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**ENGLISH FOR ACADEMIC LEGAL COMMUNICATION**

**Part 1**

**Посібник**

Рекомендовано Методичною радою КПІ ім. Ігоря Сікорського

як посібник для здобувачів ступеня магістра за освітньою програмою

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Електронне мережне навчальне видання

**ENGLISH FOR ACADEMIC LEGAL COMMUNICATION**

**Part 1**

|  |  |
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**АНОТАЦІЯ.** Навчальний посібник забезпечує аудиторні та індивідуальні заняття студентів п’ятого курсу факультету соціології і права. Видання складається з семи розділів (Units), які охоплюють професійно орієнтовані теми (Topics): Legal professions, Legal skills, Job interview, Legalese, History of employment law, Employment rights, Employment law worldwide.

Розроблені вправи спрямовані на розвиток і удосконалення вмінь у читанні, усному мовленні, аудіюванні, письмі та перекладі, а також поліпшенні лексичних та граматичних знань студентів. Завданням посібника є сприяння розширенню професійного тезаурусу студентів та підвищення мотивації студентів до навчання і майбутньої професії

* КПІ ім. Ігоря Сікорського, 2024*

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**ПЕРЕДМОВА**

Посібник запропоновано для забезпечення підготовки магістрів спеціальності *081 Право* і розроблено для студентів I курсу другого (магістерського) рівня факультету соціології і права спеціальності «Право» відповідно до навчальної програми першого семестру.

Мета посібника передбачає розвиток у студентів професійно орієнтованих англомовних мовленнєвих компетентностей в аудіюванні, говорінні, читанні, письмі та перекладі на просунутому рівні (В2+), формування професійно орієнтованої лінгвосоціокультурної компетентності, навчально-стратегічної та прагматичної компетентностей.

Укладений матеріал відповідає вимогам силабуса освітнього компонента «Практичний курс іноземної мови для наукової комунікації. Частина 1» дисципліни «Практичний курс іноземної мови для наукової комунікації» і підтримує роботу студентів з текстами, відеоматеріалами, лексичними й граматичними вправами, розробленими до тем професійного спрямування. Посібник містить сучасні автентичні професійно орієнтовані матеріали з правознавства, адаптовані для студентів юристів факультету соціології і права спеціальності Право.

Посібник складається з 7 розділів (тем): Legal professions, Legal skills, Job interview, Legalese, History of employment law, Employment rights, Employment law worldwide, об'єднаних в 2 навчальні модулі, зміст яких охоплює основні аспекти діяльності юриста в сфері професійної комунікації.

Кожний тематичний розділ має єдину внутрішню структуру: текст за фахом; система вправ (усних та письмових), спрямованих на перевірку розуміння тексту, закріплення активної тематичної лексики, розвиток комунікативних навичок. До словника (Mini Dictionary) включено лексичний мінімум до кожного модуля посібника.

Перевагами посібника є сприяння розширенню професійного тезаурусу студентів юридичних спеціальностей, формування інтересу до спілкування англійською мовою та підвищення мотивації студентів до навчання і майбутньої професії, а також доступність цього посібника через Інтернет мережу.

*Укладачі*

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| --- |
| **MODULE 1**  **LAW CAREERS** |

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| **Unit 1 LEGAL PROFESSIONS** |

**LEAD-IN**

**1.** **In pairs, discuss the questions.**

1. Which legal professionals do you know?

2. What is the best legal career (highest-paying legal job)?

3. What type of law sphere is the least stressful to work in?

4. What are the fastest-growing areas of law?

5. Are legal services too expensive for ordinary people?

6. What challenges and opportunities come with new technologies in the law sphere?

**2.** **Look at the words below and try to explain them. Focus on pronouncing these words.**

Advocate, attorney, barrister, counsel, lawyer, prosecutor, solicitor, jurist, notary.

**3. Choose one type of profession from exercise 2 and give a short talk about roles, duties and earning potential.**

**4. Fill in the correct word from the box.**

|  |
| --- |
| differences advice courtroom  issues attorney clients company |

A lawyer is someone working within the legal system who can assist in and provide 1. **\_\_\_\_\_** on the law to clients on legal proceedings and legal 2. **\_\_\_\_\_**. Paralegals act as assistants to lawyers or attorneys and serve as entry-level opportunities to learn more about the legal field. The titles of a lawyer, 3. **\_\_\_\_\_** and counsel are sometimes used interchangeably, but there are a few 4. **\_\_\_\_\_** between these three types of lawyers.

Lawyers are employed in law firms or private practices and usually advise 5. **\_\_\_\_\_** about their legal issues and how to move forward. Attorneys consult with clients as lawyers do, but are much more likely to go beyond the initial consultation and represent the client in 6. **\_\_\_\_\_** proceedings. Counsels are lawyers who are employed by a 7. **\_\_\_\_\_** or organization. Not being employed at a law firm, counsels act solely on behalf of that company or organization.

*Retrieved from https://www.indeed.com/career-advice/finding-a-job/types-of-lawyers#:~:text=A%20lawyer%20is%20someone%20working,more%20about%20the%20legal%20field.*

****

**5. Read the text and give another suitable title for it.**

**LEGAL PROFESSIONS**

Although many kinds of people working in or studying legal affairs are referred to as lawyers, the word really describes a person who has become officially qualified to act in certain legal matters because of the examinations he has taken and the professional experience he has gained. Most countries have different groups of lawyers who each take a particular kind of examination to qualify to do particular jobs.

In Japan, a lawyer must decide whether he wants to take the examination to become an attorney, a public prosecutoror a judge.In England, the decision is between becoming a barrister or a solicitor. Barristers specialize in arguing cases in front of a judge and have the right to be heard, the right of the audience, even in the highest courts. They are not paid directly by clients but are employed by solicitors. Judges are usually chosen from the most senior barristers, and once appointed they cannot continue to practice as barristers. Solicitors do much of the initial preparation for cases which they then hand to barristers, as well as handling legal work that does not come before a court, such as drawing up wills and dealing with litigation that is settled out of court. Solicitors also have a right of audience in lower courts, but in higher courts, such as the Court of Appeal, they must have a barrister argue their client's case.

In general, it can be said that a barrister spends most of his time either in a courtroom or preparing his arguments for the court and a solicitor spends most of his time in an office giving advice to clients, making investigations and preparing documents. Many people believe the distinction between barristers and solicitors should be eliminated in England, as has already happened in Australia. The government is considering various proposals, but there are arguments for maintaining, as well as removing, the division.

How does someone become a lawyer? As with doctors and other professionals enjoying a high level of trust because of their specialized knowledge, lawyers are subject to standardized examinations and other controls to regulate their competence. In some countries to practice as a lawyer it is necessary to get a university degree in law. However, in others, a degree may be insufficient; professional examinations must be passed.

In Britain, it is not necessary to have a degree, although nowadays most people entering the profession do. The main requirement is to pass the Bar Final examination (for barristers) or the Law Society Final examination (for solicitors).

Someone with a university degree in a subject other than law needs first to take a preparatory course. Someone without a degree at all may also prepare for the final examination, but this will take several years. In most countries, lawyers will tell you that the time they spent studying for their law finals was one of the worst periods of their lives! This is because an enormous number of procedural rules covering a wide area of law must be memorized.

In Japan, where there are few lawyers, the examinations are supposed to be particularly hard: less than 5 per cent of candidates pass. Even after passing the examination, a lawyer is not necessarily qualified. A solicitor in England, for example, must then spend two years as an articled clerk, during which time his work is closely supervised by an experienced lawyer, and he must take further courses. A barrister must spend a similar year as a pupil [3].

**6. Work in pairs. Answer the following questions according to the text.**

1. Who is a lawyer?
2. Do you need to take the same exams for a barrister and a solicitor in England?
3. What is the difference between a barrister and a solicitor in England?
4. Where do a barrister and a solicitor work most of their time?
5. What types of exams do barristers and solicitors have to pass?
6. Why is it so hard to pass these exams?
7. After passing the examination, a lawyer is qualified to work, isn’t he/ she?

**7. Decide whether you think the following statements are true or false.**

1. It is very important for a future Japanese lawyer to decide whether he/ she wants to take the examination to become an attorney, a public prosecutor or a judge.
2. Solicitors also have a right to an audience in all kinds of courts.
3. The distinction between barristers and solicitors exists in both England and Australia.
4. It is necessary to get a university degree in law in all countries to practice as a lawyer.
5. In most countries, lawyers think that the time they spend studying for their law finals is one of the worst periods of their lives.
6. In Japan, there are a lot of lawyers, despite the fact that the examinations are supposed to be particularly hard.

**8. Match legal terms 1-6 with their definitions a-f and then use each legal term in a sentence that demonstrates its proper context and meaning.**

|  |  |
| --- | --- |
| 1. innocent | a) a person who acts as a judge in a law court that deals with crimes that are less serious |
| 2. solicitor | b) a panel of 12 people who decide whether the accused committed a crime |
| 3. judge | c) a lawyer in a court of law who tries to prove that someone is guilty of a crime |
| 4. magistrate | d) provides general legal advice to clients |
| 5. jury | e) a person who is in charge of a trial in a court and decides how a person who is guilty of a crime should be punished, or who makes decisions on legal matters |
| 6. prosecutor | f) not guilty |



**9.** **A typical list of attorney interview questions always involves topics related to the courtroom and your approach to representing clients. Think of how you would prepare for a trial and your attitude during court proceedings. Discuss your ideas in pairs. Use phrases from Appendix 9.**

**10. Read some examples of interview questions that tend to pop up at law firm interviews. Then ask and answer these questions in pairs.**

1) What is the biggest accomplishment in your law career?

2) Why did you leave your previous job?

3) Where do you see yourself in five years?

4) Who is a role model in your life?

5) What was your favourite subject at law university?

6) Which historical figures would you invite to a party? Why?

7) What qualities do you think a good lawyer should have?

8) How do you build trust with a client?

**11. Make a presentation and give a short talk about the legal profession. Include information on different types of lawyers (e.g., criminal lawyers, corporate lawyers), their specific duties, responsibilities and earning potential (5 slides).** **Use Appendix 8 to support and enhance your points.**

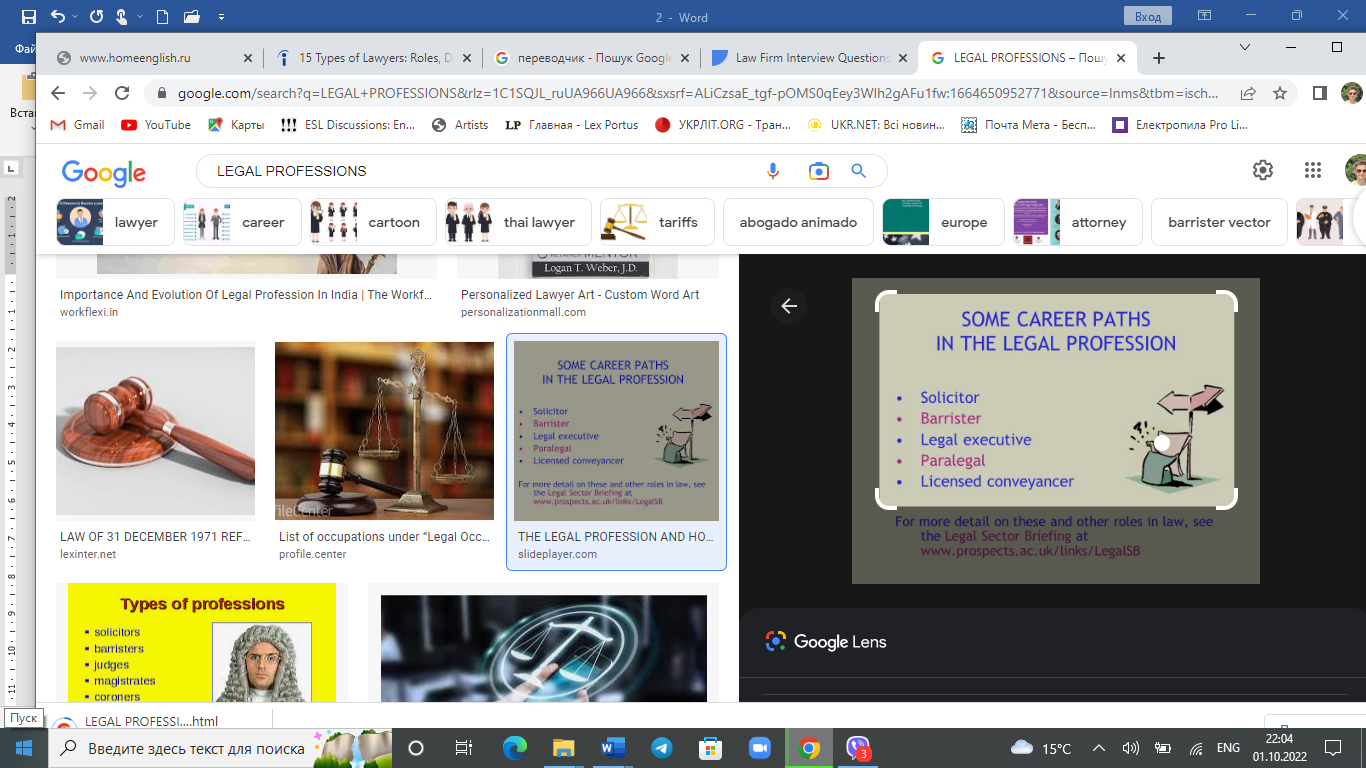


**12. Write two paragraphs containing the points for and against the following statement: “I find that the role of a solicitor/barrister is a better fit for me owing to …”. Reference relevant information from Appendix 3 to support your arguments.**

*Paragraph* supporting the idea: include the reasons why you believe working as a solicitor/barrister is a suitable career choice for you; provide examples that illustrate how your strengths or experiences make you well-suited for the legal profession.

*Paragraph* contradicting the idea: acknowledge potential challenges for you and provide examples.

**13. Read the list of professions and write a detailed description of some career paths within the legal profession in Ukraine. Use Appendix 1.**





**14. Watch a video about a barrister and a solicitor*.* Identify the key points or insights that were most informative to you.Discuss some aspects such as the roles, responsibilities, or qualifications with your partner.**

[*https://www.youtube.com/watch?v=yN2cInBwD7k*](https://www.youtube.com/watch?v=yN2cInBwD7k)

**15. In pairs, discuss each phrase listed below to understand its meaning. Provide concise definitions or explanations for each phrase.**

1. To have the rights of the audience.
2. The matter goes to the Crown Court.
3. To receive a particular type of training.
4. To go to the *high street* to speak to your solicitor.

**16. Watch the video again. Work with your partner to discuss and answer the following questions based on the information presented in the video.**

1. Could you give some details about the traditional model *client- solicitor-barrister*?
2. What does a solicitor do in case of complications in the situation?
3. A few years ago, the traditional model of the model *client-solicitor-barrister* began to change in the legal field. Can you describe these changes?



**17. Complete the text with the present forms of the verbs in brackets.**

1. The government \_\_\_\_\_\_ (consider) more and more proposals but there \_\_\_\_\_\_ (be) arguments for maintaining, as well as removing, the division.

2. Barristers usually \_\_\_\_\_\_ (specialize) in arguing cases in front of a judge and already \_\_\_\_\_\_ (have) the right to be heard, the right of the audience, even in the highest courts.

3. By now most countries \_\_\_\_\_\_ (have) different groups of lawyers who\_\_\_\_\_\_ sometimes (take) a particular kind of examination.

4. Traditionally, solicitors only \_\_\_\_\_ (appear) in the county courts and magistrates' courts but now the situation \_\_\_\_\_\_\_ (change) and they may obtain higher rights of audience in the Crown Court.

5. A solicitor and witnessed by two colleagues \_\_\_\_\_\_\_ (draw up) 2 contracts for 4 hours.

6. She always \_\_\_\_\_\_\_ (give) the example of a solicitor's office, in which a solicitor may either refer to a specific solicitor, or solicitors in general.

7. The attorney \_\_\_\_\_ (lead) for the crown in court, and \_\_\_\_\_ (speak) before the solicitor in the house now.

8. Solicitors frequently \_\_\_\_\_\_\_ (appear) in the lower courts and, \_\_\_\_\_\_\_ (subject) to passing a test and thereby obtaining higher rights of audience.

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| **Unit 2. LEGAL SKILLS** |

**LEAD-IN**

**1. In pairs, discuss the questions.**

1. What are hard skills and soft skills?

2. What skills do you get from the law?

3. Which subject is best for law?

4. How do you develop legal skills?

5. What is the most essential skill for a lawyer?

6. Can you describe the daily job duties of a lawyer?

7. What are lawyers' four duties?

**2. Look at the words below and try to explain them. Focus on pronouncing these words. Make up sentences that reflect the context of the legal profession.**

Dependability, adaptability, conflict resolution, flexibility, to bind, to obligate, to pledge, assurance.

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

|  |
| --- |
| career vary applications  skills successful attorneys logical |

**NECESSARY LAWYER SKILLS FOR A SUCCESSFUL LAW CAREER**

Lawyers and 1. \_\_\_\_\_ can work across a variety of law fields as their professional roles can 2. \_\_\_\_\_ in responsibilities. However, there are several key skills necessary for any 3. \_\_\_\_\_ law career. Therefore, if you’re pursuing your 4. \_\_\_\_\_ as a lawyer, you need the skills necessary to perform in the role.

Lawyer skills encompass a variety of hard and soft 5. \_\_\_\_\_ both specific to the profession and transferable skills. Knowledge of law practices, protocols and regulations, 6. \_\_\_\_\_\_ thinking and solving problems are just some of them. Additionally, many lawyers use programs in their daily work. For instance- word processors, spreadsheet software, scheduling 7. \_\_\_\_\_ and technical communication tools.

*Retrieved from https://www.indeed.com/career-advice/resumes-cover-letters/lawyer-skills*

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**4. Decide whether you think the following statements are true or false. Then read the article to check your ideas.**

1. Oral communication is more important than writing for a lawyer.

2. A lawyer can’t be effective without technology.

**LEGAL SKILLS**

While legal positions vary greatly in scope and responsibility, there are several core legal skills that are required in most legal functions. If you are considering a career in law, it is wise to polish these top ten legal skills to excel in today’s competitive legal market.

**1. Oral Communication**

Language is one of the most fundamental tools of the legal professional. Legal professionals must:

* Convey information in a clear, concise, and logical manner.
* Communicate persuasively.
* Advocate a position or a cause.
* Master legal terminology.
* Develop keen listening skills.

**2.** **Written Communication.**

From writing simple correspondence to drafting complex legal documents, writing is an integral function of nearly every legal position. Legal professionals must:

* Master the stylistic and mechanical aspects of writing.
* Master the fundamentals of grammar.
* Learn how to write organized, concise and persuasive prose.
* Draft effective legal documents such as motions, briefs, memos, resolutions and legal agreements.

**3. Client Service.**

In the client-focused legal industry, serving the client honestly, capably and responsibly is crucial to success.

**4.** **Analytical and Logical Reasoning.** Legal professionals must learn to review and assimilate large volumes of complex information in an efficient and effective manner. Legal analytical and logical reasoning skills include: reviewing complex written documents, drawing inferences and making connections among legal authorities; developing logical thinking, organization and problem-solving abilities; structuring and evaluating arguments; using inductive and deductive reasoning to draw inferences and reach conclusions.

**5. Legal Research.**

Researching legal concepts, case law, judicial opinions, statutes, regulations and other information is an important legal skill.

**6.** **Technology.**

Technology is changing the legal landscape and is an integral part of every legal function. To remain effective in their jobs, legal professionals must master communications technology including e-mails, voice messaging systems, videoconferencing and related technology.

**7. Knowledge of Substantive Law and Legal Procedure.**

All legal professionals, even those at the bottom of the legal career chain, must have basic knowledge of substantive law and legal procedures.

**8. Time Management.**

In a profession based on a business model (billable hours) that ties productivity to financial gain, legal professionals are under constant pressure to bill time and manage large workloads.

**9. Organization.**

In order to manage large volumes of data and documents, legal professionals must develop top-notch organizational skills.

**10. Teamwork.**

Legal professionals do not work in a vacuum. Even solo practitioners must rely on secretaries and support staff and team up with co-counsels, and experts to deliver legal services.

*Retrieved from https://cbu.ecampus.edu.zm/legal-skills-that-every-lawyer-should-have/*

**5. Discuss the following questions in groups.**

1. Why is persuasive communication a crucial skill for legal professionals?
2. Which written communication skills are the most important and the least important for a lawyer? Why?
3. Did you acquire analytical and logical reasoning skills during your university studies?
4. Why are technology skills crucial for a lawyer?
5. In which situations can a student-lawyer acquire time management, organization, and teamwork skills during their studies?
6. After reading the text, you discovered that several core legal skills are necessary for various legal functions. In your opinion, what are the three most important ones?

7. What skills do you currently possess, and which skills would you like to acquire but currently lack?

**6. Complete the table. In column B, provide synonyms or phrases that convey a similar meaning to those in column A.**

|  |  |
| --- | --- |
| **A. A phrase from the text** | **B. A synonym of the phrase** |
| 1. While legal positions vary greatly in scope and responsibility |  |
| 2. It is wise to polish these top ten legal skills to excel in today’s competitive legal market |  |
| 3. Convey information in a clear, concise, and logical manner |  |
| 4. Communicate persuasively |  |
| 5. Draft effective legal documents such as motions, briefs, memos, resolutions and legal agreements |  |
| 6. To review and assimilate large volumes of complex information |  |
| 1. To develop top-notch organizational skills |  |
| 1. To be under constant pressure to bill time and manage large workloads |  |

**7. In pairs, match 1-8 with a-h to make collocations. Choose three collocations from the list and explain how you would apply them in providing legal assistance.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | To master | a | arguments |
| 2 | To serve | b | capably |
| 3 | To make | c | conclusions |
| 4 | To develop | d | large volumes of data and documents |
| 5 | To evaluate | e | connections among legal authorities |
| 6 | To reach | f | basic knowledge of substantive law |
| 7 | To have | g | mechanical aspects of writing |
| 8 | To manage | h | problem-solving abilities |



**8. Discuss the following questions in pairs.**

1. What is the typical appearance of lawyers? Discuss their dress code and style.

2. Read the following statement and provide your critical analysis. Discuss the implications of stereotypes on the legal profession and the changing perceptions of lawyers' appearances: *There is a stereotype that lawyers are all steady-going and professional and that this means that tattoos and funky hair colours are out of line. But in my experience, that isn’t true anymore. Lawyers come from all genders, all races, and with all kinds of personal styles.*

**9. Compare and contrast different legal specializations in the two pictures. Pay attention to the details in each picture, identifying the roles and responsibilities of lawyers. Explore the advantages and disadvantages associated with each specialization. Think about career growth, work-life balance, impact on society, and any challenges specific to each role. Refer to the provided plan (Appendix 2) to structure your comparison and contrast.**

|  |  |
| --- | --- |
| How To Choose The Right Lawyer: 7 Things To Look For – Pharmin World!! | How to Dress as a Lawyer: Legal Fashion Trends | Expert Legal Review |

**10. Match the types of Soft Skills with their definitions. Discuss the skills that you were able to develop through studying at university. Work with a partner or in small groups to share your experiences. Which skills from the table do you need to improve? Provide examples from your academic studies.**

|  |  |
| --- | --- |
| **TYPES OF SOFT SKILLS** | **DEFINITIONS** |
| 1. Time Management | a. When two or more parties find a peaceful solution to a personal, political, financial, or emotional disagreement among themselves. |
| 2. Leadership | b. Steady persistence in a course of action, a purpose, a state, etc., especially in spite of difficulties, obstacles, or discouragement. |
| 3. Teamwork and Collaboration | c. The analysis of how working hours are spent and the prioritization of tasks in order to maximize personal efficiency in the workplace. |
| 4. Conflict Resolution | d. A cooperative or coordinated effort on the part of a group of persons acting. |
| 5. Perseverance | e. To bind or obligate, as by pledge or assurance. |
| 6. Commitment | f. The ability of an individual or a group of people to guide. |

**11. Work in pairs, choose one of the presentation topics below and include practical examples in your presentation with five slides. Prepare a brief discussion, using Appendix 8.**

1) Overcoming communication barriers

2) Skill of Public Speaking

3) Techniques for managing disagreements

4) Dealing with difficult negotiators

5) Managing emotions in yourself and others

6) Building a productive team environment



**12. Argumentative Essay (100 words).**

Write a concise argumentative essay discussing the significance of critical thinking as one of the most crucial soft skills for a lawyer. Support your argument with specific examples or reasons, highlighting how the application of critical thinking enhances a lawyer's effectiveness in legal practice. Use Appendix 3.

**13. Read the text about communication skills and write a summary of it (5 sentences). Use Appendix 7 to help you.**

**COMMUNICATION SKILLS**

We’re more connected than ever. From messaging apps and instant messages to email and social media, communication is faster and happens across more channels than in decades past. Despite this, many workplace issues can be attributed to the lack of quality internal and external communication.

A whopping 92% of team members surveyed report they often have to repeat information to two or more people within their company. Not only does this problem affect productivity, but it can be incredibly frustrating to have to repeat information.

This communication problem also affects your clients and customers. Over 95% of customers and clients surveyed report their businesses could improve their communication and project management.

Addressing communication in your L&D program is crucial to improving the fluidity of your internal and external communication and improving your clients’ interactions with your company.

"Communication" is a large umbrella, so what aspects do you need to focus on? Indeed cited the following as the top communication skills for employees to improve:

• Active listening

• Assessing the best communication method

• Communicating with friendliness and approachability

• Projecting confidence

• Effective feedback sharing

• Being clear and concise

• Communicating with empathy and respect

• Reading non-verbal cues

• Responding within an appropriate period

Communication seems so basic. So what’s stopping every company from bulging with skilled communicators? The methods they choose to work on communication skills.

Many companies opt-in for a two-hour seminar on communication as an entire concept as their soft skills training, which ends up being ineffective. What's missing that would make developing communication skills more effective?

Pairing real workplace scenarios with short, game-like learning tools like simulations is more engaging, relevant, and can boost the progress of your employee's experience and the effectiveness of your communication skills training.

*Retrieved from* [*https://www.capsim.com/blog/soft-skill-training-topics*](https://www.capsim.com/blog/soft-skill-training-topics)



**14. In pairs, discuss the questions.**

1. What is the difference between hard skills and soft skills?

2. What are hard skills for different professions? Give some examples.

3. In your opinion, which is more challenging to develop: hard skills or soft skills? Share personal experiences or observations to support your viewpoint.

**15. Watch the video “Hard Skills vs. Soft Skills” and decide whether, in your opinion, statements are true or false.**

[*https://www.youtube.com/watch?v=0FFLFcB9xfQ*](https://www.youtube.com/watch?v=0FFLFcB9xfQ)

1. Hard and soft skills are similar, and both are necessary to succeed on the job.

2. Soft skills are specific to certain jobs.

3. Cooking for a chef and coding for a computer programmer are hard skills.

4. The other name for soft skills is people skills.

5. Soft skills are used in specific jobs.

6. Soft skills are easy to learn through training.

7. Soft skills must be developed with others over time in the real world.

8. Hard skills are easy to measure. It means that employers can evaluate you through your education, experience or certifications.

9. Only the first few weeks are needed for employers to get a good idea of your hard skills.

10. If you want to become more hireable, it is enough to have only hard skills.

**16. Work in pairs. Discuss your development skills using the phrases provided. Engage in a conversation with your partner, addressing each aspect:**

1. *Teamwork and Adaptability*. Share a specific experience where you demonstrated strong teamwork and adaptability. What challenges did you face, and how did you contribute to the team's success?

2. *To Measure Your Talent*: Discuss a talent or skill you possess that is important to your academic or career goals. How do you measure your proficiency in this skill, and what steps do you take to enhance it?

3. *To Become Hireable*: Outline your strategies for becoming more hireable in your chosen field. What specific skills or experiences are you working on to make yourself a competitive candidate?



**17. Complete a text with the correct past form of the verb in brackets.**

Skills for success \_\_\_\_\_\_\_\_\_\_ (change) significantly by the time we studied. In the past, to have a successful career, a person \_\_\_\_\_\_\_\_(have) to perform certain tasks efficiently. But last ten years it \_\_\_\_\_\_\_\_\_\_ (be) no longer critical as a lot of work was done by computers and other technology.

Five years ago, workers \_\_\_\_\_\_\_\_\_ (need) excellent written and verbal communication skills. To add value to an organization, an effective employee \_\_\_\_\_\_\_\_\_\_\_\_ (have) to have the ability to quickly discern information from emails, text messages, social media sites, blogs and podcasts.

These communication skills were termed ‘new-media literacy’, and workers \_\_\_\_\_\_\_\_\_\_\_\_\_ (need) to be able to both critically consume and produce communications using these types of media. Also, for ten years they\_\_\_\_\_\_\_\_\_\_ (be) able to adapt to changes by now.

Last century it \_\_\_\_\_\_\_\_\_(be) more important than ever. And if people \_\_\_\_\_\_\_\_\_\_\_\_\_ (be) resistant to change in the past, they could have lost many opportunities to learn something new and develop their skills. What about employees, who possessed a high level of critical thinking skills, they \_\_\_\_\_\_\_\_\_\_ (take) a realistic perspective during the last years.

In conclusion, more and more organisations \_\_\_\_\_\_\_\_\_\_\_ (value) employees who possess decision-making, leadership and problem-solving skills because they were proactive.

*Retrieved from* [*https://tienganhlade.com/ielts/what-is-the-difference-between-required-skills-in-the-past-and-those-at-present/*](https://tienganhlade.com/ielts/what-is-the-difference-between-required-skills-in-the-past-and-those-at-present/)

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| **Unit 3. JOB INTERVIEW** |

**LEAD-IN**

**1. In pairs, discuss the questions.**

1) What do you think of job interviews?

2) What do you do before a job interview?

3) What experience do you have with job interviews?

4) What’s the best way to pass a job interview?

5) What should you wear to a job interview?

6) Why do people get nervous in job interviews?

7) What difficult questions may you have in an interview?

8) Is it important to ask questions in interviews?

**2. Look at the phrases below and try to explain them. Focus on pronouncing these phrases. Make up questions and answer them in small groups.**

Everyone’s input and ideas, new project assignments, company’s products, practices, diversity, to show empathy, mediate conflict, increase my exposure to clients, to emphasize the length of time.

**3. Complete the text with the correct form of the word in brackets.**

Most companies value \_\_\_\_\_ (employ) who arrive on time, use company time \_\_\_\_\_ (efficient) to produce quality work and \_\_\_\_\_ (meeting) deadlines. Demonstrate your \_\_\_\_\_ (reliable) with concrete examples from previous jobs or volunteer opportunities. You may describe the scope of your assigned \_\_\_\_\_ (responsible) on a project or a time when teamwork helped you produce something you are proud of. You could also describe \_\_\_\_\_ (accountable) practices at a previous job and how you met them consistently.

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**4. Work in pairs. Read the questions and find answers to them in the text.**

1. How can you become more informed about a company?

2. Why is the interview a nerve-wracking experience for many applicants?

3. What topics should the applicant cover during the interview?

4. Is it necessary for an applicant to refer to their resume during an interview?

**HOW TO PREPARE FOR A JOB INTERVIEW**

Preparing for an interview, no matter how good the job market may be, is still just as daunting as ever. But even if it’s a job seeker's market, preparing for an interview still means doing your homework, putting in practice and knowing how to answer and ask the right questions.

The first step in any interview process is to do your research. Knowing as much as you can about how the company is run and organized will help you sound more informed. The research will also help you show your interest in that specific employer as well as give you clarity on whether it’s the kind of place you want to work.

Applicants should spend time on the company’s website, learning about what the company sees as its mission and its priorities. The more those work values fit with your own, the better.

What else? Ask yourself what matters to you. It may be inclusivity, flexible hours, a remote environment, a diverse workplace, or simply a place that doesn’t take itself too seriously.

Interviews are nerve-wracking period and selling yourself is a unique challenge. For many, whether you hate being the centre of attention or don’t want to come off as self-aggrandizing, it can be uncomfortable and awkward to talk about yourself.

Be prepared to communicate the value you bring to the team, and use examples to make your point. In interviews, be specific. Show, don’t tell. Share stories that demonstrate your successes. And when talking about a project you completed, explain the impact it had.

When it’s time for the interview, whether it’s via phone, video or in person, keep your resume nearby. If you’re face-to-face, come prepared with multiple copies to share with those you’re meeting. But resist the urge to rely on it. The interviewer has already read your resume, so don’t read it line by line. Instead, focus on bringing what’s on the page to life with anecdotes and examples. The more you practice, the easier this will become.

Every interview and interviewer are different, but a few questions are almost guaranteed to be asked. The one that most often stumps candidates — and that’s also likely to be the first, might seem like the simplest: “Tell me about yourself.” Your answer should be a bit longer than an elevator pitch and go beyond what’s on your resume. But stay on track. This is not the time to detail your run as high school class secretary or a trip to Europe. This question is meant to highlight your story, what motivates you or a special achievement you didn’t have room to include on your resume.

*Retrieved from* [*https://www.forbes.com/sites/emmylucas/2022/05/03/how-to-prepare-for-an-interview-amid-the-great-resignation/?sh=250a3ae12c10*](https://www.forbes.com/sites/emmylucas/2022/05/03/how-to-prepare-for-an-interview-amid-the-great-resignation/?sh=250a3ae12c10)

**5. Read the text again and choose the best answer: a, b or c.**

**1. The reason to research about the company is …**

a. to sound more informed during the interview.

b. to show your interest in the specific employer.

c. both previous answers.

**2. If you have a job interview, you …**

a. don’t need to be nervous.

b. should sell yourself as well as possible.

c. hate being the centre of attention.

**3. It is very important to prepare several copies of the resume because …**

a. interviewer has not read your resume yet.

b. you should share them with the interviewer.

c. you’re talking about yourself and must rely totally on the resume.

**4. The most common question is “Tell me about yourself” and you should …**

a. include information about your special achievement.

b. answer as long as possible.

c. give details about your study at school and university.



**6. Read the text about potential interview questions. Write a summary in 5 sentences, highlighting the main ideas and tips for successful interviews. Use the suggestions from Appendix 7 to guide your summary.**

**POTENTIAL INTERVIEW QUESTIONS**

Technically, not every item is a question; some are statements; but all are intended to prompt you for a response.

Better questions are not those that can be answered with a ”yes” or “no”, but are open-ended questions that invite thoughtful responses. Even if you are asked a question that can be answered with a “yes” or “no”, (e.g. “Are you comfortable with the amount of travel this job involves?”), you can certainly add a word of explanation to back up your answer (e.g., “Yes. I actually look forward to the opportunity to travel and to work with the staff members in some of the other offices”).

The best questions are those that ask you how you behaved in the past because past behaviour is the best predictor of future behaviour.

Not every interviewer will ask you every one of these questions. However, if you are prepared to address these questions, you will leave the impression that you were prepared for your job interview, even if additional questions take you by surprise.

• What are your long-range goals and objectives for the next seven to ten years?

• What are your short-range goals and objectives for the next one to three years?

• How do you plan to achieve your career goals?

• What are the most important rewards you expect in your career?

• Why did you choose the career for which you are preparing?

• What are your strengths, weaknesses, and interests?

• How do you think a friend or professor who knows you well would describe you?

• Describe a situation in which you had to work with a difficult person (another student, co-worker, customer, supervisor, etc.) How did you handle the situation?

• How do you determine or evaluate success?

• In what ways do you think you can make a contribution to our organization?

• Describe a contribution you have made to a project on which you worked.

• What qualities should a successful lawyer possess?

• What two or three accomplishments have given you the most satisfaction? Why?

• Describe your most rewarding college experience.

• Why did you select your college or university?

• What led you to choose your major or field of study?

• What college subjects did you like best? Why?

• What college subjects did you like least? Why?

• Do you think your grades are a good indication of your academic achievement?

• What have you learned from participation in extracurricular activities?

• In what kind of work environment are you most comfortable?

• Describe a situation in which you worked as part of a team. What role did you take on?

• What went well and what didn’t?

• In what part-time or summer jobs have you been most interested? Why?

• How would you describe the ideal job for you following graduation?

• Why did you decide to seek a position with our organization?

• What two or three things would be most important to you in your job?

• What criteria are you using to evaluate the organization for which you hope to work?

• Are you comfortable with the amount of travel this job requires?

• Are you willing to spend at least six months as a trainee?

*Retrieved from* [*https://www.indeed.com/career-advice/interviewing/questions-not-to-ask-an-interviewer*](https://www.indeed.com/career-advice/interviewing/questions-not-to-ask-an-interviewer)

**7. Work in pairs. Choose five questions from the text. Take turns asking and answering the selected questions. Provide relevant examples from your experiences to enhance your responses.**

**8. Read an advertisement and write a letter of application. Use Appendix 5.**

|  |
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| **PART-TIME JOB: STUDENTS-LAWYERS REQUIRED NOW**   * **Got experience or knowledge in law** * **Have a passion to help people** * **Speak English fluently** * **Can work weekdays 2-7 p.m.**   **If you fit this description then our company is for you!**  **We offer great leadership and development opportunities!**  **Send us a CV by 4th November 2022 to Lorain Space Street.** |



**9. Prepare a presentation (5 slides) on common nonverbal mistakes during the job interview. Briefly introduce the importance of nonverbal communication in job interviews, highlight specific nonverbal mistakes job seekers commonly make, and discuss how these mistakes can impact the interviewer's perception.**

**Use Appendix 8 to help you.**

**10. In pairs, discuss the questions. Use phrases from Appendix 9.**

1) When does *work overload* happen?

2) How do you handle work overload?

3) What constitutes work burnout?

**11. Read the text about email overload in the workplace and choose the best option a, b, c or d.**

**EMAIL OVERLOAD**

Recent research (0) \_\_c\_\_\_ that office employees are suffering from a common problem: too many emails. The study, which involved observing the (1) \_\_\_\_\_ of over 40 companies, appears to show that a lot of messages they are now receiving is (2) \_\_\_\_\_ many of them from doing their jobs properly. In some cases, (3) \_\_\_\_\_ to the authors of the report, the negative (4) \_\_\_\_\_ concentration can be as bad as losing a whole sleep at night.

The main problem is that whenever workers receive emails, they feel (5) \_\_\_\_\_ to reply to them immediately. Often the message has nothing at all to (6) \_\_\_\_\_ with the work they are currently involved in, requiring them to focus on a completely different issue until the next email arrives. These constant changes are tiring for the brain and this inevitably (7) \_\_\_\_\_ to poor overall performance.

A lot of employees continue to do this outside working (8) \_\_\_\_\_ checking their emails at home again and again just in (9) \_\_\_\_\_ there are any new messages. Some even do so while they are on holiday.

The solution, say the scientists who (10) \_\_\_\_\_ the survey, is relatively simple. Companies should advise people to check their emails far less often, possibly as (11) \_\_\_\_\_ as three or four times a day, reminding them that not every message needs an instant reply. They could also encourage their employees to relax more, and not (12) \_\_\_\_\_ their work so seriously.

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| --- | --- | --- | --- | --- |
| 0 | a. noticed | b. solved | **c. found** | d. saw |
| 1 | a. crew | b. staff | c. team | d. band |
| 2 | a. delaying | b. opposing | c. preventing | d. interfering |
| 3 | a. agreeing | b. relating | c. depending | d. according |
| 4 | a. effect | b. result | c. reaction | d. product |
| 5 | a. needed | b. ordered | c. commanded | d. obliged |
| 6 | a. see | b. do | c. make | d. go |
| 7 | a. results | b. leads | c. causes | d. creates |
| 8 | a. days | b. terms | c. hours | d. turns |
| 9 | a. case | b. event | c. time | d. fact |
| 10 | a. made up | b. took part | c. carried out | d. filled in |
| 11 | a. few | b. many | c. little | d. much |
| 12 | a. feel | b. take | c. think | d. regard |

*Retrieved from* [*https://brainly.in/question/1270150*](https://brainly.in/question/1270150)

**12. Complete sentences reflecting on the text and then compare them with a partner. Discuss them in pairs.**

*1. Email overload can lead to …..*

Analyse the potential consequences of email overload on productivity, well-being, or work-life balance. Reflect on both professional and personal impacts.

*2. Employees reply to emails not only at work but …..*

Explore how the habit of replying to emails extends beyond the workplace. Consider the implications of this behaviour on personal time, stress levels, or work boundaries.

*3. To manage email overload, you should follow these strategies: …..*

List and discuss effective strategies mentioned in the text for managing email overload. Share personal insights or additional strategies you find practical.

**13. In pairs, take turns to describe what you can see in the photo and answer the questions below.**

1. What elements do you observe in the photo? Provide details about the applicant, employers and any other visible elements.

2. What nonverbal cues do you notice from both the applicant and the employers? Analyse body language, facial expressions and other visible signs.

3. Based on the visual context, what do you think might be happening in the photo? Are there any signs of communication or interaction between the applicant and the employers?





**14. In pairs, discuss the questions.**

1. What skills and strengths can you bring to the position you dream about?

2. Why is time management important for interview skills?

3. How do you manage deadline pressure at university?

4. What questions could an interviewer and applicant ask at a job interview? Discuss five of the most important ones.

**15. Listen to the dialogue between the interviewer and the applicant. Then complete the following questions.**

1. Where did you see\_\_\_\_\_?

2. Have you brought \_\_\_\_\_?

3. Could you tell me a bit about \_\_\_\_?

4. \_\_\_\_\_ relevant \_\_\_\_\_ you have?

5. If you were to be offered \_\_\_\_\_?

6. \_\_\_\_\_ what salary\_\_\_\_\_?

**16. Interviewer and Applicant Role Play.**

Pair up with a partner and prepare a short script for an interview scenario. One student acts as the interviewer, and the other as the applicant. Create five additional interview questions not covered in Exercise 15. Discuss the importance of effective interviewing skills for both an applicant and an interviewer.



**17. Complete the text with the correct form of the verbs in brackets. Use the future forms.**

Next month Maggie 1) \_\_\_\_\_\_\_ (go) to the USA to start her Legal Internship Program which allows individuals to bring new perspectives, innovative ideas, and latest research experiences into the World. The plane 2) \_\_\_\_\_\_\_ (leave) early in the morning and 3) \_\_\_\_\_\_\_ (stop off) at Singapore before flying on to Washington.

It 4) \_\_\_\_\_\_\_ (be) a very long, tiring journey, but Maggie is very excited because this time next month she 5) \_\_\_\_\_\_\_ (begin) her study on the other side of the world. She 6) \_\_\_\_\_\_\_ (stay) in the USA for one month. She has booked her flight, so she 7) \_\_\_\_\_\_\_ (fly) back to the USA on 31st May. She hopes that by the end of the Legal Internship Program she 8) \_\_\_\_\_\_\_ (find out) lots of interesting and important things, 9) \_\_\_\_\_\_\_ (gain) experience of what it is like to work in private practice. Perhaps she also 10) \_\_\_\_\_\_\_ (make) many friends by the time her Legal Internship Program is over.

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| **Unit 4. LEGALESE** |

**LEAD IN**

**1. In pairs, discuss the questions.**

1. What does plain language mean?

2. What are the positive and negative aspects of your language?

3. How would you compare your language to English?

4. What are your thoughts on languages that are dying? Do you believe they should be preserved?

5. Which three languages would you like to speak, and why?

6. How might the world change if there were only one language?

7. What distinguishes a common language from a legal language?

**2. Look at the phrases below and engage in a conversation with your partner, taking turns explaining and discussing each phrase. Focus on pronouncing these phrases.**

Comprehensible language, to be familiar with the context, to decipher legalese, to function effectively in legal situations, to process clearer legal documents, to provide tangible benefits.

**3. Replace the words in bold with the words in the box. Provide a headline for the text.**

|  |
| --- |
| Consent, agreement, people working in the legal sphere, long, ordinary person, weird, release |

Legalese is a pattern of writing that is **lengthy**, obscure, and intelligible only to **lawyers** but not the **man in the street**. Have you seen **a contract** written in legalese before? This is a typical clause.

*“If the Party of the First Part undertakes any act or effort whatsoever to extend such Party’s rights hereunder beyond that reasonably contemplated by the Party of the Second Part under a restrictive interpretation said Party’s understanding of their respective rights, duties, and obligations hereunder, the Party of the Second Part shall, upon provision of prior written notice to the Party of the First Part, be* ***excused*** *from any performance obligations hereunder to the extent that such performance obligations may indicate or* ***express an agreement*** *on the part of the Party of the Second Part to accept such extension of rights.”*

This **strange**, complicated language is called “legalese.”

*Retrieved from https://bregmans.co.za/2019/04/16/legalese-vs-plain-language/*

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**4. In pairs, read the first paragraph of the text and decide whether these statements are true or false, providing reasons.**

1) A unique feature of English-speaking lawyers is using legalese.

2) While legalese is generally difficult to comprehend, ordinary people worldwide can understand legal documents.

**LEGALESE**

Although lawyers come from a variety of backgrounds and do a variety of work, as a profession they often appear rather remote and difficult to understand. Perhaps one reason for this is legalese — the strange and incomprehensible language so many lawyers seem to write and speak. This is not just a feature of English-speaking lawyers. People all over the world complain that they cannot understand court proceedings or legal documents.

Of course, all professions have their jargon. Economists commonly talk about junk bonds (the right to collect a debt that will probably never be repaid); doctors about lacerations (cuts) and contusions (bruises); and English teachers about metalanguage (the words we use to talk about language). The use of some special words can be justified because they refer to matters that are important to a particular profession but not important to most people in everyday life. But sometimes it seems that jargon is a way of creating a mystery about a profession, of distinguishing people on the inside (economists, doctors, teachers) from those on the outside.

In recent times lawyers have made efforts to make their profession less mysterious. After all, their job is supposed to be to clarify matters for the public, not to make them more complicated! This is particularly so in the United States where lawyers openly advertise their services to the public and where special clothes and wigs, still a feature of the English system, have mostly disappeared. But it seems likely that legalese will survive for a long time to come. One reason for this is that old documents and reports of old cases have great importance in law, particularly in common law systems. Another reason is that rewriting laws is a slow and painstaking process. The words must try to cover every eventuality because people are always looking for a legal loophole, a way of avoiding a legal duty by making use of ambiguity or an omission in law. Consequently, if there is an existing law which has worked for a long time, even a law which contains old language in long and complex sentences, it is easier to retain the old law than write a new one. Even when a government draws up a new law it is often guided by the wording of an older law.

But perhaps the main reason that legalese still survives lies in the law itself. Laws are attempts to implement justice, government policy, or just plain common sense. In order to be effective, they must be as unambiguous as possible. Everyday language is often very ambiguous, but this does not matter if we are dealing with familiar situations or talking to people we know. The law, however, has to regulate relations between people who neither know nor trust each other and who are in unfamiliar situations. It is an unfortunate necessity that this sometimes requires complex language which has to be explained by experts [3].

**5. Read the text and choose the correct answer a or b.**

1. Why don’t ordinary people understand documents in the legal sphere?

a. Because it is a strange and incomprehensible language.

b. Because it is a feature of English-speaking lawyers.

2. Can you give two reasons for the use of jargon by professional people?

a. Special words can be justified because they refer to matters that most people are in everyday life, and some words can be a mystery about a profession.

b. Special words can be important to a particular profession, and they can be a way of creating a mystery about a profession.

3. What is the main reason to make the lawyers’ profession less mysterious?

a. Because this job is supposed to include special clothes and wigs.

b. Because this job serves to clarify matters for the public.

4. Why is it likely that legalese will survive for a long time?

a. Rewriting laws is an active process.

b. Old cases have great importance in law.

5. What is easier to retain - the old law or to write a new one?

a. It is easier to retain the old law than write a new one because it has worked for a long time.

b. If an existing law has worked for a long time and it contains old language, it is easier to write a new one.

6. The phrase *Laws must be as unambiguous as possible* means …

a. laws must be clear and precise.

b. laws can be doubtful or uncertain, especially from obscurity.

7. What is the reason that legal language requires to be complex language?

a. The law has to regulate relations between people who don’t trust each other.

b. The law has to regulate relations between people who are in difficult situations.

**6. Complete the sentences expressing your thoughts on legal issues.**

1. Share your perspective on a prevalent issue by completing the sentence: *People all over the world complain that* …..

2. Reflect on the role of legal professionals and their initiatives by completing the sentence: *Lawyers have made efforts to …..*

3. Offer your insights into the process of rewriting laws by completing the sentence: *Rewriting laws is* …..

4. Express your understanding of the purpose of laws by completing the sentence: *Laws are attempts to …..*

5. Discuss your views on simplifying complex language in legal documents by completing the sentence: *Complex language has to …..*



**7. Write an argumentative essay on “What the future holds for legalese”, presenting both the advantages and disadvantages of using legalese. Include in your essay an introduction, at least three well-supported arguments and a conclusion.**  **Use Appendix 3 to help you.**

**8. Write a 150-word summary of the text “'Legalese versus plain language” using the plan provided in Appendix 7. Include key points from the text that highlight the differences between Legalese and plain language. The article can be accessed at *https://sas-space.sas.ac.uk/3751/1/1332-1452-1-SM.pdf*.**

**9. Express your opinion about each statement using one sentence. Make your statement stronger with the phrases:** *I really think…, I strongly believe…, I truly feel…, In my honest opinion….*

1. Legalese helps preserve historical context and provides a sense of continuity in the legal system. That is why it is essential to use this language in the legal field.

2. Law universities teach students how to use legalese because it is very important to become a professional lawyer.

3. Legalese can be simplified to make it more accessible to the general public.

4. It is important to make efforts to educate legal professionals about the importance of using plain language to communicate effectively.



**10. Look at the picture and discuss the questions with a partner. Use a plan from Appendix 1.**

1. Who are the people in the picture, and what are they doing?

2, What emotions or expressions can you see on the faces of the people?

3. Can you speculate on why the people in the picture are dealing with legal paperwork?

4. What message or story does the picture convey to you?

5. How does the picture make you feel, or what thoughts does it evoke about the situation?



*Retrieved from https://imgc.allpostersimages.com/img/posters/yes-peters-it-is-just-legalese-it-s-all-just-legalese-we-re-a-law-fir-new-yorker-cartoon\_u-L-POJJMO0.jpg?artHeight=350&artPerspective=n&artWidth=550&background=fbfbfb*

**11. Prepare a presentation on Legalese (5 Slides). Follow the instructions below.**

1. Define Legalese clearly and highlight the characteristics that distinguish it from everyday language.

2. Provide specific examples of sentences or phrases commonly found in legal documents.

3. Be prepared to discuss your findings and engage in a constructive conversation about Legalese.

4. Use a plan and phrases from Appendix 8.



**12. Choose the correct answer a or b. Then compare your answers with a partner.**

1. C*onfusing language* means that it is …

a. not easy to understand because it is complicated.

b. simple and understandable language.

2. Ambiguity in language …

a. makes a speech or written text open to one interpretation.

b. leads to many misunderstandings.

3. Lawyers use Legalese …

a. to intentionally confuse people.

b. to make legal documents precise and eliminate ambiguity.

**13.** **Watch the video about Legalese and decide whether these statements are true or false.**

*https://www.youtube.com/watch?v=Gq0fWEWMf3Y*

1. The main feature of Legalese is that this language includes terms in Latin, old-fashioned words, and long sentences.

2. The Cambridge Dictionary defines Legalese as a complex language used by lawyers and challenging for ordinary people.

3. Making legal documents precise, with no ambiguity, is the main reason why legalese is so complicated.

4. Learning the language of law can help make you a better English speaker but may not necessarily help you understand your rights.

**14. Watch the video about Legalese again and choose two correct answers for each point.**

1. Legalese can be confusing because …

a. sentences are very long.

b. there aren’t enough old-fashioned words.

c. sentences often include Latin terms.

2. We suggest you learn a few key phrases because …

a. it can help make you a better English speaker.

b. it will help you understand your rights.

c. it will make you a better English lawyer.

**15. Find and present a few key phrases of Legalese. Discuss with a partner whether you consider that learning Legalese is beneficial for a person who is not in the legal profession.**



**16. Complete the text with the correct form of the verb in brackets.**

Legalese 1. \_\_\_\_\_\_\_ (be) a technical form of writing often used by lawyers and members of the legal community. At this time next week, you 2. \_\_\_\_\_\_\_ (discuss) words and expressions typically used in legal documents that most people find difficult.

Businesses 3. \_\_\_\_\_\_\_ (use) this type of language in the nearest future with the hope that it 4. \_\_\_\_\_\_\_ (make) their policies more legally sound and professional.

Why is legalese bad? Legalese negatively 5. \_\_\_\_\_\_\_ (affect) customer relationships in past. If customers 6. \_\_\_\_\_\_\_ (see) overly formal legal language in your business policies, they 7. \_\_\_\_\_\_\_ (feel) confused, offended, or suspicious. So, all of these feelings 8. \_\_\_\_\_\_\_ (make) customers less inclined by the time they 9. \_\_\_\_\_ (make) a purchase.

On the other hand, recently clear and plain language 10. \_\_\_\_\_\_\_ (allow) customers without legal know-how to feel at ease with your business.

**Mini dictionary**

**LAW CAREERS**

Accused of a crime звинувачувати, висувати обвинувачення

Amnesty International всесвітня правозахисна організація, Міжнародна Амністія

To commit a crime вчиняти, скоювати злочин

Criminal prosecution кримінальне переслідування

Damages відшкодовування збитків

To enable уповноважувати

To ensure забезпечувати, гарантувати

Entitled який має право

To face постати (перед обвинуваченням)

Insurance provisions норми, положення про страхування

To investigate розслідувати

Libel matter справи про наклеп

Mental state психічний стан

Murder вбивство (тяжке або навмисне)

To murder вбивати, скоювати вбивство

To represent представляти, бути представленим

Strike off позбавляти адвокатської практики

To sue подавати позов, скаргу

To suspend відстороняти від практики (адвоката)

Attorney уповноважений, повірений у справах

Articled clerk помічник адвоката

To argue a case обговорювати обставини справи

Bar Final Examination екзамен на звання адвокату найвищого рангу

Barrister адвокат найвищого рангу, який має право виступу у суді

Solicitor адвокат - консультант, солісітор

Draw up a will укладати заповіт

Investigation розслідування

Judiciary судді

Law Society Final адвокацький іспит

Legal affairs правові питання

Legal matters правові питання

Litigation позов, судовий спір

Magistrate мировий суддя

Procedure судовий процес

Prosecution обвинувачення

Prosecutor прокурор

Recorder мировий суддя з юрисдикцією з кримінальних та цивільних справ

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| **MODULE 2**  **EMPLOYMENT LAW** |

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| **Unit 5**  **HISTORY OF EMPLOYMENT LAW** |

**LEAD-IN**

**1. In pairs, discuss the questions.**

1. How would you delineate poverty, considering economic, social, and cultural factors?

2. How does unemployment influence the level of poverty?

3. Why do so many people live below the poverty line?

4. What kind of poverty exists in your country?

5. Is it possible for the world to make poverty disappear?

6. What do you think of people who buy expensive brands when so much poverty exists worldwide?

7. Aristotle said: “Poverty is the parent of revolution and crime”. What do you think about this statement?

**2.** **Look at the words and phrases below. Explain each term in your own words, emphasizing correct pronunciation. Make up sentences using each term.**

Legislation, master-slave relationships, negotiating power, labour injunction, and racial segregation, to take collective action.

**3. Complete the text with the words in the box.**

|  |
| --- |
| discrimination, overworked, living,  appropriate, employees |

Employment laws are in place to not only protect employers, but also \_\_\_\_\_, and are vital to protecting a country’s standard of \_\_\_\_\_ for all citizens. While most countries have their own versions of laws, most standards address the following: \_\_\_\_\_ employees, the placement of employees in unhealthy or dangerous environments, \_\_\_\_\_ compensation if an employee is rendered unable to work. Some countries extend this coverage to protect their employees from \_\_\_\_\_.

****

**4. Work in pairs. Read the first paragraph of the text. Which sentence describes best what it is about?**

a. All reasons for the emergence of employment law.

b. The industrialization of Western countries influenced the beginning of the employment law.

c. Consumer law versus employment law.

**HISTORY OF EMPLOYMENT LAW**

Like consumer law, employment law is a very large topic in which the principles of tort and contract have been greatly added to by specific legislation. The history of employment law begins with the industrialization of Western countries in the 19th century. Before industrialization, most people worked on the land or in some craft connected with agriculture. They tended to work for the same employer in the same place most of their life. Employment rights depended upon paternalistic employers and informal agreements. Many employees were in a very weak position because part of their wages was paid in the form of food and accommodation. Although there were peasant movements that succeeded in improving conditions, over 1,000 of them in Tokugawa Japan, for example, few of them led to legislation or outlasted the protest in question.

Industrialization brought large numbers of workers together in the same workplace. Recognizing their strength in times of economic expansion and their weakness during depressions, they began to organize themselves more systematically than farm workers. In response, governments began to see a need for legislation in order to standardize rights and conditions. Laws were passed to recognize and also limit the right of workers to strike. Other legislation dealt with health and safety in the workplace, and limits upon working hours and ages. Toward the end of the century, Germany and other countries developed systems of insurance to protect workers during sickness, unemployment and retirement.

The 20th century has seen a great increase in the details of such legislation. Although employees' rights seem to have expanded during labour shortages (as in present-day Japan) and contracted in times of unemployment, there has been a steady increase in the areas of employment that the law has come to regulate. Most of the richer countries now have legislation that guarantees a minimum wage for all workers; prevents employees from being dismissed without some reason, period of advance notice, or compensation; and requires employers to give their employees a written statement of the main term of their employment contract, In the last twenty years, many countries have also passed laws to ensure that men and women are given equal opportunities to do the same work in the same conditions [3].

*.*

**5. Read the text again and choose two correct answers to each question.**

1. What were Employment rights like before industrialization?

a. All employees were paid in the form of food and accommodation.

b. Most people worked in the sphere of agriculture.

c. People usually worked for the same employer most of their life.

1. Were there any workers’ protests to improve their work conditions?

a. There were peasant movements that successfully improved workers’ conditions.

b. Over 1,000 peasant movements were in Japan.

c. Some Japanese peasant movements led to legislation to improve workers’ conditions.

1. What were the effects of industrialization?

a. Industrialization gathered a lot of workers together in the same workplace.

b. Governments began to organize workers more systematically than farm workers.

c. Governments recognized workers’ strength during economic expansion.

1. What kinds of laws were passed?

a. Law on limits upon working hours and ages.

b. The right of workers to strike was recognized, and it wasn’t limited.

c. Legislation dealt with workers’ health and safety in the workplace.

1. Describe new legislation in the most developed countries.

a. Laws were passed to prevent employees from being dismissed without some reason or compensation.

b. All rich countries have legislation that guarantees a minimum wage for all workers.

c. Many countries passed laws on equal rights of men and women, including employment, work and pay.

**6. Match 1-5 with a-e to make collocations and provide synonyms or related terms for these collocations.**

|  |  |
| --- | --- |
| 1. research | a. employers |
| 2. to pass | b. expansion |
| 3. developed | c. the protests |
| 4. paternalistic | d. systems of insurance |
| 5. economic | e. laws |



**7. In pairs, discuss the questions below. Use phrases from Appendix 9.**

1. Identify and discuss common forms of employment discrimination. What are some examples that individuals might encounter in the workplace?

2. What is the definition of bias? Can you give some examples?

**8. Read the key grounds on which bias in employment is specifically outlawed, then link the ground to its description.**

***Grounds:***

1. race

2. sex

3. religion

4. colour

5. national origin

6. physical disability

7. age

8. pregnancy

9. childbirth

10. medical conditions related to childbirth

11. sexual orientation.

***Description:***

a. Where the job applicant will give birth shortly.

b. Where the candidate comes from a country in the developing world.

С. Where the person is over 40.

d. Where the employee is homosexual.

e. Where the prospective employee is a woman.

f. Where the employee has a young family.

g. Where the employee belongs to a lesser-known sect.

h. Where the applicant is dark-skinned,

i. Where the employee has been sick as a result of pregnancy.

j. Where the applicant has a bodily handicap but will still be able to perform the job.

k. Where the candidate is non-European [1].

**9.** **Work in pairs. Read the list of biases below and select one to discuss. Define the selected bias in the context of employment and share examples illustrating how the bias might manifest in the workplace. Explore the potential impact of the bias on individuals and the work environment. Discuss ways to prevent this specific bias. Use phrases from Appendix 9.**

Hiring

Promotion

Termination

Compensation

Job assignment

Various types of harassment

**10. Prepare a presentation with 5 slides “How to prevent Workplace Discrimination”. Include information about the importance of preventive strategies and anti-discrimination laws in the workplace. Discuss the positive impact on workplace culture. Use Appendix 8.**



**11. Summarise the text 'Employment Law in Ukraine' in 100 words. Refer to the provided link (*https://www.contactukraine.com/business-laws/ukraine-employment-law-guide*) for the required information. Include key points: employment options, tax implications, requirements for employment and types of employment agreements. Use Appendix 7 in your summary.**

**12. Write an argumentative essay in 100 words, including information from Appendix 3. Focus on gender equity in the workplace, addressing aspects like salary, promotions, underrepresentation in top leadership and profession types.**

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| ***Gender Bias in the***  ***Workplace*** |

**13. Work in pairs and answer the questions:**

1. Can you provide an example of workplace discrimination?

2. How would you handle unfairness at work?

3. What are the signs or characteristics that indicate a work environment is toxic?

4. Have you ever experienced discrimination at work in Ukraine? Do you think women in Ukraine face job discrimination?

**14. Read the article about discrimination in the workplace and choose the best option a, b, c, or d.**

**OVERWEIGHT, UNDERPAID**

Racial, sexual, and age discrimination are outlawed. Are sizeism and lookism the last prejudices?

Sonya is heavily overweight and used to what she describes as “fatism” from the general public. But she hadn't expected her obesity to affect her career prospects. 'I knew the moment I turned up to my last job interview that my chances were low,' she says. "When I met my two interviewers, I knew I'd lost immediately because of the way they looked at me. The most upsetting thing was that the telephone conversation I'd had with one of them beforehand suggested I had all the skills and experience necessary and the interview was just a formality.'

'Lookism' is the latest discrimination to hit the workplace, according to the law firm, Eversheds. Victims of the trend are judged by employers on aspects of their appearance ranging from weight to clothing and from hairstyle to body piercing. Some are turned down for jobs, others miss out on promotions. The latest research has revealed a culture of appearance discrimination sweeping businesses across the world. A staggering 16% of Americans believe they have been discriminated against because of the way they look and 33% believe that those who are more physically attractive are more likely to get promoted.

Discrimination claims involving alleged lookism are surging in the US. There are only two states of America that have specific laws against appearance discrimination. In other states, lawyers are turning to discrimination laws relating to issues like gender, race and disability. So, if someone is overweight because of a clinical problem, they can claim disability discrimination.

There are examples of lookism issues already arising in the UK as well. A couple of years ago, Fitness First received widespread criticism after a leaked email claimed that larger employees did not fit the firm's image. In the UK, we don't have any laws against appearance discrimination, but Ms Emma Harris, an associate at Eversheds, believes it won't be long before we do. 'I think it's only a matter of time before some kind of beauty bias legislation comes into play,' she says. In the meantime, victims of lookism are, like most Americans, relying on sex, race and disability discrimination. Among the British who have been successful in an indirect discrimination claim are Matthew Thompson, who last year argued that he had suffered sexual discrimination because he was forced to wear a tie while his female colleagues weren't, and a man who was made to cut his long hair by his employers

*Retrieved from* [*https://vseosvita.ua/test/reading-practice-3272600.html*](https://vseosvita.ua/test/reading-practice-3272600.html)

1. Before her last job interview, Sonya …..

a. had thought the interview would be some formalities.

b. had expected difficulties getting the job.

c. had never felt discriminated against.

d. had not even thought about how overweight she was.

2. During the interview …..

a. the interviewers were surprised at her skills.

b. Sonya was astonished that there were two interviewers.

c. Sonya didn't like the way the interviewers looked at her.

d. she understood she wouldn't get a job.

3. Lookism …..

a. is a reason why you can’t sometimes get a promotion.

b. is discrimination based on physical appearance and it is limited to job applicants.

c. only affects overweight people.

d. is an old notion.

4 In the USA …..

a. gender, race and disability are more widespread than lookism.

b. lookism is forbidden in all states.

c. there are more and more cases related to lookism.

d. lawyers can’t help people who claim appearance discrimination in many

states.

5 In the UK …..

a. public is indifferent to lookism.

b. victims of lookism are not successful in claiming their rights.

c. there have not been any cases related to lookism.

d. laws against appearance discrimination will be expected soon.

**15. Revised critical thinking essay.**

After reading the text on "Overweight, Underpaid," critically analyse the implications of lookism and appearance discrimination in the workplace. Use information from the text, your own experiences and additional research to support your critical analysis. In an essay (200 words), include the following: consider how such discrimination might affect job satisfaction, mental health and overall well-being. Reflect on the absence of specific laws against appearance discrimination in some regions. Use Appendix 3.



**16. In pairs, discuss these questions.**

1. What is a labour union, and what is its main mission?

2. Why do workers find significant advantages in joining a labour union? Share your thoughts.

3. Can you think of historical examples where labour unions played a crucial role in improving working conditions?

4. Are there any potential drawbacks or challenges associated with being a member of a labour union?

**17. Work in pairs to describe a photo.**

Look at the photo of a group of people holding posters. In 50 words,describe the scene with phrases such as "labour for long hours," "to advocate for workers’ rights," "security for old age and unemployment," using the plan and useful phrases provided in Appendix 1. Analyse the importance of collective action and labour movements. Discuss their impact on advocating for improved working conditions and social security.



**18.** **Watch a video (up to 2:05) on the history of labour law using the provided link: *https://www.youtube.com/watch?v=iEeW64FfjMw*. Divide this passage into two parts and give each part a heading.**

**19**. **Watch the video (up to 2:05) again. First, read the information below, then match the information in column A with column B. Pay attention to specific details that align with the information in each column. After matching, discuss the significance of the matched pairs in the context of the history of labour law with your partner.**

|  |  |  |  |
| --- | --- | --- | --- |
| A | | B | |
| 1 | Labour unions go back as far as the….. | A | 100,000 |
| 2 | In ….. the state and federal governments took a position against organized labour. | B | 20 |
| 3 | ….. industrial workers lost their lives from unsafe conditions and workplace accidents. | C | 35,000 |
| 4 | By the turn of the 20th century, an estimated …… workers were going on strike each year. | D | 70 |
| 5 | Unregulated child labour, unlivable wages and work weeks that commonly exceeded ….. hours. | E | 1700 |
| 6 | An employer-employee conflict was a major issue in American life in the ….. century. | F | 19 and 20 |



**20. Put the verbs into the correct form using passive voice.**

The area of law 1. \_\_\_\_\_\_\_ (known) as employment law and every aspect of the employer-employee relationship 2. \_\_\_\_\_\_\_ (include). Workplace safety, wages, pensions and unemployment compensation 3. \_\_\_\_\_\_\_ (cover) all aspects of employment law now. Employment 4. \_\_\_\_\_\_\_ (identify) by a wide range of laws and their understanding can help you gain insight into your rights as an employee.

The relationship between an employee and their employer 5. \_\_\_\_\_\_ (govern) by the employment section of laws recently, it 6. \_\_\_\_\_\_\_ (include) the rights and responsibilities of both parties. At present, it is helping to ensure that a workplace is safe and appropriate to work in, the hours 7. \_\_\_\_\_\_\_ (rule) so that an employee can work and the wages 8. \_\_\_\_\_\_\_ (determine). Due to how extensive employment law is, in the past, it 9. \_\_\_\_\_\_\_ (often /divide) into different areas, such as workplace safety, wages, benefits, family and medical leave, unemployment and workplace conduct.

*Retrieved from https://www.indeed.com/career-advice/finding-a-job/what-is-employment-law*

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| **Unit 6 EMPLOYMENT RIGHTS** |

**LEAD-IN**

**1. In pairs, discuss the questions.**

1. What human rights do you know about?

2. What do you know about the Universal Declaration of Human Rights?

3. What human right is the most important?

4. Should people visit countries with bad human rights records?

5. How can the world make sure human rights are protected?

6. How would the world differ if all human rights were respected?

7. What is the difference between human rights and employment rights?

**2. Look at the phrases below and try to explain them, focusing on the pronunciation of these workplace-related terms. Discuss the meaning of each phrase and how they are applicable in the context of combating discrimination in a professional setting.**

To report discrimination, to participate in a discrimination investigation, to oppose discrimination, to threaten to file a discrimination complaint, to be legally protected from termination, to consider court action, and to enforce obstacles in the workplace.

**3. Complete the text about employment rights with one word in each gap.**

**Employees have a right to:**

* Not be 1. \_\_\_\_\_ against because of race, colour, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age (40 or older) or genetic information (including family medical history).
* Receive equal pay for equal 2. \_\_\_\_\_.
* Receive reasonable accommodations that are needed because of their medical condition or religious beliefs, if required by 3. \_\_\_\_\_.
* Expect that any medical information or genetic information that they share with their employer will be kept 4. \_\_\_\_\_.
* Report discrimination, participate in a discrimination investigation or lawsuit, or oppose discrimination, without being 5. \_\_\_\_\_ for doing so.

****

**4. Work in pairs. Read the text and decide if the following statements are true or false. Support your decision with the information from the text.**

1. The new law requiring a written summary of employees’ work conditions has been recently passed.

2. Men over 65 and women over 60 have the right to compensation for redundancy.

**Text 1 EMPLOYMENT RIGHTS**

English law makes a clear distinction between employees and self-employed people. In general, employees have far more legal rights because they are thought to be in a weaker economic position than the self-employed.

For example, the 1978 Employment Protection (Consolidation) Act requires that employees be given a written summary of their conditions of work; it provides that employees be given at least a week's notice if employment is to be ended; and it gives employees the right to compensation if they are dismissed unfairly or made redundant (dismissed because there is no longer any suitable work). This Act also gives women the right to time off in order to have a baby and the right to return to work within a certain period after having the baby.

The application of these rights, however, depends upon the circumstances of employment. For example, people who work part-time (under 16 hours a week) have little protection. Men over 65 and women over 60 are not entitled to compensation for redundancy. The Unfair Dismissal Tribunal sometimes rules that it is fair for an employer to dismiss a sick employee, especially if the employer has a small business. Companies employing fewer than five people do not have to re-employ a woman who leaves to have a baby.

Other English legislation, such as the 1970 Equal Pay Act, the 1976 Race Relations Act, and the 1975 and 1986 Sex Discrimination Acts, attempts to ensure equality of opportunity for employees and job applicants whatever their race or sex. People complaining of discrimination have the right to take their case to an industrial tribunal [3].

**5. Work in pairs. Take turns answering the questions.**

1. How does English law distinguish between employees and self-employed individuals?

2. What information is typically included in the written summary of employees' conditions of work?

3. Are there any restrictions or limitations on the rights to compensation mentioned in the text?

4. If given the chance, which rules or limits on compensation rights would you consider changing, and why?

5. In case of dissatisfaction with their rights, which court can individuals turn to?

**6. Read the text and create your heading based on the content. Then, discuss it with your partner and choose which is better. Provide reasoning for your choice.**

**Text 2 MISTAKEN BELIEFS ABOUT EMPLOYMENT RIGHTS**

The world of work is a complicated one, and so are the employment laws that govern it. The grey area between right and wrong when it comes to employee rights means that many team members and bosses are confused. Can employees talk about their earnings without getting fired? Are employers required to provide breaks? Many people think they know the answers to these common questions, but they're perpetuating myths. Here are several mistaken beliefs and the truth about them so you'll be able to take off your work rights blindfold.

*Myth 1: Discussing pay with colleagues is forbidden*. The National Labor Relations Act allows you to freely discuss your wages and working conditions with co-workers. In addition, employers can't require you to sign a confidentiality agreement or discipline you for telling your co-workers how much you make.

*Myth 2:* *Employers don't have to pay unapproved overtime*. The Fair Labor Standards Act says 40 hours per week is the maximum an hourly non-exempt employee can work before receiving overtime pay. Your practice might ask that you get overtime pre-approved. But if you work more than 40 hours—authorized or not—your practice must pay you for your extra time at 1.5 times your regular hourly wage.

*Myth 3: You can't look at your employee file.* Most states in the USA allow you some access to your file if you have a legitimate business need to view it, such as when you're applying for another job and want to know what will come up in a reference check. You may be required to make the request in writing, pay for any copies, or view your file in the presence of a manager.

*Retrieved from https://www.dvm360.com/view/5-facts-about-employee-rights*

**7. Read the text again and decide whether the following statements are true or false based on the information provided.**

1. Employment laws govern the world of work because there are a lot of grey areas in it.

2. Employers can discuss their wages with colleagues, but they are required to sign a confidentiality agreement about it.

3. If you work over 40 hours, your employer must pay you for overtime.

4. There are no obstacles to viewing your employee file.

**8. Match legal terms to create collocations. Then, take part in role-playing activities to act out short conversations or situations using the relevant legal terms.**

|  |  |
| --- | --- |
| 1. to perpetuate | a. wages |
| 2. mistaken | b. access |
| 3. to discuss | c. beliefs |
| 4. to sign | d. myths |
| 5. receiving | e. confidentiality agreement |
| 6. to allow | f. overtime pay |



**9. Critical thinking writing task.**

Look at the picture illustrating various human rights. Critically analyse each right, considering its significance in the broader context of social justice. Identify and prioritise the human right that, in your view, holds the utmost importance. Write a short paragraph (50 words) explaining why you have chosen a specific human right. Use critical thinking and provide examples from your own experience to highlight why this right is crucial.



*Retrieved from https://www.coe.int/documents/6827565/67014029/0/51212efd-8bce-f63c-330f-4603d1dae7a6*

**10. Read an advertisement about what it means to be a good citizen for students. Express your ideas in writing by composing a 100-word essay on the topic. Write your opinion about the essential aspects of being a good citizen, discussing each point mentioned. Support your opinion with arguments and examples from your own experience. Use Appendix 3 to structure your ideas.**

|  |
| --- |
| **What does it mean to be a good citizen for students?**   * Follow rules and laws * Respect others * To be a volunteer * Other activities |



**11. Read information on employment rights and responsibilities, focusing on the five fundamental areas. Choose one area of rights from the list that you find particularly important or interesting. Create a poster that highlights key information about the chosen area, including essential details such as rights and responsibilities, and any relevant statistics or facts.**

It is important to be aware of employment rights and responsibilities. Both employers and employees have rights and responsibilities at work. Understanding your rights will stop you from being mistreated or missing out on what you are entitled to. If you understand your responsibilities, then you and your employer know what to expect from each other. There are five areas of fundamental rights:

|  |
| --- |
| 1. the national minimum wage 2. sick leave and pay 3. holiday leave and pay 4. part-time rights 5. agency workers’ rights |

**12. Prepare a presentation on “Part-time workers’ rights for employment” with five slides, including information in the box. To enhance the presentation, use a plan and phrases from Appendix 8.**

|  |
| --- |
| Defining part-time employment  Part-time workers' rights  Minimum wage, working hours, and benefits  Challenges in part-time employment  Importance of legal protections for part-time workers |



**13. In pairs, discuss the questions.**

1. What does incurable disease mean?

2. What is euthanasia in simple words?

3. Should people have the right to die?

4. Are there any alternative options or approaches to addressing suffering at the end of life?

5. What do you know about the legal regulation of euthanasia in European countries and Ukraine?

**14. Read the following phrases. Add some more words or phrases connected with euthanasia to the list below. Then use the phrases in developing arguments either supporting or opposing the legalisation of euthanasia.**

nerve cells, spinal cord, become a vegetable, take a deadly mixture of drugs, stay alive on a life support machine, patient's wishes, dignified death.

**15. Listen to the story about Keoni Tabido and choose the right answer a, b or c.**

**1. Mr Tabido has planned …..**

a. his own life.

b. his final hours.

c. to take drugs.

**2. Mr Tabido is …..**

a. 33 years old.

b. a successful worker.

c. has a lot of money but doesn’t enjoy his life.

**3. Mr. Tabido has a disease that …..**

a. kills his brain.

b. can paralyze his body in the future.

c. makes him suffer from painful swallowing.

**4. He decided to kill himself because …..**

a. doesn’t want to stay alive on a life support machine.

b. has just bought a coffin.

c. he has already told his family about his plan.

**5. The country where he lives …..**

a. doesn’t let help people die if they want to do it.

b. has a law to put him in prison for his decision.

c. only some doctors have a right to help him legally.

**6. He has a chance to die at will because …..**

a. a lot of doctors are not afraid to be punished.

b. doctors are going to show him how to inject himself.

c. doctors gave him the drugs.

**16. Critical thinking task.**

Discuss alternative perspectives on Mr. Tabido's decision. What might be the viewpoints of his family, friends, or healthcare professionals? How do cultural or religious beliefs impact the interpretation of his choice? Support your ideas with reasoning or evidence. After discussing, present your ideas to the class.



**17. Rewrite the sentences using personal and impersonal passive constructions.**

1. It is known that workers’ rights at the international level are laid out in several human rights conventions and treaties including the Universal Declaration on Human Rights.

*Workers’ rights* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. It was thought that your employer is a public authority.

*Your employer* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. It is reported that the government has reached a decision about the breach of human rights.

*The government* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. She is expected to want to take legal action.

*It* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. They were reported to have the right to some privacy in the workplace.

*It* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. It is believed that human rights protect you in your everyday life regardless of who you are, where you live and how you choose to live.

*Human rights* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. He is known to violate your human rights.

*It* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. The law is thought to forbid discrimination in any facet of employment, including hiring, firing, pay and job assignments.

*It* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |
| --- |
| **Unit 7 EMPLOYMENT LAW WORLDWIDE** |

**LEAD-IN**

**1. In pairs, discuss the questions.**

1. What are the most significant social issues affecting your country today?

2. What are the newest social issues to arise in your country?

3. Are you directly affected by any social issues?

4. What social issues has the war on terror brought to your country?

5. Is your government good at dealing with and tackling social issues?

6. Which social issues affect the whole world?

7. Do social issues ever affect rich people, or are they simply poor people’s problems?

**2. Look at the phrases below, discuss their meaning with a partner, emphasizing clear and effective pronunciation. Swap roles to practice both speaking and listening and make up sentences using each phrase.**

Public affairs, a resource-efficient and competitive economy, to monitor implementation, to foster economic cooperation, common market, legislative initiative.

**3. Complete the text with the correct form of the words in brackets.**

What is a strike for workers? Strike, collective refusal by employees to work under the conditions required by \_\_\_\_\_\_\_ (to employ). Strikes arise for some reasons, though principally in response to \_\_\_\_\_\_\_\_ (economic) conditions or labour practices. So, strikes can occur because of the following reasons: \_\_\_\_\_\_\_ (satisfy) with company policy, salary and incentive problems, increment not up to the mark, wrongful \_\_\_\_\_\_\_\_\_\_\_ (charge) or dismissal of workmen, withdrawal of any concession or \_\_\_\_\_\_\_\_\_\_\_ (privileged), hours of work and rest intervals, leaves with wages and holidays.

****

**4. Read the text about employment law in the EC, decide whether these statements are true or false and explain your opinion.**

1. One of the issues of a single labour market in the EC is to standardize minimum wage.

2. The right to strike was standardized in the EC.

**Text 1 EC EMPLOYMENT LAW**

Since there is supposed to be a single labour market in the EC there have been many attempts to harmonize employment rights among member states. One of the many questions still to be agreed on is whether there should be a standard minimum wage. Supporters argue that low-paid workers would be better protected if all employers had to pay a minimum hourly rate. But opponents say that this would put too much pressure on small businesses and discourage them from creating new jobs.

Sunday trading is another issue dividing the EC. Although many European countries allow businesses to open every day of the week, the 1950 Shops Act limits Sunday trading in Britain partly for religious reasons, and partly to ensure that shopworkers get at least one day's holiday a week. But the rules are complicated and out of date. Stores can sell whiskey, for example, but not coffee; magazines but not books; lightbulbs for cars but not for houses. Some fish and chip shops can sell many kinds of takeaway food on Sundays, but not fish and chips. B & Q, a large D-I-Y business, has claimed that the 1950 Act restricts imports from other EC countries and, therefore, breaks Article 30 of the Treaty of Rome.

The right to strike was one of the first employment rights to be recognized by law, yet the specific rules have varied from time to time and from country to country. Since the 1984 Trade Union Act, all strikes in Britain must be supported by a majority vote of the workers in a secret ballot. Technically, strike action still constitutes a breach of an employee's contract of employment. Indeed in 1976 when Grunwick, a London film-processing firm, dismissed all its striking workers, the workers lost their claim in an industrial tribunal for unfair dismissal.

However, employers are unlikely to dismiss workers who are all backed by a trade union. When Britain had a high record of strikes in the 1970s, it was sometimes said that there were too many different unions inside each company—one to represent each kind of job. Recently there has been a trend towards adopting single-union agreements whether it is legal for an employer to decide which union a worker is to join [3].

**5. In pairs, discuss the questions about the EC law.**

1. What is a single labour market?

2. Did the EC single labour market address all issues?

3. Can businesses in European countries operate every day during the week?

4. When is it possible to arrange a strike in Britain?

5. Provide your analysis or comment on the following statement: *Indeed, in 1976 when Grunwick, a London film-processing firm, dismissed all its striking workers, the workers lost their claim in an industrial tribunal for unfair dismissal.*

6. Why are employers unlikely to dismiss workers backed by a trade union?

**6. Match 1-5 with a-e to create collocations. Find real-world examples of where these collocations are relevant. Present your findings to the class.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | out of date | а | vote |
| 2 | low-paid | b | tribunal |
| 3 | a majority | c | rule |
| 4 | industrial | d | workers |
| 5 | strike | e | action |

**7. Complete the following sentences with your own ideas. Express your opinion or ideas based on your understanding of employment-related issues.**

1. Supporters argue that low-paid workers……

2. Rules are complicated and out of date that is why …..

3. It was decided to restrict imports from …..

4. ….. is recognized by law …..

5. …..was supported by a majority vote….

6. Strike action constitutes a breach of an employee's contract …..

7. ….. lost their claim in an industrial tribunal …..

**8. Read the text about employment law in Japan. In pairs, decide whether the statements are true or false. What information from the text helped you prove your idea?**

**Text 2 EMPLOYMENT LAW IN JAPAN**

There are fewer employment laws in Japan than in many Western countries. Few workers are given clear job descriptions or written contracts and it is unusual for an employee to take legal action against his employer.

It seems to be the case that workers have to work very long hours and often do not ask for overtime payment. Despite the current labour shortage, which has encouraged employers to lure women to do more responsible and better-paid work than before, very few women enjoy equal employment opportunities.

In addition, many jobs remain closed to workers of non-Japanese origin, even those who have lived all their lives in Japan. On the other hand, Japanese workers enjoy more security than many employees in Western countries. Once hired, they are unlikely to be dismissed. Insurance benefits and recreational facilities are usually made available to them by their companies, and many workers are able to live in big cities only because their employers provide low-cost accommodation for them.

One legal development in Japan which has yet to spread to the Western countries is lawsuits against the employers of workers who had died of *karoushi.* It isnot a specific accident in the workplace or industrial-related disease, but a general stress brought about by overwork. In 1992, the widow of a Mitsui Company employee was awarded 30 million in compensation after a court learned that her husband had been spending 103 days a year away from home on stressful business trips before his sudden death [3].

1. Workers in Japan are accustomed to taking legal action against their employers.

2. Workers have to work very long hours and never ask for overtime payment.

3. Equal opportunities exist for both men and women in their workplaces in Japan.

4. Japanese employees have more job security than many workers in the West.

5. Japanese employees usually cannot be dismissed.

6. Many Japanese workers live in big cities because they earn enough money to cover their accommodation expenses.

7. One of the most common lawsuits in Japan involves legal actions against the employers of workers who died of karoshi.

8. Karoshi refers to a specific workplace accident or an industrial-related disease.

**9. Read the sentences and choose the correct option. There are two correct alternatives in some sentences.**

1. Migrants not only filled labour **gaps/shortages** and worked all hours but also brought vital growth.

2. A rival firm **lured/enticed** him away.

3. Buying life **insurance/contract** protects your children from devastating financial losses

4. It is essential for our region to create conditions for the restoration of health and recreational **acts/facilities**.

5. You may find **low-cost/low-priced** accommodation in an area but that depends on luck.



**10. Prepare a presentation “Employment culture in Japan and Ukraine: the main differences” with five slides. Include key differences in employment culture, share real-life examples of employment culture in both countries and use quotes or cultural symbols that capture the essence of each country's employment culture. Use the information in Appendix 8 to support your points.**

**11. Role play in groups.**

Take part in a role-playing game where you simulate cross-cultural workplace collaboration. Each group has a specific workplace scenario involving employees from Japan and Ukraine. Students should use the information on cultural differences, and communicate effectively. After the role-play, discuss the insights gained and the importance of cultural understanding in a globalised work environment.

**11. Work in groups. Exploring Japan's lifetime employment culture.**

1. Describe the photo. Begin by giving a heading to the picture. Then use the key phrases to describe the scene: *Japan's 'lifetime employment', to keep working, stay with one employer until retirement.*

2. Explore the concept of “Lifetime Employment” in Japan and discuss this issue.

3. Compare this issue of Japanese work culture with employment practices in Ukraine.

4. Share your perspective on the benefits and challenges of “Lifetime Employment”. Discuss aspects such as job security, career growth, and employee satisfaction.





**12. Write a letter of complaint about harassment in the workplace. Express the emotional or psychological impact that the harassment has had on your well-being, work performance and overall job satisfaction. Refer to Appendix 6 for additional guidance on how to structure and support your complaint.**

*Dear [Employer],*

*I am writing to complain about the harassment I have been experiencing at work.*

*Over the past few months, I have been made to feel uncomfortable by …..*

**13. Design your quality-of-life budget (100 words).**

Imagine you have an annual budget of 100 happiness coins to spend on different aspects of your life. Your goal is to allocate these coins to maximize your overall quality of life. Justify your budget choices in a well-organised piece of writing. Distribute imaginary funds among various aspects, such as experiences, relationships, hobbies, and material possessions.

Begin your writing with the following:

*In my magical purse, I've got 100 happiness coins to shape my perfect life. I want to spend 30 points on things that make me happy, like travelling. Exploring new places brings me joy and excitement. So, I'm using these coins to go on adventures and create awesome memories. It's like planting seeds of happiness for a life full of fun and discovery…*



**14. In pairs, discuss the questions.**

1. What is an overworking culture?

2. Why do Japanese people work so hard?

3. How does a culture of overworking affect the mental and physical well-being of employees?

4. Can you identify any industries or professions in Japan where the overworking culture is more prevalent?

5. What is the bubble era in Japan?

**15. Watch the video “What it's like working in Japan” (up to 4:33) and answer the questions. Link to the video:**

*<https://www.youtube.com/watch?v=4fTrOmDrDgU>*

1. Why can’t we call interviewed people typical Japanese?

2. What signs of the bubble age could you hear from the interviewed person?

3. What was the role of women at work in the 90s in Japan?

4. Describe the problems with working hours in most cases in Japan. Was it easy for an employee to get to work in the early morning hours?

5. What did the interviewed woman mean by her saying, “*The senior was everything*…”. Describe this situation at her work.

6. How did the interviewed woman explain the term ‘*Lifetime employment*”?

7. Why is working in Japan stressful?

**16. Role-Playing activity: Navigating the Japanese workplace.**

In pairs, model a workplace situation in Japan, paying attention to the cultural aspects discussed in the interview. Take the following into account:

* typical work hours in Japan during the 1990s,
* gender dynamics within the workplace,
* the importance of consulting seniors or experienced colleagues in decision-making,
* the concept of lifetime employment.



**16. Rewrite the sentences into passive voice if it is possible.**

1. Labour relations in Ukraine have considerably changed after the outbreak of the war and the imposition of martial law. The Verkhovna Rada of Ukraine adopted a Law of Ukraine. The State Labour Service of Ukraine continues to issue recommendations and comments. We would like to share insights on key changes in labour legislation and provide short comments regarding the practical application of certain regulations.

2. Significant working conditions include the amount of salary, benefits, working regime, combining of professions, and job titles. Earlier, regulations required to warn about any change in significant working conditions at least two months ahead. Under some conditions, it is impossible to retain former significant working conditions. If an employee does not agree to continue working under the new working conditions, then the employer can terminate the employment agreement.

3. Transfers to remote work shall not require making an obligatory notification in advance. For the period of the existing threat of military aggression and any other emergency, an order may introduce employees’ remote work.

*Retrieved from https://www2.deloitte.com/ua/en/pages/press-room/tax-and-legal-alerts/2022/04-08.html*

**Mini dictionary**

**EMPLOYMENT LAW**

to apply for a job подати документи на вакантну посаду

application form анкета, що заповнюється під час подачі документів на вакантну посаду

applicant претендент на вакантну посаду

curriculum vitae (c.v) резюме

commencing salary стартова зарплатня

to dismiss звільнити з роботи

to employ наймати на роботу

employment працевлаштування

employment law трудове право

employer наймач

employee працівник

to fire звільнити

full time job повна занятість

flexi – time гнучкий графік роботи

part time job неповна занятість

grievance претензії працівників

to hire наймати на роботу

holiday entitlement право на відпустку

holiday pay оплачування відпустки

insurance страхування

jobless безробітний

labour shortage дефіцит робочої сили

to make smb. redundant звільнити у зв’язку зі скороченням штатів

probationary service випробувальний період

promotion службове підвищення

to be promoted отримати службове підвищення

to get promoted отримати службове підвищення

pay rise підвищення зарплатні

recruit наймати на роботу

redundancy скорочення штатів

to retire вийти на пенсію

retirement pay пенсія за вислугу років

to take an early достроково вийти на пенсію

retirement пенсія

sick leave відпустка у зв’язку з хворобою

sick pay оплачування листка непрацездатності

salary зарплатня

shiftwork змінна робота

to sack/ to give a sack звільнити з роботи

terms умови роботи

unemployment benefit допомога за безробіттям

**SELF-ASSESSMENT (UNITS 1-7)**

**1. Match legal terms a-i with their meanings 1-5.**

|  |  |
| --- | --- |
| a. magistrate | 1. the capacity to guide the actions of a person or group |
| b. leadership | 2. a formal arrangement between sovereign nations to allow members free access to each other's markets |
| c. legalese | 3. all employees' fundamental rights in the workplace |
| d. employment rights | 4. a public official having authority to decide questions of law |
| e. single labour market | 5. language used by lawyers and in legal documents that is difficult for ordinary people  (10 scores) |

**2. Read the text. Summarise the central idea in a few words to create an effective heading.** (2 scores)

**Text 1**

The task of notary bodies in Ukraine is the promotion of legality, protection of state and personal property, rights and lawful interests of citizens, enterprises and public organizations by attesting to contracts and performing other notary actions provided for by the law. The notary system of Ukraine consists of the subjects possessing the right to perform notary activity. They are public and private notaries, officials of executive committees in the local councils (the chairman, the secretary or a member of the executive committee), and consulates.

The public notaries have the broadest competence in Ukraine. All notary activity is divided into 4 groups:

1) notary activity directed at certifying indisputable rights,

2) notary activity directed at certifying indisputable fact,

3) notary activity directed at certifying documents,

4) protective notary activity.

A citizen of Ukraine, who has a higher legal education and at least six months of work experience, has passed the qualification examination and received a notary’s certificate, can hold the post of a notary. Notaries help to prevent various civil offences and disputes on rights. They attest contracts, transactions, wills, deeds and writings, officially register hereditary rights, etc.

Notary offices help applicants to make wills and to draw up deeds of purchase and sale or conveyance of property. They verify copies of documents, certify seals, signatures, gifts, translations of documents into Ukrainian and foreign languages etc.

*Retrieved from https://studfile.net/preview/7241456/page:18/*

**3. Decide if these statements are true or false.**

1. The task of notary bodies in Ukraine is to protect property rights and the lawful interests of the state.

2.The notary system of Ukraine consists of specialists mandated by the state to perform notarial procedures provided for by law.

3. Notary bodies can be public and private notaries.

4. Notary activity directed at certifying documents is the main notary activity.

5. Any person considering occupation of the notary post in Ukraine must be a citizen of Ukraine.

6. Notaries help prevent civil offences and rights disputes but can’t certify contracts.

7. Registering hereditary rights is carried out by only a private notary.

8. Notary offices attest copies of documents.

(16 scores).

**4. Read the text. Summarise the central idea in a few words to create an effective heading.** (2 scores)

**Text 2**

Lawyers have to follow a rigorous education, formal educational requirements for lawyers in Europe include a 4-year college degree, 3 years in law school, and the passing of a written bar examination. Competition for admission to most law schools is intense. Demand for lawyers will be spurred by the growth of legal action in such areas as health care, intellectual property, international law, elder law, environmental law, and sexual harassment.

Lawyers do most of their work in offices, law libraries, and courtrooms. They sometimes meet in clients' homes or places of business and, when necessary, in hospitals or prisons. They may travel to attend meetings, gather evidence, and appear before courts, legislative bodies, and other authorities. Salaried lawyers usually have structured work schedules. Lawyers who are in private practice may work irregular hours while conducting research, conferring with clients, or preparing briefs during non-office hours. Lawyers often work long hours, and of those who regularly work full time, about half work 50 hours or more per week. They may face particularly heavy pressure, especially when a case is being tried.

Preparation for court includes keeping abreast of the latest laws and judicial decisions. Although legal work generally is not seasonal, the work of tax lawyers and other specialists may be an exception. Because lawyers in private practice often can determine their own workload and the point at which they will retire, many stay in practice well beyond the usual retirement age.

There are different aspects to a lawyer's work depending on which field they specialize in. Here are a few examples.

*Private lawyers* focus on civil or criminal law, representing private individuals. In civil law, they pursue private lawsuits or litigation or deal with wills, contracts, trusts, mortgages, leases, etc. A criminal lawyer career entails arguing a client's case in court, following the client being charged with a crime. Some lawyers only handle larger, public interest cases that have wider social importance.

*Trial lawyers* spend more time in court than other lawyers. However, the majority of their time is spent conducting research, interviewing clients and witnesses, and preparing for trial.

*Corporate lawyers* work solely for corporate clients and advise them on legal issues around their business activities. A career as a corporate lawyer might involve sorting out issues relating to contracts with other companies, government regulations, patents, etc.

*Intellectual property lawyers* help to protect clients' claims to copyrights, creative work under contract, product designs, and computer programs.

*Patent lawyers* advise their clients on patent law, which allows them to protect their invention of a new product or process. A career as a patent lawyer therefore requires a lot of research as a patent can only be granted if the product or process is new, inventive and capable of industrial application.

*Insurance lawyers* advise insurance companies about the legality of insurance transactions, writing policies that are legally correct. They also help to protect companies from unwarranted action by reviewing claims and representing the company in court.

*Environmental lawyers* may represent pressure groups, interest groups, and companies whose work touches on environmental issues, such as construction, geological and waste management firms. These lawyers help their clients to apply for licenses and applications for activities that may affect the environment, or defend their clients if prosecuted by the authorities over environmental breaches.

*Government lawyers* work as prosecutors and defenders on behalf of the state within the justice system. Some help draft and interpret laws and legislation on behalf of the government.

Other areas of specialization include bankruptcy, probate and international law. Some lawyers work in law schools or teach in non-academic environments. Other lawyers work for not-for-profit organizations or disadvantaged people, usually being paid with legal aid monies. They usually handle civil cases, rather than criminal ones.

*Retrieved from http://surl.li/kvpwe*

**5. Read the text again and choose the correct answer a or b.**

1. Demand for lawyers will be spurred by …..

a. the growth of legal action in a lot of areas.

b. competition for admission to most law schools is intense.

2. Lawyers do most of their work in offices and courtrooms …..

a. but they never work in prisons; only legislative bodies and other authorities do it.

b. and sometimes, they appear before courts.

3. Private lawyers have stressful work because …..

a. they never have structured work schedules.

b. sometimes they face pressure when the client's case is being considered.

4. Private lawyers decide about …..

a. their retiring on their own.

b. court workload.

5. Corporate lawyers …..

a. solve the problems relating to contracts with other companies.

b. interview clients and prepare for trial.

6. Insurance lawyers advise insurance companies about …..

a. unwarranted action by reviewing claims and asking the other lawyers to represent the company in court.

b. writing policies.

7. Prosecutors and defenders …..

a. can be private lawyers.

b. work on behalf of the state.

(21 scores)

**6**. **Write an argumentative essay with 100 words “Breaking barriers: challenges faced by individuals based on gender”.**

(20 scores*)*

**7. Look at the photo which depicts a job interview. Describe it in 100 words and answer the questions.**

a. What impressions do you get about the atmosphere of the interview?

b. How would you describe the body language of the interviewer and the interviewee?

c. Do you think the setting appears formal or informal? Explain.

d. Are there any visual cues that might suggest the interview is going well or encountering challenges?



*(*15 scores*)*

**8. Choose the correct answer a, b or c.**

1. By Tuesday some applicants \_\_\_\_\_\_\_ some interviews one-on-one, while others \_\_\_\_\_ in small groups.

a. will have/ will have

b. will have had/ will have had

c. will be having/ will be having

2. The applicant \_\_\_\_\_\_\_ what information he'll need to provide to his new employer so that he will have your materials ready to go.

a. learn

b. learns

c. learned

3. Tomorrow the applicant \_\_\_\_\_\_\_ the offer for 2 days.

a. will have been evaluating

b. will have evaluated

c. will be evaluating

4. The lawyer’s job \_\_\_\_\_\_\_ be to clarify matters for the public, not to make them more complicated.

a. is supposed to

b. was supposed to

c. is supposed to

5. The interviewer \_\_\_\_\_\_\_ your resume, so don’t read it line by line.

a. have already read

b. has already read

c. already reads

6. Americans believe they \_\_\_\_\_\_\_ against because of the way they look.

a. have been discriminated

b. were discriminated

c. discriminated

7. From the time you apply for a job until the time you \_\_\_\_\_\_\_ a job offer, you \_\_\_\_\_\_\_ through a series of steps as you progress through the hiring process.

a. will accept/ will go

b. will accept/ go

c. accept/ will go

(14 scores)

**TRANSCRIPT**

**Unit 1**

Hi, my name is Andrew Henley from Surrey Motoring Law. A question people often ask me and I thought a word from a little video on it. So, I wouldn't have to keep explaining to everyone every time I meet them the difference between a solicitor and a barrister, first of all. I'm going to tell you the traditional model and then I'm going to tell you there's a new model a new regime.

So, there are two different elements. First of all, historically the best way to think about it is if you have a problem, a legal problem, the first person you go to is your solicitor. Traditionally, you probably get down to the high street, and speak to the solicitor. He would take your details, he would consider the area of law, and he would probably take a statement from you and figures out all the legal issues. If it's straightforward he or she would probably deal with it by themselves if there was any complication.

We're thinking traditionally here if you had to go to one of the higher courts then the solicitor on your behalf would instruct a barrister and the barrister is a specialist. He's a specialist advocate traditionally. He had rights to an audience, in other words, he could appear in the higher courts and the specialization that he's chosen would be because he has particular knowledge or expertise in a given area of law. So, it is a traditional model.

Let's just put it in a practical contact. Let's say you have a red traffic matter. Let's assume, it's a complicated case involving complex insurance issues. You would have gone to your high street solicitor here of taking you on as a client he'd have taken all the details of you and then having identified that is an area of complexity and he in turn would have instructed a barrister and the barrister would either write and advice or go to the lower or the higher courts to represent your client view through the solicitor. Now that's the traditional model a few years ago.

Things began to change in the legal field of solicitors who were specially trained, had rights of audience or were granted rights of audience in the higher courts which means going back to our example. The solicitor could take details from you and then he didn't have to go to a barrister if the matter went to the Crown Court, for example. He, the solicitor, could represent you at the Crown Court and as that began to take place the barristers' side of the profession realised. In a sense, solicitors were encroaching on their area and then barristers who receive a particular type of training could then take instructions directly from the member of the public.

For example, you no longer have to go to a solicitor to instruct a barrister. Let's go back to your complex insurance case rather than go to the high street to speak to your solicitor. You can come and speak directly to someone like me who's a barrister who's received training in how to deal directly with clients and then you can avoid going to the solicitor, and avoid carrying a second or separate amount of fees. They come directly to me if I have expertise in your area of law. It means that you can cut out the middleman and avoid those additional fees as I said and come directly to the person who's the expert.

So, the traditional model thinks of the solicitor as your GP, your general practice thinks of that as a parallel and then the barrister is the consultant who has especially skills. Now the two areas are beginning to sort of join together because solicitors now have advocacy rights. They can go to the higher courts, and barristers can take clients directly and for you as a member of the public.

It's good if you can identify the right lawyer for you but it does involve this extra layer of complication. The traditional model is still there because if you go to a solicitor and if he needs a specialist advocate or advise against, he does and will still go to a barrister.

If you as a member of the public came to me as a barrister and wanted some advice and it was my professional view that you were better off having a solicitor, I would advise you to go to a solicitor or if I thought there was a particular area of your case that needs the assistance of a solicitor, I would send you or we would instruct a solicitor for that purpose.

So again, for making the decision whether I need a solicitor or a barrister if you can find the barrister that has your area of expertise and can deal with you directly that may be advantageous to you or if you think you need a more general practitioner, a solicitor might be the best person for you to go to, as with all things, information is key. That's why I've thought about putting on this short video more information is available to you. And don't hesitate to give me a ring and thanks very much, thanks.

**Unit 2**

When it comes to work skills, they can be broken down into two types: hard skills and soft skills. They're pretty different from one another but both are necessary to be successful on the job.

Let's take a look at the differences between the two hard skills. They are concrete skills that are specific to your job and are required for you to actually do your work for example, if you're a chef, cooking would be a hard skill or if you're a computer programmer, coding would be an example of soft skills. On the other hand, there are interpersonal or people skills that can be used in every job.

These include communication teamwork and adaptability hard skills are generally learned through school training or previous work experience. They're more objective meaning that once you've learned.

The information or task you would then possess that skill, soft skills are more difficult to develop. You'll need to practice them over time in the real world with others. They come naturally to some people while others may not have such an easy time with them.

Hard skills are easy to measure. Employers can get a good idea of your hard skills by looking at your education, previous experience and certifications. Soft skills are harder to evaluate, they can't really be communicated well through your cover letter or resume. Instead, employers usually have to wait until an interview or your first few weeks on the job to get a good idea of your soft skills.

Despite their differences, you'll need both hard and soft skills if you want to become more adaptable or be successful in your current job. Goodwill Community Foundation creates opportunities for a better life.

**Unit 3**

**Interviewer:** Hello, Miss Jones. Thank you for coming Please, sit down

**Applicant:** Thank you.

**Interviewer:** Firstly, where did you see the advert for this post?

**Applicant:** I saw it in last Friday's Evening Post

**Interviewer:** Mmmm. Now, have you brought your CV with you?

**Applicant:** Yes, here you are.

**Interviewer:** Thank you. Could you tell me a bit about your qualifications?

**Applicant:** Of course. I left school with 2 "A" levels in English and French. Then I did a diploma at Crewe College

**Interviewer:** What sort of diploma is that?

**Applicant:** It is a secretarial and business diploma

**Interviewer:** Fine. Could you tell me about any relevant experience you have?

**Applicant:** Yes. I worked at Franc bank for 2 years, as a personal secretary to the director.

**Interviewer:** Would you mind telling me why you left?

**Applicant:** Well, the salary was fairly good, but there were no promotion prospects, so I decided to resign and look for something more challenging.

**Interviewer:** I see. Now, if you were to be offered a post, would you be able to start straight away?

**Applicant:** Yes, of course.

**Interviewer:** Excellent. Now, is there anything you would like to know about us?

**Applicant:** Yes, I have a few questions. Could you please tell me what the working hours will be?

**Interviewer:** Of course. The normal office hours are 9 am to 5 pm, with an hour for lunch. But we are quite flexible about this.

**Applicant:** That sounds fine. Could you tell me whatsalary I could expect?

**Interviewer:** Well, the starting salary is £750 a month before tax. After 6 months, the salary increases by 10%.

**Applicant:** Oh, that sounds good.

**Interviewer:** Well, do you have any more questions you'd like to ask?

**Applicant:** No, I don't think so. When could I expect to hear from you?

**Interviewer:** We have a few more people to see, but we hope to reach a decision by Friday. We'll be in touch by the end of the week.

**Applicant:** Thank you for your time. Goodbye.

**Interviewer:** Goodbye. And thank you.

**Unit 4**

Is legalese the most complicated form of English? Is this the most complicated form of English? Legalese is the language used by lawyers and if you've ever read the small print, you probably already know it can be confusing.

Why it’s so confusing? Not only can sentences be very long they also often include terms in Latin and old-fashioned words like these: forthwith….

Perhaps it’s no wonder the Cambridge Dictionary. Dictionary definition defines Legalese this way: 'language used by lawyers and in legal documents that is difficult for ordinary people to understand'.

Don't worry – it's even hard for native speakers.

But why is it like this? Many lawyers say it's to make legal documents as precise as possible, so there is no ambiguity, while others admit it could be simplified.

Why you should learn a little legalese? Whatever you think, we suggest you learn a few key phrases, like these from this series, because learning the language of law can help make you a better English speaker, and maybe even help you understand your rights.

Just make sure you're sitting comfortably before you begin.

**Unit 5**

*Introduction to labour law*. As the US economy industrialized during the 19th and 20th centuries, labourers were subjected to increasingly unsafe and unhealthy working conditions: unregulated child labour, unliveable wages and work weeks that commonly exceeded 70 hours. Employees needed some way to advocate for safe workplaces, adequate wages, benefits for them and their families and reasonable hours.

Labour unions arose in the United States to facilitate collective bargaining structures that help balance the power. Business owners can exert over their workers. The early days of labour conflict were rife with violent conflict. it was only after labour unions established themselves as a force to be reckoned with in the workplace that Congress began to develop a regulatory structure for labour relations.

*Rise of American Labour Laws*. The rise of American labour laws between 1881 and 1900 it is estimated 35,000 industrial workers lost their lives from unsafe conditions and workplace accidents. Labour unions have offered an effective counterbalance against employers seeking to impose unfair working conditions or wage standards.

Labour unions go back as far as the 1700s but an employer-employee conflict was a major issue in American life well into the 20th century. By the turn of the 20th century, it is estimated that 100,000 workers were going on strike each year. These workers had very little power to bargain for fair wages and workplace conditions unless they banded together, however, because there were no clear national laws regulating how employees and employers were permitted to manage these conflicts. They often escalated to violence during the 19th and early 20th centuries. The state and federal governments took a position against organized labour. Labour unions were considered illegal conspiracies under old common law doctrines ……..

**Unit 6**

Keoni Tabido has planned how he will spend his final hours: He will have a party for his friends. with lots of food, drink and music. Later, he will spend time with his girlfriend. And then, at midnight, he will take a deadly mixture of drugs. Mr. Tabido is not crazy. He is a 33-year-old businessman He is very successful, has a lot of money and enjoys life. But Mr. Tabido has a terrible disease. This disease kills the nerve cells in his brain and the spinal cord, slowly. Gradually, it will be cult for him to swallow and breathe. There is no cure for this deadly disease.

So, after a great deal of thought, Mr. Tabido has decided to kill himself, He has told his family and friends about his plan. He has even bought a wooden coffin in which he will be buried. "I don't want to become a vegetable, kept alive on a life support machine,' Mr Tabido says. "I can't imagine anything worse. So, I have planned my own death. I will do it while I can think and act clearly. I want to out doing what I love best having a good time."

In Mr. Tabido's country, it is against the law to help people die. If anyone, even a doctor, helps somebody to die, regardless of how sick or old that person is they could be put in prison for 20 years.

Mr Tabido is trying to make sure no one is punished for helping him die. "Two doctors have helped me," says Mr. Tabido. “But I will never tell anyone their names. 'These doctors have given me the drugs and showed me how to inject myself. I will have only one chance, so I have to do it right the first time."

"I know that some people think it is wrong to kill yourself, and for others to help you. But they don't have a disease like mine. For me, there is no choice."

**Unit 7**

I've never worked in Japan. I mean, I work in Japan, but I work from my home and I've never needed Japanese language or workplace skills. But I do know people who have, so I set up interviews with eight of them to see what their experiences were like. All of them worked in the real Japanese workplace from small modern companies to big traditional ones, or in other words, they work jobs that didn't involve teaching English. They were required to be proficient in the Japanese language and business culture.

All the interviewees speak English, have lived outside of Japan for some time, and have university degrees. So, these are not your typical Japanese workers, let's just be clear on that. But I think they do help give insight into what it's like working in Japan and how it compares to working in a global or Western workplace.

WORKING IN THE 1990s. I don't, maybe, before the bubble. I, I don't know bubble. The bubble was the height of the Japanese economy and the bursting of it in the early 90s was akin to the Great Depression. So, I heard at the bubble age, they used. You know what I mean?

Oh no, it was pretty easy. One year later, it was difficult. Females and males were different. When they were hired, it was divided. And for females, they're only for the paperwork. Mm, it was so boring. Women only to help men.

No. Not at all. They even don't call us women, girls. Maybe two years, three years later they enter the company, they get married and quit. And that was the style. Japan is famous, or infamous, for its work hours. So, I wondered what it was like in the 90s.

WORKING HOURS IN THE 90'S. I left my office at 5:30 every day. I was lucky. Most of cases, the workers extend until 7:00, or 8:00 p.m. I had to wake up at five o'clock in the morning because I had to travel two hours from my home to that place and start from 7:30 and also, I could go home on the last train, which means midnight. The senior was everything. They decide. Not just only the boss, but the older or came into the facility before me. I asked the senior and that senior said oh, okay.

We finished, but this teacher hasn't finished yet. Okay, so let's wait for her. Let's chat. Let's grab some potato chips, buh-buh-buh-buh talk.

Then everybody will stay until 10 o'clock. That's kind of Japanese cultural thing that I felt very sorry if I leave. What if other teachers were doing stuff? Part of the bargain for being so dedicated to the job was that your employer guaranteed you that job for life.

LIFETIME EMPLOYMENT. Used to be they could trust company cause company can keep your whole life. The employee had to die for the company, that kind of concept. Any excuse was accepted, but this a company, okay hire you, oh sorry our company is getting crisis, so fire. And then you know, okay? How come I have to trust the company? Cause they don't protect us. Then becomes cooler, deny. More important is my family and friends, bye-bye.

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**APPENDIXES**

**APPENDIX 1**

**DESCRIBE THE PICTURE**

**PLAN**

Give a summary of what you see.

Talk about where things are in the picture.

Add details.

Speculate about what's in the picture.

Speculate about the context of the picture.

*https://www.google.com/search?q=Describe+a+picture+(plan)&rlz=1C1SQJL\_ruUA966UA966&oq=Describe+a+picture+(plan)&gs\_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB7SAQkzMjM0ajBqMTWoAgCwAgA&sourceid=chrome&ie=UTF-8*

**What is in the picture?**

In the picture, I can see ...

There’s / There are ...

There isn’t a ... / There aren’t any ...

**Say what is happening with the present continuous**

The man is ...ing

The people are ...ing

It’s raining.

**Where in the picture?**

At the top/bottom of the picture ...

In the middle of the picture ...

On the left/right of the picture ...

next to

in front of

behind

near

on top of

under

**If something isn’t clear**

It looks like a ...

It might be a ...

He could be ...ing

Maybe it’s a ...

*Retrieved from https://learnenglishteens.britishcouncil.org/exams/speaking-exams/describe-photo-or-picture*

**APPENDIX 2**

**COMPARING TWO PICTURES**

**PLAN**

* give a brief description of the two photos (action, location)
* say what the pictures have in common
* Say in what way the pictures are different
* say which of the activities presented in the pictures you’d prefer
* explain why

Describe similarities and differences

Both pictures show...

There are... in both pictures.

This one..., whereas the other one...

They are also alike/different in that...

In one respect they are similar/different because ...

The main/The most striking /Another obvious similarity/difference is that...

Speculate

Perhaps/Maybe...

It could be/might be/must be ...

This one looks/doesn't look as if it ...

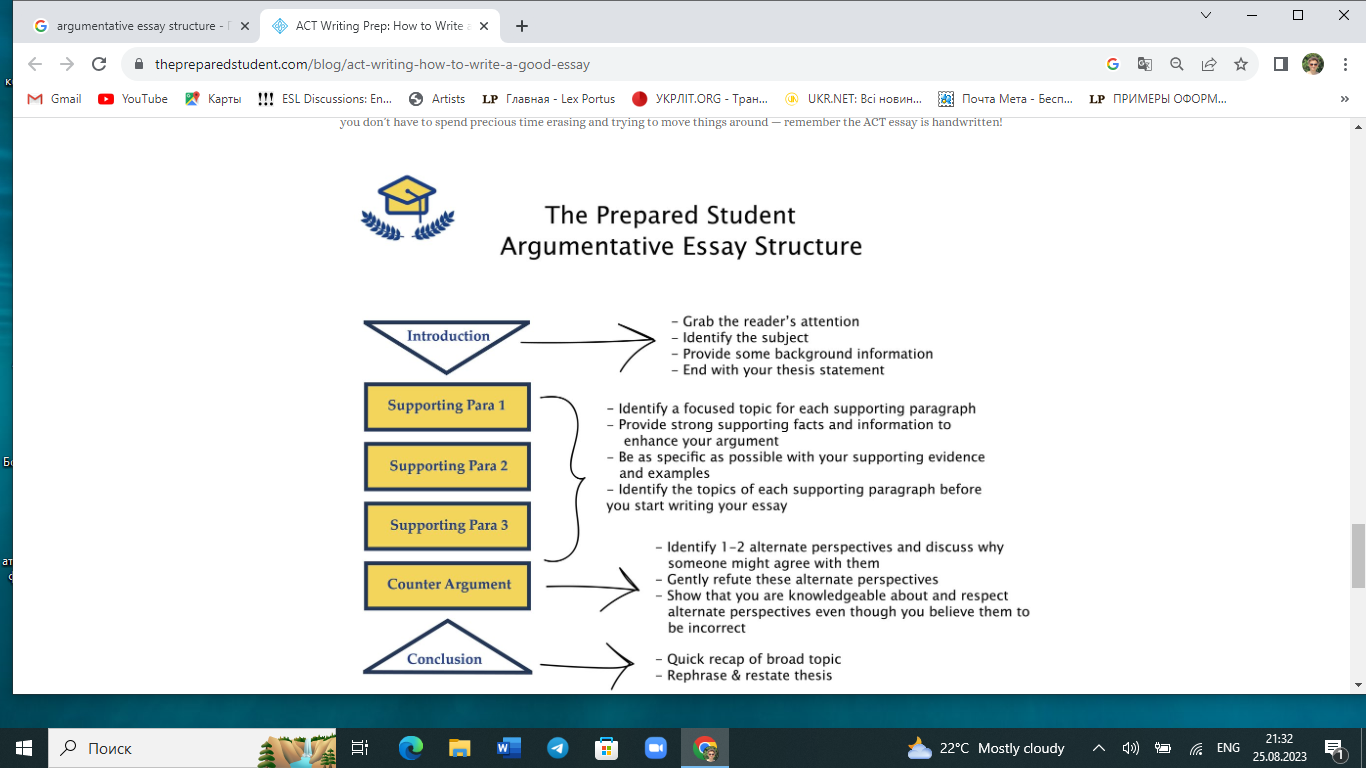
There might/might not have been...

Someone must have taken this photo... because ...

*Retrieved from https://www.dailystep.com/how-to-compare-and-contrast-pictures/*

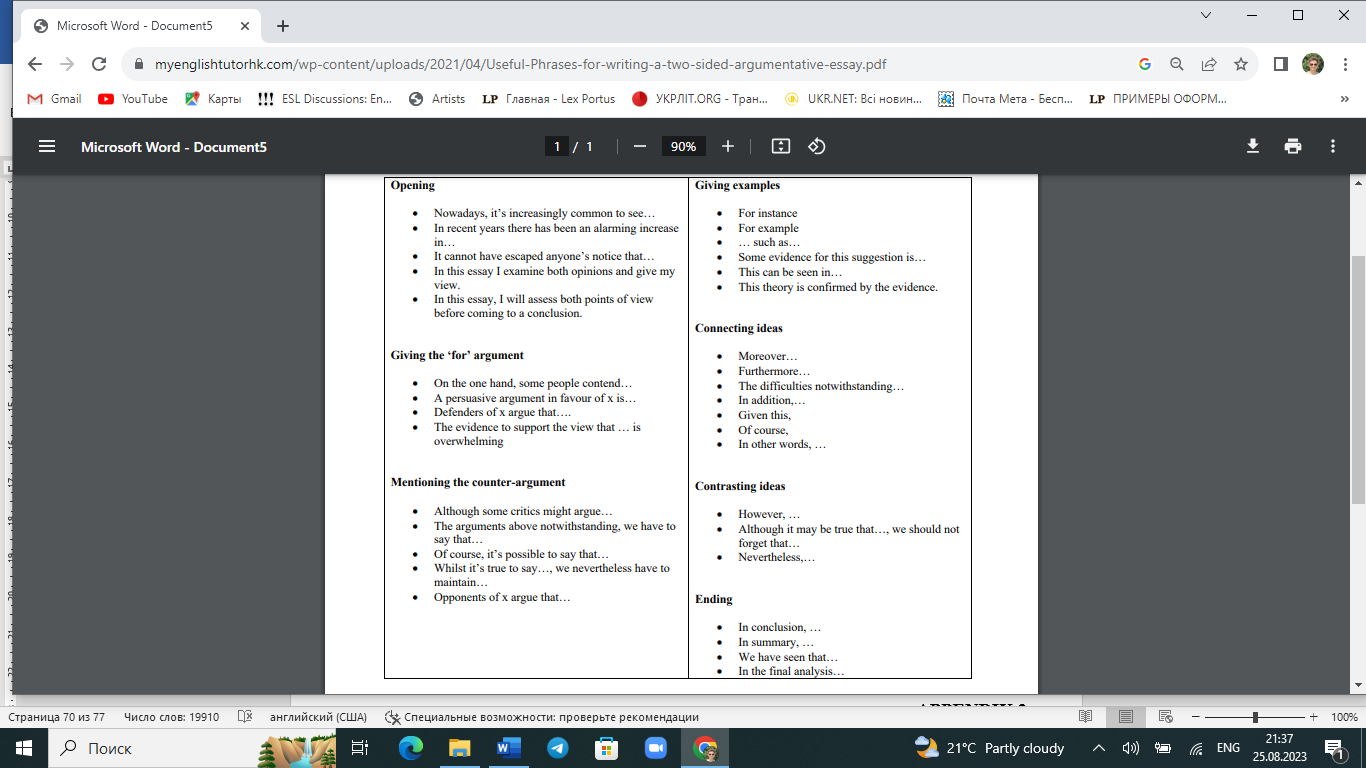
**APPENDIX 3**

**ARGUMENTATIVE ESSAY**



*Retrieved from* [*https://www.thepreparedstudent.com/blog/act-writing-how-to-write-a-good-essay*](https://www.thepreparedstudent.com/blog/act-writing-how-to-write-a-good-essay)

**USEFUL PHRASES FOR ARGUMENTATIVE ESSAY**



*Retrieved from https://myenglishtutorhk.com/wp-content/uploads/2021/04/Useful-Phrases-for-writing-a-two-sided-argumentative-essay.pdf*

**APPENDIX 4**

**USEFUL PHRASES FOR A FORMAL LETTER**

**Introduction**

* We are writing to you concerning (the above order).
* Regarding your advertisement/letter of 10 March……
* We are pleased to have your inquiry of 25 of July….
* We acknowledge the receipt of your letter dated 12 April …..
* Regarding your letter inquiring about…
* Regarding our telephone conversation yesterday (about…),…
* We wish to remind you that…..
* I am writing this letter to request the cancellation of……

**Action**

* Could you please supply us with information
* We have been informed that……….
* We regret to inform
* Please accept our apologies for the inconvenience caused
* Any information you supply will be treated confidentially
* You already have an overdraft of….
* Please give the matter your immediate attention
* We were dissatisfied to find that….
* We shall have to terminate the contract
* We greatly appreciate your patience in this matter

**Enclosures and Attachment**

* We would be grateful if you could forward/send any further information (you may have) about…. (products and terms of payment/this case)
* We will be pleased to supply any further information you require.
* We are sending the herewith the……
* We would like to decide on this as soon as possible.
* As our demand/request/issue is very urgent, a quick answer would be appreciated.
* We trust/hope you will find this condition acceptable.
* If there is any other information you need, please do not hesitate to contact us at the above e-mail address.
* I would be most grateful if you would………..
* I am enclosing…….

*Retrieved from https://www.eslbuzz.com/useful-words-and-phrases-for-writing-formal-letters-in-english/*

**APPENDIX 5**

**USEFUL PHRASES FOR A FORMAL LETTER OF APPLICATION**

**How do you start a letter of application?**

**Salutation**

*Dear Sir / Madam*, (If you do not know their name.)

Dear Mr Jones, / Dear Mrs Smith, (If you are given their name, you MUST use it, but NOT their first name)

**Reasons for writing the letter of application**

*I am writing to apply for the post/position of … as advertised in …*

*I am writing with reference/in response to your advertisement, which I saw …*

*I am writing in connection with your advertisement in the Daily Star on May 11th …*

*Concerning your advertisement … -*

*I would like to apply for the job of \_\_\_\_\_\_\_\_\_\_ as advertised in this month’s issue of \_*\_\_\_\_\_\_\_\_\_\_.

Reasons for applying for the job

I like working with \_\_\_\_\_\_\_\_ and I would enjoy the challenge of \_\_\_\_\_\_\_\_\_

I have just finished school and in October I will be starting a degree course in \_\_\_\_\_\_\_ I am therefore very keen to gain experience in \_\_\_\_\_\_\_\_\_

Interests / Skills / Experience

*I gained some experience while …*

*I am currently working as …*

*I have been working for … for the last four years.*

*I worked part-time for three years as …*

*At the moment I am employed by …*

*My qualifications include …*

*I have a diploma in …*

*I graduated from Barcelona University last year with a degree in …*

*Please find attached my CV*

*As you can see from the attached CV …*

*My interests include \_\_\_\_*

*For the past \_\_\_\_ years I have been working as a / in a ...*

Suitability for the job

*I feel I have the necessary \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ to make a positive and enthusiastic contribution to your \_\_\_\_\_\_\_ and I hope you will consider my application favourably.*

Availability for interview

*I am available for an interview at any time and look forward to hearing from you soon.*

Ending the letter

*Thank you for your attention. I look forward to receiving your reply.*

*Please do not hesitate to contact me if/should you require further information.*

*I look forward to hearing from you.*

*I am available for an interview at your convenience.*

*I shall be available for an interview any day apart from Wednesdays.*

Signing off

*Yours faithfully (If you wrote “Dear Sir / Madam”)*

*Yours sincerely (If you wrote “Dear Mr Jones”)*

*Retrieved from https://english-portal.com.ua/articles/letters-of-application*

**APPENDIX 6**

**COMPLAINT LETTER FOR HARASSMENT IN THE WORKPLACE**

**Tips to write a complaint letter for harassment in the workplace:**

1. Describe the behaviour that you find offensive.

2. Include evidence of the behaviour, if it is possible.

3. Explain why you believe you have been harassed.

4. Be specific about what the person did and when.

5. Ask for a remedy for the problem.

6. End the letter by thanking the person for their efforts to resolve the problem.

**Useful phrases**

*I am writing to complain about the harassment I have been experiencing at work.*

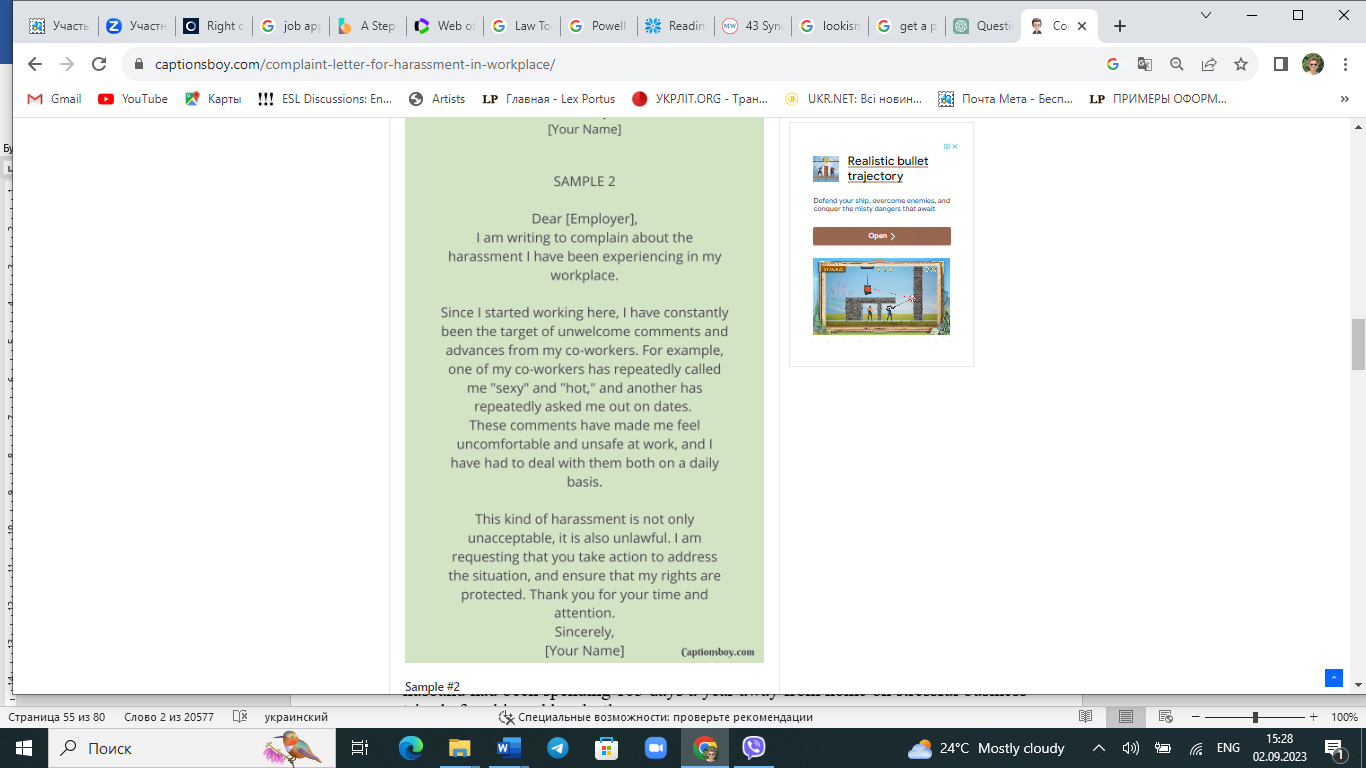
*They have been constantly…:*

*This is not appropriate behaviour,*

*I want them to stop harassing me;*

*Thank you for your attention to this matter.*

*I look forward to hearing from you about how …*



Retrieved from <https://captionsboy.com/complaint-letter-for-harassment-in-workplace/>

**APPENDIX 7**

**WRITING A SUMMARY**

|  |  |
| --- | --- |
| [**SUMMARY PLAN**](http://study-english.info/annotation.php) | |
| **1. The title of the article.** | The article is headlined…  As the title implies the article describes ... |
| **2. The author of the article, where and when the article was published.** | The author of the article is…  The author’s name is ...  The author’s name is not mentioned ...  The article is written by…  It was published in … (***on the Internet***).  It is a newspaper (scientific) article (published on ***March 10, 2012 / in 2010***). |
| **3. The main idea of the article.** | The main idea of the article is…  The article is about…  The article is devoted to…  The article deals (***is concerned***) with…  The article touches upon the issue of…  The purpose of the article is to give the reader some information on…  The article aims to provide the reader with some material on… |
| **4. The contents of the article. Some facts, names, figures.** | |  | | --- | | The author starts by telling (the reader) that… | | The author (of the article) writes (***reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes***) that… / ***draws reader’s attention to***...  Much attention is given to…  According to the article…  The article goes on to say that…  It is reported (***shown, stressed***) that …  It is spoken in detail about…  From what the author says it becomes clear that…  The fact that … is stressed.  The article gives a detailed analysis of… | | Further, the author reports (***writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes***) that… / ***draws the reader’s attention to***...  In conclusion, the author writes (***reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes***) that… / ***draws the reader’s attention to***...  The author concludes that…  The following conclusions are drawn: … | |
| **5. Your opinion.** | I found the article (rather) interesting (important, useful) ***as/because***…  ***I think / In my opinion***the article is (rather) interesting (important, useful) ***as/because***…  I found the article too hard to understand / rather boring ***as/because***… |

*Retrieved from* [*https://portal.tpu.ru/SHARED/z/ZEREMSKAYA/Pic/Tab/Annotation\_plan.pdf*](https://portal.tpu.ru/SHARED/z/ZEREMSKAYA/Pic/Tab/Annotation_plan.pdf)

**APPENDIX 8**

**SPEAKING | Structuring your presentation**

**Starting a presentation**

□ The purpose of my talk today is ...

□ The subject of my presentation is ...

□ First/Firstly, I'll talk a b o u t... And then I'll explain/discuss/point out/say...

Presenting main points

□ I've divided my talk into three parts.

□ Firstly,... Secondly,... And finally, ...

□ Let's start with ...

□ Let's move on to my second point.

□ My next/second/third point is that...

□ Lastly, I must say that...

**Adding information**

□ In addition to this ...And another thing is ...

□ Let me give you an example.

□ For example,...

**Referring to visuals**

□ Have a look at the first slide .../Now let's look at slide two.

□ If you look at the handout...

**Ending your talk**

□ To conclude/sum up, I'd like to say that...

□ Thanks for listening.

□ Now, have you got any questions?

*Bob Hastings, Stuart Mckinlay, Daniel Brayshaw. High Note 3. Pearson Education, 2019. 200 p.*

**APPENDIX 9**

**USEFUL PHRASES FOR DISCUSSIONS**

**1. Asking about or for an opinion**

Could you tell me ....? What do you think about/of ....?

What’s your opinion about ...? Do you think/feel ....?

How do you feel about ....? May I ask you ....?

**2. Asking for an explanation**

Could you explain to me ....? Could someone please tell me ....?

Just tell me the reason why ....? I don’t really understand ....?

I just don’t see why/what/how .... Are you saying that ....?

What do you mean by that? I beg your pardon?

I didn’t quite get that. Excuse me, did you say that ....?

**3. Giving your opinion**

In my opinion/view .... If you ask me ....

As far as I can see/*I’m concerned ....* It seems to me that ....

I have the/a feeling that .... I think/feel/reckon/believe ....

Well, I’d say .... If you want my opinion ....

You can take it from me that .... First of all/*To start with* I’d like to point out ...

What we have to decide is .... There can be no doubt that ....

It’s a fact that .... Nobody will deny that ....

The way/*As* I see it Everyone knows ....

Let me put it this/another way .... Let’s get this clear (first) ....

Sorry to interrupt you, but .... The point I’m trying to make is ....

Personally (speaking) I think .... I’m absolutely convinced that ....

My view/*point of view* is that ....

**4. Giving an explanation**

Look, it’s like this: What I mean is ....

The reason for this is .... The main problem is ....

Just let me explain .... Well, the reason is ....

Well, the thing is .... Above all we must keep in mind that ....

**5. Agreeing with an opinion**

I (quite) agree. I agree completely/entirely.

I couldn’t agree (with you) more. I entirely/completely agree with you on that.

That’s true/right. That’s just it.

Quite/Exactly/Precisely/Right/Certainly/Definitely. You’re quite/so right.

I think so, too. I don’t think so either.

That’s just my feeling/opinion. That’s just how I see it/*feel about it, too.*

That’s a very good/important point. You’ve got a good point there.

Yes, of course/*definitely*/*absolutely* Marvelous.

That’s exactly what I mean/say. Yes, that’s obvious.

That’s exactly how I see it. That’s what I think

How very true. So do I/So am I

Yes, indeed. I’m all in favor of what you’ve been saying.

**6. Qualified agreement**

Yes, perhaps, but .... Yes, possibly, although ....

Yes, but on the other hand .... Yes, up to a point.

I agree up to a certain point, but .... Yes, in a way.

Maybe, I suppose so. Well, it depends.

I don’t think it’s as simple as that ..... I see what you mean, but I think that’s not the

whole story

You may be right there. Yes, but there’s also another aspect to consider

**7. Strong disagreement**

I doubt that very much I think you got that wrong

Don’t you dare say so! Rubbish!

Bloody hell, no! Shame on you!

You’re pulling my leg! On the contrary!

That doesn’t convince me at all. You’re contradicting yourself.

I’ve never heard of such a thing. You’re wrong, you know.

You can’t be serious! It’s not like that at all!

That’s not correct You’re contradicting yourself

You don’t understand. I’m afraid, I don’t think you quite understand.

I don’t think so, really! That’s not fair!

That’s out of the question I can’t believe that I’m afraid

I can’t accept your view, that .... Do you really think that’s a good idea?

I’m afraid, I can’t agree with you there Well, you would, wouldn’t you?

*Retrieved from https://www.ocw.upj.ac.id/files/Slide-LSE-08.pdf*