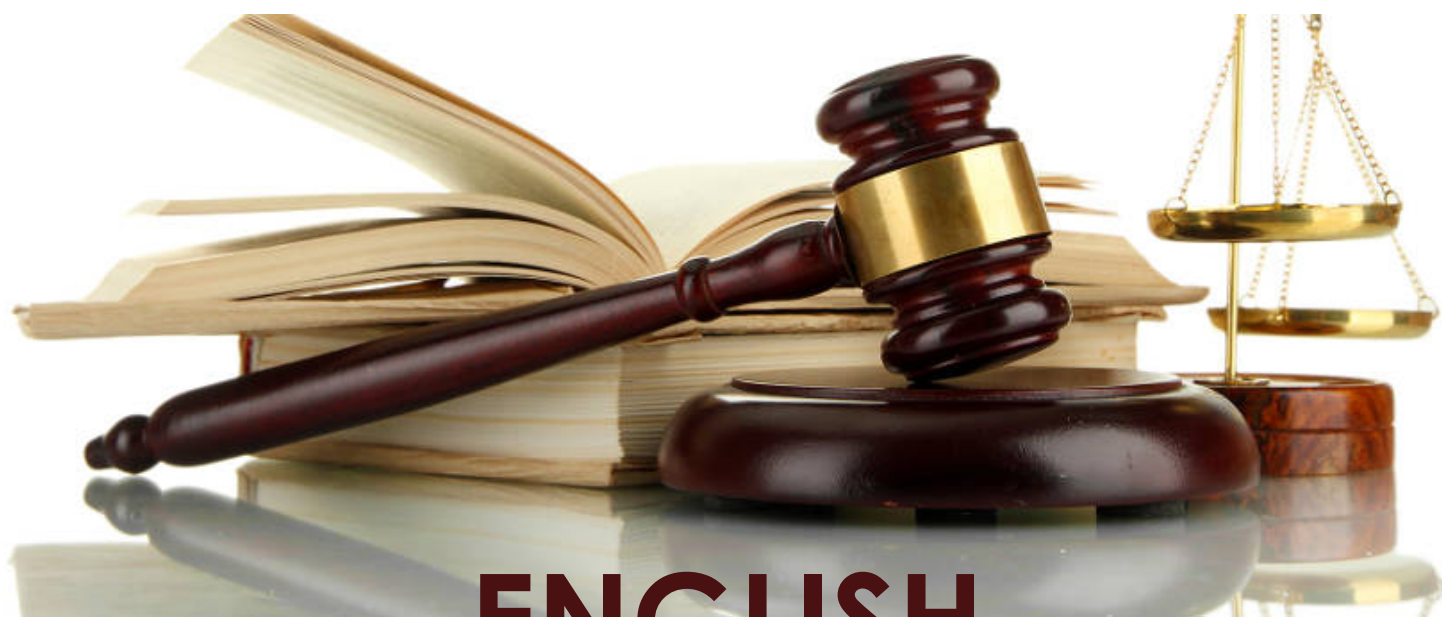


**University of the State Tax Service of Ukraine
Educational and Scientific Institute of Humanities**



ENGLISH FOR LAW AND COMMUNICATION

(for Intermediate Students)

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This study guide provides comprehensive material for the studies of legal English, including training exercises, the topics for the projects and informational resources, printed texts, audio and video texts necessary for teaching English oral monologic production to Law students. It enables the intermediate learners to understand and use legal English in international oral communication while working in state and private institutions. The coursebook is assigned to university students who study legal English as part of their non-philology study programmes and other learners who have a special interest in legal English and need to use it for their studies or work.

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UNIT 1

ENTERING THE LEGAL PROFESSION



VOCABULARY FOCUS

Exercise 1. Answer the following questions using the words from the box below.

1. What is a three level system of higher education in Ukraine?
2. Why has a large network of legal educational institutions been established in Ukraine recently?
3. What are the types of Ukrainian higher educational institutions that train lawyers?
4. How long does it take to complete a law degree in your country?
5. What is the Diploma granted to higher education graduates?

provide qualification requirements; junior specialists; bachelor degree holders; master degree holders; legal profession; become prestigious; complete a law degree; a state recognized document; an educational certificate; professional license

Exercise 2. Read the following sentences, and then transform them into a single narrative text using the conjunction braces given below.

1. Quality legal education is a fundamental prerequisite for a well-functioning legal profession and the rule of law.
2. At present, legal education in Ukraine does not equip students with the solid legal knowledge, soft skills such as critical thinking, problem solving, and compassion, or the professional values such as respect for the rule of law, integrity, zero tolerance for corruption and conflict of interest, loyalty to clients, and non-discrimination, especially with respect to gender equality, which are required in today's job market.
3. Ukraine's legal education system lacks comprehensive quality assurance mechanisms and even minimal standards for legal education and accreditation.
4. Addressing these challenges, the USAID New Justice Program builds on the effective relationships established with the Ministry of Justice, Ministry of Education and Science, leading law schools, bar associations, and law student associations under the previous USAID FAIR Justice Project and enhances cooperation and coordination among stakeholders to achieve comprehensive legal education reform.
5. This entails the development of the national legal education reform strategy and standards for legal education and accreditation, quality assurance frameworks, admissions testing, and improvements to teaching modalities and practice-based learning.

however; therefore; while; firstly; secondly; at the same time; moreover; what's more; lastly; finally

Exercise 3. Give full answers to the following questions.

1. What are the strengths in the educational system for law students?
2. What are the weaknesses in the educational system for law students?
3. What makes a good law student?
4. Which core courses are typical for law students in your country?
5. Why is it important to be fluent in legal English for prospective lawyers in Ukraine?

Exercise 4. Prove or disprove the following statements concerning legal education in the USA, using the discourse markers for cause and result in the box.

consequently; that's why; because; thus; therefore

1. What are the strengths in the educational system for law students?
2. What are the weaknesses in the educational system for law students?
3. What makes a good law student?
4. Which core courses are typical for law students in your country?
5. Why is it important to be fluent in legal English for prospective lawyers in Ukraine?

Exercise 5. Give full answers to the following questions without using in your answers the words you have in the questions (replace them with synonyms/antonyms).

1. What two stages of training must both solicitors and barristers complete in the UK?
2. What is the academic stage usually accomplished by?
3. What subject areas does a qualifying degree in England and Wales (LLB) consist of?
4. What kind of vocational training is required for barristers and solicitors in the UK?
5. What requirement should a prospective barrister meet before he can actually practice on his own?



Exercise 1. Read the sentences below opening the brackets and using the verbs in the Passive Voice (where possible).

Family law (divide) into public and private cases.

Examples of torts (include) medical negligence.

Prosecutions (initiate) by the state through the prosecutor.

Suspects (question) when a lawyer came into the room.

A body of expert lawyers (need) time for consideration of a case.

The new Tax bill (discuss) all day yesterday.

Don't come in! The identi-kit of the maniac-murderer (create).

Famous murderer Stevenson (escape) from federal prison. All roads leading to the city (take) under control.

This complicated case (settle) out of court.

Once the jury (select), the lawyers for both sides give their opening statements.

Exercise 2. Answer the following questions replacing the verbs in the Active Voice with the verbs in the Passive Voice (make sure to give positive answers each time).

1. Does the President choose a US attorney with the approval of the Senate?

2. Did the investigator leave the suspect in the room?

3. Did they abolish the capital punishment in Britain after World War II?

4. Will they appoint the new Prime Minister tomorrow?
5. Are they discussing the candidate now?
6. Do you think they are following us?
7. Were the police searching for a burglar all day yesterday?
8. Have they caught the criminal at last?
9. Has Roman law influenced many modern European legal systems?
10. Will the organizers supply all relevant information about the meeting in advance?

Exercise 3. Give the negative answers to the following questions replacing the verbs in the Active Voice with the verbs in the Passive Voice. Then write another sentence changing the tense of the main passive verb (make any other changes you need).

1. Have they caught the criminal?
2. Have they finished the investigation?
3. Did they warn you about the danger yesterday?
4. Were they discussing the plan of future changes in the systems of courts in the afternoon?
5. Were they discussing the new Tax bill yesterday?
6. Is the judge announcing the sentence?
7. Was the investigator examining clothes when the expert arrived?
8. Is the Parliament passing the law?
9. Are they discussing the job applicant?
10. Did the officers write the report in a terrible hurry?



PHONETICS FOCUS

Exercise 1. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

🔊 <https://soundcloud.com/excellent-esl-4u/esl-legal-comprehension-passage>

Types of crime

There are many types of crimes that people commit. And people commit the crimes for a range of different reasons. But no matter what the reason is, if the person gets caught they will have to go to court to be punished. Sometimes the person was caught while doing the crime and so the court case is quite short and they are convicted quickly; however, other times there will only be some evidence suggesting that they did the crime, and in this situation a longer court case will be needed.

There are some crimes that are committed by just being in the wrong place. Trespass is the crime of being somewhere you are not allowed to be or staying somewhere after being asked to leave. If the place is private property, the owner has the right to stop people from entering, and if a person enters that can be charged with trespass.

Other crimes involve taking something that is not yours. There are several different names for this. The overall general name is stealing. Within in the general crime of stealing there is robbery, which is where someone breaks into a car or building to take something from inside it. Fraud is the crime of stealing by giving false information, so you get something that is not yours. Then embezzlement is stealing something that you were responsible for but which was owned by someone else.

Another type of crime is where someone is killed. This could either be via manslaughter or murder. Manslaughter is when the person did not mean to kill the other person: it was due to a mistake or them being careless. It is still their fault but not as serious as the crime of murder. When a person commits a murder it means that the planned the killing and meant to kill the other person. This is the most serious crime there is.



Exercise 2. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.



 www.excellentesl4u.com/esl-legal-listening.html#q_2

The Police

It is the police that have to catch people who commit crimes. It is their job to make sure that everyone else is safe by trying to find evidence that proves who committed a crime and then arresting the person responsible. Once they have done that they give the evidence they collected to the prosecution lawyers who have to take it to court to prove that the person is guilty. The defense lawyers try to show where the evidence does not fit and so get a not guilty verdict. The jury listens to the evidence and decides whether the accused did or did not do the crime. Then if the defendant is guilty the judge decides what their punishment should be.

Therefore, you can see that the police are very important. If they do not collect enough evidence the lawyers will not be able to prove the suspect is guilty, so the jury will acquit them and the judge cannot punish them. This means it is very important for the police to work very hard to get all the evidence that they can do. They do this by examining the crime scene and talking to as many witnesses as possible.



Task 1. Read the text in order to retell it.

The Aims of Legal Education

Legal education generally has a number of theoretical and practical aims, not all of which are pursued simultaneously. The emphasis placed on various objectives differs from period to period, place to place, and even teacher to teacher. One aim is to make the student familiar with legal concepts and institutions and with characteristic modes of legal reasoning. Students also become acquainted with the processes of making law, settling disputes, and regulating the legal profession, and they must study the structure of government and the organization of courts of law, including the system of appeals and other adjudicating bodies.

Another aim of legal education is the understanding of law in its social, economic, political, and scientific contexts. Prior to the late 20th century, Anglo-American legal education was less interdisciplinary than that of continental Europe. With the development of a more or less scientific approach to social studies since the late 20th century, however, this has been changing. Some American law schools appoint economists, historians, political scientists, or sociologists to their staffs, while most permit their students to take courses outside the law school as part of their work toward a degree. Continental legal education tends to be highly interdisciplinary, if more abstract and doctrinal than its American counterpart, with

nonlegal subjects compulsory for students taking their first degree in law.

Traditionally, legal education has included the study of legal history, which was once regarded as an essential part of any educated lawyer's training. Although economics is increasingly popular as a tool for understanding law, much legal history is nonetheless taught in the context of the general law curriculum. Since the corpus of the law is a constantly evolving collection of rules and principles, many teachers consider it necessary to trace the development of the branch of law they are discussing. In civil-law countries, where most parts of the law are codified, it is not generally thought necessary to cover topics that antedate the codes themselves. On the other hand, in countries that have a common-law system, knowledge of the law has traditionally depended to a great extent on the study of the court decisions and statutes out of which common law evolved.

Even in jurisdictions that require four or five years of law study (as in Japan and India), the graduating law student is not expected to have studied the whole body of substantive law but is, however, typically expected to be familiar with the general principles of the main branches of law. To this end, certain subjects are regarded as basic: constitutional law, governing the major organs of state; the law of contract, governing obligations entered into by agreement; the law of tort (or delict in civil-law systems), governing compensation for personal injury and damage to property, income, or reputation; the law of real (or immovable) property,



governing transactions with land; criminal law, governing punishment, deterrence, rehabilitation, and prevention of offenses against the public order; and corporation (or company) law, governing the leading form that economic actors take in modern society. The materials studied are largely the same everywhere: codes (where these exist), reports of court decisions, legislation, government and other public reports, institutional books (in civil-law countries), textbooks, and articles in learned periodicals. The aim is not so much that the students should remember “the law” as that they should understand basic concepts and methods and become sufficiently familiar with a law library to carry out the necessary research on any legal problems that may come their way.

To some extent, legal education is out of harmony with legal practice, for in real life a case is not presented as neatly by a client to his lawyer as it is in a textbook. The case usually begins as a statement, often jumbled, of facts and problems that cut across pedagogical categories. A story of a road accident, for example, may involve the lawyer in considering questions of the civil responsibility for the cause of the accident; of contract (in relation to insurance); of criminal law (in relation to a traffic offense); and of other branches of law as well. It is therefore important, while making divisions of law for convenience of study and examination, to guard students against the danger of thinking in compartments.

Lawyers also must contend in practice with branches of law in which they have received no formal education. More importantly, new social issues requiring legal attention and new legal structures come into existence during

every lawyer's lifetime in all societies, particularly in those undergoing rapid economic or political development. A good law school produces a graduate who is not constricted by pedagogy but is trained to adapt to—and perhaps even to help bring about—changes in the law.

Task 1.1.

a) Answer the following questions:

- What are the main aims of legal education?
- What way does Continental legal education differ from its American counterpart?
- What subjects are regarded as basic in most jurisdictions?
- Why is legal education out of harmony with legal practice to some extent?
- What makes a good law school?

b) Define the functional style of the text underlining the linguistic means indicating that.

c) Divide the text into the content and compositional parts.

d) Make up the plan to the text.

e) Retell the text following the plan while using the key words along with the conjunction braces you have chosen.

e) Prove or disprove the statements using the information from the text:

- Legal education is focused on practical aims only.
- Anglo-American and Continental systems of legal education tend to be interdisciplinary ones.
- It is necessary to trace the development of the branch of law being studied by law students.
- The materials studied by law students in different jurisdictions vary considerably.

-The main aim of legal education is to make students remember all the laws of the current legislation.

Task 1.2

a) Answer the following questions:

- What are the primary objectives of legal education?
- What do both Anglo-American and Continental systems of legal education have in common?
- Why is it necessary to trace the development of the branch of law being studied by law students?
- What kind of do law students study in most jurisdictions?

b) Analyze the text using the scheme below.

The style of the text	Linguistic means
Functional type	Linguistic means
Content parts	Key words
Compositional parts	Connectors

c) Retell the text following the algorithm below:

1	Make up the plan to the text.
2	Choose the key words and phrases.
3	Use the connectors necessary.
4	Prepare to retell the text using the synonyms to those words used in the text.
5	Retell the text following the stylistic, compositional and functional peculiarities of the text

d) Answer the questions consulting extra sources of information so they complete the table below:

Legal Education in Ukraine	Legal Education in the UK	Legal Education in the USA

- What are the teaching methods of legal education?
- What are the levels of study for law students?
- What are the examinations and qualifications required to enter the profession?

Task 1.3

a) Define the type, style, compositional and content parts of the text;

b) Write out the key words and phrases to be used while retelling the text;

c) Make up the plan to the text;

d) Retell the text following the plan as well all the linguistic, compositional, functional and typological peculiarities;

e) Express your opinion on what can be done to improve training lawyers in national higher educational establishments.



PRODUCTION PROJECT WORK

PROJECT TOPICS

1. WEAKNESSES AND STRENGTHS IN THE EDUCATIONAL SYSTEM FOR LAW STUDENTS IN UKRAINE

Electronic source available at:

<http://www.aalep.eu/ukraine%E2%80%99s-legal-education-and-absence-professional-standards>

Electronic source available at:

<http://lingualeo.com/ru/jungle/legal-education-in-ukraine-488332#/page/1>

2. WHAT YOUR UNIVERSITY HAS TO OFFER POTENTIAL NEW UNDERGRADUATES

Electronic source available at:

<https://www.4icu.org/reviews/17145.htm>

Electronic source available at:

http://uzhgorod.in/en/news/2014/iyun/national_university_of_state_tax_service_of_ukraine_invites_applicants_to_join_its_student_family

3. LEGAL EDUCATION IN THE UK AND IN THE USA. LEGAL EDUCATION IN UKRAINE. WHAT MAKES THE DIFFERENCE?

Electronic source available at:

https://learn.org/articles/Lawyer_Become_a_Lawyer_in_5_Steps.html

Electronic source available at:

<https://www.lawontheweb.co.uk/legal-help/how-to-become-a-lawyer>

Task 1. Read the given texts, divide them into the content parts, then take short notes of the each part.

Task 2. Read the given texts taking short notes of the each part. Think of the informational blocks that can be integrated round the topic of the PROJECT. According to the contents of the texts you've read, make up the plan of your future report.

Task 3. Read the given texts taking short notes of the each part. Find some extra sources of information on this issue. Make up the plan of your future report considering the analytical factor: which positions you believe to be more persuasive (with the perspective of further justification).

Task 4. Using the vocabulary and the grammar structures, as well as the information from the texts, make up a mini-monologue in accordance with the part of the plan of the general monologue-presentation you've have chosen. Follow the structure of the description monologue.

Task 5. Combine your mini-monologues into a single report, prepare a presentation.



UNIT 2

LAWYERS AT WORK



VOCABULARY FOCUS

Exercise 1. Answer the following questions using the words from the box below.

1. Why do some people choose law as a career?
2. What are the major objectives of lawyer's work?
3. Where do lawyers work? What legal professions do you know?
4. Is it important to specialize in any particular area of law? Why?
5. What is legal ethics? What are its core principles?

a law-governed state; regulate social relations; protection of society and individuals; prestige; legal advisors; law enforcement agencies; judiciary; the Bar; prosecutors; defense lawyers; notaries; customs officers; courts; judges; investigators; advocates; to take charge of the defense of persons or companies in any case; to provide a service with the highest standard of quality; represent clients in civil and criminal litigation; to advise clients on legal matters and assist with legal documents; forging of documents; fabrication of evidence; keep their clients informed on matters about their cases; competent lawyers



Exercise 2. Read the following sentences, and then transform them into a single narrative text using the connectors given below.

1. Lawyers have existed since ancient times, developing rules in an attempt to maintain peace and order in communities.
2. What does it take to be successful in this demanding field?
3. A great lawyer has excellent analytical skills and is able to readily make sense of a large volume of information.
4. A great lawyer is creative and able to think of reasonable solutions when problems and unique situations arise.
5. Preparing a legal strategy generally requires an extensive amount of research.
6. Anyone involved in the legal profession should have excellent research skills to be able to find and comprehend pertinent information.
7. Great lawyers and paralegals have excellent interpersonal skills and can develop trusting relationships with everyone they work with.
8. A great lawyer is able to think logically and make reasonable judgments and assumptions based on information presented.
9. Often, cases require many hours of work with heavy research and lots of writing.
10. A good lawyer or legal assistant must be willing to put in the time it takes to get the job done.
11. A great lawyer has excellent public speaking skills and is comfortable addressing a courtroom.
12. They can also easily handle speaking in front of other groups.

13. Lawyers, paralegals, and other legal professionals should have strong reading comprehension skills to easily understand the complex information encountered in legal research and documents.

14. A great lawyer or legal assistant has excellent writing skills, which are used in preparing compelling arguments, briefs, motions, and other legal documents.

*accordingly; consequently; hence;
firstly; secondly; although; conversely;
however; meanwhile; regarding; as;
despite; in addition; moreover; similarly;
as a matter of fact; due to; in brief;
nevertheless; since; as a result; even
though; in conclusion; that is (i.e.); finally;
therefore*



EDUCATION

Exercise 3. Give full answers to the following questions.

1. What does the word «lawyer» mean?
2. What are the main functions of a lawyer?
3. Whose interests does a lawyer represent in a civil case?
4. Whose interests does a lawyer represent in a criminal case?
5. What functions does a lawyer perform in a courtroom?
6. What activity is incompatible with the lawyer's status?

Exercise 4. Prove or disprove the following statements concerning legal professions in civil law countries, England and the USA using the discourse markers for cause and result in the box.

consequently; that's why; because; because of; thus; therefore; since; as a result; as long as; due to, hence

1. Lawyers in different countries hold the same titles or share the same role and status.
2. The English solicitors prepare cases for barristers defending those accused of crimes in courts and may also defend themselves such persons in lower courts.
3. In court, barristers are often visibly distinguished from solicitors by their clothes.
4. The very term "notary" does not denote a separate profession in England or the USA.
5. During the trial in Ukraine, the lawyer and the prosecutor perform essentially the same duties.
6. For the purposes of international legal English, it is safer to use neutral terms, e.g. lawyer with a kind of specification, such as lawyer for the defense, lawyer for the prosecution, conveyancing lawyer, etc.

Exercise 5. Prove or disprove the statements without using in your answers the words you have in the sentences (replace them with synonyms/antonyms).

1. A lawyer may act as a defense counsel during pre-trial investigation and in court, representing interests of the plaintiff and the defendant in civil and criminal cases.
2. The lawyer's first and foremost duty in the proceedings is to facilitate the protection of the rights and freedoms of the accused.

3. The lawyer investigates the circumstances of the case by securing information held by the prosecutor or police and interviewing witnesses.
4. If an accused admits guilt, the person is not entitled to the full protection of the law, that is, representation of a lawyer.
5. The lawyer provides legal assistance to citizens or legal persons explaining the risks and benefits of alternative courses of action.

ABC

GRAMMAR FOCUS

Exercise 1. Read the sentences below opening the brackets and using the verbs in the Passive Voice (where possible).

1. If the essential elements of a case (be) the same as those of previous recorded cases, then the judge was bound to reach the same decision regarding guilt or innocence.
2. Continental systems (know) as codified legal systems.
3. Examples of torts (include) medical negligence
4. Prosecutions (initiate) by the state through a prosecutor.
5. Some jurisdictions also (include) private criminal prosecutors.
6. If the prosecutor fails to prove this, a verdict of not guilty (render).
7. If a dispute is not settled by agreement between the disputing parties, it (hear, decide) by a judge and/ or jury in a court.
8. He (be) in prison for 5 years. He is still in prison.
9. They (examine) the victim's clothes when the investigator came to ask for the result.
10. The clear distinction between legislature and judiciary (weaken) in many countries.

Exercise 2. Answer the following questions replacing the verbs in the Active Voice with the verbs in the Passive Voice (make sure to give positive answers each time).

1. Does the Law on Advocacy provide the lawyer's activity in Ukraine?
2. Do they presume an accused innocent until they prove his guilt in court?
3. Did they approve the amendment to the Constitution at the last meeting?
4. Will they discuss the circumstances of the case tomorrow?
5. Is the doctor examining the victim now?
6. Do you think they are investigating the case properly?
7. Were the reporters interviewing the defendant before the trial started?
8. Have they brought in the verdict of accidental death?
9. Has they followed all the necessary procedures?
10. Will the advocate pronounce his speech for the defence at the end of the hearing?

Exercise 3. Give the negative answers to the following questions replacing the verbs in the Active Voice with the verbs in the Passive Voice. Then write another sentence changing the tense of the main passive verb (make any other changes you need).

1. Have they accused him of shoplifting?
2. Have they drawn up divorce papers?
3. Did they tell you about the risks you may face?
4. Were they dealing with the claim all day yesterday?
5. Were they discussing the amount of damages to be paid yesterday?
6. Is the prosecutor announcing his speech for the prosecution?

7. Was the witness giving testimony when you came in?
8. Are the jurors making a decision about the guilt of the accused?
9. Are they discussing the violation of the legal ethics in that case?
10. Did the plaintiff file a complaint?



PHONETICS FOCUS

Exercise 1. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

🔊 www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=2&storyID=243

Student on Trial for Changing Grades

A young man is fighting to stay out of trouble. Authorities believe that he changed many grades through a computer when he was in high school a year ago. This 19 year old faces 98 felony counts.



The young man's attorney says that his client is innocent. He also says that he has alibis for most of the dates when the crimes were committed. The school was broken into five

times and the computer was used to change grades. The young man claims that he was with people other places during those times.

As many as 84 grades were changed for at least 38 students. Administrators and prosecutors believe that this young man changed nine of his own grades but also changed others to cover his tracks. The attorney argued that lots of students had access to the classroom key and also knew the password needed to change grades.

This young man already had good grades. His attorney says that he would not need to change them. His overall grade point average was 3.76. Administrators said that these grades were not good enough to get into the college of his choice. That is why they think he did it.

Two other people that were suspected of being involved in the crime blamed this young man. He says that he is innocent. He has to go to court to see who the judge believes.

The young man was allowed to graduate from high school but could not go through ceremonies. He has now finished his first year in college.

Authorities say that they are pursuing this case because they believe that the financial aid he got was under false pretense. His transcripts were not good enough without his grades being changed.

He could be sentenced to the California Youth Authority until he is 21 if he is found guilty. This is the first case that has gone to trial.

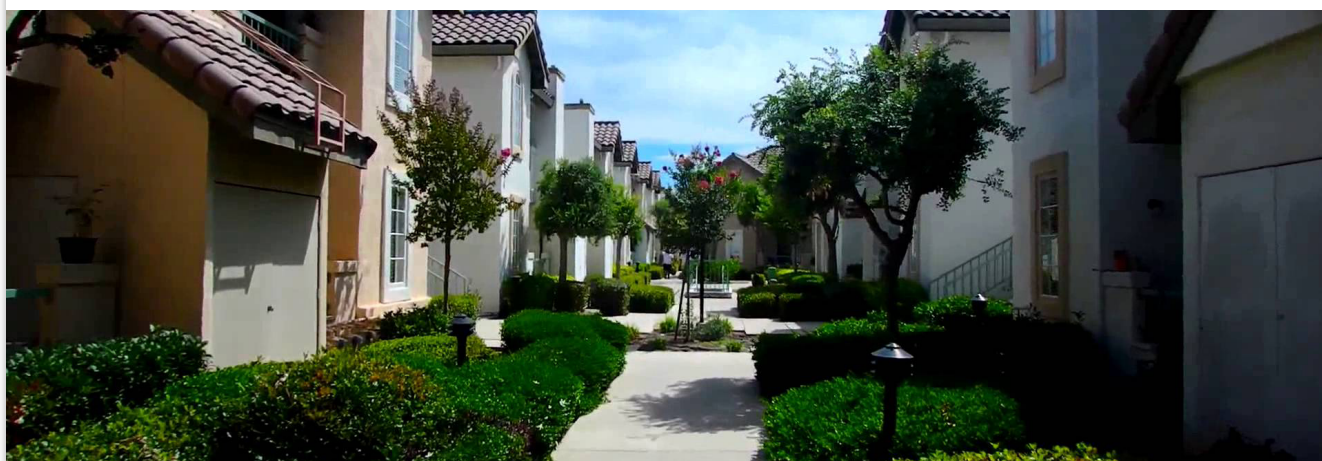
Exercise 2. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

🔊 www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=2&storyID=134

Judge Blocks Sale

Some people in apartment complexes in California won an important court case. The renters thought they might have to move. The person who owns their buildings was going to sell them. The renters were worried that someone would buy the buildings and raise the rent. That would be terrible for the renters. The people who live in the buildings do not make much money. They are on fixed incomes. The all went to court to try to stop the sales.

Some community groups help people find apartments that have a low rent payment. A new law says that if an owner wants to sell a building, he has to notify these groups first so that they can try to buy them if they want to. That way, the people who reside there will be able to stay in their homes. The rent will not be too expensive for them to pay.



This helped the renters because the judge decided that the owner of the buildings did not tell the community groups that he wanted to sell his buildings. The judge blocked the sale of the buildings. Now the owner has to notify the groups before he can sell his buildings. The renters and their neighbors are very happy about this decision. They hope that the community groups will purchase the buildings so that the residents can remain in their homes.



DEVELOPMENT

Task 1. Read the text in order to retell it.

Legal Professionals

In many countries the legal systems are very complex. This is because they have been developed over very long times. Every time that a new case is decided it can have an affect on future cases. This means that the people who work in legal situations have to be clever. They have to know and understand all the rules and precedents. A precedent is when a previous decision will have an effect on future cases as it was related to an important point.

There are many people who work with the law, such as solicitors or judges. A solicitor is a lawyer who spends most of their time advising their clients and preparing legal documents, such as wills or contracts for buying and selling houses. They need to be very careful and make sure that all the details are correct, otherwise their clients might lose a lot of money.

A barrister is a type of lawyer who works in court rooms. They will either work for the prosecution or defense sides. If they are a prosecution lawyer they are trying to prove that the defendant (the person on trial) committed a crime. They have to present evidence to show that the defendant is guilty. If they are a defense lawyer then they work for the defendant and have to show that the evidence presented is not enough to prove that their client is guilty and he should be judged to be not guilty.

Then there are judges and magistrates. A magistrate will hear trials about less serious crimes, while a judge's will be about more serious crimes. These are the people who have to decide what punishment will be given to someone who is guilty. The punishments could range from a small fine up to a long prison sentence, and even a death sentence in some countries. The trial happens in the judge's courtroom, so the judge is responsible for making sure the trial is run fairly and follows the law.

If a lawyer believes that a trial was not fair or there was a mistake in the law, they can ask for a new trial that will generally be heard by an appeal court where an appeal judge will be in charge. Often appeal judges will be the most experienced judges in a country, so they know a lot about the law and how to apply it.



Task 1.1.

a) Answer the following questions:

- What is a precedent?
- What are the main responsibilities of a solicitor?
- What are the main responsibilities of a barrister?
- What makes the difference between a judge and a magistrate?
- When can a lawyer appeal against the judgement?

b) Define the functional style of the text underlining the linguistic means indicating that.

c) Divide the text into the content and compositional parts.

d) Make up the plan to the text.

e) Retell the text following the plan while using the key words along with the conjunction braces you have chosen.

e) Prove or disprove the statements using the information from the text:

- Most legal systems are quite complicated.
- Many cases are affected by the previous ones.
- A barrister always performs the functions of a defence lawyer in the courtroom.
- Magistrates deal with the most serious cases brought before the court.
- Death punishment has been abolished all over the world.



Task 1.2

a) Answer the following questions:

- What way can cases under consideration influence the judgement in future cases?
- What makes the difference between solicitors and barristers in the UK?
- What is the core responsibility of both judges and magistrates?
- What kind of cases do appellate courts deal with?

b) Analyze the text using the scheme below.

The style of the text	Linguistic means
Functional type	Linguistic means
Content parts	Key words
Compositional parts	Connectors

c) Retell the text following the algorithm below:

1	Make up the plan to the text.
2	Choose the key words and phrases.
3	Use the connectors necessary.
4	Prepare to retell the text using the synonyms to those words used in the text.
5	Retell the text following the stylistic, compositional and functional peculiarities of the text

d) Answer the questions consulting extra sources of information so they complete the table below:

Functions of a solicitor	Functions of a barrister	Functions of a judge	Functions of a magistrate

- What professional duties are performed by a solicitor in the UK?
- What professional duties are performed by a barrister in the UK?
- What professional duties are performed by a judge in the UK?
- What professional duties are performed by a magistrate in the UK?

Task 1.3

a) Define the type, style, compositional and content parts of the text;

b) Write out the key words and phrases to be used while retelling the text;

c) Make up the plan to the text;

d) Retell the text following the plan as well all the linguistic, compositional, functional and typological peculiarities;

e) Express your opinion on what requirements a good judge should meet.



PRODUCTION PROJECT WORK

PROJECT TOPICS

1. ADVANTAGES AND DISADVANTAGES OF BEING A LAWYER

Electronic source available at:

https://prezi.com/gz_3gjebegor/advantages-and-disadvantages-of-being-a-lawyer/

Electronic source available at:

<https://www.practicepanther.com/the-top-7-benefits-of-being-a-lawyer/>

2. IN THE COURTROOM: WHO DOES WHAT?

Electronic source available at:

<https://litigation.findlaw.com/going-to-court/in-the-courtroom-who-does-what.html>

Electronic source available at:

<https://www.youtube.com/watch?v=6cqmPLlyzog>

3. ADMISSION TO THE BAR IN THE UNITED STATES

Electronic source available at:

https://en.wikipedia.org/wiki/Admission_to_practice_law#United_States

Electronic source available at:

<https://abaforlawstudents.com/2018/03/09/how-to-get-admitted-to-the-bar-despite-your-past/>

Task 1. Read the given texts, divide them into the content parts, then take short notes of the each part.

Task 2. Read the given texts taking short notes of the each part. Think of the informational blocks that can be integrated round the topic of the PROJECT. According to the contents of the texts you've read, make up the plan of your future report.

Task 3. Read the given texts taking short notes of the each part. Find some extra sources of information on this issue. Make up the plan of your future report considering the analytical factor: which positions you believe to be more persuasive (with the perspective of further justification).

Task 4. Using the vocabulary and the grammar structures, as well as the information from the texts, make up a mini-monologue in accordance with the part of the plan of the general monologue-presentation you've have chosen. Follow the structure of the description monologue.

Task 5. Combine your mini-monologues into a single report, prepare a presentation.



UNIT 3

MODERN LEGAL SYSTEMS



VOCABULARY FOCUS

Exercise 1. Answer the following questions using the words from the box below.

1. What types of legal systems do you know?
2. What type of legal system is the most commonly used in the world today? What type of legal system is used in Ukraine?
3. What sources are recognized as authoritative in civil law?
4. What sources are recognized as authoritative in common law?
5. What sources are recognized as authoritative in religious law?
6. What sources are recognized as authoritative in customary law?

civil law; common law and equity; religious law; customary law; legislation; codifications in constitutions; statutes passed by the government; custom; the doctrine of precedent; judge-made law; deity, legislating through the prophet; dispute settlement; provide for conciliation

Exercise 2. Read the following sentences, and then transform them into a single narrative text using the connectors given below.

1. The criminal legal systems of most English-speaking countries are based on English common law and those of most European and Latin American countries, as well as many countries in Africa and Asia, are based on civil law.
2. The civil-law tradition originated in the Law of the Twelve Tables (451–450 BC), a legal code that was posted in the Roman Forum.
3. In civil law the legislature, as the representative of the public, is viewed as the only valid source of law.
4. It attempts to provide a complete, detailed, and written legal code that is understandable to the common citizen and applies in virtually all situations.
5. Legal codes in civil-law countries tend to be much lengthier than those in common-law countries, if indeed those countries have them at all.
6. The typical pattern in civil law includes a definition of an offense, various relevant legal principles, and a list of specific applications of the law and specific exceptions.
7. Judges are expected to apply the law as it is written and generally are prohibited from engaging in the type of interpretation that regularly occurs in common-law systems.
8. If more than one law applies to a case, or if the circumstances are such that the law's application is unclear, then judges refer to the legal principles that are contained in the law.

whereas; consequently; hence; firstly; secondly; although; however; meanwhile; regarding; as; despite; in addition; moreover; similarly; as a matter of fact; nevertheless; since; as a result; to sum it all up; in conclusion; that is (i.e.); finally; therefore

Exercise 3. Give full answers to the following questions.

1. What way does Common law differ from Continental law?
2. How was the Corpus Juris Civilis created?
3. What legal documents of constitutional importance have affected modern legal systems?
4. What is religious law based on?
5. Why are religious laws considered to be eternal and immutable?
6. What is characteristic of customary law?



Exercise 4. Prove or disprove the following statements concerning the main types of legal systems in the world using the discourse markers and the phrases from the box.

and, besides, what's more, in addition, it should be added, looking in detail, therefore, furthermore, moreover, as a matter of fact, it is worth clarifying, it is worth noting, I would like to make it clear, for example, it should be stressed, it should be noted, obviously, to sum it all up, anyway

1. The legal system of each country is shaped by its unique history and so incorporates individual variations.

2. Both civil (also known as Roman) and common law systems can be considered the most widespread in the world: civil law because it is the most widespread by landmass, and common law because it is employed by the greatest number of people.
3. The concept of codification dates back to the Code of Hammurabi in Babylon ca. 1790 BC.
4. Civil law systems derive from the Roman Empire and, more particularly, the Corpus Juris Civilis issued by the Emperor Justinian ca. AD 529.
5. The relationships between statutes and judicial decisions can be complex in common law systems.
6. The main kinds of religious law are Sharia in Islam, Halakha in Judaism, and canon law in some Christian groups. Christian Canon law is more similar to civil law ; and Islamic Sharia law is considered similar to common law.

Exercise 5. Give full answers to the following questions without using in your answers the words you have in the questions (replace them with synonyms/antonyms).

1. What criteria are used for the classification of legal systems?
2. What are modern civil law systems essentially derive from?
3. What is the purpose of codification of laws?
4. Why is common law also called «judge-made law»?
5. What is the reason of the spread of common law in the world?



Exercise 1. Read the sentences below opening the brackets and using the verbs in the correct grammar form (revise the sequence of tenses).

1. The judge doubted that the accused (steal) the money the previous month.
2. She advised me not (witness) in court but I did insist.
3. The student said to his mother that he (take) his exam on Criminology the next day.
4. The lecturer admitted that it (be) still a question how the first courts (establish).
5. The lawyer said that his case (send) for trial at the Crown Court the previous month.
6. The judge told the jury that the details of the case (hear) in a court of law the next week.
7. The police officer says that the police (do) all they can to bring criminals to justice.
8. The President said that the recent law (implement) in 2003.
9. She read in the newspaper that the ancient Romans (develop) the first complete legal code.
10. The lecturer told the law students that England (establish) a nationwide system of courts by the 1200s.

Exercise 2. Put the following sentences into indirect speech.

1. «When were the first courts founded?» the teacher asked his students.
2. «Does a criminal case usually begin in a Magistrate Court?» asked the student.
3. «As the lowest criminal court, a Magistrate Court is empowered to hear certain cases only?» the student reads in the book.
4. Julie said to her groupmates, «When the Headmaster entered

the classroom, two students were writing the composition and Jack was answering the teacher's question about the history of courts»).

5. «Do you know what Court of Exchequer means?» Peter asked his friend.

6. «Put your hands on your neck!» the police officer said to the suspect.

7. The lecturer affirmed, «The Supreme Court of the judicature was formed in 1873 from the merging of various courts then existing»).

8. «What did you miss most when you were in prison?» Mary asked the ex-convict.

9. «I held that criminal in my arms for the second time!» the officer said.

10. Every law student confirms, «When a person is accused of a crime it must be proven that he is guilty «beyond a reasonable doubt»).

Exercise 3. Change the following sentences in reported speech making any other changes you need.

1. Don't speak so loud! I can't hear the Speaker.

2. Do you work as a defendant or a prosecutor?

3. Has he presented the evidence?

4. Did he have a personal interest in the case?

5. Did he have a personal interest in the case?

6. Tomorrow he will appear before the court.

7. Something terrible happened.

8. What does the legislative process involve?

9. Tell him the truth.

10. I have never faced such an awful mistake.



Exercise 1. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

🔊 www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=2&storyID=54



Gun Control

Anyone who wants to buy a gun in California will have to wait for 2 weeks. Four people waited 15 days to buy guns. Then they robbed a store and shot 3 people.

Congress is now trying to pass a law that will make everyone wait to buy a gun. Many people do not want this law. Others are glad it might happen. California has one of the longest waiting times for someone to buy a gun. A gun dealer said that this waiting time does not seem to do much good. He has not seen crime go away because of it.

One good thing that has happened with the waiting time to buy a gun is lower suicide rates. A lot of suicides are with a gun. In California, there are fewer suicides by gun than other places.

One reason to make people wait to buy a gun is to make sure the guns are not sold to criminals. Last year, this check stopped 2,400 guns from being sold to criminals. This check does not stop anyone else from buying a gun.

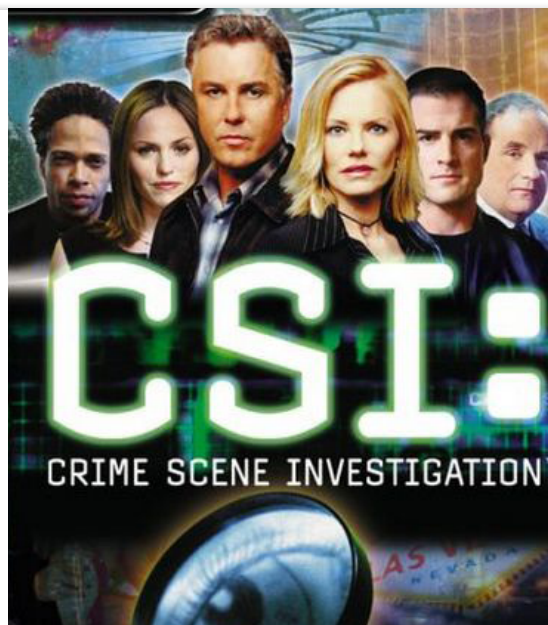
Many criminals buy guns on the street and not in a store. Some people think that a law like this will not do any good. But other people think that if only one person is stopped from getting a gun, then this law is worth it.

Exercise 2. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

🔊 <http://www.cdlponline.org/index.cfm?fuseaction=activity2&topicID=2&storyID=224>

TV Programs Effect Jurors

Some prosecutors are suggesting that popular television programs like «CSI: Crime Scene Investigation» that rely on forensic analysis to solve cases have created unrealistic expectations on the part of jurors.



The phenomenon has been dubbed the «CSI Effect.» «CSI: Crime Scene Investigation» and its spinoffs revolve around the use of real and not-so-real analysis of physical evidence to solve crimes. Cases are always neatly wrapped up within an hour. Some think the program has bred a demand on the part of jurors to expect high-tech, irrefutable evidence in a case before they will convict.

San Joaquin County homicide prosecutor Valli Israels claims it usually doesn't work that way in real-life cases. «Jurors have become accustomed to lots of great evidence,» she says. «In a case, we don't always have that at trial.»

Israels says the reality of what attorneys have to work with is often very different. «They'll say, 'why didn't you analyze this or that?' They don't understand the time it takes to analyze DNA or the backlog at the Department of Justice.»

For example, it typically takes weeks for Department of Justice laboratories to analyze DNA evidence and return a report to prosecutors.

Israels said not all evidence can be scientifically analyzed, and notes that analysis is not warranted in every situation.

The prosecutor said she's learned to ask potential jurors before a trial starts what television programs they watch. She feels it's important to make clear to them that real case-building is far different from the way it is portrayed on television.



DEVELOPMENT

Task 1. Listen to the lecture on the formation of Islamic law following the interactive transcript. Then retell the information you will find in the text.

🔊 www.cornell.edu/video/islamic-law-4-the-formation-of-islamic-law

The Formation of Islamic law



When Muhammad died in the year 632, the young Muslim community was faced with a kind of constitutional crisis. According to the Quran, Muhammad was the last of the prophets-- the seal of prophecy. And after him, there shall be no more prophets. Thus,

whoever took over from Mohammad as the leader of the Muslim community would have to do so in some capacity other than that of a prophet.

One of Muhammad's companions, a man named Abu Bakr, took control of the Muslim community and assumed the title of Khalifa, or caliph. In Arabic, he was called either the caliph of the messenger of God, or the caliph of God.

Abu Bakr ruled for only two years. And during that short period, many of the tribes that had sworn allegiance to Muhammad during his lifetime backed off from their commitment to the Muslim community. Much of Abu Bakr's caliphate was devoted to the pacification of these tribes, and then bringing them back into the fold of Islam.

Abu Bakr was succeeded in the year 634 by another companion of the prophet. A man named Omar ibn Al-Khattab. It was during the 10 years of Omar's caliphate that the Arab conquests began. In the year 638, the Muslims took control of the city of Jerusalem, and in subsequent years, they conquered Damascus, and moved through Syria, all the way up to the north of the country, Antioch. During the same period, Muslim armies moved into Iraq in the east, and they crossed over the Nile into Egypt in the west. And they defeated the two great superpowers of the day. The Byzantine Empire on the one hand, and the Sasanian Empire on the other.

A second wave of conquests would take Muslim armies across North Africa, across the Straits of Gibraltar, and into the Iberian Peninsula, where they were only stopped in the year 732 in southern France by Charles Martel. At the same time, Muslim armies moved in an easterly direction, through Iraq, and into the Iranian Plateau. And they continued across Iran, entered into Central Asia, reaching cities like Bukhara.

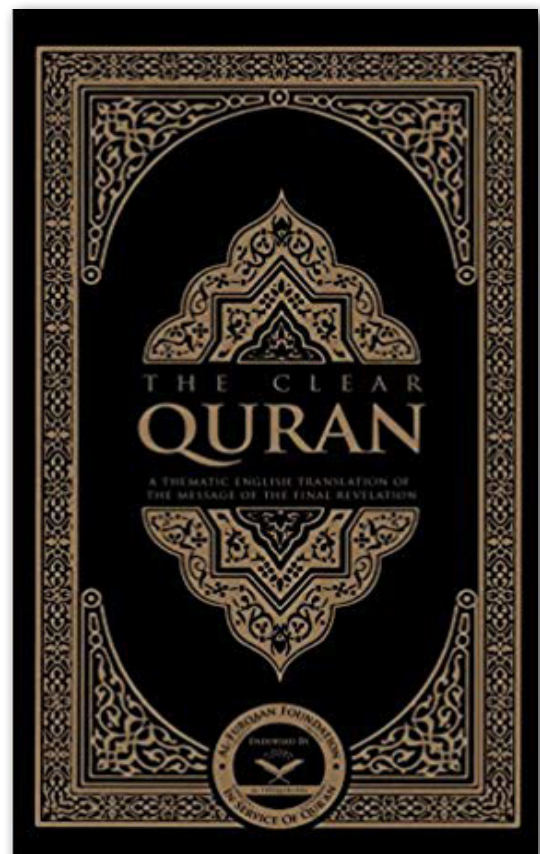
By the year 732, the Muslims were in control of the entire region, from the Iberian Peninsula in the west to the Indus River on the border of India in the east. This was an incredible historical accomplishment. Not only did they bring this large territory under political control, but over the course of the next 100 years or so, from 732 until 832, many of the inhabitants of this region adopted Arabic as their native language, and or became Muslims themselves. By the middle of the ninth century, perhaps 50% of the people living in this region were Muslims. They identified first and

foremost as adherence of the religion of Islam, and they spoke Arabic. Thus, in addition to the political unification of this region, the Muslims also contributed to the cultural unification of this area.

It's important to emphasize that Islamic law was developed by private individuals. The state played little or no role in the development of the law. The state was interested in expanding the borders of the Islamic world and collecting taxes. But it left the development of the law to these private individuals. And so Islamic law is commonly referred to as a jurist's law.

During this early period, judges and jurists relied on personal reasoning to resolve disputes and to deal with new issues that came up. As a result, different solutions might be given to the same problem in different cities of the expanding Muslim Empire. When these differences became more pronounced, a certain group of jurists began to insist that all rules of Islamic law must be based upon either a statement in the Quran or upon the tradition of the prophet.

This group came to be known as the proponents of Hadith. This idea that all rules must be based on either the Quran or the Hadith became widespread and predominant at the



beginning of the 9th century. From this point on, there was an incentive for different groups within the Muslim state to fabricate or invent traditions attributed to the prophet. And this is why in the middle of the 9th century, during the period of the compilation of the Hadith, Muslim scholars had to come up with methods of distinguishing between sound and unsound traditions.

By the 9th century, four different law schools had developed. All of them recognized as legitimate by the members of the Muslim community. Each had its own distinctive doctrine, and its own distinctive methods for deriving new law. These methods are known as the sources of the law. And there are four of them.

The first source of the law is the Quran. The second is the Hadith. The third is Reasoning by Analogy. And the fourth is the Consensus of the Great Jurists of the Past.

Task 1.1.

a) Answer the following questions:

- Why was the Muslim community faced with a kind of constitutional crisis in the year 632?
- How was Islamic law developed?
- What role did the state play in the development of law?
- Why is Islamic law commonly referred to as a jurist's law?
- What are the sources of Islamic law?

b) Define the functional style of the text underlining the linguistic means indicating that.

c) Divide the text into the content and compositional parts.

d) Make up the plan to the text.

e) Retell the text following the plan while using the key words along with the conjunction braces you have chosen.

e) Prove or disprove the statements using the information from the text:

-Most legal systems are quite complicated.

-Caliph is a person considered a political successor to the Islamic prophet Muhammad and a leader of the entire Muslim community.

- By the year 732, the Muslims were in control of the entire region, from the Iberian Peninsula in the west to the Indus River on the border of India in the east. In addition to the political unification of this region, the Muslims also contributed to the cultural unification of this area.

-In the context of the lecture the word «school» is referred to a building.

-Four different law schools that had developed by the 9th century had their common doctrine as well as the methods for deriving new law.

Task 1.2

a) Answer the following questions:

-Why there shall be no prophets after Muhammad?

-What role did Abu Bark play in the development of the Muslim community?

-What mark on the history of Islamic world did Omar ibn Al-Khattab, who succeeded Abu Bark in the year 634, leave?

-What way did the Muslims contribute to the cultural unification of the area they conquered?

b) Analyze the text using the scheme below.

The style of the text	Linguistic means
Functional type	Linguistic means
Content parts	Key words
Compositional parts	Connectors

c) Retell the text following the algorithm below:

1	Make up the plan to the text.
2	Choose the key words and phrases.
3	Use the connectors necessary.
4	Prepare to retell the text using the synonyms to those words used in the text.
5	Retell the text following the stylistic, compositional and functional peculiarities of the text

d) Answer the questions on Islamic law consulting extra sources of information so they complete the table below:

Other names	Source of law	Lawyers	Judges' qualifications	Degree of judicial independence	Juries	Policy-making role	Examples

-What are the other names for Islamic law?

- What are the sources of Islamic law?
- What role do lawyers play?
- What qualifications are required for judges?
- What is the degree of judicial independence?
- Are there jury trials under Islamic law?
- Are courts and other government branches subordinate to the Sharia?
- Where in the world is Islamic law applied?

Task 1.3

- Define the type, style, compositional and content parts of the text;**
- Write out the key words and phrases to be used while retelling the text;**
- Make up the plan to the text;**
- Retell the text following the plan as well all the linguistic, compositional, functional and typological peculiarities;**
- Express your opinion on what makes any legal system imperfect.**





PROJECT TOPICS

1. HALAKHA: THE LAWS OF JEWISH LIFE

Electronic source available at:

www.britannica.com/topic/Halakhah

Electronic source available at:

<https://en.wikipedia.org/wiki/Halakha>

2. THE ORIGIN OF CIVIL LAW

Electronic source available at:

www.lawteacher.net/free-law-essays/constitutional-law/the-origin-of-civil-law-law-essay.php

Electronic source available at:

<https://www.britannica.com/topic/civil-law-Romano-Germanic>

3. COMMON LAW vs. CIVIL LAW

Electronic source available at:

www.law.berkeley.edu/library/robbins/CommonLawCivillLawTraditions.html

Electronic source available at:

www.diffen.com/difference/Civil_Law_vs_Common_Law

Task 1. Read the given texts, divide them into the content parts, then take short notes of the each part.

Task 2. Read the given texts taking short notes of the each part. Think of the informational blocks that can be integrated round the topic of the PROJECT. According to the contents of the texts you've read, make up the plan of your future report.

Task 3. Read the given texts taking short notes of the each part. Find some extra sources of information on this issue. Make up the plan of your future report considering the analytical factor: which positions you believe to be more persuasive (with the perspective of further justification).

Task 4. Using the vocabulary and the grammar structures, as well as the information from the texts, make up a mini-monologue in accordance with the part of the plan of the general monologue-presentation you've have chosen. Follow the structure of the description monologue.

Task 5. Combine your mini-monologues into a single report, prepare a presentation.



UNIT 4

LAW AND SOCIETY



VOCABULARY FOCUS

Exercise 1. Answer the following questions using the words from the box below.

1. What is law? Why are the laws needed?
2. What are the most important institutions for law?
3. What is law of the land?
4. What are the areas of law practice in which lawyers specialize?
5. What are the main areas of Ukrainian legislation?
6. What significant and complicated problems does law raise?

equality; fairness; justice; contract law; property law; real estate law; criminal law; constitutional law; administrative law; employment law; international law; environmental law; the laws in force within a country; the judiciary; the legislature; the executive and its bureaucracy; the military and police; the legal profession, civil society

Exercise 2. Read the following sentences, and then transform them into a single text using the connectors given below.

1. The law is important for a society for it serves as a norm of conduct for citizens.
2. It was also made to provide for proper guidelines and order upon the behaviour for all citizens and to sustain the equity on the three branches of the government. It keeps the society running.
3. Without law there would be chaos and it would be survival of the fittest and everyman for himself.
4. Not an ideal lifestyle for most part.
5. The law is important because it acts as a guideline as to what is accepted in society.
6. Without it there would be conflicts between social groups and communities. It is pivotal that we follow them.
7. The law allows for easy adoption to changes that occur in the society.

consequently; firstly; secondly; however; regarding; as; despite; in addition; moreover; similarly; as a matter of fact; nevertheless; since; as a result; to sum it all up; in conclusion; that is (i.e.); finally; therefore

Exercise 3. Give full answers to the following questions.

1. Why is the Constitution considered to be the main law of the land?
2. Why is the Constitution purposely remain vague and the subject to interpretation?
3. Why do some constitutional scholars maintain that the provisions of the Constitution should be strictly construed?

4. Why should we keep in mind the names of Aristotele, Thomas Hobbes and John Lock when when speaking about the development of constitutional law?

5. Why do people in society willingly give up absolute freedom?

6. What do you think of the idea of international laws that would replace all national laws? Give some reasons and examples to justify your answer.

Exercise 4. Prove or disprove the following statements concerning the role of law in society using the discourse markers and the phrases from the box.

and, besides, what's more, in addition, it should be added, looking in detail, therefore, furthermore, moreover, as a matter of fact, it is worth clarifying, it is worth noting, I would like to make it clear, for example, it should be stressed, it should be noted, obviously, to sum it all up, anyway; on the other hand; in a broader context; in a broader perspective; in this respect; as shown by; as exemplified by

1. The division of state power is important.
2. All nation states have codified laws.
3. American constitutional law derives many of its forms from the ommon law.
4. The individual can do anything but that is forbidden by law, while state may do nothing but that is which authorized by law.
5. The making of a law in Ukraine is a process with a number of stages.
6. The government can't enforce every law.

Exercise 5. Give full answers to the following questions without using in your answers the words you have in the questions (replace them with synonyms/antonyms).

1. How are the laws passed by the legislature enforced?
2. How is the law enforcement funded?
3. What way do the law enforcement differ in unitary and federal states?
4. What are the main differences in the Constitutions of the UK, the USA and Ukraine?
5. How are the Constitutions classified?

ABC

GRAMMAR FOCUS

Exercise 1. Complete the sentences with the verbs in brackets, using the –ing form or the passive infinitive.

1. She dislikes (tell) how to run her department.
2. He expects (promote) soon.
3. Our profits are up this year so I expect (give) a pay rise.
4. You'd better come back later. Mr Schmidt dislikes (interrupt) when he's in a meeting.
5. You deserve (pay) more because you do a lot of overtime.
6. When I am giving a presentation, I don't mind (ask) questions.
7. Most of our team in Spain tend (recruit) locally.
8. The company avoided (take over) by splitting up into several different groups.
9. She hopes (send) to our Paris office when it opens next year.
10. He took the telephone off the hook because he didn't want (disturb).

Exercise 2. Answer the following questions using the infinitive and making any other changes necessary.

1. Would you be interested in taking part in a new web-based publishing project that we are planning?
2. Is it worth going into all the details at the moment?
3. Would you mind giving me a ring some time in the week?
4. Did he succeed in finding the evidence indicating his guilt?
5. Did the judge start the court hearing after explaining the rules to the accused?
6. Why did the advocate insisted on telling the truth?
7. Can the jury bring in a verdict without considering the evidence of the accused?
8. Did she deny stealing the money?
9. Obtaining team work skills is necessary, isn't it?
10. Is the complexity of the case worth considering?

Exercise 3. Continue the sentences using the verbs in brackets either with a verb in the infinitive or an -ing form.

1. We were very unhappy with the service they had provided, so ... (refuse)
2. The legal company is taking on a lot of new staff and ... (plan)
3. He was angry about the way the company had treated him and even ... (threaten)
4. Maria was getting tired of her job so ... (decide)
5. I enjoy my work, but I wouldn't mind ... (have)
6. If I moved to another town, I would miss ... (see)



7. At the moment I can't afford ... (buy)
8. In a few years time, I hope ... (promote)
9. When I was 16, I decided ... (become)
10. At the moment I am considering ... (apply)



PHONETICS FOCUS

Exercise 1. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

 www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=2&storyID=271

Senate Considers Banning Smoking in Cars with Children Inside

Smoking in vehicles when children are inside may become illegal in California. The Senate is considering a bill this week that would make it a crime to smoke inside a car when children under the age of 18 are inside.

«This is another way we can protect kids' health,» said the bill's author, Sen. Jenny Oropeza, D-Long Beach.

Oropeza said young lungs are particularly vulnerable to secondhand smoke, especially in confined spaces like cars. She said fining adults \$100 for each violation would make them think twice about lighting up near minors.



«This bill will be a real disincentive for adults to smoke in cars with kids,» Oropeza said.

But critics label the bill, SB 7, a «nanny government» measure, one that gives government too much control over private activity.

«At some point we have to say government needs to stay out of somebody's home and they need to stay out of somebody's car,» said bill opponent, Sen. Sam Aanestad, R-Grass Valley. «This is another one of those nanny government rules that I think infringes on parents rights.»

As an oral surgeon, Aanestad knows the health dangers smoking can cause. He said he does not allow smoking in his car when his grandchildren are inside. Still, Aanestad says this is an area «where government should butt out.»

«It's really up to the parents to determine what's best for their kids in this regard,» Aanestad said.

Gov. Schwarzenegger has not indicated whether he would sign the bill, but when he was asked what he thought about adults smoking in cars when children are inside, he said, «That's terrible.»

Exercise 2. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

 <http://www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=2&storyID=112>

Stop Carjacking

Your car can be stolen at anytime. This is called «carjacking.» Carjacking can happen anywhere but there are ways to keep your car from being taken.

When you leave your car, lock all the doors and close the windows. When you drive, lock your doors and keep the windows rolled up.

Do not stop to help a car that has broken down. Instead call a service station or police to tell them where the car is.

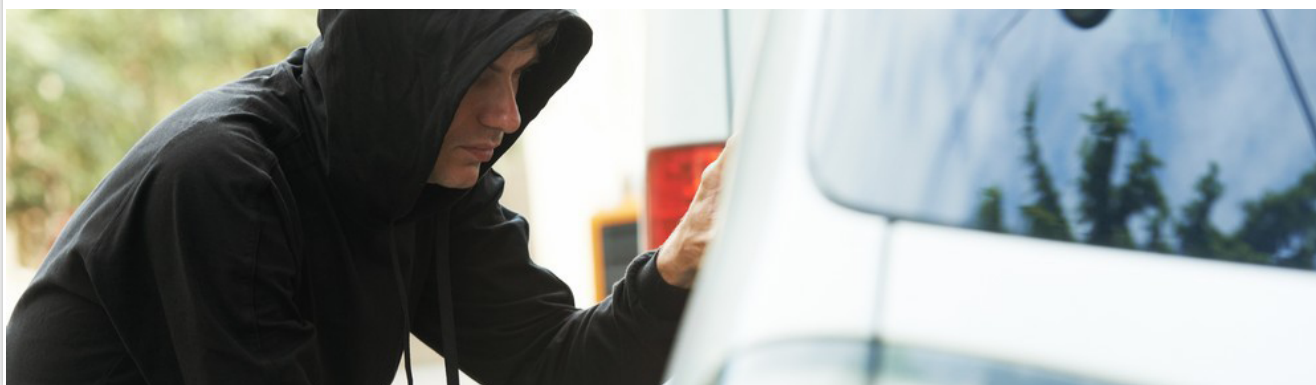
When stopped at a light, leave enough room between you and the car in front of you. This will leave you room for escape.

Be suspicious of anyone approaching the car with fliers, asking for change or directions. Be ready to leave quickly, even if it means running a red light or stop sign.

While driving, if struck from behind or in any suspicious way, stay in your vehicle with the doors locked and windows closed until the police arrive. Turn on your car's emergency flashers.

If you're very suspicious, get the other vehicle's license number and drive to the nearest police station or a well-lighted area with lots of people.

If you think you are being followed, drive immediately to an area with lots of lights and people. If possible, drive to the nearest police station.



DEVELOPMENT

Task 1. Read the text in order to retell it.

Aspects of Law Not Based on Morality

First, as has been said by many people, some laws are managerial or administrative in that they institute behavior for procedural purposes that could equally well, from a moral or socially useful point of view, have been written in a different, or even opposite way. The common example is traffic rules about the side of the road on which one is to drive. Apart from consistency with bordering neighbors (especially for safety purposes of driving across borders and in neighboring countries), it does not matter from a moral



standpoint which side a country (or a set of neighboring countries) adopts, as long as the choice is made among equally right (e.g., safe) options, though once

a side is chosen by law, it is generally prudent, and morally obligatory without some good reason to the contrary to abide by the choice. These laws are not based on morality, in terms of their specifics. They are moral because they are a way of promoting social benefits of a certain kind in an optimal way.

Second, some laws are immoral, usually because they are unfair but sometimes because they are counterproductive or harmful; in some cases, egregious and reprehensible. Many laws about Jews in Nazi Germany and many laws concerning women and blacks in early U.S. law were morally wrong. Many apartheid laws in South Africa were morally wrong. But there have also been government programs set up by law that simply mistakenly harmed the people they were intended to help, such as aspects of the welfare rules that ended up trapping people in poverty rather than assisting them to escape it.

Laws, or a legal system with a lack of adequate laws, can also have wrong or immoral consequences even if the contents of particular laws are not unjust. For example, laws concerning evidence and procedure in courtrooms often lead to acquittals of obviously guilty defendants,

and sometimes to convictions or continuing sentences and punishment of known or likely innocent ones. There is no reason to believe that just because a law passes, it is for the best or that it is right or moral, even if the people passing it think it is. If one were to be charitable about legislators, one might perhaps be able to argue that they pass those laws they believe to be right, whether those laws actually are right or not, but I think there is sufficient evidence legislators will often pass laws for political reasons -- to win or keep political support from those whom the law favors or to whom it panders -- even though they know the laws are bad or wrong. Either way, however, sometimes bad or immoral laws get passed which are perfectly legal.

Third, not all morality is enshrined in law because law is in a sense "incomplete". Many unfair and wrong business practices are not anticipated and therefore not made illegal until someone invents and uses them in a way that clearly mistreats others. These practices are wrong and immoral from inception, but not illegal until law "catches up" to them. In a sense morality is "complete" and applies to all acts, but the law typically is "incomplete" and only applies to behaviors legislation has already addressed, or that the courts can interpret to have been addressed by implication in existing law. Law has to be "invented" or manufactured; morality only has to be recognized. And in the creating of specific laws with specific wording, loopholes creep in because it is difficult to predetermine and specify those and only those acts intended to be covered. Morality does not have loopholes. It is probably impossible to make a complete set of laws that anticipate,

enumerate, fully describe, and forbid every possible specific wrong behavior.

It might be possible to have general legal principles that distinguish all behaviors that should be legal from those which should not, in the same, or similar, way that correct general moral principles might distinguish between all morally right and all morally wrong acts, but it is not likely that either moral principles or legal principles can lead to a complete and specific (predetermined) enumeration of each and every right act in every circumstance.

Fourth, not all morality should be enshrined in law, because enforcing some morality would be far worse than not enforcing it. For example, even if it might be wrong for someone to lie in bed an extra half hour rather than having a good breakfast or getting to work on time, or even if it is wrong for a child or husband to leave dirty clothes on the bed or floor, or even if it is wrong to break a prom date at the last minute for no good reason, those transgressions are not grounds for sending in the police. Liberty and autonomy are important values and they sometimes require letting someone make a mistake or do the wrong thing -- as long as the wrong that is done is not so bad or so costly that civil society has a legitimate interest to prevent it. There are sometimes disagreements about where the line should be drawn, but there are clearly some actions where autonomy is more important than being forced to do what is right by law, and there are clearly some actions where prevention of harm overrides autonomy and liberty. While society has a legitimate right to enforce morality in preventing great harm (or cost), it need not, and should

not, make everyone do the right thing all the time. In cases where autonomy overrides prevention of wrongdoing, the law should not require people to do what they ought to. While it is wrong for people not to do what is right, it is worse or "more wrong" for the law to get involved in those situations where either autonomy and privacy are more important than enforcing right behaviors, or in those cases where police or other government agencies will make things even worse by trying to enforce right behaviors.

There are some cases where even if a moral breach is bad for society, the social costs of trying to enforce morality in such cases would be worse than even the bad breach. Hence, martial law is not the sort of thing democratic societies generally tend to have, even if it would make streets safer; wire taps are not permitted for just any speculative purpose; confessions cannot be coerced; and guilt must be proved by the prosecution beyond reasonable doubt, even if guilty people sometimes go free, because we have made the decision that it is better to free the guilty in cases difficult to prove reasonably than to risk convicting the innocent. Again, people disagree about whether the social costs of enforcement of some potential



moral breaches are worth it or not, but a guiding principle seems to be that the law should not try to enforce moral principles where the enforcement efforts are (seriously) worse than the breach of principles would be, even when the original infraction itself is seriously bad.

Fifth, people disagree about moral issues. People also sometimes disagree about which laws should be created or kept, sometimes on moral grounds, sometimes on merely prudential or practical grounds where different consequences are predicted. When moral viewpoints conflict or are contradictory, law, unless it is to be contradictory itself, cannot reflect the morality of different people. Moreover in the United States, Constitutional rights will sometimes even prevent law from conforming to the wishes of a simple (even substantial) majority of people or their representatives. How can laws conform to morality when people disagree about what is morally right or wrong, or when their collective wishes are "thwarted" by the Constitution and by whatever minority is sufficient to prevent amending the Constitution?

Task 1.1.

a) Answer the following questions:

- Are all the laws based on morality? Justify your answer supporting it with some examples from the text.
- What are the examples of immoral laws mentioned in the text?
- Why are the acquittals of obviously guilty defendants possible in some jurisdictions?
- Is there evidence of passing laws for political reasons by legislators?
- Why don't democratic societies tend to have martial law?

b) Define the functional style of the text underlining the linguistic means indicating that.

c) Divide the text into the content and compositional parts.

d) Make up the plan to the text.

e) Retell the text following the plan while using the key words along with the conjunction braces you have chosen.

e) Prove or disprove the statements using the information from the text:

- If the prosecution fails to prove the guilt beyond reasonable doubt, even guilty people sometimes go free.
- It is better to acquit the guilty in cases difficult to prove reasonably than to risk convicting the innocent.
- Moral issues are common for mankind.
- No matter what the social costs of trying to enforce morality in some cases are, it is worth it.
- Not all morality should be enshrined in law, because enforcing some morality would be far worse than not enforcing it.

Task 1.2

a) Answer the following questions:

- Which laws are considered to be immoral?
- Is it possible for just laws to have immoral consequences? Justify your answer with some examples.
- Can morality have loopholes?
- Can the law reflect the morality of different people?

b) Analyze the text using the scheme below.

The style of the text	Linguistic means
Functional type	Linguistic means
Content parts	Key words
Compositional parts	Connectors

c) Retell the text following the algorithm below:

1	Make up the plan to the text.
2	Choose the key words and phrases.
3	Use the connectors necessary.
4	Prepare to retell the text using the synonyms to those words used in the text.
5	Retell the text following the stylistic, compositional and functional peculiarities of the text

d) Answer the questions below in order to put the difference between law and morality in a tabular form:

Law	Morality

- Which is the concern of the state and which is the concern of conscience?
- Which is punishable by the state in case of violation?

- Which is vague and indefinite? Which is precise and definite?
- Which is subjective and which is objective?
- Which is concerned just with the part of man's life? Which is concerned with the whole man's life?
- What is law based on? What is morality based on?
- What is the controversy between moral wrong and legal wrong?
- How is law enforced? Is there any definite agency to enforce morality?

Task 1.3

- a) Define the type, style, compositional and content parts of the text;**
- b) Write out the key words and phrases to be used while retelling the text;**
- c) Make up the plan to the text;**
- d) Retell the text following the plan as well all the linguistic, compositional, functional and typological peculiarities;**
- e) Express your opinion on whether the laws in Ukraine should be made tighter.**



PRODUCTION PROJECT WORK

PROJECT TOPICS

1.WHY DO WE HAVE LAWS?

Electronic source available at:

www.thoughtco.com/why-laws-exist-721458

Electronic source available at:

www.enotes.com/homework-help/why-do-laws-exist-what-happens-someone-violates-263686

2.WHY THE RULE OF LAW MATTERS

Electronic source available at:

<https://worldjusticeproject.org/news/why-rule-law-matters>

Electronic source available at:

www.washingtonpost.com/news/volokh-conspiracy/wp/2017/10/01/why-the-rule-of-law-suffers-when-we-have-too-many-laws/?utm_term=.a8dd0a8456c3

3.SENSE OF JUSTICE AND CIVIL SOCIETY FORMATION IN UKRAINE

Electronic source available at:

www.vkksu.gov.ua/ua/about/visnik-vishoi-kvalifikatsiynoi-komisii-suddiv-ukraini/sense-of-justice-and-civil-society-formation-in-ukraine/

Electronic source available at:

www.thehindu.com/todays-paper/tp-features/tp-openpage/the-role-of-civil-society-in-good-governance/article2276002.ece

Task 1. Read the given texts, divide them into the content parts, then take short notes of the each part.

Task 2. Read the given texts taking short notes of the each part. Think of the informational blocks that can be integrated round the topic of the PROJECT. According to the contents of the texts you've read, make up the plan of your future report.

Task 3. Read the given texts taking short notes of the each part. Find some extra sources of information on this issue. Make up the plan of your future report considering the analytical factor: which positions you believe to be more persuasive (with the perspective of further justification).

Task 4. Using the vocabulary and the grammar structures, as well as the information from the texts, make up a mini-monologue in accordance with the part of the plan of the general monologue-presentation you've have chosen. Follow the structure of the description monologue.

Task 5. Combine your mini-monologues into a single report, prepare a presentation.

UNIT 5

SOURCES OF MODERN LAW



VOCABULARY FOCUS

Exercise 1. Answer the following questions using the words from the box below.

1. What are the main sources of law?
2. What functions does the Constitution, as a source of law, serve?
3. What is a statute? What is statutory law opposed to?
4. What are the distinctive features of common law?
5. What does the principle of binding precedent mean?
6. Why are administrative agencies also considered to be the source of law?

constitutions; legislatures; executives; judiciaries; administrative agencies; international organizations; create and allocate power; a formal written enactment; legislative authority; primary authority; modern civil code systems; in contrast to; hierarchy of the courts; binding precedent; the course of a trial; refer to existing precedents; enact, enforce and adjudicate; violations of rules and regulations

Exercise 2. Read the following sentences, and then transform them into a single text using the connectors given below.

1. Common-law doctrine under which past decisions of a court are cited as an authority to decide a substantially similar current case.
2. Under the English legal maxim of stare decisis (Latin for, to stand by things decided) the previous decisions (precedents) of an appellate court are binding on the same and lower courts within its jurisdiction.
3. If the facts and issue of a dispute before the court are similar to an already decided case then the current case will be decided in the same manner, unless a party can show that the previous case was wrongly decided or that it differs from the current one in significant ways.
4. Precedents are compiled and published in book form so that lawyers throughout the land (and wherever English legal system is practiced) may use them in preparing their arguments.
5. Decisions of courts in other jurisdictions may be used in persuasion but are not binding.
6. Rule of precedent may also apply to administrative decisions made by the government's executive branch, and a legal document may be used as a guide in drafting a similar document.
7. Other legal systems (such as civil law practiced in the countries of continental Europe, their former colonies, Latin America, Isle of Man, Scotland, and the state of Louisiana in the US federation) do not follow this rule.

consequently; firstly; secondly; however; regarding; as; thus; in addition; moreover; similarly; as a matter of fact; nevertheless; since; as a result; to sum it all up; in conclusion; that is (i.e.); finally; therefore

Exercise 3. Give full answers to the following questions.

1. What are the two types of precedents applied in common law jurisdictions? What is the principal difference between them?
2. How can precedents be avoided?
3. What is «without precedent»?
4. How does a bill become a statute in civil law jurisdictions?
5. When do new laws go into effect?
6. What is codification? Do all nation states codify their laws?

Exercise 4. Prove or disprove the following statements using the discourse markers and the phrases from the box.

also; in addition; moreover; except the characteristics mentioned...; on the other hand; nevertheless; as a result; in fact; for this reason; these functions should be complemented by...; pay special attention to...; this issue may seem quite simple at first glance, but actually it is not...

1. In order to understand why a particular country has a particular legal system it is necessary to look its history, political structure and social values.
2. Under the doctrine of precedent, judges attempted to apply existing customs and laws to each new case, rather than looking to the government to write new laws.
3. Statutes often need to be interpreted by the courts in order to fit particular cases, and these interpretations become new precedents.
4. If the statute has not been construed or interpreted by the appellate courts, no precedent binds the trial courts
5. In modern times, «legislation» is the most important source of law in all the countries.

6. In addition to the statutes passed by the national or state legislature, lower authorities or municipalities may also publish administrative regulations or municipal ordinances that have the force of law.

Exercise 5. Give full answers to the following questions without using in your answers the words you have in the questions (replace them with synonyms/antonyms).

1. Are statutes, as a source of law, considered to be primary or secondary authority?
2. What functions do statutory law serve?
3. What does the principle of binding precedent mean in practice?
4. What are the results of appeals to higher courts against the decisions of lower courts?
5. Are there any disadvantages of judicial precedent?

ABC

GRAMMAR FOCUS

Exercise 1. The words in the following sentences are in the wrong order. Put them in the correct order.

1. The law allows on to open supermarkets Sundays.
2. They finance bank persuaded project the the to.
3. The court pay company compensation ordered the to.
4. The fall cut demand forced in us production to.
5. They at conference have invited me speak the to.
6. He the letter to post reminded me.
7. They the training course extremely hard on work made us.
8. I out of the room him saw walk.

9. Non-smokers more should do the government to encourage stricter laws to bring in.
10. He a formal complaint advised make me to.

Exercise 2. Change the sentences using the verb in brackets.

1. He said to me: «Go on! Apply for a job!» (encourage)
2. He said to me: «Don't drive too fast – there's a speed camera ahead.» (warn)
3. He said to me: «Could you put the complaint in writing?» (ask)
4. My boss said: «You have to stay until the project is finished.» (make)
5. He said to me: «You ought to see a lawyer.» (advise)
6. He said to me: «Don't forget to post that letter!» (remind)
7. He said to me: «If I were you, I'd make a formal complaint.» (advise)
8. He said to me: «Would you finish the report as soon as possible, please?» (ask)
9. He said to me: «You can leave early if you like.» (allow)
10. He said to me: «Don't rush into a decision.» (warn)

Exercise 3. Complete these sentences with a verb in the –ing form or the infinitive.

1. I know for sure that we placed an order with them. I remember
2. The meeting had go on for two hours already, so we stopped
3. I'll never forget...
4. I am a very organized person. I like...
5. I have quite a lot of responsibilities at work. In addition to...
6. I am really looking forward to...
7. A lot of business people in this country object to...

8. I'm sure we've paid that invoice. I remember...
9. For a long time, the company tried...
10. He wasn't at the office when I phoned, so I think I'll try...



PHONETICS FOCUS

Exercise 1. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

🔊 www.cdlponline.org/index.cfm?fuseaction=activity1&topicID=2&storyID=248

Council May Purchase Needles

A city council has decided to write a new law. The law would allow drug stores to sell syringes. The council also thought about a needle exchange program. They approved money to study it.

Syringes are also called hypodermic needles. They are very helpful to some people. Some people use them to take medicine that they need to stay alive. The syringe

injects the medicine into a vein. This helps the body to use the medicine better.

Right now, people need a prescription to buy syringes. This



is because some people use them to take illegal drugs. It's hard to buy syringes, so drug users often share needles with each other. They would also use the same need over and over. This is dangerous because used needles are not clean. They spread diseases from one person to the next. People who share needles can catch terrible diseases such as HIV. The disease is passed from one user to the next through the needle. Some think that there are 15,000 drug users who use needles in the county.

Some people agree with the council. They think that if needles are easier to get, this will stop. Drug users will not share their dirty needles if they have a good supply of clean ones. This might help stop the spread of diseases.

Opponents of the needle program don't agree. They think needles should be regulated. They believe selling needles will condone drug use. They think this is the wrong approach. Some police officers think drug users need to get off drugs. Making needles easier to get will not give the users an incentive to quit. Selling needles could result in more needles thrown away with the trash. This could endanger workers. They could get stuck with a needle. The dirty needles could infect them with diseases.

If the law is passed, pharmacies could choose whether or not to participate. If they do, they would have to register with the County Health Officer. The County Health Officer would manage the program.

A similar proposal did not pass last year. But many other cities and counties have needle exchange programs.

Exercise 2. Listen to the whole text. Listen to the text in parts, putting pauses and intonemes in the printed version. Repeat after the narrator, following the pauses and intonemes put in the printed version.

 www.cdiponline.org/index.cfm?fuseaction=activity2&topicID=2&storyID=236

Lawmakers Want to Ban Cell Phones

Once again, the state legislature is debating a measure that would prohibit Californians from using a handheld cell phone while driving.

Since 2001, similar bills have been introduced in the California Legislature but never passed. State Senator Joe Simitian, D-Palo Alto, is trying again for a law that would only allow drivers to use a hands-free cell phone while operating a vehicle.

"There is a readily available technology that will save lives." Simitian argues. "Why on earth wouldn't we use it? And that's all the bill does."

Salesman Bruce Dunbar buys into the idea. He is in his car most of the day and usually on the cell phone talking to customers. He says he's able to talk and write down information safely with the use of an earpiece cell phone.

"I do think it makes you safer," Dunbar says.

But the proposed law has its critics. Some point to studies that are inconclusive when it comes to hands free cell phones making driving safer. Another charge is that the bill doesn't address other driving distractions, such as personal grooming and pets in the car.

"If the legislature begins trying to manage every distraction that's involved in driving," says St. Sen. Tom McClintock, R-Thousand Oaks, "You're very rapidly going to find a society where driving becomes a bureaucratic nightmare."

Simition's bill calls for a \$20 fine for a first offense and \$50 for subsequent offenses.

Senate Bill 1613 has cleared the Senate and is scheduled to be heard by the Assembly Transportation Committee next week.





Task 1. Read the text in order to retell it.

National Sources of Law

Legislation is the prime source of law and consists in the declaration of legal rules by a competent authority. Legislation can have many purposes: to regulate, to authorize, to enable, to proscribe, to provide funds, to sanction, to grant, to declare or to restrict. A parliamentary legislature frames new laws, such as Acts of Parliament, and amends or repeals old laws. The legislature may delegate law-making powers to lower bodies. In the UK, such delegated legislation includes Statutory Instruments, Orders in Council, and By-laws. Delegated legislation may be open to challenge for irregularity of process; and the legislature usually has the right to withdraw delegated powers if it sees fit.

Most legislatures have their powers restricted by the nation's Constitution, and Montesquieu's theory of the separation of powers typically restricts a legislature's powers to legislation. Although the legislature has the power to legislate, it is the courts who have the power to interpret statutes, treaties and regulations. Similarly, although parliaments have the power to legislate, it is usually the executive who decides on the legislative programme. The procedure is usually that a bill is introduced to Parliament, and after the required number of readings, committee stages and amendments, the bill gains approval and becomes an Act.

Judicial precedent (case law, or judge-made law) is based on the doctrine of stare decisis, and mostly associated with jurisdictions based on the English common law, but the concept has been adopted in part by Civil Law systems. Precedent is the accumulated principles of law derived from centuries of decisions. Judgements passed by judges in important cases are recorded and become significant source of law. When there is no legislature on a particular point which arises in changing conditions, the judges depend on their own sense of right and wrong and decide the disputes from first principles. Authoritative precedent decisions become a guide in subsequent cases of a similar nature. The dictionary of English law defines a judicial precedent as a judgement or decision of a court of law cited as an authority for deciding a similar state of fact in the same manner or on the same principle or by analogy. Another definition declares precedent to be," a decision in a court of justice cited in support of a proposition for which it is desired to contend".

Compared to other sources of law, precedent has the advantage of flexibility and adaptability, and may enable a judge to apply "justice" rather than "the law".

Equity is a source of law peculiar to England and Wales. Equity is the case law developed by the (now defunct) Court of Chancery. Equity prevails over common law, but its application is discretionary. Equity's main achievements are: trusts, charities, probate, and equitable remedies. There are a number of equitable maxims, such as: "He who comes to equity must come with clean hands".

Parliamentary Conventions are not strict rules of law, but their breach may lead to breach of law. They typically are found within the English legal system, and they help compensate for the UK's lack of a single written constitution.

Typically, parliamentary conventions govern relationships, such as that between the House of Lords and the House of Commons; between the monarch and Parliament; and between Britain and its colonies. For instance, after the Finance Act 1909, the House of Lords lost its power to obstruct the passage of bills, and now may only delay them. The prerogative powers are subject to convention, and in 2010, the monarch's power to dissolve Parliament was abolished. Britain's tradition with its colonies is that they are self-governing (although, historically, rarely with universal suffrage), and that the mother-country should stay aloof.

A "General Custom" as a source of law is not normally written, but if a practice can be shown to have existed for a very long time, such as "since time immemorial" (1189 AD), it becomes a source of law.

A "Particular Custom" (or "private custom") may arise and become a right with the force of law when a person, or a group of persons has from long usage obtained a recognised usage, such as an easement.



Task 1.1.**a) Answer the following questions:**

- What purposes can legislation have?
- What is delegated legislation?
- What restricts the powers of most legislatures?
- Which body of state power usually initiates the legislation?
- What happens to judgements passed by judges in important cases in the UK?

b) Define the functional style of the text underlining the linguistic means indicating that.**c) Divide the text into the content and compositional parts.****d) Make up the plan to the text.****e) Retell the text following the plan while using the key words along with the conjunction braces you have chosen.****e) Prove or disprove the statements using the information from the text:**

- Legislation is considered to be primary source of law in most jurisdictions.
- Not all bills become laws.
- In common law countries precedent judicial decisions become a guide when deciding future similar cases.
- Precedents enable a judge to apply «justice» rather than «law».
- Equity prevails over civil law.

Task 1.2

a) Answer the following questions:

- What way do precedents enable a judge to apply «justice» rather than «law»?
- In what jurisdictions does equity prevail?
- What stages should a bill go through in order to become a bill?
- Where can Parliamentary Conventions be found? What do they regulate?

b) Analyze the text using the scheme below.

The style of the text	Linguistic means
Functional type	Linguistic means
Content parts	Key words
Compositional parts	Connectors

c) Retell the text following the algorithm below:

1	Make up the plan to the text.
2	Choose the key words and phrases.
3	Use the connectors necessary.
4	Prepare to retell the text using the synonyms to those words used in the text.
5	Retell the text following the stylistic, compositional and functional peculiarities of the text

d) Answer the questions below in order to put the difference between law and morality in a tabular form:

Advantages of judicial precedent	Disadvantages of judicial precedent

Task 1.3

a) Define the type, style, compositional and content parts of the text;

b) Write out the key words and phrases to be used while retelling the text;

c) Make up the plan to the text;

d) Retell the text following the plan as well all the linguistic, compositional, functional and typological peculiarities;

e) Describe the process of making new law in your country. What are the strengths and the weaknesses of the process?



PRODUCTION PROJECT WORK

PROJECT TOPICS

1. HISTORIC SUPREME COURT CASES

Electronic source available at:

www.socialstudieshelp.com/courtcases.htm

Electronic source available at:

www.online-paralegal-programs.com/most-groundbreaking-court-cases/

2. FAMOUS AND LEADING COURT CASES - UK

Electronic source available at:

www.geni.com/projects/Famous-and-Leading-Court-Cases-UK-and-Ireland/31010

Electronic source available at:

www.theguardian.com/law/2013/dec/04/law-cases-essential-student

3. MECHANICS OF PRECEDENT - ADVANTAGES AND DISADVANTAGES

Electronic source available at:

https://sixthformlaw.info/01_modules/mod2/2_1_1_precedent_mechanics/08_precedent_advantages_dis.htm

Electronic source available at:

<https://law205.weebly.com/advantages-and-disadvantages-of-judicial-precedent.html>

Task 1. Read the given texts, divide them into the content parts, then take short notes of the each part.

Task 2. Read the given texts taking short notes of the each part. Think of the informational blocks that can be integrated round the topic of the PROJECT. According to the contents of the texts you've read, make up the plan of your future report.

Task 3. Read the given texts taking short notes of the each part. Find some extra sources of information on this issue. Make up the plan of your future report considering the analytical factor: which positions you believe to be more persuasive (with the perspective of further justification).

Task 4. Using the vocabulary and the grammar structures, as well as the information from the texts, make up a mini-monologue in accordance with the part of the plan of the general monologue-presentation you've have chosen. Follow the structure of the narrative monologue.

Task 5. Combine your mini-monologues into a single report, prepare a presentation.



134 LEGAL TERMS EVERY LAWYER, PARALEGAL, AND LAW STUDENT SHOULD KNOW

Included in the list below are definitions of some of the legal words and phrases you will need to know as law students, lawyers, and paralegals. The list is not exhaustive; consult your law dictionary for terms you do not find. Included here are terms not ordinarily used in lay language, terms whose meanings differ from their lay meanings, and «law Latin» terms.

1. **Action:** Shorthand for «cause of action»; for example, a court action to obtain relief, a judicial remedy to enforce or protect a right, or a proceeding by a plaintiff against a defendant to enforce an obligation of the defendant to the plaintiff.
2. **Acts non facit reum, nisi means sit rear:** An act does not make one guilty. Unless he has a guilty mind. (For crime, there must be both act and evil intent.)
3. **Adhesion contract:** A contract drafted by the stronger party, then presented for acceptance to the weaker party, who has no power to modify its terms.
4. **Ad item:** (Latin: For the suit) A «guardian ad litem» is a guardian appointed to represent a person who is incapable of acting on his own behalf.
5. **Advance sheets, advance pamphlets:** Paperback publications printed and distributed as soon as possible after a judicial decision, in order that the information be available before it appears in a bound volume. (Slip laws are similar publications of acts passed by a legislative body.)
6. **Affirmative defense:** A defense which does more than deny the plaintiff's allegations; it also brings forth new allegations. Aforethought: Arrived at beforehand; a premeditated. Allegation: A statement that a party to a lawsuit intends to prove. Amicus curiae: (Latin: A friend of the court) One who interposes in a legal action.

7. **Appellant:** The party who appeals to a higher court from the judgment against himself in a lower court, sometimes called «petitioner.»
appellee: The party against whom a case is appealed from a lower court to a higher court, sometimes called «respondent.»
assumpsit's: A common law action to recover damages for the nonperformance of a contract.
8. **Attractive nuisance:** A condition on one's premises that is dangerous to children and yet so alluring to them that they may enter.
9. **Bad faith:** The opposite of «bona fide» (in good faith): motivated by ulterior motives or by furtive intent.
10. **Beyond a reasonable doubt:** The proof required of the prosecutor in criminal proceedings.
11. **Breach:** Violation of a duty; the breaking of an obligation. Burden of evidence; the duty of one party to produce evidence to meet or present a prima facie case.
12. **Burden of proof:** The duty to establish in the trial the truth of a proposition or issue by the amount of evidence required.
13. **Case:** A controversy to be decided in a court of justice. case law: The law set forth in the decisions of appellate courts, that is, in cases that have been decided.
14. **Case in point:** A previously decided case that is similar in important respects to the one now being decided.
15. **Case system:** Analysis of actual cases that have been decided, the method used in many law school courses to teach law students.
16. **Cause sine qua non:** (Latin: cause without which nothing,) The determining cause, without which a result would not have occurred. cause: An action or suit; sometimes used synonymously with «case.» caveat: (Latin: Let him beware,) Used in phrases like «caveat emptor,» (let the buyer beware).
17. **Certiorari:** Literally, to be made certain? a writ of review or inquiry by an appellate court re-examining an action of an inferior tribunal or to enable the appellate court to obtain further information in a pending cause.
18. **Change of venue:** The removal of a suit for trial from one county to another.
19. **Charged with crime:** Accused of a crime, either formally or informally.
20. **Chattels:** Movable property, in contrast to real estate.
21. **Chose:** From Old French: a thing. An item of personal property, a chattel.
22. **Civil action:** An action to enforce a civil right, as distinguished from a criminal action.
23. **Class action:** An action brought on behalf of a class of persons by one or more nominal plaintiffs.

24. **Clean hands doctrine:** The principle by which the court of equity requires that one who comes to it for relief must not be guilty of wrongful conduct.
25. **Clear and convincing evidence:** A degree of proof higher than that of preponderance of the evidence and lower than that of evidence beyond a reasonable doubt.
26. **Color:** Mere semblance of a legal right.
27. **Common law:** Legal rules, principles, and usage that rest upon court decisions rather than upon statutes or other written declarations.
28. **Condition precedent:** A condition that must occur before something else comes into effect.
29. **Contract:** (Williston) An agreement upon sufficient consideration to do or refrain from doing a particular lawful thing.
30. **Conversion:** A wrongful act of dominion over another's property.
31. **Convict:** (verb) To find a person guilty of the crime charged.
32. **Court of last resort:** The highest court to which a case may be taken, from which no appeal can be made.
33. **Criterion:** The test on which a judgment or a decision is based.
34. **Damage:** Harm resulting from illegal invasion of a legal right.
35. **Damages:** Compensation imposed by the law to one who has suffered harm due to another's wrongdoing.
36. **Decision:** The conclusion reached by a court in adjudication of a case, or the decision reached by arbitration; sometimes synonymous with judgment.
37. **Declaratory judgment:** A decision stating the rights and duties of the parties, but involving no relief as a result.
38. **De facto:** (Latin: from the fact) In fact or reality, as contrasted with de jure, by right or by law, defamation: Libel or slander.
39. **Degree of care:** A standard, testing conduct to decide whether the conduct is negligent.
40. **Degree of proof:** The amount of evidence required in action to establish the truth of an allegation.
41. **De minimis non curat lex:** (Latin; The law is not concerned with trifles.)
42. **Demurrer:** A statement that even if the facts as stated are true, their legal consequences do not require that the action proceed further.
43. **Detriment:** (in contract law) some forbearance on the part of one party, as consideration for the contract.
44. **Devise:** A testamentary gift of real estate.
45. **Doctrine:** A rule or principle of law developed by court decisions.
46. **Due care:** The care that a person of ordinary prudence would take in similar circumstances.

47. **Due process of law:** A course of legal proceedings according to the rule of justice established to enforce and protect private rights.
48. **Earnest money:** A payment of part of the purchase price to bind the contract.
49. **Ejusdem generic:** (Latin: of the same kind.)
50. **Embezzlement:** The fraudulent appropriation of property or money entrusted to one person by another.
51. **Encumbrance:** A hindrance or impediment that burdens or obstructs the use of land.
52. **Entirety:** The whole as distinguished from a part, as used to refer to the joint estate of spouses.
53. **Equal protection:** Generally refers to the guaranty under the Fourteenth Amendment to the Constitution that all persons should enjoy the same protection of the law.
54. **Equity:** A principle which provides justice when ordinary law may be inadequate.
55. **Escheat:** The reversion or forfeiture of property to the government because persons who have a legal claim to it are absent.
56. **Establish:** In evidence, to settle a disputed or doubtful fact.
57. **E stop:** (From Old French: to stop up.) To bar, preclude, prohibit.
58. **Except:** (verb) to object; to take exception to a court order or ruling.
59. **Facial:** Pertaining to the language on the face of a document, pleading, statute, or writ.
60. **For cause:** For legal cause, as in the challenge of a juror.
61. **Four corners:** The entire face of a document; thus, the construction of a document itself, as a whole.
62. **Frivolous:** So unmeritorious as to require no argument to convince the court of this fact.
63. **Fungible goods:** Goods of a kind in which all units are identical.
64. **Fundamental error:** In appellate practice, an error so material as to render a judgment void.
65. **Garnish:** To warn, summon, or notify.
66. **Good cause:** Substantial legal reason.
67. **Good faith:** Sincere motivation or behavior lacking fraud or deceit.
68. **Guardian:** One entrusted by law with the control and custody of another person or estate.
69. **Guilty mind:** Criminal intent (Latin: mens rea.) harmless error: In appellate practice, error committed during the trial below, but not prejudicial to the rights of the party assigning it, and because of which, therefore, the court will not reverse the judgment below.

70. **Hostile possession:** Possession of land under a claim of exclusive right. hypothetical fact situation: A fictional legal problem, postulated by law professors, in order to sharpen their students' analytical skills.
71. **Id.:** Abbreviation of «idem,» (Latin: the same.)
72. **i.e.:** Abbreviation of «id est,» (Latin: that is.)
73. **In absentia:** (Latin: In [someone's] absence,)
74. **In banco:** (Latin: On the bench); that is, when all judges are sitting.
75. **Inferior:** With less legal power, subordinate.
76. **Injure:** (Latin: in law,)
77. **Liguria:** (Latin: a wrong)] a violation of a legal right.
78. **In personal:** (Latin: involving the person,)
79. **In rem:** (Latin: involving the matter or thing,)
80. **Inter alia:** (Latin: among others,)
81. **In toto:** (Latin: in total)] altogether, wholly.
82. **Ipso facto:** (Latin: by that fact)
83. **Lessee:** One who has leased property from another; tenant.
84. **lessor:** One who has leased property to another; landlord.
85. **lax talionis:** The law of retaliation.
86. **Malfeasance:** Legal misconduct; an act that is legally wrong.
87. **Material (adjective):** Important, of the essence.
88. **Matter:** Those facts that constitute the entire ground or a part of the ground for an action or a defense.
89. **Misfeasance:** The doing of a lawful act in an unlawful manner.
90. **Moiety:** A part of something. (From Old French: moiete; half,)
91. **Moot question:** (1) an academic question; (2) a question which has lost significance because it has already been decided, or for other reasons.
92. **Mortgagee:** One to whom a mortgage is made.
93. **Mortgagor:** One who takes out a mortgage on his property?
94. **Natural person:** A real person, in contrast to a corporation.
95. **Negligence per se:** (Latin: negligence in itself?) negligence as defined by the law.
96. **Novo contendere:** (Latin: I do not wish to contend.)
97. **Nonfeasance:** The failure to act, when action is legally required.
98. **n.o.v.:** Abbreviation of Latin: «non obstinate veredicto,» notwithstanding the verdict
99. **Notorious possession:** Possession of real property openly.

100. **Nudum pactum:** (Latin: a bare pact)] thus a promise lacking consideration.
101. **Nullity:** Something that has no legal effect.
102. **Parole:** Oral, as contrasted to «in writing.»
103. **Patent ambiguity:** Obvious upon ordinary inspection; contrasts with «latent ambiguity.»
104. **Per curiam:** (Latin: by the court)] as a whole.
105. **Person:** Either an individual or an organization, e.g., a corporation.
106. **Perspires:** (Latin: by class); distribution according to the share a deceased ancestor would have taken.
107. **Plaintiff:** The party bringing an action.
108. **Precatory words:** Words expressing desire rather than command.
109. **Prejudicial:** Detrimental to one party in a dispute.
110. **Preponderance of evidence:** The greater weight and value of the evidence adduced.
111. **Presumption:** An assumption about the existence of a fact; a presumption may be either rebuttable or irrefutable (conclusive).
112. **Prima facie case:** A cause of action sufficiently established to justify a favorable verdict if the other party to the action does not rebut the evidence.
113. **Probable cause:** Reasonable cause.
114. **Proximate cause:** that event or occurrence which produces the injury, and without which the injury would not have occurred.
115. **Punitive damages:** Damages beyond compensatory damages, imposed to punish the defendant for his act.
116. **Quantum meruit:** (Latin: As much as it is worth)] the amount deserved.
117. **Question of fact:** A question for the jury to decide, upon conflicting evidence.
118. **Question of law:** A question about the law affecting the case, for the judge to decide.
119. **Recovery:** The amount a claimant receives as a result of a judgment.
120. **Remedy:** The means of enforcing a legal right or redressing a legal injury.
121. **Res:** (Latin: thing)] matter.
122. **Res ipsa loquitur:** (Latin: The thing speaks for itself,)
123. **Res judicata:** (Latin: The thing having been adjudicated.) The earlier judgment thus bars a second action.
124. **Respondeat superior:** (Latin: The superior is responsible,) the doctrine that imposes liability upon an employer for the acts of his employees in the course of their employment.

- 125. **Rule:** A statement of law that will henceforth act as precedent; a principle established by authority.
- 126. **Satisfaction:** Performance of the terms of an agreement; discharge of an obligation.
- 127. **Scienter:** (Latin: knowingly.) Often means defendant's «guilty knowledge.»
- 128. **Seasonable:** Within the agreed time or at the agreed time. If no time is stipulated, a «reasonable» time.
- 129. **Seisin:** Possession coupled with the right of possession.
- 130. **Strict construction:** Narrow or literal construction of language.
- 131. **Sui generis:** (Latin; of its own kind)-, thus the only one of its kind.
- 132. **Tort:** A wrong, for which a civil action is a remedy, outside of contract law.
- 133. **Tortfeasor:** One who commits a tort; a wrongdoer.
- 134. **Vicarious liability:** The imposition of liability upon one person for the acts of another.

LINKING WORDS - A COMPLETE LIST OF

TRANSITION WORDS & CONJUNCTIONS ALSO CALLED COHESIVE DEVICES –
CONNECTING WORDS #1

Transition Words and Phrases

Agreement / Addition / Similarity	in the first place	again	moreover
	not only ... but also as a	to	as well as
	matter of fact in like	and	together with
	manner	also	of course
	in addition	then	likewise
	coupled with	equally	comparatively
	in the same fashion / way	identically	correspondingly
	first, second, third	uniquely	similarly
	in the light of	like	furthermore
	not to mention	as	additionally
Examples / Support / Emphasis	to say nothing of	too	
	equally important		
	by the same token		
	in other words	notably	in fact
	to put it differently	including	in general
	for one thing	like	in particular
	as an illustration	to be sure	in detail
	in this case	namely	to demonstrate
	for this reason	chiefly	to emphasize
	to put it another way	truly	to repeat
	that is to say	indeed	to clarify
	with attention to	certainly	to explain
	by all means	surely	to enumerate
	important to realize	markedly	such as
	another key point	especially	for example
	first thing to remember	specifically	for instance
	most compelling evidence	expressively	to point out
	must be remembered	surprisingly	with this in mind
	point often overlooked	frequently	
	on the negative side	significantly	
	on the positives ide		

LINKING WORDS - A COMPLETE LIST OF

TRANSITION WORDS & CONJUNCTIONS ALSO CALLED COHESIVE DEVICES –

CONNECTING WORDS #2

Effect / Result / Consequence	as a result under those circumstances in that case for this reason henceforth	for thus because the then hence	consequently therefore thereupon forthwith accordingly
Opposition / Limitation / Contradiction	although this may be true in contrast different from of course ..., but on the other hand on the contrary at the same time in spite of even so / though be that as it may then again above all in reality after all	but (and) still unlike or (and) yet while albeit besides as much as even though	although instead whereas despite conversely otherwise however rather nevertheless nonetheless regardless notwithstanding
Cause / Condition / Purpose	in the event that granted (that) as / so long as on (the) condition (that) for the purpose of with this intention with this in mind in the hope that to the end that for fear that in order to seeing / being that in view of	if ... then unless when whenever since while because of as since while lest	in case provided that given that only / even if so that so as to owing to due to inasmuch as

LINKING WORDS - A COMPLETE LIST OF

TRANSITION WORDS & CONJUNCTIONS ALSO CALLED COHESIVE DEVICES –

CONNECTING WORDS #3

Space / Location / Place

in the middle
to the left/right
in front of
on this side
in the distance
here and there
in the
foreground in
the background
in the center of
adjacent to
opposite to

here
there
next
where
from
over
near
above
below
down
up
under
between

further
beyond
nearby
wherever
around
before
alongside
amid
among
beneath
beside
behind
across

Time / Chronology / Sequence

at the present time
from time to time
sooner or later
at the same time
up to the present
time to begin with
in due time
until now
as soon as
as long as
in the meantime
in a moment
without delay
in the first place
all of a sudden
at this instant

after
later
last
until
till
since
then
before
hence

when
once
about
next
now
now that

henceforth
whenever
eventually
meanwhile
further
during
first, second
in time
prior to
forthwith
straightaway

by the time
whenever

immediately
quickly
finally

formerly
suddenly
shortly

instantly
presently
occasionally

LINKING WORDS - A COMPLETE LIST OF

TRANSITION WORDS & CONJUNCTIONS ALSO CALLED COHESIVE DEVICES –

CONNECTING WORDS #4

Conclusion / Summary / Restatement	as can be seen generally speaking in the final analysis all things considered as shown above in the long run given these points as has been noted in a word for the most part			after all in fact in summary in conclusion in short in brief in essence to summarize on balance altogether			overall ordinarily usually by and large to sum up on the whole in any event in either case all in all			
	Conjunctions									
Subordinating	than rather than whether as much as whereas	Comparison			That what whatever which whichever	Rel.Pro.		after as long as as soon as before by the time now that	Time	
	though although even though while	Concession			Who whoever whom whomever whose	Rel.Adj.		once since till until when whenever while		
	if only if unless until provided that assuming that even if in case (that) lest	Condition			where wherever	Place				
					how as though as if	Manner		because since so that in order (that) why	Reason	
Correlative	as . . . as just as . . . so both . . . and hardly . . . when scarcely . . . when			either . . . or neither . . . nor			what with . . . and whether . . . or not only . . . but also no sooner . . . than rather . . . than			
Coordinating	F For	A And	N Nor	B But	O Or	Y Yet	S So			

PHRASES FOR EXPRESSING OPINIONS

I think.... I believe....
 I feel.... I suppose....
 I guess.... According to me....
 In my view.... In my opinion....
 In my eyes.... It seems to me that....
 From my perspective.... From my point of view....
 From my view point.... As far as I'm concerned....
 Personally, I think.... I'd like to point out that....
 What I mean is.... Generally it is thought that....
 Some people say that.... Well, it is considered that....
 It is generally accepted that.... My impression is that....
 It goes without saying that.... I hold the view that....
 I'm of the opinion that....

PHRASES FOR EXPRESSING AGREEMENT

I agree.... I totally agree....
 Definitely.... I couldn't agree more....
 Absolutely.... Precisely....
 I see your point.... I see what you are getting at....
 I'd go along with that view to a point... Sure, that's one way of looking at it....
 I have to side with you on this one.... I suppose so....
 I think so too.... I'd go along with that....
 That's a good point.... I see exactly what you mean....
 You're right, that's a good point.... Actually, I think you're right....
 That's true.... Well, I agree with you here....
 You have my full agreement.... I second that....
 Ok, that's convincing.... I take your word on it....
 You took the words right out of my mouth...

PHRASES FOR EXPRESSING DISAGREEMENT

I see your point, but.... I see what you are getting at, but....
 That's one way of looking at it, however.... I completely disagree....
 Well, I see things rather differently.... Umm, I'm not sure about that....
 I'm not sure I go along with that view.... I don't really agree with that idea....
 I agree up to a point, but.... You could say that, however....
 I wouldn't quite put it that way myself.... I still have my doubts....
 I can't/ couldn't go along with that.... That's out of question....
 You've got to be kidding.... Well, I don't quite agree with you....
 I find that very difficult to accept.... We don't seem to agree here....
 Not necessarily.... That's not always true....
 There is no way I could agree with that.... I don't think so....
 No, I'm not sure about that because.... I'm afraid, I disagree....
 We don't seem to be in complete agreement....

PHRASES FOR EXPRESSING INTERRUPTION

Sorry to interrupt, but.... Can I add something here....
 Is it ok if I jump in for a moment.... If I might add something....
 If I may interrupt.... Can I throw my two cents in....
 Do you mind if I add something.... Umm, well not really....
 Excuse me, but in my opinion.... Are you telling that....
 Excuse me for a second, but.... Sorry, but I'm not done yet....
 Let me finish what I have to say first.... May I say something here....
 Excuse me for interrupting, but.... Sorry to cut you off, but....
 Well, that reminds me that.... So, you're telling me....
 I don't mean to intrude, but.... Well, if that is the case....
 Sorry, but can you let me finish.... Wait a minute....
 Before you go on, I'd like to say something....
 Before you move on, I'd like to say something....
 Just a moment, I like to add something here....

FUNNY AND INSPIRATIONAL LAWYER QUOTES

Quotes About Being a Lawyer

- "A lawyer with a briefcase can steal more than a thousand men with guns." - Mario Puzo
- "You win some and you lose some, but you get paid for all of them." - Anonymous
- "I don't think you can make a lawyer honest by an act of legislature. You've got to work on his conscience. And his lack of conscience is what makes him a lawyer." - Will Rogers
- "The good lawyer is not the man who has an eye to every side and angle of contingency, and qualifies all his qualifications, but who throws himself on your part so heartily, that he can get you out of a scrape." - Ralph Waldo Emerson
- "You cannot live without the lawyers, and certainly you cannot die without them." - Joseph H. Choate
- "A judge is a law student who marks his own examination papers." - H. L. Mencken
- "To me, a lawyer is basically the person that knows the rules of the country. We're all throwing the dice, playing the game, moving our pieces around the board, but if there is a problem the lawyer is the only person who has read the inside of the top of the box." - Jerry Seinfeld
- "In America, an acquittal doesn't mean you're innocent, it means you beat the rap. My clients lose even when they win." - F. Lee Bailey
- "Law students are trained in the case method, and to the lawyer everything in life looks like a case." - Edward Packard, Jr.

Funny Lawyer Quotes

- "I busted a mirror and got seven years bad luck, but my lawyer thinks he can get me five." - Stephen Wright
- "The first thing we do, let's kill all the lawyers." - William Shakespeare King Henry VI Part 2.
- "Lawyers are just like physicians: what one says, the other contradicts." - Sholom Aleichem
- "A lawyer is a person who writes a 10,000-word document and calls it a "brief." - Franz Kafka
- "The minute you read something that you can't understand, you can almost be sure that it was drawn up by a lawyer." - Will Rogers
- "A Lawyer will do anything to win a case, sometimes he will

even tell the truth." -Patrick Murray

- "I don't like lawyers, nannie." "No one likes lawyers, little boy."
- J. P. Donleavy
- "Lawyers are the only persons in whom ignorance of the law is not punished." - Jeremy Bentham
- "In the Halls of Justice the only justice is in the halls." - Lenny Bruce
- "I feel like I wanna cut class today." "Why, is it Law?" – Fehi Dungo
- "He who is his own lawyer has a fool for a client." Proverb
- "Only lawyers and painters can turn white to black." - Japanese Proverb

Quotes About Lawyers by Famous People

- "If there were no bad people there would be no good lawyers."
-Charles Dickens
- "When you have no basis for an argument, abuse the plaintiff."
- Cicero
- "In England, justice is open to all - like the Ritz Hotel." - Sir James Mathew
- "You are remembered for the rules you break."- Douglas MacArthur
- "Don't misinform your Doctor nor your Lawyer." Benjamin Franklin
- "The lawyer's truth is not Truth, but consistency or a consistent expediency." - Henry David Thoreau
- "A lawyer without books would be like a workman without tools." - Thomas Jefferson
- "The power of the lawyer is in the uncertainty of the law." - Jeremy Bentham
- "A lawyer without history or literature is a mechanic, a mere working mason; if he possesses some knowledge of these, he may venture to call himself an architect." - Sir Walter Scott

Thank-You Quotes for Lawyers

- "Thank you for representing me. My situation would be much worse without your research, diligence, and hard work."
- "Thank you, attorney, for being an exceptional lawyer. This issue wouldn't be fixed without your excellent skills."
- "You're a good friend, and you've been an incredible help with my troubles. Thank you, attorney."
- "Thank you for the effort you put into my case. You did me a big service. You will always be welcome in my home."



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