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«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА И
ГОСУДАРСТВЕННОЙ СЛУЖБЫ ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»
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Английский язык в профессиональной сфере юриста

Направления подготовки: 40.05.01 «Правовое обеспечение национальной безопасности» и 40.03.01 «Юриспруденция»

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Данное учебное пособие «Английский язык в профессиональной сфере юриста» предназначено для студентов второго курса юридического факультета, владеющих знанием нормативной грамматики английского языка и имеющих словарный запас 2000–2500 лексических единиц.

Пособие основано как на современной коммуникативной методике обучения иностранному языку, так и на программе подготовки специалистов по направлениям 40.05.01 Правовое обеспечение национальной безопасности и 40.03.01 Юриспруденция. Цель данного пособия – обучить студентов активному владению английским языком в сфере профессиональной деятельности юриста.

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ПРЕДИСЛОВИЕ

Учебное пособие «Английский язык в профессиональной сфере юриста» предназначено для студентов второго курса юридического факультета, владеющих знанием нормативной грамматики английского языка и имеющих словарный запас 2000–2500 лексических единиц. Пособие основано как на современной коммуникативной методике обучения иностранному языку, так и на программе подготовки специалистов по направлениям 40.05.01 Правовое обеспечение национальной безопасности и 40.03.01 Юриспруденция.

Цель данного учебного пособия – обучить студентов активному владению английским языком в сфере профессиональной деятельности юриста, а также способствовать формированию у них способности и готовности к межкультурной коммуникации.

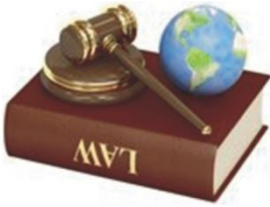
Для достижения этой цели необходимо развивать у студентов общекультурные компетенции, а также совершенствовать иноязычную коммуникативную компетенцию, как основу профессиональной деятельности на иностранном языке, что предполагает решение следующих задач обучения: освоение студентами языкового материала, в том числе расширение словарного запаса за счет правовой лексики; совершенствование умений чтения литературы по специальности на английском языке с целью получения профессионально значимой информации; совершенствование умений говорения и аудирования, ориентированных на коммуникацию в профессионально-деловой сфере деятельности будущих юристов.

Данное учебно-методическое пособие нацелено на совершенствование и дальнейшее развитие навыков и умений в чтении, говорении, аудировании и письме, полученных студентами-бакалаврами в рамках общеобразовательного стандарта в первую очередь путем изменения иноязычной сферы коммуникации с общекультурной на профессиональную.

Пособие предназначено для студентов второго курса и состоит из двух разделов: *Some Glimpses on Democracy* и *Finding a Law Job*. Каждый раздел курса состоит из 3 частей и включает профессионально направленные аутентичные тексты (для изучающего, ознакомительного, просмотрового и поискового чтения), лексико-грамматические комментарии и упражнения. Овладение всеми видами чтения литературы по специальности на английском языке с целью получения профессионально значимой информации представляется необходимым для будущих юристов, т. к. чтение как вид речевой деятельности широко востребовано при решении ряда профессиональных задач.

В данном учебном пособии использовались видеоматериалы интерактивного сайта TED-Ed и тексты к ним. Применение видеороликов сайта TED-Ed позволило использовать интегративный подход в обучении, совмещая такие современные эффективные концепции в методике преподавания иностранного языка, как *blended learning*, *Web 2.0*, *flipped classroom*, что ведет к успешному обучению иностранному языку в профессиональной сфере в вузе. Использование видеоматериалов этого портала при изучении английского языка способствует реализации принципа интегрированности знаний, когда происходит одновременное развитие как собственно коммуникативных, так и профессионально-коммуникативных, информационных, академических и социальных умений.

Определенная избыточность лексических упражнений, текстового материала продиктована желанием обеспечить большую вариативность и мобильность в адаптации к нуждам каждой конкретной аудитории.



Part I

Some Glimpses on Democracy

Unit 1. Human Rights

1. READ AND TRANSLATE THE WORDS:

amendment
arisen
assembly
bear
guilt
house
impartial
incriminate
institute
invade
occupation

penalty
plead
proceed
property
prosecution
ratify
revoke
search
seizure
taxes
worship

2. LISTEN TO THE TEDED-TALK A 3-MINUTE GUIDE TO THE BILL OF RIGHTS AND CHOOSE THE RIGHT ANSWERS: <https://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman#watch>

1) What is another name for the Bill of Rights?

- a) The Constitution
- b) The first ten amendments
- c) The Preamble
- d) The Articles of Confederation

2) Which does the first amendment not protect?

- a) Speech
- b) Press
- c) Religion
- d) Slander

3) What was the original intent of the second amendment?

- a) To establish an equilibrium between government officials and pedestrians
- b) To promote activity in the arms business
- c) To protect colonists from invading British soldiers
- d) To prevent anarchy

4) The sixth and seventh amendments are about:

- a) The ability to vote and petition the government
- b) How the legal system works
- c) Equal rights for all citizens
- d) Sanitation services

5) When was the Bill of Rights written?

- a) 1720
- b) 1677
- c) 1789
- d) 1985

3. READ THE TEXT AND MARK THE STATEMENTS TRUE (T) OR FALSE (F):

1. The Bill of rights consists of twelve amendments to the U.S. Constitution.
2. The First Amendment protects the rights to say and write people's opinions, worship and petition the government.
3. The Second Amendment bans the owning of a gun to defend yourself.
4. The "Quartering" amendment allows people to house soldiers.
5. Due to the Fourth Amendment the police can use social media postings such as on Facebook and Twitter without a warrant.
6. The Seventh Amendment guarantees the right to a jury trial.
7. It's hard for Americans to agree on the definitions of cruel and unusual punishment.

The Bill of Rights

The first 10 amendments to the U.S. Constitution – also known as the Bill of Rights – were ratified or passed over 200 years ago. But even though they're a bit, well, old, these first 10 amendments are still the most debated and discussed section of our Constitution today. So, can you remember what they are?

The First Amendment is the freedom of speech, press, religion, assembly and petition. This may be the most revered of the amendments. The First Amendment protects our rights to say and write our opinions, worship how we please, assemble together peacefully and petition our government, if we feel the need.

The Second Amendment is the right to bear arms. The original intent of the Second Amendment was to protect colonists from the invading British soldiers, but it now guarantees that you have the right to own a gun to defend yourself and your property.

The Third Amendment is called the "Quartering" amendment. It was written in response to the British occupation, and as a result of the colonists having to house – or quarter – soldiers in their homes during the American Revolution. Because of this amendment, our government can never force us to house soldiers in our home.

The Fourth Amendment is the right to search and seizure. The police can't come into our home without a search warrant and take our personal property. Today, many concerns have arisen about our rights to privacy in technology. For example, can the government track your location with your smartphone, or can social media postings such as on Facebook and Twitter be used without a warrant?

On to the Fifth: It's all about due process. You've probably heard the phrase "I plead the Fifth" in movies or on TV. They're talking about the Fifth Amendment, which says that you don't have to take the witness stand against yourself if you may end up incriminating yourself. OK, we're half-way done.

The Sixth and Seventh Amendments are about how the legal system works. If you are accused of a crime, you have the right to a speedy public trial and an impartial jury. You also have the right to a lawyer, and the right to take the stand if you choose. This is important because it will prevent the accused from sitting in prison forever and insists that the prosecution proceed with undue delay.

The Seventh says you have the right to a jury trial, where 12 impartial peers decide your innocence or guilt in the courtroom, as opposed to a judge doing it all alone.

The Eight Amendment prohibits cruel and unusual punishment. Is the death penalty cruel? Is it unusual? It's hard for Americans to agree on the definitions of cruel and unusual.

The Ninth and Tenth Amendments are called the non-rights amendments. They say that the rights not listed in the Bill of Rights are retained by the people in the states.

We have other rights that are not listed in the Constitution, and the states have the right to make their own policies, like instituting state taxes. So now you know all 10 amendments. Can you remember them all? If not, remember this: the Bill of Rights is a crucial piece of American history, and though society has undergone many changes these past 200 and some years, the interpretation and application of these amendments are as vital today as they were when they were written.

4. MATCH THE WORDS AND THEIR DEFINITIONS:

| | |
|-------------|---|
| amendment | a minor change or addition designed to improve a text, piece of legislation, etc. |
| ratify | gather together in one place for a common purpose |
| petition | sign or give formal consent to (a treaty, contract, or agreement), making it officially valid |
| assemble | a person or group of people who are charged with or on trial for a crime |
| warrant | a person who sees an event, typically a crime or accident, take place |
| witness | a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause |
| prosecution | the institution and conducting of legal proceedings against someone in respect of a criminal charge |
| accused | a document issued by a legal or government official authorizing the police or another body to make an arrest, search premises, or carry out some other action relating to the administration of justice |

5. FILL IN THE WORDS FROM THE LIST, THEN MAKE SENTENCES USING THE COMPLETED PHRASES:

public, policies, search, seizure, undergone, crucial, discussed, bear, rights, property, worship, legal, application, assemble

- | | |
|------------------------------------|-------------------------------------|
| 1. debated and ... section | 8. a Warrant |
| 2. protect our ... | 9. how the ... system works |
| 3. ... how we please | 10. a speedy ... trial |
| 4. ... together peacefully | 11. to make their own ... |
| 5. the right to ... arms | 12. a ... piece of American history |
| 6. to defend yourself and your ... | 13. has ... many changes |
| 7. the right to search and ... | 14. the ... of these amendments |

6. FILL IN THE PREPOSITION FROM THE LIST:

From, in, to, during, in, from, of, with, in, to, with, of, against
to protect colonists ... , was written ... response, as a result ... the colonists, ... the American Revolution, to house soldiers ... our home, rights ... privacy ... technology, track your location ... your smartphone, you are accused ... a crime, to take the witness stand ... yourself, prevent the accused ... sitting, as opposed ... a judge, the prosecution proceed ... undue delay

7. DISCUSS THE QUESTIONS IN THE GROUP:

1. The fourth amendment protects us from search and seizure without a warrant. Do you think the government should be able to use technology (like GPS and social media updates) without a warrant?

Explain pros and cons of allowing the government to use technology without a warrant.

2. If you had to add another amendment, what would it be?

Do you think the Bill of Rights is antiquated?

What needs to be updated?

3. Think about the limits of free speech.

What are some things that you feel shouldn't be protected by freedom of speech?

What are some things that are not protected that you feel should be?

Hypothetically speaking, what is an instance where free speech had negative consequences?

How is freedom of speech a good thing?

What are the Universal Human Rights?

1. READ AND TRANSLATE THE WORDS:

abuse

affirmation

complicated

detriment

encompass

entitle

faith

grant

inalienable

indivisibility

interdependence

issue

justice

rightfulness

reaffirm

revoke

slavery

struggle

torture

treat

violate

wield

2. READ THE SENTENCES AND TRY TO CHOOSE THE RIGHT ANSWER.

1) The basis of contemporary international human rights law is the

_____.

- a) The United Nations Charter
- b) The UN Universal Declaration of Human Rights
- c) The Bill of Rights

2) All these are considered universal human rights except:

- a) The right to work
- b) Freedom from torture
- c) The right to bear arms
- d) The right not to be subjected to arbitrary arrest

3) Within the international system, the main body tasked with protecting human rights is:

- a) The UN Security Council
- b) The UN General Assembly
- c) The UN Human Rights Council
- d) The International Court of Justice

- 4) What are some of the limitations of the concept of human rights?**
- a) The development of the concept was mostly Euro-centric
 - b) The downplaying of group rights, such as those of indigenous peoples and minorities
 - c) The lack of strong mechanisms to enforce human rights at the international level
 - d) All of the above
 - e) None of the above

3. LISTEN AND WATCH THE VIDEO FROM TED.ED WHAT ARE THE UNIVERSAL HUMAN RIGHTS? AND CHECK YOUR ANSWERS.

<https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti#review>

4. READ THE TEXT AND MARK THE SENTENCES T (TRUE) OR F (FALSE):

- 1. Human rights are not privileges, they can be granted or revoked.
- 2. One of the most modern affirmations of universal human rights emerged from the ruins of World War I.
- 3. The Universal Declaration of Human Rights was adopted by UN General Assembly.
- 4. The Universal Declaration of Human Rights lists 30 articles.
- 5. Basic civil and political rights are the right to education and the right to freely choose one's occupation and be paid and treated fairly.
- 6. Human rights are never abused or ignored all over the world.
- 7. The main bodies within the UN in charge of protecting human rights cannot force states to change a policy or compensate a victim.
- 8. The European Convention on Human Rights establishes a court where the 47 member countries and their citizens can bring cases.
- 9. Human rights law is very stable as are our views and definitions of what the basic human rights should be.

What are the Universal Human Rights?

The idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. Human rights are not privileges, and they cannot be granted or revoked. They are inalienable and universal. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice.

The history behind the concept of human rights is a long one. Throughout the centuries and across societies, religions, and cultures we have struggled with defining notions of rightfulness, justice, and rights. But one of the most modern affirmations of universal human rights emerged from the ruins of World War II with the creation of the United Nations.

The treaty that established the UN gives as one of its purposes to reaffirm faith in fundamental human rights. And with the same spirit, in 1948, the

UN General Assembly adopted the Universal Declaration of Human Rights. This document, written by an international committee chaired by Eleanor Roosevelt, lays the basis for modern international human rights law. The declaration is based on the principle that all human beings are born free and equal in dignity and rights. It lists 30 articles recognizing, among other things, the principle of nondiscrimination and the right to life and liberty.

It refers to negative freedoms, like the freedom from torture or slavery, as well as positive freedoms, such as the freedom of movement and residence.

It encompasses basic civil and political rights, such as freedom of expression, religion, or peaceful assembly, as well as social, economic, and cultural rights, such as the right to education and the right to freely choose one's occupation and be paid and treated fairly.

The declaration takes no sides as to which rights are more important, insisting on their universality, indivisibility, and interdependence. And in the past decades, international human rights law has grown, deepening and expanding our understanding of what human rights are, and how to better protect them. So if these principles are so well-developed, then why are human rights abused and ignored time and time again all over the world?

The problem in general is that it is not at all easy to universally enforce these rights or to punish transgressors. The UDHR itself, despite being highly authoritative and respected, is a declaration, not a hard law. So when individual countries violate it, the mechanisms to address those violations are weak. For example, the main bodies within the UN in charge of protecting human rights mostly monitor and investigate violations, but they cannot force states to, say, change a policy or compensate a victim. That's why some critics say it's naive to consider human rights a given in a world where state interests wield so much power.

Critics also question the universality of human rights and emphasize that their development has been heavily guided by a small number of mostly Western nations to the detriment of inclusiveness. The result? A general bias in favor of civil political liberties over sociopolitical rights and of individual over collective or groups rights. Others defend universal human rights laws and point at the positive role they have on setting international standards and helping activists in their campaigns. They also point out that not all international human rights instruments are powerless. For example, the European Convention on Human Rights establishes a court where the 47 member countries and their citizens can bring cases. The court issues binding decisions that each member state must comply with.

Human rights law is constantly evolving as are our views and definitions of what the basic human rights should be. For example, how basic or important is the right to democracy or to development? Human rights are universal and apply to everybody no matter where they live. Yes, human rights are the same for everybody. No, every country has its own list of human rights. It depends, countries can revoke certain human rights or grant new ones.

5. FILL IN THE CORRECT WORDS FROM THE LIST BELOW:

incredibly, entitled, to compensate, nondiscrimination, fairly, most, international, binding, change, set, granted, incredibly, basic, to reaffirm, highly, to expand, freedom, political

| | | | |
|------------------------|---------------------|-------------------|-------------------------|
| to be | to smth | encompasses | civil rights |
| to get | complicated | treated | |
| cannot be | or revoked | to | our understanding |
| | complicated | to be | authoritative |
| the | modern affirmations | to | a policy |
| to | faith | to | a victim |
| an | committee | civil | liberties |
| the principle of | | to | international standards |
| the | from torture | to issue | decisions |

6. FILL IN THE PREPOSITIONS:

of to by to on in for of into from with in

to put the idea practice, the concept human rights, struggled ... smth., emerged ... smth., to be based ... smth., equal ... dignity, the right ... life, to be ... charge of, to be guided ... smth., in favor ... smth., apply ... everybody, to be the same ... everybody.

7. ANSWER THE QUESTIONS:

What exactly are the basic human rights?
Who gets to pick them?
Who enforces them, and how?

8. DISCUSS IN GROUPS:

1. As our lives are increasingly digital, should there be a right to access the Internet? A right to digital privacy?
2. Some critics argue that the concept of human rights has become little more than a buzzword with no concrete impact. What are the main limitations of human rights today, and what do you think could and should be done to strengthen the international protection of basic rights and freedoms?
3. Explain the role, content and impact of the UN Universal Declaration of Human Rights.
4. Explain in a nutshell the concept of human rights – provide your own definition and offer a few examples of basic human rights.

Unit 2. How does Democracy Work?

Democracy – A Short Introduction

1. READ AND TRANSLATE THE WORDS:

| | |
|-----------|----------------|
| allow | judiciary |
| authority | influence |
| branch | injure |
| concern | legislative |
| direct | representative |
| divine | ruler |
| executive | separate |
| expel | value |
| fair | vote |

2. ANSWER THE QUESTIONS:

1. What do you think a democracy mean?
2. Where did it start?
3. What countries have a democracy?
4. What kind of democracy do you know?

3. LISTEN AND WATCH THE VIDEO FROM TED. ED DEMOCRACY – A SHORT INTRODUCTION AND CHOOSE THE RIGHT ANSWERS.
<https://ed.ted.com/featured/Rgalhs2w#watch>

- 1) What is the meaning of the word democracy?**
 - a) Demos (people)
 - b) Kratos (rule)
 - c) Dictate (ruled)
 - d) Demos and Kratos combined
- 2) Where did direct democracy first get its start?**
 - a) Athens
 - b) Rome
 - c) Washington D.C.
 - d) Persia
- 3) Which of the following groups were allowed to vote Athens?**
 - a) Slaves
 - b) Women
 - c) Land owners
 - d) Children
- 4) Which of the following is not a part of an indirect democracy?**
 - a) You vote for the people who become law makers
 - b) You can't vote for a new law yourself
 - c) 1 and 2
 - d) None of the above

4. READ THE TEXT AND MARK THE SENTENCES T (TRUE) OR F (FALSE):

1. The word democracy comes from the Greek words of demos which means people and Kratos which means power or rule.
2. The ancient Greeks saw all people equally.
3. The Magna Carta was signed in 1215.
4. The Magna Carta supposed that all people except for the king had to follow the country's rules.
5. Indirect democracy means that you can vote for a new law yourself.
6. A democratic government must work in a way that reflects the wish, feeling, desire and values of the society.
7. Democracy is the best form of government from all those other forms that have been tried from time to time.

Democracy – A Short Introduction

The word democracy comes from the Greek words of demos which means people and Kratos which means power or rule so democracy basically means the rule of the people. Democracy first started as a direct democracy in Greek cities notably ancient Athens where people came together to speak about their concerns and opinions in front of rulers of the city-state and directly voted on new rules and laws. Here is considered as the birthplace of democracy for the very first time decisions were made by the people instead of rulers. But sadly, the ancient Greeks did not see all people equally: slaves, women, children and the people who did not have a land weren't allowed to vote. This is what we call a flawed democracy.

Today after the Greeks lost their power and influence in the first century AD, their early forms of democracy were also fading away, until the Magna Carta was signed in 1215, which prevented the King of England to do whatever he wanted and said that even the king had to follow the country's rules and laws which were written in the Constitution.

Today most democracies are indirect or representative, which means that you can't vote for a new law yourself but you can vote for people who then become lawmakers and present your interests. But democracy isn't just about voting. It's about everything to protect the best interests of the people, no matter what is their race gender, political opinion or religion. These interests can be human rights, quality of life, infrastructure and many more.

Modern democracies divide power into three different branches: the legislative, the people who make the law, the executive, the people who make sure that you obey the law, and the judiciary, who judge you if you commit a crime. These three are independent and work following the process checks and balances, which means all the work must be clear and fair

and very important. The people who have power also must follow the law and not exceed their authority. In addition, a democratic government must work in a way that reflects the wish, feeling, desire and values of the society, that it governs. This is also known as the general will, which is a concept, developed by the famous Swiss philosopher Jean-Jacques Rousseau.

One of the problems of democratic voting is that the biggest groups of people always have the most power and that's why a good democracy also has laws to protect the rights of its smaller and weaker groups. A democracy, where the majority chooses to separate expel or injure its minority, is not a functioning democracy. So, what do you think now about democracy? Winston Churchill once said, "Democracy is the worst form of government, except for all those other forms that have been tried from time to time." Do you agree?

5. READ THE TEXT AGAIN AND ANSWER THE QUESTIONS:

1. What was direct democracy and how did it work?
2. Democracy is about protecting the best interests of the people. What are some of those interests?
3. What are the three branches of power in a democracy?
4. What does each branch do?
5. What are checks and balances?
6. What is the idea of the "General Will"?

6. FILL IN THE CORRECT WORDS FROM THE LIST BELOW:

rule, democracy, directly, equally, to lose, to obey, to follow, a crime, representative, interests, balances, to reflect, will, to protect

- | | |
|--------------------------------------|-------------------------|
| 1. the of the people | 8. commit |
| 2. a direct | 9. democracies |
| 3. voted | 10. present your |
| 4. see all people | 11. checks and |
| 5. to..... their power and influence | 12. to the wish |
| 6. to the law | 13. the general |
| 7. to the country's rules | 14. to the rights |

7. FILL IN THE CORRECT PREPOSITIONS, THEN MAKE SENTENCES, USING THE CORRECT PHRASES:

of, from, of, into, for comes , *quality ... life, vote ... a new law, divine power ... three different branches, values ... the society, the problems ... democratic voting, except ... all those other forms, ... time to time, form ... government*

8. READ THE TEXT AND CHOOSE THE SUITABLE HEADING FROM THE LIST FOR EACH PART OF THE TEXT.

What is Democracy?

- A. Participation: The Role of the Citizen in A Democracy**
- B. The Rule of Law**
- C. The Limits and Requirements for Democracy**
- D. The Rights of Citizens in a Democracy**
- E. Democracy as a Political System of Competition for Power**

I.

Democracy is a means for the people to choose their leaders and to hold their leaders accountable for their policies and their conduct in office. The people decide who will represent them in parliament, and who will head the government at the national and local levels. They do so by choosing between competing parties in regular, free and fair elections. Government is based on the consent of the governed.

In a democracy, the people are sovereign – they are the highest form of political authority. Power flows from the people to the leaders of government, who hold power only temporarily. Laws and policies require majority support in parliament, but the rights of minorities are protected in various ways. The people are free to criticize their elected leaders and representatives, and to observe how they conduct the business of government. Elected representatives at the national and local levels should listen to the people and respond to their needs and suggestions.

Elections have to occur at regular intervals, as prescribed by law. Those in power cannot extend their terms in office without asking for the consent of the people again in an election. For elections to be free and fair, they have to be administered by a neutral, fair, and professional body that treats all political parties and candidates equally. All parties and candidates must have the right to campaign freely, to present their proposals to the voters both directly and through the mass media.

Voters must be able to vote in secret, free of intimidation and violence. Independent observers must be able to observe the voting and the vote counting to ensure that the process is free of corruption, intimidation, and fraud.

There needs to be some impartial and independent tribunal to resolve any disputes about the election results. This is why it takes a lot of time to organize a good, democratic election. Any country can hold an election, but for an election to be free and fair requires a lot of organization, preparation, and training of political parties, electoral officials, and civil society organizations who monitor the process.

II.

The key role of citizens in a democracy is to participate in public life. Citizens have an obligation to become informed about public issues, to watch carefully how their political leaders and representatives use their powers, and to express their own opinions and interests.

Voting in elections is another important civic duty of all citizens. But to vote wisely, each citizen should listen to the views of the different parties and candidates, and then make his or her own decision on whom to support.

Participation can also involve campaigning for a political party or candidate, standing as a candidate for political office, debating public issues, attending community meetings, petitioning the government, and even protesting. A vital form of participation comes through active membership in independent, non-governmental organizations, what we call “civil society.” These organizations represent a variety of interests and beliefs: farmers, workers, doctors, teachers, business owners, religious believers, women, students, human rights activists.

In a democracy, participation in civic groups should be voluntary. No one should be forced to join an organization against their will. Political parties are vital organizations in a democracy, and democracy is stronger when citizens become active members of political parties. However, no one should support a political party because he is pressured or threatened by others. In a democracy, citizens are free to choose which party to support.

Democracy depends on citizen participation in all these ways. But participation must be peaceful, respectful of the law, and tolerant of the different views of other groups and individuals.

III.

In a democracy, every citizen has certain basic rights that the state cannot take away from them. These rights are guaranteed under international law. You have the right to have your own beliefs, and to say and write what you think. No one can tell you what you must think, believe, and say or not say.

There is freedom of religion. Everyone is free to choose their own religion and to worship and practice their religion as they see fit. Every individual has the right to enjoy their own culture, along with other members of their group, even if their group is a minority. There is freedom and pluralism in the mass media. You can choose between different sources of news and opinion to read in the newspapers, to hear on the radio, and to watch on television.

You have the right to associate with other people, and to form and join organizations of your own choice, including trade unions. You are free to move about the country, and if you wish, to leave the country. You have the right to assemble freely, and to protest government actions. However, everyone has an obligation to exercise these rights peacefully, with respect for the law and for the rights of others.

IV.

Democracy is a system of rule by laws, not by individuals. In a democracy, the rule of law protects the rights of citizens, maintains order, and limits the power of government. All citizens are equal under the law. No one may be discriminated against on the basis of their race, religion, ethnic group, or gender. No one may be arrested, imprisoned, or exiled arbitrarily.

If you are detained, you have the right to know the charges against you, and to be presumed innocent until proven guilty according to the law. Anyone charged with a crime has the right to a fair, speedy, and public trial by an impartial court. No one may be taxed or prosecuted except by a law established in advance. No one is above the law, not even a king or an elected president.

The law is fairly, impartially, and consistently enforced, by courts that are independent of the other branches of government. Torture and cruel and inhumane treatment are absolutely forbidden. The rule of law places limits on the power of government. No government official may violate these limits. No ruler, minister, or political party can tell a judge how to decide a case. Office holders cannot use their power to enrich themselves. Independent courts and commissions punish corruption, no matter who is guilty.

V.

If democracy is to work, citizens must not only participate and exercise their rights. They must also observe certain principles and rules of democratic conduct.

People must respect the law and reject violence. Nothing ever justifies using violence against your political opponents, just because you disagree with them. Every citizen must respect the rights of his or her fellow citizens, and their dignity as human beings. No one should denounce a political opponent as evil and illegitimate, just because they have different views. People should question the decisions of the government, but not reject the government's authority.

Every group has the right to practice its culture and to have some control over its own affairs, but each group should accept that it is a part of a democratic state. When you express your opinions, you should also listen to the views of other people, even people you disagree with. Everyone has a right to be heard. Don't be so convinced of the rightness of your views that you refuse to see any merit in another position. Consider different interests and points of view.

When you make demands, you should understand that in a democracy, it is impossible for everyone to achieve everything they want. Democracy requires compromise. Groups with different interests and opinions must be willing to sit down with one another and negotiate. In a democracy, one group does not always win everything it wants. Different combinations of groups win on different issues. Over time, everyone wins something. If one group is always excluded and fails to be heard, it may turn against democracy in anger and frustration.

Everyone who is willing to participate peacefully and respect the rights of others should have some say in the way the country is governed.

7. READ THE TEXT AGAIN AND FILL IN THE TABLE:

| | |
|----------------------------|---------------------------------|
| The citizens' basic rights | The rules of democratic conduct |
| | |

8. DISCUSS THE QUESTION IN GROUPS. TRY TO USE THE PHRASES FROM THE TABLE:

1. Why is communication often more difficult with a large group than a single individual?
2. What is more democratic direct or indirect democracy?
3. Are checks and balances needed to make a democracy work?
4. Winston Churchill once stated "It has been said that democracy is the worst form of government except all the others that have been tried." Do you agree or disagree with him? Why?

Working in groups

| | | | |
|---|--|--|--|
| <p>Asking for clarification I didn't quite get what you meant... Sorry, I don't quite understand why... I'd like to know... Could you explain ..., please?</p> | <p>Discussing for and against Points for Firstly.../To begin with.../Secondly.... Moreover.../ Besides... Furthermore... For example.../ For instance... Points against By contrast.../Whereas... On the one hand../ on the other hand... In fact.../ Unfortunately</p> | <p>Asking for information Neutral Could you tell me ..., please? Excuse me, do you know... ? Do you happen to know...? I'd like to know, please, ... Can you tell me..., please?</p> | <p>Trying to change someone's opinion Neutral expressions But don't you think ? (Yes, but) do you really think ...? (Yes, but) surely you don't think that... (Yes, but) is/isn't it possible that ...? Surely not, I mean that... (Yes, but) on the other hand...</p> |
| <p>Asking for approval Do you think ... are all right? Are you for...? Do you approve of...? What is your attitude towards...?</p> | <p>Saying you approve ... is very good. ... is quite/absolutely right. ... seems/sounds just right. ... is just what I had in mind.</p> | <p>Saying you do not approve I don't think ... is very good. It is wrong to think that... It isn't right to... I can't approve of...</p> | |

How does Impeachment Work?

1. READ AND TRANSLATE THE WORDS:

| | | |
|------------|--------------|--------------|
| abuses | convict | launch |
| accusation | conviction | misdemeanors |
| acquit | deliberating | oath |
| acquittal | election | presides |
| authority | emergency | prosecution |
| bribery | fire | require |
| cease | impeachment | resign |
| charge | indictment | split |
| consent | incompetence | sufficient |
| conspiring | initiate | treason |

2. READ THE QUESTIONS AND TRY TO FIND OUT THE ANSWER:

1) What does impeachment mean?

- a) Removal from office
- b) Conviction of a crime
- c) Formal accusation of wrongdoing

2) Who can formally initiate the impeachment process?

- a) The House of Representatives
- b) Any citizen of the United States
- c) The President

3) Where does the impeachment trial take place?

- a) The White House
- b) The Senate
- c) The Supreme Court

4) How many votes are required for conviction of a president or vice president?

- a) A simple majority
- b) A unanimous vote
- c) A supermajority

5) Which of the following presidents was NOT formally impeached?

- a) Andrew Johnson
- b) Richard Nixon
- c) Bill Clinton

3. LISTEN AND WATCH THE VIDEO *HOW DOES IMPEACHMENT WORK?* AND CHECK YOUR ANSWERS. <https://ed.ted.com/lessons/how-does-impeachment-work-alex-gendler>

4. READ AND TRANSLATE THE TEXT:

For most jobs, it is understood that you can be fired, whether for crime, incompetence, or just poor performance. But what if your job happens to be the most powerful position in the country, or the world? That's where impeachment comes in.

Impeachment isn't the same as actually removing someone from office. Like an indictment in criminal court, it's only the formal accusation that launches a trial, which could end in conviction or acquittal. Originating in the United Kingdom, impeachment allowed Parliament to vote for removing a government official from office even without the king's consent.

Although this was an important check on royal power, the king couldn't be impeached because the monarch was considered the source of all government power. But for the founders of the American Republic, there was no higher authority beyond the people themselves. And so impeachment was adopted in the United States as a power of Congress applying to any civil officers, up to and including the president. Although demands for impeachment can come from any members of the public, only the House of Representatives has the power to actually initiate the process.

It begins by referring the matter to a committee, usually the House Committee on Rules and the House Committee on the Judiciary. These committees review the accusations, examine the evidence, and issue a recommendation. If they find sufficient grounds to proceed, the House holds a separate vote on each of the specific charges, known as Articles of Impeachment.

If one or more passes by a simple majority, the official is impeached and the stage is set for trial. The actual trial that follows impeachment is held in the Senate. Selected members of the House, known as managers, act as the prosecution, while the impeached official and their lawyers present their defense.

The Senate acts as both judge and jury, conducting the trial and deliberating after hearing all the arguments. If it's the president or vice president being impeached, the chief justice of the Supreme Court presides. A conviction requires a supermajority of two-thirds and results in automatic removal from power.

Depending on the original charges, it can also disqualify them from holding office in the future and open them to standard criminal prosecution. So what exactly can get someone impeached? That's a bit more complicated.

Unlike in the United Kingdom, impeachment in the U.S. pits an elected legislature against other democratically elected members of government. Therefore, to prevent the process from being used as a political weapon, the Constitution specifies that an official can only be impeached for treason, bribery, or other high crimes and misdemeanors. That still leaves a lot of room for interpretation, not to mention politics, and many impeachment trials have split

along partisan lines. But the process is generally understood to be reserved for serious abuses of power.

The first official to be impeached was Tennessee Senator William Blount in 1797 for conspiring with Britain to cease the Spanish colony of Louisiana. Since then, the House has launched impeachment investigations about 60 times, but only 19 have led to actual impeachment proceedings. The eight cases that ended in a conviction and removal from office were all federal judges.

And impeachment of a sitting president is even more rare. Andrew Johnson was impeached in 1868 for attempting to replace Secretary of War Edwin Stanton without consulting the Senate. Over a century later, Bill Clinton was impeached for making false statements under oath during a sexual harassment trial. Both were ultimately acquitted when the Senate's votes to convict fell short of the required two-thirds majority. And contrary to popular belief, Richard Nixon was never actually impeached for the Watergate scandal. He resigned before it could happen knowing he would almost certainly be convicted.

Theoretically, the U.S. government is already designed to prevent abuses of power, limiting different branches through a system of checks and balances, term limits, and free elections. But impeachment can be seen as an emergency brake for when these safeguards fail.

5. FILL IN THE CORRECT WORDS FROM THE LIST BELOW, THEN MAKE SENTENCES, USING THE CORRECT PHRASES:

accusations hold Position present proceedings initiate
criminal sufficient weapon term poor king's judge
launch formal conviction

... performance
 the most powerful ...
 to ... a trial
 the ... accusation
 to end in ... or acquittal
 the ... consent
 to ... the process
 review the ...

... grounds
 to ... their defense
 acts as both ... and jury
 to ... office
 to standard ... prosecution
 a political ...
 impeachment ...
 ... limits

6. FILL IN THE CORRECT PREPOSITIONS, THEN MAKE SENTENCES, USING THE CORRECT PHRASES:

from for from on from of for on for from
against

to vote ... smth., to remove a government official ... office, a demand ...
 impeachment, a separate vote ... each of the specific charges, removal ...

power, to depend ... the original charges , to disqualify them ..., pits an elected legislature ... other members of government, to prevent the process ... smth., to be impeached ... treason, serious abuses ... power

7. LIST THE SPECIFIC STEPS SURROUNDING THE IMPEACHMENT PROCESS, BEGINNING WITH SUSPICION OF WRONGDOING, CONTRARY TO POPULAR BELIEF.

8. THINK AND DISCUSS THESE QUESTIONS:

1. Where did impeachment originate, and how does it differ in the United States?
2. What are the grounds for impeachment, and how are they open to interpretation?
3. How can impeachment preserve democracy and how can it be used to subvert it?

How do Executive Orders Work?

1. READ AND TRANSLATE THE WORDS:

| | | |
|-------------|-----------------|--------------|
| assert | establish | issue |
| barriers | executive order | overreach |
| counteract | exert | remove |
| deem | extent | requirements |
| desegregate | faith-based | review |
| determine | framers | signature |
| enforce | internment | successor |
| enslaved | invalidate | target |
| eliminate | implement | |

2. READ THE QUESTIONS AND TRY TO FIND OUT THE ANSWER:

1) The Framers made executive orders available to:

- a) The Legislative branch only
- b) The Executive and Legislative branches
- c) The Executive branch only
- d) The Judicial branch only
- e) All three branches of government

2) In 1863, Abraham Lincoln, the president of the United States, signed an executive order changing the status of 3 million blacks in America. It was called the:

- a) Slavery Decree
- b) Emancipation Proclamation
- c) Presidential Decree
- d) Power Exchange
- e) African American Law

3) Which president used an executive order to desegregate the Armed Forces:

- a) Franklin Roosevelt
- b) Abraham Lincoln
- c) Harry Truman
- d) Lyndon Johnson

4) William Henry Harrison never issued an executive order because:

- a) He died in office after only 31 days
- b) He thought they were unconstitutional
- c) He worked well with Congress
- d) He passed close to 3 executive orders

5) Executive orders can be checked and balanced in the U.S. political system because:

- a) Congress can pass laws to counteract them
- b) Judges can deem them unconstitutional
- c) Citizens can protest against them
- d) Both A and B
- e) Both A, B, and C

3. LISTEN AND WATCH THE VIDEO FROM TED.ED *HOW DO EXECUTIVE ORDERS WORK?* AND CHECK YOUR ANSWERS. <https://ed.ted.com/lessons/how-do-executive-orders-work-christina-greer>

4. READ THE TEXT AND DECIDE IF THE SENTENCES ARE TRUE (T) OR FALSE (F):

1. On January 1, 1863, Abraham Lincoln legally changed the status of over 3 million enslaved blacks across twelve states from slave to free.
2. His Emancipation Proclamation was an executive order.
3. The bill is approved by a majority votes in the Senate.
4. The president issues an executive order with consultation or permission from Congress.
5. The executive order cannot be eliminated by any successor.
6. It is sometimes necessary to issue an executive order in times of crisis.
7. The executive orders are often directed towards agencies in the federal government to expand or contract their power.
8. Executive orders have never changed the course of American history.
9. Harry Truman used an executive order to employ thousands of writers, painters, sculptors, and artists to create works of art in public spaces.
10. FDR's executive order in 1942 gave the military authority to target predominantly Japanese-Americans and German-Americans.
11. FDR issued more executive orders than any other American president.
12. Every president issued at least one executive order.
13. Executive orders have never been issued in order to remove barriers for scientific research.

On January 1, 1863, Abraham Lincoln legally changed the status of over 3 million enslaved blacks across ten states from slave to free. His Emancipation Proclamation was not a law, or a presidential decree. It was an executive order. The framers of the American Constitution made the power of executive order available to the executive branch. But what exactly is this tool? How does it work? And what is the extent of its power?

Well, an executive order is not a law, but it can carry the weight of one. Passing laws involves a fairly lengthy process. First, a member of Congress proposes a piece of legislation in the form of a bill. After many committees and revisions, if the bill is approved by a majority votes in Congress, that is both the House and Senate, the bill is then sent to the president for signature. If the president signs the bill, it then becomes a law. An executive order, on the other hand, is something the president issues without consultation or permission from Congress. They are, however, enforced like laws, and are subject to judicial review by the court system to make sure they are within the limits of the Constitution. That means the courts have the power to invalidate any executive decisions that they determine are an overreach of the president in trying to assert power.

And once the president leaves office, if his or her successor wants to eliminate the executive order, they can do so. So when does a president use an executive order? Sometimes a president feels the need to exert power without working with Congress, and in times of crisis, quick decisions can be justified. But most executive orders are not responses to emergencies. They are often directed towards agencies in the federal government in order to expand or contract their power. Others determine the extent to which legislation should be enforced. And sometimes, a president may use an executive order to clarify and help implement a policy that needs to be easily defined. Some of the most famous executive orders have changed the course of American history. FDR issued an executive order to establish the Works Progress Administration, which helped build thousands of roads, bridges, and parks throughout the country. The WPA also employed thousands of writers, painters, sculptors, and artists to create works of art in public spaces. Additionally, Harry Truman used an executive order to desegregate the armed forces in 1948.

And in 1965, Lyndon Johnson signed an executive order to establish requirements for nondiscriminatory practices in hiring and employment. Executive orders have often been used in positive and inclusive ways, but they have also been used to exclude and divide. One of the most notable examples is FDR's 1942 executive order. He gave the military authority to target predominantly Japanese-Americans, as well as German-Americans and Italian-Americans, in certain regions across the country. This executive order also removed any or all of those people into military zones, most commonly known as internment camps. Beginning in the early 1960s, each president has issued roughly 3 executive orders, but FDR issued over 3,5. At the other end of the spectrum, William Henry Harrison never issued an executive order, probably because his presidency only lasted 31 days.

The U.S. Constitution is somewhat ambiguous on the extent of the president's power. That's resulted in executive orders expanding over time. For instance, since Lyndon Johnson, presidents have begun issuing orders to create faith-based initiatives, establish federal agencies, and remove barriers for scientific research.

There are checks and balances in the U.S. political system. Congress can pass laws to counteract executive orders, and judges can halt them by deeming them unconstitutional. But in the time it takes for those things to happen, an executive order can go into effect and possibly change the course of history, for better or for worse.

5. MATCH THE SENTENCES HALVES TO MAKE SENTENCES:

- | | |
|---|--|
| 1. The framers of the US Constitution made | a) in order to expand or contract their power. |
| 2. An executive order is not a law, | b) but it can carry the weight of one. |
| 3. If the bill is approved by a majority votes in Congress, | c) the bill is then sent to the president for signature. |
| 4. An executive order is something | d) the president issues without consultation or permission from Congress. |
| 5. Executive orders are often directed towards agencies in the federal government | e) and judges can halt them by deeming them unconstitutional. |
| 6. A president may use an executive order | f) to create faith-based initiatives, establish federal agencies, and remove barriers for scientific research. |
| 7. Since Lyndon Johnson, presidents have begun issuing orders | g) the power of executive order available to the executive branch. |
| 8. Congress can pass laws to counteract executive orders, | h) to clarify and help implement a policy that needs to be easily defined. |

6. IN 1863, ABRAHAM LINCOLN DECIDED TO ISSUE AN EXECUTIVE ORDER TO LEGALLY CHANGE THE STATUS OF OVER 3 MILLION ENSLAVED BLACKS, ACROSS TEN STATES, FROM "SLAVE" TO "FREE":

1. Why do you think President Lincoln decided to issue the Emancipation Proclamation as opposed to working with Congress to make a law?
2. Do you think he was overreaching his power as president?
3. Which process, executive order or working with Congress, do you think could be most effective for a president?
4. Are there certain moments in time or certain issues that would change our opinion?

7. MANY PRESIDENTS BELIEVE ISSUING EXECUTIVE ORDERS IS MORE EFFECTIVE THAN WORKING WITH CONGRESS AND PASSING LAWS.

- a. What other ways can presidents move their agenda forward?
- b. Do you think President Roosevelt was fair when he gave the military authority to target Japanese-Americans, German-Americans, and Italian-Americans in certain regions across the country and put them in internment camps?
- c. Did he overreach his power?

8. MANY MODERN DAY PRESIDENTS USE EXECUTIVE ORDERS IN TIMES OF CRISIS OR TO EXPAND PROGRAMS THEY BELIEVE IN:

- a) Do you think presidents should have this sweeping power over the 320 million Americans in the United States?
- b) Since recent presidents are usually elected by only half of the country, is the executive order too much power for one person?
- c) In our opinion, if the voters decided to take this power away, what could they replace it with?
- d) Can we ever ensure that one person will not use this power for bad deeds instead of good?
- e) How can Congress, the courts, and voters make sure this does not happen?

9. READ AND DISCUSS THE QUESTIONS:

a) The US Constitution states that the president of the United States has two major powers at his/her disposal – the power to veto bills from Congress and the power to issue Executive orders. The reason the founding fathers did not want to give the president too much authority is because they feared he or she would behave like a king or a dictator. Therefore, they established a system of checks and balances between the executive, legislative, and judicial branches.

Executive orders are extremely important for presidents trying to pass certain policies in an emergency or when they cannot work with Congress.

1. What do you think presidents should do to get Congress to assist them in their agenda?

2. What should be a president's most important goal be if she or he is issuing an executive order?

b) Over the past few decades, political participation in US has been on a steady decline. Individuals who are of voting age and eligible to vote (that is, they are citizens who have not been convicted of felonies in particular states) have not even bothered to register to vote.

1. Why do you think so many Americans who can vote for the president choose not to do so?

2. What can local, state level, and national leaders do to convince people to register to vote and then actually turn out to vote on election day?

3. Since most states require that individuals must register to vote several days or weeks before an election, are the costs of preparing to vote too great?

c) When the election day arrives, polls are only open for about a maximum of twelve hours.

If the US extended voting over several days, do you think political participation would increase or are voters not interested for other reasons?

d) Imagine you were one of the founding fathers. What would you change about the US powers given to the president? How would you ensure that one person would not abuse his/her power in generations to come?

e) Modern day presidents continue to issue executive orders to bypass working with Congress and expand their agenda and their power. Is the executive order too powerful for one individual to have?

Unit 3. Some Glimpses on Judicial System

How do US Supreme Court justices get appointed

1. READ AND TRANSLATE THE WORDS:

| | | |
|-----------|------------|-------------|
| appoint | leadership | requirement |
| approve | leaning | share |
| consent | nominate | swear |
| discharge | oath | specify |
| justice | paragon | tax records |
| impact | rejection | unearth |
| issue | remark | |

2. READ THE FOLLOWING SENTENCES AND CHOOSE THE ANSWERS:

1) If you want to become a justice on the United States Supreme Court, you have to be:

- a) Nominated by the President of the United States
- b) Your nomination needs to be approved by the Senate
- c) The President must formally appoint you to the Court
- d) All of the above

2) Which of the following is true when it comes to the United States Supreme Court?

- a) There is no age requirement
- b) There is no education requirement
- c) There is no professional requirement
- d) There is no native-born citizenship requirement
- e) All of the above

3) Which of the following is false when it comes to the 112 United States Supreme Court Justices that have served today?

- a) Six have been foreign born
- b) One never graduated from college
- c) One was 32 years old when he joined the bench
- d) None of the above are false
- e) All of the above are false

4) President _____, a conservative, expected his nominee _____ to rule like a conservative.

- a) Lyndon Johnson; Thurgood Marshall
- b) Ronald Reagan; Sonia Sotomayor
- c) Dwight D. Eisenhower; Earl Warren
- d) George Bush, Jr.; William Taft

5) Who said “the biggest damn fool mistake (he) ever made” was to appoint Earl Warren to the United States Supreme Court?

- a) Dwight Eisenhower
- b) Richard Nixon
- c) George Bush, Sr
- d) George Bush, Jr

6) Who said that a US Supreme Court justice is expected to be “a paragon of virtue, an intellectual Titan, and an administrative wizard”?

- a) Dwight Eisenhower
- b) R. Kaufman
- c) Richard Nixon
- d) R. Kipling

3. WATCH AND LISTEN TO THE EXTRACT *HOW DO US SUPREME COURT JUSTICES GET APPOINTED* AND CHECK YOUR ANSWERS.
<https://ed.ted.com/lessons/how-do-us-supreme-court-justices-get-appointed-peter-paccone>

4. READ THE TEXT AND MARK THE STATEMENTS TRUE (T) OR FALSE (F):

1. A justice on the Supreme Court, have to be nominated by the Senate.
2. The Constitution doesn't specify any qualifications for a justice.
3. There have been eight foreign-born justices in the Supreme Court.
4. Most presidents nominate individuals who hardly share their ideological view.
5. Many factors are considered, such as experience, personal loyalties, ethnicity and gender.
6. Justices serve only for five years.
7. One justice has been removed from office as a result of an impeachment.

There's a job out there with a great deal of power, pay, prestige, and near-perfect job security. And there's only one way to be hired: get appointed to the US Supreme Court.

If you want to become a justice on the Supreme Court, the highest federal court in the United States, three things have to happen. You have to be nominated by the president of the United States, your nomination needs to be approved by the Senate, and finally, the president must formally appoint you to the court. Because the Constitution doesn't specify any qualifications, in other words, that there is no age, education, profession, or even native-born citizenship requirement, a president can nominate any individual to serve. So far, six justices have been foreign-born, at least one never graduated from high school, and another was only 32 years old when he joined the bench.

Most presidents nominate individuals who broadly share their ideological view, so a president with a liberal ideology will tend to appoint liberals to the court. Of course, a justice's leanings are not always so predictable.

For example, when President Eisenhower, a Republican, nominated Earl Warren for Chief Justice, Eisenhower expected him to make conservative decisions. Instead, Warren's judgments have gone down as some of the most liberal in the Court's history. Eisenhower later remarked on that appointment as "the biggest damned-fool mistake" he ever made.

Many other factors come up for consideration, as well, including experience, personal loyalties, ethnicity and gender. The candidates are then thoroughly vetted down to their tax records and payments to domestic help. Once the president interviews the candidate and makes a formal nomination announcement, the Senate leadership traditionally turns the nomination over to hearings by the Senate Judiciary Committee, depending on the contentiousness of the choice, that can stretch over many days. Since the Nixon administration, these hearings have averaged 60 days. The nominee is interviewed about their law record, if applicable, and where they stand on key issues to discern how they might vote. And especially in more recent history, the committee tries to unearth any dark secrets or past indiscretions.

The Judiciary Committee votes to send the nomination to the full Senate with a positive or negative recommendation often reflective of political leanings, or no recommendation at all. Most rejections have happened when the Senate majority has been a different political party than the president. When the Senate does approve, it's by a simple majority vote, with ties broken by the vice president. With the Senate's consent, the president issues a written appointment allowing the nominee to complete the final steps to take the constitutional and judicial oaths. In doing so, they solemnly swear to administer justice without respect to persons and do equal right to the poor and the rich and faithfully and impartially discharge and perform all the duties incumbent upon a US Supreme Court justice.

This job is for life, barring resignation, retirement, or removal from the court by impeachment. And of the 112 justices who have held the position,

not one has yet been removed from office as a result of an impeachment. One of their roles is to protect the fundamental rights of all Americans, even as different parties take power. With the tremendous impact of this responsibility, it is no wonder that a US Supreme Court justice is expected to be, in the words of Irving R. Kaufman, "a paragon of virtue, an intellectual Titan, and an administrative wizard".

Of course, not every member of the Court turns out to be an exemplar of justice. Each leaves behind a legacy of decisions and opinions to be debated and dissected by the ultimate judges, time and history.

5. FILL IN THE CORRECT WORDS FROM THE LIST BELOW:

appointment citizenship nominated share individual
*majority qualifications announcement unearth political ap-
pointment*

- | | |
|------------------------------------|----------------------------------|
| 1. have to be ... by the president | 7. makes a formal nomination ... |
| 2. specify any | 8. to ... any dark secrets |
| 3. native-born ... requirement | 9. ... leanings |
| 4. nominate any to serve | 10. a simple ... vote |
| 5. ... their ideological view | 11. issues a written ... |
| 6. remarked on that ... | |

6. FILL IN THE CORRECT PREPOSITIONS, THEN MAKE SENTENCES, USING THE CORRECT PHRASES:

on, from, of, without, out, for, over, to, down to, in

a great deal ... power, get appointed ... the court, the highest federal court ... the United States, come up ... consideration, vetted ... their tax records, depend ... the contentiousness, stretch ... many days, to administer justice ... respect, removal ... the court by impeachment, turns ... to be an exemplar.

7. ANSWER THE QUESTIONS:

1. Should the US Constitution be amended to limit the number of years a US Supreme Court justice can serve?
2. Today, US Supreme Court justices can serve for life. Do you agree with this?
3. What US Supreme Court justice today, if any, would you describe as a paragon of virtue, an intellectual Titan, and an administrative wizard?
4. Would you ever want to serve on the United States Supreme Court? If so, why? If not, why not?

What Happened to Trial by Jury

1. READ AND TRANSLATE THE WORDS:

| | | |
|-----------|-----------------------|------------------|
| abused | grand jury | prosecutor |
| biased | impeachment | reelection |
| cast off | incentive | resolve |
| convened | insufficient evidence | sue |
| convict | involve | summary judgment |
| commit | permitted | trial |
| defendant | plea bargaining | upholding |
| dismiss | plead guilty | unwittingly |
| dispute | proceed | |

2. READ THE FOLLOWING SENTENCES AND CHOOSE THE ANSWERS:

1) Juries decide less than ___ percent of civil cases and less than ___ percent of criminal cases:

- a) 55 and 60
- b) 80 and 40
- c) 4 and 1
- d) 1 and 4

2) Plea bargaining occurs in over ___ percent of criminal cases:

- a) 90
- b) 4
- c) 56
- d) 10

3) For what reason would a criminal defendant plead guilty in a plea bargaining arrangement with the prosecutor?

- a) They are innocent
- b) The defendant is worried about going to prison for a long time if convicted by the jury
- c) There is insufficient evidence to prove their guilt
- d) They want to win a civil case

4) The jury in the United States was based on the jury in _____.

- a) Russia
- b) England
- c) Germany
- d) Canada

5) A judge can prevent a case from going to a jury in a civil case by ordering _____.

- a) Summary judgment
- b) Arbitration
- c) Jail
- d) Settlement

3. LISTEN AND WATCH THE EXTRACT WHAT HAPPENED TO TRIAL BY JURY AND CHECK YOUR ANSWERS. <https://ed.ted.com/lessons/what-happened-to-trial-by-jury-suja-a-thomas>

4. READ THE TEXT AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F):

1. The English were the first who decided that certain disputes should be heard by a group of citizens.

2. The United States Constitution instructed a grand jury to decide whether criminal cases proceeded, required a jury to try all crimes.

3. Juries decide more than 4 % of criminal cases filed in court.

4. The way plea bargaining works is the prosecutor presents the accused with a decision of whether to plead guilty.

5. The proportion of guilty pleas has decreased from around 20 % to 90 %.

6. The Supreme Court has permitted the use of summary judgment.

7. Arbitration can be a smart decision by both parties to avoid the requirements of a trial in court.

8. Juries are costly, time-consuming and never make errors.

9. The jury trial itself has given ordinary citizens a central role in upholding the social fabric.

Dating back at least to the time of Socrates, some early societies decided that certain disputes, such as whether a person committed a particular crime, should be heard by a group of citizens. Several centuries later, trial by jury was introduced to England, where it became a fundamental feature of the legal system, checking the government and involving citizens in decision-making. Juries decided whether defendants would be tried on crimes, determined whether the accused defendants were guilty, and resolved monetary disputes.

While the American colonies eventually cast off England's rule, its legal tradition of the jury persisted. The United States Constitution instructed a grand jury to decide whether criminal cases proceeded, required a jury to try all crimes, except impeachment, and provided for juries in civil cases as well.

Yet, in the US today, grand juries often are not convened, and juries decide less than 4 % of criminal cases and less than 1 % of civil cases filed in court. That's at the same time as jury systems in other countries are growing.

So what happened in the US? Part of the story lies in how the Supreme Court has interpreted the Constitution. It is permitted plea bargaining, which now occurs in almost every criminal case. The way it works is the prosecutor

presents the accused with a decision of whether to plead guilty. If they accept the plea, the case will not go in front of a jury, but they will receive a shorter prison sentence than they'd get if a jury did convict them. The risk of a much greater prison sentence after a trial can frighten even an innocent defendant into taking a plea. Between the 19th century and the 21st century, the proportion of guilty pleas has increased from around 20 % to 90 %, and the numbers continue to grow.

The Supreme Court has permitted the use of another procedure that interferes with the jury called summary judgment. Using summary judgment, judges can decide that civil trials are unnecessary if the people who sue have insufficient evidence. This is intended only for cases where no reasonable jury would disagree. That is a difficult thing to determine, yet usage of summary judgment has stretched to the point where some would argue it is being abused.

For instance, judges grant fully, or in part, over 70 % of employers' requests to dismiss employment discrimination cases. In other cases, both the person who sues and the person who defends forgo their right to go to court, instead resolving their dispute through a professional arbitrator. These are generally lawyers, professors, or former judges. Arbitration can be a smart decision by both parties to avoid the requirements of a trial in court, but it is often agreed to unwittingly when people sign contracts like employment applications and consumer agreements. That can become a problem.

For example, some arbitrators may be biased towards the companies that give them cases. These are just some of the ways in which juries have disappeared. But could the disappearance of juries be a good thing? Well, juries are not perfect. They are costly, time-consuming, and may make errors.

And they are not always necessary, like when people can simply agree to settle their disputes. But juries have their advantages. When properly selected, jurors are more representative of the general population and do not have the same incentives as prosecutors, legislators, or judges seeking reelection or promotion.

The founders of the United States trusted in the wisdom of impartial groups of citizens to check the power of all three branches of government. And the jury trial itself has given ordinary citizens a central role in upholding the social fabric. So will the jury system in the U.S. survive into the future?

5. FILL IN THE CORRECT WORDS FROM THE LIST BELOW:

general requirements try employment settle insufficient applications sentence Constitution particular judgment court accept grand reelection consumer innocent fully resolve proportion forgo

- | | |
|-----------------------------|---|
| 1. to commit a ... crime | 11. summary ... |
| 2. to ... monetary disputes | 12. ... evidence |
| 3. instructed a ... jury | 13. to grant ... |
| 4. to ... all crimes | 14. to dismiss ... discrimination cases |
| 5. filed in ... | 15. to ... their right |
| 6. interpreted the ... | 16. avoid the ... of a trial |
| 7. ... the plea | 17. employment ... |
| 8. prison ... | 18. ... agreements |
| 9. an ... defendant | 19. to ... their disputes |
| 10. the ... of guilty pleas | 20. the ... population |
| | 21. to seek ... or promotion |

6. FILL IN THE CORRECT PREPOSITIONS, THEN MAKE SENTENCES, USING THE CORRECT PHRASES:

In, front of, in, towards, off, on, to, in, for, with, from, to, with, through

was introduced ... England, involving citizens ... decision-making, would be tried ... crimes, cast ... England's rule, provided ... juries, the prosecutor presents the accused ... a decision, go ... a jury, has increased ...around 20 % ... 90 %, interferes ... the jury, resolving their dispute .. a professional arbitrator, may be biased ... the companies, trusted ... the wisdom of impartial groups.

7. ANSWER THE QUESTIONS:

In the United States today, juries do not decide many cases. What reasons can be given for giving them more or less authority?

The role of juries has expanded in some other countries, such as Japan and China. Why might juries be beneficial in those places?

8. JURIES CAN DECIDE CASES. DESCRIBE ANOTHER ENTITY THAT CAN DECIDE CASES INSTEAD OF JURIES AND CONSIDER WHY THIS BODY CAN EITHER PREFERABLE OR NOT PREFERABLE TO A JURY.

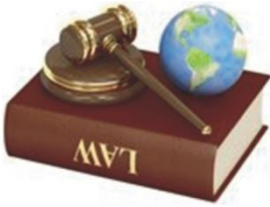
9. READ THE ADDITIONAL INFORMATION AND THEN DISCUSS THE QUESTIONS.

In the United States Constitution, there are four different jury provisions. The Fifth Amendment of the Constitution sets forth that grand juries decide whether cases proceed against people accused of some crimes. Once the grand jury indicts or the case otherwise proceeds against the accused, Article III, Section 2 of the U.S. Constitution gives the jury authority to decide a person's actual guilt. The Sixth Amendment guarantees that this jury must be impartial. The U.S. Constitution also sets forth that juries decide certain civil cases worth over twenty dollars. Here is more information about specific constitutional provisions and issues regarding the criminal, civil, and grand juries. In addition to the authority in the U.S. Constitution, most states' constitutions also grant juries authority.

Despite this abundance of federal and state constitutional authority, juries actually very rarely decide most modern criminal and civil matters, and the role of the jury continues to shrink over time. There are several reasons for the jury's demise. For example, plea bargaining occurs in a lot of criminal cases, summary judgment is another cause for the decline, arbitration is another reason why juries decide few cases.

10. QUESTIONS TO DISCUSS:

1. Juries have effectively disappeared from the criminal and civil justice system in the United States.
2. Are juries actually important? Why or why not?
3. What ideas do you have about how to make juries more common?



Part II

Finding a Legal Job

Unit 1. People and Jobs

Live to work or work to live?

1. WHICH OF THESE STATEMENTS DO YOU AGREE WITH?

1. Work is the most important thing in life.
2. Work is just a way to get money so you can do the things you enjoy.

2. READ WHAT THREE PEOPLE SAY ABOUT THEIR JOBS. COMPLETE THE CHART WITH NOTES ON THE GOOD AND BAD THINGS ABOUT ANNA'S, TONY'S, AND ERIKA'S JOBS:

Ann, 18

I work in a factory. My working hours are 8.00 a.m. to 5.00 p.m., Monday to Friday. I have a one-hour lunch break at 12.30. The routine is the same every day. My job is very boring but the pay is quite good. My colleagues and I don't really talk to each other, but I have a lot of friends outside work. My job is just a way to earn money.

Tony, 23

I'm a computer programmer. I work a 40-hour week. We have flexible hours so I can start and finish when I want. If we are very busy then I work overtime – I get paid extra for this. There are always problems to solve. This can be difficult, but it can also be quite creative. I earn a good salary, but my job doesn't rule my life. I like to do different things in my free time.

Erika, 25

I'm a doctor in a large hospital. I work very long hours – 60 or 70 hours a week – often in the evenings and at weekends. The work is really interesting but it can also be quite stressful. I love my job and my colleagues are also my friends. I don't have time for a social life. When I get home I'm too tired to do anything except have dinner and watch TV.

| | good things | bad things |
|--------------|--------------------|-------------------|
| <i>Anna</i> | | |
| <i>Tony</i> | | |
| <i>Erika</i> | | |

3. MATCH THE HIGHLIGHTED WORDS IN THE QUOTES WITH THE DEFINITIONS (1–8):

- 1) the people you work with _____
- 2) the number of hours in the week you spend doing your job _____
- 3) the money you receive every month for the work you have done _____
- 4) the things you do, usually with other people, outside work _____
- 5) the time you have for eating in the middle of the working day _____
- 6) the time you spend at work after your normal working hours _____
- 7) a system where you can choose when to start and finish work _____
- 8) the usual order and way that you regularly do things _____

4. COMPLETE THE SENTENCES (1–6) WITH AN ADJECTIVE FROM THE BOX:

| | | | | | |
|---------------|-------------|------------------|-----------------|--------------------|------------------|
| <i>boring</i> | <i>busy</i> | <i>difficult</i> | <i>creative</i> | <i>interesting</i> | <i>stressful</i> |
|---------------|-------------|------------------|-----------------|--------------------|------------------|

1. If we have too much work and not enough time, it can be quite _____.
2. In my job, I use my imagination and ideas a lot, so the work is _____.
3. I do the same thing every day – my job is _____.
4. There is so much to do at work that I'm always _____.
5. Sometimes my job is _____, but I would get bored if it was too easy.
6. My job is very _____ because I'm always learning new things.

5. WORK IN PAIRS. WHICH OF THE JOBS IN EXERCISE 2 WOULD YOU MOST LIKE TO HAVE? WHICH WOULD YOU LEAST LIKE TO HAVE? TELL YOUR PARTNER WHY.

6. IN PAIRS, MATCH THE ADJECTIVES BELOW WITH THEIR CORRECT DEFINITIONS AND DISCUSS HOW IMPORTANT THESE CHARACTERISTICS ARE FOR YOUR JOB OR THE JOB THAT YOU WANT TO APPLY FOR:

- | | |
|-------------------|---|
| 1. experienced | a. able to make yourself do something well |
| 2. self-motivated | b. able to talk to people easily and share information |
| 3. communicative | c. continually doing a lot of work |
| 4. enthusiastic | d. energetically interested in something and willing to be involved in it |
| 5. dynamic | e. having lots of ideas and energy |
| 6. hardworking | f. having skill or knowledge because you have done something many times |

7. HERE IS A LIST OF ADJECTIVES DESCRIBING QUALITIES CERTAIN PROFESSIONS NEED. READ THE SENTENCES AND FILL IN THE CORRECT ADJECTIVE:

Persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly, courageous

1. Salespeople need to be to get people to buy their products.
2. A scientist has to be in order to understand complex theories.
3. Receptionists should be in order to make people feel welcome.
4. Surgeons must be very as they should not make mistakes in their work.
5. A shop assistant has to be even when dealing with a rude customer.
6. Lifeguards have to be as they often find themselves in dangerous situations.
7. Teachers need to be very as students sometimes take a long time to learn things.
8. Judges should be and give all the evidence equal consideration.
9. Lawyers need to be to solve difficult problems.
10. Policemen have to be as they often find themselves in dangerous situations.

8. THINK OF A JOB YOU WOULD LIKE, OR WOULD NOT LIKE, TO HAVE. WRITE A SHORT TEXT ABOUT IT, USING THE TEXTS IN EXERCISE 2 AS MODELS.

Get real

Interview someone you know about their job, e.g. a relative or family friend. Ask them what they like and don't like about their job. Find out if they live to work or work to live. Prepare to tell the class about them, in English.

People and Jobs

1. READ AND TRANSLATE THE WORDS. WRITE THEM DOWN AND LEARN BY HEART:

| | | |
|--------------|--------------------|-------------------|
| achievements | do overtime | personal weakness |
| ambitions | experience | profession |
| application | fire | promote |
| apply for | get the job | redundant |
| appoint | job | resign |
| bonuses | have an interview | retire |
| boss | manage | sack |
| challenge | motivate | salary |
| career | occupation | temporary |
| CV | perks | unemployed |
| deadline | permanent | wage |
| deal with | personal qualities | |

2 A. WRITE THE TITLES IN THE CORRECT SECTION OF THE JOB ADVERTISEMENT:

| | | | |
|----------------------|-------------------------|----------------------|-----------------|
| <i>Salary</i> | <i>Responsibilities</i> | <i>Position</i> | <i>Training</i> |
| <i>Working Hours</i> | <i>Qualifications</i> | <i>Opportunities</i> | |

A. Position **Assistant Accounts Manager**

B. _____: *In charge of* the accounts for the department.

C. _____: This is a _____ job of 40 hours per week. The _____ are from 9.00 a.m. to 6.00 p.m. but there will also be some _____ including evenings and weekends.

D. _____: Degree in accountancy. Member of a professional association.

E. _____: Trainees will get _____ in both accountancy and financial management. Additional study is possible on a _____ basis of three hours a week.

F. _____: Accountants can be permanent employees with the company or self-employed. As this is a large _____ company, there are opportunities to work abroad. You might get _____ to Department Accounts Manager after one or two years in the company.

G. _____: This varies depending on the age and qualifications, but a recently qualified accountant would _____ between \$26.000 and \$35.000.

If you would like to _____ this position, please _____ a full _____ and a covering letter to the address below.

b. Complete the job advertisement with words from the list:

*multinational experience CV in charge of part-time hours
promoted earn overtime send in full-time apply for.*

3 A. UNDERLINE THE STRESSED SYLLABLE:

- | | | |
|------------------|----------------|---------------|
| 1. overtime | 6. temporary | 11. resign |
| 2. employee | 7. university | 12. scientist |
| 3. multinational | 8. permanent | 13. interview |
| 4. unemployment | 9. promotion | 14. retire |
| 5. psychologist | 10. experience | 15. apply |

b. Circle the word with a different sound:

| | | | |
|------------|-------------|--------------|-----------|
| retire | responsible | resign | scientist |
| salary | contract | manager | apply |
| earn | experience | permanent | work |
| overtime | boss | psychologist | job |
| accountant | permanent | actor | full-time |

4. GERUNDS AND INFINITIVES.

a) Match the sentence halves:

- | | |
|------------------------|--|
| 1. I don't mind | a) applying to smaller companies? |
| 2. He forgot | b) can be hard work. |
| 3. She would love | c) to tell the company he was getting married. |
| 4. I can't afford | d) getting sacked. |
| 5. He's afraid of | e) to get a good job as soon as you finish university. |
| 6. it's difficult | f) travelling a lot for my work. |
| 7. Why don't you try | g) to have more responsibility |
| 8. Being self-employed | h) to accept a lower salary |

b) Circle the correct answer:

1. I really enjoy *learning* / *to learn* new skills.
2. She regrets *not going* / *not to go* to university.
3. We find it easy *training* / *to train* new employees.
4. I can't remember *sending in* / *to send in* the application form.
5. He's going to practice *being* / *to be interviewed*.
6. Did the company promise *giving* / *to give* you a permanent contract?

7. She's not very good at *typing* / *to type*.
8. Don't forget *including* / *to include* a letter with your CV.

c. Correct any mistakes in the highlighted phrases. Tick (✓) the correct sentences:

1. She would like getting a job abroad, preferably in the US. to get_____
2. I've decided to resign from my job _____.
3. Don't accept anything – you must go on looking for your ideal job.

-
4. We spent two months to interview all the candidates. _____
 5. They must increase the salary to attract the right applicants.

-
6. He gave up to study at university after he got the job. _____
 7. It's impossible for me moving to the new office. _____
 8. To work at the computer gave her back problems. _____

5. LISTEN TO A WOMAN DESCRIBING HER SISTER-IN-LAW'S JOB. WHAT'S HER JOB? WHAT DOESN'T SHE LIKE ABOUT IT?

Tick (✓) the things that she says.

1. Her sister-in-law has a lot of responsibility.
2. She has to travel a lot.
3. She sometimes has to spend a long time standing.
4. She sometimes works at night.
5. She always works in the same place
6. She probably earns a good salary
7. She sometimes has to do exams
8. She usually works with children
9. She has to read a lot.
10. She sometimes teaches.

6. READ THIS STORY AND PUT THE SENTENCES INTO THE CORRECT ORDER:

- A. But he was happy because he had a good salary and a company car.
- B. He applied for a job with a food company and sent in his CV.
- C. He was sacked. Jake was unemployed again...
- D. After six month he got promoted.
- E. Jake was unemployed and was looking for a job.
- F. He had to work very hard and do overtime.
- G. But then he had an argument with his boss.
- H. He had an interview, and got the job.

7. READ THE WORDS, TRANSLATE THEM, DISCUSS HOW THEY ARE FORMED AND WRITE THREE MORE JOBS IN EACH COLUMN:

| -er | -or | -ist | -ian | others |
|--------------------|---------------------|-----------------------------|--------------------------|---------------------|
| plumber coroner | solicitor editor | journalist meteorologist | librarian electrician | judge accountant |

8. READ THE TEXTS AND GUESS THE JOBS:

1. I only work **part-time** – four mornings a week and I sometimes do overtime on Saturday morning. I don't earn a big salary. It's a **temporary** job and I only have a six-month **contract** at the moment. But the **working hours** suit me as I have very young children. When they go to school I would like to find a **permanent** job and work **full-time**. What I like most about my job is working in complete silence! The only noise you can hear is of people turning pages and whispering.

2. I worked as a clerk whilst studying part-time for the "Law Society" exams. I didn't graduate from a university, but I managed to pass all the necessary exams, so I can "**practice**". I have started business on my own and now I **deal with** all the day-to-day work of preparing legal documents for buying and selling houses, making wills, etc. I write legal letters for my clients and **carry on** legal arguments outside Court. I also work on court cases for my clients, prepare cases for barristers to present in the higher courts, and may represent my clients in a Magistrates' court.

3. I did a six-month **training course** at Technical College to get my **qualifications** and then I worked for a local company to get some **experience**. I worked long hours for a low salary and so I **resigned** last year and became **self-employed**. I prefer working for myself. I don't work regular hours (sometimes people call me in the middle of the night) but you can earn a lot of money in this job, especially in the winter, when central heating is working. If I'm lucky, I'll be able to **retire** when I'm 60!

9. MATCH THE WORDS IN BOLD IN THE TEXTS TO DEFINITIONS:

1. A written legal agreement _____
2. The knowledge you get from doing a job _____
3. A series of lessons to learn to do a job _____
4. Take part in something for a period of time _____
5. The time you spend doing a job _____
6. Working for yourself, not for a company _____
7. To stop working when you reach a certain age, e.g. 65 _____
8. Left a job because you wanted to _____
9. Give your attention to something and often solve a problem or make a decision concerning it _____
10. Lasting for a short time _____
11. For only a part of the day or the week _____

12. Work as a doctor or a lawyer _____

13. Exams you've passed or courses you've done _____

10. UNDERLINE THE STRESSED SYLLABLE IN EACH WORD. SEE THE PHONETICS TO HELP YOU:

1. Apply [ə'plai].
2. Contract ['kɒntrækt].
3. Employee [ˌɪmplɔɪ'i:].
4. Experience [ɪk'spiəriən(t)s].
5. Overtime ['əʊvətaɪm].
6. Permanent ['pɜ:m(ə)nənt].
7. Qualifications [ˌkwɒlɪfɪ'keɪʃ(ə)n].
8. Resign [rɪ'zaɪn].
9. Retire [rɪ'taɪə].
10. Temporary ['temp(ə)r(ə)rɪ].

11. COMPLETE THE PREPOSITIONS:

1. I work ___ a multinational company.
2. I work ___ a manager.
3. I'm ___ charge ___ the marketing department.
4. I work ___ a factory.
5. I'm responsible ___ customer loans.
6. I'm ___ school/university.
7. I'm ___ my third year.
8. He is popular ___ clients.
9. He has to socialize ___ people.
10. He has to arrive ___ the office at 5.00.
11. He has succeeded ___ this business.

Personal characteristics

1. IN PAIRS, MATCH THE ADJECTIVES BELOW WITH THEIR CORRECT DEFINITIONS AND DISCUSS HOW IMPORTANT THESE CHARACTERISTICS ARE FOR YOUR JOB OR THE JOB THAT YOU WANT TO APPLY FOR:

- | | |
|-------------------|---|
| 1. experienced | a. able to make yourself do something well |
| 2. self-motivated | b. able to talk to people easily and share information |
| 3. communicative | c. continually doing a lot of work |
| 4. enthusiastic | d. energetically interested in something and willing to be involved in it |
| 5. dynamic | e. having lots of ideas and energy |
| 6. hardworking | f. having skill or knowledge because you have done something many times |

2. HERE IS A LIST OF ADJECTIVES DESCRIBING QUALITIES CERTAIN PROFESSIONS NEED. READ THE SENTENCES AND FILL IN THE CORRECT ADJECTIVE:

Persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly, courageous

1. Salespeople need to be to get people to buy their products.
2. A scientist has to be in order to understand complex theories.
3. Receptionists should be in order to make people feel welcome.
4. Surgeons must be very as they should not make mistakes in their work.
5. A shop assistant has to be even when dealing with a rude customer.
6. Lifeguards have to be as they often find themselves in dangerous situations.
7. Teachers need to be very as students sometimes take a long time to learn things.
8. Judges should be and give all the evidence equal consideration.
9. Lawyers need to be to solve difficult problems.
10. Policemen have to be as they often find themselves in dangerous situations.

3. TALK TO A PARTNER.

Do you know anybody who...

is applying for a job? What kind of job?

has just retired? How old is he/she?

has been promoted recently? What to?

does a lot of overtime?

was sacked from his/her job? Why?

as self-employed? What does he/she do?

as doing a temporary job? What?

has a part-time job? What hours does he/she work?

Unit 2. Lawyer Job Seeking Tips

How to get a job

1. COMPLETE THE JOB INTERVIEW.

Interviewer – Are you unemployed at the moment, in a job, or studying?

Applicant – I'm i_____ my final year a_____ university, but I also work part-time for a small company.

Interviewer – What kind of c_____ do you have with this company?

Applicant – It's just a t_____ one, for six months, but I can r_____ when I want, as long as I give one week's notice.

Interviewer – And what kind of work do you do for this company?

Applicant – I'm r_____ for all accounting, including expenses and salaries.

Interviewer – And do you have any questions for us?

Applicant – Yes. I'd like to know if you have a company pension plan and, if so, at what age your employees normally. r_____ I'm also interested in any company health plan you might have.

2. READ THE TEXT AND TICK (✓) THE ADVICE THE WRITER WOULD GIVE TO THIS PERSON.

«I've worked in sales and marketing for the past 20 years but I'm not happy with my job. How can I change my career?»

1. Go back to university to improve your qualifications.
2. Think about what you like doing and decide what kind of career you would like.
3. Talk to your boss about a different job in the same company.

After twenty years in employment, many people don't like going to work in the morning. They want to be truly excited about their jobs. But it's difficult to change jobs and changing your career is even harder, so take time to do it right.

You'll need to look at your **skills** and personal interests. Connecting work to personal interests is the best way to find a **satisfying** career. What do you really enjoy doing in your spare time? Is it sailing, gardening? Why do you find these activities enjoyable? Do you like gardening because you can be creative? Is sailing fun because you like visiting new places? It isn't always a good idea to make your hobbies your career because then you'll need to find a new hobby, but knowing why you like your hobbies is very important to knowing which career you might enjoy.

When you know the abilities you enjoy using and have decided which **field** you'd like to work in, it's time to get practical. Find out all about it. Who

are the **key** companies? After finding **potential** employers, you can start thinking about possible jobs.

However, it's very hard to find full-time employment in a completely different line of work. You might need to go to evening classes for extra qualifications for your CV. But employers prefer candidates to have a solid **background** in the field. You might have to start by working part time or even for free to gain experience.

Changing careers isn't easy. People often find that 'the devil you know is better than the devil you don't' and prefer to stay in a job they know. But I think life's too short to spend **a single** minute doing something you don't love doing.

3. MARK THE SENTENCES T (TRUE) OR F (FALSE):

1. A lot of people are still excited about their jobs after twenty years.
2. Changing your career is harder than changing your job.
3. You should ask yourself why you enjoy your hobbies.
4. Your hobby will always be your perfect job.
5. You should look at the field you'd like to work in, then the companies, then the job.
6. Employers prefer to employ people with qualifications than experience.
7. People are often afraid of changing their career because they don't know what will happen.
8. The expert suggests changing your job if you don't love doing it.

4. LOOK AT THE HIGHLIGHTED WORDS. WHAT DO YOU THINK THEY MEAN? CHECK WITH YOUR DICTIONARY.

5. YOU WILL HEAR A RADIO INTERVIEW WITH A WOMAN ADVISING PEOPLE ON HOW TO GET A JOB. READ THE FOLLOWING SENTENCES THEN LISTEN TO THE TAPE AND FILL IN THE MISSING PARTS:

1. The two problems for those seeking work are getting _____ and performing well in it.
2. It's important that your CV is _____.
3. Once you've got a CV you should send it to possible _____.
4. To find a job you should first look in _____ regularly.
5. The night before the interview you should get enough _____.
6. For a job interview you should wear the _____.
7. Make sure you arrive for the interview _____ early.
8. You should also be _____ to the receptionist.
9. Don't _____ before the interviewer asks you to do so.
10. During the interview, you should not _____ or chew gum.

6 A. READ AN INTERVIEW WITH JANE. COMPLETE THE TABLE: WRITE WHAT YOU SHOULD OR SHOULD NOT DO TO GET A JOB:

Jane: Well, the person seeking work faces two major problems. The first is actually getting an interview, and the second is making sure they perform well at the interview itself. And I'd like, if I may, to give a few handy tips – some “Do's and Don'ts” as it were.

Interviewer: That sounds fine. So starting with looking for jobs...

Jane: Right. Firstly, you must take sure that you have a CV that is up-to-date. Emphasise the positive aspects of your career history and outline the range of skills you possess which could be useful to an employer. Further details on CV preparation are available in the free leaflet from your local Job Center. Anyway, once you've got a CV the next thing is to get it into the hands of possible employers. There are several ways to do this.

Interviewer: Such as...?

Jane: First you should check the newspapers on a regular basis for vacancies. Think what kind of jobs you could actually do. It may well be the case that you have the skills necessary to do work which you hadn't previously thought of. So, don't restrict yourself unnecessarily. Also make sure you ask your family and friends about work, as up to fifty per cent of job vacancies never get advertised in the newspapers at all. Another thing you can always do is to make a list of organizations which need your kind of skills and just send them a copy of your CV. An employer may have a vacancy, or they often put your CV in their files and contact you later when a vacancy arises.

Interviewer: OK, let's imagine that you have finally got an interview. What should you do to make a good impression?

Jane: I'm glad you asked me that. Well, many of the things are just common sense really. For instance, make sure you get enough sleep the night before. That way you will look and feel your best on the day itself. Secondly, make sure you wear the right clothes for the job. If it's an office job you must wear formal clothes but for a factory or shop job it is often OK to wear something more casual. But you should always look clean and tidy. And always make sure you arrive, say, ten minutes early. That way you can sit down and relax for a couple of minutes before the interview.

Another good tip is to be extra nice to the receptionist, as in many organizations she or he often has a surprisingly large say in who gets the job. And when you meet the interviewer smile pleasantly, shake his or her hand but don't sit down until invited to. I think I hardly need to add that you shouldn't smoke or chew gum. Towards the end of the interview, the interviewer may ask you if you have any questions, so try to think of one or two intelligent ones before the interview. This is easier if you have found out something

about the organization – done some research, so to speak. And finally, when the interview is over, never ask if you have got the job. If the interviewer wants to tell you then and there that you have the job, then he or she will.

Interviewer: Well, thank you, Jane. I'm sure many of our listeners will have found that very helpful.

| You should | You should not |
|------------|----------------|
| | |

b. Now watch the video and write down in the table above some other tips on how to have a successful interview.

7. READ THE TEXT AND ANSWER THE QUESTIONS: WHICH DO YOU THINK IS THE BEST PIECE OF ADVICE? WHICH IS THE WORST PIECE OF ADVICE? WHY?

Lawyer Job Seeking Tips

When seeking jobs as a lawyer, if you have an understanding of the proper steps, you can achieve higher success in your search. Take a look at this short guide to get started.

1. Prepare yourself for a long job hunt. It is becoming typical for the time it takes to be hired to be longer than ever. You may be able to find work immediately, but you should still have a plan for providing for yourself.

2. Do not become discouraged. Searching for work naturally involves rejection. If it seems like you will never find the right job and you become discouraged, you are only hurting your chances. Employers want to hire someone that has a good attitude.

3. Know the field you are trying to break in to. There are many unique qualifications, expectations, and hiring practices that you should be familiar with to maximize your chances of being hired.

4. Have a backup plan. You should accept that there is a chance you will not be able to find the exact kind of work you want. In this situation, know what other jobs are available that will help move you forward in your career.

5. Use online resources and your network. There are numerous tools and connections on the Internet that can seriously benefit your job search. Be sure to supplement your hunt with these resources.

Unit 3. Applying for a Legal Job

The Job Interview

1 A. LOOK AT THE FOLLOWING 'DIFFICULT' QUESTIONS THAT YOU MIGHT HEAR DURING A JOB INTERVIEW:

How would you describe yourself?

What influenced you to choose a career in ...?

How has your university education prepared you for a job in ...?

Tell me about your current job. What have you been doing?

How would you describe yourself in terms of your ability to work as a member of a team?

Tell me about a major problem you recently handled. Were you successful in resolving it?

How do you handle pressure?

Why do you want to work for this company?

What do you feel you have to offer this company?

What personal weakness has caused you the greatest difficulty on the job?

What would you say has been your most rewarding accomplishment?

What are your goals for the future?

What do you think you'll be doing in five years' time?

b. Now read the following job advert:

Language Worldwide is an established international language centre seeking a dynamic, self-motivated and responsible person for the position of project coordinator. Suitable candidate must be a university graduate and be proficient in at least 2 languages, including English.

c. Watch an extract from Andrea's interview and tick the questions that you hear.

2. LISTEN AGAIN AND PUT T (TRUE) OR F (FALSE) NEXT TO THE FOLLOWING STATEMENTS:

1. Andrea has always been interested in the British/American language and culture.

2. His current job mainly involves preparing budgets for projects.

3. He has worked as part of a team.

4. He had to replace one of the speakers at a British Council event.

5. He believes the job he is being interviewed for is tailored to his skills and qualifications.

6. His most rewarding achievement has been successfully completing his university degree.

7. His main weakness is handling pressure.

8. His long-term ambition is to start his own business.

3. COMPLETE THE FOLLOWING COLLOCATIONS FROM THE INTERVIEW:

- | | |
|-----------------|-------------------------------|
| 1. be motivated | a. a well-established company |
| 2. manage | b. by challenge |
| 3. deal with | c. certain tasks |
| 4. motivate | d. deadlines |
| 5. meet | e. international projects |
| 6. work | f. others |
| 7. be part of | g. outside partners |
| 8. delegate | h. under pressure |

4. NOW LOOK AT THE FOLLOWING EXPRESSIONS FROM THE INTERVIEW AND MATCH THEM TO THEIR FUNCTIONS BELOW:

I would describe myself as someone who is ambitious, hardworking and motivated by challenge.

As you can see from my CV, I've been working as a project co-ordinator for the British Council in Rome for several years.

My job has mainly involved organising special events

Against the odds, I managed to successfully work with our partners and reschedule the project events.

I guess at times I am a little reluctant to delegate certain tasks.

I would say successfully completing my university degree has been my most rewarding accomplishment.

My long-term goals involve growing with a company where I can continue to learn, and take on additional responsibilities.

Once I gain the necessary experience, I see myself moving on to a management position.

- describing your current job
- describing your personal qualities
- describing a personal weakness
- describing how you overcame a difficult situation
- describing your ambitions
- describing your achievements

5. READ THE SAMPLE INTERVIEW. BE READY TO ANSWER THE SAME QUESTIONS:

Interviewer: How would you describe yourself?

Andrea: I would describe myself as someone who is ambitious, hardworking and motivated by challenge. My language and interpersonal skills have allowed me to successfully manage various international projects for the British Council over the past few years.

Interviewer: What influenced you to choose a career in cultural relations?

Andrea: Well, I've always been fascinated by the British/American language and culture, and how it has become so globally important.

Interviewer: Tell me about your current job. What have you been doing?

Andrea: As you can see from my CV, I've been working as a project co-ordinator for the British Council in Rome for several years. My job has mainly involved organising special events, such as the Social Diversity event which took place last month in Amsterdam. I have also helped prepare budget forecasts for various projects.

Interviewer: How would you describe yourself in terms of your ability to work as a member of a team?

Andrea: Well, during my period as a project co-ordinator for the British Council, I've had to work within an international team and deal with outside partners. I've had to motivate others to meet deadlines, and I get on well with everyone.

Interviewer: Tell me about a major problem you recently handled. Were you successful in resolving it?

Andrea: While I was co-ordinating a British Council project in Rome, one of the main speakers fell ill a few days before the event. Against the odds, I managed to successfully work with our partners and reschedule the project events. I was under a lot of pressure, but in the end the problem was resolved.

Interviewer: How do you handle pressure?

Andrea: I actually work better under pressure and I've found that I enjoy working in a challenging environment.

Interviewer: Why do you want to work for this company?

Andrea: Well, I am an ambitious person and I want to be part of a well-established company. I believe the job is tailored to my skills and experience, which include language skills and managing international projects.

Interviewer: What would you say has been your most rewarding accomplishment?

Andrea: I would say successfully completing my university degree has been my most rewarding accomplishment. I had to work pretty intensively since I was taking on several jobs to support my studies, including working as a tour guide for English-speaking visitors to Rome.

Interviewer: What personal weakness has caused you the greatest difficulty on the job?

Andrea: I guess at times I am a little reluctant to delegate certain tasks. I think this is because I am hardworking by nature. However, my current employer has told me that I've made significant improvements during the last few months of the job, and I believe I will continue to improve in this area.

Interviewer: What are your goals for the future?

Andrea: My long-term goals involve growing with a company where I can continue to learn, and take on additional responsibilities. Once I gain the necessary experience, I see myself moving on to a management position.

6. ROLE PLAY. IN PAIRS, INTERVIEW EACH OTHER FOR A JOB OF YOUR CHOICE. USE QUESTIONS/EXPRESSIONS MENTIONED ABOVE AND ANY OTHERS THAT YOU MAY NEED. WOULD YOU GIVE YOUR PARTNER THE JOB? WHY/WHY NOT?

The CV

1. READ THE FOLLOWING CV SUMMARY AND FILL IN THE HEADER FOR EACH SECTION WITH 'EDUCATION', 'WORK EXPERIENCE', 'PERSONAL DETAILS', 'PROFILE' AND 'SKILLS AND INTERESTS':

Andrea Patarino

Rome, Italy

_____ 1

Date of birth: 23 June 1995

Marital status: Single

_____ 2

A British Culture Studies and English Linguistics graduate with four years' experience in the field of international cultural cooperation. Self-motivated, dynamic and ready to meet new challenges.

_____ 3

2013-2018 University of Rome, M.A. in British Culture Studies

_____ 4

2016-present **Project co-ordinator**, British Council, Rome, Italy

2015-2016 **Internship**, National Youth Agency, Leicester, UK

2014-2015 **Tour guide**, Tourist Information Centre, Rome, Italy

_____ 5

IT skills (good knowledge of Windows and Microsoft Office), fluent in English (Certificate of Proficiency obtained in 2003), well-travelled, enjoys reading and skiing.

What mistakes on a CV do you think might stop someone from getting a job?

2. MATCH THE FOLLOWING WORDS WITH THEIR CORRECT DEFINITIONS:

- | | |
|----------------|---|
| 1. a recruiter | a. a business that provides services for companies and people |
| 2. an employer | b. a company or a person that looks for people to employ |
| 3. a candidate | c. a company or a person that pays somebody to work for them |
| 4. an agency | d. a fixed amount of money that a person earns every month or year |
| 5. a buzzword | e. a person that is competing for a job |
| 6. a salary | f. a set of questions that are asked to get information |
| 7. a survey | g. a word that has become very popular in a particular subject area |

3. YOU ARE GOING TO READ AN ARTICLE ABOUT THE UNUSUAL MISTAKES THAT PEOPLE MAKE ON THEIR CVs. MATCH THE HEADINGS TO THE PARAGRAPHS IN THE ARTICLE:

Non-editable formats *Salary details* *Ridiculous email address*
Too many keywords *Bad file names* *Not doing your research*
Statements that you can't prove

The 7 Unusual CV Mistakes That Can Cost You the Job

1. It's common knowledge that you can lose a job even before the interview if you have too many spelling mistakes on a CV. But now, recruiters have reported the biggest mistakes that might stop you from getting that job.

2. An employer has to form a first impression of you so your CV is very important. Just one mistake can seriously damage your chances of getting a job interview, say StandOut CV, a UK CV writing service.

3. After doing a survey with over 50 different recruiters across the UK, the agency said that candidates with badly named files or those who include their current pay and salary requirements on their CV are less likely to be selected for interviews.

4. Andrew Fennel, director at StandOutCV, said that candidates should think about what employers want to see on a CV and also how this information should be presented.

5. Here are the seven unusual mistakes:

_____ 1

6. Candidates try to "beat the system" by using as many buzzwords as possible in their CVs. But the survey said that this is a bad idea.

7. Recruiters advise candidates to write their CVs to impress humans first, and to make sure that they only include keywords once.

_____ 2

8. Recruiters might need to make quick edits to your CV before sending it to hiring managers. So, if your CV isn't editable, recruiters will need to get in touch with you to obtain another version.

9. This will slow down the process, and other candidates' CVs will reach the people that make the decisions before yours, the survey said.

_____ 3

Make sure your CV file name looks professional as it may be the first thing recruiters and employers see.

11. Saving your CV with a name like "Dave's_first_CV_draft_553.doc" does not make the candidate look very reliable, the survey discovered.

_____ 4

12. Recruiters advise candidates to stick to the facts like experience and your skills or achievements.

13. Avoid phrases such as "Best salesman in Europe" or "World famous industry expert".

5

14. One of the biggest mistakes that a candidate can make with their CV is not finding out what qualities their potential employer is looking for before they write it.

6

15. Including your current pay or the salary you want on your CV might hurt your ability to negotiate for the offer you want.

7

16. An email address such as "bad-boy-4-life@gmail.com" will make you look "extremely unprofessional". If you have doubts, recruiters advise you to set up a new email address.

Adapted from The Independent 31st March 2016, By Zlata Rodionova

4. READ THE TEXT AGAIN AND PUT (T) OR FALSE (F) NEXT TO EACH STATEMENT

BELOW:

1. It's okay to have a few spelling mistakes on your CV.
2. Job candidates should try to put themselves in their employer's shoes.
3. The agency did a survey with more than 50 people that hire job candidates.
4. Putting a lot of buzzwords in your CV will impress your employer.
5. You should protect your CV by sending it in a non-editable format.
6. You should always set up a new email address when applying for jobs.

5. FIND A WORD OR PHRASE IN THE TEXT WHICH MEANS ...

1. something that most people know (**phrase, P.1**): _____
2. make a mental picture about a person when you meet them for the first time (**phrase, P.2**): _____
3. things that you need to do something (**noun – plural, P.3**): _____
4. trusted to behave or work properly (**adjective, P.11**): _____
5. things that you have completed which are difficult to do (**noun – plural, P.12**): _____
6. discuss something to reach a formal agreement (**verb, P.15**): _____

6. MATCH THE VERBS ON THE LEFT TO THE WORDS ON THE RIGHT TO FORM PHRASES FROM THE TEXT:

1. damage
2. do
3. stick
4. edit
5. beat
6. make

- a. a decision
- b. a survey
- c. the system
- d. to the facts
- e. your CV
- f. your chances

7. DISCUSS ANY OF THE QUESTIONS BELOW:

1. Which do you think is the best piece of advice? Which is the worst piece of advice? Why?
2. Do you have to look at other people's CVs as part of your job? If so, have people made any of these mistakes and did it stop you giving them an interview?
3. Do you think that employers are right not to interview people because of these mistakes? Why/why not?

8. READ THESE TIPS AND CV SAMPLES AND WRITE YOUR OWN CV.

Resume Tips for a Lawyer

The resume is one of the most important parts of seeking jobs as a lawyer. Regardless of what your chosen field is, there are certain elements of your resume that should always be the same. Use these tips and suggestions to help start writing.

1. Be unique. There are going to be numerous resumes competing with your own. If you cannot find a way to stick out in the reader's mind, you have nearly no chance of being hired.

2. Be specific. Every piece of information in your resume should be there for a reason. Do not include generalizations in hopes of meeting employers' expectations. Analyze what you think those expectations are and work to meet them.

3. Be active. Include plenty of strong action verbs to emphasize the things you have done while working in the past. Employers are looking for hard workers that are active and dedicated to their jobs.

4. Be analytical. Always look over your resume and look for ways to improve it. You should also keep an eye out for typographical errors, wasted or blank spaces, and large, intimidating blocks of text.

5. Be knowledgeable. Readers need to be confident that you are an expert in your field. You should know everything you can about your desired position and communicate this knowledge when writing your resume.

The resume examples below will help you create an effective law resume. Use these examples as a guide when crafting your own legal resume.

/John Simmons/48 This Road/This Town/01234 777986/johnsimmons@thismail.com

Professional Summary

Charismatic and energetic legal advisor with eight years of career experience in business and legal environments. Business law expert skilful at creating and building on relationships and identifying and helping to establish company positioning. Excels at critical thinking and strategy planning as well as liaising with clients and key figures from different types of industries.

Core Qualifications

Bachelor of Law: Legal and Business University London 2000-2003

Professional Qualifications

- Contract management and negotiations.
- Sales and marketing.
- Regulatory compliance.
- Business and legal expertise.
- Excellent communication skills.

Academic Qualifications

Bachelor of Law: Legal and Business University London 2000-2003 A levels: Law (A) Psychology (A) English (A) Science (A) Maths (B)

Key Skills

Strong Knowledge of business and private law

Able to understand to needs of different types of businesses.

Experienced at drafting legal documents.

Excels at conflict resolution.

Work Experience

Legal Advisor at Wells and Sons, London 2005 - Present Day

- Protecting company interest and maintaining a strong business position through revision of contracts.
- Handling tax and claim disputes and representing the company in the court of law during disputes.
- Reviewing various contracts and recommending revisions when necessary.
- Researching the current legal position on the company to present it in the best light possible at all times.

Legal Advisor at Trade International - London September 2003 - January 2005

- Reviewing vendor contracts as well as employment policies and advising changes when necessary.
- Resolving disputes between contractors and making sure that the needs of all parties where taken care of.
- Drafting different types of contracts such as employment contracts and vendor contracts.
- Representing the company and advising on the best legal position to take on various issues.

References

References are available on request.

Mira Jones

354 Sharpe St.
Basin City, UT 84003
Cell: 555.322.7337
example-email@example.com

Summary

Innovative and successful Attorney, highly effective at developing creative case strategies and writing persuasive briefs. Thrives in dynamic environments and quickly adapts to the ever-changing demands of the legal field. Detail-oriented, conscientious, and organized with 9 years experience achieving favorable outcomes in court cases. Well versed in trial preparation, research, and drafting legal documents. Tackles cases with tenacity and analytical mindset.

Highlights

- Court procedures
 - Document review
 - Contract negotiation
 - Regulatory compliance
 - Trademark and patent licensing
 - Skilled mediator
 - Exceptional negotiator
 - Outstanding public speaker
 - Professional and personable
 - Strong leader
-

Accomplishments

- Successfully defended automotive manufacturer in preliminary injunction proceedings and District Court appeal.
 - Obtained Favorable settlements in 75% of cases.
 - Volunteered with Legal Aid of Utah for 32 hours per month, including numerous “ask a lawyer” events.
-

Experience

- | | |
|-----------------------------|---|
| October 2012 to Current | <ul style="list-style-type: none">• Basin City Beat Basin City, UT• General Legal Counsel• Develop and implement legal strategies for website content.• Counsel on laws and liabilities for music hosting and artist services.• Evaluate data involving assets, income, expenditures, and surpluses.• Structure contracts and agreements with clients, vendors, and employees.• Determine applicatie laws for issues such as real estate purchases and licensing of content. |
| July 2004 to September 2012 | <ul style="list-style-type: none">• Caldwell Law Firm Basin City, UT• Attorney• Retained as outside counsel for companies and businesses.• Investigated complaints of retaliatory and discriminatory employment practices.• Developed detailed litigation strategies for each case.• Selected jurors, argued motions, and met judges during the course of a trial.• Presented and summarized cases to both judges and juries.• Filed appeals in state and federal courts of appeal.• Analyzed data to test compliance with all legal reporting regulations.• Drafted and amended complaints. |
-

Education

2004 **Northwestern University**
St. Louis, MO

Covering Letter

A formal letter of application is written when applying for a job or a place on an educational course. A job application usually includes educational/professional qualifications, details of previous experience as well as the applicant's qualities and skills. Previous experience should be presented in a clear order using linking words such as: *currently, before this, subsequently, prior to this, following, whereupon, etc.*

Useful Language: Applying for Jobs

To begin letters:

I am writing to apply for the post/position of ... advertised in

I am writing in connection with/with regard to the vacancy in your Sales Department, as advertised in *The Times* on/of 14th October.

Experience/Qualifications:

I am currently/At present I am employed/working as...

I was employed as (position) by (company) from (date) to (date)...

During this time, I held the position of ... / was responsible for ... / my duties included ...

I have received training in ... / completed an apprenticeship, etc ...

My qualifications include ... / I am presently studying / attending a course ...

I am due to take my final examinations in June ...

I have / hold / obtained / was awarded a degree / diploma/ certificate in ...

I have successfully / recently complete a course in (subject) at (place).

To end letters:

I enclose / Please find enclosed my CV / references from ...

I would appreciate a reply at your earliest convenience / as soon as possible.

I would be available for an interview at any time / until the end of June / etc.

I would be pleased / happy to supply you with any further information / details ...

Pls contact me should you have any further questions / queries.

The outfit

Introduction: Paragraph 1

State reason (s) for writing

Main Body: Paragraphs 2-3-4-5

education & qualifications,

previous experience,

personal qualities,

suitability

Conclusion: Final Paragraph

closing remarks

Full name

1. FILL IN THE CORRECT PREPOSITION:

1. Having lived in Hong Kong for twelve years, I have a wide knowledge The Chinese language.
2. I have a degree Middle Eastern politics and am fluent Arabic.
3. I have been a teacher for the past fifteen years and am very familiar the new teaching approach.
4. I am very experience dealing with financial crises since I have worked as a financial advisor for twenty years.
5. As an auctioneer, I feel that I have experience assessing works of art.
6. Having worked as a foreign minister, I am an expert foreign affairs.
7. As a consultant for the Special Olympics Committee, I am well versed the needs of the disable.
8. I am currently employed as a chef and excel catering for large groups.

2. COLLOCATE THE FOLLOWING WORDS AND THEN EXPLAIN THEIR MEANING.

TRY TO INCLUDE THEM IN YOUR LETTERS:

fulfill, handle, attend, work, have, show, operate, graduate, broaden, gain

- 1 to a course
- 2 to Initiative
- 3 to a word processor
- 4 to one's potential
- 5 to from university
- 6 to shifts
- 7 to one's horizons
- 8 to an inquiring mind
- 9 to experience
- 10 to clients

3. Write a covering letter for your own CV.

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