Poisoned Tea

Detective Green arrived at Mr. Johnson's house after his maid found him lying on the floor. It looked like a normal death, but something seemed wrong. After examining the scene, Detective Green found an empty cup of tea next to Mr. Johnson. Tests showed there was poison in the cup. Someone had planned his death very carefully.

Detective Green spoke to Mr. Johnson's maid, who revealed that a close business associate had visited him the day before his death. Green checked the security footage from the house and found the associate leaving in a hurry. After questioning the associate, they found that he had purchased poison from a local shop. The police arrested the man for Mr. Johnson's death.

At trial, the prosecution presented the poison and the associate's strange behavior as evidence. The defense tried to claim that the death was natural, but the jury believed the prosecution's case. The man was sentenced to life in prison for planning and carrying out the murder.

The Disappearing Bracelet

It was a busy day at the local supermarket. Sarah, the store manager, noticed a woman acting strangely near the jewelry display. A shiny bracelet went missing right after the woman left the store. Sarah called the police, and Detective Collins reviewed the camera footage. The woman had slipped the bracelet into her bag when no one was watching.

Detective Collins reviewed more security footage from the supermarket and followed the woman's movements. The police found her using her credit card at another store nearby. After tracking her down, they arrested her and found several other stolen items in her possession.

In court, the footage showed the woman taking the bracelet and other items from stores. She admitted to taking them, and the judge gave her a lighter sentence because it was her first offense. She was sentenced to community service and ordered to return the stolen goods.

The Car Crash

Detective Harris was called to a car crash that happened late at night. Two cars had collided, and one of the drivers had passed away. The other driver was injured but alive. After talking to witnesses and looking at the evidence, Detective Harris realized that the crash wasn't intentional, but someone's carelessness had led to the tragedy.

Detective Harris carefully examined the crash scene and interviewed witnesses who said one of the drivers had been speeding. After running tests, it was clear that the driver who survived had been drinking alcohol before the crash. The police arrested him for causing the death of the other driver due to his careless actions.

At the trial, the prosecution presented evidence of the alcohol levels and witness testimony about the speeding. The defense argued that it was just a mistake, but the jury decided that the driver was responsible for the accident. He was sentenced to several years in prison for causing the death through negligence.

The Fake Investment

Mr. White had been promised that his money would double in a new business deal. He gave a large amount of money to a man he trusted, but after weeks, he heard nothing back. He called the police, and Detective Brown found out that the man who had taken Mr. White's money never had a business. He had lied from the beginning to take the money for himself.

Detective Brown worked with financial experts to trace the money Mr. White had given to the fraudster. They found that the man had been running similar scams on other people. After collecting evidence from the man's emails and financial records, the police arrested him for tricking people into fake investments.

In court, the prosecution presented the financial records and statements from other victims. The defense claimed that the man intended to start a business but couldn't. The jury didn't believe the excuse, and the judge sentenced the fraudster to several years in prison and ordered him to repay the victims.

The Open Window

Mrs. Parker returned home from her vacation to find her house a mess. The front door was locked, but one of the windows was open. She quickly noticed that her valuable paintings

and electronics were missing. Detective James was called to investigate. After looking around, he figured out that someone had broken in through the window while Mrs. Parker was away.

Detective James dusted the window for fingerprints and found some that didn't belong to Mrs. Parker. After checking the police database, they matched the fingerprints to a man with a history of breaking into homes. The police arrested the man and found some of Mrs. Parker's stolen items in his apartment.

In court, the prosecution showed the fingerprints and the recovered items as evidence. The defense argued that the man wasn't involved, but the jury found him guilty. He was sentenced to several years in prison for breaking into the house and stealing the valuable items.

The Fire at the Old Factory

1. What did the firefighters say about the cause of the fire?
 - a) It was an accident
 - b) It was caused by lightning
 - c) It was set deliberately with gasoline
2. Who was seen near the factory the night before the fire?
 - a) A woman in a red dress
 - b) A man in a black jacket
 - c) A group of teenagers
3. What evidence did Detective Williams find at the scene?
 - a) A broken window
 - b) A matchbox and gloves
 - c) Gasoline traces and a lighter

The Mysterious Hacker

4. How did the hacker steal Mrs. Smith's money?
 - a) By breaking into her house
 - b) By using a computer to hack her bank account
 - c) By stealing her credit card
5. Where did the police trace the hacker's activity to?
 - a) An internet café
 - b) Mrs. Smith's office
 - c) A shopping mall
6. What was the hacker's defense during the trial?
 - a) He was framed by another hacker
 - b) He was only passing by
 - c) Someone else used the computer

The Missing Necklace

7. What did the masked man steal from the jewelry store?
 - a) Money from the cash register
 - b) Expensive jewelry
 - c) A painting
8. How did the police find the man who stole the jewelry?
 - a) They followed his footprints
 - b) They tracked him using CCTV footage
 - c) He confessed at the scene
9. Where was the stolen jewelry found?
 - a) In the robber's apartment
 - b) In a hidden basement
 - c) With a stranger

Trouble in the Dark Alley

10. What did the man steal from Anna?
 - a) Her purse

- b) Her coat
 - c) Her phone
11. Where did the police find the thief?
- a) At the scene of the crime
 - b) In his house
 - c) Selling stolen items at a market
12. What evidence was presented in court against the thief?
- a) The purse and CCTV footage
 - b) Witness testimonies
 - c) The thief's confession

The Poisoned Tea

13. What was found next to Mr. Johnson when he was discovered?
- a) A gun
 - b) An empty cup of tea
 - c) A bottle of poison
14. Who was the prime suspect in Mr. Johnson's death?
- a) His neighbor
 - b) A business associate
 - c) His maid
15. What evidence led to the suspect's arrest?
- a) Poison bought from a local shop
 - b) A threatening letter
 - c) Witness testimony

The Disappearing Bracelet

16. What did the woman do before the bracelet went missing?
- a) Asked for help
 - b) Slipped it into her bag
 - c) Argued with the store manager
17. How did the police find the woman?
- a) They traced her using her credit card
 - b) She returned to the supermarket
 - c) A store employee recognized her
18. What was the woman's sentence?
- a) She went to prison for years
 - b) She was given community service
 - c) She was fined

The Car Crash

19. What caused the car crash?
- a) A mechanical failure
 - b) Careless driving and alcohol consumption
 - c) A wild animal crossing the road
20. What evidence was presented in court to show the driver was at fault?
- a) Security camera footage
 - b) Test results showing alcohol consumption
 - c) Road conditions reports

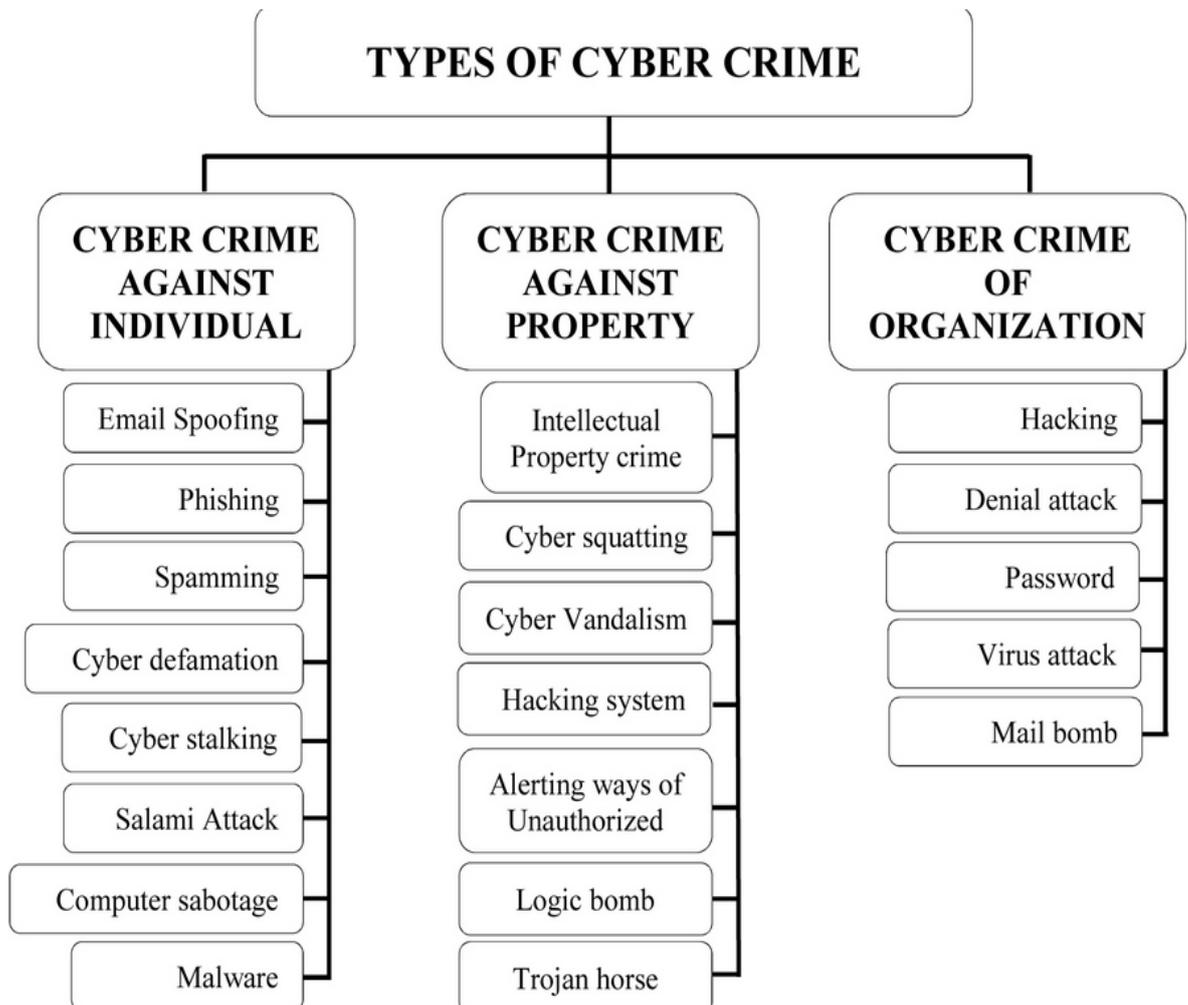
28. Write your own story using the stories above as an example.

29. Translate and retell the case at <http://surl.li/tzazpm>.

30. Extra task. Do the tasks at <https://learnenglish.britishcouncil.org/general-english/story-zone/a2-b1-stories/franks-last-case-a2/b1>

UNIT 3

CYBERLAW



1. Read cyber jokes.

1. The other day I started to whisper and my wife asked why I was whispering? I told her I didn't want Mark Zuckerberg to hear us. I laughed. My wife laughed. Alexa laughed. Siri laughed.

2. Once upon a time, there was a very smart cyber lawyer named Lucy. Lucy specialized in cases involving the internet, computers, and anything online. She even wore glasses with blue lights to protect her eyes because she spent so much time staring at screens!

One day, Lucy got a strange new case. A man named Mr. Whiskers came to her office with a big problem. "Lucy, my cat, Mr. Paws, stole my laptop and posted a silly video of me online! Now everyone is laughing at me!"

Lucy tried not to laugh, but it was hard. "Mr. Whiskers," she said, "I think this case might be a little unusual, even for me!"

"But it's serious," Mr. Whiskers said. "I think my cat is trying to become famous!"

So, Lucy went to Mr. Whiskers' house to meet Mr. Paws, the "internet star." The cat looked at Lucy with big, guilty eyes, and then... he did it again! Mr. Paws took the laptop and started typing! Lucy couldn't believe her eyes. The cat was typing so fast, it was like he was sending emails to everyone on the internet.

Lucy decided to make a "Cyber Cat Contract" with Mr. Paws. She wrote, "Mr. Paws agrees not to steal laptops or make his owner look silly online. In return, Mr. Whiskers will give Mr. Paws two extra fish treats every day." Mr. Whiskers and Mr. Paws both agreed.

2. Complete the gaps with the words from the list. Surf the Net, if you don't know the answer.

cyberspace, cyberlaw, phishing, defamation, identity theft, cybercrime, cyber squatting, malware, hacking, cybersecurity.

1. _____ involves creating fake websites or emails to trick people into revealing personal information.
2. The online environment where users interact, share ideas, and do business is called _____.
3. _____ is a major threat that involves unauthorized access to computer systems and networks.
4. One of the primary goals of _____ is to protect individuals and businesses from online threats.
5. Using someone's personal information for fraudulent purposes is known as _____.
6. _____ is the act of damaging someone's reputation by posting false information about them online.
7. Laws and regulations aimed at controlling online behavior are collectively known as _____.
8. Criminals often use _____ to take control of a person's computer without their knowledge.
9. _____ is a form of online fraud where people register domain names similar to established brands to profit from them.
10. The increase in _____ has led governments to create stricter regulations for online safety.

3. Complete the gaps with the terms from the list below. Surf the Net, if you don't know the answer.

salami attack, password, denial of service, virus, cyber attorney, intellectual property, online transaction, privacy, computer sabotage, cyberstalking.

1. A _____ is a lawyer who specializes in legal issues related to the internet and digital rights.
2. _____ attacks overload a system with traffic, causing it to become unavailable to users.
3. Protecting one's _____ is essential in an era where personal information is easily accessible online.
4. _____ is a form of online harassment where someone repeatedly follows or contacts a person through digital means.
5. Hackers often exploit weak _____ protection to gain access to private data.
6. A _____ occurs when small amounts of money are stolen from multiple accounts to avoid detection.
7. _____ is the deliberate disruption of computer operations, often with the intention of causing harm.
8. Online businesses must ensure their systems are secure to protect _____ from fraud.
9. A _____ is malicious software that can replicate itself and spread to other computers.
10. _____ refers to creations of the mind, such as inventions, literary works, and designs, which need protection.

CYBER LAW VOCABULARY

cyber attack - кібератака

cyber diplomacy toolbox - інструментарій кібердипломатії

cyber resilience - кіберстійкість

cyber war - кібер війна

cybersecurity - кібербезпека

cyberspace - кіберпростір

data theft - крадіжка даних

defamation law - закон про наклеп
digital law - цифрове право
identity theft - крадіжка особистих даних
intellectual property- інтелектуальна власність
internet law - інтернет право
jurisdictional challenges - юрисдикційні виклики
online behavior - поведінка в інтернеті
privacy law - закон про конфіденційність
proprietary information - конфіденційна інформація
trade secrets - комерційна таємниця

Agreements, Acts, and Documents on Cyber Law

Cyber Resilience Act (CRA) – Акт про кіберстійкість
NIS 2 Directive – Директива NIS 2
EU Cyber Solidarity Act (CSA) – Акт про кіберсолідарність ЄС
EU Policy on Cyber Defence – Політика ЄС у сфері кібероборони
Cyber Diplomacy Toolbox – Інструментарій кібердипломатії
EU AI Act – Акт ЄС щодо штучного інтелекту
Security Operations Centers (SOCs) – Центри операційної безпеки (SOC)
Strategic Compass – Стратегічний компас

4. Read the text and do the tasks below.

Cyberlaw (also called Internet or digital law) deals with the rules and laws related to using computers and the Internet. It controls how people behave online, how they do business, keep their data safe, and protect their ideas. Cyberlaw was created to solve special problems in the digital world.

In the UK, the term refers to the laws that control how people behave online and how they conduct business on the Internet. The UK has made laws to protect people from online dangers and ensure that activities online are legal. These laws are important because technology keeps changing, and new problems arise.

The UK has made laws on different topics like online bullying, protecting ideas, doing business online, and using digital signatures. These laws help protect people, businesses, and the government from the dangers that exist on the Internet.

Cyberspace is the online world where people from around the globe can connect, share ideas, and do business. It includes websites, social media, and online markets. Cyberspace is different from the real world because it has no physical borders and is open to everyone.

The rules for how we should act in cyberspace are provided by cyberlaw. These rules are there to protect people and organizations from online threats, like hacking and data theft. Cyberlaw includes many areas, such as cybersecurity, protecting personal data, and online shopping. Making and following cyberlaw is very important to keep the Internet safe and stable. As technology grows and new threats appear, we need stronger cyber laws. Governments, companies, and people must work together to keep cyberspace a safe place for communication, business, and creativity.

1. What is another name for cyberlaw?

- a) Financial law
- b) Criminal law
- c) Internet law
- d) Family law

2. Cyberlaw mainly deals with rules related to:

- a) Sports activities
- b) Online behavior and business
- c) Cooking recipes

- d) Medical treatments
3. Why was cyberlaw created?
- a) To stop people from using the Internet
 - b) To solve problems in the digital world
 - c) To encourage people to use the Internet
 - d) To replace old laws
4. In which country does the text focus on the development of cyberlaw?
- a) USA
 - b) Canada
 - c) UK
 - d) Australia
5. Cyberlaw in the UK helps protect people from:
- a) Natural disasters
 - b) Online dangers
 - c) Traffic accidents
 - d) Bank fraud
6. Which of the following is NOT covered by cyberlaw?
- a) Online bullying
 - b) Protecting ideas
 - c) Online transactions
 - d) Driving licenses
7. What does cyberspace include?
- a) Physical markets
 - b) Social media and websites
 - c) Mountain ranges
 - d) International airports
8. Cyberspace is different from the real world because:
- a) It has physical borders
 - b) It has no physical borders
 - c) It is only for businesses
 - d) It cannot be accessed by everyone
9. Who provides the rules for how we should act in cyberspace?
- a) Doctors
 - b) Cyberlaw
 - c) Teachers
 - d) Artists
10. One of the main goals of cyberlaw is to:
- a) Encourage crime
 - b) Protect individuals from online threats
 - c) Reduce Internet usage
 - d) Increase taxes
11. Cyberlaw includes which of the following areas?
- a) Housebuilding
 - b) Cybersecurity
 - c) Gardening
 - d) Cooking
12. Why is creating cyberlaw important?
- a) To make the Internet slower
 - b) To ensure the Internet is safe and stable
 - c) To stop people from using computers
 - d) To make computers more expensive
13. As technology grows, what increases?

- a) The number of trees
 - b) The need for stronger cyber laws
 - c) The size of cities
 - d) The number of sports teams
14. Who needs to work together to keep cyberspace safe?
- a) Only governments
 - b) Only companies
 - c) Governments, companies, and people
 - d) Only individuals
15. The UK has laws on different topics like:
- a) Protecting ideas and online bullying
 - b) Gardening and farming
 - c) Traffic rules and public transportation
 - d) Cooking and food safety
16. The rules in cyberlaw help to protect:
- a) Only businesses
 - b) People, businesses, and the government
 - c) Only the government
 - d) Only international organizations
17. Cyberlaw was made because:
- a) People wanted more freedom online
 - b) There are special problems in the digital world
 - c) The Internet was not popular
 - d) The Internet was too slow
18. One of the areas covered by cyberlaw is:
- a) Cybersecurity
 - b) Road construction
 - c) Space travel
 - d) Animal protection
19. Cyberspace allows people to:
- a) Stay offline
 - b) Connect and share ideas worldwide
 - c) Travel faster
 - d) Avoid communication
20. The laws in cyberspace aim to:
- a) Make the Internet more confusing
 - b) Protect individuals and organizations from online threats
 - c) Stop online business
 - d) Increase cyber attacks

5. Unscramble the following legal terms.

- 1. tityiden fhett →
- 2. tedarf conitspecort →
- 3. aftionmde wal →
- 4. laliv cliws →
- 5. bsticyone →
- 6. becyr rlawey →
- 7. skaolting →

6. Complete the gaps with the correct legal terms.

- 1. Lawyers prosecute and defend people accused of _____ via the internet.

2. _____ protects individuals and companies from others who illegally use their creative works.
3. Cyber lawyers often work with _____ to ensure online businesses protect valuable information.
4. _____ laws protect people from false statements made online that harm reputation.
5. _____ laws are designed to prevent illegal acts like hacking and identity theft online.

7. Choose the correct answer for each question.

1. What term refers to the illegal use of someone’s personal information for financial gain?
 - a) Trade secrets
 - b) Identity theft
 - c) Obscenity
 - d) Copyright protections
2. What area of law deals with preventing false and harmful statements made online?
 - a) Defamation law
 - b) Criminal law
 - c) Trade secrets
 - d) Contract law
3. What term describes proprietary information that companies seek to protect?
 - a) Freedom of speech
 - b) Financial crimes
 - c) Trade secrets
 - d) Stalking

8. Read the text and write out legal terms.

If a client faces a dispute regarding a cyber contract or domain use, they may rely on their cyber attorney to negotiate the dispute or navigate related litigation. Because of the jurisdictional challenges involved in cyber law, attorneys who help their clients with cyber litigation may need to work carefully to build their case. They need to know the Rules of Civil Procedure as well as the Rules of Evidence in order to effectively build their case with admissible evidence.

Another important role for cyber attorneys in private practice is helping clients create best practices for conducting business and personal affairs. For example, a cyber attorney who represents a hospital might help them implement practices to comply with privacy laws as well as protect personal information.

Even a law firm needs cyber lawyers to help them keep client information confidential in compliance with federal, state, and local laws.

9. Match the words with their definitions

1. dispute	a. when people do not agree and argue
2. attorney	b. something used in court to prove the truth
3. litigation	c. a lawyer
4. jurisdictional	d. legal action in a court
5. evidence	e. related to laws in different places
6. privacy	f. keeping personal information secret

10. Read the text and mark the sentences below True or False.

1. Cyber attorneys help with legal problems related to the internet.
2. A cyber attorney only works in court.
3. Cyber attorneys need to know rules about evidence and procedures.
4. Hospitals do not need cyber attorneys.

5. Law firms need cyber lawyers to protect client information.

**11. Complete the gaps with the words:
clients, evidence, law firm, dispute, rules**

1. Cyber attorneys help their _____ with cyber law problems.
2. A cyber attorney may help in a _____ over a contract.
3. It's important to know the _____ for civil procedure.
4. They need to collect the right _____ for the case.
5. Even a _____ needs a cyber lawyer to protect information.

12. Answer the following questions in 1-2 sentences.

1. What do cyber attorneys do?
2. Why do cyber attorneys need to know the Rules of Evidence?
3. Who might need help from a cyber attorney?

13. Read the excerpts from the EU document and answer the questions.

The role of cyber in the Russian war against Ukraine:

Its impact and the consequences for the future of armed conflict

On 24 February 2022, the Russian Federation carried out a further military invasion of Ukraine, violating the UN Charter¹. The ongoing international armed conflict raises concerns about harm and impact caused to the civilian population, and the protection of civilians and civilian infrastructure which are affected by both kinetic and cyberattacks.

The term cyber war – used to refer to a method of warfare whereby state and non-state actors aim to penetrate another computer or network to cause damage or disruption – is being routinely used in this war of aggression. Cyberspace is now a fast-developing domain of conflict.

As the new European defence doctrine, approved by the European Council in March 2022, the Strategic Compass² recognises cyber as a domain of warfare that must be protected through cooperation and close coordination. This is an important paradigm shift for EU policy, which traditionally emphasised cyber resilience from the position of economic impact, rather than defence. The multidimensional warfare used in the ongoing armed conflict in Ukraine presents a complex security challenge.

The CyberPeace Institute has been documenting cyberattacks on critical infrastructure and civilian objects since the beginning of the Russian war of aggression against Ukraine. The documentation of attacks contributes to the analysis of the use of cyber means in wartime. As of 31 May 2023, the Institute recorded 1,998 cyberattacks and operations perpetrated by 98 different actors. These cyber incidents targeted 23 different critical infrastructure sectors, affecting Ukraine, the Russian Federation, and some 49 other countries.

1. What is the main focus of the text?
 - a) The economic impact of cyberattacks
 - b) The military invasion of Ukraine and the use of cyber warfare
 - c) The role of the UN in protecting civilians
 - d) The history of cyberattacks in Europe
2. What does the term "cyber war" refer to in the text?
 - a) A legal agreement between countries
 - b) Using technology to disrupt or damage another state's computer systems
 - c) A physical attack on a country's military
 - d) A method of economic warfare between companies
3. According to the text, what is the main purpose of the Strategic Compass approved by the European Council in 2022?
 - a) To enhance economic cooperation between EU members
 - b) To shift focus from cyber resilience to the use of cyber in warfare

- c) To develop new computer networks
 - d) To document the history of cyberattacks
4. How many cyberattacks were documented by the CyberPeace Institute as of May 2023?
- a) 1,998
 - b) 98
 - c) 23
 - d) 49
5. What can be inferred about the impact of the cyberattacks in the text?
- a) They only targeted Ukraine and Russia.
 - b) They affected multiple countries and sectors.
 - c) They focused primarily on economic systems.
 - d) They were mostly defensive operations to protect networks.

14. Read and translate the summary on the legal improvements to strengthen cyber resilience in the EU. Write out all the names of agreements, acts and documents and find their equivalents in Ukrainian.

The EU has implemented and proposed several legal measures to strengthen its cyber resilience, particularly in response to challenges posed by the war in Ukraine.

Key initiatives include the Cyber Resilience Act (CRA), the NIS 2 Directive, and the EU Cyber Solidarity Act (CSA). These frameworks aim to enhance cybersecurity across sectors by improving incident response, boosting public-private cooperation, and introducing requirements for critical service providers to safeguard against cyberattacks.

The EU Policy on Cyber Defence emphasizes the importance of collaboration between civilian, military, and private entities. It highlights the need for robust cyber emergency mechanisms like Security Operations Centers (SOCs), using AI and data analytics to improve cross-border detection and response.

Additionally, the Cyber Diplomacy Toolbox requires further development to address gaps in sanction regimes and accountability for cyberattacks. The EU's AI Act complements these efforts by regulating AI systems to ensure safety and ethical use, especially in preventing the malicious use of AI in cyberattacks. Cooperation with NATO and alignment with international law are also critical to enhancing cyber defense capabilities.

Overall, the EU's approach involves comprehensive policy frameworks, cooperation across sectors, and a focus on advanced technologies to improve cyber resilience and protect critical infrastructure from emerging threats.

15. Answer the questions.

1. What key events prompted the EU to strengthen its cyber resilience policies?
2. Which three major initiatives has the EU implemented to enhance cybersecurity across sectors?
3. What are the primary goals of the Cyber Resilience Act (CRA)?
4. How does the NIS 2 Directive contribute to improving the EU's cybersecurity efforts?
5. What role does the EU Cyber Solidarity Act (CSA) play in the EU's cybersecurity strategy?
6. How does the EU Policy on Cyber Defence promote cooperation between civilian, military, and private sectors?
7. Why are Security Operations Centers (SOCs) important in the EU's cyber defense strategy?
8. What gaps in cybersecurity does the Cyber Diplomacy Toolbox seek to address?
9. How does the EU's AI Act relate to its broader cybersecurity efforts?
10. In what ways does cooperation with NATO and international law strengthen the EU's cyber defense capabilities?

18. Match the words to make phrases.

to implement	cyberdefence
to enhance	malicious use
to improve	cooperation
to prevent	legal measures
to boost	cyber resilience

19. Unscramble the following legal terms.

tnepimlee →
yebrc →
ciliesreen →
nefecde →
enhance →
ulsmaicoi →
erimovp →
tropaeoocni →
rveenpt →
aesrseum →
stobo →

20. Complete the gaps with the correct words from the list:

to implement, cyberdefence, to enhance, malicious use, to improve, cooperation, to prevent, legal measures, to boost, cyber resilience.

1. The EU has introduced several _____ to address cybersecurity challenges.
2. One key objective of the new policies is _____ between civilian, military, and private sectors.
3. The EU's approach aims _____ in response to growing cyber threats.
4. Policymakers are working on strategies _____ of artificial intelligence in cyberattacks.
5. A primary focus of the EU's new initiatives is _____ collaboration across sectors.
6. The new frameworks aim _____ the EU's capacity to defend against cyber incidents.
7. Efforts are being made _____ the response capabilities of Security Operations Centers.
8. Public-private _____ is essential for a comprehensive cybersecurity strategy.
9. The EU has invested in advanced technologies _____ detection of cyber threats across borders.
10. By _____ these strategies, the EU hopes to strengthen protections for critical infrastructure.

21. Complete the gaps with the terms from the list:

cyber resilience, data protection, Cyber Resilience Act, Cyber Diplomacy Toolbox, cyberattack, Cyberpeace Institute, jurisdiction, evidence, dispute, Strategic Compass

1. The European Union has introduced the _____ to enhance cybersecurity across various sectors.
2. In cases of online disputes, lawyers must gather _____ to support their clients' claims.
3. A significant shift in EU policy, the _____, focuses on cyber as an essential part of defense strategy.
4. To combat global cyber threats, the EU relies on the _____ to coordinate responses and impose sanctions.
5. _____ refers to the legal power or authority over a specific geographic area or type of issue.
6. The _____ has documented thousands of cyber incidents affecting infrastructure worldwide.
7. In a _____ between two parties over online rights, both sides might need legal representation.
8. Ensuring _____ is crucial for businesses that handle personal data to comply with regulations.

9. The increase in _____ on critical infrastructure has raised concerns about national security.
10. Governments must invest in _____ to quickly recover from and adapt to cyber incidents.

**22. Complete the gaps with the words:
cybersecurity, resilience, collaboration, response, accountability, regulation, cross-border, critical, cooperation, mechanisms**

1. The EU has taken steps to enhance its cyber _____ in response to growing security challenges.
2. A primary goal of the new initiatives is to improve _____ between public and private entities.
3. The EU's policy encourages _____ efforts between civilian, military, and private sectors.
4. New _____ are being introduced to safeguard essential service providers from cyberattacks.
5. The use of data analytics is intended to enhance _____-_____ detection and response capabilities.
6. The frameworks aim to boost _____ across sectors to respond effectively to cyber threats.
7. Enhanced _____ will help ensure that cyberattacks are met with proper sanctions and responses.
8. The EU's approach includes implementing _____ for AI systems to ensure safe and ethical use.
9. A significant focus is on improving cyber _____ to protect essential infrastructure.
10. Security Operations Centers provide essential _____ for emergency response in cybersecurity.

23. Follow the link <http://surl.li/inidtu> and read about 6 biggest cases of cybercrime. Choose one case, translate it and write a summary of the text (2-3 sentences).

UNIT 4
LITIGATION AND TRIAL

WHAT IS LITIGATION?



Litigation refers to the process of resolving disputes or legal conflicts through the court system.

It involves two or more parties engaging in a formal legal proceeding to seek a resolution to their disagreement.

Litigation typically involves filing a lawsuit, presenting evidence, arguing legal points, and ultimately receiving a decision from a judge or jury.

The goal of litigation is to resolve the dispute in a fair and just manner according to the principles of law.

LITIGATION AND TRIAL VOCABULARY

bail – застава
capital punishment / death penalty – смертна кара
to charge (with a crime) – звинуватити
complicity – співучасть
conviction – засудження
courtroom proceedings – судовий процес
criminal act – злочинна дія
criminal defense attorney – адвокат у кримінальних справах
criminal intent – злочинний намір
cross-examine – перехресний допит
defendant – підсудний, обвинувачений
forensic – судово-медичний
law enforcement agencies – правоохоронні органи
legal counsel – правова допомога
plea deal – угода про визнання провини
pre-trial investigations – досудові розслідування
prosecution – обвинувачення (сторона обвинувачення)
reduced charge – зменшене звинувачення
rights and freedoms – права і свободи
self-incrimination – самообвинувачення
sentence – вирок, винести вирок
trial – судовий процес, суд
victim – постраждалий

1. Read the text and answer the questions.

In the first-instance court, cases are decided by a single judge. In the court of appeal, a panel of three judges hears cases, while in the court of cassation, a panel of three or more judges

(always an odd number) handles cases. The High Anti-Corruption Court reviews cases related to the recognition of assets as unsubstantiated and their recovery to state revenue, with a panel of three judges.

In civil proceedings, the judge plays a more passive role compared to the parties, focusing on the following responsibilities:

- managing the litigation process
- facilitating mediation to resolve disputes
- informing litigants of their procedural rights, obligations, and the consequences of their actions or inaction
- preventing the abuse of rights by litigants
- in rare cases, gathering evidence independently, such as to protect minors or individuals with limited or no legal capacity.

Cases involving limitation of civil capacity, recognition or restoration of incapacity, declaration of a person as missing or deceased, adoption, compulsory psychiatric care, involuntary hospitalization for tuberculosis treatment are handled by one judge and two jurors.

1. Who decides cases in the first-instance court?
2. How many judges hear cases in the court of appeal?
3. What is the role of the High Anti-Corruption Court?
4. List the responsibilities of a judge in civil proceedings.
5. In which circumstances does a judge gather evidence independently?
6. What kinds of cases are handled by a panel consisting of one judge and two jurors?

2. Complete the gaps with the correct words from the list:

panel, judge, responsibilities, mediation, civil, capacity, evidence.

1. In civil proceedings, the _____ plays a more passive role compared to the parties involved.
2. The court requires the judge to manage the litigation process, facilitate _____ to resolve disputes, and inform the litigants.
3. Cases involving the limitation of civil _____ are handled by one judge and two jurors.
4. A _____ of three or more judges handles cases in the court of cassation.
5. In rare cases, the judge might gather _____ independently.
6. The judge also has the responsibility of preventing the abuse of rights by litigants.

3. Match the legal terms to their definitions:

1. Civil proceedings	The action of asking the court for a decision.
2. Mediation	The process of collecting facts or items to prove a case.
3. Evidence	A process for resolving disputes with the help of a neutral third party.
4. Litigation	Legal proceedings in non-criminal cases.
5. Judge's role	The primary duties of a judge in a case.

4. Read the text and do the tasks.

If the statement of claim complies with procedural law, the court initiates proceedings within 5 days, specifying whether the case will be heard through general adversary proceedings or summary proceedings. This decision impacts the timeline for the case. The consideration period begins when the proceedings are opened.

In general adversary proceedings, the case must be resolved within 90 days, with up to 60 days for preparatory stages and 30 days for the substantive hearing. In summary adversary proceedings, the case must be concluded within 60 days.

The case concludes when the court delivers its decision.

The legislation limits the number of individuals who can submit appeals and cassation appeals, as well as the deadlines, grounds, and matters that can be appealed. Court decisions may be contested by case participants and by non-participants if the court's decision affects their rights, freedoms, interests, or obligations. The timeframe for filing an appeal against a court decision is 30 days, and for a court ruling, 15 days from the decision's announcement. A cassation appeal must be filed within 30 days of the decision's promulgation, with legal limitations on the grounds for such challenges.

1. Within how many days must the court initiate proceedings after a statement of claim is filed?
2. What are the two types of proceedings that can be used to hear a case, and how do they differ?
3. How long can general adversary proceedings take from the preparatory stage to the substantive hearing?
4. What is the deadline for filing an appeal against a court decision?
5. Who can submit an appeal or cassation appeal?

5. Draw a flowchart illustrating the key timelines and deadlines from the initiation of proceedings to the conclusion of appeals and cassation appeals.

6. Fill in the blanks with the correct words from the list: appeals, adversary, proceedings, cassation, deadline, complaint.

1. If the statement of _____ complies with procedural law, the court initiates _____ within 5 days.
2. In general _____ proceedings, the case must be resolved within 90 days.
3. A _____ appeal must be filed within 30 days of the decision's promulgation.
4. The timeframe for filing an appeal against a court decision is 30 days, and for a court ruling, 15 days from the decision's announcement.
5. If a party wishes to file a _____ about a court decision, they must submit it within the set timeframe.

7. Decide whether the following statements are true or false:

1. A cassation appeal must be filed within 60 days of the decision's promulgation.
2. Court decisions can only be contested by the case participants, not by non-participants.
3. In general adversary proceedings, the case must be concluded within 60 days.
4. A decision in a case can be appealed only on certain grounds.

8. Read the text and answer the questions.

Participants in the case shall state in writing their claims, objections, arguments, explanations and opinions on the subject matter of a dispute in statements on the merits of the case.

Statements on the merits of the case include:

- statement of claim
- response to the statement of claim
- answer to the response
- objections
- explanations of a third party in respect of the claim or response

In civil litigation, the following types of evidence are recognized:

- written, physical, and electronic evidence,
- expert opinions,
- witness testimony.

Parties and other participants in the case must directly submit evidence to the court. Before submitting evidence, it must first be provided to other participants for prior review. The parties must present their evidence when filing the first statement on the merits of the case.

If a party cannot submit evidence within the designated time for valid reasons, they must inform the court in writing, specifying the evidence, the reasons for the delay, and proof that all efforts to obtain the evidence have been made. The court may extend the deadline for submitting evidence if it finds the delay reasonable.

A party may also file a motion requesting the court to obtain evidence if they are unable to do so themselves. Witnesses are required to appear in court when summoned, providing truthful testimony about what they know. Witnesses testify orally during court hearings, but the law also allows for written questioning of litigants as witnesses.

Individuals cannot refuse to testify, except when the testimony concerns themselves, their family members, or close relatives.

1. What kinds of statements are included in "statements on the merits of the case"?
2. What types of evidence are recognized in civil litigation?
3. What are the rules regarding the submission of evidence by the parties involved?
4. What must a party do if they are unable to submit evidence within the designated time?
5. Can witnesses refuse to testify? Under what circumstances is this allowed?

**9. Complete the gaps with the correct words from the list:
evidence, objections, parties, witness, case, motion.**

1. The _____ must submit evidence to the court directly and before submission, it must be provided to other _____ for prior review.
2. A party may also file a _____ requesting the court to obtain evidence.
3. The _____ must present their evidence when filing the first statement on the merits of the _____.
4. Witnesses must appear in court when summoned and testify about what they know.

10. Match terms to their definitions:

1. Evidence	The individual who gives testimony in court.
2. Witness	The document or item used to support an argument in court.
3. Objections	The formal written request for the court to take action.
4. Motion	An objection raised against something presented during the trial.

11. Read the text and answer the questions.

The main remedies for protecting rights and interests in civil proceedings include:

- recognition of a right
- invalidation of a transaction
- termination of actions violating the right
- restoration of the situation prior to the violation
- enforcement of obligations in kind
- modification of legal relations
- termination of legal relations
- compensation for damages and other forms of financial redress
- compensation for non-pecuniary damages
- declaration of decisions, actions, or inaction by state or local authorities, their officers, or officials as illegal.

This list is not exhaustive, as the plaintiff can choose an appropriate remedy at their discretion. Additionally, courts may use other remedies provided by law or contract. The court

is not limited to these remedies and can apply any effective measures as long as they don't contradict the law.

1. What are the main remedies available for protecting rights and interests in civil proceedings?
2. What types of compensation can be awarded to the parties?
3. Can the plaintiff choose their own remedy, or are they limited to the ones listed?
4. What flexibility does the court have in applying remedies not specified by law or contract?

**12. Complete the gaps with the correct words from the list:
recognition, compensation, invalidation, restoration, remedy, modification.**

1. One of the main _____ for protecting rights is the _____ of a right or invalidation of a transaction.
2. A court may order the _____ of the situation prior to the violation or _____ of legal relations.
3. The plaintiff may seek _____ for damages or non-pecuniary damages if applicable.
4. The court can apply any effective _____ that doesn't contradict the law.

**13. Complete the gaps with the correct words from the list:
compensation, remedy, restoration, invalidation.**

1. _____ of the situation prior to the violation
2. _____ for non-pecuniary damages
3. _____ of a transaction
4. The plaintiff can choose an appropriate _____.

14. Match the headlines with 4 texts and do the tasks.

Court Structure and Judge's Role
Case Timeline and Appeal
Case Participants and Evidence
Remedies in Civil Proceedings

I. _____ The trial is where the prosecutor presents facts and evidence to prove the defendant's guilt, while the defendant, aided by an attorney, provides their side of the story. Key participants include the prosecutor, defense attorney, judge, and jury. The judge serves as a neutral party, ensuring fairness and deciding which evidence can be shown to the jury. Jurors, typically twelve, are selected from a larger pool called the "venire," composed of eligible local citizens. The selection process aims to create a diverse and unbiased jury. Both the prosecutor and defense attorney can question potential jurors about biases, excusing some based on responses or through peremptory challenges, which don't require justification.

1. Who presents evidence to prove the defendant's guilt?
2. What is the judge's primary role during the trial?
3. From where are potential jurors selected?
4. What is a peremptory challenge?
5. How many jurors are typically chosen for a trial?
6. Who is responsible for deciding what evidence the jury can see?
 - a) Prosecutor
 - b) Judge
 - c) Defense Attorney
 - d) Jury

a. Complete the gaps with the correct words from the list:

prosecutor, jury, attorney, venire, defense.

1. The prosecutor presents facts and evidence to prove the defendant's guilt, while the _____ provides their side of the story.
2. Jurors are selected from a larger group called the " _____," composed of eligible local citizens.
3. Both the prosecutor and _____ can question potential jurors about biases.
4. A _____ attorney helps the defendant during the trial.

b. Decide if the following statements are true or false.

1. The prosecutor is the only person who questions jurors during the selection process.
2. Jurors are randomly chosen from a pool of local citizens, and their selection process is unbiased.
3. The judge makes the final decision on the evidence presented to the jury.

II. _____ The trial begins with opening statements, where the prosecutor and defense outline their cases without evidence or witnesses. The prosecutor goes first, followed by witness testimonies and evidence presentation. After cross-examining the prosecutor's witnesses, the defense can call its own witnesses, though it is not required to. The prosecutor must prove the defendant's guilt, while the defense is not obligated to prove innocence. The trial progresses through cross-examinations, objections, and redirect questioning. Once both sides rest, closing arguments summarize the evidence before the judge gives the jury instructions on legal matters for their deliberation.

1. What happens during opening statements?
2. Who has the responsibility to prove guilt in a trial?
3. What is the purpose of cross-examination?
4. When does the defense attorney cross-examine witnesses?
5. What is the final part of the trial before the jury begins deliberation?
6. Who makes the first opening statement?
 - a) Defense Attorney
 - b) Defendant
 - c) Prosecutor
 - d) Jury Foreman

**a. Complete the gaps with the correct words from the list:
closing, cross-examining, objections, witnesses, defense.**

1. The trial begins with opening statements, and after that, the prosecutor presents evidence and calls _____.
2. The defense can challenge the prosecutor's _____ during cross-examination.
3. Closing arguments summarize the evidence before the judge gives the jury instructions.
4. The _____ is not obligated to prove innocence but can challenge the prosecution's case.

b. Match:

Cross-examination	A questioning of a witness by the opposing party.
Closing arguments	The lawyer representing the defendant.
Defense	The process of summarizing the case after both sides present their arguments.

III. _____ During the trial, either attorney may raise objections to specific questions or pieces of evidence. Common objections include "hearsay," where testimony concerns events not directly witnessed, and "relevance," questioning whether evidence is related to the case.

The judge, hearing both arguments, either upholds or overrules objections. Following closing arguments, the judge gives final instructions to the jury regarding the law and their role in reaching a verdict. The jury then deliberates privately, free from external influence, and may consult the judge on legal questions. For federal criminal cases, the verdict must be unanimous.

1. What is an objection based on "hearsay"?
2. Who decides if an objection is valid?
3. When does the judge provide jury instructions?
4. What is "relevance" in legal objections?
5. What kind of decision must a federal criminal trial jury reach?
6. Which of the following is an example of an objection?
 - a) Verdict
 - b) Hearsay
 - c) Testimony
 - d) Closing Argument

a. Complete the gaps with the correct words from the list: objections, hearsay, relevance, overrules, upheld.

1. A common _____ is "hearsay," where testimony involves events the witness didn't personally observe.
2. The judge may either _____ or _____ the objection based on the arguments presented.
3. _____ concerns whether the evidence is directly related to the case at hand.

b. Decide if the following statements are true or false.

1. Objections are only raised by the defense attorney during the trial.
2. Hearsay refers to testimony about things the witness has personally seen or heard.
3. The jury can consult the judge about legal questions during deliberation.

IV. _____ The judge presides over the courtroom, ensuring fair proceedings. Like a referee, the judge remains neutral, monitoring each side's adherence to legal standards and handling objections. The judge is also responsible for the jury's instructions on the legal framework of the case. Once the jury reaches a unanimous decision, they inform the judge, and the verdict is read in court. In the case of acquittal, the defendant is usually free to go. U.S. Marshals provide security during the trial, ensuring a safe and controlled environment for everyone involved.

1. What is the judge's role during a trial?
2. Why is the judge considered neutral?
3. Who informs the judge of the jury's decision?
4. What happens if the jury finds the defendant not guilty?
5. Who is responsible for security in the courtroom?
6. Who ensures a fair trial and oversees courtroom procedures?
 - a) Jury
 - b) Defense Attorney
 - c) Judge
 - d) Prosecutor

a. Complete the gaps with the correct words from the list: judge, acquittal, Marshals, security, neutral.

1. The _____ ensures fairness during the trial by monitoring the proceedings.
2. In the case of _____ the defendant is set free, with no further legal action taken.
3. U.S. _____ provide _____ during the trial to ensure safety and order in the courtroom.

b. Match the term to its definition:

Acquittal	The decision to release the defendant from custody.
Judge's role	The judge's responsibility to ensure fairness and neutrality.
U.S. Marshals	A decision by the court stating that the defendant is not guilty.

15. Read the texts and choose the headlines.

Imprisonment

Sentence to Death

Shared Responsibility for the Crime

Acquittance

Genocide

Judgment

_____ Two men, Tom and Jerry, were accused of robbing a bank. The police quickly realized that both were involved, and they couldn't escape the truth. Both men shared responsibility for the crime. They had planned the robbery together, and although one tried to blame the other, it was clear they were both equally guilty.

_____ After months of court hearings, the judge finally made his judgment. He listened to the defense and prosecution carefully and then gave his ruling: both Tom and Jerry would face a long prison sentence for their crime.

_____ The court hearing was intense. The prosecutor asked for the most severe punishment: the death penalty. The judge, however, decided that life imprisonment was a more appropriate sentence. The crowd in the courtroom was divided, but the judge's decision was final.

_____ In a faraway country, a terrible crime had been committed. A powerful dictator ordered the mass killing of innocent people. This horrifying act was soon declared genocide. The world reacted with shock and outrage, and the dictator was soon brought to trial.

_____ For his role in the genocide, the dictator was sentenced to imprisonment. The trial was long and complicated, but in the end, he was locked away for life. His reign of terror was over, and the people of the country could begin to heal.

_____ As the trial of the two men continued, there was a surprising twist. New evidence was presented, and it turned out that Tom had an alibi. The judge ruled that Tom was innocent, and he was acquitted of all charges. Jerry, however, remained guilty and was sent to prison. Tom walked out of the courtroom a free man, relieved but sad for his former friend.

16. Watch the episode from the Simpsons at <http://surl.li/nsqfjp> till 01:39 and write out legal vocabulary. Answer the questions.

1. Is it allowed to talk in the cage? Why (not)?
2. Who call the witness?
3. How many witnesses does the defence party have?
4. Does the defendant plead guilty?
5. Are there any real witnesses to the crime?
6. Why does the defence party say "Objections"?
7. Why did the judge find the defendant not guilty?

17. Extra task. Read the presentation at <http://surl.li/zetoxv> and write its summary.

18. Extra task. Translate the words and listen to the judge at <http://surl.li/atohql>.
to interpret and uphold the law
at my discretion
a public gallery
on behalf of
to prove beyond any reasonable doubt
cross-examination
sufficient evidence
to find in favour of
to release the defendant

UNIT 5

THE MOST NOTORIOUS CRIMES IN THE WORLD HISTORY

VOCABULARY

acquitted – виправданий
capital punishment / death penalty – смертна кара
cross-examine – перехресний допит
defense attorney – адвокат захисту
defense team – команда захисту
judgment – рішення суду
life sentence – довічне ув'язнення
misdemeanor – правопорушення
misconduct – неправомірна поведінка
parole – умовно-дострокове звільнення
suspect – підозрюваний
tax evasion – ухилення від сплати податків
unanimous decision – одностайне рішення

1. Read the text and answer the questions.

The O.J. Simpson murder trial gripped the nation in 1995, with 150 million people tuning in to watch the drama unfold on TV.

Simpson, a former NFL superstar turned broadcaster and actor, was charged with murder in 1994 after his ex-wife Nicole Brown Simpson and her friend Ron Goldman were found dead from multiple stab wounds. A blood-splattered glove was found near O.J. Simpson's home.

The trial lasted for eight months and has become one of the most famous murder trials ever. Simpson never took the stand, but about 150 witnesses testified. Simpson assembled a massive legal team, which he referred to as "The Dream Team," including heavy hitters Robert Shapiro and Johnnie Cochran.

The defense team was able to cast doubt over the prosecution's case by criticizing the handling of DNA evidence. Defense attorneys also alleged racism and misconduct on the part of an LAPD detective.

O.J. Simpson was eventually found not guilty on both counts of murder in one of the most famous trials ever. The decision—and the massive reaction to it—was a huge social flashpoint, raising questions over a racial divide. A separate civil trial in 1997 saw a jury find Simpson responsible for the deaths, awarding the families of the deceased \$33.5 million.

Simpson later served nine years in prison after being convicted of multiple felonies in Nevada. He was released in 2017. O.J. Simpson passed away from cancer in April 2024.

1. What was O.J. Simpson charged with in 1994?
 - A) Robbery
 - B) Assault
 - C) Murder
 - D) Fraud
2. How did the defense team cast doubt on the prosecution's case?
 - A) By presenting new evidence
 - B) By criticizing the handling of DNA evidence
 - C) By proving Simpson's alibi
 - D) By finding new witnesses
3. Which of the following is NOT mentioned as part of Simpson's defense strategy?
 - A) Allegations of racism and misconduct
 - B) Criticism of DNA evidence handling

- C) Presenting Simpson as a witness
 - D) Hiring a large legal team
4. What was the outcome of the criminal trial in 1995?
- A) O.J. Simpson was found guilty
 - B) O.J. Simpson was acquitted
 - C) The trial ended in a mistrial
 - D) O.J. Simpson pled guilty
5. What was the result of the civil trial in 1997?
- A) Simpson was sentenced to prison
 - B) Simpson was found responsible for the deaths
 - C) Simpson was acquitted
 - D) The trial was dismissed
6. What major societal issue was highlighted by the reaction to the trial's outcome?
- A) Economic inequality
 - B) Gender discrimination
 - C) Racial divide
 - D) Media bias

2. Choose the correct answer

1. What was found near O.J. Simpson's home?
- A) A bloody knife
 - B) A blood-splattered glove
 - C) A witness who testified
 - D) A letter confessing the crime
 - E) A pair of shoes with blood stains
 - F) A torn piece of clothing
 - G) A wallet belonging to Ron Goldman
 - H) A set of fingerprints
2. What was the defense team's main criticism of the prosecution's case?
- A) Misleading witness testimonies
 - B) Mishandling of DNA evidence
 - C) Lack of concrete evidence
 - D) Inconsistent timelines
 - E) False alibis
 - F) Tampered physical evidence
 - G) Missing key documents
 - H) Fabricated evidence
3. What was the outcome of the criminal trial?
- A) Guilty of murder
 - B) Acquitted on all counts
 - C) Guilty of manslaughter
 - D) Mistrial
 - E) Pleaded guilty
 - F) Guilty of lesser charges
 - G) Trial postponed
 - H) Pleaded no contest
4. How did the public react to the trial's verdict?
- A) Widespread agreement
 - B) Indifference
 - C) Joyful celebrations
 - D) Shock and disbelief
 - E) Protests and unrest

- F) Support for the defense
 - G) Media silence
 - H) A shift in public opinion
5. What was the result of the civil trial in 1997?
- A) Simpson was awarded money
 - B) Simpson was found responsible for the deaths
 - C) Simpson was acquitted again
 - D) Trial was dismissed
 - E) No ruling was made
 - F) Simpson received community service
 - G) The families dropped the case
 - H) The jury was deadlocked
6. What significant issue did the trial's outcome highlight?
- A) Economic inequality
 - B) Racial divide
 - C) Gender inequality
 - D) Political corruption
 - E) Media manipulation
 - F) Legal reform
 - G) Environmental concerns
 - H) Technology in trials
7. Why did O.J. Simpson serve time in prison after the murder trial?
- A) For committing another murder
 - B) For multiple felonies in Nevada
 - C) For violating parole
 - D) For tax evasion
 - E) For drug trafficking
 - F) For bribery
 - G) For assault
 - H) For fraud

3. Match the titles A-I to the paragraphs of the text 1-6

- A. Nation Gripped by O.J. Simpson Murder Trial
- B. Simpson Admits Guilt During the Trial
- C. Simpson Charged with Murder After Discovery of Bodies
- D. The Lengthy and High-Profile Trial of O.J. Simpson
- E. The Formation of Simpson's "Dream Team" Defense
- F. The Trial That Led to Simpson's Lifetime Imprisonment
- G. Defense Casts Doubt on DNA Evidence and LAPD Conduct
- H. The Legal Battle Between Simpson and His Ex-Wife
- I. Simpson Found Not Guilty Amid Racial Tensions

4. Translate the phrases.

A civil trial, a defense attorney, charged with murder, found not guilty, responsible for, convicted of felony, witnesses testify, a defense team, misconduct, released from prison, a murder trial, to take the stand, a legal team, DNA evidence, to serve nine years in prison.

5. Match the words at <https://learningapps.org/display?v=p0knftcak24>

6. Complete the gaps using the phrases from the task 5.

1. The judge announced the start of _____, where the accused faced a jury regarding a serious crime.

2. The suspect was ____ and awaited the decision of the court.
3. The prosecution called the main witness ____ in front of the jury to answer questions.
4. During the trial, several ____ about the events on the night of the crime.
5. The defendant's ____ worked hard to build a strong case to prove his innocence.
6. The court appointed ____ to focus on discrediting the prosecution's case.
7. Key ____ collected at the scene linked the suspect to the crime.
8. The defendant's main representative, ____, argued passionately in favor of their client.
9. The prosecution faced allegations of ____ during the case, which questioned the trial's fairness.
10. After careful deliberation, the jury decided the defendant was ____ of all charges.
11. Later, the defendant faced ____, where the victim's family sought compensation.
12. The civil trial aimed to determine whether the defendant was ____ the victim's suffering.
13. The court sentenced the convicted criminal ____ for the offense committed.
14. Being ____ had a significant impact on the defendant's future, affecting his rights and reputation.
15. After completing his sentence, the defendant was finally ____.

7. Complete the story with the phrases from the task 5.

The courtroom was silent as the judge called for the start of _____. The defendant, a young man in his twenties, had been _____ after evidence linked him to the crime. His _____ worked hard to build a case, knowing that the charges against him were severe. The prosecution claimed they had solid _____ tying the suspect to the scene of the crime, but the defense argued there were flaws in the evidence collection process.

One by one, _____ came forward, each sharing their perspective on the events leading up to the crime. The defense called their main witness _____ and explain the defendant's whereabouts on the night in question. His _____ did everything possible to prove his innocence, despite rumors of _____ by the prosecution in handling the case.

After days of testimony and cross-examinations, the jury ultimately declared the defendant _____. However, the victim's family still believed he was _____ for their loss. Later, they filed _____ to seek justice through financial compensation.

Years later, the defendant was _____ on unrelated charges and had _____. After serving his sentence, he was finally _____. He hoped to start over, though he knew his record as someone once _____ would follow him for the rest of his life.

8. Write your own story using the vocabulary of the text.

9. Read the text and choose the best answer.

Al Capone

- **Defendant:** Notorious gangster Alphonse "Scarface" Capone
- **Charge:** Tax Evasion
- **When:** 1931
- **Where:** Chicago Federal Courtroom, Wilkerson, Illinois

Al Capone is still one of the most notorious gangsters in American history. He first joined a gang as a teenager before moving to Chicago and joining a serious criminal enterprise. Capone was eventually chosen as the organization's boss, still aged in his 20s.

Capone was responsible for expanding the enterprise, running major bootlegging and smuggling operations during prohibition, as well as engaging in bribery and intimidation and famously ordering high-profile murders – including those of rival gang members.

Authorities were desperate to bring Capone to justice, dubbing him "Public Enemy Number 1." But they struggled to prove his connection to any serious crimes until the assistant attorney general hatched a plan to target Capone's illegally earned money. Prosecutors eventually charged Capone with 22 counts of tax evasion, and the case went to trial.

No one would expect tax evasion to form the heart of one of the most high-profile criminal cases ever. But due to the defendant, this became one of the most famous trials in history. It lasted less than two weeks, and Capone initially pleaded guilty before switching his plea. The jurors selected for the case were changed and kept secret to ensure Capone's gang could not bribe anyone.

Al Capone was found guilty on five counts of tax evasion – a meek ending for a crime boss of his stature. He was sentenced to 11 years in prison, ending his sentence in Alcatraz. He was released after seven and a half years and died of a heart attack seven years later, aged 48.

Here are some vocabulary and reading comprehension tasks designed for A2-B1 English learners based on the text provided about Al Capone. Each task has multiple-choice questions to assess understanding of key points and vocabulary in the text.

1. Why did Capone become famous in the United States?
 - A) For his charity work
 - B) For his criminal activities
 - C) For his role in the government
 - D) For helping the police
2. What was Capone's main criminal activity during Prohibition?
 - A) Selling clothes
 - B) Smuggling and selling alcohol
 - C) Writing books
 - D) Organizing parties
3. Why was it difficult for authorities to arrest Capone?
 - A) He was always traveling
 - B) They couldn't find proof of his crimes
 - C) He was very friendly with everyone
 - D) The police liked him
4. What was unusual about Capone's trial?
 - A) It was about tax evasion, not murder
 - B) It happened outside of the U.S.
 - C) There was no judge
 - D) Capone wasn't there
5. What happened to Capone after he was found guilty?
 - A) He was released immediately
 - B) He was sentenced to prison
 - C) He was given a fine only
 - D) He was allowed to continue his activities

10. Choose the best definition.

1. "Notorious" means:
 - A) Famous for something good
 - B) Known for something bad
 - C) Secretive
 - D) Friendly
2. "Gangster" is:
 - A) A person who writes laws
 - B) A police officer
 - C) A criminal involved in a gang
 - D) A judge
3. "Bribery" is:
 - A) Stealing from someone
 - B) Offering money to influence someone

- C) Breaking a rule
 - D) Hiding information
4. "Trial" in this context is:
- A) A test of something new
 - B) A court process to decide guilt
 - C) A school exam
 - D) A doctor's appointment

11. Mark the sentences True or False.

1. Capone joined his first gang when he was in his 30s.
2. Authorities called Capone "Public Enemy Number 1" because of his crimes.
3. Capone was found guilty of murder.
4. Capone was sentenced to Alcatraz for life.
5. Capone died shortly after being released from prison.

12. Read the text.

The Nuremberg trials

- **Defendant:** 24 members of Nazi Germany's wartime regime
- **Charge:** Crimes against peace, crimes against humanity, war crimes
- **When:** 1945-1946
- **Where:** Nuremberg, Germany

The Nuremberg trials are unlike any of the other legal cases on this list. Rape and murder are awful enough, but these trials dealt with crimes such as genocide, holding to account those who were involved in a war that resulted in 75 million deaths.

These military tribunals were set up following the conclusion of World War II after the surviving leaders from Nazi Germany's wartime regime had been rounded up. The Nuremberg trials took place over 11 months, from November 1945 to October 1946, passing judgment on 24 defendants.

The legal basis and format of the unprecedented trials were agreed upon by leaders from Britain, the United States, and the Soviet Union, with a panel of eight judges from four different countries assembled.

The city of Nuremberg was chosen because it had a spacious court with a large prison attached that had not been damaged during the war. It was also seen as the ceremonial birthplace of the Nazi party.

Of the 24 defendants, 12 were found guilty and sentenced to death. These included Hermann Goring, who was head of the Nazi air force and former leader of the Gestapo (secret police), and one-time second in command to Adolf Hitler.

Another seven were imprisoned, while three were acquitted, and two were not fit to stand trial.

Others who shared extreme responsibility for World War II, such as Adolf Hitler, Joseph Goebbels, and Heinrich Himmler, were able to commit suicide before capture. Others who committed lesser war crimes were also tried in Nuremberg following the initial targeting of key figures.

The Nuremberg trials provided a landmark moment, establishing international laws and ending a devastating period in history.

13. Complete the gaps.

stand/ judgment/court/ death/ genocide/

1. Many defendants were accused of _____, the intentional killing of a large group of people.
2. The judges passed _____ on 24 defendants, finding many guilty.
3. Twelve defendants were found guilty and received a _____ sentence.

4. Some defendants were not considered fit to _____ trial due to health reasons.
5. A tribunal is a type of _____ where legal cases are heard.

14. Read the text and choose the correct answer.

Leopold and Loeb

- **Defendant:** Nathan Leopold and Richard Loeb, who tried to commit the perfect crime
- **Charge:** Murder, kidnapping
- **When:** 1924
- **Where:** Cook County Criminal Court in Chicago, Illinois

Nathan Leopold and Richard Loeb were two exceptionally intelligent teenage friends who tried to plot the perfect crime and execute it without being caught to confirm their intellectual superiority.

The pair grew up in wealthy families in Chicago in the early 1900s. They were brilliant child prodigies who had both completed undergraduate degrees at the age of 17.

Leopold and Loeb became firm friends at the University of Chicago. They came to agree that “supermen,” or people with high intellects like themselves, were exempt from social norms.

They tested their theory by committing petty crimes before plotting the “perfect crime.” They kidnapped and murdered a 14-year-old boy and tried to cover their tracks.

But in an embarrassing collapse of their theory, they left evidence near the body of the victim, and their alibi was quickly disproven. Under police questioning, they both confessed, though each said the other struck the fatal blow.

The subsequent trial was engulfed in a media frenzy. Loeb’s family hired acclaimed attorney Clarence Darrow to handle the defense, paying him \$70,000 (the equivalent of \$1 million today).

Darrow entered guilty pleas for his clients and delivered a stunning 12-hour presentation in a bid to prevent them from being given the death penalty. Following the guilty pleas, the trial became a sentencing hearing that ran for 32 days as the prosecution painstakingly laid out the case and called more than 100 witnesses.

The judge sentenced Leopold and Loeb to life in prison plus 99 years each. Up until Loeb’s murder in 1936 by another prisoner, the pair continued to work on improving the prison education system.

After 33 years as a model prisoner, Leopold won parole in 1958. He later became a teacher and researcher and died of a diabetes-related heart attack at age 66.

1. What were the Nuremberg trials mainly about?
 - a) They were ordinary criminal trials.
 - b) They were military tribunals for Nazi leaders responsible for war crimes.
 - c) They were trials for political leaders around the world.
2. Why was the city of Nuremberg chosen for the trials?
 - a) It was an important political city.
 - b) It had an undamaged court and a large prison.
 - c) It was close to the leaders’ families.
3. What happened to some of the main Nazi leaders before they could stand trial?
 - a) They were acquitted.
 - b) They went into hiding.
 - c) They committed suicide.
4. How many defendants were sentenced to death at the Nuremberg trials?
 - a) Seven
 - b) Twelve
 - c) Twenty-four

5. What important result came from the Nuremberg trials?
a) The trials introduced new international laws.
b) The trials ended World War II.

15. Order the sentences to make a story.

Leopold and Loeb were sentenced to life in prison.
They confessed to the crime.
Clarence Darrow argued against the death penalty.
They plotted the perfect crime.
Loeb was murdered in prison.

16. Choose the best answer.

1. What does "intellectual superiority" mean in the context of the text?
 - a. Having greater financial wealth
 - b. Believing oneself to be smarter than others
 - c. Having a higher social status
 - d. Being more physically powerful than others
2. What does "alibi" mean as used in the text?
 - a. A legal defense attorney
 - b. Evidence that one was elsewhere during a crime
 - c. A person who witnessed a crime
 - d. A plan to commit a crime
3. In the text, the word "exempt" most likely means:
 - a. Required to follow
 - b. Free from rules
 - c. Encouraged by law
 - d. Unaware of something
4. What does "media frenzy" refer to?
 - a. Intense media interest and attention
 - b. A casual interest by the media
 - c. A quiet news report
 - d. A public statement by the police
5. What is the meaning of "painstakingly" in the text?
 - a. Done quickly without effort
 - b. Done slowly and carefully
 - c. Done with ease
 - d. Done angrily and impatiently

17. Choose the correct answer.

1. Why did Leopold and Loeb commit the crime?
 - a. They wanted to become famous.
 - b. They wanted to prove their intellectual superiority.
 - c. They were forced to do it by others.
 - d. They needed money.
2. What was the outcome of the trial?
 - a. Leopold and Loeb were sentenced to the death penalty.
 - b. Leopold and Loeb were sentenced to life in prison plus 99 years.
 - c. Leopold and Loeb were acquitted.

- d. Leopold and Loeb escaped prison.
3. Why did Clarence Darrow argue for 12 hours?
 - a. To prove their innocence
 - b. To secure the death penalty for his clients
 - c. To prevent his clients from receiving the death penalty
 - d. To explain why they committed the crime
 4. What happened to Leopold after serving 33 years in prison?
 - a. He was executed.
 - b. He was released on parole.
 - c. He escaped from prison.
 - d. He committed another crime.
 5. Which of the following best describes the judge's decision at the sentencing hearing?
 - a. He showed leniency by giving them short sentences.
 - b. He gave a severe sentence to ensure they would stay in prison for life.
 - c. He refused to sentence them, leaving the decision to the public.
 - d. He sentenced them to community service.

18. Match each legal term to its definition.

1. Defendant	A lawyer who argues in favor of the accused
2. Defense	A sentence of imprisonment for the person's life
3. Life sentence	The person accused of committing a crime
4. Plea	The person who is murdered
5. Victim	An official statement of guilt or innocence

19. Complete the gaps with the correct legal term: defendant, sentencing, alibi, attorney, parole

1. During the trial, the _____ was questioned about his involvement in the crime.
2. The famous _____ Clarence Darrow was hired for the defense.
3. The criminal provided a false _____ to avoid suspicion.
4. The judge's final decision during _____ was life in prison.
5. After 33 years in prison, Leopold won _____ and was released.

20. Mark the sentences True or False.

1. An alibi is a statement of where the accused person was during the crime.
2. Defense is the term for the person who accuses someone of a crime.
3. A life sentence means the person will stay in prison for the rest of their life.
4. Plea is a request to reduce a prison sentence.
5. Defendant refers to the person who is accused of a crime.

21. Watch an episode at <https://www.youtube.com/watch?v=FWhWNWPr7I8> and translate the script. Answer the questions.

Why is he a good lawyer?

What does he excel in?

What does he love most about the law?

22. Watch an episode at <http://surl.li/ufydhm> and say why the District Attorney is angry.

Ukraine Declares Martial Law



1. Read and answer the questions. Surf the Net, if you don't know the answer.

1. What kind of relationships do countries have?
2. Why is it important for countries to build relationships with each other? What are the consequences when countries don't have good relations?
3. Which countries are the most influential? How do they affect the world?
4. What should the international community do when a country abuses the human rights of its people or attacks another country?
5. What are the most important issues in international relations right now?
6. Which countries does your country have good relations with? Which countries does it have bad relations with? Why?
7. Which organisations are dedicated to building international relations? What are their objectives? Which do you think have been successful? Which have failed?
8. Which international organisations does your country belong to? Are there any that you would like your country to join? Are there any that you'd prefer to leave?

2. Read the text and answer the questions.

On 24 February 2022, the Russian Federation launched a large-scale armed aggression against Ukraine, killing Ukrainian citizens and destroying towns and villages as a result of offensive hostilities, including missile, artillery and air strikes. In order to repel the aggressor and protect the sovereignty and territorial integrity of the state, martial law was imposed in Ukraine by the Decree of the President of Ukraine No. 64/2022 as of 24 February 2022.

Modern-day martial law has been introduced two times in Ukraine; in 2018 for 30 days and an ongoing period since 24 February 2022 in response to the Russian invasion on Ukraine that started on 24 February 2022.

The main legal act that regulates legal relations regarding the imposition of martial law in Ukraine is the Law "On the Legal Regime of Martial Law". This law determines, in particular, the legal basis of activity of public authorities and local governments, enterprises, institutions and

organizations, guarantees of human and civil rights and freedoms and the rights and legitimate interests of legal entities during martial law.

One of the priority measures that may take place during martial law in Ukraine or in some of its territories is the formation of temporary state bodies – military administrations. By the Decree of the President of Ukraine No. 68/2022 as of 24 February 2022, the relevant military administrations were established on the basis of regional, district and Kyiv city state administrations.

According to the Law of Ukraine “On the Legal Regime of Martial Law”, military administrations have special powers and subordination. In accordance with Article 4 (7) of the Law, the General Staff of the Armed Forces of Ukraine shall direct, coordinate and control the activities of regional military administrations on defense, public safety and order, and implement measures of martial law. The Cabinet of Ministers of Ukraine shall direct, coordinate and control the regional military administrations regarding other issues.

1. When did the Russian Federation launch its large-scale aggression against Ukraine?
 - a) 1 January 2022
 - b) 24 February 2022
 - c) 1 March 2022
 - d) 30 December 2021
2. What actions did Ukraine take in response to the Russian invasion on 24 February 2022?
 - a) Signed a peace treaty
 - b) Declared martial law
 - c) Called for international aid only
 - d) Conducted airstrikes
3. How many times has martial law been introduced in Ukraine in recent history?
 - a) Once
 - b) Twice
 - c) Three times
 - d) Four times
4. Which decree officially imposed martial law in Ukraine on 24 February 2022?
 - a) Decree No. 68/2022
 - b) Decree No. 70/2022
 - c) Decree No. 64/2022
 - d) Decree No. 72/2022
5. What is the main legal act that regulates the legal relations during martial law in Ukraine?
 - a) The Constitution of Ukraine
 - b) The Law "On the Legal Regime of Martial Law"
 - c) The Law "On Defense of Ukraine"
 - d) The Criminal Code of Ukraine
6. What is one of the priority measures that can be implemented during martial law in Ukraine?
 - a) Abolishing local government
 - b) Formation of military administrations
 - c) Closing all enterprises
 - d) Suspension of all laws
7. Which decree established the military administrations during the martial law of 24 February 2022?
 - a) Decree No. 64/2022
 - b) Decree No. 68/2022
 - c) Decree No. 70/2022
 - d) Decree No. 60/2022
8. What institution is responsible for directing, coordinating, and controlling military administrations in defense and public safety matters?

- a) The President of Ukraine
 - b) The Cabinet of Ministers
 - c) The General Staff of the Armed Forces of Ukraine
 - d) The Ministry of Defense
9. Which body directs and coordinates military administrations regarding non-defense matters?
- a) The General Staff of the Armed Forces
 - b) The Ministry of Internal Affairs
 - c) The National Security Council
 - d) The Cabinet of Ministers
10. What powers do military administrations hold according to the Law "On the Legal Regime of Martial Law"?
- a) Ordinary administrative powers
 - b) Special powers and subordination
 - c) Only advisory powers
 - d) Judicial powers

3. Match the words.

offensive	period
territorial	authorities
ongoing	aggression
public safety	governments
public	integrity
rights and	and order
local	freedoms
armed	hostilities

4. Watch the video at <https://www.youtube.com/watch?v=4uKnNjPfkIg> and read the script.

The two countries have a history of problems with each other. 30 years ago Ukraine became its own country. Before then, it had been dominated by Russia.

In Ukraine, there are people who want to be close to the US, UK and the EU, but others who feel closer to Russia.

Ever since Russia took over a part of the country called Crimea eight years ago, Ukrainians are used to things being tense with their much bigger neighbor.

There have been lots of efforts in the past few weeks to stop the situation from getting worse. European leaders have had conversations with each other and with Vladimir Putin. And so, too, have the Americans, hopeful of calming things down, but unfortunately, these meetings have not resolved the issue. Nor have something called sanctions, now those are penalties applied to a country by another when they're seen to be doing something wrong. So as sirens rang out in the capital city on Thursday, Ukrainians rushed to leave big cities for safety.

5. Match the verbs with the prepositions.

take	to
calm	by
apply	out
ring	down
rush	over
dominated	to
be used to	down

6. Match the words to make phrases.

have	a lot of efforts
do	a conversation
each	rings out
resolve	of problems
leave	something wrong
a siren	the city for safety
be	the issue
a history	other

7. Translate the acronyms into Ukrainian.

The EU, the UNO, the US, the UK, CA (court of appeal), CBA (Criminal Bar Association), ECtHR, CJEU.

8. Watch the video at <https://www.youtube.com/watch?v=uqjb8XHRa9Q> and do the tasks:

- Turn on the subtitles, watch the time intervals of the video 00:39-01:10 and 1:36-2:35, translate the intervals.
- Write out legal terms and phrases from these time intervals and make a presentation using them.
- Make your own sentences using the vocabulary of the video.

9. Read the text and answer the questions.

The Judiciary of Ukraine in Wartime

During wartime, the justice system in Ukraine must continue to work even when there are many challenges. One of the most important tasks is to ensure justice for all citizens. Courts are responsible for hearing both criminal and civil disputes. They must also handle cases about war crimes that happen during the conflict. Sometimes, judges must make urgent decisions, especially under martial law.

Even during missile attacks or bombings, courts must still resume operation when it is safe. Many courtrooms now have bomb shelters to protect people during trials. For example, if a defendant is accused of a crime, the court will organize a trial where a prosecutor presents the case. If the court building is damaged in a missile attack, the litigation may take place in another location.

The judicial body of Ukraine must always be ready to make efficient decisions to keep the system working, even in difficult times. Courts must still work to bring to justice those who are accused of serious crimes, like war crimes, even under any circumstances.

- What is one of the main tasks of Ukraine's justice system during wartime?
 - To stop all trials
 - To ensure justice
 - To fight missile attacks
 - To close all courts
- What is the role of the courts in wartime?
 - To ignore criminal disputes
 - To make urgent decisions when needed
 - To leave the country
 - To stop all government work
- What type of cases do courts handle during wartime?
 - Only civil disputes
 - Both criminal and civil disputes

- c) Only war crimes
 - d) Only urgent matters
4. What do courtrooms have to protect people during attacks?
- a) Armored vehicles
 - b) Bomb shelters
 - c) Missile defense systems
 - d) Airplanes
5. What happens if a court is damaged in a missile attack?
- a) The trial is canceled
 - b) The trial is moved to another location
 - c) The prosecutor stops working
 - d) The defendant is released
6. What is the prosecutor's job during a trial?
- a) To defend the accused
 - b) To accuse the defendant of a crime
 - c) To issue orders
 - d) To fight in the military
7. What is martial law?
- a) A special rule during wartime
 - b) A type of civil dispute
 - c) A type of court
 - d) A missile attack
8. What must courts do under martial law?
- a) Stop working
 - b) Continue to make decisions
 - c) Let all criminals go free
 - d) Close court premises
9. What does "bring to justice" mean?
- a) To send someone to jail
 - b) To give someone money
 - c) To make sure someone goes to court
 - d) To cancel a trial
10. When do courts resume their operation?
- a) Only after the war ends
 - b) When it is safe to do so
 - c) When the defendant agrees
 - d) Immediately after a missile attack

10. Read the text and answer the questions.

The Judiciary's Role in Fighting Corruption in Wartime

In wartime, the Ukrainian justice system must continue to fight corruption. Judges must consider cases carefully to make sure all decisions are fair and efficient. This is especially important when the government is working under martial law and needs immediate action.

Courts are responsible for both criminal and civil matters. For example, if someone is accused of corruption, the court will hold a trial. A prosecutor presents evidence, and the judge makes a decision. Sometimes, if the defendant or prosecutor believes the decision was wrong, they can take the case to the appellate court. This court can review the case and make a new decision.

Even during wartime, courts must continue to bring to justice those who have committed crimes, including corruption. The executive branch and the judicial body work together to fight these crimes. The legislative branch also helps by making laws that make it harder for people

to commit corruption. Ukraine's courts work hard to fight corruption, even under any circumstances.

1. What must the justice system continue to fight during wartime?
 - a) Civil disputes
 - b) Corruption
 - c) Bombings
 - d) Court operations
2. What must judges ensure when they consider cases?
 - a) Fair and efficient decisions
 - b) That everyone is imprisoned
 - c) That all cases are stopped
 - d) That no cases are heard
3. When does the government work under martial law?
 - a) In times of peace
 - b) During wartime
 - c) Only during elections
 - d) When there is no corruption
4. Who presents evidence during a trial?
 - a) The defendant
 - b) The prosecutor
 - c) The government
 - d) The legislative branch
5. What can happen if a decision in court is considered wrong?
 - a) The trial is canceled
 - b) The case goes to an appellate court
 - c) The prosecutor is replaced
 - d) The judge leaves the case
6. What is the role of the executive branch during wartime?
 - a) To consider cases
 - b) To work with the judicial body
 - c) To close courtrooms
 - d) To stop trials
7. What does the legislative branch do to fight corruption?
 - a) Reviews cases
 - b) Makes laws
 - c) Stops all trials
 - d) Replaces judges
8. What does "bring to justice" mean in the context of corruption?
 - a) To ignore corruption cases
 - b) To imprison everyone
 - c) To make sure corrupt people are punished
 - d) To let criminals go free
9. What can a defendant do if they believe the decision was wrong?
 - a) Ask the executive branch to review the case
 - b) Take the case to the appellate court
 - c) End the trial immediately
 - d) Stop the litigation process
10. How does the justice system operate during martial law?
 - a) It stops working
 - b) It continues to fight corruption
 - c) It only handles civil disputes

d) It waits for the legislative branch to act

11. Study the vocabulary, read the text and answer the questions.

incorporate into law - законодавчо закріпити

legally enforceable crimes - юридичне закріплення результатів кваліфікації злочинів

draft regulations – розробляти нормативні акти

accountable for = responsible for

There could be a new law on the international statute books. Lawyers across the globe are drafting regulations to make ecocide a crime. Ecocide is the destruction of the world's ecosystems.

Lawyers want to make it a legally enforceable crime, much like crimes against humanity, war crimes and genocide. The initiative is being led by a professor from University College London (UCL) and a former judge at the International Criminal Court. It has attracted support from several European countries, notably France and Belgium. Island nations at risk from rising sea levels, such as Vanuatu and the Maldives, have voiced their support. A politician in the UK has called for ecocide to be incorporated into law.

Professor Philippe Sands of UCL spoke about why there is a need for ecocide to be made illegal. He said: "The time is right to harness the power of international criminal law to protect our global environment." He wants the law to hold governments and multi-national corporations accountable for the environmental damage they cause. The Stop Ecocide Foundation said: "In most cases ecocide is likely to be a corporate crime". It outlined the scale of destruction that would require an ecocide law being used. It said: "It would have to involve mass, systematic or widespread destruction."

1. What is ecocide according to the text?

- a) A crime against humanity
- b) A war crime
- c) The destruction of the world's ecosystems
- d) A type of pollution

2. Who is leading the initiative to make ecocide a legally enforceable crime?

- a) A group of politicians
- b) Environmental activists
- c) A professor from University College London and a former judge of the International Criminal Court
- d) The United Nations Environmental Program

3. Which countries have notably supported the movement to criminalize ecocide?

- a) The United States and Germany
- b) France and Belgium
- c) China and Russia
- d) Canada and Australia

4. Which of the following is an argument made by Professor Philippe Sands in favor of making ecocide illegal?

- a) It will boost economic growth
- b) It will punish individuals who pollute
- c) It will protect the global environment using international criminal law
- d) It will only target governments

5. What does the Stop Ecocide Foundation believe about ecocide?

- a) It is primarily caused by natural disasters
- b) It is most likely to be a corporate crime
- c) It is already a widely recognized international crime
- d) It should only be applied to small-scale incidents

6. What would trigger the use of an ecocide law according to the Stop Ecocide Foundation?
- Minor environmental infractions
 - Mass, systematic, or widespread destruction
 - Any instance of deforestation
 - A single pollution event
7. Which island nations have voiced support for making ecocide a crime?
- Japan and Indonesia
 - Vanuatu and the Maldives
 - Fiji and the Bahamas
 - Iceland and Greenland
8. A politician from which country has called for ecocide to be incorporated into law?
- The United States
 - Australia
 - The UK
 - Canada

**12. Complete the gaps with the phrases:
damage /incorporated / accountable for /a legally enforceable / draft regulations.**

Lawyers _____ because they want to make ecocide a crime.
 Lawyers want to make ecocide _____ crime.
 They want ecocide to be _____ into criminal code.
 The law will hold states _____ the ecocide.
 The ecocide is a crime that cause _____ to the environmental they.

13. Study the vocabulary and read the Article 8
 the Rome Statute of the International Criminal Court (ICC) - Римський статут Міжнародного кримінального суду
 to amend – вносити поправки
 unlawful acts – незаконні дії
 an arrestable offence – яке карається арештом
 liable to criminal prosecution – підлягають кримінальному переслідуванню

To add ecocide as a new crime to the Rome Statute, the Panel recommends the following amendments.

Article 8
 Ecocide

1. For the purpose of this Statute, “ecocide” means unlawful or wanton acts committed with knowledge that there is a substantial likelihood of severe and either widespread or long-term damage to the environment being caused by those acts. Making ecocide a crime creates an arrestable offence. It makes those individuals who are responsible for acts or decisions that lead to severe environmental harm liable to criminal prosecution.

14. Match the words with their meaning

to amend	to make an offence
responsible for	to add, include
unlawful	accountable for
to commit a crime	to make changes
to incorporate	illegal
to cause damage	crime that is punished by putting to prison
an arrestable offence	to do harm

15. Follow the link and scan the document, and do the tasks

<https://www.hsa.org.ua/blog/prezentaciia-na-temu-the-administration-of-justice-under-martial-law>:

a. Translate the text

Justice in martial law

Justice in the territory where martial law has been implemented is carried out only by courts. Justice has not stopped since the start of the full-scale invasion

In this area courts established in accordance with the Constitution of Ukraine administrate.

Reduction or acceleration of any forms of judicial proceedings is prohibited.

In case of impossibility to administer justice by courts operating in the territory where martial law has been enacted, the territorial jurisdiction of court cases or the location of the courts can be changed according to the procedure established by law.

Establishing of extraordinary or special courts is not allowed.

b. Translate the names of the war crimes on page 12.

c. Compare the number of incoming, resolved and pending cases February 24, 2022 to October 2, 2023 on page 12 and draw a diagram.

16. Read the article and answer the questions.

Ukrainians Are Accusing Russia of Ecocide. What Does That Mean?

JUNE 9, 2023, 3:59 PM (<https://foreignpolicy.com/2023/06/09/ecocide-ukraine-russia-dam-war-crimes/>)

The rupture of a major dam in southern Ukraine has displaced the Dnipro River, killed an unknown number of people, and left many Ukrainians homeless. Who destroyed the dam and why is still not fully clear, although growing evidence points to deliberate Russian action. As the shockwaves of Tuesday's Nova Kakhovka explosion wane, Ukraine is left reckoning with the damage—and trying to find words for the crime.

"Brutal ecocide," Ukrainian President Volodymyr Zelensky tweeted on Tuesday in reference to the explosion, also calling it an act of "Russian aggression," a "war crime," and "an act of terrorism." Ukraine's prosecutor's office has launched an ecocide probe into the effects of the dam's destruction, and climate activist Greta Thunberg is using the same term to describe the event. This is not the first time Ukrainians have used the term to describe Russian actions: Ecocide gained traction earlier this year when Ukraine hosted a panel on "prosecuting environmental war crimes" at the United for Justice conference in March.

But what does ecocide mean? A combination of "ecology" and "genocide". American bioethicist Arthur Galston coined the term in a 1970 plea to end the use of an herbicide used by U.S. troops in Vietnam to eliminate forest cover and crops, on the grounds that it was causing widespread environmental destruction—or ecocide. In 1971, Foreign Affairs ran a piece under the title "Ecocide and the Geneva Protocol". "Ecocide is the willful destruction of ecology—of the environment—as a weapon of war," said David Zierler, a historian of science.

Outside of a wartime context, the term is popular within the environmental movement as a tool for prosecuting corporate oil spillers and other actors who cause widespread environmental destruction. Domestic laws aimed at protecting the environment are not new, and some post-Soviet states—with histories of government-led ecological destruction—have them, though they don't always use that term.

While ecocide laws are rare, it's possible that it could eventually have international legal force within the specific context of war. By citing it in the same beat as "war crime" and "aggression," Zelensky's tweet tied the term to a conceptually and legally complex framework and showcased his high hopes that this word might become a tool for justice.

As it is used today, ecocide should not be confused with the perhaps more familiar notion of scorched-earth campaigns (Тактика спаленої землі), which are already punishable under international law.

It is also liable to prosecution under the Rome Statute of the International Criminal Court (ICC), the document that lays out the definition and prosecution guardrails for crimes that can be tried under international law, including genocide, crimes against humanity, the crime of aggression, and war crimes.

There is even a clause that explicitly refers to it: Article 8, Section 2, point b (iv), which mentions “launching an attack in the knowledge that such attack will cause incidental loss of life or injury to civilians or damage to civilian objects or widespread, long-term and severe damage to the natural environment which would be clearly excessive in relation to the concrete and direct overall military advantage anticipated.”

Much of the environmental destruction carried out by Russian forces in Ukraine, including the destruction of the Nova Kakhovka dam, can be prosecuted by Article 8, according to two war crimes experts consulted by Foreign Policy.

1. What was the reaction of the President of Ukraine to the disaster? How did he call it?
2. Who was accused of causing the disaster?
3. Was there any response from the court system of Ukraine?
4. Has the term ecocide been used before in Ukraine? What for?
5. When was the term ecocide earlier in history? Why?
6. What were the other names of ecocide?
7. What other contexts the ecocide is used in?
8. Why did the President of Ukraine called the disaster “the ecocide”?
9. What tactics is also used to destroy the environment and nature in the wartime?
10. What crimes are liable to criminal prosecution according to the Rome Statute of the International Criminal Court?
11. What article of the Rome Statute describes the term “Ecocide”?
12. Can the destruction of the Nova Kakhovka dam be liable to criminal prosecution?

17. Brush up all the vocabulary of the unit and make The Martial Law Dictionary.

GRAMMAR

SIMPLE, CONTINUOUS, PERFECT TENSES REVIEW

	Simple	Progressive	Perfect
PRESENT	I study every day.	I am studying now.	I have already studied.
PAST	You studied last year.	I was studying yesterday from 5 to 6 pm.	I had studied since then.
FUTURE	I will study next winter.	I will be studying tomorrow at that moment	I will have studied by 5 pm tomorrow.

1. Read the text and write out verbs into the column according to the time of the action.

Present	Past	Future

This is the most strange day that I have ever had. I had been walking to my friend's house when I saw a man shooting in the street. In that moment, I ran fast to the opposite direction while I was screaming for help. I had experienced a similar situation before.

I hope by the next year I will have forgotten about this story, because this is the most dangerous experience that I have ever had.

Now, what I want is: talk with my friend face-to-face about that moment, so, I think that I will go to his house tomorrow.

I will close this crazy day with the hope that for the next year I will not have lived another day like this.

7 MOST COMMON ENGLISH TENSES and THEIR MARKERS

Present Simple	always, usually, every day, sometimes, on weekdays	She <i>reads</i> every day. They <i>study</i> law. He <i>is</i> a law student.
Past Simple	yesterday, last week, in 2000, 5 days ago	He <i>went</i> to the institute. She <i>finished</i> the task.
Future Simple	tomorrow, next year, in the future, in 5 days	I <i>will visit</i> you soon. They <i>will consider</i> the case later.
Present Continuous	now, at the moment, currently	She <i>is reading</i> a book. They <i>are playing</i> outside.
Past Continuous	while, when, at 5 pm, 5 to 6 pm, at that moment	He <i>was preparing</i> the documents. They <i>were running</i> yesterday.
Present Perfect	just, already, ever, never, (not)yet, recently, for, since	She <i>has finished</i> her homework. We <i>have been</i> there twice.
Future Perfect	by, by the time	They <i>will have arrived</i> by 7 pm. She <i>will have completed</i> the project by tomorrow.

CONTINUOUS TENSES

Present Continuous	Past Continuous	Future Continuous
<i>I am doing inspection at the moment.</i>	<i>I was doing inspection all night.</i>	<i>I will be doing inspection tonight.</i>

2. Choose Present Simple or Present Continuous.

1. I _____ a letter now.
write / am writing
2. Susan _____ a treaty at the moment.
is reading • reads
3. Jane _____ to work at 10 o'clock on weekdays.
goes / is going
4. I am in London this summer. I _____ English.
learn / am learning
5. We _____ our foreign colleagues not very often.
are seeing / seeing
6. Our solicitor _____ basketball with our boss every Saturday.
play / are playing
7. The bus sometimes _____ in the morning.
is arriving / arrives
8. James is a student. But he _____ this week.
works / is working
9. The Bar _____ in the USA.
is working / works
10. I've missed the train! It _____ the platform.
leaves / is leaving
11. Sorry, I'm bust now. I _____ the recording of the trial now.
am watching / watch

3. Match the questions and the answers.

1. Are the workers waiting in the hall?
2. Does he work from 9 to 5?
3. Is he showing a presentation now?
4. Do your employees have their refresher training every 3 years?
5. Are you talking on Skype?
6. Excuse me, do you speak English?
 - A. Yes, they do.
 - B. Yes, I do.
 - C. Yes, they are.
 - D. Yes, he is.
 - E. Yes, I am.
 - F. Yes, he does.

4. Choose the correct option.

1. I _____ a regulation when I heard the noise from the dangerous zone.
 - a. was reading
 - b. will be reading
 - c. am reading
2. Sarah _____ to the machinerylaw department. There has been an accident there.

- a. is running
- b. was running
- c. will be running
- 3. We _____ when you arrive tomorrow evening.
 - a. will be negotiating
 - b. were negotiating
 - c. are negotiating
- 4. The car _____ at least 90 kph when it crashed into the car of our prosecutor.
 - a. will be doing
 - b. was doing
 - c. is doing
- 5. Danny _____ at our department last night.
 - a. will be working
 - b. was working
 - c. is working

5. Match the questions and the answers.

- 1. Are the lawyers waiting in the hall?
- 2. Does he work from 9 to 5?
- 3. Is he showing a presentation now?
- 4. Do your employees have their refresher training every 3 years?
- 5. Are you talking on Skype?
- 6. Excuse me, do you speak English?
 - A. Yes, they do.
 - B. Yes, I do.
 - C. Yes, they are.
 - D. Yes, he is.
 - E. Yes, I am.
 - F. Yes, he does.

PRESENT PERFECT

	positive (+)	negative (-)	question (?)
I, you, we, they	I have visited our offices	I haven't been to this company	Have you ever worked?
He, she, it	He has collected information.	The lawyer hasn't started the investigation.	Has she checked it?

6. Complete each line with the appropriate past participle:

given/ made/ stood/ written/ told/ kept/ left/ said/ done/ thought/ heard/ met/ swum/ worn/ been/ known/ taught/ seen/ built/ spoken/ had/ taken/ paid/ spent/ got/ read

- be — was/were —
- build — built —
- do — did —
- get — got —
- give — gave —
- hear — heard —
- have — had —
- keep — kept —
- know — knew —
- leave — left —

make — made —
meet — met —
pay — paid —
read — read —
say — said —
see — saw —
speak — spoke —
spend — spent —
stand — stood —
take — took —
teach — taught —
tell — told —
think — thought —
wear — wore —
write — wrote —

7. Write sentences and questions with the Present Perfect.

e.g., he / be / London. (negative) — He hasn't been to London.

1. She / write / the report. (positive)
2. They / investigate / this crime before? (question)
3. You / ever / wear / uniform? (question)
4. I / see / this document before. (negative)
5. We / have / an argument. (positive)
6. You / ever / change / your ID card? (question)
7. He / meet / our business partners. (negative)

8. Write the sentences in the Present Perfect.

1. I never / write a report.
2. Kelly / ever / be late for work?
3. He / not buy any needed equipment.
4. My boss / meet our colleagues.
5. We / never see his project.
6. Her friends / never work in a law firm.
7. Our friend / get a lot of proposals from our clients.
8. you / ever think about this job?
9. they / ever make any plans about this?
10. you / ever / say about your problems?

PAST SIMPLE VS PRESENT PERFECT

9. Read the sentences and answer the questions.

1. –Can we help you?
–No, thanks. We have already handled it.
2. They haven't arrived yet.
3. – Have you ever been to Lviv?
–Yes! I was there in 2019.
4. They visited the crime scene yesterday.
5. We went to check it last month.

What tenses are the sentences?

Which questions refer to a specific time in the past?

Which questions are about some time in your life?

10. Study the table and choose correct option.

<i>Present Perfect</i>	<i>Past Simple</i>
ever	ago
(not) yet	in 2018
already	in December
so far	at Christmas/ last Christmas
recently	last week
lately	yesterday
since	when I was 19...
for	
Have you ever...?	

e.g. Were/Have you been in Rome? — Have you been to Rome?

1. We have *been/were* to Ireland last year.
2. *Have you ever worked/ Did you ever work* at the construction zone?
3. Jane *worked/has worked* in a famous theatre for two years.
4. I *have just bought/bought* a new laptop.
5. I *have seen/saw* that film last week.
6. I *spoke/have spoken* to him a minute ago.
7. My sister's a police officer. She *has already inspected/ already inspected* many organizations.
8. The meeting *has finished/finished* at 5 am.
9. He is not here now. He *has gone/went* to work.
10. Lucy *has arrived/arrived* yesterday.

11. Complete the dialogues with the correct form of the verb: Present Perfect or Past Simple.

1. – Have you ever been/Were you ever to a audit?
–Yes, I was/have. I have gone/was to one about two years ago.
– Have you reported/Did you report any violations?
–Yes, I did/have.
- 2.– Have you ever heard/Did you hear about this regulation?
–No, I haven't/didn't. What

12. Complete the gaps with the correct form of the verb.

- 1) Where _____ you born?
a. did
b. are
c. have
d. were
- 2) A: Where _____ that evidence?
B: At the crime scene.
a. did you take
b. have you taken
- 3) How long _____ your co-worker?
a. have you known
b. did you know
c. do you know

- 4) A: I worked for a big law company when I was younger.
 B: Really? How long ____ there?
 a. did you work
 b. have you worked
 c. worked you
- 5) Gladstone _____ the head of our department for 5 years already.
 a. had been
 b. has been
 c. was
- 6) My last employee _____ practice abroad.
 a. has never
 b. has never had
 c. never had
- 7) A: Would you like a coffee?
 B: No thanks. _____ one.
 a. I've just had
 b. I was just having
 c. I just had
- 8) Our lawyer _____ the report last week.
 a. published
 b. have published
 c. has published
- 9) Many cars _____ not in our car park yet.
 a. parked
 b. has parked
 c. have parked
- 10) _____ Mark at 10.30 a.m.?
 a. Have you seen
 b. Had you seen
 c. Did you see
- 11) _____ Julie this morning?
 a. Did you see
 b. Have you seen
- 12) Oh no! _____ my keys!
 a. I've lost
 b. I lost
- 13) _____ my keys last week.
 a. I lost
 b. I've lost
- 14) _____ to the office a yesterday.
 a. I've been
 b. I went
 c. I've gone

13. Choose Past Simple or Present Perfect.

1. Maria *prepared/has prepared* for the trial last night.
2. I *dreamt/have dreamt* of becoming a lawyer since I was a teenager.
4. *Haven't your law course started/ Didn't your law course start yet?*
5. Here are your books that you ordered. The delivery service *delivered/has delivered* them an hour ago.
6. The plane with our New York colleagues *just landed/has just landed*.
7. I'm so tired. I *finished/have finished* preparing the documents for the barrister an hour ago.

FUTURE TENSES

We are going on business trip tomorrow. We are going to get up at 6, because our plane leaves at 9. I think we will take a taxi.

Future Simple	Present Continuous	be going to	Present Simple
spontaneous plans	plans that were made before	plans made with other people	for timetables or fixed dates.
<i>I'll have a cup of coffee.</i>	<i>I'm going to be an occupational safety inspector.</i>	<i>Mark is flying to Berlin next weekend.</i>	<i>Your train leaves in 5 minutes.</i>

14. Write sentences about plans that were made beforehand.

1. This evening I (meet) my friends.
2. Tonight (go) to the cinema with my friends.
3. Tomorrow morning I (present) my new project to the possible investors.
4. Tomorrow evening I (negotiate) a new contract with my business partner.
5. On Monday I (discuss) the terms of cooperation with my working team.
6. At noon I (fly) to a business trip to Japan.

15. Choose the correct option to complete the gaps.

1. Where _____ on holidays?
 - a. are you going
 - b. you go
2. Lucky you! You're _____ around Australia next winter.
 - a. going
 - b. go
3. I _____ tomorrow at 6 o'clock.
 - a. am meeting Freddie
 - b. meet
4. Are they _____ university next year?
 - a. going to
 - b. go to
5. Henry _____ to the meeting today.
 - a. doesn't come
 - b. isn't coming

16. Choose the correct answer.

1. What time _____ work on Monday?
 - a. do you finish
 - b. will you finish
 - c. are you going to finish
2. _____ this weekend?
 - a. Do you go out
 - b. Will you go out
 - c. Are you going out
3. I'm sorry I made you so angry. I _____ it again.
 - a. won't do
 - b. 'm not going to do

- c. 'm not doing
4. It's really hot. _____ the window, please?
- a. Are you going to open
b. Will you open
c. Do you open
5. A: Where are you going?
B: I _____ something for our corporate party.
- a. 'm going to buy
b. 'll buy
c. 'm buying
6. You can do what you want; I _____ you.
- a. 'm not helping
b. don't help
c. won't help
7. _____ doing that, please? I'm trying to concentrate.
- a. Are you going to stop
b. Will you stop
c. Do you stop
8. _____ tonight? This new plan of actions looks promising.
- a. Shall we read it
b. Are we going to read

17. Choose the correct option for each sentence.

1. Every day, the lawyer ___ with his clients.
(a) meets (b) met (c) will meet
2. Yesterday, she ___ the legal documents in court.
(a) files (b) filed (c) will file
3. By tomorrow, the attorney ___ the case.
(a) prepares (b) will prepare (c) will have prepared
4. At the moment, the judge ___ the evidence.
(a) reviews (b) reviewed (c) is reviewing
5. The legal team ___ the contract when the client arrived.
(a) discussed (b) was discussing (c) is discussing
6. They ___ (a) have already the appeal before the deadline.
submitted (b) submit (c) submitted
7. Next week, the lawyer ___ in court.
(a) will argue (b) is arguing (c) argued
8. When I called, the paralegal ___ the report.
(a) prepares (b) was preparing (c) prepared
9. The prosecutor ___ the witness twice already.
(a) has questioned (b) will question (c) questions
10. The court case ___ by next Monday.
(a) will be (b) was (c) will have been decided
11. She ___ a witness now.
(a) interviews (b) is interviewing (c) interviewed
12. The defendant ___ to the crime.
(a) confessed (b) is confessing (c) has confessed
13. While the judge ___ the verdict, everyone listened carefully.
(a) reads (b) was reading (c) read
14. The client ___ the agreement tomorrow.
(a) signs (b) signed (c) will sign
15. The law firm ___ the contract just in time.

- (a) has prepared (b) prepared (c) prepares
 16. Last year, the attorney ___ a famous case.
 (a) defends (b) defended (c) will defend
 17. By next week, the investigator ___ all the facts.
 (a) will have gathered (b) gathers (c) is gathering
 18. The lawyer usually ___ at the office at 9 am.
 (a) arrives (b) arrived (c) is arriving
 19. They ___ the case right now.
 (a) are reviewing (b) reviewed (c) will have reviewed
 20. The witness ___ when the interruption occurred.
 (a) was testifying (b) will testify (c) testifies

18. Choose which sentence is correct, A or B.

- A. They *will leave* by the time you get here.
 B. They *will have left* by the time you get here.
- A. We will play a game when the class *finishes*.
 B. We will play a game when the class *will have finished*.
- A. I *will have done* my homework before I go out to play.
 B. I will do my homework before I go out to play.
- A. They *will complete* the course by the end of the week.
 B. They *will have completed* the course by the end of the week.

19. Extra task. Find tense markers and choose the correct option.

- The prosecutor *is/was* at the trial yesterday.
- I *buy/bought* a new update of the scientific magazine last week.
- The attorney *writes/wrote* him an e-mail two days ago.
- We *don't help/won't help* them next year.
- Where *is/was* he working yesterday morning?
- They *have gone/went* to the courtroom recently.
- Does/Will* she have a conference next week?
- What *will be/were* the most famous crimes of the twentieth century?
- Our solicitor *don't like/ doesn't like* writing reports.
- The Bar *has already announced/announced* already the news.
- We *will have finished/ have finished* discussing this case by the evening tomorrow.
- The judge *has sentenced/ sentenced/ will have sentenced* the criminal at tomorrow' trial.
- Lawmakers always *focus/focused* on important issues.
- They *committed/ have committed* the crime yesterday.
- He *will file/ will have filed* the case against the defendant by tomorrow's evening.

PASSIVE VOICE

Present Simple	active	The judge considers the case.
	passive	A case is considered by the judge.
Past Simple	active	The judge considered the case.
	passive	A case was considered by the judge.
Futue Simple	active	The judge will consider the case.
	passive	A case will be considered by the judge.

20. Write passive sentences in Simple Present.

- the documents / print

2. the window / open
3. the appliances / buy
4. the car / wash
5. the equipment / damage
6. the letter / send
7. the book / read / not
8. the inspectors / invite / not
9. the material / produce / not
10. the department / close / not

21. Write passive sentences in Simple Past.

1. the test / write
2. the table / set
3. the employers / invite
4. the lights / switch on
5. the house / build
6. the car / serve
7. this computer / sell / not
8. the car / stop / not
9. the offices / clean / not
10. the workers / pick up / not

22. Write passive sentences in Simple Future.

1. the exhibition / visit
2. the agreements / sign
3. the message / read
4. the law / break
5. the material / take
6. these inspectors / check
7. the sign / see / not
8. the tool / apply / not
9. credit cards / accept / not
10. the document / find / not

23. Complete the gaps with the correct option.

1. Yesterday, the attorney _____ was at the trial.
 - a) were
 - b) are
 - c) will be
2. A criminal accomplice _____ acquitted next Friday.
 - a) is
 - b) was
 - c) will be
3. His methods _____ often grouped into some categories.
 - a) were
 - b) are
 - c) will be
4. Records of the trial _____ usually kept for 10 years.
 - a) were
 - b) are
 - c) will be
5. Documents _____ always studied thoroughly.

- a) were
- b) are
- c) will be

24. Rephrase the sentences from active to passive.

They kidnapped and murdered a 14-year-old boy.
 Loeb's family hired Clarence Darrow.
 Leopold won parole in 1958.

25. Put the verbs in brackets into the needed form.

1. The trial (start) an hour ago.
2. The prosecutor (call) to the trial court tomorrow.
3. The claim (consider) by our new barrister.
4. The robber (sentence) to 10 years tomorrow.
5. Later examination showed that the attorneys (give) a bribery.
6. Mike Burrasso was 22 when he (invite) to the first trial as a juror.

26. Fill in the correct form of the verb.

1. The trials _____ (to begin) in November 1945 and _____ (to last) until October 1946.
2. The leaders from Nazi Germany _____ (to capture) after the end of World War II.
3. Some Nazi officials _____ (to commit) suicide before they could be captured.
4. The city of Nuremberg _____ (to choose) for the trials because it had an undamaged court and prison.
5. Twelve defendants _____ (to sentence) to death after the trials.

MODAL VERBS

27. Match the sentences

1. You must not smoke in the office.	a) Your solicitor will monitor it.
2. You have to follow safety procedures.	b) The sign on the wall says it.
3. I must stop smoking.	c) It's bad for my health.
4. You don't have to work overtime.	d) 8 hours is enough, but you can work more if you want.

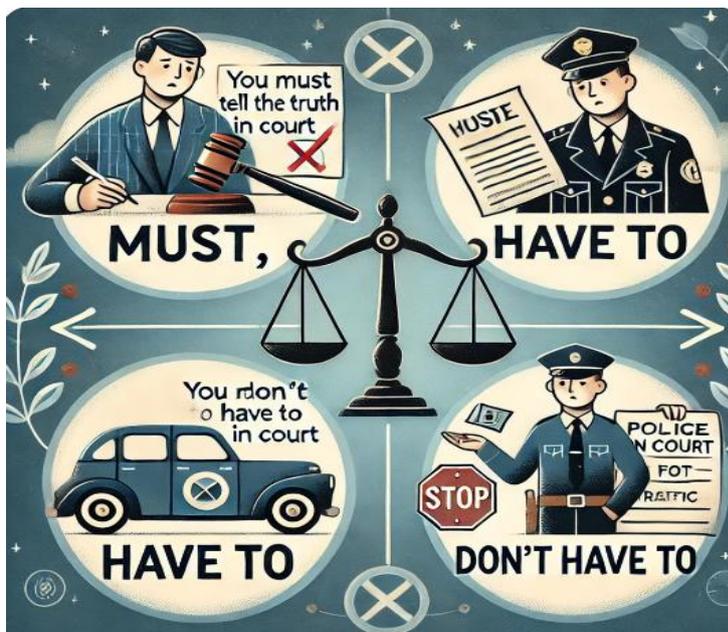
28. Look at the picture 1--3 and the sentences above and do the tasks.

a. What modal verb is used:

1. to tell about our personal obligations?
2. for orders and written rules?
3. to forbid doing something?
4. when it's not necessary to do something?

b. Match the sentences with the pictures:

You must tell the truth in court.
 You mustn't offer bribes.
 You have to follow traffic laws.
 You don't have to go to court if not summoned.



<p style="text-align: center;">MUST</p> <p style="text-align: center;"><i>повинен щось робити за власним рішенням / мусить підкоритися закону</i></p>	<p style="text-align: center;">HAVE TO (Past - HAD TO)</p> <p style="text-align: center;"><i>повинен щось робити через змушування / певні обставини</i></p>
<ul style="list-style-type: none"> ✓ Employers must learn the Labor Code of Ukraine. ✓ I must help my colleagues because we are a team. ✓ We had to identify all the possible consequences. 	<ul style="list-style-type: none"> ✓ Lawyers have to gather in the courtroom now because the judge asked them to. ✓ The bailiff has to control the situation in the courtroom. ✓ According to the contract, we had to follow the rules.

<p style="text-align: center;">MUSTN'T</p> <p style="text-align: center;"><i>заборонено, не можна</i></p>	<p style="text-align: center;">DON'T HAVE TO (Past - DIDN'T HAVE TO)</p> <p style="text-align: center;"><i>немає необхідності / не обов'язково</i></p>
<ul style="list-style-type: none"> ✓ You mustn't break the law. ✓ You mustn't be here. It's only for our managers. ✓ You mustn't speak now because we are listening to very important information from the District Attorney. 	<ul style="list-style-type: none"> ✓ You don't have to work overtime, there is no need in it. ✓ He doesn't have to come because we can do it ourselves.

<p style="text-align: center;">SHOULD</p> <p style="text-align: center;"><i>слід, краще б було...</i></p>	
<ul style="list-style-type: none"> ✓ You should study harder this year if you want to be an A student. ✓ They should be more careful on the road. 	

29. Choose "must" or "mustn't".

1. I think the working conditions *must/mustn't* be equal for all employees.
2. You *must/mustn't* stay home if you are not really ill. Go to work!
3. We *must/mustn't* be disciplined and responsible at work. It's our duty.
4. Mike has a full-time job, so he *must/mustn't* work from 9 a.m. to 7 p.m. every weekday.

5. The employees of this company *must/mustn't* tell anybody what their salary is. This information is confidential.

30. Choose “have to”/”don't have to” and “has to”/”doesn't have to”.

1. Jane is tired and stressed. She *has to/doesn't have to* get a day off and rest.
2. Our manager completes all his tasks on time, so he *has to/doesn't have to* work overtime.
3. If you have a part-time job, you *have to/don't have to* work 45 hours per week. You can work less.
4. I can't focus on my work, so I think I *have to/don't have to* change my work and life balance.
5. You *have to/don't have to* prepare the annual report. Margaret has already prepared it.

31. Choose “have to/has to” or “must”.

1. There's a conference tomorrow. You have no choice, you *have to/must* take part in it.
2. I'm ill and I want to lie down and do nothing, but I feel that I *have to/must* go to work.
3. Pauline *has to/must* give a presentation at this meeting because the boss asked her to do it.
4. We *have to/must* investigate this case because the committee is on its way.

32. Choose “don't have to/doesn't have to” or “mustn't”.

1. Patrick *doesn't have to/mustn't* do this task, he is just helping you
2. You *don't have to/mustn't* work overtime, but it would be good if you could do it a couple of times this week.
3. I feel bad about lying to my boss. I *don't have to/mustn't* do it.
4. This is our boss's parking space, so you *don't have to/mustn't* park your car here.

33. Complete the sentences below with “should”, “must” or “have”.

1. Witnesses _____ tell the truth in court to avoid perjury charges.
2. Lawyers _____ gather all evidence before the trial begins.
3. To avoid a fine, drivers _____ follow traffic laws at all times.
4. Jurors _____ listen carefully during the trial.
5. The defendant _____ meet with their lawyer before the court hearing.
6. You _____ report any illegal activities to the authorities immediately.
7. When arrested, people _____ be informed of their rights.
8. Judges _____ remain unbiased to ensure a fair trial.
9. Witnesses _____ provide accurate information to the best of their ability.
10. A person accused of a crime _____ appear in court on the scheduled date.

34. Put the phrases in the correct group.

- ✓ drive on the right side of the road in the UK – everyone drives on the left!
- ✓ call the emergency services if you just have a cold.
- ✓ arrive at the airport early.
- ✓ be seventeen to drive a car.
- ✓ complete a lot of exams, study and training to be a lawyer.
- ✓ always get enough sleep before having an important meeting.
- ✓ use your mobile phone during an exam.
- ✓ present the evidence in court.
- ✓ show your passport or identity card to get on a plane.

You have to ...	You mustn't ...	You should...
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VERBALS

THE INFINITIVE

<https://grammarway.com/ua/infinite>

1. Fill in the blanks with the infinitive.

1. The attorney advised the client ____ (avoid) self-incrimination during questioning.
2. It's essential ____ (ensure) that the client's rights and freedoms are protected.
3. Law enforcement officers are required ____ (follow) the legal process strictly.
4. Defense attorneys try ____ (obtain) a plea deal for their clients when possible.
5. The prosecutor promised ____ (review) all forensic evidence before the trial.
6. The defendant's family was anxious ____ (see) the outcome of the courtroom proceedings.
7. Lawyers work hard ____ (prepare) a strong defense strategy for their clients.
8. The judge decided ____ (sentence) the defendant after reviewing all evidence.
9. Witnesses were warned ____ (tell) only the truth in court.
10. The prosecution demanded ____ (question) more witnesses to strengthen their case.

THE ZERO INFINITIVE is used after

Make (force), let, see, hear, watch, help	I made him say sorry to his client. The judge didn't let him go . Did you see them steal the money. She didn't hear them talk about the crime.
can, could, might, mat, would, should, will, must, needn't	You should go now. He must work on his skills. I can help him. You needn't come tomorrow.
had better, would rather	You had better take this case, it will change your carrer. We'd better leave early, we might miss the flight. I would rather become a criminal defence attorney. He'd rather sit worklee than cooperate with you.

2. Choose the correct form to complete the gaps.

1. The judge wants the witness ____ (to speak / speak) clearly during cross-examination.
2. The defense attorney watched the defendant ____ (to testify / testify) .
3. It is important for the lawyer ____ (to have / have) enough time to review all evidence.
4. The jury expected the prosecution ____ (to present / present) a strong case.
5. The defendant asked the lawyer ____ (to explain / explain) the plea deal terms.
6. The forensic expert may ____ (to testify / testify) during the trial.
7. The attorney encouraged the defendant ____ (to remain / remain) calm in court.
8. It was necessary for the prosecution ____ (to provide / provide) clear evidence.
9. The lawyer made the witness ____ (to review / review) their statement before testifying.
10. The judge saw all parties ____ (to meet / meet) before the final verdict.

3. Choose the correct option to complete the gaps.

1. The judge made the defendant ____ in the courtroom until the end of the trial.
a) staying
b) to stay
c) stay
2. The criminal defense attorney helped ____ evidence that could support the client's case.
a) collect
b) to collect
c) collecting

3. Law enforcement agencies might ____ a plea deal if the evidence is not strong.
- a) suggest
 - b) to suggest
 - c) suggesting
4. The prosecutor let the witness ____ their full statement before cross-examining them.
- a) finish
 - b) finishing
 - c) to finish

4. Complete the gaps with the infinitive or zero infinitive form.

1. The lawyer advised the client ____ (not/say) anything that could lead to self-incrimination.
2. The jury watched the prosecutor ____ (present) the forensic evidence.
3. The defense attorney made the prosecution ____ (provide) additional documents before the trial.
4. The defendant could ____ (face) a reduced charge if they agree to a plea deal.

5. Choose the correct answer to complete the gaps.

1. The police might ____ the suspect during the pre-trial investigation.

 - a) question
 - b) to question
 - c) questioning

2. The criminal defense attorney saw the law enforcement officer ____ the scene of the crime.

 - a) examine
 - b) examining
 - c) to examine

3. The judge allowed the jury ____ the evidence presented by both sides.

 - a) view
 - b) to view
 - c) viewing

4. The defendant would rather ____ (plead) guilty than risk a longer sentence in court.

 - a) plead
 - b) to plead
 - c) pleading

6. Complete the gaps with the infinitive or zero infinitive form.

1. The defense attorney made the witness ____ (describe) what they had seen during the criminal act.
2. The judge insisted that everyone ____ (follow) the legal process correctly.
3. A criminal defense attorney must ____ (understand) the rights and freedoms of their client.
4. The prosecution let the forensic specialist ____ (analyze) the evidence further.

7. Choose the correct option to complete the sentences.

1. The jury could ____ (decide) on a verdict based on the evidence alone.

 - a) decide
 - b) to decide

2. Defense attorneys often help their clients ____ (understand) the legal process.

 - a) to understand
 - b) understand

3. Law enforcement agencies must ____ (follow) proper procedures when collecting evidence.

 - a) follow
 - b) to follow

4. The judge will not let the defendant ____ (leave) the courtroom until a decision is made.

- a) to leave
- b) leave

8. Read the text and complete the gaps with the correct form.

Detective Williams was called ____ (come / to come) to the scene of a terrible fire. He was interested (know / to know) if the old factory was completely burned down. The firefighters arrived and could (explain / to explain) him that the fire hadn't started by accident. Someone had used gasoline (set/ to set) the place on fire. Then Williams saw a man in a black jacket (spy / to spy) near the factory the night before.

9. Read the text and complete the gaps with the correct form.

Mrs. Smith was confused (see / to see) that all her money was gone. She called Detective Taylor (help / to help) her. Taylor understood a criminal had used his own laptop (break / to break) into her account (take / to take) her money. The criminal didn't even have (come / to come) her home.

10. Read the text and complete the gaps with the correct form.

A man with a mask opened the door (enter / to enter) the jewelry store. The store owner didn't want (let / to let) him in because it was about to close. The man made Mr. Green (let / to let) him in threatening him with his gun and told him (put / to put) all the expensive jewelry into a bag. The police arrived (investigate / to investigate) the case. The detective said that it would be difficult (find / to find) the robber. The shop owner had (go / to go) to the police station to testify. He wanted the police (find / to find) the criminal and (return / to return) the stolen jewelry.

THE GERUND

<https://grammarway.com/ua/gerund>

1. Complete the gaps with the gerund form of the verbs.

1. The defense attorney suggested ____ (negotiate) a plea deal for a reduced charge.
2. The judge considered ____ (delay) the trial due to new evidence.
3. Witnesses are responsible for ____ (give) accurate testimony in court.
4. Law enforcement agencies are involved in ____ (gather) forensic evidence.
5. The defense attorney is skilled at ____ (find) contradictions in the prosecution's case.
6. The defendant denied ____ (have) any criminal intent.
7. The lawyer is interested in ____ (protect) the rights of the accused.
8. The prosecutor avoided ____ (reveal) any weak points in the case.
9. The attorney focused on ____ (prepare) a strong defense strategy.
10. The defendant admitted ____ (commit) a minor offense.

2. Complete the gaps with the gerund form of the verbs.

1. The lawyer suggested ____ (file) for an appeal after the conviction.
2. The defendant admitted ____ (participate) in the criminal act.
3. ____ (cross-examine) witnesses is a challenging part of the trial process.
4. The prosecutor focused on ____ (prove) the defendant's criminal intent.
5. The attorney is responsible for ____ (protect) the defendant's rights during the trial.
6. The police are tasked with ____ (collect) evidence in a legal manner.
7. The judge considered ____ (postpone) the trial due to lack of evidence.
8. ____ (question) witnesses thoroughly is essential for building a strong defense.
9. The defense attorney argued against ____ (use) illegally obtained evidence.
10. The defendant denied ____ (have) any involvement in the crime.

3. Complete the gaps with the gerund form of the verbs.

1. The lawyer focused on ____ (challenge) the evidence presented by the prosecution.
2. The defendant avoided ____ (discuss) the case with anyone outside the courtroom.
3. The attorney was successful in ____ (secure) a lighter sentence for the defendant.
4. ____ (understand) the legal process is essential for the defendant's defense.
5. The prosecution insisted on ____ (re-examine) all the forensic evidence.
6. The jury must carefully consider all details before ____ (make) a decision.
7. The defense attorney stressed the importance of ____ (know) the defendant's rights.
8. ____ (collect) evidence without permission may violate constitutional rights.
9. The lawyer prioritized ____ (prepare) a strong argument before the trial.
10. The judge warned against ____ (use) biased information in the case.

4. Complete the gaps with the gerund form of the verbs.

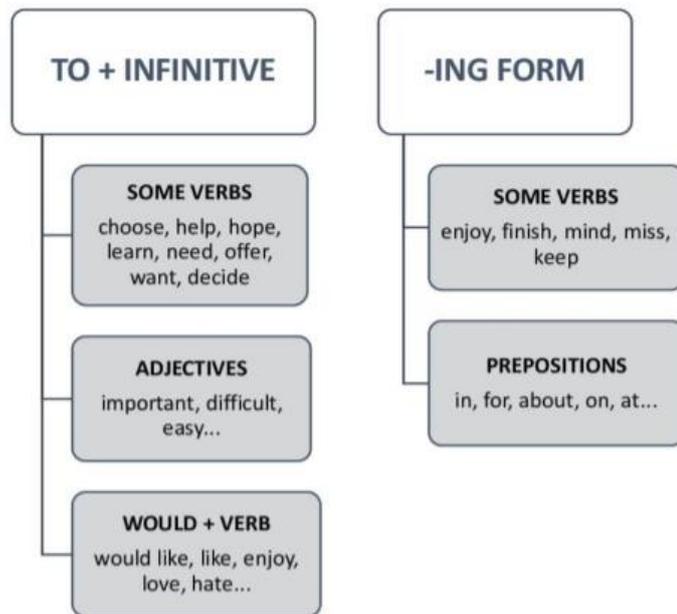
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7. Complete the gaps with the infinitive or gerund.

1. The lawyer asked ____ (sign) the contract before ____ (review) it carefully.
2. It's important ____ (understand) the consequences before ____ (take) any legal responsibility.
3. The defendant said he wanted ____ (commit) the crime and agreed ____ (cooperate) with the police.
4. She is interested in ____ (study) international law and plans ____ (work) at a human rights organization.
5. After ____ (review) all the evidence, the judge decided ____ (postpone) the trial.
6. The company didn't agree ____ (pay) compensation, despite ____ (know) about the risks involved.
7. The prosecutor decided ____ (charge) the defendant after ____ (collect) enough evidence of their involvement.
8. The criminal defense attorney advised the defendant against ____ (accept) the plea deal without ____ (understand) all potential consequences.
9. Law enforcement agencies are responsible for ____ (gather) forensic evidence before ____ (hand over) the case to the prosecution.
10. The jury found it challenging ____ (evaluate) the criminal intent of the defendant during the trial.
11. After ____ (cross-examine) the witness, the prosecution argued that the testimony was crucial for ____ (prove) the defendant's guilt.
12. The defense attorney insisted on ____ (protect) the rights and freedoms of the defendant during courtroom proceedings.

8. Choose the correct form of the verb (infinitive or gerund) to complete each sentence.

1. The defense attorney agreed ____ (to represent / representing) the defendant in court.
2. It's important ____ (to protect / protecting) the defendant's rights during the trial.
3. Law enforcement agencies work hard ____ (to collect / collecting) all necessary evidence.
4. The prosecutor tried ____ (to prove / proving) the criminal intent of the accused.
5. The witness refused ____ (to answer / answering) questions during cross-examination.
6. The judge decided ____ (to postpone / postponing) the trial due to new evidence.
7. Defense attorneys often prepare ____ (to defend / defending) their clients in difficult cases.

8. The defendant hoped ____ (to receive / receiving) a reduced sentence.
9. The lawyer offered ____ (to help / helping) the victim understand the legal process.
10. The prosecution attempted ____ (to link / linking) the defendant to the criminal act.

9. Choose the gerund or the infinitive.

1. The trials aimed ____ (to bring / bringing) justice to those responsible for the war.
2. Many of the Nazi leaders were accused of ____ (to commit / committing) crimes against humanity.
3. The judges decided ____ (to hold / holding) the trials in Nuremberg because of its large court facilities.
4. Some Nazi officials chose ____ (to avoid / avoiding) capture by taking their own lives.
5. The trials ended ____ (to create / creating) new international laws.

CONDITIONALS

<https://grammarway.com/ua/conditionals>

FIRST CONDITIONAL *real situations in the future*

If + _____ Present Simple, _____ Future Simple.

If he **comes** on time, we will start showing our presentation at 10.30.
You **will be** late for the meeting **if** you **don't stop** talking on the phone.
They **will promote** him **if** he **works** harder.

1. Choose the correct ending for each sentence.

- | | |
|--|---|
| 1. We will come to visit you | a. if they don't start talking. |
| 2. If you read a lot of books, | b. if you help me to look for them. |
| 3. If you speak English, | c. if you ask your colleagues for help. |
| 4. You can buy cheaper tickets | d. if you are at home tonight. |
| 5. If you watch films in English, | e. you will be smart. |
| 6. They will never become
friends again | f. if you book them in advance. |
| 7. I will find my glasses | g. you will improve your English quickly. |
| 8. We will get the visa | h. you won't get lost in another country. |
| 9. You will look better | i. if we have all the documents. |
| 10. You will finish the project | j. if you change your style. |

2. Put the verbs in the correct forms.

1. If it (rain) tomorrow, we (not have) an outdoor inspection.
2. I not (go) to the maintenance department if its supervisor (not join) us.
3. She (not listen) to you if you (keep) shouting.
4. If you (not book) the table, we (not go) on inspection to that branch of our enterprise.
5. I (not forgive) you if you (not tell) me the truth.
6. He (not can) help you if you (not explain) your problem.
7. She (say) yes if you (offer) her this post.
8. I (not be) surprised if they (get) electrocuted.
9. I (speak) English better if I (learn) more words.
10. He (become) a good safety inspector if he (pass) all exams with good marks.

3. Complete the gaps with the correct form of the words in brackets.

1. If law enforcement agencies _____ (collect) evidence, they _____ (submit) it to the court.
2. If a defendant _____ (need) legal counsel, they _____ (request) a criminal defense attorney.
3. If a case _____ (involve) capital punishment, the trial _____ (be) particularly strict.
4. If the High Anti-Corruption Court _____ (find) assets unsubstantiated, it _____ (order) their recovery.
5. If a criminal act _____ (commit), the police _____ (investigate) immediately.
6. If there _____ (be) a plea deal, the prosecution and defense _____ (agree) on a reduced charge.
7. If someone _____ (charge) with a crime, they _____ (consider) a defendant.
8. If the prosecution _____ (have) insufficient evidence, the conviction _____ (fail).
9. If a judge _____ (cross-examine) a witness, it _____ (clarify) the facts.
10. If a trial _____ (involve) a jury, jurors _____ (help) reach a verdict.

4. Complete the gaps with the correct form of the words in brackets.

1. If the statement of claim _____ (comply) with procedural requirements, the court _____ (initiate) proceedings.
2. If there _____ (be) an objection during a trial, the judge _____ (decide) to sustain or overrule it.
3. If a case _____ (fall) under civil proceedings, the judge _____ (play) a passive role.
4. If the prosecution _____ (present) strong evidence, the likelihood of conviction _____ (increase).
5. If a defendant _____ (find) guilty, they _____ (receive) a sentence.
6. If a lawyer _____ (suspect) a conflict of interest, they _____ (inform) the court.
7. If a witness _____ (refuse) to testify, the court _____ (determine) if there are legal grounds for refusal.
8. If the evidence _____ (be) electronic, it _____ (need) verification before submission.
9. If the judge _____ (see) any procedural error, they _____ (address) it immediately.
10. If the High Anti-Corruption Court _____ (rule) on assets, the state _____ (recover) them if unsubstantiated.

5. Complete the gaps with the correct form of the words in brackets.

1. If the judge _____ (approve) the evidence, the court _____ (use) it in the trial.
2. If a plea deal _____ (reach), the prosecution _____ (drop) some charges.
3. If the defendant _____ (cooperate) with the investigation, they _____ (receive) a reduced sentence.
4. If the jury _____ (find) the defendant guilty, the judge _____ (issue) a sentence.
5. If the evidence _____ (prove) to be insufficient, the case _____ (dismiss).
6. If the defendant _____ (plead) guilty, they _____ (avoid) a full trial.
7. If the prosecutor _____ (discover) new evidence, they _____ (reopen) the case.
8. If the judge _____ (allow) an objection, the question _____ (not use) in testimony.
9. If a juror _____ (show) bias, they _____ (remove) from the jury pool.
10. If a witness _____ (not appear) in court, their testimony _____ (not include).

6. Complete the gaps with the correct form of the words in brackets.

1. If the court _____ (find) the transaction invalid, it _____ (annul) the agreement.
2. If the judge _____ (see) that the defendant _____ (need) psychiatric care, they _____ (order) it.
3. If the plaintiff _____ (choose) their own remedy, the judge _____ (consider) it in their ruling.
4. If the jury _____ (deliberate) quickly, a verdict _____ (reach) by the end of the day.
5. If a witness _____ (lie) under oath, they _____ (face) perjury charges.
6. If the prosecutor _____ (miss) the deadline for evidence submission, it _____ (not accept).
7. If the defendant _____ (refuse) a plea deal, the trial _____ (proceed) as scheduled.
8. If evidence _____ (confirm) guilt, the court _____ (issue) a conviction.
9. If a defense attorney _____ (raise) a valid objection, the judge _____ (consider) it.
10. If the court _____ (restrict) evidence submission, only approved evidence _____ (review).

SECOND CONDITIONAL

unreal (hypothetical) situations in the present and future

If + Past Simple, would/wouldn't + infinitive

- If** I worked harder, I would have a better job.
If I didn't work in a **hazardous area**, I wouldn't get **injured**.
If Ethan wasn't having a shower, he would come to the phone.

7. Put the verbs in the correct forms.

1. I could tell you what this means if I (know) law.
2. If everybody (give) a hand, we would assess the situation quicker.
3. He might get injured if he (not stop) working under these circumstances.
4. If he knew that it was dangerous, he (not come).
5. If you (see) someone electrocuted, what would you do?
6. I could get a job easily if I (have) a degree in law.
7. I (increase) productivity if you followed the instructions.
8. What would you do if the lift (get) stuck between two floors?
9. If you change your job, would it (be) better?
10. I'd decide it if there (not be) so strict law.

8. Make the sentences unreal.

1. If we (have) new laptops, we (work) better.
2. If he (have) more time, he (buy) new files.
3. If they (tell) their representative, he (be) very angry.
4. She (spend) a year in the USA if they (get) this job.
5. If you (get) injured, you (not be able) to work for a long time.
6. We (help) you if we (know how).
7. My brother (get this job if he (have) adequate training.
8. If I (feel) better, we (continue) work.
9. If you (plan) beforehand, we (get) this order.
10. She (talk) to you if she (want).

9. Complete the gaps with the correct form of the verbs in brackets.

1. If the judge _____ (dismiss) the case, the defendant _____ (be) free.
2. If the prosecution _____ (find) new witnesses, they _____ (strengthen) the case.
3. If the defense attorney _____ (know) about the evidence earlier, they _____ (prepare) a better defense.
4. If the court _____ (grant) bail, the defendant _____ (be) released until trial.
5. If the evidence _____ (be) more substantial, the conviction _____ (be) certain.
6. If the prosecutor _____ (agree) to a reduced charge, the case _____ (resolve) sooner.
7. If a juror _____ (show) bias, the defense attorney _____ (request) their dismissal.
8. If the court _____ (allow) the appeal, the case _____ (review) in a higher court.
9. If the judge _____ (rule) in favor of the defendant, they _____ (be) acquitted.
10. If a plea deal _____ (not accept) by the defendant, the case _____ (proceed) to trial.

10. Complete the gaps with the correct form of the verbs in brackets.

1. If the plaintiff _____ (choose) another remedy, the court _____ (still apply) it.
2. If the prosecution _____ (drop) the charges, the defendant _____ (avoid) jail.
3. If the court _____ (allow) electronic evidence, it _____ (strengthen) the case.
4. If the defendant _____ (not have) a defense attorney, they _____ (struggle) in the trial.
5. If witnesses _____ (provide) statements in writing, it _____ (make) the process easier.
6. If the court _____ (overturn) the ruling, the case _____ (not end).
7. If law enforcement _____ (submit) the evidence earlier, the trial _____ (conclude) sooner.
8. If a third party _____ (intervene) in the case, it _____ (affect) the outcome.
9. If the judge _____ (be) more lenient, the sentence _____ (reduce).
10. If a verdict _____ (not reach), the trial _____ (continue) until one is.

THIRD CONDITIONAL

unreal (hypothetical) situations and regrets in the past

If + Past Perfect, would/wouldn't + have + V3

If Mary **hadn't overslept**, she **wouldn't have missed** her flight.
Jack **wouldn't have failed** the exam **if** he **had studied** better.
If they they had followed all the rules, he would not had broken his leg.

11. Complete the sentences using the Third Conditional.

1. If you (study) for the test, you (pass) it.
2. If you (listen) me, I (help) you.
3. If we (cooperate), we (manage) that problem.
4. If you (English), you (get) that post.
5. If they (listen) to me, we (achieve) the goal.
6. If I (not hurt) my leg, I (continue) working.
7. If you (identify) the problems, we (not have) these complaints.
8. If he (know) that the activity was dangerous, we (consult) our police officer.
9. If you (speak) more slowly, our colleagues (understood) you.
10. You (not get) into trouble if you (obey) my instructions.

12. Complete the gaps with the correct form of the words in brackets.

1. If the court _____ (accept) late evidence, it _____ (change) the verdict.
2. If the prosecution _____ (know) about the new witnesses, they _____ (use) them in the trial.
3. If the appeal _____ (file) on time, the defendant _____ (have) another chance.
4. If law enforcement _____ (find) more evidence, the conviction _____ (be) stronger.
5. If the judge _____ (issue) an instruction earlier, the jury _____ (not be) confused.
6. If the defense attorney _____ (discover) this law, they _____ (argue) it.
7. If the court _____ (not overlook) the error, the case _____ (conclude) differently.
8. If the prosecutor _____ (raise) this point, the judge _____ (consider) it.
9. If the evidence _____ (not lose), it _____ (present) in the trial.
10. If the defendant _____ (agree) to the terms, the trial _____ (not proceed).

13. Complete the gaps with the correct form of the verbs in brackets.

1. If the prosecutor _____ (present) the evidence sooner, the jury _____ (decide) faster.
2. If the defense _____ (submit) evidence on time, the trial _____ (be) fairer.
3. If the defendant _____ (accept) the plea deal, they _____ (receive) a reduced sentence.
4. If the appeal _____ (not reject), the case _____ (go) to a higher court.
5. If the evidence _____ (not dismiss), the defendant _____ (convict).
6. If the jury _____ (deliberate) longer, they _____ (reach) a better verdict.
7. If the prosecutor _____ (object) during the testimony, it _____ (not include).
8. If the defense attorney _____ (prepare) thoroughly, the case _____ (end) differently.
9. If the judge _____ (consider) all evidence, the decision _____ (be) clearer.
10. If the witness _____ (testify) truthfully, the outcome _____ (be) more accurate.

14. Answer what would have happened if you had made another choice in your life.

e.g. Is it important to get your bachelor's degree in law? What would have happened if you hadn't entered?

If I had not got entered the institute 4 years ago, my parents would have been disappointed.

1. What did you study at institute? What other options did you have?
2. If you have a partner how did you meet? How could things have happened differently?
3. What would you have done this week if you'd had more time? Why?
4. What would you have done last year if you'd had more money?

5. Think of a time when someone helped you with something, what would you have done without their help?
6. Think of a time when you had an accident, how could things have happened differently?
7. Think of a time when you or someone you know was in danger, how could things have happened differently?
8. Think of big decisions you have made in your life related to work / studying / family, how could things have happened differently? How could things be different now?

15. Extra task. Comment on these situations. Use conditional types 1, 2, 3.

e.g. Read this book. You will like it.

If you read this book you will like it.

1. John is tired. He works too much.

If John ...

2. They didn't plan their business trip, so they didn't find that plant.

If they

3. I didn't take a photo of the site. I didn't remember it.

If I

4. She worked too long in that congested area, so she felt sick.

If she....

5. He got seriously injured. He was driving too fast.

If he

6. My brother didn't study. He didn't pass the exam.

If my brother

7. My attorney isn't in his office. I wanted to ask for help.

If my co-worker

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Крічкер Ольга Юхимівна

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