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Робочий зошит

з навчальної дисципліни «Іноземна мова (англійська)»
до теми «Конституційне право Великобританії та США»
для студентів спеціальності 081 Право

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Робочий зошит призначений для студентів спеціальності 081 Право, для яких розуміння фахових іншомовних текстів є професійною необхідністю. Робочий зошит містить завдання та рекомендації, що сприятимуть розвитку навичок читання та перекладу, вмінь будувати усне висловлювання за темою «Конституційне право Великобританії та США», передбаченими освітньо-професійною та робочою програмою, може бути використаний для формування комунікативних компетенцій в усній та письмовій формах.

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ВСТУП

Сьогодні практичне оволодіння іноземною мовою є життєвою необхідністю для майбутнього спеціаліста. Посилення міжнародної співпраці в усіх галузях життя сприяє тому, що особливого значення рівень знань з іноземної мови набуває для спеціалістів у галузі права. У сучасних умовах цей фактор значною мірою визначає конкурентоспроможність фахівця, його фаховий рівень, можливість почуватися впевнено на ділових зустрічах, переговорах, вивчати міжнародні правові першоджерела тощо.

Робочий зошит з навчальної дисципліни «Іноземна мова (англійська)» для студентів закладів вищої освіти, які навчаються за спеціальністю 081 «Право» має на меті допомогти студентам оволодіти фаховою термінологією з теми «Конституційне право Великобританії та США», набути навичок перекладу та реферування наукової літератури за фахом, сформувати навички практичного оволодіння іноземною мовою в різних видах мовленнєвої діяльності в межах теми, передбаченої освітньо-професійною та робочою програмами.

У межах даного циклу занять здобувачі мають засвоїти особливості конституційного права США та Великобританії, типи та функції конституцій, провести узагальнення вивченого граматичного матеріалу. Кожне заняття до теми має містити фахові тексти, типові вправи за текстом, завдання на розвиток діалогічного та монологічного мовлення, письмові вправи, які дають можливість різнобічно опрацьовувати лексичні одиниці та граматичні конструкції.

LESSON 1

I. Warming-up. Sort out the words into the columns «The UK», «The USA»

Queen/King, Congress, Parliament, the Great Charter, Bill of Rights, the PM, the Senate, MPs, House of Lords, House of Representatives, Lord-Chancellor, the Supreme Court, Federal Court of Appeal, the President, Home Secretary, Secretary of State, Royal assent.

II. Read the text. Write down new words.

CONSTITUTIONAL LAW IN THE UK AND THE USA

Being the supreme law, the constitution helps the state function on the basis of outlined rules and generally accepted principles. If we try to compare the main characteristics of the constitutions of the United States and Great Britain, we will see that the first one is presented in the written form while the second one is considered to be unwritten. However, we should keep in mind that many parts of the British constitution exist in written form too. One of the most important enactments of the British constitution was the Great Charter (1215) when King John had to sign the document where the rights of the Englishmen were written down. Among other leading enactments, we should mention the Bill of Rights (1689), the Act of Settlement (1700-1701) and the Parliament Act of 1911.

The sources of English constitutional law are statutes, precedents, textbooks, the writings of historians and political theorists and other documents of importance. As there is no codified document then there is no special safeguard for constitutional rules. Constitutional law can be changed or amended. The Parliament is authorized to legislate in any field. There are no fundamental ideologies and no procedures to interfere with constitutional change.

In the USA there exists a written constitution adopted in 1788. It starts with the words: «We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish his Constitution of the United States of America».

While American constitutional law derives many of its forms from the common law, it is important to note that the constitutional order of the United States was very different from that of the United Kingdom. The Constitution's written nature and formal enumeration of the power of government are the main factors determining this difference. Constitutional law of the USA deals with interpretation and implementation of the United States Constitution, the fundamental law of the country. Constitutional law also deals with relationships within society, including the relations among the states, the states and the federal government, the three branches (the executive, legislature and judiciary) of the federal government, and the rights of the individuals on the federal and state level. The logic of separation of powers is as follows: the principle of separation of powers requires that the legislature not act beyond its constitutional authority; it establishes the courts as the final legal arbiter of that principle; an official who acts beyond one's legal authority acts unlawfully and is subject to legal liability accordingly. The Supreme Court has played the crucial role in interpreting the main constitutional provisions. Consequently, study of constitutional law focuses mainly on Supreme Court rulings.

The Supreme Court's interpretations of the Constitution are binding on the legislative and executive branches of the federal government, on the lower courts in the federal system and on all state courts. That is why they say that the US has a rigid constitution because proposals to amend the main constitutional document can only be added through a complex procedure of majority vote in each house of Congress.

III. Exercises.

1. Answer the following questions:

1) Does the British constitution have systematic statement of law?

2) What are the main sources of constitutional law in the UK and the US?

3) What notions are stressed in the Preamble (передмові) to the Constitution of the US?

4) What judicial body in the US is given power to interpret the Constitution?

5) Can you name the leading enactments of the British constitution?

2. Restore the word order:

a. A/ of government/ the United States/ structure/ has/ federal.

b. On/ the Constitution/ state/ autonomy/ imposes/ limitations.

c. Are/ by/ constituted/ rules/ legal/ the/ and/ the/ courts/legislature.

d. Called/ the/ rules/ are/ creating/ of government/ agencies/ rules/constitutive.

e. by/ Congress/ legislative/ the/ power/ exercised/ is.

f. Have/ the/ law/ the/ courts/ authority/ has/ to determine/conferred.

g. Imposes/ the U.S. Constitution/ obligations/ on/ the/ legal/ states/with/ each/ in/ their/ other/ relationships.

h. Defined/ the/ the U.S. Constitution/ of/ the/ powers/
government/federal.

IV. Speaking activity.

1. *Compare the system of government of the United States, the United Kingdom and of Ukraine? How is power separated among different branches?*

2. *Explain the meaning of the following words in English:*

Executive, judicial, legislature, interpreting the Constitution.

3. *Prepare for the discussion.*

Why is the division of power important? What are drawbacks (недоліки) and advantages of one-house legislature?

4. *Referring to the text make up a dialogue on the topic «Separation of powers».*

V. Grammar review.

1. *Combine the two sentences as in the models.*

Models: I teach English here. I am glad of it. – I am glad to teach English here.

We helped him. We are happy about it. – We are happy to have helped him.

I was examined yesterday. I am glad of it. – I am glad to have been examined yesterday.

A. 1. I work at the factory. I am happy about it. 2. I see you. I am glad of it. 3. I study French. I am glad of it. 4. I live in this town. I am happy about it. 5. I know this man. I am happy about it.

B. 1. I am going to Paris. I am happy about it. 2. I am spending my holidays in the Crimea. I am happy about it. 3. I am listening to the symphony. I am glad of it. 4. I am reading his letter. I am glad of it. 5. I am playing chess with you. I am glad of it.

C. 1. I spent my holidays in the Caucasus. I am happy about it. 2. He played chess with the world champion. He is happy about it. 3. I bathed in the river. I am glad of it. 4. I learned English at school. I am glad of it. 5. I passed my examination yesterday. I am glad of it.

D. 1. I don't understand this rule. I am sorry about it. 2. I am not working there now. I am sorry about it. 3. I have not seen this film. I am sorry about it. 4. She has not been working all these years. She is sorry about it. 5. Peter didn't see her. He is sorry about it.

E. 1. She was not invited to the evening party. She is sorry about it. 2. We are taught English. We are glad of it. 3. I was waked early this morning. I am glad of it. 4. I was not informed of it. I am sorry about it. 5. I am not allowed to go there. I am sorry about it.

2. State the function of the infinitive in the sentences. Translate them.

1. Everyone had a wish to say something- (Gaskell). 2. He decided to go alone. (Gordon) 3. We must work hard to live. (Abrahams) 4. The 'question must be answered. (Heym) 5. It was difficult to believe. (Dickens) 6. She was going to my rooms to see my aunt. (Dickens) 7. She had no desire to open her heart to her aunt. (Gaskell) 8. The great tiling is to make a good breakfast. (Jerome) 9. I am ready to go with Annie. (Dickens) 10. Nothing could be done before morning. (Gaskell) 11. It wasn't safe to cross the bridge at night.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 2

1. Warming-up. Match the suitable translation to the following combinations with the word «power».

Powers expressly assigned	• Великі держави
Separation of powers	• Політика з позиції сили
The Great Powers	• Право на укладання договорів
The power of attorney	• Розподіл владних повноважень
Power to contract	• Безпосередньо надані повноваження
Power structure	• Доручення
The power of attorney and substitution	• Доручення з правом передоручення
Power politics	• Структура розподілу влади

2. Read and comment upon the definition of the constitutional rights given below:

Constitutional rights are given or reserved to the people by the U.S. Constitution, and in particular, the Bill of Rights (first ten amendments). These rights include: writ of habeas corpus, no bill of attainder, no duties or taxes on transporting goods from one state to another (Article I, Section 9); jury trials (Article III, Section 1); freedom of religion, speech, press (which includes all media), assembly and petition (First Amendment); state militia to bear arms (Second Amendment); no quartering of troops in homes (Third Amendment); no unreasonable search and seizure (Fourth Amendment); major ("capital and infamous") crimes require indictment, no double jeopardy (more than one prosecution) for the same crime, no self-incrimination, right to due process, right to just compensation for property taken by eminent domain (Fifth Amendment); in criminal law, right to a speedy trial, to confront witnesses against one, and to counsel (Sixth Amendment); trial by jury (Seventh Amendment); right to bail, no excessive fines, and no cruel and unusual punishments (Eighth Amendment); unenumerated rights are reserved to the people (Ninth Amendment); equal protection of the laws (14th Amendment); no racial bars to voting (15th Amendment); no sex bar to voting (19th Amendment); and no poll tax (24th Amendment). Constitutional interpretation has expanded and added nuances to these rights.

3. Exercises.

1. *Join the word pieces. Make up word combinations to illustrate the usage of these words.*

DISTRI
DRAW
CONSTI
LEGIS
IMPLE
PRESI
BIND

- TUTION
- BUTION
- ING
- MENTATION
- LATURE
- BACK
- DENT

2. *Translate into English:*

Білль про права 1689 року був одним із досягнень англійського народу у протистоянні до Стюартів та парламенту. Він обмежував монархію і наділяв парламент владою у вирішенні багатьох питань. Англійський Білль про права містив у собі багато ідей стосовно права та держави, які пізніше знайшли відображення в американській Декларації про незалежність. Білль про права декларував такі традиційні права англійців, як право на суд присяжних, заборона жорстоких покарань, право звертатися з петиціями до владних органів та деякі інші.

У 1787 році Джеймсу Мейсону було 36 років. Він навчався у Принстоні (Princeton), а пізніше був обраний представником у

Континентальний конгрес. Томас Джефферсон вислав йому з Парижа більше двохсот книг з історії керівництва державою. Після того як Мейсон ретельно вивчив їх, він виклав свої висновки в роботі «Недоліки політичної системи Сполучених Штатів» («Vices of the Political System of the United States»). Мейсон вважав, що державне керування буде ефективним лише в тому випадку, коли урядовці будуть змушені враховувати інтереси різних соціальних груп.

Джеймс Мейсон був пізніше обраний президентом та займав посаду голови держави з 1809 до 1817 року.

3. *Read the text and fill in the blanks with verbs in necessary forms:*

The Great Charter (Magna Carta)

The idea that government (to be, not)_____ powerful (to appear)_____ with King John's signing the Magna Carta in 1215 under the threat of civil war. The document (to establish)_____ the principle of limited government refusing the absolute role of the monarch. The Great Charter (to provide)_____ for protection against unjust punishment and the loss of life, liberty and property except according to law. It (to stipulate)_____ that no citizen (can, to punish)_____ without a fair trial. Under this prominent document the king (can, not, to collect)_____ taxes without consulting his advisors.

Though the Magna Carta (to intend)_____ as the document protecting the aristocracy in time it (to come)_____ one of the cornerstones of British liberties. It (to be)_____ still (to regard)_____ one of the oldest written constitutional papers.

4. Speaking activity.

1. *Suggest your ideas on the following statements. For rendering your ideas, you can use inserted components like the one given in the text («consequently»). Among others «logical connectors» are: to begin with, firstly, secondly, notwithstanding, therefore, concluding the abovementioned, summarizing this passage, etc.*

- It has been said that «America is the only true democracy in the western world». Do you agree?
- Are you interested in politics? Should lawyers be politically active?
- What are the main differences in the Constitutions of the UK, the USA and our country?
- What kinds of monarchy can you name? What are the pluses and minuses of living in the country ruled by king or queen?
- If you were to appoint the members of the Cabinet of Ministers what criteria would you rely on and whose recommendations would you listen to?

5. Grammar review.

1. *Pay attention to the sentence containing «neither...nor» structure. Remember that it is used with the affirmative verb for emphatic effect of combining two negatives. The idiom «neither here nor there» has the meaning «not important/relevant». Translate the following sentences into Ukrainian:*

- a. Neither threats nor arguments had any effect on him.

- b. They said that the room was comfortable and bright but it was neither comfortable nor bright.

- c. He neither wrote nor phoned.

- d. The fact that she is the president's daughter is neither here nor there. She will be punished as anybody else.

2. Some adjectives are used with certain prepositions (you can find the example in the text: «different from»). Check yourself supplying the missing prepositions after the adjectives:

- a. He is angry_____me.
- b. They feel obliged_____you.
- c. He is sorry_____her.
- d. They went ahead contrary_____my advice.
- e. She is busy_____the baby at the moment.
- f. I am faithful_____my principles.
- g. You will be late_____classes again.
- h. Are you aware_____cost of this?
- i. This service is free_____charge.
- j. He is not afraid_____taking risks.

LESSON 3

- I. Warming-up. What is the role of the constitution in establishing**
- **state and legal structure;**
 - **human rights;**
 - **legal procedures?**

II. Read the text referring to the italicized terms:

CONSTITUTIONAL LAW: TYPES AND FUNCTIONS OF CONSTITUTIONS

Constitutions are the framework for government and may limit or define the authority and procedure of political bodies to execute new laws and regulations. Not all nation states have codified constitutions though all law-governed states have law of land consisting of various imperative and consensual rules. They may include common law, conventions, statutory law and international rules.

Codified constitutions are considered rulemaking fundamentals, or rules about making rules to exercise power. They govern the relationships among the judiciary, the legislature and the executive bodies. One of the key tasks of constitutions within this context is to indicate hierarchies of power. For example, in a unitary state the constitution will vest ultimate authority in the central administration and legislature, and judiciary, there is often a delegation of authority to local or municipal bodies. When a constitution establishes a federal state it will identify several levels government coexisting with exclusive or shared areas of jurisdiction over lawmaking, application and enforcement.

Human rights or liberties for citizens form a crucial part of a country's constitution and govern the rights of the individual against the state. Most jurisdictions, like the United States, Ukraine and France, have a single codified constitution. A recent example is the Charter of Fundamental Rights of the European Union, which was intended to be included in the Treaty establishing a Constitution of Europe.

Some countries, like the United Kingdom, have no entrenched document setting out the fundamental rights – in this jurisdiction the constitution is composed of statute, case law and convention. Inspired by a famous philosopher John Locke, the fundamental constitutional principle is that the individual can do anything but that is forbidden by law, while state may do nothing but that is which authorized by law.

The function of codified constitution is also to describe the procedure by which parliaments may legislate. For instance, special majorities may be required to alter the constitution. In two-chamber legislatures there may be a process laid out for second or third readings of bills before a new law can be passed.

III. Exercises.

1. Answer the following questions:

1. Do all state nations have codified constitutions?

2. In what way does a constitution defend human rights?

3. What is jurisdiction of the UK composed of?

4. What is one of the fundamental constitutional principles?

5. How can you describe the role of the constitution in establishing central-local relations of authorized bodies in a unitary state?

2. Give five more words with the same suffixes for each of the following groups of words. Illustrate the usage with the examples of your own.

Enforcement, government,

Shared, law-governed,

Fundamental, constitutional, _____

Imperative, legislative _____

3. *Render the following text in English:*

Конституція – це головний закон держави, який визначає її суспільний устрій, порядок та принципи утворення представницьких органів влади, виборчу систему, основні права та обов'язки громадян. Конституція – це основа чинного законодавства.

Конституція – це сукупність актів та конституційних звичаїв, які проголошують права та свободи людини і громадянина, визначають форму керування та територіального устрою, основи організації центральних та місцевих органів влади.

Конституція є головним джерелом права в державі. Конституції поділяють за формою на кодифіковані, некодифіковані та конституції змішаного типу; за засобом внесення змін — на гнучкі та жорсткі; за терміном дії – на постійні та тимчасові.

4. *Match the words:*

To interpret

Appellate

Constitutional

Legal

Bill

The form

Rights

- state
- of powers
- law
- Court
- courts
- of Rights
- provision

Separation

- and freedoms

Nation

- branch

Judicial

- of government

IV. Speaking activity.

1. *Sum up the text in five sentences paying special attention to pointing out the main functions of the constitution.*

V. Grammar review.

1. *Translate into English using the infinitive.*

A. 1. Я радий, що працюю разом з ним.

2. Я радий, що працював разом з ним.

3. Вона щаслива, що вчиться в цьому інституті.

4. Вона щаслива, що вчилась у цьому інституті.

5. Мені незручно, що я турбую вас.

6. Мені незручно, що я потурбував вас.

6. Він буде радий поїхати туди.

7. Він буде радий, що поїхав туди.

Б. 1. Я радий запросити вас на вечір.

2. Я радий, що мене запрошують на вечір.

3. Я радий, що запросив їх на вечір.

5. Я радий, що мене запросили на вечір.

4. Я радий послати вам цю книжку.

6. Я радий, що послав їй цю книжку.

5. Я радий, що мене посилають на цю конференцію.

7. Я радий, що мене послали на цю конференцію.

В. 1. Я хочу послати їй телеграму.

2. Я хочу, щоб мене послали на конференцію.

3. Моя сестра хоче побачити їх там.

4. Вона не хоче, щоб її там побачили.

5. Дівчинка любить, щоб їй розповідали казки.

4. Дівчинка любить розповідати казки.

Г. 1. Забути цей день було неможливо.

2. Переправлятися через річку вночі було небезпечно.

3. Вчитися наполегливо – завдання кожного учня.

4. Допомогти йому тепер – значить врятувати його.

5. Її мета – стати лікарем.

6. Ваше завдання – написати твір про свої літні канікули.

5. Наше завдання полягало в тому, щоб закінчити роботу до 5 грудня.

Д. 1. Він перший допоміг нам.

2. Вона написала твір першою.

3. Вона першою розповіла мені про це.

4. Директор говорив на зборах останнім.

5. Він першим поздоровив нас.

6. Я пішов додому останнім.

Е. 1. Ми взяли таксі, щоб прибути на станцію вчасно.

2. Вона пішла на пошту, щоб одержати посилку.

3. Я ввімкнув телевізор, щоб подивитися футбольний матч.

4. Вони приїхали в Київ для участі в спортивних змаганнях.

5. Завтра ми підемо в ліс збирати гриби.

6. Щоб вивчити мову, ви повинні якомога більше читати.

Є. 1. Погода була надто хороша, щоб залишитися вдома.

2. Завдання було надто складним, щоб зробити його за годину.

3. Він досить досвідчений, щоб виконати це завдання.

4. Сьогодні надто холодно, щоб іти на річку.

LESSON 4

I. Warming-up. Translate into Ukrainian. Use these word combinations in sentences of your own.

Key task, statutory law, special majorities, crucial part, forbidden by law, authorized by law, setting out the rights, imperative and consensual rule.

II. Exercises.

1. Join the English expressions containing the term «authority» with their Ukrainian equivalents:

Law-enforcement authorities	• влада парламенту
Lawful authority	• підривати авторитет
To abuse one's authority	• законна влада
The authority of Parliament	• передавати повноваження
To delegate one's authority	• правоохоронні органи
Unrestricted authority	• з надійних джерел
On good authority	• посилатися на надійні джерела
To quote one's authority	• необмежені повноваження

2. Study the following saying by Friedrich Hayek (British political economist). Prepare a written comment on the meaning of the word «liberty» in the passage.

Liberty not only means that the individual has both the opportunity and the burden of choice; it also means that he must bear the consequences of his actions... Liberty and responsibility are inseparable.

[illegible]

3. Mark the names of the countries with «federal state» or «unitary state»:

Australia, Canada, Turkey, Poland, Great Britain, Ukraine, the USA, Belgium, China, Brazil, Lithuania.

III. Speaking activity.

1. Prepare a report on the constitutions of the countries with federal/unitary system of government.

2. Read the summary and choose one of the points for discussing in detail.

A constitution performs the following functions:

- a. it establishes institutions of government,
- b. it defines the powers of the institutions of government,
- c. it prescribes the circumstances in which a power can be exercised,
- d. it specifies procedures to exercise the power legally and effectively.

3. The suggested topic for further discussion:

How does the existence of the constitution confirm the words of Abraham Lincoln: «No man is good enough to govern another man without that other's consent»?

VI. Grammar review.

1. Complete the sentences. Use these verbs in the correct form, present or past:

cause	damage	find	hold	injure	invite
make	overtake	own	send	show	surround

1. Many accidents are caused by careless driving.
 2. Cheese _____ from milk.
 3. The roof of the building _____ in a storm a few days ago.
 4. A cinema is a place where films _____.
 5. You _____ to the party. Why didn't you go?
 6. This plant is very rare. It _____ in very few places.
 7. Although we were driving fast, we _____ by a lot of other cars.
 8. In the US, elections for president _____ every four years.
 9. There was an accident last night, but fortunately nobody _____.
 10. You can't see the house from the road. It _____ by trees.
 11. I never received the letter. It _____ to the wrong address.
 12. The company I work for _____ by a much larger company.
2. Write questions using the passive. Some are present and some are past.

1. Ask about glass. (how / make?) How is glass made?

2. Ask about television. (when / invent?)

When _____

3. Ask about mountains. (how / form?)

4. Ask about DNA. (when / discover?)

4. Ask about silver. (what / use for?)

3. Put the verb into the correct form, present or past, active or passive.

1. a. Two hundred people are employed (employ) by the company.

b. The company employs (employ) 200 people.

2. a. Water _____ (cover) most of the earth's surface.

b. How much of the earth's surface _____ (cover) by water?

3. a. While I was on holiday, my camera _____ (steal) from my hotel room.

b. While I was on holiday, my camera _____ (disappear) from my hotel room.

4. a. Robert's parents _____ (die) when he was very young.

b. Robert and his sister _____ (bring up) by their grandparents.

5. a. The boat hit a rock and _____ (sink) quickly.

b. Fortunately everybody _____ (rescue).

6. a. Bill _____ (fire) from his job. He wasn't very good at it.

b. Sue _____ (resign) from her job because she didn't enjoy it any more.

7. a. It can be noisy living here, but it _____ (not / bother) me.

b. It can be noisy living here, but I _____ (not / bother) by it.

8. a. Maria had an accident. She _____ (knock) off her bike.

b. Maria had an accident. She _____ (fall) off her bike.

9. a. I haven't seen these flowers before. What _____ (they / call)?

b. I haven't seen these flowers before. What _____ (you / call) them?

4. *Instead of using **somebody, they, people** etc., write a passive sentence.*

1. Somebody cleans the room every day. The room is cleaned every day.

2. They cancelled all flights because of fog.

All _____.

3. Somebody accused me of stealing money.

_____ money.

4. How do you use this word?

How _____ used?

5. The price includes all taxes.

All _____ in the price.

5. People warned us not to go out alone.

We _____.

7. We don't use this office any more.

This _____.

8. They invited five hundred people to the wedding.

Five hundred _____.

5. *Complete these sentences. Use the following verbs in the passive. Sometimes you need have (might have, would have etc.).*

arrest	carry	cause	delay	do	forget	keep
knock	know	make	repair	send		

1. The situation is serious. Something must be done before it's too late.

2. I haven't received the letter yet. It might have been sent to the wrong address.

3. A decision will not _____ until the next meeting.

4. These documents are important. They should always _____ in a safe place.

5. This road is in bad condition. It should _____ a long time ago.

6. The injured man couldn't walk and had to _____.

7. If you hadn't shouted at the policeman, you wouldn't _____.

8. I'm not sure what time I'll arrive tomorrow. I may _____.

9. It's not certain how the fire started. It might _____ by an electrical fault.

10. A new school is being built. The old one is going to _____ down.

11. The election is next Sunday. The full results will _____ on Tuesday.

12. Last week they weren't speaking to one another. Now they're happy again. The problem seems to _____.

6. *Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.*

1. There's somebody behind us. (We / follow) We're being followed.

2. This door is a different colour, isn't it? (you / paint?) Have you painted it?

3. My bike has disappeared. (It / steal!) It _____.

4. My umbrella has disappeared. (Somebody / take) Somebody _____.

5. A neighbour of mine disappeared six months ago.

(He / not / see / since then) He _____.

6. I wonder how Jessica is these days.

(I / not / see / for ages) I _____.

7. A friend of mine was stung by a bee recently.

(you / ever / sting / bee?) _____ you _____.

8. The bridge was damaged recently.

(It / repair / at the moment) It _____.

9. Tom's car was stolen recently.

(It / not / find / yet) _____.

10. I went into the room and saw that the table and chairs were not in the same place.

(The furniture / move) The _____.

[illegible]

APPENDIX

The Participle

The Participle is a non-finite form of the verb having some adjectival and adverbial characteristics. These characteristics are manifested in its synthetic functions – the main functions of the Participle are the attribute and the adverbial modifier.

Students reading English books in the original master the language easily.

Студенти, які читають англійські книжки в оригіналі, засвоюють мову швидше.

Correcting your paper I found a lot of mistakes on the use of tenses.

Перевіряючи ваші папери, я знайшов багато помилок у застосуванні часів.

I've read all the books written by this author.

Я прочитав усі книжки, написані цим автором.

Translated more skilfully this book could attract a greater number of readers.

Точніший переклад цієї книги привернув би увагу більшої кількості читачів. (an adverbial modifier of condition)

There are two Participles in English – Participle I and Participle II.

Participle I is formed by adding the suffix -ing to the stem of the verb and Participle II for regular verbs is formed by adding the suffix -ed and for irregular ones it is to be learnt as the third form of the verb.

Note: Participle I of the verbs *to lie*, *to die* and *to tie* has the form *lying*, *dying*, *tying*.

Participle I has tense and voice distinctions and Participle II only has voice distinctions – it is usually passive in its meaning.

There were some articles translated from English in the journal.

У журналі було декілька статей, перекладених з англійської.

Participle I has two tenses and two voices:

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

The tenses of Participle I are not absolute but relative, – Participle I Indefinite denote an action simultaneous with the action expressed by the finite form and Participle I Perfect denotes an action prior to it.

Reading this book I came across a lot of interesting expressions.

Читаючи цю книгу, я знайшов багато цікавих виразів.

Having written the program I decided to go to Greece for a holiday.

Написавши програму, я вирішив поїхати до Груції на вихідні.

There are some exceptions to this rule. With some verbs of sense perception and motion Participle I Indefinite is used even when priority is meant. These are the verbs: *to see, to hear, to come, to come in, to look, to leave, to say, to look out*, etc. The interval between the two actions is very short, they are almost simultaneous.

Hearing his voice she startled.

Почувши його голос, вона заплакала.

Saying this the witch disappeared.

Кажучи це, відьма щезла.

The Gerund

The Gerund developed from the verbal noun, which in cause of time, became verbalized, retaining, however, some nominal characteristics. The nominal character of the Gerund is manifested in its syntactic functions, – its main functions are the subject, the object and the predicate.

Walking along the sea shore will bring you a world of good.

Прогулянки вздовж морського узбережжя будуть для вас дуже корисними.

I don't approve of your having let us down.

Я не схвалюю те, що ви нас підвели.

His hobby is collecting coins.

Його хобі – колекціонувати монети.

Another nominal characteristic is that the Gerund can be used with prepositions.

I insist on his being sent to this business trip.

Я наполягаю, щоб його відправили в це відрядження.

The Gerund can be modified by the possessive pronouns or by nouns in the possessive case.

The doctors insist on my giving up smoking.

Лікар наполягає, щоб я кинув палити.

You can rely on Nick's doing this work well.

Ти можеш покластися на Ніка, він зробить роботу добре.

Still the Gerund is a verbal part of speech having some verbal characteristics:

The Gerund can be modified by an adverb.

I hate speaking loudly.

Ненавиджу, коли голосно говорять.

The Gerund of transitive verbs can take a direct object.

Making this program took four months.

Потрібно чотири місяці, щоб написати цю програму.

The Gerund has tense and voice distinctions, – it has two tenses and two voices.

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

The Indefinite Gerund denotes an action simultaneous with the action expressed by the finite verb and the Perfect Gerund – an action prior to it.

I don't approve of your being late for the lesson so often.

Я не схвалюю того, що ти так часто спізнюєшся на заняття.

I don't approve of your having signed the document.

Я не схвалюю того, що ти підписав ці документи.

However there are some exceptions to this rule:

After the verbs *to remember*, *to excuse*, *to forgive* and *to thank* the Indefinite Gerund is used even when priority is meant.

I remember seeing you somewhere.

Я пам'ятаю, щодесь вас бачив.

Excuse me keeping you waiting.

Вибачте, що змусив вас чекати.

She couldn't forgive him saying such things about her.

Вона не могла забути, що він говорив про неї такі речі.

The mother thanked the doctor heartily for saving her child.

Мати щиро подякувала лікареві за порятунок її дитини.

After the prepositions *on (upon)*, *without*, *after* and *at* (the latter in adverbial modifier of time only), the Indefinite Gerund is used even if priority is meant.

At hearing his voice she startled.

Почувши його голос, вона заплакала.

On coming into the room she closed the window.

Зайшовши до кімнати, вона зачинила вікно.

After tying his horse to a tree and giving it some water he went to look for the forester.

Прив'язавши свого коня і давши йому води, він пішов шукати ліс.

He left without saying good-bye to anybody.

Він пішов, ні з ким не попрощавшись.

There are some exceptions connected with the use of the voices too, - after the verbs need, to want (in the meaning of *нуждаться*), to deserve (*заслуживать*) and the expression to be worth (*быть стоящим, стоит*) the Active Gerund is used even if the meaning is passive.

The flat wants repairing.

Ця квартира потребує ремонту.

The child deserves praising.

Цю дитину треба похвалити.

This book is worth reading.

Цю книгу варто прочитати.

Verbs and expressions used with the Gerund

Transitive verbs.

to avoid – уникати

You should avoid finding yourself in such silly situations.

Ти повинен уникати потрапляти в незручні ситуації.

Verbs used with a preposition.

to accuse of smth – звинувачувати в чомусь

He was accused of having stolen this document.

Його звинувачували в крадіжці цього документа.

Expressions

to be aware of – усвідомлювати (знати) щось

I wasn't aware of his having left his job.

Я гадки не мав, що він пішов з роботи.

-ing and -ed clauses

Some clauses can begin with *-ing* or *-ed*.

Do you know the man talking to Sally?

Ти знаєш чоловіка, який говорить із Саллі?

The boy injured in the accident was taken to hospital.

Хлопця, який отримав травми під час нещасного випадку, забрали до лікарні.

We use -ing clauses when we want to point out what somebody (or something) is (was) doing at a particular time.

Police investigating the crime are looking for three men.

Розслідуючи злочин, поліція розшукує трьох чоловіків.

I was woken up by a bell ringing. (a bell was ringing)

Мене розбудив дзвінок.

You may also use an -ing clause not referring to a particular point in time.

The roads connecting two villages is very narrow.

Дорога, що з'єднує два села, дуже вузька.

Can you think of the name of a flower beginning with T?

Ти можеш назвати квітку на букву Т?

-ed clauses have a passive meaning.

The man injured in the accident was taken to hospital.

Чоловіка, який отримав травми під час нещасного випадку, забрали до лікарні.

Note! Injured and invited are past participles. Many past participles are irregular and do not end in -ed.

For example, stolen, fallen, written.

Most of the goods made in this factory are exported.

Більшість речей, що вироблені на цій фабриці, експортуються.

We often use -ing and -ed clauses after *there is/there was*.

There were some children swimming in the lake.

В озері плавало кілька дітей.

Is there anyone waiting?

Там хтось чекає?

The Objective Participial construction

The Objective Participial is a construction in which the predicate relations are between a noun in the Common case or a pronoun in the Objective case and the participle. This construction performs the function of a complex object in the sentence.

This construction can be used after the following categories of verbs:

Verbs of sense perception – *to see, to hear, to feel, to watch, to notice*, etc.

I heard him discussing something animatedly in the next room.

Я чув, як він щось жваво обговорював у кімнаті.

I saw my mother admitted into the room.

Я бачив, як мою матір впустили до кімнати.

The verb to find.

They found the child crying bitterly in the nursery.

Вони знайшли в кімнаті дитину, що голосно плакала.

Scientists find the Egyptians well acquainted with the basic of mathematics and astronomy.

Учені вважають, що єгиптяни були добре знайомі з основами математики та астрономії.

Verbs of mental activity – *to consider, to suppose, to believe*, etc. With this category of verbs the Objective-with-the Infinitive is more common and the Objective Participial is mostly used either when the action is represented as a process or when the meaning is passive.

I consider him to be a first rate programmer.

Я вважаю, що він програміст найвищого ґатунку.

I consider him degrading as an artist.

Я вважаю, що він деградує як актор.

The specialists consider the manuscript written in the 15-th century.

Спеціалісти вважають, що цей манускрипт був написаний у XV столітті.

After the verbs *to have* and *to get*. In this case the construction is used with Participle II only and it has a special meaning, – it shows that the action expressed by Participle II is performed not by person who is the subject of the sentence but by somebody else.

Yesterday I had my hair cut.

Вчора я підстригся (мене підстригли).

When the time of the action is not indicated the Present Simple and the Past Simple of the verb to have are somehow interchangeable. The Present Perfect can occur here.

Have you had your picture taken for your passport?

Ти вже сфотографувався на паспорт?

When used in this construction the verb *to have* takes the auxiliary verb *to do* to form its negative forms.

We did not have our dog registered last month.

Ми не зареєстрували нашого собаку минулого місяця.

After the verbs denoting wish – *to want, to wish, to desire*. The Objective-with-the Infinitive is more common here and the Objective Participial is mostly used when the meaning is passive.

I want you to do it at once.

Я хочу, щоб ти зробив це негайно.

But: *I want it done at once.*

Я хочу, щоб це було зроблено негайно.

The Subjective Participial construction or The Nominal Participial construction

The Subjective Participial is a construction in which the Participle is in predicate relations to a noun in the Common case or to a pronoun in the Nominative case.

He was seen crossing the street.

Бачили, як він переходив вулицю.

This construction has no single function, – its nominal element (he) is the subject of the sentence and the verbal one (crossing) is part of the Compound Verbal Modal predicate of special type.

The construction can be used with the following categories of verbs:

Verbs of sense perception – *to see, to hear, to notice, to watch*, etc.

She was heard typing in the next room.

Було чути, як вона друкує текст у сусідній кімнаті.

The verb *to find*.

The Egyptians are found well acquainted with the basics of astronomy and geometry.

Вважають, що єгиптяни були добре знайомі з основами астрономії та геометрії.

The city was found heavily damaged by the bombardment.

Місто було дуже зруйноване бомбардуванням.

The verbs of information – *to report, to inform, to quote*, etc. Here the Participle is usually preceded by the conjunction *as*.

He has been reported as asking the court to diminish his term of imprisonment.

Повідомлялося, що він просить суд зменшити термін ув'язнення.

The American president was quoted as saying that his talks with the Chinese leader must considerably improve the political situation in the Far East.

Наводяться висловлювання американського президента про те, що його перемовини з китайським лідером повинні значно покращити політичну ситуацію на далекому сході.

The verb *to represent* in the meaning of представляти in the descriptions of pieces of art mostly; here the Participle is also preceded by the conjunction *as*.

The king is represented here as riding a powerful horse, dressed in a Roman attire.

Король зображений на могутньому коні і вдягненим у римський одяг.

Definite and indefinite articles

In English there are three articles: *a*, *an*, and *the*. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (*a*, *an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes *no article*.

As a guide, the following definitions and table summarize the basic use of articles. Continue reading for a more detailed explanation of the rules and for examples of how and when to apply them.

Definite article

the (before a singular or plural noun)

Indefinite article

a (before a singular noun beginning with a consonant sound)

an (before a singular noun beginning with a vowel sound)

Count nouns – refers to items that can be counted and are either singular or plural.

Non-count nouns – refers to items that are not counted and are always singular.

	Count nouns	Non-count nouns
Specific identity not known	<i>a, an</i>	no article
Specific identity known	<i>the</i>	<i>the</i>
All things or things in general	<i>no article</i>	<i>no article</i>

For the purposes of understanding how articles are used, it is important to know that nouns can be either count (can be counted) or noncount (indefinite in quantity and cannot be counted). In addition, count nouns are either singular (one) or plural (more than one). Noncount nouns are always in singular form.

For example, if we are speaking of water that has been spilled on the table, there can be one drop (singular) or two or more drops (plural) of water on the table. The word drop in this example is a count noun because we can count the number of drops. Therefore, according to the rules applying to count nouns, the word drop would use the articles *a* or *the*.

However, if we are speaking of water in general spilled on the table, it would not be appropriate to count one water or two waters – there would simply be water on the table. Water is a noncount noun. Therefore, according to the rules applying to noncount nouns, the word water would use *no article* or *the*, but not *a*.

Following are the three specific rules which explain the use of definite and indefinite articles.

Rule 1 – Specific identity not known: Use the indefinite article *a* or *an* only with a singular count noun whose specific identity is not known to the reader. Use *a* before nouns that begin with a consonant sound, and use *an* before nouns that begin with a vowel sound.

Use the article *a* or *an* to indicate any non-specified member of a group or category.

I think an animal is in the garage.

Я думаю, тварина в гаражі.

That man is a scoundrel.

Той чоловік – негідник.

We are looking for an apartment.

Ми шукаємо квартиру.

Use the article *a* or *an* to indicate one in number (as opposed to more than one).

I own a cat and two dogs.

У мене кіт і два собаки.

Use the article *a* before a consonant sound, and use *an* before a vowel sound.

a boy, an apple

Sometimes an adjective comes between the article and noun:

an unhappy boy, a red apple

The plural form of *a* or *an* is *some*. Use *some* to indicate an unspecified, limited amount (but more than one).

an apple, some apples

Rule 2 – Specific identity known: Use the definite article *the* with any noun (whether singular or plural, count or noncount) when the specific identity of the noun is known to the reader, as in the following situations:

Use the article *the* when a particular noun has already been mentioned previously.

I ate an apple yesterday. The apple was juicy and delicious.

Я вчора їв яблуко. Яблуко було соковитим і смачним.

Use the article *the* when an adjective, phrase, or clause describing the noun clarifies or restricts its identity.

The boy sitting next to me raised his hand.

Хлопець, що сидить поруч зі мною, підняв руку.

Thank you for the advice you gave me.

Дякую за пораду, що ти мені дав.

Use the article *the* when the noun refers to something or someone that is unique.

the theory of relativity

the 2003 federal budget

Rule 3 – All things or things in general: Use *no article* with plural count nouns or any noncount nouns used to mean all or in general.

Trees are beautiful in the fall. (All trees are beautiful in the fall.)

Дерева прекрасні восени.

He was asking for advice. (He was asking for advice in general.)

Він питав поради.

I do not like coffee. (I do not like all coffee in general.)

Я не люблю каву.

Additional Information Regarding the Use of Articles.

When indicating an unspecified, limited amount of a count or noncount noun, use *some*.

My cousin was seeking some advice from a counselor (not advice in general or advice about everything, but a limited amount of advice).

Моєму двоюрідному брату потрібна була порада консультанта.

I would love some coffee right now (not coffee in general, but a limited amount of coffee).

Я б зараз випив трохи кави.

We might get rain tomorrow. Some rain would be good for the crops (a certain amount of rain, as opposed to rain in general).

Завтра може бути дощ. Невеликий дощ був би корисним для посівів.

There are some drops of water on the table (a limited number, but more than one drop).

На столі кілька крапель води.

Noncount nouns are those which usually cannot be counted. Following are some common examples:

Certain food and drink items: *bacon, beef, bread, broccoli, butter, cabbage, candy, cauliflower, celery, cereal, cheese, chicken, chocolate, coffee, corn, cream, fish, flour, fruit, ice cream, lettuce, meat, milk, oil, pasta, rice, salt, spinach, sugar, tea, water, wine, yogurt*.

Certain nonfood substances: *air, cement, coal, dirt, gasoline, gold, paper, petroleum, plastic, rain, silver, snow, soap, steel, wood, wool*.

Most abstract nouns: *advice, anger, beauty, confidence, courage, employment, fun, happiness, health, honesty, information, intelligence, knowledge, love, poverty, satisfaction, truth, wealth*.

Areas of study: *history, math, biology, etc.*

Sports: *soccer, football, baseball, hockey, etc.*

Languages: *Chinese, Spanish, Ukrainian, English, etc.*

Other: *clothing, equipment, furniture, homework, jewelry, luggage, lumber, machinery, mail, money, news, poetry, pollution, research, scenery, traffic, transportation, violence, weather, work*.

Geographical names are confusing because some require *the* and some do not.

Use *the* with: *united countries, large regions, deserts, peninsulas, oceans, seas, gulfs, canals, rivers, mountain ranges, groups of islands*.

the Gobi Desert, the United Arab Emirates, the Sacramento River, the Aleutians

Do not use *the* with: *streets, parks, cities, states, counties, most countries, continents, bays, single lakes, single mountains, islands.*

Japan, Chico, Mt. Everest, San Francisco Bay

Examples of the Use of Articles

I do not want a gun in my house (any gun).

Я не хочу рушниці в моєму домі.

The gun is in his closet (implies there is a specific gun).

Рушниця в шафі.

I am afraid of guns (all guns in general).

Я боюся рушниць.

She sent me a postcard from Italy (an unspecific postcard - not a letter, not an e-mail).

Вона надіслала мені листівку з Італії.

It's the postcard that I have in my office (one specific postcard).

Це листівка, що знаходиться в моєму офісі.

Getting postcards makes me want to travel (any postcard in general).

Отримання листівок викликає у мене бажання подорожувати.

I have a dog (one dog).

У мене я собака.

The dog is very friendly (the dog that I have already mentioned).

Собака дуже товариський.

Dogs make great pets (dogs in general).

Собаки – чудові домашні тварини.

Greta needs furniture in her apartment (furniture is a noncount noun).

Греті потрібні меблі в квартиру.

She is going to select the furniture that she needs (the specific furniture that she needs).

Вона збирається вибрати меблі, які їй потрібні.

She hopes to find some furniture this weekend (an unspecified, limited amount of furniture).

Вона сподівається знайти певні меблі на цих вихідних.

We are going to see the Statue of Liberty this weekend (the only Statue of Liberty).

Ми збираємося відвідати Статую Свободи на цих вихідних.

ВИСНОВКИ

В результаті написання робочого зошита з навчальної дисципліни «Іноземна мова (англійська)» до теми «Конституційне право Великобританії та США» для студентів спеціальності «Право» були проаналізовані і синтезовані матеріали до теми, що виноситься типовою програмою для вивчення «Іноземної мови».

Робочий зошит передбачає труднощі, які можуть виникнути в результаті роботи з фаховою термінологією, а тому кожний новий урок має текст, вправи на знаходження еквівалентів, синонімів, антонімів заповнення пропусків, складання речень тощо, а також практичні вправи на повторення граматичного матеріалу відповідно до навчальної та робочої програми. Це дає можливість краще запам'ятати нові лексичні одиниці і застосовувати їх.

Матеріали робочого зошита не претендують на вичерпність і під час семінарських та практичних занять можуть бути доповнені додатковими завданнями з аудіювання, читання та інших видів мовленнєвої діяльності, якщо того потребує освітній процес. Використання сучасних педагогічних технологій на навчальних заняттях з іноземної мови сприятимуть активізації навчально-пізнавальної діяльності студентів, швидкому та ефективному засвоєнню ними навчального матеріалу, розвитку особистості. Сукупність різноманітних завдань допомагає втілити ідеї щодо покращення навчального процесу.

Робочий зошит може бути використаний не лише під час роботи з викладачем, але й для самосійного опрацювання студентами теми «Конституційне право Великобританії та США». Сторінка студента залишає можливість написання нотаток, опрацювання граматичних вправ, запису корисних сайтів тощо. Даний матеріал стане у нагоді викладачам англійської мови та студентам спеціальності 081 «Право», а також усім тим, хто цікавиться вивченням іноземної мови.

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