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# ENGLISH FOR INTERNATIONAL LAWYERS

Ýokary okuw mekdepleri üçin okuw kitaby

*Türkmenistanyň Bilim ministrligi  
tarapyndan hödürlenildi*

Aşgabat  
Türkmen döwlet neşirýat gullugy  
2026

UOK 378:811.111

O 64

**Orazowa M., Öwezowa A.**

**O 64 English for International Lawyers.** Ýokary okuw mekdepleri üçin okuw kitaby. – A.: Türkmen döwlet neşirýat gullugy, 2026.

Bu okuw kitaby hukuk baradaky umumy düşüňjeleri, Türkmenistanyň, Angliýanyň we ABŞ-nyň hukuk, döwlet we syýasy ulgamlary, halkara hyzmatdaşlygyndaky hukuk meseleleri baradaky düşüňjeleri özünde jemleýär.

Okuw kitaby hukuk we halkara hukugy hünärleri boýunça bilim alýan talyp-lar, şeýle hem hukuk ulgamynda zähmet çekýän hünärmenler üçin niýetlenendir.

TDKP № 304, 2025

KBK 81.2 (Iňl) ýa 73

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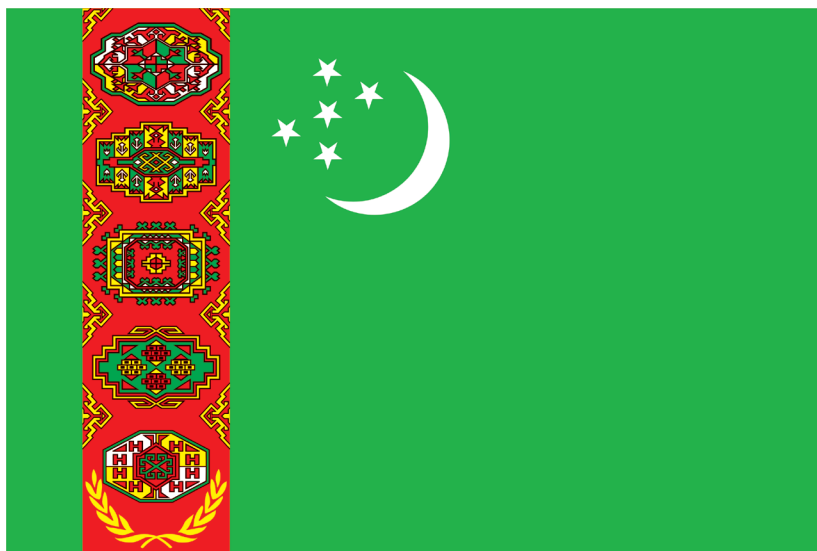


**TÜRKMENISTANYŇ PREZIDENTI  
SERDAR BERDIMUHAMEDOW**





**TÜRKMENISTANYŇ DÖWLET TUGRASY**



**TÜRKMENISTANYŇ DÖWLET BAÝDAGY**

## TÜRKMENISTANYŇ DÖWLET SENASY

Janym gurban saňa, erkana ýurdum,  
Mert pederleň ruhy bardyr köňülde.  
Bitarap, garaşsyz topragyň nurdur,  
Baýdagyň belentdir dünýäň öňünde.

*Gaýtalama:*

Halkyň guran Baky beýik binasy,  
Berkarar döwletim, jigerim-janym.  
Başlaryň täji sen, diller senasy,  
Dünýä dursun, sen dur, Türkmenistanym!

Gardaşdyr tireler, amandyr iller,  
Owal-ahyr birdir biziň ganymyz.  
Harasatlar almaz, syndyrmaz siller,  
Nesiller döş gerip gorar şanymyz.

*Gaýtalama:*

Halkyň guran Baky beýik binasy,  
Berkarar döwletim, jigerim-janym.  
Başlaryň täji sen, diller senasy,  
Dünýä dursun, sen dur, Türkmenistanym!

## SÖZBAŞY

Garaşsyzlyk ýyllary içinde Türkmenistan bilen daşary ýurtlaryň arasynda ylym we bilim ulgamynda giň gerimli hem bähbitli gatnaşyklar ýola goýuldy. Netijede, daşary ýurtlaryň we biziň ýurdumyzyň bu ulgamdaky hünärmenleriniň, alymlarynyň arasynda bilelikdäki ylmy-nazary we ylmy-amaly hyzmatdaşlyk gatnaşyklaryny alyp barmaga mümkinçilikler döredi. Bu hyzmatdaşlyk tapralaryň birek-birege düşünişip işlemeklerini, şeýle hem şu günün zerurlyklarynyň oýlanyşykly durmuşa geçirilmegini talap edýär. Şu jähetden döwletleriň dürli ugurdaky, şol sanda hukuk ulgamynda özara gatnaşyklaryny ösdürmekde daşary ýurt dilleri, hususan-da, iňlis we rus dilleri möhüm ähmiýete eýedir.

Ýurdumyzda bilimiň hilini dünýä standartlaryna laýyk getirmek, bilim ulgamyň ähli basgançagynda daşary ýurt dillerini okatmagyň mazmunyny döwrebaplaşdyrmak, okatmagyň innowasion dil öwrediş tehnologiýalaryny durmuşa ornaşdyrmak maksady bilen 2017-nji ýylyň 22-nji dekabrynda Gahryman Arkadagymyz karara gol çekdi. Şol karara laýyklykda «Daşary ýurt dillerini okatmagy kämilleşdirmegiň konsepsiýasy» tassyklanyldy. Bu konsepsiýada ýurdumyzda daşary ýurt dillerini öwretmegi innowasion çemeleşmeleriň esasynda alyp barmak we Türkmenistanyň her bir raýatynyň azyndan üç dili – ene dilini, iňlis we rus dillerini bilmelidikler barada aýdylýar. Daşary ýurt dillerini bilmek halklaryň häzirki zaman gatnaşyklarynda parahatçylygy we dostlukly hyzmatdaşlygy ösdürmegiň möhüm şertleriniň biri bolup durýar.

Bu kitap hukuk, halkara hukugy we halkara gatnaşyklary boýunça bilim alýan talyplara niýetlenen. Ol 12 bölümden ybarat bolup, hukuk meselelerine degişli temalary öz içine alýar.

# CHAPTER 1

## INTRODUCTION TO LAW

### UNIT 1. What is Law?

*“The laws are not to change the heart  
but to restrain the heartless.”*

Martin Luther King Jr.

#### I. Pronounce the following words correctly.

controversy [ˈkɒntrəvɜːsi], [kənˈtrɒvəsi]

jurisprudence [ˌdʒʊərɪs ˈpruːd(ə)n(t)s]

lawsuit [ˈlɔːs(j)uːt]

order [ˈɔːdə]

require [rɪˈkwaɪə]

ultimately [ˈʌltɪmətli]

legislator [ˈledʒɪsleɪtə]

impose [ɪmˈpəʊz]

concept [ˈkɒnsɛpt]

obligation [ˌɒblɪˈgeɪʃ(ə)n]



#### II. Answer the following questions.

1. What is the definition of “law”?
2. Why is it sometimes necessary to change laws?
3. What role do laws play in our society?
4. If you were a member of Parliament, what law would you propose to change, and what is your reasoning behind this proposal?

#### III. Vocabulary list.

**jurisprudence** [ˌdʒʊərɪs ˈpruːd(ə)n(t)s] – ýurisprudensiya; hukukşynaslyk

**to break a law** – kanuny bozmak

**to prescribe** [prɪˈskraɪb] – buýruk bermek, höküm etmek

**responsibility** [rɪˌspɒn(t)səˈbɪlətɪ] – jogapkärçilik

**influence** [ˈɪnfluəns] – täsir; täsir etmek

**needs of society** – jemgyýetiň zerurlyklary

**instruction** [ɪnˈstrʌkʃ(ə)n] – buýruk; karar; buýruknama; görkezme

**legislative body** – kanun çykaryjy edara

**behaviour** [bɪˈheɪvjə] – tertip; gylyk; özüni alyp baryş

**to escape justice** – adalatdan gaçmak

#### IV. Read and translate the text.

### What is Law?

The English word “law” has multiple meanings. It can refer to descriptive laws, which explain how things behave (like the law of gravity or economic laws), or prescriptive laws, which dictate how people *should* behave (like speed limits).

In every society, interpersonal relationships are governed by prescriptive laws. These can take various forms: customs (informal rules of social and moral conduct), rules specific to certain social or cultural groups, or formal laws enacted and enforced by governments.

Customs are unwritten and do not originate from governments. We learn them through family, teachers, friends, and general social interaction. While breaking a custom might not incur a formal penalty, repeated violations can lead to social disapproval or ostracization. Informal rules like table manners or conversational etiquette fall into this category.

Social rules are more formal than customs and carry specific penalties for infractions. For example, a club might expel a member who breaks its rules and refuses to accept the consequences.

Government-created laws are enforced through a system of courts and law enforcement agencies. While these systems aim for universal application, enforcement is not always perfect. Factors like age, wealth, or influence can sometimes lead to exceptions or unequal application of the law.

## V. Answer the following questions.

1. What are the two main types of “laws” described in the text, and how do they differ?
2. Can you give an example of a descriptive law and a prescriptive law?
3. What are the three categories of prescriptive laws mentioned in the text?
4. How do customs differ from formal laws in terms of their origin, enforcement, and consequences of breaking them?
5. What is the role of governments in creating and enforcing laws?
6. According to the text, are government-enacted laws always enforced equally? Why or why not?

## VI. Vocabulary building.

### A. Match the following phrases with their translations.

- |                        |   |
|------------------------|---|
| 1) to make a law       | a) kanuny berjaý etmek                        |
| 2) to repeal a law     | b) kanuny ulanmak                             |
| 3) to break a law      | c) hukugy öwrenmek                            |
| 4) to obey a law       | d) kanuny çykarmak                            |
| 5) to enforce laws     | e) kanuna üýtgeşmeleri girizmek               |
| 6) to apply a law      | f) kanuny ýatyrmak                            |
| 7) to be against a law | g) kanuny maslahata goýmak                    |
| 8) to study law        | h) kanuny bozmak                              |
| 9) to amend a law      | i) kanunlaryň ýerine ýetirilişini üpjün etmek |
| 10. to propose a law   | j) kanuna garşy bolmak                        |

### B. Fill in the following sentences with the given words.

*obey   repeal   apply   make   break   enforce   study*

1. The police ... laws.
2. The Mejlis of Turkmenistan ... laws.
3. The governments make laws and ... them if they are bad.
4. Courts and judges ... laws.

5. Law-abiding people ... laws.
6. Criminals ... laws.
7. The students of universities ... law.

**VII. Discuss the following statements.**

**Model:** a) *I fully agree with the statement.*  
 b) *I am afraid, I can't agree with it.*

1. Not everything we do is governed by some set of rules.
2. We need rules that everyone must obey.
3. Laws against criminal conduct don't help to safeguard our personal property and our lives.
4. In a well-ordered society conflicts never arise.
5. It is impossible to resolve disputes peacefully.
6. Laws should be applied to every person in the society.

**VIII. Complete these phrases with the prepositions in the box.**

*about, at, by, for, from, of, on, to, with*

1. First, I'll start \_\_\_\_ giving you a little information \_\_\_\_ Barker Rose.
2. Our Graduate Recruitment Program includes an excellent set \_\_\_\_ benefits \_\_\_\_ students prepared to commit themselves fully.
3. I'll then go \_\_\_\_ to outline what we have to offer \_\_\_\_ new associates.
4. Ok, let me just start \_\_\_\_ introducing myself.
5. Finally, I'll also talk a little \_\_\_\_ what we expect \_\_\_\_ our potential graduate recruits.
6. Hello, everyone, and thanks \_\_\_\_ coming along.
7. Finally, I'd like to remind you \_\_\_\_ what I said \_\_\_\_\_. The beginning of my talk today.
8. So, to start \_\_\_\_\_, who is Dr. Brown?
9. This brings me \_\_\_\_\_ my next point: what benefits can successful applicant \_\_\_\_\_ our Graduate Recruitment Program expect?

**IX. Look for information about these events on the internet and choose the correct answer.**

1. The traditional date for the founding of Rome is \_\_\_\_\_.  
a) 650 BC      b) 700 BC      c) 753 BC      d) 356 BC.
2. Romulus and Remus \_\_\_\_\_.  
a) were two consuls who saved Rome from the Carthaginians  
b) were two Roman generals who conquered Gaul  
c) were twin brothers who were said to have formed the city of Rome
3. The forum was \_\_\_\_\_.  
a) the marketplace and business centre  
b) Rome's field and track playground  
c) an amphitheater  
d) an enormous stadium built to hold the chariot races
4. The \_\_\_\_\_ influenced the laws of almost every European country.  
a) Hippodrome                      b) Justinian Code  
c) Hagia Sophia                      d) Tribonian
5. The language of the Romans, \_\_\_\_\_, was the basis of many modern European languages.  
a) Roman      b) Spanish      c) Latin      d) Italian
6. The social status in Ancient Rome was divided into \_\_\_\_\_.  
a) slaves, freedmen and free-born citizens  
b) plebeians and patricians  
c) senators and gladiators  
d) upper class, medium class, lower class

**X. Change the sentences below from active to passive.**

**For example:**

**Active:** *The police officer asked for proof of identification.*

**Passive:** *Proof of identification was asked by the police officer.*

1. The emperor appointed a special committee of jurists.
2. Theodosius II, ruler of the Byzantine Empire, published the first codification of imperial legislation.
3. Roman law influenced many modern civil law systems in Europe.

4. They chose ten Roman citizens to record the laws.
5. They inaugurated a more thorough study of Roman law at Bologna University.
6. My uncle wrote his will in 2000.
7. The constable arrested and searched the driver of the stolen car.
8. They left the wounded man lying on the road.
9. The judge asked the witness to speak louder.
10. Between about 367 BC and 137 AD they developed the new law from the edicts of the praetor.

## UNIT 2. Why Do We Need Laws?

*“Law is order, and good law is good order.”*

Aristotle

### I. Pronounce the following words correctly.

law [lɔ:]

lawyer [ˈlɔɪə], [ˈlɔ:jə]

lawful [ˈlɔ:f(ə)l], [-ful]

legal [ˈli:g(ə)l]

dispute [dɪsˈpju:t], [ˈdɪspju:t]

trial [ˈtraɪəl]

equality [ɪˈkwɒlətɪ]

obey [əˈbeɪ]

society [səˈsaɪətɪ]

advantage [ədˈvɑ:ntɪdʒ]

### II. Answer the following questions.

1. Could a society function effectively without any laws?
2. Why is law necessary in human societies?
3. What aspects of human life are typically governed by laws?
4. Is there a moral or civic obligation to obey the law?
5. What are some examples of accepted social norms and rules of behavior in a given society?

### III. Vocabulary list.

**the purpose of laws** – kanunlaryň maksady

**to live in society** – jemgyýetde ýaşamak

**liberty and equality** – azatlyk we deňlik

**safeguard** – kepil; goramak, kepillendirmek

**disagreements and conflicts** – düşünişmezlikler we jedeller

**to resolve disputes peacefully** – dawlary parahatçylykly çözmek

**to respect human rights** – adam hukuklaryna hormat goýmak

**to arrest and punish people without trial** – tussag etmek we kazyýet seljermesiz jezalandyrmak

**rule of law** – kanunyň hökmürowanlygy

**to protect basic human rights and freedoms** – adamyň esasy hukuklaryny we azatlyklaryny goramak

### IV. Read and translate the text.

#### Why Do We Need Laws?

Rules govern nearly every aspect of our lives, from games and social clubs to workplaces and even our own moral compass. While customs and moral principles guide our behavior, laws – created and enforced by the state or courts – hold a unique position. Unlike moral rules, laws carry formal consequences. Breaking them can result in fines, damages, or imprisonment, regardless of whether we agree with the law itself.

But what makes certain rules so important that they become laws? Why are universally obeyed rules necessary? Essentially, what is the purpose of law?

In isolation, laws would be superfluous. We could act with complete autonomy, disregarding the needs of others. However, as soon as people began living together in societies, laws became essential – the very glue holding society together. Consider traffic laws: imagine the chaos and danger if drivers could choose which side of the road to use. Laws regulating business transactions ensure promises are kept, while criminal laws protect our property and lives.

Even in well-ordered societies, disagreements and conflicts inevitably arise. The law provides a peaceful means of resolution. Instead

of resorting to violence, we turn to the legal system and its institutions, like courts, to determine ownership, enforce rights, and ensure justice is served.



Laws are crucial for a safe and peaceful society where individual rights are respected.

A well-functioning legal system balances individual liberties with the orderly operation of society. This is often referred to as the “Rule of Law,” meaning everyone, including law enforcement and public officials, is subject to the law and must act accordingly.

Laws also reflect societal values and implement social policies. They can provide benefits for injured workers, ensure access to healthcare, or facilitate educational opportunities through student loans.

Fairness is another key objective of the law. It should protect fundamental rights and freedoms, such as liberty and equality, and prevent the powerful from exploiting the vulnerable.

Despite these aims, laws can sometimes be perceived as unjust or unfair. In a democratic society, however, laws are not static. They must adapt to evolving social needs. Citizens have the right to voice their concerns about flawed laws and to pursue legal avenues for change.

#### **V. Answer the following questions.**

1. What distinguishes laws from other types of rules, such as moral principles or customs?
2. Why does the text argue that laws are essential for societies, but not for individuals living in isolation?
3. Describe two examples from the text that illustrate the practical necessity of laws in everyday life.
4. How does the legal system help to resolve disputes peacefully?
5. What does the “Rule of Law” mean, and why is it considered to be important?
6. Beyond regulating conduct and resolving disputes, what other purposes do laws serve in a society, according to the text?

## VI. Complete the sentences according to the text.

1. Almost everything we do is governed by ... .
  - a) rules imposed by morality;
  - b) the courts;
  - c) some set of rules.
2. If we did not live in a structured society with other people ... .
  - a) we would simply do as we please;
  - b) we would simply do with little regard for others;
  - c) laws would not be necessary.
3. Laws against criminal conduct help ... .
  - a) to protect our property;
  - b) to take advantage of other individuals;
  - c) to safeguard our personal property and our lives.
4. We turn to the law ... .
  - a) to resolve disputes peacefully;
  - b) to decide who is the real owner;
  - c) to force people to keep their promises.
5. Another goal of the law is ... .
  - a) to protect certain basic individual rights and freedoms;
  - b) fairness;
  - c) to provide for benefits.

## VII. Change the words in brackets with English equivalents.

The aim of (*kanun*) is to regulate the conduct of human beings in society. The aim of (*kanuny*) theory is (*garamak, seretmek*) the nature, origin and classification of law. The theory of natural law is based on the belief that there is a set of perfect (*hukuk kadalary*) for human conduct and (*kanunlar*) devised by men must be induced by these rules. (*Kanun*) is a term which is used in many different senses. For (*hukukçy*) law has a far narrower meaning – the principle recognized and applied by the state in (*kazyýet*). The English (*hukuk ulgamy*) has still been copied by many nations, (*kazyýet prosesı*) becomes the centre of a contest between both parties in which one emerges as the winner. By the time of (*kazyýet serljermesi*) each (*işin tarapy*) should gain as much information as possible.

### VIII. Make up a sentence with the given words.

- 1) have / in any society / several characteristics / laws.
- 2) these rules / sometimes / break/ we / without suffering any penalty.
- 3) for a variety of reasons / arise / conflicts between individuals.
- 4) people / enable / to feel secure / laws / in their lives.
- 5) to forbid / the first aim of law / certain ways of behaving / is / like murder, terrorism, or smoking in public places.
- 6) to provide / to make their own arrangements / facilities for people / is / the second aim of law.
- 7) to settle / the third aim of law / disputes among citizens / is.
- 8) restriction on people / certain guarantees / imposes / them / the law / but also gives.

### IX. Pick the word that is different in each group.

- |                  |                |              |             |
|------------------|----------------|--------------|-------------|
| 1) illegal       | criminal       | unlawful     | licit       |
| 2) government    | administration | authorities  | public      |
| 3) disagreement  | obligation     | argument     | controversy |
| 4) old-fashioned | obsolete       | arbitrary    | outdated    |
| 5) careful       | thorough       | systematic   | curious     |
| 6) revival       | impact         | influence    | effect      |
| 7) to record     | to write down  | to set forth | to register |
| 8) citizen       | resident       | foreigner    | inhabitant  |
| 9) decree        | edict          | order        | digest      |
| 10) summit       | meeting        | gathering    | assembly    |

### X. Choose the correct verb.

1. My client has requested me to make / file / award a lawsuit against you for breach of contract.
2. You accepted / awarded / admitted the offer my client made to you.
3. When you signed the contract, legal rights were called / claimed / created which are enforceable under the law.
4. Since you have not carried out your obligations under the contract, you have clearly assigned / rejected / breached the contract.
5. My client intends to claim / accept / enforce damages for all of the losses incurred as a result of the breach.

## UNIT 3. Law and Society

*“The Law is the Light.”*

Proverb

### I. Pronounce the following words correctly.

injure [ˈɪndʒə]

injury [ˈɪndʒ(ə)rɪ]

own [əʊn]

oath [əʊθ]

judgement [ˈdʒʌdʒmənt]

interfere [ˌɪntəˈfɪə]

testify [ˈtestɪfaɪ]

testimony [ˈtestɪməni]

transaction [trænˈzækʃ(ə)n]

accustom [əˈkʌstəm]

### II. Answer the following questions.

1. How do laws differ from moral principles or customs in terms of their origin, enforcement, and consequences?
2. What is the significance of moral principles and social customs in shaping individual behavior and social interactions?
3. How do laws attempt to influence or control people's actions?
4. What are the primary objectives of a legal system in a society?
5. When is legal intervention considered to be necessary or appropriate one?
6. What are the essential functions of law in a society?

### III. Vocabulary list.

**to injure** – yaralamak

**legal obligations** – hukuk borçlary

**to take legal actions** – kazyýete ýüz tutmak, arzany gozgamak

**to recover losses** – ýitgileri tölemek, ýitgileriň öwezini dol-durmak

**plaintiff** – talapkär

**defendant** – jogapkär, günäkär

**testimony** – şaýatlyk görkezmesi

**to testify under oath** – kasam edip görkezme bermek

**judgement** – kazyýetiň çözügi

**valid** – hukuk güýji bar bolan

#### **IV. Read and translate the text.**

##### **Law and Society**

In the earliest stages of human development, formal laws were absent. Actions like spousal homicide, while perhaps subject to social disapproval, were not typically subject to official intervention. However, as societies evolved, so did the complexity of human interaction. Scientific and social progress accelerated the pace of life, creating a more intricate web of relationships and activities. This increased complexity necessitated rules and regulations to govern social conduct. Thus, laws governing community life emerged.

While laws are rooted in the practical needs of a community, they often operate in the background of our daily lives. If a neighbor plays loud music late at night, we are more likely to address the issue directly rather than immediately involving law enforcement, lawyers, or the courts. Similarly, purchasing a television, a train ticket, or lending money might seem like simple transactions. While a lawyer could explain the underlying legal contract and obligations, most of us simply see a ticket for transportation or a TV for entertainment. It is only when problems arise – a persistently disruptive neighbor, a train accident, a loan repayment default, or a faulty product – that we begin to consider the legal implications of these everyday activities.

In such situations, legal action might be necessary to recover losses. For instance, if Bert fails to repay a loan, you could sue him. You would become the plaintiff, and Bert the defendant. During the trial, you would testify under oath about the loan. Bert might claim it was a gift, not a debt. After hearing both sides and considering the relevant law, the court would determine the matter, potentially ruling in your favour and ordering Bert to repay the loan.

Many transactions in modern society are so complex that legal counsel is essential. Few individuals would undertake significant actions like buying or selling property, establishing a business, or planning their estate without first seeking professional legal advice.

Globally, there is a growing trend toward using legal mechanisms to manage interpersonal relationships. Multinational corporations, for example, employ legal terms to ensure the validity of their contracts in international business dealings.

**V. Answer the following questions.**

1. In the earliest stages of human development, did formal laws exist?
2. What factors have led to the increased need for rules and regulations in modern society?
3. Are we generally aware of the laws that govern our daily lives? Why or why not?
4. What circumstances typically prompt us to consider the legal implications of our actions?
5. Under what circumstances might a person take legal action against Bert?
6. In what setting does one typically provide testimony under oath?
7. What are some examples of situations in which individuals commonly seek legal counsel?
8. What is the primary reason that companies retain legal counsel?

**VI. Find the words from the text that match the given definitions.**

1. \_\_\_\_\_ is the party that is accused in court of a crime or a civil offence.
2. \_\_\_\_\_ is the party that starts or carries out civil proceedings. It is usually a private citizen or a company.
3. \_\_\_\_\_ is a civil legal proceeding against someone.
4. \_\_\_\_\_ is an official court decision on the case.
5. \_\_\_\_\_ are an official body whose job is to make sure that people obey the law, to catch criminals, and to protect people and property.
6. \_\_\_\_\_ is someone whose job is to advise people about laws, write formal documents or represent people in court.

7. \_\_\_\_\_ is a house or a room where all the information about the crime is given so that it can be judged.
8. \_\_\_\_\_ is a sum of money that you owe somebody.
9. \_\_\_\_\_ is a formal statement that something is true, such as the one a witness makes in a court of law.
10. \_\_\_\_\_ is money that has been lost by a business, person or government.
11. \_\_\_\_\_ is a legal means regulating relations between companies.

**VII. Rewrite the sentences using the passive voice.**

**Example:** *Sometimes people break laws.*

*Laws are sometimes broken by people.*

1. Police investigate crimes.
2. The Mejlis makes laws.
3. Courts resolve disputes.
4. Police arrested a criminal yesterday.
5. The Parliament has already passed the law.
6. Some laws provide for benefits for workers injured.
7. Informal rules of conduct already existing in society often for government made laws.

**VIII. Complete these sentences by inserting either law or legal.**

1. Instruction in \_\_\_\_\_ English is becoming compulsory in a growing number of law faculties all over the world.
2. After university, my work as a trainee solicitor gave me useful experience in commercial litigation, and I was offered a good position in a large \_\_\_\_\_ firm.
3. During my studies, I volunteered at a local \_\_\_\_\_ clinic, where I provided free \_\_\_\_\_ assistance to people who could not afford to pay for a lawyer.
4. Some of the most important courses a student completes during his or her studies of the law are skills courses, such as courses in \_\_\_\_\_ writing and \_\_\_\_\_ research.

**IX. Match the following synonyms.**

- |                            |                         |
|----------------------------|-------------------------|
| 1) breach                  | a) purpose              |
| 2) international agreement | b) violation            |
| 3) basic freedoms          | c) convention           |
| 4) aim                     | d) resolution           |
| 5) decision                | e) obligation           |
| 6) commitment              | f) fundamental freedoms |
| 7) statute, constitution   | g) to found             |
| 8) to create               | h) charter              |

**X. What would you do if...? Express your ideas, using the model.**

**Example:** *“Had no right to free education”*

*We would have to pay money for our education if we had no right to free education.*

- 1) had no right to a fair trial;
- 2) had no freedom of expression and thoughts;
- 3) had no freedom of religion;
- 4) had no right to medical assistance;
- 5) had no right to social security;
- 6) had no right to free elections;
- 7) had no equality between women and men.

## CHAPTER 2 CONSTITUTION

### UNIT 1. Constitution of Turkmenistan

*“Constitution is not a mere lawyers’ document, it is a vehicle of Life, and its spirit is always the spirit of Age.”*

B.R.Ambedkar

#### I. Pronounce the following words correctly.

delineate [diˈlɪniət]

sovereignty [ˈsɒvr(ə)ntɪ]

authority [ɔːˈθɔːrɪtɪ]

emphasis [ˈemfəːsɪs]

parliament [ˈpɑːləmənt]

parliamentary [ˌpɑːləˈment(ə)rɪ]

goal [gəʊl]

enact [ɪˈnækt], [enˈ-]

written [ˈrɪt(ə)n]

rigid [ˈrɪdʒɪd]

#### II. Answer the following questions.

1. What is the definition and fundamental purpose of a constitution?
2. What are the primary reasons for a state to establish a constitution?
3. What are some different classifications or types of constitutions, and what are their defining characteristics?
4. What are some key features or principles of the Constitution of Turkmenistan?

#### III. Vocabulary list.

**the principles of sovereignty and independence** – özygtyýarlygyň we garaşsyzlygyň ýörelgeleri

**legislative power** – kanun çykaryjy häkimiýet

**executive power** – ýerine ýetiriji häkimiýet

**judicial power** – kazyýet häkimiýeti

**the Supreme Commander of the Armed Forces** – Ýaragly Güýçleriň Belent Serkerdebaşysy

**a basis of foreign policy** – daşary syýasatyň özeni

**impartiality of the court** – kazyýetiň adalatlylygy, tarap tutmazlygy

**preamble** – giriş

**competence (syn. power)** – ygtyýarlyk

**representative** – wekil

#### **IV. Read and translate the text.**

### **Types of Constitution**

A constitution is a foundational legal framework that establishes the fundamental rules and principles by which a state is governed and regulated.

The term “constitution” derives from the Latin word “constitutio”, meaning “to create, establish, or constitute”. Constitutions can be categorized in several ways, including written/unwritten, rigid/flexible, and federal/unitary.

A written constitution is codified in a single, formal document. It typically includes a preamble outlining the state’s goals and the rationale behind the constitution, followed by articles containing the substantive provisions of governance.

An unwritten constitution, conversely, is not contained within a single document. Instead, it comprises a collection of a country’s laws, accumulated over time. While “unwritten”, such a constitution may include written sources like statutes passed by the legislature. It also incorporates unwritten sources, such as constitutional conventions, customs, and traditions.

Constitutions are often described as “rigid” or “flexible”. A rigid constitution has entrenched provisions that cannot be easily amended. The amendment process typically requires a higher threshold than that of ordinary legislation. A flexible constitution, often unwritten, can be amended through the same legislative process as ordinary laws.

A federal constitution delineates the distribution of powers between a central, federal government and its constituent units (e.g., states or provinces).

A unitary constitution, often associated with a parliamentary system, concentrates governmental power in a central government. While regional or local authorities may exist, their powers are derived from the central government.

**V. Answer the following questions.**

1. What is the fundamental purpose of a constitution as described in the text?
2. What kind of fundamental principles are typically established within a constitution?
3. What is the relationship between a constitution and other laws within a country?
4. According to the text, what are the main classifications of constitutions?
5. How does the text distinguish between “rigid” and “flexible” constitutions?
6. Does the text identify specific countries that have unwritten constitutions? If not, how does the text describe the nature of unwritten constitutions?

**VI. Read and retell the text.**

**Constitution of Turkmenistan**

The Constitution of Turkmenistan, the supreme law of the land, was initially adopted on May 18, 1992, and revised on September 14, 2016, through national referendums. It establishes the fundamental principles of Turkmenistan’s constitutional system.

The Constitution outlines Turkmenistan’s system of government, enshrines the nation’s sovereignty and independence, and establishes the principle of separation of powers among the legislative, executive, and judicial branches. It declares Turkmenistan a secular state and affirms permanent neutrality as the foundation of its foreign policy. Crucially, it guarantees the rights and freedoms of individuals and citizens.

Specific sections of the Constitution detail the roles and responsibilities of key governmental bodies, including the President, the National Council (Parliament), the Government, the judiciary, and the public prosecutor's office. It also addresses referenda and elections, as well as economic and financial matters. Within these sections, the Constitution defines the procedures for appointing and electing officials, their terms of office, and the limits of their authority, all in accordance with the principle of separation of powers.

The President of Turkmenistan serves as both head of state and head of Government, and the Constitution delineates their powers, including their role as Supreme Commander of the Armed Forces.

The Parliament (Mejlis) constitutes the legislative branch. The Constitution specifies the process for electing its members, their powers, and their terms of office.

The Government of Turkmenistan forms the executive branch. The Constitution defines its jurisdiction, the appointment procedures for government officials, and their terms of office. Executive power, encompassing the President, the Cabinet of Ministers, ministries, departments, and local authorities, is responsible for governing the state in accordance with national laws and fulfilling its designated tasks.

The judiciary, headed by the Supreme Court, exercises judicial power through constitutional, civil, administrative, and criminal legal proceedings. The courts are entrusted with protecting the rights and freedoms of individuals and legal entities, safeguarding state and public interests, and administering justice.

A significant portion of the Constitution, Section II, is dedicated to human rights. It guarantees equality of rights and freedoms for all individuals and citizens, regardless of language, religion, or nationality, and ensures equality before the law and the courts. It also protects honor and dignity, privacy, and the right to participate in the governance of the state, among other fundamental rights.

## **VII. Answer the following questions:**

1. What are the key elements or principles contained within the Constitution of Turkmenistan?

2. According to the Constitution of Turkmenistan, what are the principal branches or bodies of state power?
3. What provisions does the Constitution make concerning the structure, function, and composition of the legislature?
4. What constitutes the executive branch of government in Turkmenistan, and what is its role?
5. How is judicial power exercised in Turkmenistan, and what are the responsibilities of the judiciary?
6. What is the stated basis of Turkmenistan's foreign policy as enshrined in the Constitution?
7. Does the Constitution of Turkmenistan address the role and function of local self-government bodies?

**VIII. A. Match the following words with their synonyms.**

- |                  |                   |
|------------------|-------------------|
| 1) fundamental   | a) impartial      |
| 2) power         | b) period of time |
| 3) independently | c) be vested in   |
| 4) establish     | d) choose         |
| 5) duty          | e) obligation     |
| 6) promise       | f) basic          |
| 7) term          | g) separately     |
| 8) elect         | h) oath           |
| 9) objective     | i) set up         |
| 10) belong to    | j) authority      |

**B. Match the following words with their antonyms.**

- |                |               |
|----------------|---------------|
| 1) separation  | a) dependence |
| 2) within      | b) reject     |
| 3) sovereignty | c) unity      |
| 4) adopt       | d) beyond     |
| 5) secular     | e) religious  |

**IX. Fill in with the given prepositions.**

*under, between, in, according to, for, to, over, into, before, from*

1. The minimum requirement ... the post was a degree ... law.

2. He made outstanding contributions ... children's medicine.
3. The new law was developed ... the edicts of the ruler.
4. Perhaps they could sit down and discuss things ... a civilized fashion.
5. Roman law became incorporated ... the legal systems of many European countries.
6. The extension of citizenship ... the years ... 100 BC ... AD 212 to all free inhabitants of the empire made the distinction ... the *jus gentium* and the *jus civile* obsolete.
7. The first codification of imperial legislation was published... Theodosius II.
8. Most of his books have been translated ... Turkmen.
9. This body of rules was applied exclusively ... Roman citizens.
10. The lawyer argued persuasively ... the judge.

#### **X. Writing. Advocacy Brief.**

**Scenario:** Your client, a trade association, is advocating for changes to international trade regulations that they believe are unfairly impacting their industry.

**Task:** Draft an advocacy brief to be submitted to an international trade organization. Clearly state your client's position, provide legal arguments supporting your recommendations, and propose specific changes to the existing regulations. Consider the political and economic context surrounding the issue.

## UNIT 2. Constitution of Great Britain

*“The purpose of the Constitution is to restrict the majority's ability to harm a minority.”*

James Madison

#### **1. Pronounce the following words correctly.**

doctrine [ˈdɒktrɪn]

impartial [ɪmˈpɑːʃ(ə)l]

identify [aɪˈdentɪfaɪ]

legislative [ˈledʒɪslətɪv]  
legislation [ˌledʒɪˈsleɪʃ(ə)n]  
legislate [ˈledʒɪsleɪt]  
judiciary [dʒuːˈdɪʃ(ə)rɪ]  
accountable [əˈkauntəbl]  
accountability [əˈkauntəˈbɪlətɪ]  
determine [dɪˈtɜːmɪn]



## II. Answer the following questions

1. What are some key characteristics or features of the British Constitution?
2. How is the term “unwritten constitution” defined, and what implications does it have for how a country is governed?
3. What are the primary sources that comprise an unwritten constitution, such as the British Constitution?
4. What is the Magna Carta, and what is its historical and constitutional significance?

## III. Vocabulary list.

**public trial** – açyk kazyýet seljermesi

**checks and balances** – basyşa ýol bermezlik we deňagramlylygy saklamak baradaky ýörelge

**impartial** – tarap tutmaýan, adalatly

**separation of power** – häkimiýetiň bölünmegi

**parliament** – parlament

**doctrine** – taglymat

**statute** – statut, ustaw, kanunçylyk namasy

**judiciary** – kazyýet edaralarynyň ulgamy

**sovereign** – monarh; hökümdar, özygtyýarly

**impeachment** – impiçment (ýokary wezipeli adamy jenaýat jogapkärçiligine çekmek tertibi)

## IV. Read and translate the text.

### Constitution of Great Britain

The British Constitution, unlike the codified US Constitution, is unwritten, or more accurately, uncodified. This means it is not



contained within a single document. Instead, it draws from a variety of sources, including foundational legal texts (like Magna Carta and the Act of Settlement), Acts of Parliament, long-standing customs and traditions, political conventions, judicial precedent (case law), and constitutional decisions made in courts.

A central principle of the British Constitution, evolving since the English Civil War, is parliamentary sovereignty. This doctrine holds that Parliament is the supreme law-making body in the UK, and its statutes are the highest form of law. Parliament can therefore amend the constitution simply by passing new legislation, which then receives Royal Assent.

Parliament's power is extensive. It can legislate on any matter it chooses, including determining its own term length. While the Sovereign retains the power to dissolve Parliament (on the Prime Minister's advice), Parliament can also alter its own structure and the relationship between the House of Commons and the House of Lords.

Parliament, comprised of the Sovereign, the House of Commons, and the House of Lords, requires all legislation to receive Royal Assent. Crucially, the House of Commons holds the power to pass a motion of non-confidence in the government, which can force the government to resign or call for new elections. This motion does not require approval from the Lords or Royal Assent. Parliament also retains the power of impeachment for government members and, since the Constitutional Reform Act 2005, can remove judges for misconduct.

Executive power in the UK is exercised by the Sovereign through Her Majesty's Government. The monarch appoints the Prime Minister, who then selects the other ministers that form the government. The executive branch is accountable to Parliament, as is typical in parliamentary systems.

The UK's judicial system is divided into separate jurisdictions for England and Wales, Scotland, and Northern Ireland. There is not a single, unified court system for the entire United Kingdom.

The Constitutional Reform Act 2005 established the Supreme Court of the United Kingdom, which took over the judicial functions previously held by the House of Lords and devolution cases from the Judicial Committee of the Privy Council. The Supreme Court, which began operating in 2009, serves as the highest court of appeal for England, Wales, and Northern Ireland, and for civil cases in Scotland. The High Court of Justiciary remains the highest court for criminal cases in Scotland.

**V. Answer the following questions.**

1. What does it mean that the British Constitution is “unwritten” or “uncodified,” and what are some of its primary sources?
2. What is the doctrine of parliamentary sovereignty, and how does it function in the UK’s constitutional system?
3. How does the UK Parliament’s structure and its powers reflect the principle of parliamentary sovereignty?
4. Why does the UK have separate judicial systems for different parts of the country?
5. What significant change did the Constitutional Reform Act 2005 bring to the UK’s judicial system?
6. How does the British Constitution, with its various sources and evolving conventions, differ from a codified constitution like that of the United States?

**VI. Are the following statements *true* or *false*?**

1. The British Constitution is unwritten, unlike the US Constitution.
2. The British Constitution is derived from a variety of sources.
3. Amendments to the British Constitution require the approval of both Houses of Parliament but do not require Royal Assent.
4. Parliamentary sovereignty is a long-standing and fundamental principle of the British Constitution.
5. The Sovereign has no power to dissolve Parliament.
6. Parliament has no power to change the structure of its houses (e.g., the House of Lords).
7. The British Parliament consists of the Sovereign and the House of Commons.

8. The executive power in the United Kingdom is exercised solely by the Prime Minister.

### **VII. Write the following questions in indirect speech.**

1. The professor asked, “Is English law based on common law tradition?”
2. The first-year student asked the professor yesterday, “Do barristers give expert opinions on legal matters?”
3. Tom Brown asked his groupmate, “Why is it important for judges to be independent of the government?”
4. The correspondent asked last week, “How long did it take the FBI experts to perform these scientific examinations?”
5. The Defence Counsel asked the prosecution, “How many defendants were convicted of illegal weapons possession?”
6. The clerk of the court asked, “Did the defendant plead guilty to any charges?”
7. The head of the court’s press service was asked, “Has the appellate panel found any procedural violations?”
8. Tom Brown asked his lawyer, “Who backed a request for bail?”

### **VIII. Learn the following idioms and make up sentences using them.**

**law and order** – hukuk düzgüni, kanun tertibi

**the law of the jungle** – gazaply kanunlar, ýowuz kanunlar, rehimsiz eden-ettidikler

**burden of proof** – subut etmek güzaby

**an act of God** – adatdan daşary ýagdaýlar (mysal üçin, ýertitreme)

**under age** – kämillik ýaşyna ýetmedik

### **IX. Read and retell the text.**

Magna Carta Libertatum (Medieval Latin for “Great Charter of Freedoms”), commonly called Magna Carta (Magna Charta, Great Charter), is a royal charter of rights agreed by King John of England at Runnymede, near Windsor, on 15 June 1215. First drafter by Archbishop of Canterbury Stephen Langton to make peace between unpopular king and a group of rebel barons, it promised the protection of church rights, protection for the barons from illegal imprisonment, access to swift justice, and limitations on feudal payments

to the Crown, to be implemented through a council of 25 barons. Neither side stood behind their commitments, and the Charter was annulled by Pope Innocent III, leading to the First Baron's War.

**X. Decide on the right answer choosing among the following words and putting them in the appropriate form.**

<i>constitution</i>	<i>constitutional</i>	<i>unconstitutional</i>
<i>to constitute</i>	<i>constitutionally</i>	<i>constitutionality</i>

1. The federation was ... in 1949.
2. The UK is a ... monarchy.
3. The right to speak freely is written in the ... of the USA.
4. A decision on the proposal's ... still has to be made.
5. ... oppressions were the reason for the international conflict.
6. He was ... incapable of dealing with this matter.

### UNIT 3. Constitution of the USA

*“We the people are the rightful masters of both Congress and the Courts, not to overthrow the Constitution, but to overthrow the men who pervert the Constitution.”*

Abraham Lincoln

**I. Pronounce the following words correctly.**

feature [ˈfi:tʃə]

representative [ˌreprɪˈzentətɪv]

assembly [əˈsembli]

consensus [kənˈsen(t)səs]

property [ˈprɒpəti]

power [ˈpaʊə]

indictment [ɪnˈdɪktmənt]

executive [ɪgˈzɛkjʊtɪv]

legislative [ˈledʒɪslətɪv]

judicial [dʒuːˈdɪʃ(ə)l]

## II. Answer the following questions.

1. What are some key features or principles of the Constitution of the United States?
2. When was the US Constitution drafted, and who were some of its key framers?
3. What is the Bill of Rights, and what is its significance in the US constitutional system?
4. How does the principle of federalism operate within the framework of the US Constitution?

## III. Vocabulary list.

**indictment** – aýyplaýyş netijenamasy, günä yglan edýän höküm

**to interpret a law** – kanuna düşündiriş bermek

**law-making body** – kanun çykaryjy edara

**local self-government** – ýerli öz-özünü dolandyryş

**to make amendments and additions to the Constitution** –

Konstitusiýa üýtgetmeler we goşmaçalar girizmek

**to override a veto** – wetony ýatymak

**to pass a law** – kanuny kabul etmek, tassyklamak

**to reach a compromise** – ylalaşyga gelmek, ylalaşmak

**to reject a bill** – kanun taslamasyny ret etmek, kabul etmezlik

**to take office** – wezipä başlamak

## IV. Read and retell the text.

### Constitution of the USA

The United States government is structured according to the Constitution of 1787, adopted following the War of Independence. This foundational document comprises seven articles and twenty-seven amendments. The first ten amendments, collectively known as the Bill of Rights, were ratified in 1791 due to public demand.

The Bill of Rights establishes limitations on the power of the federal government, safeguarding fundamental rights and liberties, including freedom of religion, speech, the press, assembly, and association, as well as the right to bear arms. In federal criminal cases, it

guarantees indictment by a grand jury for capital crimes and ensures the right to a speedy and public trial by an impartial jury drawn from the state where the crime occurred.

Federalism, the division of powers between the national government and the states, is a central principle of the US Constitution. Another key feature is the separation of powers among the three branches of the national government: the executive, legislative, and judicial. While these branches have distinct responsibilities, their powers are not entirely separate. Instead, they overlap in a system of checks and balances.

This system ensures that no single branch becomes too powerful. Each branch has specific mechanisms to limit or influence the actions of the others, promoting compromise and consensus.

The legislative branch, Congress, consists of the Senate and the House of Representatives. Its primary function is to propose and pass laws. As part of the system of checks and balances, Congress can refuse to confirm presidential appointments and can override presidential vetoes.

The executive branch, headed by the President, includes the Vice President, the Cabinet, thirteen executive departments, and various independent agencies. Its main responsibility is to enforce laws. The President, under the system of checks and balances, can veto legislation passed by Congress and appoints justices to the Supreme Court.

The judicial branch, composed of the Supreme Court, eleven Circuit Courts of Appeals, and ninety-four District Courts, interprets laws and adjudicates legal disputes. It plays a crucial role in the system of checks and balances, as it has the power of judicial review, meaning it can declare the actions and laws of the other two branches unconstitutional.

#### **V. Answer the following questions.**

1. When was the US Constitution adopted?
2. What are the main components of the US Constitution?
3. What is the name given to the first ten amendments of the US Constitution?

4. What are some of the key rights and liberties protected by the Bill of Rights?
5. What are some of the fundamental principles and key features of the US Constitution?
6. What are the three branches of the US federal government as established by the Constitution?
7. How does the US Constitution's system of checks and balances affect the separation of powers among the three branches of government?
8. How does the system of checks and balances ensure that no single branch of the US government becomes overly powerful?

**VI. Are the following statements *true* or *false*? Use the example to express your opinion.**

**Example:** a) *I think it is true. The text tells us that...*  
b) *To my mind, it is false because ...*

1. The US Constitution was adopted in 1918 after the World War 1.
2. The first 10 amendments are called the Bill of Rights.
3. The Bill of Rights sets forth the structure of the Federal Government.
4. The key features of the US Constitution are federalism, the separation of powers and the system of checks and balances.
5. The legislative branch has more powers than the others.
6. The powers of the three branches don't overlap.
7. The system of checks and balances was meant to protect against the extremes.
8. The responsibilities of the Congress are to protect the rights of citizens and enforce laws.
9. The executive branch consists of the President, the Vice President, the Cabinet and the 13 Departments, and the independent agencies.
10. The judicial branch explains and interprets laws and makes decisions in lawsuits.

**VII. Rewrite the following sentences from direct speech into indirect speech.**

1. “We are not talking about any kind of censorship on the Internet”, the President says.
2. The committee spokesman said a week ago, “The Investigative Committee is forming a department that will investigate crimes committed by police officers”.
3. A lawyer said to Mr Woodworth, “The most severe punishment now for this criminal offence is life imprisonment”.
4. “Please, don’t interrupt me”, the associate lawyer said to his client yesterday.
5. “We have been providing here the highest quality legal assistance to our clients”, said the in-house lawyer.
6. The Interior Minister says, “The law should punish police officers more severely than ordinary people for illegal activities”.
7. The lawyer speaking about the Graduate Recruitment Programme said, “I will outline what we can offer to these employees”.
8. The judge said, “The owner of the Perm night-club where 156 people were killed in a fire has been hiding in Spain before being arrested”.
9. London’s mayor said, “I will focus on maintaining social stability and solving transportation problems”.
10. The Prime Minister said, “The Internet may increase the quality of state governance”.

**VIII. Choose the correct form of the given verbs.**

1. Law (defines, is defined) as a rule of human conduct, imposed upon and enforced among, the members of the state.
2. Laws (codified, were codified) in many countries.
3. Laws (are enforced, have been enforced), and such enforcement usually (carries out. is carried out) by the state.
4. A defendant (refuses, refused) to obey law, so he (is punished, was punished).
5. Law (has, have) several aims which (concern, are concerned) mainly with making society more stable.

6. If people (disobey, will disobey) the rules the law (threatens, is threatened) them with something unpleasant – often called a sanction.
7. In England there (is, are) a rule that a man must not wear a hat in church or that one must stand up when “God Save the Queen” (plays, is played).

**IX. Choose the correct answer, based on your research.**

1. How many articles are there in the Declaration of Human Rights?
  - a) three
  - b) eighteen
  - c) five
  - d) thirty
2. What is the best way to end child poverty?
  - a) give them money
  - b) change the government
  - c) give them education
3. When was the Declaration of Human Rights adopted?
  - a) 1948
  - b) 1993
  - c) 1874
  - d) 1893
4. Who was Ghandi?
  - a) a god
  - b) the first president of the USA
  - c) a Human Rights fighter who helped India becoming an independent country
  - d) famous scientist
5. Who is Nelson Mandela?
  - a) the President of South Africa who spent more than 27 years in prison
  - b) the President of Mexico
  - c) a religious leader
  - d) a famous singer

**X. Match the words in the columns and practice saying them.**

<b>Country</b>	<b>Language</b>	<b>Capital</b>
Turkmenistan	Lithuanian	Brussels
Malta	Hungarian	Berlin
Germany	Greek	Rome
Holland	French, Flemish	Amsterdam
Hungary	German	Vilnius

France  
Italy  
Belgium  
Greece  
Lithuania  
Poland

Maltese, English  
Dutch  
Italian  
Polish  
Turkmen  
French

Ashgabat  
Paris  
Budapest  
Athens  
Warsaw  
Vale

## CHAPTER 3 LEGISLATION

### UNIT 1. Legislation of Turkmenistan

*“The clearest way to show what the rule of law means to us in everyday life is to recall what has happened when there is no rule of law.”*

Dwight D. Eisenhower

#### I. Pronounce the following words correctly.

privilege [ˈprɪv(ə)lɪdʒ]

determine [dɪˈtɜːmɪn]

parliament [ˈpɑːləmənt]

bicameral [baɪˈkæm(ə)rəl]

representative [ˌreprɪˈzɛntətɪv]

consequently [ˈkɒn(t)sɪkwəntli]

local [ˈləʊk(ə)l]

characteristic [ˌkærəktəˈrɪstɪk]

council [ˈkaʊn(t)s(ə)l]

furthermore [ˌfɜːðəˈmɔː]

#### II. Answer the following questions.

1. What is Parliamentaryism?
2. What are the origins of representative bodies?
3. What is a *Gurultay*?
4. What did the *Maslakhat* consist of historically?
5. Is the Parliament of Turkmenistan bicameral or unicameral?

#### III. Vocabulary list.

**representative body** – wekilçilik edýän edara

**representation** – wekilçilik

**to pass a law** – kanuny kabul etmek

**chamber** – palata

**separation of powers** – häkimiýetiň bölünişi

**local** – ýerli

**bicameral** – iki palataly

**to approve** – tassyklamak, makullamak

**council** – geňeş

**to require** – talap etmek

#### **IV. Read and translate the text.**

### **Parliament as an Integral Part of Statehood**

Parliamentarism is one of the oldest political institutions. It is a system of organizing and functioning supreme state power, characterized by the separation of legislative and executive functions, with parliament holding a privileged position. It reflects the historical context, social and political life of each particular country, along with national traditions, legal culture, and the political will of the people.

The origins of national parliamentarism among the Turkmen people date back to ancient times. The concept of “parliamentarism” is inseparable from that of “democracy”. Since antiquity, the social structure of the Turkmens has been characterized by elements of popular democracy and parliamentarism.

The earliest form of a representative people’s body emerged during the ancient period of social organization in the form of maslakhats (councils), councils of elders (aksakals), national assemblies, and gurultays (forums), at which decisions on key issues of societal, tribal, and clan life were discussed and made. Thus, the all-Turkmen Gurultays acted as the highest institutions of power, making pivotal decisions. At crucial moments in history, they made important decisions that determined the fate of the Turkmen people.

The development of various branches of government occurred naturally and historically within Turkmen society. Legislative power was exercised by the maslakhath. The Turkmen maslakhath was an elected body in the 19<sup>th</sup> century. It mainly consisted of representatives of communal self-governance (khans, serdars, clergy, mirabs), respected elders, heads of social organizations, and elected representatives of tribal groups.

The term “parliament” was first introduced into political and legal use in Turkmenistan by the 1992 Constitution. In the early years of sovereignty and independence, the necessary political and legal foundations were created in Turkmenistan for the formation of the National Parliament as a legislative body.

The Mejlis (National Parliament/Legislature) was formed as a result of elections held in 1995. From its first session, the National Parliament of Turkmenistan began its work, marking the beginning of modern parliamentarism in the country.

It is worth noting that the National Parliament has undergone significant evolution during the years of state independence. The parliamentary reforms were based not only on the historical experience of state development but also took into account foreign experiences of parliamentarism.

#### **V. Answer the following questions.**

1. When did the concept of “parliament” officially enter Turkmen political and legal discourse?
2. When was the *Mejlis* (National Parliament) of Turkmenistan formed?
3. What were the traditional forms of representative bodies among the Turkmen people? Name at least three.
4. What were the functions of the *Gurultay* in Turkmen society?
5. How does the text connect the concepts of parliamentarism and democracy?
6. What role did *Maslakhats* play in the historical exercise of legislative power among the Turkmens?

#### **VI. Read and retell the text.**

### **Mejlis of Turkmenistan**

The Mejlis of Turkmenistan is a representative body that exercises legislative power. The Mejlis consists of 125 deputies elected by secret ballot on the basis of universal, equal, and direct suffrage. A citizen of Turkmenistan who has reached the age of 25 and has been

a permanent resident of Turkmenistan for the past ten years may be elected to the Mejlis. The term of office for deputies of the Mejlis is five years.

The Mejlis (Parliament), as a single body, carries out both representative and legislative functions. The representative function of the Parliament should be understood as a national forum where the most important issues of state and public life are openly and publicly discussed. The Parliament is also a legislative body whose activities are exclusively aimed at passing laws. Therefore, there is an organic combination within one body of two interrelated functions: representative and legislative.

Finally, the Mejlis exercises legislative powers. Its role in the legislative process is to approve or reject laws. Therefore, the Mejlis of Turkmenistan per se combines various functions and activities related to both law-making and representation.

#### **VII. Are the following statements *true* or *false*?**

1. The Mejlis of Turkmenistan is a bicameral legislature.
2. The Mejlis consists of 100 deputies.
3. Deputies to the Mejlis are elected by open ballot.
4. Any citizen of Turkmenistan over the age of 21 can be elected to the Mejlis.
5. The term of office for Mejlis deputies is five years.
6. The Mejlis only performs legislative functions.
7. The representative function of the Mejlis involves discussing important state and public issues.
8. The Mejlis has the power to either approve or reject laws.

#### **VIII. Put the words in the correct place.**

*representative   local   chambers*  
*parliament   pass   bicameral*

1. A \_\_\_\_\_ is a deliberative assembly with the authority to make laws for a political entity such as a country or city.
2. Each member of the staff may participate in elections to a staff \_\_\_\_\_ body.

3. In Italy the Parliament consists of two \_\_\_\_\_ that have the same role and power.
4. A \_\_\_\_\_ legislation has legislators in two separate assemblies, chambers or houses.
5. Greece also welcomed the intention to \_\_\_\_\_ a law on protection against domestic violence and recommended that it do so as soon as possible.
6. What does a \_\_\_\_\_ representative do?

**IX. Translate the following sentences into English.**

1. Biz Garaşsyz Watanymyzyň Esasy Kanunyny kämilleşdirmek baradaky başlangyjy öňe sürdük.
2. Türkmenistanyň Konstitusiýasyna üýtgetmeler we goşmaçalar girizmek bilen bagly teklipleri işläp taýýarlamak hem-de umumylaşdyrmak boýunça Konstitusion topary döredildi.
3. Sala salşyklar ählumumy, deň, göni we gizlin ses bermek arkaly geçirilýär.
4. Prokuratura dessin agtaryş işiniň kanunylygyna we jenaýat işleriniň derňelişini gözegçilik edýär.
5. Kazylaryň eldegrilmesizligi kanun bilen kepillendirilýär.
6. Türkmenistanyň Ministrler Kabineti (Hökümeti) ýerine ýetiriji we serenjam beriji edaradyr.

**X. Choose the word or phrase that best completes the sentence.**

1. European Union countries have \_\_\_\_\_ common institutions to which they delegate some of their sovereignty.  
a) *set back*      b) *set down*      c) *set up*      d) *set with*
2. The \_\_\_\_\_ is fundamental to the European Union.  
a) *ride of law*      b) *standing rule*      c) *rule of law*      d) *rule of the road*
3. All European Union decisions and procedures are based on the \_\_\_\_\_, which are agreed by all the EU countries.  
a) *commands*      b) *orders*      c) *treaties*      d) *decrees*
4. In the early years, much of the \_\_\_\_\_ between EU countries was about trade and the economy.

- a) *cooperation*   b) *cooperate*   c) *cooperative*   d) *co-operator*
5. The EU treaties lay down the basic aims of the Community, establish the \_\_\_\_\_ and their powers.
- a) *institutions*   b) *universities*   c) *colleges*   d) *firms*
6. The \_\_\_\_\_ is the main trend of development of the European communities and the Union.
- a) *federalization*   b) *globalization*   c) *consolidation*   d) *collaboration*

## UNIT 2. Legislation of the United Kingdom

*“An unjust law is itself a species of violence.  
Arrest for its breach is more so.”*

Mahatma Gandhi

### I. Pronounce the following words correctly.

peer [pɪə]  
 hereditary [hɪˈredət(ə)rɪ], [he-]  
 variety [vəˈraɪəti]  
 individual [ˈɪndɪˈvɪdʒuəl]  
 monarch [ˈmɒnək]  
 announcement [əˈnaʊn(t)smənt]  
 compose [kəmˈpəʊz]  
 impact [ˈɪmpækt], [ɪmˈpækt]  
 exact [ɪgˈzækt], [eg-]  
 issue [ˈɪʃuː], [ˈɪʃjuː]

### II. Answer the following questions.

1. What is the structure and function of the British Parliament?
2. What is the composition of the House of Lords?
3. How many members are there in the House of Commons?
4. What are the terms of office for members of the House of Commons and the House of Lords?

### III. Vocabulary list.

**the House of Lords** – Lordlar Palatasy

**the House of Commons** – Obşınalar Palatasy

**scrutiny** – düýpli derňew, barlag

**a life peer** – ömürlük per

**hereditary** – nesilden-nesle geçýän

**to proceed to committee stage** – komitetde maslahat tapgyryna geçmek

**to propose** – teklipl etmek

**to reach agreement** – ylalaşmak

**to debate** – çekeleşmek

**an announcement** – bildiriş; ygylan etme

### IV. Read and retell the text.

#### Legislation in the UK

In the United Kingdom, laws are made in Parliament at Westminster. Parliament consists of the monarch, the House of Lords, and the House of Commons. These bodies share similar functions: creating legislation, scrutinizing the government's work, and debating current issues. The House of Lords is composed of life peers and hereditary peers. The House of Commons is composed of Members of Parliament (MPs).

Ideas for new laws can originate from various sources. Bills may be introduced by any member of either House (a "Private Member's Bill"), a government minister (a "Government Bill"), the general public (often through petitions leading to "Public Bills"), or an individual or small group (a "Private Bill").

The first stage in a bill's passage through the House of Commons is the first reading. This is usually a formality, occurring without debate. The bill's short title is read, and the bill is then printed and published as a House of Commons paper. The second reading is the first opportunity for MPs to debate the general principles and themes of the bill.

Following the second reading, the bill proceeds to the committee stage. This is where detailed, clause-by-clause examination of the bill takes place, focusing on the intent and impact of its language. This stage is often considered to be the most crucial part of the parliamentary process for those researching legislative intent, as it is where amendments are made. If amendments are made, the bill is reprinted before the next stage.

After the committee stage, the amended bill returns to the House of Commons for the report stage. Here, the bill can be debated, and further amendments can be proposed. All MPs can suggest amendments or new clauses (parts) to be added.

The report stage is typically followed immediately by the third reading debate. No amendments can be made to a bill during the third reading in the Commons.

The process in the House of Lords is similar. The bill undergoes a pro forma first reading, followed by the second reading. After the second reading, the bill is usually referred to a Committee of the Whole House. It then passes through a consideration stage and the third reading. Unlike the House of Commons, amendments can be made in the House of Lords during the Committee of the Whole House, the consideration stage, and the third reading.

If a bill originates in the Commons, it then proceeds to the House of Lords for its first reading. Conversely, if the bill originates in the Lords, it returns to the House of Lords for consideration of any amendments made by the Commons. Both Houses must agree on the exact wording of the bill. A bill may move back and forth between the two Houses until agreement is reached.

Once a bill has completed all its parliamentary stages in both Houses, it requires Royal Assent before becoming an Act of Parliament. Royal Assent, the monarch's formal agreement, is a formality. After Royal Assent is given, the announcement is usually made in both Houses by the Lord Speaker in the Lords and the Speaker in the Commons.

## V. Answer the following questions.

1. What are the three components of the British Parliament?
2. Where do ideas for new laws originate, and who can formally introduce a bill?
3. What is the purpose of the committee stage in the House of Commons, and why is it considered to be important?
4. How does the process for amending a bill differ between the House of Commons and the House of Lords?
5. What happens to a bill after it passes the third reading in both houses?
6. What is Royal Assent, and why is it necessary for a bill to become law?
7. What happens if the House of Commons and the House of Lords disagree on the wording of a bill?

## VI. Complete the sentences according to the text.

1. The British Parliament consists of... .
2. During the first reading the short title of the Bill ....
3. The second reading is the first opportunity ....
4. The committee stage is ... .
5. Once the committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where ... .
6. The report stage is followed by ... .
7. The process in the House of Lords is ... .
8. The Royal Assent is ... .
9. When the Royal Assent has been given to a Bill, ....

## VII. Complete the table.

Verb	Noun	Adjective
exempt		–
–	express	–
–	stipulation	–
–	sense	1. – 2. –
protect	1. – 2. – 3. –	

–	liability	–
breach	–	–
consume	1. – 2. –	
mediate	1. – 2. –	

**VIII. Match the given Latin words and expressions with their definitions.**

- |                     |  |
|---------------------|--|
| 1) Pro tempore      | a) taken as matter of fact, even though the legal status may not be certain  |
| 2) In personam      | b) for a short time  |
| 3) Res judicata     | c) legal action against a person (for example, one party in a case claims that the other should do some act or pay damages). |
| 4) De facto         | d) by this fact, or the fact itself show this to be true.  |
| 5) Per curiam       | e) acting in place of a parent   |
| 6) In loco parentis | f) a matter on which a judgment has been given.  |
| 7) Ipso facto       | g) a decision correctly made by a court, which can be used as a precedent.   |

**IX. Correct the mistakes in the following sentences in the Present Simple Tense.**

1. The system of education also include postgraduate education.
2. What these students know about this higher educational institution?
3. Does this qualification requires any special studies?
4. These students doesn't have a certificate of a specialist.
5. Do the Diploma serves as a professional license?

**X. Complete each word in bold in the sentences.**

1. Mediation is one form of what is known as alter \_\_\_\_ dispute resolution (ADR for short).
2. Mediation is generally preferable to liti \_\_\_\_ because it is normally quicker and cheaper.
3. Mediation is carried out by a neutral, imp \_\_\_\_ third party called a med \_\_\_\_.

4. This third party is also sometimes known as a facil \_\_\_\_.
5. Any information that the parties provide is confi \_\_\_\_ and cannot be dis \_\_\_\_ to the other parties.
6. He / she attempts to solve problems and find resol \_\_\_\_ that are prac \_\_\_\_ and bene \_\_\_\_ to everyone.
7. Unlike a formal court case, nego \_\_\_\_ are in private.
8. Resolutions and sett \_\_\_\_ are based on com \_\_\_\_ and on mut \_\_\_\_ agreement and acceptance.

### UNIT 3. Legislation in the United States of America

*“It may be true that the law cannot make a man love me, but it can keep him from lynching me, and I think that’s pretty important.”*

Martin Luther King, Jr.

#### I. Pronounce the following words correctly.

procedure [prə'si:dʒə]

Congress [ˈkɒŋɡres]

Senate [ˈsenɪt]

approve [ə'pru:v]

process [ˈprəuses]

override [ˌəʊvə'raɪd]

debate [dɪ'beɪt]

committee [kə'mɪtɪ]

constituent [kən'stɪtjuənt]

reject [rɪ'dʒekt]

#### II. Answer the following questions.

1. What are the three branches of the US government?
2. How many senators are there in Congress?
3. How many representatives are there in Congress?
4. What do you know about the law-making process in the USA?

### III. Vocabulary list.

**the House of Representatives** – wekilçilik palatasy

**the introduction of a bill to the Congress** – Kongressiň gara-magyna kanun taslamasyny girizme; teklip etme

**a constituent** – saýlaw okrugy

**an appropriate committee** – degişli komitet

**a subcommittee** – kömekçi; goşmaça komitet

**to move a bill forward** – kanun taslamasyny geçirmek

**consideration** – seretme; garama; maslahatlaşma

**to introduce an amendment** – üýtgetme girizmek

**to vote** – ses bermek

**to sign a bill into law** – kanun taslamasyna gol çekmek

### IV. Read and retell the text.

#### Legislation in the USA

The United States Congress, one of the oldest national legislatures in the world, is the highest law-making body in the U.S. Congress is bicameral, consisting of the Senate and the House of Representatives. Members of the Senate are called senators, while members of the House are called representatives, congressmen, or congresswomen.

The general process of how a bill becomes a law is outlined in the Constitution.

The first step is the introduction of a bill in Congress. While bills can originate from various sources – individual members of Congress, constituents, state legislatures, or even the President and his administration – only members of Congress can formally introduce legislation.

After introduction, a bill is referred to the appropriate committee for review. The committee system is extensive, with 17 Senate committees (and 70 subcommittees) and 23 House committees (and 104



subcommittees). Initially, a bill is considered in a subcommittee, where it may be accepted, amended, or rejected. If the subcommittee approves the bill, it is reported to the full committee for further review. The full committee repeats the process, and if it votes to approve the bill, it is then reported to the full House or Senate.

Floor consideration in the House is highly structured. Debate time is limited, with each member having only a few minutes to speak, and the number and types of amendments are often restricted. In contrast, Senate debate on most bills is generally unlimited. Senators may speak on topics beyond the specific bill during their speeches, and any amendment can be introduced. A bill must pass both chambers of Congress in identical form before it can be sent to the President. Once debate concludes and all amendments are addressed, the full membership of each chamber votes on the bill.

The approved bill is then sent to the President. The President has several options: If the President approves the bill, they sign it into law. If the President disapproves, they may veto it and return it to Congress. Congress can override a presidential veto with a two-thirds vote in each chamber, at which point the bill becomes law and is officially printed.

#### **V. Answer the following questions.**

1. What are the two chambers of the U.S. Congress, and what are their respective roles in the legislative process?
2. From what sources can bills originate, even though only members of Congress can introduce them?
3. How does the process of floor debate differ between the House of Representatives and the Senate?
4. What options does the President have when a bill arrives on their desk?
5. How can Congress override a presidential veto, and what vote is required?
6. Why is it important that a bill must pass both houses of Congress in identical form before it is sent to the President?

**VI. Are the following statements true or false? Use the example to express your opinion.**

**Example:** a) *I fully agree with the statement.*  
b) *I am afraid, I can't agree with it.*

1. The Senate is the main legislative body of the USA.
2. The Constitution of the USA sets forth the general process for making a bill into law.
3. The first step in the legislative process is voting.
4. In the House of Representatives, debate on most bills is unlimited.
5. All bills must pass both houses of the Congress before it goes to the President.
6. Upon receiving a bill from the Congress, the President has to sign it.
7. The Congress has no right to override the presidential veto.

**VII. Translate the following sentences into Turkmen. Pay attention to the meaning of the word in italics.**

1. A *judge* is a court officer authorized to decide legal cases. But who are they to *judge* us? The *judge* may also rule on motions made before or during a trial. Don't *judge* a book by its cover.

2. In this office, hard work is the *rule*, not the exception. When a court *rules*, the decision is called a *ruling*. The high destiny of the individual is to serve rather than to *rule*.

3. The *state* is distinguished from other institutions by its purpose (establishment of order and security), methods (its laws and their enforcement), territory (its area of jurisdiction), and sovereignty. Another standard question is "What's the *state* of the world?" meaning "What's new?" or "What's going on?" The Bill of Rights is *stated* in 463 words.

4. What we now call gravity was not identified as a universal *force* until the work of Isaac Newton. Nobody *can force* me to do it.

5. After the storm, the Johnsons filed a *claim* against their home insurance in order to repair damage to the roof. He *claimed* he won the race, though the video showed otherwise.

6. In folk beliefs, good luck is regularly associated with the *right* side: it is lucky to see the new moon to one's *right*, to put the *right* stocking or shoe on first, while in each case the left is unlucky. Each legal *right* that an individual possesses relates to a corresponding legal duty imposed on another.

**VIII. Match the following words with the definitions.**

- |                          |  |
|--------------------------|--|
| 1) official              | a) freedom from favouritism, disinterestedness, fairness   |
| 2) the legislative power | b) the quality or condition of being legally qualified to perform an act   |
| 3) immunity              | c) a giving force to, authority, or effect to  |
| 4) supervision           | d) one who holds an office or position, especially one who acts in a subordinate capacity for an institution such as a corporation or governmental agency    |
| 5) the executive power   | e) the system of courts that interprets and applies the law in the name of the state   |
| 6) competence            | f) the part of government that has sole authority and responsibility for the daily administration of the state affairs                                       |
| 7) enforcement           | g) all actions that are authorized or sanctioned by law and instituted in a court or a tribunal for the acquisition of rights or the enforcement of remedies |
| 8) the judicial power    | h) authority belonging to an officially elected body of people vested with the responsibility to make laws   |
| 9) legal proceeding(s)   | j) exemption from normal legal duties, penalties, or liabilities, granted to a special group of people   |
| 10) impartiality         | i) authoritative control over the affairs of others  |

**IX. Choose the correct preposition given in brackets (to, of, by, in, at, for, on).**

1. Requirements ... the contents, scope and level ... the educational and professional training in Turkmenistan are determined ... the new Law of Turkmenistan "On Education" of 2013.

2. The legal profession is very prestigious and much ... demand.

3. ... the postgraduate level the first qualification is the Candidate ... sciences.

4. The dissertation ... this degree must make an original contribution ... a certain field ... science.

5. Higher Educational Establishments ... the third and the fourth degrees (depending ... the results ... accreditation) are institutes, academies, universities and other establishments equal ... them.

**X. Choose the best answer for each question.**

1. Which of the following is NOT a typical stage in the legislative process?

- a) committee review;
- b) public referendum;
- c) floor debate;
- d) presidential/executive approval.

2. A “bill” is best described as:

- a) a law that has been enacted;
- b) a proposed law under consideration;
- c) a judicial ruling;
- d) a constitutional amendment.

3. What is the primary function of a legislative committee?

- a) to enforce existing laws;
- b) to review and revise proposed legislation;
- c) to interpret the constitution;
- d) to represent constituents.

4. A “quorum” is:

- a) the minimum number of legislators required to be present to conduct business;
- b) a type of legislative committee;
- c) a rule limiting debate time;
- d) a formal vote.

5. “Lobbying” refers to:

- a) The process of drafting legislation.

- b) Activities aimed at influencing legislators to support specific legislation.
  - c) The official record of legislative proceedings.
  - d) Public protests against proposed laws.
6. A “sunset provision” in a law means:
- a) The law automatically expires after a specified period.
  - b) The law is subject to judicial review.
  - c) The law can be amended by a simple majority vote.
  - d) The law is only applicable during a state of emergency.

## CHAPTER 4

### STATE AND POLITICAL SYSTEMS

#### UNIT 1. The Turkmen System of State and Government

*“Justice is conscience, not a personal conscience  
but the conscience of the whole of humanity.”*

Alexander Solzhenitsyn

#### I. Pronounce the following words correctly.

structure [ˈstrʌktʃə]  
applicable [ˈæplɪkəbl̩], [əˈplɪ-]  
unanimous [ˌjuːˈnænɪməs]  
guarantee [ˌgær(ə)nˈtiː]  
equal [ˈiːkwəl]  
electoral [ɪˈlekt(ə)r(ə)l]  
bearer [ˈbeərə]  
sovereignty [ˈsɒvr(ə)nɪti]  
secular [ˈsekjələ]  
interfere [ˌɪntəˈfɪə]

#### II. Answer the following questions.

1. What do you know about Turkmenistan's political system?
2. When did Turkmenistan gain independence?
3. When did Turkmenistan become a permanently neutral country?
4. Is Turkmenistan's state structure based on the principle of the separation of powers?
5. When was the Constitution of Turkmenistan last revised (or amended)?

### III. Vocabulary list.

**secular** – dünýewi

**to recognize** – ykrar etmek

**unanimous** – biragyздan

**in accordance with** – laýyklykda

**to contradict** – çapraz düşmek, gabat gelmek

**sovereignty** – özygtyýarlyk

**permanent** – hemişelik

**electoral law** – saýlaw hukugy

**territorial integrity** – çäk bitewüligi

**respect** – hormat; hormatlamak

### IV. Read and translate the text.

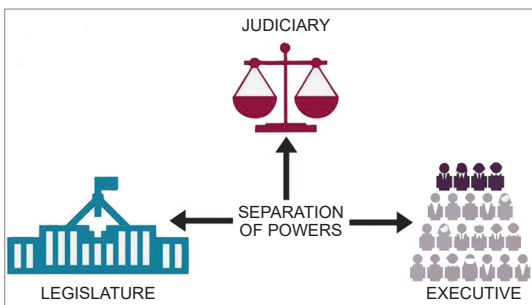
#### Political System of Turkmenistan

September 27 is marked in Turkmenistan as the Independence Day. Turkmenistan was recognized three times as a permanently neutral state by the resolutions of the UN General Assembly with the unanimous support of UN member states on December 12, 1995, June 3, 2015 and March 21, 2025.

Turkmenistan is a democratic, secular state. The form of government is a Presidential republic. The political structure of the Turkmen state is formed in accordance with the Constitution of Turkmenistan, adopted on May 18, 1992 (revised on September 14, 2016). The Constitution of Turkmenistan is the basic law of the country. According to the Constitution, Turkmenistan's state structure is based on the principle of separation of powers into legislative, executive and judicial branches, which act independently and balance each other. Constitutionally fixed norms and provisions are directly applicable. Laws and other legal acts that contradict the Constitution have no legal force. The people of Turkmenistan are the bearers of sovereignty and the sole source of state power.

The state guarantees the freedom of religions and confessions and their equality before the law. Religious organizations are separate from the state and may not interfere in state affairs or fulfil state functions. The public education system is separate from religious organizations and is secular.

The President of Turkmenistan is the highest official of Turkmenistan. He is the head of state and executive power. The President of Turkmenistan chairs the Cabinet of Ministers – the Government of Turkmenistan.



The President of Turkmenistan is the guarantor of the country’s independence and neutral status of Turkmenistan, its territorial integrity, the guarantor of respect for the Constitution and fulfilment of international obligations. The President of Turkmenistan is the Supreme Commander of the Armed Forces of Turkmenistan.

Legislative power is exercised by the supreme representative body. The elections of the deputies of the Mejlis are carried out by the citizens of Turkmenistan on the basis of nationwide, equal and direct electoral law by secret ballot on alternative platforms.

Judicial power in Turkmenistan resides solely in the courts. The judicial branch is meant to safeguard the rights and freedoms of citizens and the legally protected interests of the state and society.

#### V. Complete the following according to the example.

Noun	Verb	Adjective or Participle
<i>amendment</i>	<i>to amend</i>	<i>amending / amended</i>
judgement		
establishment		
reflection		
administration		
reference		
meaning		

#### VI. Read and retell the text.

### Neutrality of Turkmenistan

Neutrality has become a cornerstone of Turkmenistan’s foreign policy, a policy of peace, friendship, and cooperation.



In international law, neutrality is defined as the status of a state that is obligated to refrain from all forms of participation in war, as well as from joining military alliances or blocs that might lead to military conflict, with the exception of self-defence against armed attack. The initial intentions to pursue a neutral foreign policy were announced at the Conference for Security and Co-

operation in Europe, held in Helsinki on July 10, 1992. To achieve legally recognized neutral status, the government of Turkmenistan engaged in extensive negotiations with numerous foreign countries and leading international organizations. Simultaneously, the necessary legislative work to establish the legal basis for neutrality was carried out domestically. On March 16, 1995, the Parliament of Turkmenistan adopted a decree “On the Approval of the Policy of Permanent Positive Neutrality of Turkmenistan.” The Organization of Economic Cooperation, at its meeting in March 1995, supported Turkmenistan’s initiative regarding its permanent neutrality status. This proposal was subsequently unanimously endorsed by the Non-Aligned Movement.

At the 50<sup>th</sup> anniversary session of the UN General Assembly in 1995, Resolution 50/80A on the “Permanent Neutrality of Turkmenistan” was adopted with the unanimous support of UN member states. This historic resolution calls upon all UN member states to respect and support Turkmenistan’s neutral status and to respect its independence, sovereignty, and territorial integrity.

Turkmenistan, consistently adhering to the principles of its legally recognized permanent neutrality, responsibly fulfils its international obligations. This is exemplified by its involvement in negotiations for the peaceful settlement of the inter-Tajik conflict and its efforts to restore peace in neighbouring Afghanistan. Further evidence of Turkmenistan’s essential peacekeeping role in the region is the establishment of the UN Regional Centre for Preventive Diplomacy for Central Asia in Ashgabat in 2007.

Two more UN General Assembly Resolutions, “On Turkmenistan’s Permanent Neutrality,” was adopted at its 69<sup>th</sup> session on June 3,

2015, as well as at its 79<sup>th</sup> session on March 21, 2025. Another resolution, declaring December 12 as the International Day of Neutrality, was adopted by the UN member states on February 2, 2017.

Turkmenistan's foreign policy is based on the alignment of its long-term goals with those of international organizations, within the framework of robust mechanisms for maintaining peace, security, and sustainable development both regionally and globally.

**VII. Are the following statements *true or false*?**

1. Turkmenistan got its status of neutrality on December 12, 1995.
2. Not all UN member countries supported the UN General Assembly Resolution on the "Permanent Neutrality of Turkmenistan."
3. Neutrality is a legal status which obliges a state not to join any war or military alliances.
4. To achieve the status of neutrality, the Turkmen government did not negotiate it with any foreign country and international organization.
5. A resolution 50/80A on the "Turkmenistan's Permanent Neutrality" was adopted at the 70th session of the UN General Assembly in 2015.
6. According to the "Foreign Policy Concept of Turkmenistan", Turkmenistan's foreign policy is based on the legal status of neutrality.

**VIII. Answer the following questions.**

1. What is neutrality?
2. When did Turkmenistan gain the status of permanent neutrality?
3. How many countries supported the UN Resolution on the "Permanent Neutrality of Turkmenistan" in 1995?
4. Did the Non-Aligned Movement support Turkmenistan's neutrality?
5. When were the second and the third UN Resolutions on the "Permanent Neutrality of Turkmenistan" adopted?

### IX. Complete the sentences with the given words.

<i>declared</i>	<i>cooperation</i>	<i>relations</i>	<i>permanent</i>	<i>region</i>
<i>adopted</i>	<i>obligations</i>	<i>security</i>	<i>unanimous</i>	<i>alliance</i>

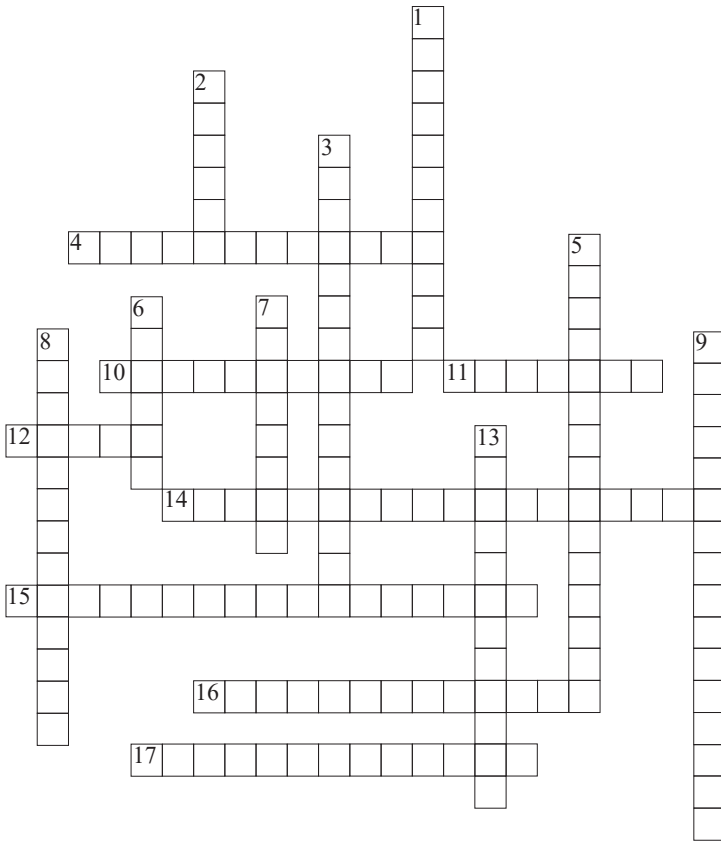
1. Turkmenistan established diplomatic \_\_\_\_\_ with Germany in March 1992.
2. The UN's main objective is to ensure global peace and \_\_\_\_\_.
3. The \_\_\_\_\_ between the two brotherly states is rather developing.
4. The country \_\_\_\_\_ a state of emergency.
5. The builders failed to meet their contractual \_\_\_\_\_.
6. The new law was \_\_\_\_\_ and took force last year.
7. Human institutions perish, but nature is \_\_\_\_\_.
8. Twenty participants from the Asia-Pacific \_\_\_\_\_ will be invited to the seminar.
9. The council was \_\_\_\_\_ that he ought immediately to be recalled.
10. The countries form an \_\_\_\_\_ with their neighbours against the common enemy.

### X. Do the crossword.

#### Introduction to Law

##### Across

4. A court-ordered document authorizing the police to arrest an individual on a specific charge.
10. Enacted by local authorities, only enforced in small areas.
11. To take a case to a higher court for a rehearing.
12. A draft of a proposed law being considered by a legislature.
14. The division of power among the branches of government.
15. What lawmakers who passed a law wanted the law to mean.
16. Proceedings that are open to the public. During these proceedings, evidence is considered and then a decision is reached.
17. A reasonable belief, known personally or through reliable sources, that a specific person has committed a crime.



**Down**

1. The legal process in which one country or state asks another to surrender a suspected or convicted criminal.
2. A court proceeding before a judge where each side presents evidence of the facts that form the basis for the lawsuit.
3. The provision in Article IV of the constitution stating that U.S laws and treaties must be followed by the state.
5. The inappropriate use of race as a factor in indentifying people who may break the law or who may have broken the law.
6. To take a person suspected of a crime into custody.
7. Written laws enacted by legislatures.
8. The process by which courts decide whether the laws passed by Congress or state legislatures are constitutional.

9. Conflicting with some provision of the Constitution.  
13. To “pat down” or search the outer clothing of someone whom the police believe is acting suspicious.

## UNIT 2. The UK System of State and Government

*“The sad duty of politics is to establish justice in a sinful world.”*

Reinhold Niebuhr

### I. Pronounce the following words correctly.

democracy [di'məkrəsi]  
democratic [,demə'krætɪk]  
unitary ['ju:nɪ(ə)rɪ]  
constituency [kən'stɪtjuən(t)sɪ]  
responsible [rɪ'spɒn(t)səbl]  
responsibility [rɪ'spɒn(t)sə'bɪlətɪ]  
universal [ju:nɪ'vɜ:s(ə)l]  
suffrage ['sʌfrɪdʒ]  
supreme [s(j)u:'pri:m]  
precedent ['presɪd(ə)nt]

### II. Answer the following questions.

1. What is the United Kingdom?
2. In what way is the British Constitution different from the constitutions of many other countries?
3. What makes up the Government?
4. What is the role of the UK Cabinet Government?

### III. Vocabulary list.

**to run a country** – ýurdy dolandyrmak

**to raise finance** – pul ýygnamak, maliýe serişdesi bilen üpjün etmek

**statute law** – ýazylan kanun

**common law** – umumy hukugy, ýazylmadyk kanun

**universal suffrage** – ählumumy saýlaw hukugy

**parliamentary constituency** – parlamente saýlanmak üçin saý-law okruggy

**to alter the constitution** – konstitusiýany üýtgetmek

**an absolute monarchy** – absolyút; çäklendirilmedik monarhiýa

**revision** – täzeden garama, seretme

**to be responsible** – jogapkärçilik çekmek

#### **IV. Read the text and title the paragraphs with the given words.**

– *Parties*

– *General Elections*

– *Parliament*

– *Cabinet Government*

– *UK Government*

### **The UK System of State and Government**

The United Kingdom is a unitary state and a democratic constitutional monarchy. Its constitution is uncodified, comprised of constitutional conventions and various elements of statutory law. The Monarch is the Head of State, while the Prime Minister is the Head of Government.

The Sovereign formally appoints the Prime Minister, who, by convention, is the leader of the party holding a majority in the House of Commons. Other ministers are appointed by the Sovereign on the advice of the Prime Minister. These ministers form the Government and act as political heads of the various government departments. The UK operates under a cabinet government system. The Cabinet meets weekly while Parliament is in session to direct the country's affairs. The UK Cabinet operates under the principle of collective responsibility, meaning all members must publicly support its decisions. Although executive power is exercised by His Majesty's Government, all ministers are accountable to the UK Parliament. The UK Parliament is the supreme legislative body.

Parliament's primary functions are to pass legislation and authorize the raising of revenue through taxation. It consists of the Monarch and the two chambers: the House of Commons and the House of Lords. The House of Commons is a representative body of 650 Members of Parliament (MPs) elected by universal suffrage. The House of Lords is unelected. It cannot amend certain bills passed by the House of Commons and has limited powers to revise or delay others.

For electoral purposes, Britain is divided into parliamentary constituencies. General elections must be held within five years, following a dissolution of Parliament. The Prime Minister requests the Monarch to dissolve Parliament by Royal Proclamation. Traditionally, the date of general elections is not fixed in advance and is chosen by the governing party, often to maximize political advantage. Voting is by secret ballot on Polling Day. Since 1935, every general election has been held on a Thursday.

The UK is often described as a “two-and-a-half party system” because parliamentary politics is dominated by the Labour Party and the Conservative Party, with the Liberal Democrats holding a significant number of seats (though fewer than Labour and the Conservatives), along with several smaller parties. The governing party requires the support of the people it governs. Without this fundamental support, a government’s ability to function effectively is severely hampered. When a party loses an election, it acknowledges the right of the winning party to govern. It does not contest that right.

**V. Answer the following questions.**

1. What kind of body is the UK Parliament?
2. What are the two main duties of Parliament?
3. What does the UK Parliament consist of?
4. What is Britain divided into for electoral purposes?
5. What parties dominate parliamentary politics?

**VI. Complete the sentences according to the text.**

1. The constitution of the United Kingdom is made up of ...
2. The Executive power is exercised by ...
3. The United Kingdom’s supreme legislative body is ...
4. The United Kingdom does not have a single unified judicial system ...
5. The essence of common law is ...
6. For electoral purposes Britain is divided into ...
7. General elections take place on ...
8. The UK is a multi-party system and it is sometimes called a two-and a-half party system ...

## VII. Are the following statements *true* or *false*?

**Example:** a) *I quite/completely/fully/entirely agree, that's right.*  
b) *I disagree, I can't agree, I don't think so, it's wrong/false, on the contrary.*

1. The United Kingdom is both a constitutional monarchy and a democracy.
2. The British Constitution is written. It is set out in an official handbook which anyone can buy and study.
3. Though the Monarch is Head of State but in practice the Queen reigns, she does not rule.
4. The Queen, the Lords and the Commons form the Parliament. It means that they all act together.
5. The House of Lords is a very powerful body.
6. The House of Commons is directly elected by the people of Britain and general elections must take place at least every five years.
7. The UK exists under a "one-party system" because parliamentary politics is dominated by the Conservative Party only.

## VIII. Retell the text focusing on the following questions.

1. What is the United Kingdom?
2. Who is Head of State and the Head of Government?
3. Who exercises the executive power?
4. What is the United Kingdom's supreme legislative body?
5. What is the judiciary?
6. When are general elections held?
7. Why is the UK sometimes called a "two-and-a-half" party system?

## IX. Read the passage and circle the correct answer.

### Elections

People sometimes try to \_\_1\_\_ the result of an election weeks before it takes place. Several hundred people are asked which party they prefer, and their answers are used to guess the result of the coming election. This is called a(an) \_\_2\_\_ . Meanwhile each

party conducts its election \_\_3\_\_ with meetings, speeches, television commercials and party members going from door to door encouraging people to \_\_4\_\_ their party. In Britain everyone over 18 is eligible to \_\_5\_\_. The place where people go to vote in an election is called a \_\_6\_\_ and the day of the election is often known as \_\_7\_\_ day. The voters put their votes in a \_\_8\_\_ box and later they are counted. The \_\_9\_\_ with the most votes is then declared the winner.

- |                    |               |                |                    |
|--------------------|---------------|----------------|--------------------|
| 1. a) vote         | b) elect      | c) predict     | d) support         |
| 2. a) opinion poll | b) campaign   | c) paradox     | d) elector         |
| 3. a) campaign     | b) ballot     | c) commercials | d) summits         |
| 4. a) vote         | b) improve    | c) predict     | d) support         |
| 5. a) vote         | b) elect      | c) predict     | d) support         |
| 6. a) campaign     | b) ballot box | c) polling     | d) polling station |
| 7. a) vote         | b) election   | c) predict     | d) polling         |
| 8. a) election     | b) ballot     | c) polling     | d) vote            |
| 9. a) voter        | b) member     | c) candidate   | d) president       |

**X. Distinguish the following words by matching each with its definition.**

**1. *Proof/prove***

- a) (verb): to show a particular result after a period of time
- b) (noun): a fact or piece of information which shows that something exists or is true

**2. *Prosecution /persecution***

- a) the lawyers in a trial who try to prove that a person accused of committing a crime is guilty of that crime
- b) treating someone unfairly or cruelly over a long period of time because of their race, religion or political beliefs

**3. *Proscribe / prescribe***

- a) to tell someone what they must do; to give something as a rule
- b) to forbid something

## UNIT 3. The US System of State and Government

*“If you want peace, work for justice.”*

Pope Paul VI

### I. Pronounce the following words correctly.

preamble [ˈpri:æmbəl]

interpret [ɪnˈtɜ:pri:t]

interpretation [ɪnˌtɜ:priˈteɪʃ(ə)n]

reign [reɪn]

process [ˈprəuses]

influence [ɪnfluəns]

judicial [dʒu:ˈdɪʃ(ə)l]

actual [ˈæktʃuəl]

coalition [kəʊəˈlɪʃ(ə)n]

presidency [ˈprezɪd(ə)n(t)sɪ]

huge [hju:dʒ]

### II. Answer the following questions.

1. What do you know about the US system of state and government?
2. What is Federalism?
3. How many states are there in the USA?
4. What are the two major parties of the USA?

### III. Vocabulary list.

**the convicted of crimes** – jenaýatda aýyplananlar

**to appoint** – bellemek (wezipä), tassyklamak

**the electoral college** – saýlaw wekilleriň kollegiýasy

**judicial review** – kazyýet tarapyndan täzeden garamaklyk

**a major political party** – esasy syýasy partiýa

**voter-turn-out** – saýlawçylaryň gatnaşygy

**to reign supreme** – patyşalyk etmek, şalyk etmek, höküm sürmek

**term** – möhlet, şert

**resident** – ýaşajy

**government** – hökümet

#### IV. Read and retell the text.

### The US System of State and Government

The US government, established by the Constitution of 1787, comprises three branches: legislative, executive, and judicial.

The highest executive power rests with the President of the United States, who is elected for a four-year term by electors from each state. To be eligible, a presidential candidate must be a natural-born citizen, a resident of the US for 14 years, and at least 35 years old.

The President's responsibilities include implementing government programs and recommending legislation to Congress. The President also:

- Executes and enforces laws passed by Congress;
- Nominates individuals for federal offices;
- Negotiates treaties with other nations;
- Serves as Commander-in-Chief of the military.

Furthermore, the President has the power to:

- Pardon individuals convicted of federal crimes;
- Appoint and receive ambassadors.

*Veto Power:* The President participates in the legislative process through the veto power. While the President can veto a bill passed by Congress, Congress can override the veto with a two-thirds vote in both houses, allowing the bill to become law.

*Appointments:* The power to appoint executive branch officials and federal judges is shared with the Senate. The President nominates candidates, but the Senate must confirm or reject those nominations. To prevent conflicts of interest, members of Congress are prohibited from holding other federal offices.

Legislative power is vested in the Congress of the United States, a bicameral legislature consisting of the Senate and the House of Representatives. The Senate comprises two senators from each state, elected for six-year terms, with one-third of the Senate up for election every two years. The number of representatives from each state in the House of Representatives is proportional to the state's population. All bills and resolutions must pass both houses of Congress and be signed by the President to become law.

The Supreme Court is the highest judicial body in the United States and the head of the judicial branch. It consists of the Chief Justice of the United States and a number of Associate Justices.

Approximately 90 district courts exist throughout the United States. These district courts are the lowest level in the federal court system, and they handle most federal criminal and civil cases.

Each state has its own constitution, similar to the US Constitution, with power divided among executive, legislative, and judicial branches. The head of each state is the governor. Each state also has its own court system, mirroring the federal court system.

The US Constitution is founded on six basic principles: Popular sovereignty; limited government; separation of powers; checks and balances; judicial review; federalism.

*Political Process.* While the Constitution establishes the framework of government, the actual operation of Congress and the Presidency is shaped by the American political system. The US operates under a two-party system, primarily dominated by the Democratic and Republican parties. Third parties occasionally emerge around specific issues but often struggle to gain lasting traction. Political parties perform various functions, including forming coalitions and contesting elections.

*Elections.* Elections are held at local, state, and federal levels in the United States. Election procedures can vary significantly between localities and states. Even presidential elections, while national, involve variations in how the Electoral College (the body that elects the president) is constituted in each state. Voter turnout, while crucial, is often low, hovering around 50% in presidential election years and significantly lower in midterm elections.

**V. Answer the following questions.**

1. What are the three branches of the US government, and what is the primary function of each?
2. Describe the process by which a bill becomes a law in the United States.
3. How does the principle of checks and balances operate between the President and Congress? Give a specific example.

4. What are the six basic principles upon which the US Constitution is built?
5. How does the US political system function, and what role do political parties play?
6. What is the Electoral College, and how does it influence presidential elections in the US?

**VI. Complete the following sentences according to the text.**

1. The Constitution of the USA consists of ...
2. The Constitution created ...
3. The President of the USA is given the job of ...
4. The judicial branch of the government is the system of courts in the USA. Its job is ...
5. The USA exists under a two-party system. Sometimes, a special issue produces a third party, but ...
6. Elections are held in the United States at all levels ...

**VII. Are the following statements *true* or *false*?**

1. The Constitution of the USA consists of 27 Amendments.
2. A written constitution is a living document. It can be altered with ease.
3. The Constitution created three separate branches of government.
4. Congress, the legislative branch of the federal government, is made up of an upper house, called the Federation Council, and a lower house, the State Duma.
5. Power is concentrated in the executive branch, which is headed by the President who is given the job of executing, enforcing and administrating the laws and government.
6. The judicial power of the United States is vested in the US District Courts.
7. The two major parties in America are the Democrats and the Republicans. They perform a wide variety of functions.
8. Elections are held at all levels and there are numerous differences in registration laws from locality to locality and state to state.

**VIII. Circle the correct answers.**

1. What is the United States of America?
  - a) an absolute monarchy
  - b) a federation of states
  - c) a presidential republic
2. What does the Constitution of the USA consist of?
  - a) a Preamble, ten Articles, thirty Amendments
  - b) a Preamble, seven Articles, twenty seven Amendments
  - c) statutes, customs, constitutional conventions
3. How many branches is the Government in the United States divided into?
  - a) two          b) three          c) four
4. How is the legislative branch of the US Government called?
  - a) Parliament          b) Congress          c) the Supreme Court
5. What branch of the US Government has the responsibility to carry out the law?
  - a) the executive branch
  - b) the legislative branch
  - c) the judicial branch
6. What branch of the US Government has the sole power to declare war?
  - a) legislative          b) executive          c) judicial
7. What is the highest executive power in the United States?
  - a) the President
  - b) the House of Representatives
  - c) the Senate
8. What does the judicial branch do?
  - a) makes and passes laws
  - b) interprets and applies US laws
  - c) executes, enforces and administers laws
9. What party system does the United States have?
  - a) a one-party system
  - b) a multi-party system
  - c) a two-party system

**IX. A. Match the adjectives with the nouns.**

- |                    |               |
|--------------------|---------------|
| 1) limited         | a) party      |
| 2) sole            | b) documents  |
| 3) third           | c) liability  |
| 4) constitutional  | d) funding    |
| 5) corporate       | e) company    |
| 6) publicly listed | f) proprietor |

**B. Use the collocations to complete these sentences.**

1. *Limited liability* is attractive to investors, as it greatly reduces their personal financial risks.
2. Once you have filled the required statutory forms as well as the \_\_\_\_\_ with Companies House, a certificate of incorporation will be issued to you.
3. If you decide to form an unincorporated business yourself you will be what is known as a \_\_\_\_\_ .
4. The \_\_\_\_\_ on which many researches depend is sometimes considered to be ethically problematic.
5. All motor insurance policies now automatically give \_\_\_\_\_ cover throughout the EU.
6. If a business offers its shares for sale to the general public, it is known as a \_\_\_\_\_ .

**X. Read the passage and circle the correct answer.**

**Government**

In most countries, except \_\_ 1 \_\_ states there are several different political parties. The one with the \_\_ 2 \_\_ of seats normally forms the government, and the parties which are against the government are called the \_\_ 3 \_\_. Sometimes no single party wins enough seats, and several parties must combine together in a \_\_ 4 \_\_ to form a government. The principal ministers in the government form a group called the \_\_ 5 \_\_. The leader of this group, and of the government, is the \_\_ 6 \_\_. Of course, there are many different kinds of parties and governments. A socialist or communist party is often described

as \_\_7\_\_. A conservative party on the other hand, is usually said to be \_\_8\_\_. Political situations are always changing. Sometimes in a party or between two parties there is a big argument or deep difference of opinion. This is called a(an) \_\_9\_\_. When, on the other hand, two parties work together, this is sometimes called \_\_10\_\_.

1. a) cabinet                      b) majority    c) coalition                      d) one-party
2. a) majority                      b) alliance    c) coalition                      d) opposition
3. a) majority                      b) alliance    c) coalition                      d) opposition
4. a) majority                      b) alliance    c) coalition                      d) opposition
5. a) cabinet                      b) majority    c) left-wing                      d) one-party state
6. a) cabinet minister    b) majority    c) prime minister                      d) president
7. a) right-wing                      b) left-wing    c) alliance                      d) coalition
8. a) right-wing                      b) left-wing    c) alliance                      d) coalition
9. a) opposition                      b) coalition    c) alliance                      d) split
10. a) opposition                      b) coalition    c) alliance                      d) split

## CHAPTER 5

### MODERN LEGAL SYSTEMS

#### UNIT 1. Legal System of the World

*“Justice is sweet and musical, but injustice is harsh and discordant.”*

Henry David Thoreau

#### I. Pronounce the following words correctly.

Europe [ˈjuərəp]

European [ˌjuərəˈpi:ən]

ideology [ˌaɪdɪˈɒlədʒi]

nation [ˈneɪʃ(ə)n]

international [ˌɪntəˈnæʃ(ə)n(ə)l]

statute [ˈstætju:t]

precedent [ˈpresɪd(ə)nt]

approximately [əˈprɒksɪmətli]

reconcile [ˈrek(ə)nsaɪl]

punitive [ˈpjʊ:nətɪv]

#### II. Answer the following questions.

1. What is the legal system?
2. What do you know about common law?
3. What is civil law?
4. What countries apply religious law?

#### III. Vocabulary list.

**legal system** – hukuk ulgamy

**scholar** – alym

**consistency of all norms of law** – kanunyň hemme kadalarynyň zyygiderligi

**predominantly** – aýratyn, esasan, aglaba

**the main common feature** – esasy umumy häsiýeti

**revolutionary council** – rewolýusion geňeşi

**nevertheless** – garamazdan, şeýle hem bolsa, her niçik-de bolsa

**customary law** – adaty hukuk

**influence** – täsir; täsir etmek

**prior to** – öň, bir zatdan ozal

#### **IV. Read and translate the text.**

### **Civil Law**

Civil law, also known as the Roman-Germanic legal family or European continental law, stands as the most prevalent legal system globally, influencing approximately 150 countries in diverse forms. Its roots extend deep into history, primarily stemming from the Roman Corpus Juris Civilis (Body of Civil Law). This monumental collection of laws and legal interpretations was compiled under the Roman Emperor Justinian I between AD 528 and 565, forming the bedrock of civil law jurisprudence.

A defining characteristic of civil law systems is the systematic organization of laws into comprehensive written codes. Unlike common law systems, which rely heavily on judicial precedent, civil law prioritizes codified legislation as the primary source of legal authority. These codes, often meticulously structured and detailed, aim to provide a comprehensive framework for addressing legal issues. This emphasis on codification provides a degree of certainty and predictability, as legal rules are explicitly articulated in written form.

The principal source of civil law is legislation, particularly codifications found in constitutions or statutes enacted by governments. These legal instruments articulate the rules and principles governing various aspects of society, from contract law and property rights to family law and criminal procedure. While legislation holds primacy, custom can also play a secondary role in shaping civil law. In situations where the written code is silent or ambiguous, established

customs and traditions may be considered to provide guidance. However, the weight given to custom varies across different civil law jurisdictions.

It is important to note that civil law systems are not monolithic. While they share common roots and characteristics, variations exist across different countries. Some civil law systems are based on a single, overarching code, while others may incorporate multiple codes addressing specific areas of law. For instance, a country might have a civil code governing private law, a commercial code governing business transactions, and a criminal code outlining criminal offenses and punishments. These codes, while distinct, often interact and influence one another.

Furthermore, the influence of Roman law, while fundamental, is not the sole determinant of modern civil law systems. Over centuries, civil law has evolved, incorporating influences from Germanic legal traditions, canon law, and natural law philosophy. This evolution has resulted in a rich and complex legal landscape, with diverse interpretations and applications of civil law principles across the globe. The study of comparative law highlights these differences and provides valuable insights into the nuances of civil law in various jurisdictions.

#### **V. Answer the following questions.**

1. What is the most widespread legal system in the world, and in approximately how many countries is it applied?
2. What is the primary source of inspiration for civil law systems, and what is the name of the collection of laws and legal interpretations that forms its foundation?
3. What is the defining characteristic of civil law systems that distinguishes them from common law systems?
4. What are the main sources of civil law, and which one holds primary importance?
5. Are all civil law systems identical? Explain why or why not?
6. Besides Roman law, what other influences have shaped the development of modern civil law systems?

## VI. Are the following statements *true* or *false*?

1. Civil law is the most widespread legal system in the world.
2. Approximately 150 countries use civil law.
3. European continental law and civil law refer to the same legal system.
4. “Corpus Juris Civilis” is a collection of laws and legal interpretations compiled during the reign of Roman Emperor Justinian I.
5. While the Corpus Juris Civilis was compiled under Justinian I, it was a process spanning several years (AD 528-565), not a single, precisely known date.
6. Organizing the law into written codes is a key feature of civil law systems. While some systems might have two prominent codes, that’s not the defining characteristic, and many have more.
7. Custom is considered a source of law in civil law systems, though it is generally secondary to codified legislation.

## VII. Read the text and answer the questions below.

### Common Law

Common law, often synonymous with “English common law,” originated in England and Wales and is used in about 80 countries, primarily those formerly part of the British Empire. It is a blend of various historical influences, but its formal structure is largely attributed to King Henry II (1154–1189). Before him, local customs governed legal practices. Henry II’s King’s Court created laws “common” to all of England, hence the name.

The core of common law is *stare decisis* (legal precedent). Judges are bound by decisions in earlier, similar cases. This creates consistency. However, common law is not rigid. Judges adapt rules to new situations, and Parliament can modify or overrule common law through legislation.

1. Why is common law called “English”?
2. Why are so many countries influenced by common law?

**VIII. Are the following statements *true or false*?**

1. Common law originated in England, not continental Europe.
2. Common law relies heavily on precedent. It is more accurate to say common law is based on precedent.
3. Common law is used in many countries, particularly those historically connected to the British Empire.
4. English common law has been influenced by various sources, including biblical principles.
5. Before Henry II, laws were administered locally, not universally across England.
6. Henry II's King's Court established laws that were "common" to the entire country.
7. Precedent is the foundation of English common law.
8. Common law is not static. It evolves through judicial interpretation and can be modified by legislation.

**IX. Read the text and answer the questions.**

**Religious Law**

Religious law encompasses various legal systems based on religious texts and principles. Two prominent examples are Muslim Law and Hindu Law.

Muslim law, also known as Sharia, is an autonomous, religiously based legal system primarily derived from the Quran. With the growing number of Muslim-majority countries, this system's influence is expanding. A key characteristic of Muslim law is its comprehensive scope, aiming to govern all aspects of life, not just spiritual matters. Countries like Saudi Arabia, Syria, Sudan, Tunisia, Algeria, Egypt, Jordan, Iraq, Iran, and Pakistan, among others, incorporate elements of Muslim law into their legal frameworks. Some Islamic scholars assert that law cannot exist independently of religion, thus limiting the state's legislative power. However, in practice, Muslim law is implemented in countries with diverse histories and varying formal legal systems, leading to diverse interpretations and applications.

Hindu law, one of the oldest legal systems in existence, is found in India, Nepal, Pakistan, Malaysia, and parts of East Africa. It is based on a vast and complex body of literature. In these countries, Hindu law primarily governs personal and family matters. Notably, Hindu family law has been codified and significantly amended, particularly in India, to align with modern societal norms. Despite its limited scope in some regions, Hindu law still affects the lives of approximately 450 million people.

1. What did you understand about Hindu Law?
2. What legal systems do Iran, Iraq, Kuwait, Qatar, Oman, Saudi Arabia, Bahrain, and the United Arab Emirates belong to?

**X. Find the English equivalents to the given expressions.**

- 1) hukuk ulgamynyň ýörelgeleri;
- 2) umumy hukugyň özeni;
- 3) kazyýetler tarapyndan döredilen taglymatlar;
- 4) çäklendirmek;
- 5) alymlar-hukukçylar;
- 6) manydaş bolmak;
- 7) wagtyň geçmegi bilen;
- 8) öňki Britan imperiýasy;
- 9) kanunçylyk häkimiýeti;
- 10) dürli teswirlemeler, düşündirmeler;
- 11) absolýut; doly özygtyýarlylyk;
- 12) dünýewi hukuk ulgamlary;
- 13) Pars aýlagyň ýurtlary;
- 14) ruhy.

**UNIT 2. Legal System of the United Kingdom**

*“No man is above the law and no man is below it;  
nor do we ask any man’s permission when we ask him to obey it.  
Obedience to the law is demanded as a right; not asked as a favour.”*

Theodore Roosevelt

## I. Pronounce the following words correctly.

magistrate [ˈmædʒɪstreɪt]

jurisdiction [ˌdʒʊərəsɪˈdɪkʃ(ə)n]

violence [ˈvaɪələ(ə)n(t)s]

judge [dʒʌdʒ]

judicial [dʒuːˈdɪʃ(ə)l]

judiciary [dʒuːˈdɪʃ(ə)rɪ]

union [ˈjuːnjən]

binding [ˈbaɪndɪŋ]

derive [dɪˈrɪv]

instability [ˌɪnstəˈbɪlətɪ]

## II. Answer the following questions.

1. What does the UK legal system rely on?
2. What was established by the Acts of Union of 1707?
3. What do you know about the courts of the UK?
4. Does the common law system have advantages over codified systems?

## III. Vocabulary list.

**to contain** – düzümündə bolmaq; bar bolmaq

**to form smth.** – düzmək; emele getirmək

**political instability** – siyasi durnuksyzlyk

**distinction** – tapawut, üýtgeşiklik

**to be binding** – borçly bolmaq, hökmany

**to incorporate something** – içine almak

**to ensure certainty and consistency** – anyklygy we durnuklylygy üpjün etmək

**to be flexible** – çeyə bolmaq

**to be derived from** – bir yerdən ýa-da bir zatdan alnan, gelen

**feature** – häsiyət, aýratynlyk

#### IV. Read and translate the text.

##### The United Kingdom. Common Law

The United Kingdom comprises three distinct legal jurisdictions: England and Wales, Northern Ireland, and Scotland, each with its own legal system, courts, and legal profession.

*England and Wales.* These two areas operate under a single legal system. The national courts, including the High Court, the Court of Appeal, and the Supreme Court (formerly the House of Lords), are located in London. However, a network of local courts, such as Magistrates' Courts and County Courts, serves communities throughout England and Wales. The Crown Court, which handles serious criminal cases, also operates in numerous locations across the two jurisdictions.

*Northern Ireland.* Northern Ireland's legal system, while similar in many respects to that of England and Wales, has some unique characteristics. These differences are often attributed to the region's history of political instability and conflict. One example is the practice of trying certain terrorism-related cases without a jury. Despite these variations, the legal system of Northern Ireland has, over time, become increasingly aligned with that of England and Wales.

*Scotland.* Scotland maintains a distinct legal system and court structure, with its central courts based in Edinburgh. This separate system predates the 1707 Acts of Union, which formally united Scotland with England and Wales. Crucially, the Acts of Union preserved Scotland's legal system, allowing it to retain many of its unique features and distinctions from the English system.

Historically, the legal systems within the United Kingdom, particularly England and Wales, were largely based on judge-made law. This "case law" or "common law" developed through judicial decisions and interpretations, becoming "common" to all the courts of the country. While this remains an important source of law, Parliament has increasingly played a role in creating new laws and reforming existing ones through Acts of Parliament, often driven by government policy. Even with the growth of legislation, the development of case law remains a vital source of legal principles. The principle of stare decisis (precedent) plays a crucial role, meaning that a statement of law made by a judge in a particular case can become binding on judges in later

cases dealing with similar issues. This practice ensures a degree of certainty, consistency, and logical development within the law.

Many countries, particularly those in continental Europe, favor codified legal systems. In these systems, laws are meticulously set out in comprehensive legislation, and while court cases can illustrate the application of these laws, the cases themselves do not establish binding legal precedent. However, the common law system, with its emphasis on precedent and judicial interpretation, offers certain advantages. Its inherent flexibility allows it to adapt more readily to changing social and economic conditions. Furthermore, because it develops from real-life disputes brought before the courts, common law is often considered more practical and grounded in experience.

#### **V. Answer the following questions.**

1. What are the three distinct legal systems that operate within the United Kingdom?
2. What is the significance of the Acts of Union of 1707 in relation to the Scottish legal system?
3. How does the legal system of Northern Ireland differ from that of England and Wales, and what is a possible reason for these differences?
4. What is the historical basis of the common law system in the UK, and how has it evolved over time?
5. Explain the principle of stare decisis (precedent) and its importance in the common law system.
6. What are some of the advantages that the common law system is argued to have over codified legal systems?

#### **VI. Translate the following expressions into English.**

- 1) hukugyň şahamçalary we institutlary;
- 2) esasy alamatlaryna laýyklykda;
- 3) resmi ideologiýa;
- 4) halkara hukugy;
- 5) adamzadyň taryhy;
- 6) döwrebap hukuk ulgamlary;
- 7) aýrybaşga bolmak;
- 8) ulgamlary toparlara bölmek üçin synanyşyklar;

- 9) (dürli alamatlar) boýunça toparlara bölünen bolmak;
- 10) garyşyk ýa-da pluralistik hukugy;
- 11) sosial gatnaşyklar bilen kesgitlenmek;
- 12) ýurduň içinde ulgamlaşdyrylan bolmak.

### VII. Put the given verbs in a correct form.

1. In the past, legal systems (to be grouped) by geography, history culture, race, language, religion or official ideology were classified in different ways.

2. (To be derived) mainly from the Roman collection of laws and legal interpretations the Civil law appeared during the reign of Justinian I.

3. (To be based) on the Koran, Muslim law is considered to be an autonomous legal system.

4. (To be marked) by relatively small population with a high standard of living North European countries have adopted much uniform legislation especially in the fields of commerce and family law.

5. (To be collected) in the legislative form about 400 years ago, the original Germanic public and private law became the basis of the modern legal system of Finland, Norway, Sweden and some countries of Nordic Europe law system.

6. (To write) in very bad handwriting, the complaint was difficult to read.

7. (To spent) many years abroad while working with common law in England, he would find it difficult to work in Germany.

8. (To wait) in the hall, he thought over the problem he was going to discuss in the court room.

### VIII. Match the phrases with their Turkmen equivalents.

English	Turkmen
1. "Winner-take-all" principle	a) patyşalyk etmek, şalyk etmek, höküm sürmek
2. An absolute monarchy	b) unitar döwlet
3. Checks and balances	c) saýlaw wekilleriň kollegiýasy
4. To be vested in the Supreme	d) saýlawçylaryň gatnaşygy
5. The electoral college	e) kazyýet tarapyndan täzedan garamaklyk

6. Judicial Review	f) federal döwlet
7. To alter the constitution	g) «hemmesi ýeňijä» ýörelgesi
8. Federal state	h) çäklendirilmedik monarhiýa
9. Voter turnout	i) esasy syýasy partiýasy
10. A major political party	j) ýokary kazyýete ýüklenen bolmak
11. Unitary state	k) deňagramlylygy saklamak ýörelgesi
12. To reign supreme	l) konstitusiýa üýtgetmeler girizmek

**IX. Insert the right preposition (at, for, of, against, above, from, into, on).**

1. Modern civil law systems derive ... the legal practice of the Roman Empire
2. Critics of the amendment base their position ... the following points.
3. The book is divided ... six sections.
4. Andrew is studying law ... Harvard University.
5. Many ministers seem to regard themselves as ... the law.
6. It's ... the law to be drunk in public.
7. Most Americans rely ... television as their chief source ... information.
8. The new constitution provides ... a 650-seat legislature.

**X. Write a paragraph about the differences between common and civil law.**

### UNIT 3. Legal System of the United States of America

*“Law and order exist for the purpose of establishing justice and when they fail in this purpose they become the dangerously structured dams that block the flow of social progress.”*

Martin Luther King, Jr.

**I. Pronounce the following words correctly.**

legal [ˈli:g(ə)l]

illegal [ɪˈli:g(ə)l]

legalize [ˈli:g(ə)laɪz]

legality [li: 'gælətɪ]  
comparative [kəm 'pærətɪv]  
statutory ['stætjət(ə)rɪ]  
refer [rɪ 'fɜ:]  
Hague [heɪg]  
theological [ ,θi:ə 'lədʒɪk(ə)l]  
colleague ['kɒli:g]

## II. Answer the following questions.

1. What is the basis of the US legal system?
2. What is case law?
3. Is the US Constitution written or unwritten?
4. What is the Bill of Rights?
5. What is US statutory law?

## III. Vocabulary list.

**island possessions** – ada emlakleri  
**to claim independence** – garaşsyzlygy talap etmek  
**to retain substantial legal authority** – düýpli hukuk ygtyýarlylygyny saklamak  
**to outline the general structure** – umumy gurluşyny kesgitlemek  
**to lack something** – kem bolmak  
**judicial decision** – kazyýet çözgüdi  
**general principle** – umumy ýörelge  
**applicability of laws** – kanunlary ulanmak mümkinçiligi  
**intergovernmental organization** – hökümetara gurama  
**to simplify** – ýeňilleşdirmek, sadalaşdyrmak

## IV. Read and retell the text.

### The US Law

The US legal system, a form of common law, also extends to its Caribbean and Pacific island possessions. It is a multi-layered system, more complex than many others, and features a division between federal and state law. The US originated as a union of 13 independent colonies, and the 1789 Constitution began shifting power from the

states to the federal government, though states still retain significant legal authority. US law derives its authority from four sources: constitutional law, statutory law, administrative regulations, and case law.

Constitutional law, based on the US Constitution, is the supreme law of the land. Together with state constitutions, it outlines the structure and limits of power for both federal and state governments.

US statutory law consists of legislation passed by the US Congress and codified in the United States Code. The 50 state legislatures have similar power to enact state statutes. Administrative law comprises the rules and regulations created by federal and state executive agencies under delegated authority. Case law, also known as common law, fills gaps where constitutional or statutory law is lacking. It is derived from judicial decisions, customs, and general principles originating in England centuries ago, adopted in America during the Revolution, and continuing to evolve.

**V. Answer the following questions.**

1. What are the four primary sources of legal authority in the United States?
2. How does the US legal system reflect the historical development of the country from separate colonies to a unified nation?
3. What is the relationship between federal and state law in the United States, and how is this division of power reflected in the sources of law?
4. What is the role of the US Constitution in the American legal system, and what is its relationship to state constitutions?
5. How does case law, or common law, function within the broader framework of US law, and where does its historical basis lie?
6. Explain the difference between statutory law and administrative law in the US legal system.

**VI. Put the correct prepositions in the spaces: *by, by, of, with, for, on, into.***

- 1) The system is influenced \_\_\_\_ civil law.
- 2) codes \_\_\_\_ civil law \_\_\_\_ the careful transparency of common law judgment

- 3) is the basis \_\_\_\_ the law of South Africa
- 4) is marked \_\_\_\_ rich juristic literature
- 5) private law base \_\_\_\_ older civil rules
- 6) do not fit neatly \_\_\_\_ the civil-law pattern

## **VII. Read and translate the text.**

### **Comparative Law**

Comparative law is a relatively new field of legal study that examines the differences and similarities between the legal systems of various jurisdictions, including civil law, common law, and religious (or theological) legal systems. Its practical importance has grown significantly due to two key factors. First, the globalization of commerce increasingly requires legal professionals to collaborate with colleagues and clients from unfamiliar legal backgrounds. Second, the harmonization (or unification) of laws across previously separate jurisdictions, as seen in the European Union and the Union of South American Nations, necessitates a deeper understanding of comparative legal principles.

Comparative law is closely linked to both private international law and the harmonization of law. Private international law addresses the question of which jurisdiction's laws should apply in cases involving cross-border elements. The harmonization of law has emerged as a crucial tool to simplify these often complex rules, both within individual nations and in relations between sovereign states.

Another key aspect of comparative law is the concept of uniform law. Two primary sources drive the development of international uniform law: the Hague Conference on Private International Law (HCC) and the International Institute for the Unification of Private Law (UNIDROIT). The Hague Conference, an intergovernmental organization with over 80 member states worldwide, is a leading force in the field of private international law. Many non-member states also participate in Hague conventions. The HCC's mission is the progressive unification of private international law across diverse areas, from commercial law and international civil procedure to child protection, marriage, and personal status matters.

### VIII. Answer the following questions.

1. Why is comparative law considered so important in today's world?
2. Do you think there are advantages to having more uniform laws across different jurisdictions?
3. Do you think it is possible to create a single, unified global legal system? What are some of the potential challenges and benefits?
4. How would you define comparative law?
5. What is the core mission of the Hague Conference on Private International Law (HCC)?

### IX. Match the words with the given definitions.

- |                      |                                    |
|----------------------|------------------------------------|
| 1) a plaintiff       | a) jenaýat işi                     |
| 2) a defendant       | b) kazyýete arza bermek            |
| 3) a civil suit      | c) apeliýasiýa boýunça jogapkär    |
| 4) a jury            | d) raýat arzasy                    |
| 5) to prosecute      | e) ýokary instansiýa şikaýat etmek |
| 6) to sue            | f) jogapkär                        |
| 7) a criminal case   | g) arza beriji, şikaýat ediji      |
| 8) to file an appeal | h) kazyýet tarapyndan yzarlanmak   |
| 9) an appellant      | i) talapkär                        |
| 10) an appellee      | j) oturdaşlar                      |

### X. Match the given Latin expressions with their definitions.

- |  |                   |
|--|-------------------|
| 1. With no owner, or no obvious owner.                           | a) bona vacantia  |
| 2. The mental state required to be guilty of committing a crime. | b) mens rea       |
| 3. An action done in return for something done or promised.      | c) in rem         |
| 4. From the beginning.   | d) actus reus     |
| 5. Legal action against a thing.                                 | e) quid pro quo   |
| 6. An act forbidden by criminal law.                             | f) ab initio      |
| 7. Not capable of committing a crime.                            | g) mala prohibita |
| 8. The real proof that a crime has been committed.               | h) doli incapax   |
| 9. An act which is not a crime, but is forbidden.                | i) corpus delicti |

## CHAPTER 6 NATIONAL JUDICIAL SYSTEMS

### UNIT 1. Judicial System of Turkmenistan

*“Historically, the judicial branch has often been the sole protector of the rights of minority groups against the will of the popular majority.”*

Diane Watson

#### I. Pronounce the following words correctly.

court [kɔ:t]

legitimate [lɪ'dʒɪtəmət]

jurisdiction [ˌdʒʊərɪs'dɪkʃ(ə)n]

grievance ['gri:v(ə)n(t)s]

juror ['dʒʊərə]

proposal [prə'pəʊz(ə)l]

initiative [ɪ'nɪʃətɪv]

proceeding [prə'si:dɪŋ]

municipal [mju:'nɪsɪp(ə)l]

analysis [ə'næləsɪs]

#### II. Answer the following questions.

1. What is the judiciary?
2. What do you know about the judicial system/branch of Turkmenistan?
3. What is the primary function of the judiciary?
4. What courts exist in Turkmenistan?
5. Are the powers of the courts defined/enshrined in the Constitution of Turkmenistan?

### III. Vocabulary list.

**judiciary** – kazyýet ulgamy; kazyýet prosesleri

**jurisdiction** – ýurisdiksiýa; sud etmek hukugy; garamagynda bolmaklyk

**legitimate interests** – kanuny bähbitler

**administration of justice** – adyl kazyýetligi amala aşyrmak

**governing body** – dolandyryjy edara

**civil court** – raýat kazyýeti

**criminal court** – jenaýat kazyýeti

**cassation** – kassasiýa, şikaýat

**Chief Justice** – baş kazy, Ýokary kazyýetiň başlygy

**Supreme Court** – Ýokary kazyýet

### IV. Read and retell the text.

#### Judiciary of Turkmenistan

The judiciary of Turkmenistan consists of the Supreme Court of Turkmenistan, the Arbitration Court of Turkmenistan, provincial courts and city courts with provincial jurisdiction, and district courts.

Judicial power is exercised solely by the judiciary, an independent branch of government. It adjudicates civil, criminal, administrative, and other matters of public concern. The judiciary's primary responsibility is to safeguard the constitutional order, citizens' rights and freedoms, and the legitimate interests of government bodies, enterprises, and organizations. This is achieved through the administration of justice.

The judicial bodies of Turkmenistan include the Supreme Court, the Arbitration Court, provincial and equivalent city courts, and district and equivalent municipal courts. To understand the judiciary fully, it is essential to examine their structure, composition, and powers.

The internal structure of the Supreme Court is as follows: the Plenary Session, the Presidium, the Civil Court, the Criminal Court,

and its composition when acting as the Court of Arbitration. Given the judiciary's crucial role in administering justice, its composition is legally defined.

The Supreme Court comprises the Chief Justice, the First Deputy Chief Justice and other deputies, judges, and jurors. Its powers include:

1. First-instance trials within its competence, appellate (cassation) review, supervisory review, and hearing new cases;
2. Review of arbitration proceedings through appeals and supervision;
3. Studying and summarizing judicial and arbitration practice, managing judicial statistics, analyzing statistical data, and applying relevant legislation;
4. Monitoring the implementation of directives from the Supreme Court's Plenary Session;
5. Resolving issues arising from Turkmenistan's international agreements, among other duties.

Furthermore, the Constitution of Turkmenistan grants the Supreme Court the right to submit draft laws to the Parliament of Turkmenistan, enabling it to exercise legislative initiative.

#### **V. Answer the following questions.**

1. What is a characteristic feature of the court system in Turkmenistan?
2. What levels of courts comprise the judicial system in Turkmenistan?
3. What is the primary function of the judiciary in Turkmenistan?
4. What is the jurisdiction of the Supreme Court of Turkmenistan?
5. Does the Supreme Court of Turkmenistan have the power to submit draft laws to the Parliament?

**VI. Match the given Latin words and expressions with their definitions.**

- |                      |   |
|----------------------|---|
| 1) ad litem          | a) Capable of committing a crime  |
| 2) onus probandi     | b) The duty to prove that what has been alleged in court is true.                                       |
| 3) de jure           | c) In total good faith, a state which should exist between parties to some types of legal relationship. |
| 4) non compos mentis | d) A real agreement to a contract by both parties.  |
| 5) doli capax        | e) A situation where the legal title is clear.  |
| 6) consensus ad idem | f) Referring to the case at law.  |
| 7) uberrimae fidei   | g) Mad, or not completely sane.   |

**VII. Translate the following sentences into English.**

1. Aklawçy günäkärlenýäniň adyndan, prokuror döwletiň adyndan çykyş edýär.
2. Şaýat syrkawlandygy sebäpli, kazy kazyýet seljermesini yza süýşürmeli boldy.
3. Aklawça has köp wagt berilse, günäkärlenýäniň bigünädigini subut edip biler.
4. Kazyýet kätibi kazyýet mejlisiniň ýazgysyny ýöredende gaty ünsli bolmaly.
5. Höküm karary ara alnyp maslahatlaşylandan soň, eminler yzyna kazyýet otagyna geldiler.
6. Kazy rugsat berse, prokuror başga bir şaýady sorag edip biler.
7. Ýokary kazyýetde garalýan kazyýet işi möhüm ähmiýete eýedir.
8. Günäkärlenýäniň günäkär dældigi sebäpli kazyýet işi ýapyldy.
9. Eger-de aklawçy kazyýetiň çözgüdinden nägile bolsa, ol şikaýat edip biler.
10. Beýik Britaniýada ýeke-täk kazyýet ulgamy ýoklugy sebäpli, Irlandiýanyň we Şotlandiýanyň kazyýet ulgamy Angliýanyňkydan we Uelsiňkiden tapawutlydyr.

### VIII. Fill in the spaces with the given words.

*plaintiff*    *appellee*    *criminal case*    *criminal case*  
*appellant*    *prosecute*    *civil suit*    *file an appeal*

1. \_\_\_\_\_ sues defendant in civil suits in trial courts.
2. The government \_\_\_\_\_ defendants in a \_\_\_\_\_ in trial courts.
3. The losing party may ask a higher (appellate) court to review the case. If the law gives the loser the right to a higher court review, his or her lawyers will \_\_\_\_\_.
4. A person who files a formal appeal demanding appellate review as a matter of right is known as the \_\_\_\_\_. His or her opponent is the \_\_\_\_\_.
5. In a \_\_\_\_\_, the victim brings a case against the offender or a third party for causing physical or emotional injuries.
6. The judicial process in a \_\_\_\_\_ differs from a civil case in several important ways.

### IX. Read the following statements and decide if they are *true* or *false*.

1. The judicial system consists of courts of general jurisdiction.
2. Court decisions are binding for everybody in Turkmenistan.
3. Trial courts can hear some types of appeal.
4. A person may have work experience in the sphere of law for five years to become a judge.
5. Judges are allowed to take part in political activity.

### X. Match the legal terms with their definitions.

- |                             |   |
|-----------------------------|---|
| 1) a case of first instance | a) a collective term for all judges   |
| 2) a hearing                | b) freedom from a legal obligation or consequence such as prosecution for crimes                |
| 3) immunity                 | c) one which is heard before a court for the first time   |
| 4) a judgment               | d) the right to use an official power to make legal decisions, the area where this right exists |
| 5) the judiciary            | e) a meeting of a court to find out the evidence  |
| 6) a trial                  | f) an official decision given by a judge or a court of law                                      |
| 7) jurisdiction             | g) the process of examining and deciding a civil or criminal case before                        |

## UNIT 2. Judicial System of the United Kingdom

*“The proper role of the judiciary is one of interpreting and applying the law, not making it.”*

Sandra Day O’Connor

### I. Pronounce the following words correctly.

judiciary [dʒu:ˈdɪʃ(ə)rɪ]  
colleague [ˈkɒli:g]  
responsibility [rɪˌspɒn(t)səˈbɪlətɪ]  
circumstance [ˈsɜ:kəmstæn(t)s]  
Chancery [ˈʃɑ:n(t)s(ə)rɪ]  
jury [ˈdʒuəri]  
salvage [ˈsælvɪdʒ]  
magistrate [ˈmædʒɪstreɪt]  
matrimonial [ˈmætrɪˈməʊniəl]  
probate [ˈprəʊbeɪt]

### II. Answer the following questions.

1. What do you know about the judicial system of the United Kingdom?
2. What is the role of the judiciary in the UK?
3. What is the highest court in the UK?
4. Does the UK have a separation of powers among three branches of government?
5. What is the difference between barristers and solicitors?

### III. Vocabulary list.

**High Court** – Beýik Britaniýanyň Ýokary kazyýeti

**Crown Court** – Beýik Britaniýada jenaýat işlerine garaýan kazyýet

**magistrates’ court** – magistral kazyýeti

**Chancery Division** – Beýik Britaniýanyň Ýokary kazyýetiniň kansler bölümi

**collision** – dawa, jenjel, çaknyşyk

**indictable offences** – aýyplaw namasy boýunça derňemäge degişli jenaýat

**either-way offences** (syn. alternative or hybrid offences) – iki kazyýete degişli jenaýat

**summary offences** (syn. minor offences) – jem iş ýörediş tejribesinde derňelýän jenaýat

**administrative staff** – administratiw işgärleri

**council** – geňeş

#### **IV. Read and retell the text.**

### **Judiciary of the United Kingdom**

The United Kingdom's legal system is not unified. Scotland and Northern Ireland have distinct legal systems and court structures, differing in some areas of law from England and Wales. Consequently, the UK's judiciary is also not a single entity. Each of these jurisdictions (England and Wales, Northern Ireland, and Scotland) has its own separate judiciary.

Within England and Wales, there are various levels of courts, each with different types of judges. Following constitutional changes in April 2006, the Lord Chief Justice assumed responsibility for approximately 400 statutory functions previously held by the Lord Chancellor. For example, the Lord Chief Justice now determines judicial assignments, including court locations and case types. The Lord Chief Justice is supported by judicial colleagues and a small administrative staff.

A structural outline of the judiciary has been developed to provide further detail on the impact of the Constitutional Reform Act.

To provide judicial leadership, the Lord Chief Justice established a Judicial Executive Board and strengthened the Judges' Council, which represents all levels of the judiciary. Different levels of judges sometimes have their own representative organizations, such as the Association of Her Majesty's District Judges or the Council of Her Majesty's Circuit Judges. These groups advocate for the interests of judges at specific levels or within particular jurisdictions.

Judges also receive administrative support within their court environments, including clerks, court staff, and legal advisors for magistrates.

## **V. Answer the following questions.**

1. What is a distinctive feature of the UK judiciary?
2. Who is currently responsible for the UK judiciary? Who held this responsibility previously?
3. What are some of the responsibilities of the Lord Chief Justice? What support does the Lord Chief Justice receive?
4. What are the roles of the Judicial Executive Board and the Judges' Council?
5. What is the purpose of judges' representative organizations?

## **VI. Read and translate the text.**

### **Courts in the United Kingdom**

The court system in England and Wales has five levels:

1. Supreme Court: Replaced the House of Lords in 2009 as the highest court for England, Wales, and Northern Ireland. Hears appeals, usually with five Justices, sometimes up to nine.

2. Court of Appeal: Hears appeals from the High Court and Crown Court.

3. High Court: Has three divisions:

a) Chancery Division: Handles business disputes, insolvency, intellectual property (Patents Court), equity, trusts, and land disputes.

b) Family Division: Deals with all family matters, including divorce, child custody, and adoption.

c) Queen's Bench Division: Hears judicial reviews, statutory appeals, habeas corpus applications, and cases related to shipping (Admiralty Court), commerce (Commercial and Mercantile Courts), and technology/construction disputes (Technology and Construction Court).

4. Crown Court: Tries serious criminal offenses (indictable offenses) with a judge and jury. Hears appeals from Magistrates' Courts.

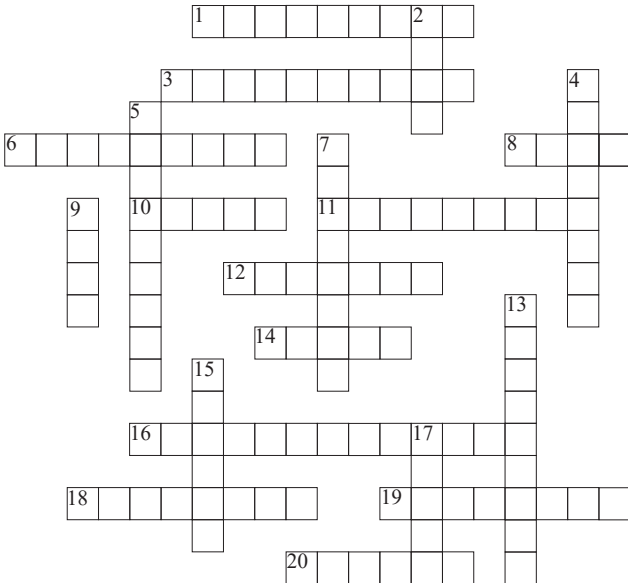
5. Magistrates' Courts: Handles less serious criminal offenses (summary offenses), committals to Crown Court, and some civil cases (including family matters). Cases are heard by lay magistrates or a stipendiary magistrate. Appeals go to the Crown Court (criminal) or County Courts (civil).

Judges are appointed by the Crown. The Judicial Committee of the Privy Council, formerly a final court of appeal for some Commonwealth countries, had some functions transferred to the Supreme Court.

**VII. Answer the following questions.**

1. What are the five levels of courts in the court system of England and Wales?
2. What are the three divisions of the High Court, and what types of cases does each division typically handle?
3. What is the difference in the types of criminal cases heard in the Crown Court versus the Magistrates' Courts?
4. What is the role of the Supreme Court, and when did it replace the House of Lords as the highest court?
5. Who appoints judges in England and Wales, and what was the former role of the Judicial Committee of the Privy Council?

**VIII. Do the Supreme Court Crossword.**



**Across**

1. Person with the power to nominate justices
3. Opinion that disagrees with majority opinion

6. The month that Chief Justice John Roberts assumed office
8. The only person to be Justice and President (last name)
10. Plessy v. Ferguson established “separate but \_\_\_\_\_”
11. First Hispanic Supreme Court Justice (last name)
12. Supreme Court case Marbury v. \_\_\_\_\_
14. Must be filed before oral arguments are presented
16. Testifying against yourself is called self- \_\_\_\_\_
18. This opinion is officially called the Opinion of the Court
19. The Supreme Court did not make a decision in Marbury v. Madison because it did not have \_\_\_\_\_ jurisdiction
20. A court’s list of cases to be heard

**Down**

2. Number of current Supreme Court Justices
4. All courts beneath the Supreme Court are known as \_\_\_\_\_ courts
5. Person accused of a crime
7. Members of the Supreme Court
9. Only person to have been both a Chief Justice and President (last name)
13. Party who brings a suit to court in civil cases
15. A transcript of proceedings made in trial court
17. Article of the Constitution that establishes the Supreme Court

**IX. Complete the definitions with the expressions from the box.**

Commercial Court	Employment Tribunal
Courthouse	European Court of Human Rights
Court-Martial	European Court of Justice
Court of Appeal	Magistrate’s Court
Crown Court	Small Claims Court

1. A \_\_\_\_\_ is a civil or criminal court to which a person may go to ask for an award or sentence to be changed.
2. A \_\_\_\_\_ is a court which tries someone serving in the armed forces for offences against military discipline.
3. \_\_\_\_\_ is the general word for a building in which trials take place.

4. The \_\_\_\_\_ is a court which considers the rights of citizens of states which are parties to the European Convention for the Protection of Human Rights.
5. An \_\_\_\_\_ is a body responsible for hearing work-related complaints as specified by statute.
6. A \_\_\_\_\_ is a court which hears cases of petty crime, adoption, affiliation, maintenances and violence in the home (domestic violence), and which can also commit someone for trial or sentencing in a Crown Court.
7. A \_\_\_\_\_ is a court above the level of a magistrates' court which hears criminal cases.
8. A \_\_\_\_\_ is a court in the Queen's Bench Division (one of the main divisions of the High Court) which hears cases relating to business disputes.
9. The \_\_\_\_\_ is the court set up to see that the principles of law as laid out in the Treaty of Rome are observed and applied correctly in the European Union.
10. A \_\_\_\_\_ is a court that deals with disputes of small amount of money.

**X. Imagine you are participants of the International Seminar on Judicial System. Be ready to give a talk on one of the issues given below.**

- 1) Powers of judges: too many or too few?
- 2) Role of people's assessors in judicial proceedings.
- 3) Judges immunity: pros and cons.
- 4) Judicial reform: what should be done to improve justice?
- 5) Protection of judges from interference in their work.

### **UNIT 3. Judicial System of the United States of America**

*“The Judiciary must not take on the coloration of whatever may be popular at the moment. We are guardians of rights, and we have to tell people things they often do not like to hear.”*

Rose Bird

## I. Pronounce the following words correctly.

judge [ˈdʒʌdʒ]

federalism [ˈfed(ə)r(ə)lɪz(ə)m]

reserve [rɪˈzɜ:v]

supreme [s(j)u:ˈpri:m]

authority [ə:ˈθɔ:rɪtɪ]

sovereignty [ˈsɒvr(ə)ntɪ]

privacy [ˈpraɪvəsi], [ˈprɪ-]

examine [ɪgˈzæmɪn], [eg-]

determine [dɪˈtɜ:mɪn]

consent [kənˈsent]

## II. Answer the following questions.

1. What is the US judicial branch?
2. What are the features of the judicial branch?
3. Why is the judicial branch important?
4. What is the jurisdiction of trial courts?

## III. Vocabulary list.

**to apply and interpret laws** – kanunlary ulanmak we düşündiriş bermek

**to solve disputes** – dawalary çözmek

**a will** – wesyetnama

**to distribute** – paýlamak; paýlaşdyrmak

**adoption** – ogullyga (gyzlyga) alma

**annulment** – güýjüni ýitirme; ýatyrma; güýçsüz hasap etme

**divorce** – aýrylyşma, nikany bozma

**alimony** – aliment, hossarhaky

**custody** – hossarlyk; tussag etme

**delinquent children** – kanuny bozan, jenaýat eden (ýa-da jenaýat etmäge ýykgyň) çagalar

## IV. Read and translate the text.

### Judiciary of the United States

The United States has a dual court system, comprising federal courts and state courts. Federal courts handle cases arising un-

der federal law, while state courts handle cases arising under state law. Although each system has its designated jurisdiction, they are not entirely independent and frequently interact. Both systems share the fundamental goals of resolving legal disputes and upholding legal rights.

The US Constitution established a federalist system, dividing powers between the national (federal) government and state governments. The Constitution enumerates specific powers granted to the federal government, with all remaining powers reserved to the states.

While the Constitution establishes federal supremacy within its designated powers (both express and implied), states retain supremacy in matters reserved to them. This principle is known as separate sovereignty, where each government is sovereign within its respective sphere.

Both federal and state governments require their own court systems to interpret and apply their respective laws. Both federal and state constitutions define the jurisdiction of their court systems. For example, because the Constitution grants Congress exclusive power to create uniform bankruptcy laws, state courts lack jurisdiction in bankruptcy cases. Conversely, as the Constitution does not grant the federal government authority over most family law matters, federal courts generally lack jurisdiction in divorce cases. This division of power necessitates two separate court systems. The federal courts address legal issues related to powers explicitly or implicitly granted to the federal government by the US Constitution. State courts address legal issues related to matters not granted to the federal government or explicitly denied to the states.

#### **V. Complete the sentences according to the text.**

1. The judicial system of the US consists of...
  - a) the federal court system.
  - b) the state court system.
  - c) the federal court system and the state court systems.
2. Key goals of both court systems are ...
  - a) punishing offenders for committing crimes and resolving civil disputes.

- b) making laws and introducing them into force.
  - c) solving legal disputes and vindicating legal rights.
3. The U.S. Constitution created a governmental structure known as ...
- a) federalism.
  - b) separation of powers.
  - c) separate sovereignty.
4. This supremacy of each government in its own sphere is known ...
- a) federalism.
  - b) separation of powers.
  - c) separate sovereignty.
5. Both federal and state court systems have ...
- a) a right to resolve the same legal issues.
  - b) a right to transfer any case from any federal court to any state court.
  - c) a right to resolve legal issues within the jurisdiction of the respective court systems.

## **VI. Read the text.**

### **Federal Court System**

The United States has a dual court system, comprising federal courts and state courts. Federal courts handle cases arising under federal law, while state courts handle cases arising under state law. Although each system has its designated jurisdiction, they are not entirely independent and frequently interact. Both systems share the fundamental goals of resolving legal disputes and upholding legal rights.

The US Constitution established a federalist system, dividing powers between the national (federal) government and state governments. The Constitution enumerates specific powers granted to the federal government, with all remaining powers reserved to the states.

While the Constitution establishes federal supremacy within its designated powers (both express and implied), states retain supremacy in matters reserved to them. This principle is known as separate sovereignty, where each government is sovereign within its respective sphere.

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### **VII. Answer the following questions.**

1. What are the two main categories of courts within the US federal court system, what is the key distinction between them regarding judicial tenure?
2. How many US District Courts are there, and what is their primary function within the federal court system?
3. What is the role of the US Circuit Courts of Appeal, and how does their review process differ from that of the District Courts?
4. What is the composition of the US Supreme Court, and what is its most prominent function?
5. Name three of the specialized courts within the US federal system and briefly describe the types of cases they handle.
6. How are judges appointed to both Article III courts and Legislative (Article I) courts, and what are the typical term lengths for judges in each category?
7. Compare the judiciary of the UK and the judiciary of the USA.
8. What are the differences between the UK, US and Turkmen judicial systems?
9. Who is the current Chief Justice of the USA?
10. Who is the current Chief Justice of the UK?
11. Who is the current Chairman of the Supreme Court of Turkmenistan?

**VIII. Match the words in Column A with their definitions in Column B.**

<b>A</b>	<b>B</b>
1) jurisdiction	a) The power of a court to hear a case for the first time.
2) appellate	b) The legal authority of a court to hear and decide certain types of cases.
3) original jurisdiction	c) A person or party who brings a case against another in a court of law.
4) plaintiff	d) Relating to appeals; having the power to review decisions of lower courts.
5) defendant	e) The person or party against whom a claim is made in a court of law.
6) verdict	f) A previous court decision that serves as a guide for similar cases in the future.
7) precedent	g) The act of formally charging a public official with misconduct in office.
8) judicial review	h) The decision of a jury or a judge in a trial.
9) constitutionality	i) The power of the courts to examine the actions of the legislative and executive branches and determine whether they are constitutional.
10. impeach	j) The quality of being in accordance with the US Constitution.

**IX. Give your opinion on the following statements.**

1. Any attempts to pressure judges, people's assessors or jurors aimed at preventing them carrying out an examination of a case should be punished.
2. It is difficult to discipline people who try to pressure a judge.
3. The judges are human beings with all human weaknesses, so they can make mistakes.
4. Judges cannot be really independent.
5. It is necessary to provide decent conditions for the work of court.
6. One of the biggest problems is non-observance of laws, regulations and resolutions.

**X. Translate the following sentences into Turkmen.**

1. Federal system of rules that people in a particular country must obey protects people from injustice.
2. They filed a formal request to a court asking for a decision to be changed against the judgment.
3. All the judges in a country must serve the justice.
4. The official in control of a court who decides how criminals should be punished specifies the number of years to be spent in prison.
5. All people have the right to a fair legal process in a court of where a judge examines information to decide if somebody is guilty or not.
6. Mr. Brown asked for the careful judicial examination of the decision.

## CHAPTER 7 BRANCHES OF LAW

### UNIT 1. Labour Law

*“Injustice anywhere is a threat to justice everywhere.”*

Martin Luther King, Jr.

#### I. Pronounce the following words correctly.

employer [ɪmˈplɔɪə], [em-]  
employee [ˌɪmˈplɔɪˈiː], [em]  
negotiate [nɪˈɡəʊʃieɪt], [-sɪ-]  
insurance [ɪnˈʃʊə(ə)n(t)s]  
contractual [kənˈtræktʃʊəl], [-tjuə-]  
various [ˈveəriəs]  
scheme [ski:m]  
entitlement [ɪnˈtaɪtlmənt], [en-]  
grievance [ˈɡri:v(ə)n(t)s]  
disciplinary [ˈdɪsəplɪn(ə)rɪ]

#### II. Answer the following questions.

1. How would you define “labour law”?
2. What are the main subject areas covered by labour law?
3. What relationships and conditions does labour law govern?
4. Why is labour law considered to be important?
5. What are some key components or areas of labour law?

#### III. Vocabulary list.

**legal rights** – kanuny hukuklar

**trade union** – kârdeşler arkalaşygy

**conditions of work / working conditions** – işiñ şertleri  
**social security** – sosial goraglylygy, üpjünçiligi  
**disability insurance** – zähmete ukypsyzlyk üçin ätiýaçlandyrylyş  
**welfare** – maddy hal-ýagdaý; maddy üpjünçilik  
**favourable** – amatly, oňaýly  
**restriction** – çäk goýma; çäklendirme  
**grievance** – şikaýat, zähmet dawasy  
**dismissal** – işden çykma, işden boşatma

#### **IV. Read and retell the text.**

### **Labour Law**

Labour law encompasses the body of laws, administrative rulings, and precedents that govern the legal rights and restrictions of workers and their organizations. It mediates the relationship between trade unions and employers, addressing the terms and conditions of work and employment disputes. In its broadest sense, it also includes social security and disability insurance. Beyond individual employment contracts, labour law addresses statutory requirements, collective bargaining, the legal relationships between organized economic interests and the state, and rights and obligations related to certain social services.

Labour law can be broadly categorized into nine areas: employment, individual employment relationships, wages and remuneration, working conditions, health, safety, and welfare, social security, trade unions and industrial relations, labour law administration, and special provisions for specific occupational or other groups.

Specific rules exist for the employment of children and young people. Workers' rights are determined by both statutory rights (legal rights based on legislation) and the individual contract of employment. Most workers have some statutory rights, regardless of hours worked.

The employment contract, whether written or verbal, is the agreement between employer and employee. "Custom and practice" agreements, reflecting established workplace norms (e.g., an annual holiday), can also form part of the contract, even if not written. If a

written contract conflicts with established custom and practice, the latter may prevail.

Trade unions often negotiate agreements with employers regarding working conditions, which can then become part of individual employment contracts, especially if they offer more favourable terms. A key function of trade unions is protecting workers' rights.

Within two months of starting work, all employees, regardless of hours worked, must receive a written statement from their employer outlining the main terms of employment. This statement should include details about job title, wages and hours, sick pay, pension schemes, holiday entitlement, grievance procedures, and dismissal/disciplinary procedures.

**V. Answer the following questions.**

1. What are the main areas covered by labour law, and how does it extend beyond individual employment contracts?
2. What are the two primary sources that determine a worker's rights?
3. How do "custom and practice" agreements factor into employment contracts, and what happens if they conflict with the written contract?
4. What role do trade unions play in the context of labour law and employment relationships?
5. What information must be included in the written statement that employers are required to provide to employees?
6. Besides individual contracts, what other factors influence the legal relationship between employers and employees, as mentioned in the text?

**VI. Are the following statements *true* or *false*?**

1. Labour law does not deal with employment of labour.
2. Labour law also deals with family relations.
3. The contract of employment is the agreement between the employer and trade unions.
4. Labour law regulates the relationship between employers and employees.

5. There are no special rules about employment of children and young people.
6. The statutory rights are legal rights based on laws passed by Parliament.
7. A trade union cannot negotiate a contract of employment with an employer.

**VII. A. Translate the following expressions into Turkmen.**

- 1) to mediate many aspects
- 2) to be entitled to
- 3) disciplinary procedure
- 4) statutory rights
- 5) administration of labour law
- 6) usual practice
- 7) social security
- 8) body of laws
- 9) legal rights
- 10) to negotiate an agreement

**B. Translate the following expressions into English.**

- 1) zähmete ukypsyzlyk üçin ätiýaçlandyrylyş;
- 2) aýlyk;
- 3) zähmet şertleri;
- 4) zähmet gatnaşyklary;
- 5) howpsuzlyk we maddy üpjünçilik;
- 6) kärdeşler arkalasygy;
- 7) zähmet şertnamasy;
- 8) iş bilen üpjünçilik;
- 9) işden çykma, boşatma;
- 10) ýarawsyzlyk haty.

**VIII. Match the terms in the box with their definitions.**

*appointment, remuneration, confidentiality, termination, period of employment, notice period, holidays, sick pay, grievance procedure, hours of work, expiry of appointment*

1. How the contract may be ended.
2. Procedures for handling disagreements.
3. Rules about publishing information.
4. Rules for payment when the employee is away as a result of illness.
5. The date when the present contract comes to an end.
6. The fixed term of the contract.
7. The number of working days when the employee can be away from work.
8. The pay package.
9. The period of advance notice required to terminate the contract.
10. This describes the title and general employment of the employee.
11. When and how the employee is expected to discharge his/her work duty.

**IX. Translate the following sentences into Turkmen.**

1. The lawyer received a brief written by his assistant.
2. The defendant heard his sentence pronounced by the judge.
3. The defendant felt the victim watching him
4. Trying the case this judge was very attentive.
5. Military courts consider disputes involving military personnel.
6. The qualifying judicial board receiving complaint about a judge's activity, the judge could be subject a disciplinary penalty.
7. Appeals against decisions of justices of the peace are referred to district courts, the decisions of which being final.
8. The court being the mechanism of justice, any citizen should have free access to the justice.
9. The Regulation of the Supreme Court being passed, all courts become legally binding to follow it.
10. Ten Federal District Arbitration Courts act as court of cassation only, the Appellate Courts considering appeals as a re-hearing with new evidence.

## X. Match the given words with their definitions.

- |                     |  |
|---------------------|--|
| 1) disability       | a) fixed or controlled by law  |
| 2) discipline       | b) money paid by an employer to a worker who cannot work because of illness          |
| 3) dismissal        | c) a condition in an agreement or law  |
| 4) employment       | d) work that you do to earn money  |
| 5) statutory rights | e) an act of removing someone from their job   |
| 6) provision        | f) physical problems that make someone unable to use a part of their body properly   |
| 7) sick pay         | g) the ability to control your behaviour or way of working                           |
| 8) grievance        | h) something that you complain about because you feel you have been treated unfairly |

## UNIT 2. Family Law

*"Law is order in liberty, and without order liberty is social chaos."*

Archbishop Ireland

### I. Pronounce the following words correctly.

marriage [ˈmæɪɪdʒ]

nullify [ˈnʌlɪfaɪ]

proceedings [prəˈsiːdɪŋ]

recipient [rɪˈsɪpiənt]

duress(e) [djuˈres]

violence [ˈvaɪəl(ə)n(t)s]

paternity [pəˈtɜːnəti]

custody [ˈkʌstədi]

contribute [kənˈtrɪbjʊ:t], [ˈkɒntrɪbjʊ:t]

contribution [ˌkɒntrɪˈbjʊːʃ(ə)n]

## II. Answer the following questions.

1. What is a primary focus of family law?
2. Who is typically considered under the umbrella of family law?
3. Under what circumstances may a married couple seek a divorce?
4. Whose well-being is generally prioritized in divorce proceedings, and why?

## III. Vocabulary list.

**custody** – hossarlyk, howandarlyk; tussag etme

**to commit a crime** – jenaýat etmek

**legislation** – kanunçylyk

**divorce** – aýrylyşmak, nikany bozmak; aýrylyşma, aýrylma

**support** – goldaw, kömek

**right to property** – eýeçilige bolan hukuk

**to protect** – goramak

**legitimate** – kanuny

**to deal with** – meşgul bolmak

**available** – elýeterli

## IV. Read and retell the text.

### Family Law

Family law is a branch of law that governs “domestic relations”, addressing issues such as adoption, divorce, separation, paternity, custody, support, and child welfare. It recognizes the family as a distinct social institution. Family law considers married and unmarried couples and their children; child custody and responsibility; and protection from domestic violence. While some societies prioritize minimal legal intervention in family life, many countries now emphasize individual rights within the family and regulate family relations through legislation.

Child welfare is a primary focus of family law. Legal systems typically treat children differently than adults, often with age limits on certain rights and duties. For example, there are often restrictions on the type and amount of work children can perform. Special courts in many countries, including Britain, have significant power to ma-

nage and transfer private property for the benefit of children. Separate courts also handle cases involving juvenile offenders.

Legally registered marriages are generally given more weight than informal cohabitation arrangements. In Britain, for instance, children born outside of marriage may have fewer rights to financial support from their fathers than children born within marriage. They may also face more challenges regarding British citizenship, and their fathers may not have automatic rights to contact. Furthermore, some welfare benefits may differ based on marital status, and married women may have greater access to protection from domestic violence.

English law allows for the dissolution or nullification of marriages. Couples may also seek divorce, a process that can be lengthy, particularly if there are disagreements or children involved. Divorce proceedings in England typically occur in designated County Courts (divorce county courts), with some matters handled by the Family Division of the High Court. A divorce decree will not be granted until satisfactory arrangements, including custody arrangements, have been made for any children of the marriage.

Regarding property division in divorce cases, courts balance two principles. They aim to reflect each party's contribution to the shared property, considering not just legal ownership and financial contributions, but also non-financial contributions like housework, childcare, and even emotional support.

#### **V. Answer the following questions.**

1. What are some of the key issues and relationships that family law addresses?
2. How do legal systems in different societies vary in their approach to family matters?
3. Why are children often treated differently than adults under the law, and what are some examples of this differential treatment?
4. What is the legal distinction often made between formally registered marriages and cohabitation, and how might this impact rights and responsibilities?
5. What is the process for obtaining a divorce in England, and what considerations are prioritized by the courts, especially when children are involved?

6. How do courts typically approach the division of property in divorce cases, and what factors beyond financial contributions are taken into account?

#### **VI. Translate the following into English.**

- |                           |                           |
|---------------------------|---------------------------|
| 1) maşgala goşulmak;      | 6) hossarlyk;             |
| 2) gatnaşyklary sazlamak; | 7) jogapkärçilik;         |
| 3) kanuny;                | 8) nikada doglan çagalar; |
| 4) goldaw, kömek, ýardam; | 9) goşant; goşant etmek;  |
| 5) nikany bozmak;         | 10) şahsy emläk.          |

#### **VII. Are the following statements *true* or *false*?**

1. Family law is a branch of law that deals with employment relations.
2. There are no special family courts in the UK.
3. The welfare of children is the biggest concern of family law.
4. Family law regulates the relations in a family.
5. Children and adults are treated equally by the law.
6. There are no age limits on the rights and duties of citizens.
7. According to English law, marriages can never be dissolved.

#### **VIII. Read and translate the text.**

### **Marriage Requirements**

While romantic love is now commonly the basis for marriage in many countries, this is a relatively recent development. Historically, bride capture, payment, and parental arrangements were typical methods of choosing marriage partners. To be legally valid, a marriage generally must be:

- Voluntary
- Between two unmarried individuals
- Between individuals who are at least 18 years old (the legal age of majority)
- Between individuals of the opposite sex
- Between individuals who are not closely related

Both parties must enter the marriage voluntarily. Force, fear, or duress will invalidate a marriage. However, the duress must be genuine; social pressure or the desire to please one's parents, for example, are not typically considered sufficient to invalidate a marriage.

A marriage is also invalid if one party is unaware of what they are doing (e.g., due to intoxication or cognitive impairment). Similarly, a mistaken identity of the other partner would invalidate the marriage. However, other types of mistakes, such as misjudgments about a partner's financial standing, social status, or career prospects, will not invalidate the marriage. Duress and social pressure, particularly in the context of arranged marriages, can also be grounds for invalidation.

**IX. Complete the definitions and explanations with words and expressions from the box.**

*adult    binding    business    convicted    guardians*  
*juvenile    land    legal status    majority    malice    marry*  
*minor    minority parents    responsible    vote    will*  
*written    permission    young offender    young offender*  
*young    person    youth    juveniles*

A child can be defined as “a person under the age of 18”. We can also use the word “\_\_\_\_\_”. The state of being less than 18 years old is called “\_\_\_\_\_”. In other words, he/she becomes \_\_\_\_\_ for his/her own actions can sue, be sued or undertake \_\_\_\_\_ transactions.

In Great Britain a child does not have full \_\_\_\_\_ until the age 18. A contract is not \_\_\_\_\_ on a child, and a child cannot own \_\_\_\_\_. cannot make a \_\_\_\_\_, cannot \_\_\_\_\_ and cannot drive a car (under the age of seventeen). A child cannot \_\_\_\_\_ before the age of 16, and can only do so between the ages of 16 and 18 with the \_\_\_\_\_ of his/her or legal \_\_\_\_\_.

A child who is less than 10 years old is not considered capable of committing a crime; a child between 10 and 14 years of age may be considered capable of doing so if there is evidence of \_\_\_\_\_ or knowledge, and so children of these ages can in certain circumstances

be \_\_\_\_\_. In criminal law the term “child” is used for children between the ages of 10 and 14; for children between 14 and 17, the term “\_\_\_\_\_” is used; all children are termed “\_\_\_\_\_”. If someone between these ages commits a crime, he/she is known as a \_\_\_\_\_, and may be sentenced in a \_\_\_\_\_ Court (previous known as a \_\_\_\_\_ Court).

**X. Fill in the correct word from the list below.**

*investigator    judge    notary    prosecutor    advocate*

1. \_\_\_\_\_ presides in courtroom and administers justice, resolves disputes between parties, decides the case during the trial, gives the judgment.
2. \_\_\_\_\_ investigates a criminal case, collects evidence, and discovers criminals.
3. \_\_\_\_\_ usually initiates a criminal case and conducts criminal proceedings, presents evidence in the court.
4. \_\_\_\_\_ is a public officer who certifies the documents or its copies and official acts: wills, commercial papers, deeds, etc.
5. \_\_\_\_\_ prepares a case or documents, presents a case in a courtroom, defends a client, and drafts legal documents.

**UNIT 3. Contract Law**

*“Good people do not need laws to tell them to act responsibly, while bad people will find a way around those laws.”*

Plato

**I. Pronounce the following words correctly.**

contract [ˈkɒntrækt]

contractor [kənˈtræktə]

enforceable [ɪnˈfɔːsəbl], [en-]

purchase [ˈpɜːtʃəs]

purpose [ˈpɜːpəs]

valuable [ˈvæljuəbl]

damage [ˈdæmɪdʒ]  
exchange [ɪksˈtʃeɪndʒ], [eks-]  
competent [ˈkɒmpɪt(ə)nt]  
expectation [ekspekˈteɪʃ(ə)n]

## II. Answer the following questions.

1. How would you define a contract?
2. Have you ever entered into a contract?
3. What are some essential elements that you think should be included in a contract?
4. Do you believe contracts should be written in plain language accessible to everyone, or should they be primarily drafted for legal professionals? Why?

## III. Vocabulary list.

**party to a contract** – şertnamany baglaşýan tarap

**to be binding in law** – kanun boýunça hökman ýerine ýetirmeli, berjaý etmeli

**hire-purchase** – bir zady bahasyny möhletlere bölüp tölemek şerti bilen satyn almak

**written or oral (orally)** – ýazmaça ýa-da dilden

**breach of contract** – şertnamanyň bozulmagy

**party in breach** – şertnamany, ylalaşygy bozan tarap

**injured party** – jebir gören tarap

**to suffer some loss** – zyýan çekmek

**mental distress** – psihologik taýdan zeper

**to claim damages** – ýeten zyýanyň öwezini talap etmek

## IV. Read and translate the text.

### Contract Law

Contract law governs the formation, performance, and enforcement of legally binding agreements. Its primary purpose is to protect the reasonable expectations of individuals, businesses, and governments involved in contracts.

A contract is a legally binding agreement between two or more parties who intend to be legally bound. This requires mutual assent (agreement on specific terms) and a clear understanding of the agreement's subject matter.

A valid contract requires an offer and its acceptance. Consideration, something of value exchanged between the parties, is also essential. For example, in a store purchase, the buyer's consideration is the money paid, and the seller's consideration is the item sold.

While most contracts can be oral or written, some must be in writing to be enforceable, such as contracts for land sales, insurance, and hire-purchase agreements. In a valid contract, each party is legally obligated to fulfill their promises.

If a party breaches the contract (fails to perform their obligations), the other party can seek legal remedies. The court first determines if a valid contract exists, checking for offer, acceptance, and consideration, and considering the parties' capacity (legal competence) to contract.

A breach of contract occurs when a party refuses or fails to perform contractual obligations. The breaching party must compensate the injured party, who can pursue several legal remedies. Damages (monetary compensation) are the most common remedy, often covering financial losses and sometimes, though less frequently, mental distress.

Courts award damages only for losses directly related to the breach. Specific performance (a court order requiring the breaching party to fulfill the contract) is another remedy, but courts may award damages instead or in addition to specific performance.

#### **V. Answer the following questions.**

1. How would you define a contract?
2. What are the essential elements of a valid contract?
3. What forms can contracts take?
4. What types of contracts generally must be in writing to be enforceable?
5. What constitutes a breach of contract?
6. What legal recourse can an injured party pursue if a contract is breached?

7. What is a legal remedy in the context of contracts?
8. Who is responsible for providing compensation in the event of a breach of contract?
9. What are damages, as a legal remedy, and what do they typically cover?

#### **VI. Translate the following sentences into English.**

1. Şertnamanyň hukuk güýjüniň bolmagy üçin iki tarapyň hem gollary gerek.
2. Şertnama hem dilden hem-de ýazmaça baglanyşylyp bilner.
3. Şertnama – iki ýa-da ondan köprak taraplar bilen baglanyşylýar we ony hökman ýerine ýetirmelidir.
4. Taraplar şertnamany bellenen şertlere ylalaşyp baglanyşmalydyr.
5. Käbir şertnamalar kazyýet tarapyndan seljerilmegi üçin diňe ýazuw görnüşinde bolmaly.
6. Käbir şertnamalar kanuny taýdan birtaraplaýyn ýatyrylyp bilner.
7. Ylalaşyga gol çekmezden ozal taraplar bu ylalaşyk geljekde güýje girjekdigine göz ýetirmeli.
8. Eger-de taraplaryň biri ylalaşygy bozsa, ikinji tarapyň öwezini doldurmagy talap etmäge hukugy bar.
9. Häzirki wagtda awtorlyk hukugynyň bozulmagy bilen baglanyşykly wakalaryň sany köpeldi.

#### **VII. Find English equivalents for the following phrases.**

- 1) şertnamany baglaşýan tarap;
- 2) şertnama baglaşmak;
- 3) ätiýaçlandyrylyş şertnamasy, ylalaşygy;
- 4) kanun boýunça borçly bolmak;
- 5) niýet;
- 6) şertnamany bozmak;
- 7) hukuk goragynyň serişdesi;
- 8) şertnamany bozan tarap;
- 9) öwezini doldurma;
- 10) psihologik zeperi.

### VIII. Complete this text with words or expressions from the box.

- |                                 |                     |                        |                         |                  |
|---------------------------------|---------------------|------------------------|-------------------------|------------------|
| 1) <i>accepted</i>              | 2) <i>agreement</i> | 3) <i>breach</i>       | 4) <i>consideration</i> |                  |
| 5) <i>contractual liability</i> | 6) <i>damages</i>   | 7) <i>express</i>      |                         |                  |
| 8) <i>implied</i>               | 9) <i>intention</i> | 10) <i>obligations</i> | 11) <i>offer</i>        |                  |
| 13) <i>reward</i>               | 13) <i>signed</i>   | 14) <i>stated</i>      | 15) <i>sue</i>          | 16) <i>terms</i> |
| 17) <i>under seal</i>           | 18) <i>verbally</i> | 19) <i>voided</i>      | 20) <i>writing</i>      |                  |

A contract can be defined as an \_\_\_\_\_ between two or more parties to create legal \_\_\_\_\_ between them'. Some contracts are made '\_\_\_\_\_': in other words, they are \_\_\_\_\_ and sealed (stamped) by the parties involved. Most contracts are made \_\_\_\_\_ or in \_\_\_\_\_. The essential elements of a contract are: (a) that an \_\_\_\_\_ made by one party should be \_\_\_\_\_ by the other; (b) \_\_\_\_\_ (the price in money, goods or some other \_\_\_\_\_, paid by one party in exchange for another party agreeing to do something); (c) the \_\_\_\_\_ to create legal relations. The \_\_\_\_\_ of a contract may be \_\_\_\_\_ (clearly stated) or \_\_\_\_\_ (not clearly \_\_\_\_\_ in the contract, but generally understood). A \_\_\_\_\_ of contract by one party of their \_\_\_\_\_ entitles the other party to \_\_\_\_\_ for \_\_\_\_\_ or, in some cases, to seek specific performance. In such circumstances, the contract may be \_\_\_\_\_ (in other words, it becomes valid).

### IX. Match the following words with their translations.

- |                            |   |
|----------------------------|---|
| 1) ordinance               | a) salgydyň doly tölenilmezligi               |
| 2) find guilty/ not guilty | b) kazy                                       |
| 3) discretionary           | c) jenaýatçy                                  |
| 4) to hold office          | d) etrap, okrug                               |
| 5) a trial court           | e) öz garamagyna berlen                       |
| 6) a circuit               | f) arza, haýyşnama bilen ýüzlenmek            |
| 7) an apex                 | g) günäkär; günäkär däl diýlen karrera gelnen |
| 8) a justice               | h) kömek puly                                 |
| 9) to petition             | i) perman, dekret, kanun, karar               |
| 10) tax deficiency         | j) ýokary dereje                              |
| 11) benefit                | k) wezipä eýe bolmak                          |
| 12) criminal               | l) kazyýetiň birinji instansiýasy             |

## **X. Writing task.**

**Scenario:** David offers to sell his comic book collection to Lisa for \$100. Lisa says she will think about it. A week later, Lisa calls David and says she'll buy the comics for \$100. David says, "Sorry, I've decided I don't want to sell them anymore."

**Task:** Write a short paragraph (5–7 sentences) explaining whether Lisa and David have a legally binding contract. Focus on the elements of offer and acceptance. Was David's initial statement a valid offer? Did Lisa's later phone call constitute acceptance? Explain your reasoning, referencing the necessary components of a contract.

## CHAPTER 8 CRIMINAL PROCEDURE

### UNIT 1. Crime

*“All crime is a kind of disease and should be treated as such.”*

Mahatma Gandhi

#### **I. Pronounce the following words correctly.**

wrongdoing [ˌrɒŋˈduːɪŋ]

offence [əˈfens(t)s]

damage [ˈdæmɪdʒ]

appear [əˈpiə]

insufficient [ˌɪnsəˈfɪʃ(ə)nt]

suspect [ˈsʌspekt]

cybercrime [ˌsaɪbəˈkraɪm]

intentionally [ɪnˈtenʃ(ə)n(ə)li]

indictable [ɪnˈdaɪtəbl]

summary [ˈsʌm(ə)rɪ]

#### **II. Answer the following questions.**

1. Is every violation of the law considered as a crime?
2. Do different societies have the same definitions of what constitutes a crime?
3. Do you believe that crime is a pressing issue in our country?
4. What are some potential causes of crime?
5. What different types of crimes are you familiar with?
6. Have you ever been a victim of a crime?
7. Have you ever witnessed a crime?

### III. Vocabulary list.

**a breach of rules** – düzgünleri bozmak

**to prescribe punishment** – temmi bermek

**to pass a new law** – täze kanun kabul etmek

**to identify a suspect** – şübhelenilýäni/güman edilýäni anyklamak

**an unauthorized access** – rugsat berilmedik maglumaty almak

**indictable offences** – áyypław namasy esasynda derňelýän jenaýat

**summary offences** – jem iş ýörediş tejribesinde derňelýän jenaýat

**either-way offences** – iki kazyýete degişli jenaýat

**actus reus (lat.)** [ˈaktəs ˈreɪəs] – jenaýatyň obýektiw tarapy

**mens rea (lat.)** [ˈmɛnz ˈriːə] – jenaýatyň subýektiw tarapy

### IV. Read the text.

#### Crime

A crime is an act that violates the law and for which a governing authority can impose punishment. While societies may differ in their specific definitions of crime, modern societies generally consider crimes offenses against the public or the state. Although the word “crime” often implies wrongdoing, not all wrongdoing is a crime. For instance, while lying is generally considered immoral, it only becomes a crime if it results in demonstrated harm to another person. Similarly, certain acts may be criminal in one country but not in another. For example, polygamy is legal in some countries; in other, it is illegal.

Despite some variations, there is broad international agreement on the criminality of certain acts. Theft, physical assault, and property damage are generally unlawful in most countries, although the specific legal processes for handling suspected offenders may vary. Governments also create new crimes by legislating against specific behaviors. Societies and governments regularly reassess their definitions of criminal behavior. For example, discrimination based on race or sex, while once widely tolerated, is now increasingly criminalized. The rise of the internet has also led to new forms of crime, such as hacking, copyright infringement, and other cybercrimes, which can

range from damaging an individual's reputation to threatening national security or financial stability.

Many crimes go unreported, unrecorded, unprosecuted, or difficult to prove. When informal social controls are insufficient to maintain order, states may implement more formal and stringent systems of social control.

**V. Read the following definitions of the word “crime” and tell which one fully expresses its meaning.**

1. Commission of an act forbidden by law.
2. Deviant behaviour that violates prevailing norms.
3. Illegal activity in general.
4. A bad, immoral or dishonourable act.
5. Offence that is committed against individuals or groups of individuals with criminal intent.
6. The breach of rules or laws.

**VI. Read and translate the text.**

### **Categories of Crimes in the UK**

There are three categories of crimes in the UK: indictable, summary, and either-way offenses. Indictable offenses are the most serious and carry the longest potential prison sentences. They include offenses such as murder, rape, and robbery and can only be tried in the Crown Court.

Summary offenses are the least serious, such as speeding and drunk driving. Summary trials are held in magistrates' courts. Either-way offenses can be tried in either the Crown Court or magistrates' courts. Examples include theft, drug offenses, and less serious forms of physical violence. A magistrate can determine that an either-way offense is serious enough to be heard in the Crown Court, where the potential penalties are more severe. However, if a magistrate decides that an either-way offense can be tried summarily, the defendant can choose to have the trial moved to the Crown Court.

In most crimes, the prosecution must prove two elements. The first, *actus reus*, refers to the criminal act itself. The second, *mens rea*, refers to the intention to commit the crime – the “guilty mind.”

However, in some cases, such as drunk driving or speeding, the prosecution does not have to prove intent. These offenses are considered as “strict liability” offenses.

Types of serious crimes in most jurisdictions include arson, theft, sexual offenses, and terrorism.

### **VII. Answer the following questions.**

1. What are the three categories of crimes in the UK, and how do they differ in terms of severity and where they are tried?
2. What is the difference between actus reus and mens rea, and why are both typically necessary for the prosecution to prove a crime?
3. What are “strict liability” offenses, and how do they differ from other crimes in terms of what the prosecution must prove?
4. Give examples of offenses that fall into each of the three categories of crimes in the UK (indictable, summary, and either-way).
5. What factors might lead a magistrate to decide that an either-way offense should be tried in the Crown Court rather than the magistrates’ court?
6. What are some common examples of serious crimes that are recognized in most legal jurisdictions?

### **VIII. Write the crime in the appropriate space in the table. Some crimes can be listed under more than one category.**

1) Abduction 2) actual bodily harm 3) aiding and abetting an offender 4) arson 5) assault 6) battery 7) bigamy 8) blackmail 9) breaking and entering 10) bribery 11) burglary 12) careless or reckless driving 13) committing a breach of the peace 14) conspiracy 15) contempt of court 16) vandalism 17) fraud 18) driving without a licence or insurance 19) drug dealing 20) drunk in charge/drink driving 21) embezzlement 22) espionage 23) forgery 24) grievous bodily harm 25) indecent assault 26) manslaughter 27) money laundering 28) murder 29) obstruction of the police 30) perjury 31) perverting the course of justice 32) piracy 33) possessing weapons 34) robbery 35) sedition 36) suicide 37) terrorism 38) theft 39) treason 40) unlawful assembly

Crimes against the Person

Crimes against Property

Public Order Offences

Road Traffic Offense

Political Offences

Offences against Justice

**IX. Complete the sentences with the words from the active vocabulary.**

*offence*      *crime prevention*      *to tackle*      *order*  
*investigation*      *to police*      *justice*      *to reduce*

1. Effective \_\_\_\_\_ must be our main goal.
2. A private detective was hired to conduct the \_\_\_\_\_.
3. There is more than one way \_\_\_\_\_ the problem.
4. The governor announced a new plan \_\_\_\_\_ crime.
5. The killers will be brought to \_\_\_\_\_.
6. The police was called in to restore \_\_\_\_\_.
7. The possession of stolen property is a criminal \_\_\_\_\_.
8. The army was brought in \_\_\_\_\_ the city centre.

**X. Role-play task.**

**1. Bail Hearing:** Students act out a bail hearing. One student is the judge, another is the prosecutor arguing against bail, and another is the defense attorney arguing for bail. Focus on the factors a judge considers when setting bail.

**2. Plea Bargaining Negotiation:** Two students play lawyers (prosecution and defense) negotiating a plea bargain. Focus on the arguments each side might make and the factors that influence plea deals.

**3. Sentencing Hearing:** Students play a judge, prosecutor, defense attorney, and perhaps a victim or family member at a sentencing hearing. Focus on arguments for different sentences and the judge's considerations.

## UNIT 2. History of Punishment

*“An unjust law is itself a species of violence.  
Arrest for its breach is more so.”*

Mahatma Gandhi

### I. Pronounce the following words correctly.

retributive [rɪˈtrɪbjətɪv]

proportionate [prəˈpɔːʃ(ə)nət]

superstition [ˌs(j)u:pəˈstɪʃ(ə)n]

misfortune [mɪsˈfɔːtʃuːn]

premise [ˈpremɪs]

deterrent [dɪˈter(ə)nt]

lynch [lɪnʃ]

ordeal [ɔːˈdi:l]

savagery [ˈsævɪdʒ(ə)rɪ]

accuse [əˈkjuːz]

### II. Answer the following questions.

1. What types of punishment are you familiar with?
2. What types of punishment were used for criminals in the past?
3. Has the death penalty been abolished in our country?
4. What are the aims of punishment?

### III. Vocabulary list.

**superstition** – yrym

**vindictive** – ar alyjylykly; kine saklaýan

**savagery** – rehimsizlik; zalymlyk; ýowuzlyk

**retributive** – jeza beriji

**witch** – jadygöý; gözbagçy

**lynch** – hökümetden bidin sud etmek

**law enforcement officer** – hukuk goraýjy edarasynyň işgäri, polisiýa işgäri

**to take into account** – nazara almak, göz önünde tutmak

**the prior criminal record** – öňki sud edilenlik, iş kesilenlik baradaky ýazgy

**deliberate infliction of pain** – biriniň bir ýerini agyrtmak

#### IV. Read and translate the text.

### History of Punishment

In primitive societies, punishment was often left to the wronged individual and was primarily vindictive or retributive. The severity and nature of the punishment often bore little relation to the nature or gravity of the offense. Gradually, the concept of proportionate punishment emerged, exemplified by the principle of “an eye for an eye”. Superstitions about omens, ghosts, and witchcraft were prevalent in early times, influencing people’s lives. It was common to attribute misfortune to others, and vulnerable individuals, such as elderly women, were sometimes accused of witchcraft and subsequently executed.

Trial by ordeal was a judicial practice used to determine guilt or innocence by subjecting the accused to a painful or dangerous experience. The term “ordeal” itself means “judgment, verdict”. In some cases, survival or healing from injuries was considered proof of innocence. In others, only death was seen as proof. If the accused died, it was often presumed they received just punishment. In medieval Europe, trial by ordeal was believed to be a process where God would intervene to protect the innocent through a miracle.

Over time, societal attitudes toward the severity of criminal punishments gradually changed. Both the courts and the public began to oppose such brutality. The last public execution in England took place in 1868 outside Newgate Prison. The condemned man, Michael Barrett, an Irish rebel, was executed for his role in a bomb attack. The

crowd sympathized with Barrett and was so hostile toward the hangman that the execution nearly sparked a riot. After that, executions were conducted within prisons. The death penalty for murder was finally abolished in 1969.

Imprisonment has long been a common form of punishment. For centuries, the Tower of London served as a prominent prison. Civilization's progress has significantly altered both the theory and practice of punishment. With the development of formal legal systems, the state assumed the punitive function, establishing mechanisms for maintaining public order. Crimes became viewed as offenses against the state, and actions like lynching became illegal. In the eighteenth century, the humanitarian movement emphasized individual dignity, rationality, and responsibility. This led to a reduction in the severity and frequency of punishments, improvements in the prison system, and initial attempts to understand the psychology of crime and categorize criminals for rehabilitation. Later, lawbreakers were increasingly seen as products of social factors, not solely responsible for their actions. Crime began to be viewed as a kind of social "disease." Punishment, therefore, can be justified only if it protects society, acts as a deterrent, or aims at the moral regeneration of the criminal.

**V. Answer the following questions.**

1. How did punishment in primitive societies differ from later conceptions of justice?
2. What role did superstition play in historical methods of determining guilt or innocence, such as trial by ordeal?
3. What factors contributed to the gradual shift away from excessively harsh punishments and public executions?
4. How has the development of formal legal systems changed the nature of crime and punishment?
5. What philosophical shifts in the understanding of crime and criminals influenced changes in punishment practices?
6. According to the text, what are the justifications for punishment in modern society?

## VI. Match the following expressions.

- |                                 |  |
|---------------------------------|--|
| 1) gravity of offence           | a) yrymçyl düşüñjeler                        |
| 2) a grip on the lives          | b) jenaýatyň agyrlygy                        |
| 3) public execution             | c) kazyýetde synagdan geçmek                 |
| 4) riot                         | d) motiwasion serişdesi                      |
| 5) endure the trial             | e) günäkäri agyr, gazaply sorag etme, gynama |
| 6) innocence                    | f) betbagtlyk                                |
| 7) the accused                  | g) gozgalaň                                  |
| 8) motivating force             | h) jezalaryň ýeñil görnüşi                   |
| 9) defendant                    | i) jemagat önünde ölüm jezasy                |
| 10) misfortune                  | j) günä                                      |
| 11) superstitious beliefs       | k) durmuşa güýçli täsiri                     |
| 12) favoured form of punishment | l) şaýatlaryň görkezmeleri                   |
| 13) trial by ordeal             | m) aýyplanýan                                |
| 14) guilt                       | n) günäkär                                   |
| 15) witness accounts            | o) günäsizlik, bigünäli                      |

## VII. Translate the following into English.

- 1) ýyl kesmek;
- 2) jadylyk; gözbagçylyk;
- 3) birine günä ýapmak;
- 4) ölüm jezasyňy bermek, öldürmek;
- 5) günäkärlemek;
- 6) günäsizlik barada subutnama;
- 7) kazyýet ygtyýarlyklaryndan hetden aşyрма; daşa çykma;
- 8) agyr jezalaryň görnüşlerine garşy gozgalaň etmek;
- 9) türme tussaglygy;
- 10) ölüm jezany ýatyrmaq;
- 11) hökümetden bidin sud etmeklik;
- 12) jeza bermek, ýyl kesmek.

## VIII. Are the following statements *true* or *false*?

1. A judicial practice by which the guilt or innocence of the accused is determined is a verdict.

2. Trial by ordeal meant severe experience for the accused.
3. There were a lot of theories confirming the effectiveness of trial by ordeal.
4. The result of progress was the improvement of the prison system.
5. The last public execution took place in 1968 in France.

**IX. Make up nouns using the suffixes *-ment* and *-tion*, translate them into Turkmen.**

**Example:** to educate – education – bilim bermek; bilim  
to develop – development – ösmek; ösüş

- |                    |                    |
|--------------------|--------------------|
| 1) to rehabilitate | 11) to legislate   |
| 2) to treat        | 12) to execute     |
| 3) to impose       | 13) to restrict    |
| 4) to accuse       | 14) to probate     |
| 5) to punish       | 15) to infringe    |
| 6) to violate      | 16) to incarcerate |
| 7) to convict      | 17) to encourage   |
| 8) to imprison     | 18) to define      |
| 9) to amend        | 19) to assassinate |
| 10) to implement   | 20) to prevent     |

**X. Translate the following expressions into Turkmen.**

- 1) to commit a crime or an offence
- 2) to accuse somebody of a crime
- 3) to charge someone with (murder)
- 4) to plead guilty or not guilty
- 5) to defend/prosecute someone in court
- 6) to give a verdict on an accused person
- 7) to sentence someone to a punishment
- 8) to acquit an accused person of a charge
- 9) to release someone from prison/ jail
- 10) to be tried in a court

## UNIT 3. Types of Punishment

*“Punishment is not for revenge, but to lessen crime and reform the criminal”.*

Elizabeth Fry

### I. Pronounce the following words correctly.

weapon [ˈwepən]  
circumstance [ˈsɜ:kəmstæn(t)s]  
release [rɪˈli:s]  
parole [pəˈrəʊl]  
probation [prəˈbeɪʃ(ə)n]  
signal [ˈsɪgn(ə)l]  
firearm [ˈfaɪə(r)ɑ:m]  
require [rɪˈkwaɪə]  
subsequent [ˈsʌbsɪkwənt]  
violate [ˈvaɪələɪt]

### II. Answer the following questions.

1. What modern forms of punishment are you familiar with?
2. Do you think that lenient sentencing indicates a more civilized society?
3. When was the death penalty abolished in Turkmenistan?
4. How would you define “presumption of innocence” and “burden of proof”?

### III. Vocabulary list.

**harsh penalty** – agyr jeza

**law enforcement officers** – hukuk goraýjy edaralaryň işgärleri

**probation** – şertli goýberme; boşatma

**life sentence** – ömürlük tussag

**suspension of jail time** – türme tussagyny wagtlaýyn togtatma

**victim** – jebir çeken, pida

**condemned man** – hökümi çykarylan adam; ýyly kesilen adam

**to cane (syn. to whip)** – gamçylamak

**to declare a sentence** – hükümi yglan etmek  
**to restrict freedom** – azatlygy çäklendirmek

#### **IV. Read and retell the text.**

### **Types of Punishment**

Courts have several sentencing options at their disposal. The severity of the punishment generally corresponds to the seriousness of the crime. Judges consider various factors when determining a sentence, including the offender's prior criminal record, age, and the specific circumstances of the crime, such as cooperation with law enforcement, the extent of victim loss, weapon use, and the victim's age or vulnerability.

Punishments can include:

- Fines
- Imprisonment (jail or prison time)
- Probation or parole
- Community service

Fines are often used for less serious offenses, particularly for first-time offenders. Imprisonment is the more typical punishment for serious crimes.

Prison sentences can range from a few days to life. However, a life sentence may allow for release after a significant period if a parole board determines continued detention is no longer necessary. Prison conditions vary widely. Some countries, like the Netherlands, prioritize relatively humane prison conditions, believing that the deprivation of liberty itself is sufficient punishment and that overly harsh conditions hinder rehabilitation. Other countries struggle with overcrowding, sometimes due to rising crime rates or longer sentences. Some jurisdictions, like Britain and the United States, have explored private prison systems to address overcrowding.

Probation is a suspended sentence, where the offender must adhere to court-ordered conditions, often under the supervision of a probation officer. These conditions may include restrictions on firearms possession, maintaining employment, residing in a specific location, and complying with the probation officer's instructions. Probationers

may also be subject to electronic monitoring, drug/alcohol testing, treatment programs, or community service.

Parole is the supervised release of a prisoner before their full sentence is served. Parolees must abide by specific conditions, such as obeying the law, avoiding contact with victims, maintaining employment, and regular contact with a parole officer. Parole differs from probation; parole is served *after* a prison sentence has begun, while probation is *instead* of a prison sentence. Probation often involves stricter obligations.

Corporal punishment, involving the intentional infliction of pain, is still used in some countries. Courts may order caning or whipping, and other physical penalties like amputation or mutilation may also be used.

Community service involves performing unpaid work for a social institution, such as a hospital.

House arrest, a restriction of freedom, is a newer alternative punishment being adopted in some countries and has been incorporated into their criminal codes.

#### **V. Answer the following questions.**

1. What factors determine the punishment for a crime?
2. What types of punishment are you familiar with?
3. What factors does a judge consider when determining a sentence?
4. When are fines typically used as a punishment for criminal offenses?
5. How much can prison sentence lengths vary?
6. How are Britain and the USA addressing prison overcrowding?
7. What is the core concept of probation?

#### **VI. Find the English equivalent for the following phrases.**

- 1) jenaýatly günä;
- 2) has agyr jeza;
- 3) düzgün bozujynyň, jenaýatçynyň ýaşy;
- 4) ömürlük tussagy göz önünde tutýan höküm;

- 5) hukuk goraýjy edaralaryň işgärleri;
- 6) jenaýat ýerine ýetiriş kodeksi;
- 7) türme tussagyny wagtlaýyn togtatma;
- 8) şertli goýberme; boşatma;
- 9) jeza mähletini doldurmak;
- 10) jenaýatyň ösüşi;
- 11) azatlykdan mahrum etme;
- 12) jebir çeken;
- 13) az ähmiýetli; kiçi kanun; düzgün bozma;
- 14) buýrugy berjaý etmek;
- 15) açyk görnüşli türme; zyndan.

**VII. Put the given words according to the types of punishment with their definitions.**

- |                        |   |
|------------------------|---|
| 1) fine                | a) Physical punishment, such as flogging or beating.  |
| 2) capital punishment  | b) A place for long-term incarceration for a crime.   |
| 3) jail                | c) A place of confinement for time periods longer than those usual for a police station lock-up and shorter than those usual for a prison.  |
| 4) parole              | j) The most severe of all sentences: that of death. Also known as the death penalty.  |
| 5) imprisonment        | d) A special place where a convicted person serves his sentence.  |
| 6) probation           | e) A release from prison, before a sentence is finished, that depends on the person, keeping clean and doing what he or she is supposed to do while out. If the person fails to meet the conditions, the rest of the sentence must be served. |
| 7) corporal punishment | f) A sum of money exacted as a penalty by a court of law or other authority.  |
| 8) house arrest        | g) A sentence (usually, jail time) that the judge allows the convicted person to avoid serving (e.g. if the person continues on good behaviour, completes community service, etc.).   |
| 9) suspended sentence  | h) Unpaid work, intended to be of social use, that an offender is required to do instead of going to prison.  |

- 10) community service    i) The state of being kept as a prisoner in one's own house, rather than in a prison.
- 11) prison    k) The sentencing of a criminal to a period of time during which they will be deprived of their freedom.
- 12) prison cell    l) A kind of punishment given out as part of a sentence, which means that instead of jailing a person convicted of a crime, a judge will order that the person reports to an officer regularly and according to a set schedule.

**VIII. Look at these situations, then decide which crime has been, is being or was committed in each case.**

1. *TV Newsreader*: Police believe the fire was started deliberately at around 2 o'clock this morning when burning paper was pushed through the letterbox. They are appealing for witnesses to the event.

2. *Crown Prosecutor*: Tell us in your own words exactly what happened.

*Witness*: We were in the bar when a man walked up to the victim, pointed a gun at his head and said "You're a dead man." Then he pulled the trigger three times.

3. *Police constable*: You were going in excess of 60, and this is a 30 zone.

*Man in car*: I think you're mistaken, constable. I was well within the speed limit.

4. *Woman*: When I got home, I discovered that my back door had been broken open.

*Police officer*: Had anything been stolen?

*Woman*: Yes, my new laptop, 200 in cash and my pet parrot.

5. *Police officer*: I'm sorry sir, but I have to report your actions to the proper authorities.

*Man*: Look, officer, here's 50. Let's just pretend this didn't happen, eh?

6. *Prosecuting lawyer*: Tell us again what happened on the night of the incident, Mr Williams. And let me remind you that you are still under oath.

*Defendant:* Like I told you, I was at home asleep, so I have no idea what happened.

*Prosecuting lawyer.* Don't lie, Mr Williams. We have video evidence that you were in the nightclub until 3 a.m. And you were seen by several witnesses.

**IX. Read the text “Purposes of Punishment” and title each paragraph with given words.**

*rehabilitation*

*retribution*

*deterrence*

### **Purposes of Punishment**

1. The purpose of punishment means that the sentence should be designed to deter people from committing offences for fear of the consequences. These days, more and more sentences are designed to ensure that the offender is made aware of the harm he has done. Steps are also taken in appropriate cases to ensure that the offender understands the full effect of the harm he has caused, and apologizes to the victim for it.

2. The purpose means that the sentence should, wherever possible, take into account the personal circumstances of the defendant and look to his future. A large number of offenders need treatment rather than punishment. Many offenders who are mentally ill, or who are addicted to alcohol or dangerous drugs, are not sent to prison, but are ordered to receive treatment in hospitals or drug rehabilitation centres. Punishment may be designed to reform and rehabilitate the wrongdoer so that they will not commit the offence again. This kind of punishment should not be confused with deterrence, the goal here is to change the offender's attitude to what they have done, and make them come to accept that their behaviour was wrong.

3. The purpose means that the punishment should in some way pay the offender back for the harm he has done. Firstly, this will give satisfaction to the victim. Some would dearly like to get their own back in an act of vengeance. They must not do this. A victim of crime must never “take the law into his own hands”. If that were acceptable there would be even more violence and public disorder. Secondly, it is the way in which the public as a whole can show their feelings of disapproval for the crime and the offender who committed it.

## X. Read the passage and circle the correct answer.

### Police

Alan is now old enough and tall enough to \_1\_ the police \_2\_. At first, of course, he'll be an ordinary \_3\_ of the lowest \_4\_. He'll wear a/an \_5\_ and go out in the streets keeping in touch with the police station with his \_6\_. Then he'd like to be a/an \_7\_ in \_8\_ investigating serious crime.

- |                     |                 |              |              |
|---------------------|-----------------|--------------|--------------|
| 1. a) enter         | b) join         | c) rank      | d) connect   |
| 2. a) centre        | b) power        | c) rank      | d) force     |
| 3. a) lieutenant    | b) policeman    | c) detective | d) soldier   |
| 4. a) point         | b) place        | c) rank      | d) row       |
| 5. a) clothes       | b) jacket       | c) suit      | d) uniform   |
| 6. a) walkie-talkie | b) mobile phone | c) camera    | d) telephone |
| 7. a) private       | b) policeman    | c) detective | d) officer   |
| 8. a) plain clothes | b) uniform      | c) suit      | d) trousers  |

## UNIT 4. Criminal Procedure

*“People are more afraid of the laws of Man than of God, because their punishment seems to be nearest.”*

William Penn

### 1. Pronounce the following words correctly.

- burden [ˈbɜːdn]  
charge [tʃɑːdʒ]  
prosecute [ˈprɒsɪkjʊ:t]  
jury [ˈdʒʊəri]  
acquit [əˈkwɪt]  
technical [ˈteknɪk(ə)l]  
injection [ɪnˈdʒekʃ(ə)n]  
purgative [ˈpɜːgətɪv]

appellate [ə'pelət]

preponderance [pri'pɒnd(ə)r(ə)n(t)s]

## II. Answer the following questions.

1. What are the stages of a criminal case?
2. Why is an arrest warrant necessary?
3. What factors determine the criminal charges brought against a defendant?
4. Can a criminal case be resolved without going to trial?

## III. Vocabulary list.

**reasonable grounds** – ýeterlik esaslar

**preponderance of evidence** – degerli subutnamalaryň, delilleriň ýeterlik bolmagy

**to plead innocent (to plead not guilty)** – günäsiz diýip aýtmak; yglan etmek

**to take an oath** – kasam etme

**to overturn a court decision** – kazyýetiň çözüdini; hökümini ýatyrmak

**arrest warrant** – tussag astyna almaklyk orderi

**probable cause** – ähtimal, bolup biläýjek sebäp

**burden of proof** – subut etmek güzaby

**proceeding** – kazyýet işlerini çözmeklik; kazyýet prosesleri

**prosecution** – kazyýet yzarlama; aýyplama

## IV. Read and translate the text.

### Criminal Procedure

**Pre-Trial Stage.** A criminal case proceeds through several stages before trial. First, the crime is reported and investigated. If there is “probable cause” – more than mere suspicion – to believe a specific person committed the crime, that person can be arrested. An arrest warrant is required unless immediate action is necessary (e.g. to prevent the suspect from fleeing).

Next, formal criminal charges must be filed against the defendant. Depending on the jurisdiction, these charges are called either

an indictment (issued by a grand jury) or an information (filed by a magistrate or police officer). The charges must be supported by probable cause, a preponderance of the evidence, or prosecutorial evidence demonstrating a belief in the defendant's guilt.

In the US, most cases are resolved without a trial through plea bargains negotiated between the defense and prosecution. The judge must ensure the guilty plea is voluntary and factually supported, though judicial disapproval of a plea agreement is uncommon.

**Burden of Proof.** A key difference between criminal and civil cases lies in the required level of proof. In civil cases, the plaintiff needs only a preponderance of the evidence – meaning the judge finds the evidence slightly more favorable to the plaintiff. Criminal convictions, however, require proof of guilt *beyond a reasonable doubt*.

The prosecuting counsel begins the trial with a brief overview of the crime and then calls witnesses. After being sworn in, witnesses are examined by the prosecuting counsel, starting with name, profession, and residence. In English law, witnesses cannot make lengthy statements; attorneys for both sides examine and cross-examine them.

**Order of Proceedings.** The court session is called to order by the Clerk of the Court, and the judge enters. The clerk instructs everyone to rise. The accused is brought into the dock, and the clerk asks for their name and plea.

In English law, the accused is presumed innocent until proven guilty. The burden of proof rests with the prosecution. If the prosecution fails to establish guilt beyond a reasonable doubt, the court must acquit the accused. Both the defense and prosecution present closing arguments, with the prosecution going first. The judge summarizes the evidence and instructs the jury, emphasizing that any reasonable doubt requires acquittal. The jury deliberates and reaches a verdict. A “not guilty” verdict does not necessarily mean the jury believes the defendant is innocent, but rather that the prosecution's evidence was insufficient to prove guilt beyond a reasonable doubt.

**Evidence.** Criminal trial courts have complex rules regarding admissible evidence. These rules aim to exclude irrelevant, unreliable, or unfairly prejudicial material, particularly in jury trials (as judges are presumed less susceptible to improper evidence). The jury's

verdict must be based solely on properly presented evidence. Otherwise relevant evidence can be excluded if it was obtained in violation of the defendant's constitutional rights. Criminal appeals often hinge on such "technical" issues.

**Appeals.** An appeal is a request for a higher court to review a lower court's decision. Appellate procedures vary depending on the case and jurisdiction. Appeals primarily benefit the defendant, though the prosecution can sometimes appeal for a retrial.

Appellate courts cannot overturn a verdict simply because they disagree with it (e.g., how the jury weighed evidence). Appeals typically focus on errors in the trial, such as legal rulings, jury instructions, or trial procedures, not merely the judge's factual interpretations.

#### V. Match the following expressions.

- |                              |   |
|------------------------------|---|
| 1) guilty plea               | a) günäni boýun almak baradaky arza       |
| 2) probable cause            | b) günäni boýun almak baradaky gepleşik   |
| 3) preponderance of evidence | c) esasly şübhe                           |
| 4) burden of proof           | d) aýyplaw namasy                         |
| 5) plea bargain              | e) subutnamalaryň ýeterlik; artyk bolmagy |
| 6) reasonable doubt          | f) iş boýunça günä hakyndaky arza         |
| 7) information               | g) subut etmek güzaby                     |
| 8) indictment                | h) ähtimal, bolup biläýjek esas           |

#### VI. Complete the sentences according to the text.

- At the first stage of a criminal case before trial ...
  - the police collect evidence.
  - the crime is reported and investigated.
  - the suspected person must be interviewed by the police.
- A person may be arrested if there ...
  - is a suspicion of the police officer.
  - is testimony of witnesses.
  - are reasonable grounds.
- At the final stage ...
  - the suspected person must be arrested by the police.

- b) criminal charges must be brought against somebody.
  - c) the suspected person must be taken into custody.
4. A successful criminal prosecution requires ...
    - a) a preponderance of evidence.
    - b) proof of guilt beyond a reasonable doubt.
    - c) that evidence favours the prosecution over the defendant.
  5. There is a special order of proceedings and the session starts with ...
    - a) the prosecutor's statement.
    - b) the defence opening speech.
    - c) the appropriate plea of the accused.
  6. The verdict "not guilty" means that ....
    - a) there was insufficient evidence to prove the guilt beyond reasonable doubt.
    - b) doubt.
    - c) the jury considers the defendant to be innocent.
  7. Appellate courts exist to ...
    - a) find the defendant guilty.
    - b) impose a more severe punishment.
    - c) correct errors in the application of the law.

**VII. Write the noun forms of the given words.**

**Verbs**

report  
 investigate  
 cross-examine  
 commit  
 decide  
 lodge  
 arrest  
 resolve  
 overturn  
 convict  
 acquit  
 summarize

**Nouns**

**VIII. Match the words with the definitions.**

*jury victim prosecution witness judge defendant*

- 1) \_\_\_\_\_ – a person who suffers injury, loss, or death as a result of criminal activity or other circumstances.
- 2) \_\_\_\_\_ – the person who leads a trial and decides on the sentence.
- 3) \_\_\_\_\_ – someone who appears in a court of law to say what they know about a crime or other event.
- 4) \_\_\_\_\_ – the party against which a legal action or suit is brought in a court of law.
- 5) \_\_\_\_\_ – a specific number of lay people, selected as prescribed by law to render a verdict in a trial.
- 6) \_\_\_\_\_ – the party that initiates a criminal case.

**IX. Put the words next to their definition.**

*offence innocent claimant tribunal judge  
convict arrest damages breach dispute  
defendant judicial lawyer hearing*

1. Money claimed by someone as compensation for harm done. \_\_\_\_\_
2. An adjective referring to a judge or to the law. \_\_\_\_\_
3. Not guilty of a crime. \_\_\_\_\_
4. Any act which is not legal. \_\_\_\_\_
5. A person who has studied law and can act for people on legal business \_\_\_\_\_
6. A disagreement or argument between parties. \_\_\_\_\_
7. A specialist court outside the judicial system which examines special problems. \_\_\_\_\_
8. An official who presides over a court. \_\_\_\_\_
9. Someone who is accused of a crime in a criminal case. \_\_\_\_\_
10. A person who makes a claim against someone in a civil court. \_\_\_\_\_
11. To hold someone legally so as to charge them with a crime. \_\_\_\_\_

12. A case which is being heard by  
a committee, tribunal or court. \_\_\_\_\_
13. To find that someone is guilty of a crime. \_\_\_\_\_
14. Failure to carry out the terms of an agreement. \_\_\_\_\_

**X. Match the words with their definitions.**

- |                                  |  |
|----------------------------------|--|
| 1. Probable Cause                | a. A legal document filed by a prosecutor charging a person with a crime.  |
| 2. Indictment                    | b. The standard of proof in a civil case; it means that the evidence is more likely than not in favor of one side.                   |
| 3. Information                   | c. A reasonable belief, based on facts and circumstances, that a crime has been committed and that a particular person committed it. |
| 4. Preponderance of the Evidence | d. The lawyer representing the government in a criminal case.  |
| 5. Beyond a Reasonable Doubt     | e. The questioning of a witness by the opposing party in a trial.  |
| 6. Prosecuting Counsel           | f. A judgment of not guilty.   |
| 7. Cross-examination             | g. Evidence that is legally acceptable and can be presented in court.  |
| 8. Acquittal                     | h. A court that reviews decisions made by lower courts.  |
| 9. Admissible Evidence           | i. A formal grand jury accusation of a crime.  |
| 10. Appellate Court              | j. The highest standard of proof in criminal cases, leaving no sensible doubt of guilt.  |

## CHAPTER 9 CIVIL PROCEDURE

### UNIT 1. Civil Legislation

*“At his best, man is the noblest of all animals;  
separated from law and justice he is the worst.”*

Aristotle

#### I. Pronounce the following words correctly.

inviolable [ɪnˈvaɪələbəl]  
inviolability [ɪnˌvaɪələˈbɪlətɪ]  
disclosure [dɪsˈkləʊʒə]  
available [əˈveɪləbəl]  
arbitrarily [ˌɑːbɪˈtre(ə)r(ə)li]  
intellectual [ˌɪnt(ə)ˈlektʃʊəl], [-tʃuəl]  
entrepreneurial [ˌɒnrəprəˈnɜːrɪəl]  
capacity [kəˈpæsəti]  
proprietary [prəˈpraɪət(ə)rɪ]  
oppose [əˈpəʊz]

#### II. Answer the following questions.

1. How would you define civil law?
2. What are some examples of areas covered by civil law?
3. What is the purpose of civil law?
4. What are some major categories or branches within civil law?
5. What are some distinctive characteristics of the Civil Code of Turkmenistan?

#### III. Vocabulary list.

**a clerk** – kazyýet kätibi  
**a permit** – rugsat; rugsat bermek  
**arbitrary** – rugsatsyz, esassyz, delilsiz

**to a certain extent** – belli bir derejede  
**in accordance with** – laýyklykda  
**ownership** – eýeçilik  
**right sin rem** – eýeçilik hukugy  
**entrepreneurial activities** – telekeçilik işleri  
**inalienable** – mizemez

#### **IV. Read and discuss the text.**

### **Civil Law**

Civil law, a critical component of any functioning society, provides the legal framework for interactions between individuals, organizations, and even governmental bodies in matters that do not involve criminal offenses. It stands in contrast to criminal law, which concerns itself with acts deemed harmful to the state or public as a whole. Instead, civil law focuses on private disputes, aiming to resolve conflicts and provide remedies for harms suffered by individuals or entities. This vast and intricate field touches upon nearly every aspect of human interaction, from everyday transactions to deeply personal relationships.

At its heart, civil law is about balancing competing interests and defining the rights and responsibilities of those within a society. It establishes the rules of engagement, so to speak, for how individuals and organizations can interact, and it provides mechanisms for addressing breaches of those rules. It is the law of contracts, governing agreements from simple purchases to complex business deals; the law of property, defining ownership, transfer, and usage rights for everything from land to intellectual property; the law of torts, addressing civil wrongs that cause harm, whether intentional or accidental; and the law of family relations, encompassing marriage, divorce, child custody, adoption, and inheritance.

The overarching purpose of civil law is multifaceted. It aims to create a stable and predictable environment for social and economic interactions. It seeks to provide remedies for those who have been wronged, offering a path to compensation and justice. It strives to deter harmful actions by holding individuals and entities accountable for their conduct. And it endeavors to resolve disputes fairly and efficiently, preventing conflicts from escalating and disrupting social order.

While the specific provisions of civil law vary across different jurisdictions, reflecting diverse cultural values and societal norms, the

fundamental principles of fairness, justice, and the protection of individual rights remain constant. Civil law is not static; it is a dynamic and evolving body of law that must adapt to the ever-changing landscape of society. As new technologies emerge, social norms shift, and economic realities evolve, civil law must continuously adjust to address the novel challenges and opportunities that arise, ensuring that it continues to serve its vital role in maintaining a just and harmonious society.

**V. Answer the following questions.**

1. How does civil law differ from criminal law in its focus and objectives?
2. What are some of the key areas or branches of law that fall under the umbrella of civil law?
3. What is the broader purpose of civil law in society, and how does it contribute to a stable and just social order?
4. How does civil law balance the need for consistent fundamental principles with the requirement to adapt to evolving societal norms, technological advancements, and economic realities?

**VI. Translate the following word combinations into Turkmen.**

- 1) inviolability of property
- 2) restoration of violated rights
- 3) to contradict legislation
- 4) legal status of participants
- 5) entrepreneurial activities
- 6) profitmaking
- 7) stateless persons
- 8) inalienable human rights and freedoms
- 9) tax and other administrative relations
- 10) proprietary independence
- 11) foundations of constitutional order

**VII. Find the English equivalents of the following word combinations from the text.**

- 1) esassyz, delilsiz goşulma;
- 2) eýeçilik hukugynyň ýerine ýetirilmegi;
- 3) ýurduň goragyny üpjün etme;

- 4) emlak hukuklary;
- 5) şertnama; ylalaşyk gatnaşyklary;
- 6) işiň ýerine ýetirilmegi;
- 7) kanun tarapyndan göz önüne tutulan proses;
- 8) bähbitler;
- 9) intellektual hukuklar;
- 10) emläge degişli däl gatnaşyklar.

**VIII. Match the following words with their definitions.**

- |                      |  |
|----------------------|--|
| 1) equality          | a) to decide something officially  |
| 2) to interfere with | b) having or deserving the same rights and opportunities as other people               |
| 3) defence           | c) set of laws   |
| 4) to contradict     | d) to make smth. start to exist or start to happen on                                  |
| 5) to impose         | e) smth. that you must do for legal or moral reasons                                   |
| 6) legislation       | f) to be owned by a person or company and sold under a trademark or patent             |
| 7) obligations       | g) to introduce smth. such as a new law for a new system and force people to accept it |
| 8) proprietary       | h) to prevent smth. from happening or developing in correct way                        |
| 9) to establish      | i) actions that you take to protect someone or something that is being attacked        |
| 10) to determine     | j) to say that the opposite of what someone has said is true                           |

**IX. Translate the following sentences into English.**

1. Fiziki we ýuridiki şahslar (raýatlar) öz raýatlyk hukuklaryny erkin görnüşde we isleglerine görä amala aşyrýarlar.
2. Raýat hukuklary kanunlaryň esasynda çäklendirilip bilner.
3. Harytlaryň we hyzmatlaryň daşalmagyna bolan çäklendirmeler federal kanunlar esasynda girizilip bilner.

4. Raýat hukuk gatnaşyklarynyň düzgünleşdirilmeginiň gatnaşyjylary bolup raýatlar we ýuridiki şahslar çykyş edýär.
5. Raýat kanunçylygy esasynda kesgitlenen düzgünler daşary ýurt raýatlarynyň, raýatlygy ýok adamlaryň we daşary ýurt fiziki şahslaryň gatnaşmagynda ýüzleý gatnaşyklar babatynda ulanylýar.
6. Adamlaryň eldegrilmesizlik hukuklary we erkinlikleri, şeýle-de beýleki maddy däl gymmatlyklary raýat kanunçylygy esasynda goralýar.

### X. Complete the chart.

Noun	Person	Verb
<i>crime</i>	<i>a criminal</i>	–
<i>assassination</i>	<i>an assassin</i>	<i>to assassinate</i>
burglary		
smuggling		
hi-jacking		
embezzlement		
murder		
mugging		
robbery		

## UNIT 2. Differences between Civil and Criminal Procedure

*“The end of law is not to abolish or restrain, but to preserve and enlarge freedom. For in all the states of created beings capable of law, where there is no law, there is no freedom.”*

John Locke

### I. Pronounce the following words correctly.

prosecution [ ,prɒsɪ'kju:ʃ(ə)n]

claimant [ ,kleɪmənt]

incidentally [ ,ɪn(t)sɪ'dent(ə)li]

fault [fɔ:lt]

innocent [ 'ɪnəs(ə)nt]

suspect [ˈsʌspekt], [səˈspekt]  
doubt [daʊt]  
estoppel [ɪsˈtɒp(ə)l], [es-]  
restrain [rɪˈstreɪn]  
negligent [ˈneglɪdʒənt]

## II. Answer the following questions.

1. Which branch of law, civil or criminal, are you most interested in pursuing as a career?
2. What do you know about civil procedure?
3. What is procedural law?
4. How does procedural law differ from substantive law?
5. Are there common stages in judicial proceedings across different types of hearings?

## III. Vocabulary list.

**a claimant** – talapçy

**a lawsuit** – kazyýet işi; talap arzasy

**judicial review** – kazyýetiň kararyna täzeden garamaklyk

**alternative dispute resolution** – jedelleriň alternatiw çözüdi

**mediation** – araçylyk

**conciliation** – ylalaşdyryjylyk

**adjudication** – kazyýet ýa-da arbitraž çözüdini çykarma

**injunction** – kazyýetiň gadagan etmegi

**to bypass** – kanuna eýermezlik

**estoppel** – garşy çykma hukugyndan mahrum etme

## IV. Read and translate the text.

### Differences Between Civil and Criminal Procedure

Criminal and civil procedures differ significantly. While some systems, like the English and French, allow private individuals to initiate criminal prosecutions, these are typically brought by the state to punish the defendant. Civil actions, conversely, are initiated by private individuals, companies, or organizations for their own benefit.

Governments (or their subdivisions/agencies) can also be parties in civil actions. These cases are usually heard in different courts, and juries are less common in civil proceedings.

In Anglo-American law, the party initiating a criminal charge (usually the state) is the “prosecution,” while the party bringing a civil action is the “plaintiff” or “claimant.” In both types of actions, the opposing party is the “defendant.” A criminal case against Ms. Sanchez might be styled as “The People vs. Sanchez” (US) or “R. vs. Sanchez” (England). A civil action between Ms. Sanchez and Mr. Smith would be “Sanchez v. Smith” (if initiated by Ms. Sanchez) or “Smith v. Sanchez” (if initiated by Mr. Smith).

Most countries distinguish clearly between civil and criminal procedure. A criminal court might fine a defendant as punishment, but the victim typically pursues compensation through a separate civil action. However, in France and England, a criminal court judge may incidentally award compensation to the victim.

Evidence from a criminal trial is generally admissible in a related civil action. For example, a car accident victim must still prove their case in a civil action even if the driver is criminally convicted of careless driving, unless the doctrine of collateral estoppel applies (as in most American jurisdictions). A civil case can even be successful if the driver is found not guilty in the criminal trial, as the standard of proof is lower. Conversely, a civil finding of no negligence might preclude a subsequent criminal charge.

If the plaintiff prevails in a civil case, the primary remedy is monetary damages. Other remedies include restitution, property transfer, or injunctions (court orders to do or refrain from certain actions).

The standard of proof is higher in criminal cases. The state must prove guilt “beyond a reasonable doubt,” meaning the jury has no reasonable doubt about the defendant’s guilt. In civil cases, the plaintiff must prove their case “on the balance of probabilities,” meaning it is more likely than not that their version of events is true. Essentially, in a criminal case, if the fact-finder has a reasoned doubt about guilt, they must acquit. In a civil case, the court weighs the evidence and decides what is most probable.

**V. Answer the following questions.**

1. Who starts criminal and civil cases, and who are the parties involved?
2. How are criminal and civil cases named, and what do the names mean?
3. How do legal systems differ in compensating crime victims?
4. Can evidence from criminal trials be used in civil cases, and how?
5. What are the main types of remedies in civil court?
6. What are the different standards of proof in criminal and civil cases?

**VI. Are the following statements *true* or *false*?**

1. Criminal cases are typically initiated by private individuals for their own benefit.
2. Civil actions can be initiated by companies.
3. In Anglo-American law, the state is usually the “plaintiff” in a criminal case
4. The “defendant” refers to the opposing party in both civil and criminal actions.
5. In all countries, a criminal court judge may award compensation to the victim.
6. Evidence from a criminal trial is always inadmissible in a related civil action.
7. The standard of proof is lower in civil cases than in criminal cases.
8. In civil cases, the primary remedy if the plaintiff prevails is monetary damages.
9. In a criminal case, guilt must be proven “on the balance of probabilities.”
10. A civil finding of no negligence might preclude a subsequent criminal charge.

**VII. A. Translate the following word combinations into Turkmen.**

- 1) civil action
- 2) criminal prosecution
- 3) service of process

- 4) pleading
- 5) motion
- 6) application
- 7) deposition
- 8) disclosure
- 9) remedy

**B. Translate the following word combinations into English.**

- 1) kazyýetiň harajatlary, çykadjylar;
- 2) kompensasiýa, öwezini dolma;
- 3) jenaýat yzarlama, aňtama;
- 4) raýat arza;
- 5) şübhe;
- 6) günäli hasaplamak;
- 7) geleňsizlik;
- 8) ýitgileriň öwezini dolmak;
- 9) emlägi dikeltmek;
- 10) sebäp.

**VIII. Match the following expressions with their Turkmen equivalents.**

- |                       |                                       |
|-----------------------|---------------------------------------|
| 1) civil lawsuit      | a) arza                               |
| 2) criminal trial     | b) agtaryp tapma; ýüze çykarma        |
| 3) pleading           | c) kasam edip ýazmaça görkezme berme  |
| 4) service of process | d) jenaýat işlerine kazyýetde garamak |
| 5) disclosure         | e) hukuk kömegi                       |
| 6) deposition         | f) kazyýet resminamany berme          |
| 7) remedy             | g) kazyýet işi, arza, dawa            |

**IX. Complete the sentences with the given appropriate words. Each sentence is followed by an explanation in italics of the function of the missing word.**

*heretofore      thereafter      herewith      therein*  
*hereinafter      hereby      aforementioned*

1. You are advised to refer to the previous contract, and the terms and conditions cited \_\_\_\_\_ . (in that document)

2. The accused is to report to his probationer twice a week for the first month, and \_\_\_\_\_ once a week for the next five months. (after that)

3. The parties \_\_\_\_\_ acting as trustees are to be consulted regularly. (previously, earlier or before now)

4. Thank you for the prompt despatch of our goods. Please find a cheque enclosed \_\_\_\_\_. (together with this letter or document)

5. This agreement is made on 1 April 2007 between Blueberry Press (\_\_\_\_\_ called the PUBLISHER), and Michael Halmsworth (\_\_\_\_\_ called the AUTHOR). (stated later in this document: the same word should be used to complete both gaps)

6. Mr Harrison has failed to comply with the terms set out in his contract, and we \_\_\_\_\_ revoke the contract. (as a result or in this way)

7. The \_\_\_\_\_ company was awarded the contract under certain conditions. (mentioned earlier)

**X. Match each person on the left with the correct definition on the right.**

**A**

- 1) an arsonist
- 2) a shoplifter
- 3) a mugger
- 4) an offender
- 5) a vandal
- 6) a burglar
- 7) a murderer
- 8) a kidnapper
- 9) a pickpocket
- 10) an accomplice
- 11) drug dealer
- 12) a spy
- 13) a terrorist

**B**

- a) attacks and robs people, often in the street
- b) sets fire to property illegally
- c) is anyone who breaks the law
- d) breaks into houses or other buildings to steal
- e) steals from shops while acting as an ordinary customer
- f) kills someone
- g) deliberately causes damage to property
- h) steals things from people's pockets in crowded places
- i) gets secret information from another country
- j) buys and sells drugs illegally
- k) takes away people by force, demanding money for their return
- l) helps a criminal in a criminal act
- m) uses violence for political reasons

## UNIT 3. Civil Offences

*“The need for justice grows out of the conflict of human interests. That is to say, if there were no conflict of interests among mankind we should never have invented the word justice, nor conceived the idea for which it stands.”*

Thomas Nixon Carver

### I. Pronounce the following words correctly.

entitle [ɪn'taɪtl], [en-]

failure ['feɪljə]

negligence ['neglɪdʒən(t)s]

negligent ['neglɪdʒənt]

circumstance ['sɜ:kəmstæn(t)s]

contractual [kən'træktʃuəl]

award [ə'wɔ:d]

compensatory [ˌkɒmpən'seɪt(ə)rɪ]

liability [ˌlaɪə'bɪlətɪ]

damage ['dæmɪdʒ]

### II. Answer the following questions.

1. What civil offences can you name?
2. What types of torts can you name?
3. What remedies is the injured person entitled to under the law?
4. What are the differences between civil and criminal offences?

### III. Vocabulary list.

**to inflict** – zeper; zyýan ýetirmek

**to restrain** – çäklendirmek, gadagan etmek

**failure** – şowsuzlyk; bir zady ýerine ýetirmezlik

**damage** – zyýan, zeper, ýitgi

**damages** – ýitginiň öwezini doldurma/dolma

**fraudulent misrepresentation** – bilkastlaýyn, bilgeşleýin ýalňyşdyrmak, nädogry pikir etmeklige eltmek

**expected losses** – garaşylýan ýitgiler

**defective products** – ýaramaz hilli, pes hilli önümler

**negligence** – seresapsyzlyk, sowuk-salalyk  
**intentionally** – bilkastlaýyn; bilgeşleyin

#### **IV. Read the text.**

### **What is a Tort?**

A tort is a civil wrong that causes harm to another, giving the injured party the right to seek legal remedies. These remedies typically include monetary compensation and sometimes restraining orders. The person who initiates the lawsuit is the “plaintiff,” and the person being sued is the “defendant.” Tort law is often referred to as “personal injury” law, though it encompasses more than just physical injuries. Negligence, a key concept in tort law, involves a person’s failure to act with reasonable care under the circumstances, resulting in harm to another.

Torts are civil wrongs resulting in physical, emotional, or financial harm, forming the basis of a claim by the injured party. Examples include medical negligence, property damage, and negligent misstatements causing financial loss. Specific torts include trespass, assault, and negligence.

Business torts involve issues like fraudulent misrepresentation, interference with contracts, and unfair business practices. Torts are generally categorized as intentional (e.g., unfair competition), negligent (e.g., a traffic accident due to a traffic violation), and strict liability (e.g., defective products).

While some wrongs are addressed by tort law and others by criminal law, there can be overlap. For example, assault and battery can be both a tort (allowing for compensation) and a crime (resulting in punishment).

Key differences between tort and criminal law include: the parties involved (state vs. individual), the standard of proof (higher in criminal law), and the outcomes (punishment vs. damages).

Tort law’s primary goals are to compensate the injured party and deter similar harmful actions. Plaintiffs may seek injunctions (court orders to stop the harmful conduct) and monetary damages. Damages can be compensatory (to restore the victim to their pre-injury state) or punitive (to punish the wrongdoer). Beyond property damage, da-

images can cover lost earning capacity, future losses, pain and suffering, and medical expenses.

**V. Answer the following questions.**

1. What is a tort, and what are some typical remedies an injured party might seek in a tort lawsuit?
2. Explain the concept of negligence in tort law. Give an example of a situation that might be considered negligence.
3. What are the three general categories of torts, and what is a defining characteristic of each?
4. How do tort law and criminal law differ in terms of the parties involved, the standard of proof, and the typical outcomes?
5. What are the primary goals of tort law, and what are the two main types of damages a plaintiff might be awarded?

**VI. Choose the correct form of the verbs in brackets.**

1. The government considered a new project (regulated, regulating) social relations.
2. (Following, followed) the customary law of agrarian and hunter-gatherer communities, the new type of law, (amended, amending) and (writing, written) down, came into being.
3. State structure (imposed, imposing) by former colonial empires to African and Asian countries was very much like those of European states.
4. (Written, writing, unwritten) law is a part of customary legal system.

**VII. Read the text. Match the branches of law according to the text.**

**Types of Torts**

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| 1. <i>Malpractice</i>                    | 2. <i>Assault and battery</i> | 3. <i>Products liability</i>   |
| 4. <i>Fraud</i>                          | 5. <i>Premises liability</i>  | 6. <i>Automobile accidents</i> |
| 7. <i>Defamation/invasion of privacy</i> |                               |                                |

There are a number of different types of torts. Here is a short list of the most common.

1. These types of torts involve all of the personal injuries one can receive in an automobile accident. Generally, one driver causes an accident which injures (or sometimes kills) others (e.g. his passengers, people in another automobile or pedestrians).

2. These types of torts involve injuries one can receive from the condition of a particular parcel of property, mostly due to the failure of the property owner to keep the condition of the property in a safe condition. Two common examples of these types of torts include a “slip and fall” accident and an injury one receives from a crime committed on another’s property (e.g. being mugged or assaulted in a private parking garage where the owner of the garage knew that people were getting mugged all the time – and did nothing to prevent further muggings).

3. These types of torts involve injuries one can receive due to the mistake of a licensed professional (i.e. a doctor, a lawyer or a dentist). Generally, these types of torts require the “expert” testimony of a professional (e.g. another doctor in a medical malpractice case).

4. These types of torts involve injuries one can receive from a “product” such as a machine, medical device or a prescription drug. The injured person must prove that the product in question was improperly designed, constructed or packaged without the proper regard for the damage it could cause to a human being.

5. These types of torts involve injuries one can receive from something another says or writes which is untrue, malicious and/or private. These defamation torts include slander (spoken word), libel (written word) and invasion of privacy (making something public which was and should have remained very private).

6. These types of torts generally involve one person physically attacking another person. These are also sometimes called “intentional torts” to distinguish them from most other torts (which usually involve an accident resulting from another’s mistake or lack of care).

7. This is also another type of intentional tort. This involves one person lying, misrepresenting or concealing an important piece of information from another person in order to get that other person to do or refrain from doing something. In short, a plaintiff is tricked by the fraudulent act of the defendant.

### VIII. Answer the following questions.

1. What are the different categories or types of torts?
2. How is a “slip and fall” accident understood within the context of tort law?
3. Members of which professions can be accused of malpractice?
4. What is the difference between slander and libel?
5. How do intentional torts differ from other torts?
6. To which category of torts does misrepresenting or concealing information typically belong?
7. To which category of torts does physically attacking a person belong?

### IX. Match the following with their translations.

- |                                      |  |
|--------------------------------------|--|
| 1) battery                           | a) etmiş, rayat hukuk bozmasy                          |
| 2) defendant                         | b) etmiş etmek, düzgüni bozmak                         |
| 3) products liability                | c) kazyýet boýunça yzarlamak                           |
| 4) to be sued                        | d) birine zyýan ýetirmek                               |
| 5) automobile accident               | e) ejir çeken, jebir gören                             |
| 6) plaintiff                         | f) tötänden  |
| 7) malpractice                       | g) kazyýet kömegini almaga bolan hukuk                 |
| 8) negligence                        | h) öwez tölegi   |
| 9) assault                           | i) gadagan etmek baradaky kazyýet buý-<br>rudy         |
| 10) restraining order                | j) arza bermek   |
| 11) to be entitled to remedy         | k) talapkär  |
| 12) premises liability               | l) günäkär, jogapkär                                   |
| 13) slander                          | m) geleňsizlik   |
| 14) to commit a tort upon<br>smb     | n) ýol hadysasy  |
| 15) fraud                            | o) bina üçin jogapkärçilik                             |
| 16) invasion of privacy              | p) ýaramaz lukmançylyk tejribesi                       |
| 17) by chance                        | q) öndürijiniň önümiň hiline bolan jo-<br>gapkärçiligi |
| 18) fraudulent act                   | r) bilkastlaýyn, bilgişleýin                           |
| 19) to inflict an injury<br>upon smb | s) töhmet (dilden)                                     |

- |                           |  |
|---------------------------|--|
| 20) monetary compensation | t) töhmet (çapda ýa-da ýazmaça)            |
| 21) defamation            | u) şahsy durmuşyň eldegrilmezligini bozmak |
| 22) to bring a lawsuit    | v) urma, ýençme, urgy                      |
| 23) tort                  | w) ýalan, kezzapçylyk                      |
| 24) injured person        | x) kezzapçylykly hereket                   |
| 25) intentionally         | y) hüjüm etme, dil ýetirme                 |
| 26) libel                 | z) diffamasiýa, töhmet                     |

**X. Read the passage and circle the correct answer.**

**Death**

The body of a person who has died is taken in a special car called a \_ 1 \_ to the \_ 2 \_ service, which is conducted by a \_ 3 \_. The relatives and friends of the \_ 4 \_ person, who are called the \_ 5 \_ are there. Then the wooden coffin is buried in a grave in the \_ 6 \_ or cremated in \_ 7 \_. When people get older they usually make a \_ 8 \_ and \_ 9 \_ their money and other things to their family and friends. When a man dies, it is usually his \_ 10 \_ who \_ 11 \_ his property.

- |                 |                |               |             |
|-----------------|----------------|---------------|-------------|
| 1. a) vehicle   | b) hearse      | c) coffin     | d) funeral  |
| 2. a) funeral   | b) cemetery    | c) wedding    | d) priest   |
| 3. a) mourner   | b) cemetery    | c) dead       | d) priest   |
| 4. a) mourners  | b) widow       | c) dead       | d) priest   |
| 5. a) mourners  | b) widows      | c) funerals   | d) priests  |
| 6. a) cemetery  | b) funeral     | c) deadgarden | d) coffin   |
| 7. a) cemetery  | b) crematorium | c) funeral    | d) vehicle  |
| 8. a) funeral   | b) cemetery    | c) widow      | d) will     |
| 9. a) sell      | b) deliver     | c) leave      | d) take     |
| 10. a) funeral  | b) hearse      | c) widow      | d) will     |
| 11. a) delivers | b) owns        | c) leaves     | d) inherits |

## CHAPTER 10

### INTERNATIONAL LAW

#### UNIT 1. Nature of International Law

*“Insofar as international law is observed, it provides us with stability and order and with a means of predicting the behaviour of those with whom we have reciprocal legal obligations.”*

J. William Fulbright

#### I. Pronounce the following words correctly.

comity [ˈkɒməti]

Westphalia [wɛstˈfeɪliə]

mutual [ˈmjuːtʃuəl]

emperor [ˈemp(ə)rə]

jus cogens [ˌdʒʌs ˈkəʊdʒɛnz]

sovereign [ˈsɒv(ə)rɪn]

foreign [ˈfɔːrɪn]

belligerent [bɪˈlɪdʒər(ə)nt]

validity [vəˈlɪdəti]

inviolability [ɪnˌvɪələˈbɪləti]

#### II. Answer the following questions.

1. What is international law?
2. What are the principal branches or categories of international law?
3. What are the primary sources of international law?
4. What are some examples of significant international conventions and treaties?
5. What is the historical significance of the Treaty of Westphalia?
6. Could you provide a brief overview or summary of the Treaty of Westphalia?

### III. Vocabulary list.

**calamitous** – howply; belaly; betbagt; bagtsyz

**jus gentium** [ˌdʒʌs ˈdʒɛntiəm] – halkara hukugy

**jus cogens** [ˌdʒʌs ˈkəʊdʒɛnz] – umumy halkara hukugy

**international comity** – halkara hoşamaýlyk

**signatory** – gol çeken tarap

**human rights** – adam hukuklary

**belligerent** – uruşýan; söweşýän

**non-interference in the domestic affairs of other states** – başga ýurtlaryň içerki işlerine gatyşmazlyk

**generally recognized principles of law** – halkara hukugyň umumy ykrar edilen ýörelgeleri

**ally** – ýaran; bileleşige girmek; birleşmek

### IV. Read and retell the text.

#### International Law

International law, also known as public international law and the law of nations, is the set of rules, norms, and standards generally accepted in relations between nations. It establishes normative guidelines and a common conceptual framework to guide states across a broad range of domains, including war, diplomacy, trade, and human rights, aiming to foster stable, consistent, and organized international relations.

The sources of international law include international custom (general state practice accepted as law), treaties, and general principles of law recognized by most national legal systems. International law may also be reflected in international comity, the practices and customs adopted by states to maintain good relations and mutual recognition, such as saluting the flag of a foreign ship or enforcing a foreign legal judgment.

International law differs from state-based legal systems in that it is primarily applicable to states (countries), rather than to individuals, and operates largely through consent. The relationship

and interaction between a national legal system (municipal law) and international law is complex and variable. National law may become international law when treaties permit national jurisdiction to supranational tribunals, such as the European Court of Human Rights or the International Criminal Court. Treaties such as the Geneva Conventions may require national law to conform to treaty provisions. National laws or constitutions may also provide for the implementation or integration of international legal obligations into domestic law.

The term “international law” is sometimes divided into “public” and “private” international law, particularly by civil law scholars, who follow a Roman legal tradition. Roman lawyers distinguished *jus gentium* (the law of nations) from *jus inter gentes* (agreements between nations). Public international law governs relations between nation-states and encompasses fields such as treaty law, law of the sea, international criminal law, the laws of war (or international humanitarian law), international human rights law, and refugee law. Private international law, more commonly known as “conflict of laws,” addresses the question of whether courts within a country have jurisdiction over cases with a foreign element, and if so, which country’s law should apply.

A more recent development is “supranational law.” Supranational law concerns regional agreements where the laws of nation-states may be superseded by a supranational legal system to which they have treaty obligations. Systems of supranational law arise when nations explicitly cede certain judicial powers to a common tribunal. The decisions of the common tribunal are directly effective in each member nation and have primacy over decisions taken by national courts. The European Union is the most prominent example of an international organization that implements a supranational legal framework, with the European Court of Justice having ultimate authority on matters of European Union law.

The term “transnational law” is sometimes used to describe a body of rules that transcend national borders.

**V. Answer the following questions.**

1. What are the primary sources of international law, and how do they interact?
2. How does international law differ from national (municipal) law in its application and enforcement?
3. What are the distinctions between public international law, private international law (conflict of laws), and supranational law?
4. What is the significance of state consent in the operation of international law?
5. Can you provide examples of areas or issues that are typically governed by international law?

**VI. Complete the following sentences.**

1. International law, also known as public international law and law of nations, is \_\_\_\_\_.
2. The sources of international law include \_\_\_\_\_.
3. International law may also be reflected in \_\_\_\_\_.
4. International law differs from state-based legal systems in that \_\_\_\_\_.
5. National law may become international law when \_\_\_\_\_.
6. The term “international law” is sometimes divided into \_\_\_\_\_.
7. “Public” international law is said to cover relations between \_\_\_\_\_.
8. “Private” international law, which is more commonly termed “conflict of laws”, concerns \_\_\_\_\_.
9. Supranational law concerns regional agreements where the laws of nation states \_\_\_\_\_.
10. The term “transnational law” is sometimes used to a body of rules \_\_\_\_\_.

**VII. Match the words in column A with the words in column B.**

- | <b>A</b>        | <b>B</b>     |
|-----------------|--------------|
| 1) stable       | a) relations |
| 2) forbidden    | b) citizens  |
| 3) inexplicable | c) forms     |
| 4) accepted     | d) existence |

- |                  |            |
|------------------|------------|
| 5) international | e) rules   |
| 6) diplomatic    | f) system  |
| 7) stipulated    | g) order   |
| 8) myriad        | h) comity  |
| 9) separate      | i) subject |
| 10) legal        | j) courts  |
| 11) foreign      | k) asylum  |
| 12) municipal    | l) law     |
| 13) individual   | m) leaps   |
| 14) principal    | n) goal    |
| 15) legal        | o) acts    |

**VIII. Choose the right answer.**

1. \_\_\_\_\_ belong to the category of non-sovereign subjects.
  - a) International intergovernmental organizations and specific state-like formations
  - b) International intergovernmental organizations and also nations and peoples struggling for independence
  - c) States and also nations and peoples struggling for independence
2. At present a specific international legal status attaches to
  - a) Danzig      b) San Marino      c) the Vatican
3. \_\_\_\_\_ belong to the category of primary subjects of International Law.
  - a) States and international intergovernmental organizations
  - b) States and nations and peoples struggling for independence and for the creation of independent States
  - c) States and specific state-like formations
4. The sources of international law are \_\_\_\_\_.
  - a) treaties, international custom, the general principles of law, judicial decisions and the teachings of the most highly qualified publicists
  - b) advisory resolutions of international organizations; international custom
  - c) treaties, judicial decisions and the teachings of the most highly qualified publicists of the various nations

5. \_\_\_\_\_ do not create norms that are binding in relations (they are subsidiary means in defining norms of IL)
- The general principles of law
  - Judicial decisions, teachings of most highly qualified publicists
  - International custom

**IX. Fill in the spaces with given words.**

*obligations    private    legal    conflict    self-determination*  
*treaties    binding    prohibit    sovereignty*  
*public    international    peaceful*

- International law itself is divided into \_\_\_\_\_ of law and public international law.
- \_\_\_\_\_ international law deals with the cases, with particular legal system, in which foreign elements obtrude, raising questions as to the application of foreign law or the role of foreign courts.
- \_\_\_\_\_ international law covers relations between states and regulates the operations of many international institutions.
- Modern international law \_\_\_\_\_ recourse to war and the use of threatened use of force.
- The States must resolve their disputes only through \_\_\_\_\_ means.
- A fundamental principle of modern international law is that of the equality and \_\_\_\_\_ of nations and peoples.
- All States possess identical \_\_\_\_\_ personalities.
- States have a legal capacity to possess and carry out rights associated with their participation in \_\_\_\_\_ relations.
- The basic rights and \_\_\_\_\_ of States are determined by the principles of international law.
- A political and legal basis of the international legal personality of nations is their national \_\_\_\_\_ .
- The overwhelming majority of norms of modern international law are created by \_\_\_\_\_ among States.
- While all legitimate treaties are equally \_\_\_\_\_ on participating States, their role in international relations varies.

## X. Read and translate the Turkmen words given in the text.

### Peace of Westphalia

The Peace of Westphalia (German: Westfäliseher Friede) is the collective name for two *parahatçylyk* treaties signed in October 1648 in the Westphalian cities of Osnabrück and Münster. They ended the Thirty Years' War and brought peace to the Holy Roman Empire, closing a calamitous period of European *taryh* that *öldürdi* approximately eight million people.

The *gepleşik* process was lengthy and complex. Talks took place in two cities, because each side wanted to meet on territory under its own control. A total of 109 delegations arrived to represent the *uruşyan* states, but not all delegations were present at the same time. Two *ylalaşyklar* were signed to end each of the overlapping *uruşlar*. the Peace Treaty of Münster and the Peace Treaty of Osnabrück.

These treaties ended the Thirty Years' War (1618–1648) in the Holy Roman Empire, with the Habsburgs (rulers of Austria and Spain) and their Catholic *ýaranlar* on one side, battling the Protestant powers (Sweden, Denmark, and certain Holy Roman principalities) allied with France, which was Catholic but strongly anti-Habsburg under King Louis XIV.

Scholars of international relations have identified the Peace of Westphalia as the origin of *yörelgeler* crucial to modern international relations, including the *şerbetlerin eldegrilmesizlik* and *gatyşmazlyk* in the domestic affairs of *özygtyýarly* states. This system became known as Westphalian *özygtyýarlylyk*.

## UNIT 2. Treaty Law

*“Diplomacy is to do and say the nastiest thing in the nicest way.”*

Isaac Goldberg

### I. Pronounce the following words correctly.

concordance [kən'kɔ:d(ə)n(t)s]

consent [kən'sent]

legitimate [lɪˈdʒɪtəmət]  
signature [ˈsɪɡnətʃə]  
negotiate [nɪˈɡəʊʃiət]  
occur [əˈkɜː]  
authority [ɔːˈθɔːrɪtɪ]  
ratification [ˌræɪfɪˈkeɪʃ(ə)n]  
opportunity [ˌɒpəˈtjuːnəti]  
acceptance [əkˈseptən(t)s]

## II. Answer the following questions.

1. What is a law-making treaty?
2. Why are treaties considered as a primary source of international law?
3. What are some of the fundamental principles or core rules of international law?
4. What is the role of a convention in international law?

## III. Vocabulary list.

**overwhelming majority** – aglaba köpçülik, aglaba köpüsi

**universal** – ählumumy

**bilateral** – ikitaraplaýyn

**multilateral** – köptaraplaýyn

**distinction** – tapawut

**concordance** – gabat gelme

**legitimate** – kanuny; kanunalaýyk

**legally binding** – kanuny taýdan mejbury

**prevail** – köplük etmek; artyk bolmak; agdyklyk etmek

**significance** – wajyplyk, ähmiýet

## IV. Read and retell the text.

### What is a Treaty?

The Vienna Convention on the Law of Treaties defines a treaty as “an international agreement concluded between States in written form and governed by international law, whether embodied in a single instrument or in two or more related instruments and whatever its par-

ticular designation” (Article 2(1)(a)). Essentially, a treaty is a legally binding agreement between sovereign states (countries), and in some cases, international organizations. Agreements between a subdivision of a country (like an Australian state or territory) and a foreign government do not constitute treaties under international law. Furthermore, an agreement between states is only considered as a treaty if those states intend it to be legally binding under international law.

Treaties can be bilateral (between two states) or multilateral (between three or more states). They can also create rights for individuals. While treaties are often called “agreements,” “conventions,” “protocols,” or “covenants,” and sometimes “exchanges of letters,” it is important to distinguish them from declarations adopted by the UN General Assembly. Declarations are generally not intended to be legally binding, though they can play a role in the treaty-making process or aid in treaty interpretation.

The 1648 Peace Treaties of Westphalia are significant as they established the modern concept of treaties and recognized the principle of sovereign states governing without external interference. The Vienna Convention on the Law of Treaties codifies the rules governing treaty relations between states, providing a legal framework for all aspects of a treaty’s lifecycle, from its creation and entry into force to its interpretation, amendment, and termination. This framework promotes the UN’s goals of maintaining international peace and security, fostering friendly relations between states, and achieving international cooperation.

A treaty’s text may specify how it enters into force, typically requiring signature and ratification by a certain number of parties. Parties can often ratify with reservations or declarations, unless the treaty itself restricts such actions. A reservation is a state’s attempt to modify specific terms of the treaty as they apply to that state.

#### **V. Answer the following questions.**

1. What is a treaty?
2. What are some common alternative names for treaties?
3. How does a declaration differ from a treaty, agreement, or convention?

4. What is the name of the UN convention that codifies the rules governing treaty relations between states?
5. What areas or aspects of treaty relations are covered by the Vienna Convention on the Law of Treaties?
6. How does a treaty typically enter into force?

## **VI. Read and discuss the text.**

### ***I. Adding and Amending Treaty Obligations***

A. *Reservations*: Reservations are unilateral statements made by a state when signing or ratifying a treaty, by which it purports to exclude or to modify the legal effect of certain provisions of the treaty in their application to that State. They must be made at the time of signing or ratification.

B. *Amendments*: Treaties can be amended formally (requiring ratification of the amended treaty), informally (through procedural changes by the treaty's executive council or through changes in customary international law), or through minor corrections (via a procès-verbal for obvious errors).

C. *Protocols*: Protocols are supplementary agreements that amend or add provisions to a previous treaty. They may be optional, meaning parties to the original treaty are not obligated to adopt them.

### ***II. Treaty Implementation and Interpretation***

A. *Execution and Implementation*: Treaties can be self-executing (immediately applicable upon ratification) or non-self-executing (requiring implementing legislation in domestic law).

B. *Interpretation*: Treaties are interpreted in good faith, according to the ordinary meaning of their terms in their context and in light of their object and purpose (Vienna Convention).

### ***III. Treaty Withdrawal, Suspension and Termination***

A. *Withdrawal*: Treaties may allow withdrawal, often requiring specific notification procedures. Some treaties explicitly forbid withdrawal. If a treaty is silent on withdrawal, it is presumed not allowed unless intent to permit it can be shown or inferred.

B. *Suspension and Termination*: A material breach of a treaty by one party may allow other parties to suspend or terminate their obligations to the breaching party, or even the treaty itself. Treaties may

also include provisions for self-termination upon fulfillment of specific conditions or expiration, or when underlying conditions for the treaty's existence cease to exist.

**VII. Are the following statements true or false?**

1. Reservations to a treaty can be made at any time after a state becomes a party to the treaty.
2. A treaty can only be formally amended through a full ratification process of the amended text.
3. Protocols always create binding obligations for all parties to the original treaty.
4. Self-executing treaties require no further action by a state to become legally effective domestically.
5. The Vienna Convention provides guidelines for interpreting treaties.
6. If a treaty is silent on the matter of withdrawal, a party is generally allowed to withdraw at any time.
7. A material breach of a treaty by one party automatically terminates the treaty for all parties.
8. Treaties can contain provisions for their own termination under specific circumstances.

**VIII. Complete the table.**

Noun	Verb	Adjective
<i>coercion</i>	<i>coerce</i>	<i>coercive</i>
validity		
	adhere	
		punishable
obtrusion		
	apply	
regulation		
		binding
development		
		legal

**IX. Find in the text and decide from the context what the word could mean, then choose the appropriate definition.**

**1) *right***

1. a freedom or power that is morally or legally due to a person
2. anything that accords with the principles of legal or moral justice

**2) *treaty***

1. a formal written agreement between two or more states, such as an alliance or trade arrangement
2. an agreement between two parties concerning the purchase of property

**3) *charter***

1. a formal document granting or demanding certain rights or liberties
2. the fundamental principles of an organization, constitution (the UN Charter)
3. the hire or lease of transportation for private use

**4) *covenant***

1. a formal agreement to make an annual payment to charity
2. a formal sealed agreement
3. (Bible) God's promise to the Israelites and their commitment to worship him alone

**X. Make up sentences out of these words and expressions and translate them.**

1. Austria /important/ modified/ of/ sections/ its code/ of/ concerning/criminal/ procedure/ treatment of prisoners/ in/ hospitals.
2. Denmark/ the/ amended/ law/ on custody/ illegitimate children/ of.
3. France/ telephone communications/ passed/ a law/ of/ the security/relating to.
4. Greece/ detention/ amended/ the/ law/on /provisional.
5. Sweden/ instruction/ religious /amended/ the/ on/ compulsory/ law.
6. The/ UK/ in/ state / schools/ outlawed/ punishment/corporal.

## UNIT 3. Diplomatic and Consular Law

*“All war represents a failure of diplomacy.”*

Tony Benn

### I. Pronounce the following words correctly.

diplomacy [dɪˈpləʊməsi]  
diplomatic [ˌdɪpləˈmætɪk]  
expel [ɪkˈspel], [ek-]  
privilege [ˈprɪv(ə)lɪdʒ]  
through [θruː]  
departure [dɪˈpɑːtʃə]  
accredit [əˈkredɪt]  
successor [səkˈsesə]  
reciprocity [ˌresɪˈprɒsəti]  
represent [ˌreprɪˈzent]

### II. Answer the following questions.

1. When did the Vienna Convention on Diplomatic Relations enter into force?
2. Over what centuries did diplomatic law develop?
3. What document outlines the privileges and immunities of international organizations?
4. Where did the institution of permanent consuls originate?

### III. Vocabulary list.

**asylum** – gaçybatalga

**inviolable** – mizemez

**to extradite** – tussag edilen adamy başga döwlete bermek

**to oblige** – borçly etmek

**multilateral** – köptaraplaýyn

**to recall a diplomatic representative** – diplomatik wekili yzyna çagyrmak

**privilege** – artykmaçlyk, ýeňillik

**a letter of credence** – ynanç haty

**intrusion** – güýç bilen girme

**by the same token** – belenilişi ýaly; mundan başga-da

#### **IV. Read the text.**

### **Diplomatic Law**

Diplomatic law, a branch of international law, governs permanent and temporary diplomatic missions. A core concept is diplomatic immunity, derived from state immunity. Key elements include the immunity of diplomatic staff, inviolability of the mission and its grounds, and secure diplomatic correspondence and bags. Based on reciprocity, diplomatic law is generally adhered to by states.

Historically customary, diplomatic law has been codified, notably by the 1961 Vienna Convention on Diplomatic Relations, which supplements earlier codifications like the British Diplomatic Privileges Act 1708. Customary international law still governs matters not explicitly addressed by the Convention.

Diplomatic agents are inviolable, immune from arrest, detention, and criminal prosecution in the receiving state (though not the sending state). The receiving state's primary recourse for alleged offenses is declaring the diplomat *persona non grata*, requiring their departure. The 1973 UN Convention on Internationally Protected Persons criminalizes attacks on diplomats and mandates extradition or prosecution. Self-defense or protection of human life are rare exceptions to this inviolability. Diplomats' residences, papers, correspondence, and property are also inviolable, and they generally have immunity from civil and administrative jurisdiction.

Diplomatic premises are inviolable; receiving state agents may not enter without mission consent. The receiving state must protect mission premises from intrusion or damage. Premises cannot be used incompatibly with mission functions. The receiving state must permit and protect free official communication, including diplomatic couriers, coded messages, and ciphers (though wireless transmitters require consent).

Diplomatic relations require mutual consent. The sending state must obtain the receiving state's consent for its proposed head of mission. The receiving state can declare any mission member persona non grata.

Diplomatic functions can end through recall by the accrediting state, a persona non grata declaration, cessation of diplomatic relations, war, or the demise of either state. Recall is most common, communicated via a letter presented to the receiving head of state.

Diplomatic asylum is not a recognized right in international law. The International Court of Justice has affirmed that granting asylum by a mission infringes upon the receiving state's sovereignty, absent contrary treaty or customary rules. The Organization of American States has a 1954 convention on diplomatic asylum.

#### **V. Answer the following questions.**

1. What is the core principle underlying diplomatic law, and from what broader concept does it derive?
2. What are some of the key immunities and protections afforded to diplomatic agents under international law?
3. How does the principle of reciprocity influence the behavior of states in adhering to diplomatic law?
4. What are the main sources of diplomatic law, and what role does customary international law play in this field?
5. What are the limitations on a receiving state's ability to respond to alleged offenses committed by a diplomat within its territory?
6. What are the rules regarding the inviolability of diplomatic premises and communication?
7. How are diplomatic relations established and terminated, and what is the significance of the persona non grata designation?

#### **VI. Match the words with their definitions.**

- |            |   |
|------------|---|
| 1) charge  | a) the group of people who represent their    |
| d'affaires | country in a foreign country, or the building |
|            | they work in                                  |

- |                        |  |
|------------------------|--|
| 2) ambassador          | b) it means the special rights that diplomats have while working in a country that is not their own, such as freedom from legal action                             |
| 3) envoy               | c) a group of officials who represent their government in a foreign country but who have less importance than an embassy   |
| 4) persona non grata   | d) to officially recognize, accept or approve of (someone or something)  |
| 5) legation            | e) someone who is sent as a representative from one government or organization to another  |
| 6) embassy             | f) a person who represents the leader of his or her government, either temporarily while the ambassador is away  |
| 7) to recall           | g) the management of relationships between countries   |
| 8) diplomacy           | h) to order the return of a (a person who belongs to an organization or products made by a company)  |
| 9) diplomatic immunity | i) a person who is not wanted or welcome in a particular country, because they are unacceptable to its government  |
| 10) to accredit        | j) an important official who lives in a foreign country to represent his or her own country there, and who is officially accepted in this position by that country |

**VII. Translate the following words and expressions into English.**

- 1) diplomatik wekilhanasynyň işini bes etmek;
- 2) diplomatik wekil;
- 3) dawalar we jedeller;
- 4) diplomatik wekili bellemek;
- 5) içerki kanunçylyk;
- 6) diplomatik wekilhananyň ýolbaşçysy;
- 7) ynanç haty;
- 8) tassyklananan nusgalar;

- 9) ynamdan gaçan adam;
- 10) diplomatik gatnaşyklaryň kesilmegi;
- 11) wagtlaýyn işi ynanylan adam;
- 12) akkreditleýän we kabul edýän döwletler.

### VIII. Complete the text with the given words.

*public branches states ambassadors missions  
staff immunities consular organizations regulates*

Diplomatic and consular law is that part of international \_\_\_\_\_ law that comprises the principles and norms relating to procedures for conducting relations among States and among other subjects of international law. Diplomatic and consular law \_\_\_\_\_ primarily the legal position and activities of state organs of external relations and of officials and \_\_\_\_\_ members of these organs, as well as questions relating to the privileges and \_\_\_\_\_ of inter-governmental organizations and of their officials and staff members.

Diplomatic and consular law represents one of the oldest \_\_\_\_\_ of international law. The institution of ambassadors, who were sent to other States on particular occasions, appeared in very ancient times. At the same time there also emerged the beginnings of diplomatic law, above all the norms concerned with the immunity of \_\_\_\_\_. Diplomatic law developed gradually, particularly after the emergence in Europe in the 16<sup>th</sup>–18<sup>th</sup> centuries of permanent diplomatic \_\_\_\_\_.

The institution of permanent consuls first developed in Ancient Greece, and with it the beginnings of \_\_\_\_\_ law, which then developed especially rapidly in the period of feudalism. During the last decades, the sphere of operation of diplomatic and consular law has widened substantially because of the emergence of many new \_\_\_\_\_ and of such new subjects of international law as international \_\_\_\_\_. Together with other phenomena this has led to the appearance of new subdivision of this branch of international law.



4. What is “bilateral diplomacy”?
  - a) Diplomacy involving multiple countries
  - b) Diplomacy between two countries
  - c) Diplomacy conducted in secret
  - d) Diplomacy focused on economic issues
5. Which of the following is an example of a multilateral diplomatic organization?
  - a) A national embassy
  - b) The United Nations
  - c) A local chamber of commerce
  - d) A private law firm
6. What is “consular service” primarily responsible for?
  - a) Negotiating treaties
  - b) Providing assistance to citizens traveling abroad
  - c) Conducting military operations
  - d) Managing international trade agreements
7. What is “public diplomacy”?
  - a) Secret negotiations between government officials
  - b) Communication with foreign publics to influence their opinions
  - c) Economic sanctions imposed on another country
  - d) Military exercises conducted in a foreign country
8. What is a “diplomatic immunity”?
  - a) Freedom from taxation for all citizens
  - b) Legal protection granted to diplomats in foreign countries
  - c) The right to conduct military operations without restrictions
  - d) The ability to trade goods without tariffs

## CHAPTER 11

# INTERNATIONAL ORGANIZATIONS

### UNIT 1. Concept of International Organizations

*“It is a necessary quality of a diplomat or a politician that he will compromise. Uncompromising politicians or diplomats get into the most terrible trouble.”*

John Keegan

#### I. Pronounce the following words correctly.

objective [əb' dʒektɪv]

attribute [ 'ætrɪbjʊ:t]

derivative [dɪ' rɪvətɪv]

character [ 'kærəktə]

subsidiary [səb' sɪdɪ(ə)rɪ]

however [hau' evə]

legitimacy [lɪ' dʒɪtəməsi]

cooperate [kəu' ɒp(ə)reɪt]

cooperation [kəu, ɒpə' reɪf(ə)n]

concept [ 'kɒnsɛpt]

#### II. Answer the following questions.

1. What international organizations do you know?
2. Why do States create international organizations?
3. What major international organizations do you know?
4. How many international organizations is our country a party to at present?
5. What is the difference between governmental and non-governmental organization?

### III. Vocabulary list.

**legal personality** – hukuk subýektlilik  
**legitimacy** – kanuna laýyklyk, kanunylyk  
**jus gentium** – halkara hukugy  
**jus cogens** – umumy halkara hukugy  
**privileges and immunities** – ýeňillikler we immunitetler  
**constituent instrument** – esaslandyryjy, dörediji resminama  
**within the framework of** – çäginde  
**resolution** – kararnama, rezolýusiýa  
**on the basis of** – esasynda  
**mandatory** – hökmany, mejbury

### IV. Read and retell the text.

#### International Organizations

An international organization (or intergovernmental organization – IGO) is established by a treaty or other instrument governed by international law, possessing its own international legal personality. Members are primarily states, but other entities, including other IGOs, may also be members or hold observer status. Examples include the United Nations (UN), the Organization for Security and Co-operation in Europe (OSCE), the Bank for International Settlements (BIS), the European Union (EU), the International Labour Organization (ILO), and INTERPOL.

The oldest IGO, established via treaty with a permanent secretariat, is the International Telecommunication Union (founded in 1865). The League of Nations was the first general international organization, addressing diverse issues, a model followed by the UN after World War II.

IGOs play several key roles: setting the international agenda, mediating political bargaining, providing platforms for political initiatives, and acting as catalysts for coalition-building. They facilitate cooperation and coordination among member states and promote global initiatives, such as the UN Sustainable Development Goal 10, aimed at reducing inequality.

While many IGOs have global membership, some are geographically focused, like the EU, the African Union, and NATO. The UN also has regional commissions, such as UNECE and UNECA. The oldest regional organization is the Central Commission for Navigation on the Rhine, established in 1815.

It is important to distinguish IGOs from international non-governmental organizations (INGOs), which are NGOs operating internationally. INGOs include non-profits like the International Committee of the Red Cross and Médecins Sans Frontières, as well as groups representing multinational corporations, such as the World Economic Forum.

#### **V. Answer the following questions.**

1. What is the defining characteristic that distinguishes an international organization (IGO) from other types of organizations?
2. What are some of the key functions and purposes served by international organizations in the global arena?
3. How did the League of Nations and the United Nations contribute to the development of international organizations?
4. What is the difference between a global international organization and a regional international organization?
5. What distinguishes an intergovernmental organization (IGO) from an international non-governmental organization (INGO)?
6. What are some of the different types of entities that can be members of or have observer status at an international organization?

#### **VI. Read and translate the text.**

##### **Legal Aspects of International Organizations**

International organizations are established by states for specific purposes, with clearly defined competences outlined in their constituent instruments. An organization's activities are lawful only when

they fall within its designated sphere of competence, which is exercised through its organs. Two key aspects of competence are object competence (the subject matter the organization can address) and jurisdictional competence (the legal force of its acts on specific issues within its object competence).

Because an organization's constituent instrument is an international treaty, any changes to its competence or its distribution among organs must also be treaty-based and follow the procedures outlined in the instrument itself.

Resolutions passed by international organization organs are typically either binding decisions or non-binding recommendations. Decisions, which are mandatory for all member states, usually concern internal organizational matters, such as rules of procedure, budgets, membership, and elections. Resolutions on substantive matters are generally recommendations. For example, UN General Assembly resolutions are typically recommendations, although they still carry political and moral weight.

## **VII. Answer the following questions.**

1. What is the significance of an international organization's constituent instrument in defining its legal powers and limitations?
2. What are the two key aspects of competence that must be considered when evaluating the actions of an international organization or its organs?
3. How can the competence of an international organization be legally altered or redistributed among its organs?
4. What are the two primary types of resolutions that can be issued by the organs of international organizations, and how do they differ in their legal effect?
5. What kinds of issues are typically addressed by binding decisions within international organizations?
6. While resolutions on substantive matters are often recommendations, what other kind of influence or importance might they still carry?

**VIII. Match the words with their definitions.**

- |                |   |
|----------------|---|
| 1) competence  | a) to have a positive opinion   |
| 2) mandatory   | b) acceptance for a position, office, etc.  |
| 3) approve     | c) to work out in detail, develop   |
| 4) expende     | d) formed of separate units connected into a whole, collective, corporate                         |
| 5) admission   | e) forcing someone or being forced, to leave somewhere  |
| 6) expulsion   | f) the ability to do something in a level that is acceptable                                      |
| 7) elaborate   | g) help, support  |
| 8) aggregate   | h) to share or give something out to several people, or to spread, scatter or supply over an area |
| 9) assistance  | i) to use or spend (esp. time, effort or money)   |
| 10) distribute | j) obligatory, compulsory   |

**IX. Choose the right prepositions in brackets according to the content of the sentences.**

*(by, for, with, without, according to, in, on)*

1. ... recent years number of cases considered by the Court has increased significantly as the Convention's reputation has grown.

2. The European Convention on Human Rights represents "the first steps ... the collective enforcement of certain of the rights stated ... the Universal Declaration".

3. The Convention provides ... a European Court of Human Rights to deal ... individuals' petitions and their interstate cases.

4. The right to a fair trail, both in civil and criminal proceedings, is guaranteed ... Art. 6 of the ECHR.

5. The Additional Protocol of 1998 included the right to equal opportunities and treatment with regard to employment and careers, ... discrimination based ... sex.

6. Everyone charged ... a criminal offence shall be presumed innocent until proved guilty ... the law (Art. 5 of ECHR).

7. Men and women of marriageable age have the right to marry and found a family ... the national laws governing the exercise of this right. (Art. 12 of ECHR).

## X. Complete the word-building table.

Verb	Noun	Person	Adjective (participle)
negotiate	negotiation	negotiator	negotiating
.....	.....	integrationist	.....
.....	recognition	.....	.....
.....	.....	informer	.....
.....	.....	.....	cooperative
promote	.....	.....	.....
.....	.....	sovereign	.....
economize	.....	.....	.....
.....	existence	existentialist	.....
decisive	.....	.....	.....

## UNIT 2. United Nations

*“The United Nations was and should remain the only international organization with universal legitimacy.”*

National Leader of the Turkmen people  
Hero-Arkadag Gurbanguly Berdimuhamedov

### I. Pronounce the following words correctly.

mandate [ˈmændeɪt]

proposal [prəˈpəʊz(ə)l]

representative [ˌreprɪˈzentətɪv]

ratify [ˈrætɪfaɪ]

existence [ɪgˈzɪst(ə)n(t)s]

famine [ˈfæmɪn]

consultative [kənˈsʌltətɪv]

throughout [θruːˈaʊt]

privilege [ˈprɪv(ə)lɪdʒ]

voluntary [ˈvɒlənt(ə)rɪ]



## II. Answer the following questions.

1. What is the United Nations (UN), and what is its primary purpose?
2. When was the UN established?
3. What are the official languages of the UN?
4. What is the UN Charter, and what is its significance?
5. Where is the UN headquarters located?

## III. Vocabulary list.

**mandate** – mandat, görkezme, buýruk

**signatory** – gol çeken (tarap)

**famine** – açlyk

**natural disaster** – tebigy betbagtçylyk

**armed forces** – ýaragly güýçler

**to safeguard** – kepillendirmek, goramak

**trusteeship** – howandarlyk, hossarlyk

**consultative** – maslahat beriji

**environment** – daşky gurşaw

**to sign** – gol çekmek

## IV. Read and retell the text.

### The United Nations

The United Nations (UN) is an intergovernmental organization of independent states founded after World War II with the primary goal of maintaining international peace and security. Its mission has evolved to encompass a broad agenda, including human rights, public health, and environmental concerns. Membership has grown from the original 51 states in 1945 to 193 by 2020, representing nearly every nation.



UNITED NATIONS

The name “United Nations,” coined by U.S. President Franklin D. Roosevelt, was first used in the “Declaration by United Nations” on January 1, 1942, when 26 nations pledged to fight together against the Axis powers. The UN Charter was drafted at the United Nations Conference on International Organization in San Francisco (April 25 – June 26, 1945), based on proposals developed at Dumbarton Oaks in 1944. The Charter was signed on June 26, 1945, by 50 countries, with Poland adding its signature later, becoming one of the original 51 members. The UN officially came into existence on October 24, 1945 (United Nations Day), after ratification by China, France, the Soviet Union, the United Kingdom, the United States, and a majority of other signatories.

The UN headquarters is located in Manhattan, New York City, enjoying extraterritoriality. Other major offices are in Geneva, Nairobi, and Vienna. Financed by assessed and voluntary contributions from member states, the UN’s objectives include maintaining international peace and security, promoting human rights, fostering social and economic development, protecting the environment, and providing humanitarian aid.

The UN has six principal organs: the General Assembly, the Security Council, the Economic and Social Council (ECOSOC), the Secretariat, the International Court of Justice, and the (currently inactive) Trusteeship Council. The UN system also includes agencies like the World Bank Group, the World Health Organization, the World Food Programme, UNESCO, and UNICEF. The UN’s most prominent leader is the Secretary-General (currently António Guterres). NGOs can have consultative status with ECOSOC and other agencies.

The UN and several of its agencies and personnel have been awarded the Nobel Peace Prize (the organization itself received it in 2001). Four principal organs are in New York City; the International Court of Justice is in The Hague; and major agencies operate from offices in Geneva, Vienna, and Nairobi, with other UN institutions worldwide. The six official languages of the UN are Arabic, Chinese, English, French, Russian, and Spanish. The UN and its agencies have immunity from the laws of host countries, based on the Convention on the Privileges and Immunities of the United Nations, ensuring impartiality.

**V. Answer the following questions.**

1. Who coined the name “United Nations,” and when was it first used?
2. Where was the UN Charter drafted?
3. How many countries were among the original signatories of the UN Charter?
4. What was Poland’s role in the signing of the UN Charter?
5. When is United Nations Day celebrated?
6. What is the UN Charter, and what is its significance?
7. Does becoming a UN member automatically make a country a party to the Statute of the International Court of Justice?
8. What is the structure of the UN Charter in terms of chapters and articles?

**VI. Fill in the correct prepositions, then choose any five items and make sentences.**

1) to fulfil \_\_\_ good faith; 2) cooperation \_\_\_ solving international problems; 3) to intervene \_\_\_ matters; 4) to set \_\_\_ the purposes; 5) to be deposited \_\_\_ the United States National Archives; 6) to become a party \_\_\_ the Statute; 7) to come \_\_\_ existence; 8) to set forth \_\_\_ the Charter; 9) principle \_\_\_ equal rights; 10) \_\_\_ the basis of proposals; 11) to be a centre \_\_\_ harmonizing; 12) to be based \_\_\_ the sovereign equality; 13) to be drawn \_\_\_ by the representatives; 14) to refrain \_\_\_ the threat; 15) assistance \_\_\_ any action.

**VII. Match the words with their definitions.**

- | <b>A</b>        | <b>B</b>   |
|-----------------|--|
| 1) to convoke   | a) the collection into one body of the principles of a system of law                         |
| 2) assembly     | b) to call (a meeting, assembly, etc.) together; summon                                      |
| 3) Charter      | c) to check, limit, curb, or regulate; restrain  |
| 4) codification | d) a number of people gathered together, esp. for a formal meeting held at regular intervals |
| 5) to elect     | e) to continue or retain; to keep in existence   |

- |                  |  |
|------------------|--|
| 6) to approve    | f) to interchange regularly or in succession                                     |
| 7) to control    | g) to choose (someone) to be (a representative or public official) by voting     |
| 8) to maintain   | h) the fundamental principles of an organization; constitution                   |
| 9) to disarm     | i) to authorize or sanction  |
| 10) to alternate | j) (of a nation, etc.) to decrease the size and capability of one's armed forces |

**VIII. Complete the spaces in the text with the given words.**

<i>legal</i>	<i>judicial</i>	<i>members</i>	<i>qualifications</i>	<i>jurisdiction</i>
<i>declaration</i>	<i>disputes</i>	<i>eligible</i>	<i>advisory</i>	<i>occupations</i>
	<i>judgement</i>	<i>settlement</i>		

**International Court of Justice**

The International Court of Justice (ICJ), located in The Hague, Netherlands, is the principal \_\_\_\_\_ organ of the United Nations. It settles legal \_\_\_\_\_ between states and provides advisory opinions to the UN and its specialized agencies. Its Statute is an integral part of the UN Charter.

The Court is open to all parties to its Statute, which includes all UN \_\_\_\_\_. Non-UN members, like Switzerland and Nauru, can also become parties to the Statute. Individuals and other entities are not \_\_\_\_\_ to bring cases before the ICJ.

Both the General Assembly and the Security Council can request advisory opinions from the Court on any \_\_\_\_\_ question. Other UN organs and specialized agencies, when authorized by the General Assembly, can request \_\_\_\_\_ opinions on legal questions within their respective areas of activity.

The Court's jurisdiction encompasses all cases brought before it by states, as well as all matters provided for in the UN Charter or in treaties and conventions. States can agree in



advance to accept the Court's \_\_\_\_\_, either through treaties or conventions that include a clause for referral to the ICJ, or by making a unilateral \_\_\_\_\_ to that effect. These declarations accepting the Court's jurisdiction may be subject to reservations excluding certain categories of cases.

The Court consists of 15 judges elected by the General Assembly and the Security Council, voting independently. Judges are chosen based on their \_\_\_\_\_, not nationality, with consideration given to representing the world's principal legal systems. No two judges can be from the same country. They serve nine-year terms and are eligible for re-election, but cannot hold other \_\_\_\_\_ during their term.

The Court typically sits in plenary session, but it can form smaller chambers at the request of the parties. \_\_\_\_\_ given by chambers are considered as having been rendered by the full Court. The Court also has a Chamber for Environmental Matters and can form a Chamber of Summary Procedure.

A central UN objective is the peaceful \_\_\_\_\_ of international disputes. Article 33 of the UN Charter specifically mentions arbitration and negotiation, among other methods of peaceful dispute resolution.

**IX. Match the following legal terms with their definitions:**

- |                |   |
|----------------|---|
| 1) agreement   | a) an official announcement or a basic governing document               |
| 2) declaration | b) a legally enforceable contract                                       |
| 3) convention  | c) a condition incorporated in a document                               |
| 4) obligation  | d) a formal agreement or compact esp. international agreement           |
| 5) provision   | e) a moral or legal duty binding two parties to perform their agreement |

**X. Read the passage and circle the correct answer.**

**Summit Meeting**

The American President and the Russian \_\_ 1 \_\_ have announced their intention to \_\_ 2 \_\_ a(an) \_\_ 3 \_\_ in Vienna next month. The two countries have already had \_\_ 4 \_\_ talks and decided on a(an)

\_\_ 5 \_\_ for the meeting. The main \_\_ 6 \_\_ will be a discussion about the nuclear arms situation. At a \_\_ 7 \_\_ conference held in Washington yesterday a government \_\_ 8 \_\_ told journalists that the unfortunate \_\_ 9 \_\_ of last year's talks between the two countries had been caused by disagreements over arms. He said the Vienna meeting would be a chance for the two nations to \_\_ 10 \_\_ their differences.

- |                      |                |              |                   |
|----------------------|----------------|--------------|-------------------|
| 1. a) spokesperson   | b) leader      | c) citizen   | d) people         |
| 2. a) settle         | b) declare     | c) ask       | d) hold           |
| 3. a) summit meeting | b) breakdown   | c) gathering | d) agenda         |
| 4. a) settle         | b) preliminary | c) gathering | d) prime          |
| 5. a) topic          | b) subject     | c) agenda    | d) time           |
| 6. a) summit meeting | b) breakdown   | c) item      | d) agenda         |
| 7. a) spokesperson   | b) leader      | c) agenda    | d) news           |
| 8. a) spokesperson   | b) leader      | c) worker    | d) prime minister |
| 9. a) breakup        | b) breakdown   | c) breakin   | d) breaking       |
| 10. a) settle        | b) lead        | c) support   | d) hold           |

### UNIT 3. The Organization for Security and Co-operation in Europe

*“Terrorism is a significant threat to peace  
and security, prosperity and people.”*

Ban Ki-moon

#### I. Pronounce the following words correctly.

rehabilitation [ˌriːhəˈbɪlɪˈteɪʃ(ə)n]

area [ˈeəriə]

ratify [ˈræɪfai]

ambassador [æmˈbæsədə]

ambassadorial [æmˌbæsədɔːriəl]

parliamentarian [ˌpɑːləmenˈteəriən]

Hague [heɪg]

Prague [praːg]

Warsaw [ˈwɔːsɔː]

endanger [ɪnˈdeɪndʒə], [en-]

## II. Answer the following questions.

1. What is the Organization for Security and Co-operation in Europe (OSCE), and what are its primary objectives?
2. Where is the OSCE Secretariat located?
3. What are some of the key institutions or structures within the OSCE?
4. Is Turkmenistan a participating State of the OSCE?

## III. Vocabulary list.

**early warning** – irki duýduryş

**conflict prevention** – dawanyň önüni alma

**freedom of press** – metbugat azatlygy

**fair elections** – adalatly saýlawlar

**chairmanship** – ýolbaşçylyk

**participating state** – gatnaşyjy döwlet

**human rights** – adam hukuklary

**discrimination** – kemsitme

**flexible** – çeýe

**to build security and cooperation** – howpsuzlygy we hyzmatdaşlygy berkitmek

## IV. Read and retell the text.

### **Organization for Security and Co-operation in Europe (OSCE)**

The OSCE is the world's largest security-oriented intergovernmental organization. Its mandate covers a wide range of issues, including arms control, human rights, freedom of the press, and fair elections. With approximately 3,460 staff members, it operates primarily through field missions, with a secretariat in Vienna, Austria, and various institutions. It originated from the 1975 Conference on Security and Co-operation in Europe (CSCE) held in Helsinki, Finland.

The OSCE focuses on early warning, conflict prevention, crisis management, and post-conflict rehabilitation. Its 57 participating

States span Europe, northern and central Asia, and North America, covering a significant portion of the Northern Hemisphere. Created during the Cold War as an East-West forum, it evolved from the 1973 CSCE.

A unique characteristic of the OSCE is the non-binding nature of its constitutive charter. The Helsinki Final Act is a political commitment by heads of government, not a legally ratified treaty. This allows for flexibility and avoids disputes or sanctions over implementation.

The OSCE's political direction comes from summits of heads of state or government, held as needed. The Ministerial Council, the main decision-making body, meets annually. The Permanent Council, meeting weekly in Vienna at the ambassadorial level, serves as the primary negotiating and decision-making body. The chairmanship of the Permanent Council rotates among participating States. The Forum for Security Co-operation, another decision-making body, focuses on military cooperation.

The OSCE Secretariat is in Vienna, with offices in other cities. The Parliamentary Assembly, comprised of 323 parliamentarians, operates through committees and addresses political, security, economic, environmental, and human rights issues.

Key OSCE institutions include the Office for Democratic Institutions and Human Rights (ODIHR, Warsaw), focusing on election observation, democratic development, human rights, and rule of law; the Representative on Freedom of the Media, monitoring and advocating for freedom of expression; and the High Commissioner on National Minorities, working to prevent ethnic tensions that could threaten peace and stability.

**V. Are the following statements *true* or *false*?**

1. The OSCE's origins trace back to the 1975 Conference on Security and Co-operation in Europe.
2. The OSCE Secretariat is located in Vienna, Austria, not Paris.
3. A unique aspect of the OSCE is the *non-binding* status of its constitutive charter.

4. The Helsinki Final Act represents a political commitment, not a legally binding treaty.
5. OSCE Summits are not regular or scheduled but are held as needed.
6. The ODIHR, established in 1991, is one of the oldest OSCE institutions.
7. The ODIHR is based in Warsaw, Poland, not Vienna.
8. The Office of the OSCE Representative on Freedom of the Media monitors and reports on violations of freedom of expression.
9. The High Commissioner on National Minorities was created on July 8, 1992, not May 20, 1998, by the Helsinki Summit Meeting.
10. The High Commissioner on National Minorities is tasked with identifying and seeking early resolution of ethnic tensions.

**VI. Translate the following expressions into English.**

<b>Halkara hukugyň ýörelgeleri:</b>	<b>Principles of International Law:</b>
<ol style="list-style-type: none"> <li>1. Döwletleriň hyzmatdaşlygy;</li> <li>2. Adamyň hukuklaryny hemmetaraplaýyn sylamaklyk;</li> <li>3. Döwletleriň çäk bitewüligi;</li> <li>4. Döwletleriň özygtyýarlyk deňligi;</li> <li>5. Halkara borçlaryny ak ýürekden ýerine ýetirmek;</li> <li>6. Döwletleriň serhetlerini bozmazlyk;</li> <li>7. Halkara jeddeleri parahatçylyk ýollary arkaly çözmek;</li> <li>8. Güýç ulanmazlyk we güýç bilen howp salmazlyk;</li> <li>9. Içerki işlere gatyşmazlyk;</li> <li>10. Milletleriň deňhukuklylygy, öz ýoluny saýlap almaklygy.</li> </ol>	

## **VII. Translate the following sentences into Turkmen.**

1. The Organization was originally created in 1975 following the Helsinki
2. Conference of European powers (plus the US and Canada).
3. The Helsinki Final Act laid down a series of basic principles of the behaviour among the participating states, including sovereign equality; prohibition of the threat or use of force; inviolability of frontiers; territorial integrity of states; peaceful settlement of disputes; non-intervention in international affairs and respect for human rights.
4. The Charter of Paris for a New Europe signed in 1990 provided for the first standing institutions. These were the Conflict Prevention Centre in Vienna; the Office for Free Elections in Warsaw (now renamed the Office for Democratic Institutions and Human Rights) and the Secretariat based in Prague.
5. The Paris Conference also established a system of consultation and decision-making bodies being regular summit meetings of Heads of State or Government; the Council of Ministers, consisting of the Foreign Ministers of participating states, and the Committee of Senior Officials to deal with day-to-day business.
6. The Council of Ministers (now termed the Ministerial Council) constitutes of central decision-making and governing body of the Organization, while the Senior Council has the function of discussing and setting forth policy and broad budgetary guideline.
7. The Permanent Council is the regular body for political consultation and decision-making and can also be convened for emergency purposes and is composed of the permanent representatives of the participating states meeting in Vienna.
8. There is also a Forum for Security Cooperation which meets weekly in Vienna to discuss and make decisions regarding military aspects of security in the OSCE area, in particular confidence- and security-building measures, and the Senior Council/Economic Forum which convenes once a year in Prague to focus on economic and environmental factors that affect security in the OSCE area.

**VIII. Fill in: *into, to, of, over, in, with*, then make sentences using the phrases.**

1) to divide smth \_\_\_\_\_ two categories; 2) to belong \_\_\_\_\_ the category \_\_\_\_\_ non-sovereign subjects; 3) the supremacy \_\_\_\_\_ a State \_\_\_\_\_ its territory; 4) to enjoy the rights inherent \_\_\_\_\_ full sovereignty; 5) to enter \_\_\_\_\_ relations \_\_\_\_\_ other States; 6) to engage \_\_\_\_\_ diplomatic relations; 7) to apply sanctions \_\_\_\_\_ violators \_\_\_\_\_ international legal norms; 8) \_\_\_\_\_ the scope and contents \_\_\_\_\_ individual rights; 9) to engage \_\_\_\_\_ negotiations \_\_\_\_\_ States.

**IX. Match the synonyms.**

- |                 |                  |
|-----------------|------------------|
| 1) possess      | a) legitimacy    |
| 2) independence | b) status        |
| 3) kind         | c) freely        |
| 4) position     | d) have          |
| 5) participate  | e) help, support |
| 6) voluntarily  | f) take part     |
| 7) assistance   | g) sovereignty   |
| 8) validity     | i) category      |

**X. Give the word families of the following words, as an example.**

e.g. to expire (v.)	expiry (n.)	expiring (adj.)
to terminate		
to withdraw		
to annul		
to notify		
to suspend		
to denunciate		
to violate		
to contradict		

## CHAPTER 12

### INTERNATIONAL COOPERATION IN CRIME CONTROL AND CONFLICT PREVENTION

#### UNIT 1. International Disputes and Means for Resolving Them

*Nothing is more devastating to a community  
than out-of-control crime.*

Alan Autry

#### I. Pronounce the following words correctly.

associate [ə'səʊsiət], [-ʃiət]

diverse [daɪ'vɜ:s]

cause [kɔ:z]

appropriate [ə'prəʊpriət]

statute ['stætju:t]

allowance [ə'laʊən(t)s]

sovereign ['sɒv(ə)rɪn]

extradition [,ekstrə'dɪʃ(ə)n]

conciliation [kən,sɪlɪ'eɪʃ(ə)n]

conciliatory [kən'sɪlɪət(ə)rɪ]

#### II. Answer the following questions.

1. What constitutes an international dispute?
2. What methods of resolving international disputes are you familiar with?
3. What are “good offices” in the context of dispute resolution?
4. How can states prevent the escalation of conflicts?

### III. Vocabulary list.

**international dispute** – halkara dawalar, jedeller

**resolve the disputes** – dawalary, jedelleri çözmek

**distinguish** – tapawutlandyrmak

**peaceful settlement of disputes** – dawalary parahatçylyk ýollar arkaly çözmek

**conciliatory** – ýaraşdyryjy

**participant** – gatnaşyjy

**negotiation** – gepleşikler

**to justify** – aklamak, bigünä hasaplamak

**to submit** – tabşyrmak (resminama we ş.m.)

**to prevail** – agdyklyk etmek

### IV. Read and translate the text.

#### **International Disputes and Their Resolution**

In diplomatic practice, “international disputes” encompass a wide range of conflict situations between states.

The UN Charter categorizes disputes as those that could threaten international peace and security, and “other disputes.” The Security Council has special powers regarding the former, including investigating, recommending procedures or methods for resolution, and recommending settlement terms.

This categorization is relative, as any dispute can harm peaceful relations and cooperation. However, focusing on particularly dangerous disputes, often territorial disputes, is warranted.

Disputes are also classified as legal or political, a distinction that is also relative due to the close relationship between politics and law in international relations. No political dispute can be resolved without considering international law. In political disputes, political factors are dominant, while legal factors are dominant in legal disputes. International courts and arbitral tribunals often do not handle disputes

involving vital state interests, which are typically considered political and are resolved through political means.

Article 36 of the Statute of the International Court of Justice identifies legal disputes as primarily those concerning treaty interpretation, questions of international law, breaches of international obligations, and related compensation.

States are free to choose the peaceful means for resolving their disputes (Article 33 of the UN Charter), including negotiation, conciliation, mediation, arbitration, judicial settlement, and settlement through international organizations.

All methods rely on the agreement of the parties involved. Direct agreements between the parties play a crucial role, encompassing procedures like direct negotiation and conciliatory processes (good offices, mediation, and mixed commissions).

#### **V. Answer the following questions.**

1. How does the UN Charter categorize international disputes, and what special powers does the Security Council have regarding certain types of disputes?
2. Why is the distinction between “legal” and “political” disputes considered as relative in international relations?
3. According to Article 36 of the Statute of the International Court of Justice, what are some examples of matters that typically constitute “legal” disputes?
4. What is the principle of “freedom to choose means” in the context of peaceful settlement of international disputes, and where is it enshrined?
5. What are some of the specific methods or procedures that fall under the category of “direct agreements” between parties in dispute resolution?
6. What role do agreements between the involved states play in all of the various methods used to resolve questions or disputes that arise between sovereign states?

## VI. Match the words with their definitions.

A	B
1) to suspect	a) an illegal act; a crime
2) to extradite	b) a person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city
3) sentence	c) a coming to an end, esp. of a contract period; termination
4) offence	d) an opinion or decision made after judging the facts that are given, esp. one made at the end of a trial
5) legislation	e) a reason, cause or argument
6) citizen	f) to think or believe (someone) to be guilty of a crime or to have done something wrong
7) expiry	g) to come to an end; to stop being in use; to run out (finish)
8) verdict	h) to make (someone) return for trial to another country where they have been caused of doing something illegal
9) expire	i) a law or set of law suggested by a government and made official by a parliament
10) ground	j) a punishment given by a judge in court to a person or organization after they have been found guilty of doing something wrong

## VII. Fill in the correct prepositions.

1) to be governed \_\_\_\_\_ the law; 2) to deal \_\_\_\_\_ public safety; 3) to carry \_\_\_\_\_ a criminal prosecution; 4) legal assistance \_\_\_\_\_ criminal matters; 5) to be a party \_\_\_\_\_ a convention; 6) legal penalty applies \_\_\_\_\_ persons convicted; 7) to enter \_\_\_\_\_ force; 8) according \_\_\_\_\_ legislation; 9) with regard \_\_\_\_\_ truth and justice; 10) to arrive \_\_\_\_\_ a verdict; 11) conventions \_\_\_\_\_ the suppression of international crimes; 12) a judicial basis \_\_\_\_\_ the extradition; 13) to be a signatory \_\_\_\_\_ the Convention; 14) \_\_\_\_\_ accordance \_\_\_\_\_ the mutual agreements; 15) \_\_\_\_\_ the grounds \_\_\_\_\_ gender, race, class.

VIII. Read the text and translate the words from Turkmen into English.

### International Criminal Law

International criminal law is a system of *yörelgeler* and *kadalar* governing cooperation between states in the prevention, *derňew* and punishment in a special order for the commission of crimes provided for in international treaties. It is a branch of *jemagat* international law and is closely related to the national criminal law of states. Among the *häsiýetler* of International Criminal Law, it should be noted its complex nature (includes the norms of criminal, criminal procedural and criminal executive law); the special principles of this industry enshrined in international treaties; non-application of statutes of limitations to *uruş* criminals and crimes against *adamzat*, special sources of international criminal law in the form of universal and regional international *halkara ylalaşyklar* and auxiliary sources in the form of sentences of international tribunals and national courts; making the statutes of international tribunals retroactive to crimes that, at the time of their commission, constituted a criminal offense *laýyklykda* general principles of law *ykrar edilen* by the international community; a special subject of crime in the form of states and *hukuk subýektler* (along with individuals); special sanctions, etc. International criminal law establishes responsibility for international *hukuk bozmalar* and crimes of an international character.

### IX. Put the given Latin words next to their definitions.

*ex gratia*    *inter alia*    *de novo*    *in flagrante delicto*    *per ser*  
*pso jure*    *prima facie*    *pari passu*    *ex post facto*    *ex parte*  
*mala in se*    *in terrorem*    *locus standi*    *habeas corpus*

1. By the operation of the law. \_\_\_\_\_
2. Caught in the act of committing a crime. \_\_\_\_\_
3. On the face of it, or as things seem at first. \_\_\_\_\_
4. A gift (usually money) with no obligations attached. \_\_\_\_\_
5. Starting a gain. \_\_\_\_\_
6. On its own, or all alone. \_\_\_\_\_

7. The right to be heard in a court. \_\_\_\_\_
8. In addition to other things. \_\_\_\_\_
9. A legal action or application pursued  
by one party only. \_\_\_\_\_
10. After the event. \_\_\_\_\_
11. Equally, or with no distinction. \_\_\_\_\_
12. An act, such as murder, which  
is a crime in itself. \_\_\_\_\_
13. When a threat is implied in a contract,  
and as a result the contract is invalid. \_\_\_\_\_
14. A legal remedy against wrongful  
imprisonment. \_\_\_\_\_

**X. Circle the correct answer.**

**Law and Punishment**

If you want legal advice in Britain, you go to a \_\_1\_\_. At the end of the \_\_2\_\_, the judge orders the twelve men and women of the \_\_3\_\_ to retire and consider their \_\_4\_\_ guilty or not guilty. Men or women who look after prisoners in prison are called prison officers or \_\_5\_\_. If a person dies in unusual circumstances, a(an) \_\_6\_\_ is held at a special court, and the ‘judge’ is called a \_\_7\_\_. A policeman who investigates serious crime is called a \_\_8\_\_. He wears \_\_9\_\_ clothes, not uniform. In some countries murderers are executed but other countries have abolished the death \_\_10\_\_.

- |                   |             |               |               |
|-------------------|-------------|---------------|---------------|
| 1. a) trial       | b) coroner  | c) incident   | d) prosecutor |
| 2. a) trial       | b) event    | c) detectives | d) verdict    |
| 3. a) inquisitive | b) team     | c) answer     | d) jury       |
| 4. a) trial       | b) response | c) answer     | d) verdict    |
| 5. a) detectives  | b) coroners | c) warders    | d) soldiers   |
| 6. a) inquest     | b) trial    | c) verdict    | d) jury       |
| 7. a) warder      | b) coroner  | c) jury       | d) criminal   |
| 8. a) warder      | b) coroner  | c) detective  | d) jury       |
| 9. a) colorful    | b) plain    | c) detective  | d) jury       |
| 10. a) fine       | b) sentence | c) punishment | d) penalty    |

## UNIT 2. International Cooperation in Combating Organized Crime

*Little thieves are hanged, but great ones escape.*

14<sup>th</sup> century, French proverb

### I. Pronounce the following words correctly.

perpetrator [ˈpɜːpɪtreɪtə]

ammunition [ˌæmjəˈnɪʃ(ə)n]

inevitability [ɪˌnevɪtəˈbɪləti]

inviolable [ɪnˈvaɪələbl]

competence [ˈkɒmpɪt(ə)n(t)s]

illegitimate [ˌɪlɪˈdʒɪtəmət]

coordination [ˌkəʊˌɔːdɪˈneɪʃ(ə)n]

mechanism [ˈmekənɪz(ə)m]

extradition [ˌekstrəˈdɪʃ(ə)n]

threat [θret]

### II. Answer the following questions.

1. What international conventions for crime control or prevention do you know?
2. How can states provide legal assistance to prevent crimes?
3. What international organization that facilitates police cooperation do you know?
4. What do you know about the United Nations Office on Drugs and Crime?

### III. Vocabulary list.

**legal assistance** – hukuk kömegi

**criminal liability** – jenaýat jogapkärçiligi

**to take measure** – çäre görmek

**extradition** – ekstradisiýa

**perpetrator of crime** – jenaýatçy, jenaýaty ýerine ýetiren adam

**counterfeit currency** – galp pul

**suppression** – öñüni alyş  
**ammunition** – ok-däri  
**high seas** – açyk deňiz  
**political venture** – syýasy ädim

#### **IV. Read the text.**

### **International Cooperation in Combating Organized Crime**

Organized crime, a phenomenon dating back to the earliest human communities, poses a significant threat to both individual states and international security. Modern criminal groups, beyond traditional criminal activities, often attempt to influence law enforcement, courts, media, and government officials at various levels to protect their interests, making combating organized crime a crucial aspect of state security policy.

The gradual institutionalization of criminal groups can lead to the formation of mafia-like structures that infiltrate public administration and decision-making processes. These organizations typically have hierarchical structures with members fulfilling diverse roles.

International institutions establish legal frameworks for combating organized crime. These frameworks include both binding agreements (conventions) and non-binding recommendations. International organizations active in this area define strategies and activities, engaging in political initiatives, operational activities, and procedural measures, involving specialists, police, border guards, and tax services from various states.

Transnational organized crime groups, driven by profit maximization, often try to undermine the effectiveness and credibility of law enforcement agencies to avoid prosecution.

International law addressing organized crime includes bilateral and multilateral agreements, the latter being both regional and universal, primarily developed within the UN.

Sectoral international legal norms contain provisions on specific crimes, such as migrant smuggling, human trafficking, illicit firearms trafficking, and drug production and trafficking. Agreements in this

area vary based on the level of the bodies involved, ranging from inter-ministerial to intergovernmental, culminating in multilateral agreements through international organizations.

The UN Convention against Transnational Organized Crime (2000), along with its three supplementing protocols, is a cornerstone of international law in this field:

a) Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000);

b) Protocol against the Smuggling of Migrants by Land, Sea and Air (2000);

c) Protocol against the Illicit Manufacturing and Trafficking of Firearms, Their Parts and Components and Ammunition (2001) – a particularly important legal instrument.

#### **V. Answer the following questions.**

1. How do states cooperate in regulating crime control across borders?
2. What levels of agreement are discussed in the context of international cooperation against organized crime?
3. Which key international convention addressing crime control is highlighted in the text?
4. What are the three protocols supplementing the UN Convention against Transnational Organized Crime?
5. When was the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, adopted?

**VI. Choose the words from the group below to complete the text. It may be necessary to change the form of the given words.**

*narcotic, application, high, commit, competent, grave, adoption, legislation, accuse, allege, extradition, punish, suppression, jurisdiction*

### **Establishment of Jurisdiction and Ensuring the Inevitability of Punishment**

International conventions provide for the 1) \_\_\_\_\_ by each State of the necessary measures to establish its 2) \_\_\_\_\_ over

crimes of an international character; in each convention the cases are specified in which the corresponding jurisdiction actions are to be carried out.

For example, according to the Convention for the Suppression of Unlawful Seizure of Aircraft, the jurisdiction of a given State is established in those cases when the crime is 3) \_\_\_\_\_ on board an aircraft registered in the given State, or else when the aircraft on board of which the crime has been 4) \_\_\_\_\_ lands on its territory.

The Convention on the Prevention and Punishment of Crimes Against Internationally Protected Persons, including Diplomatic Agents refers to those cases in which the crime is committed on the territory of the State where the accused finds himself, or else on board of a ship or an aircraft registered in that particular State or else when the 5) \_\_\_\_\_ criminal is a citizen of that State.

Most conventions contain a provision allowing a given State to claim jurisdiction over any crime if the person 6) \_\_\_\_\_ of that crime finds himself on the territory of the given State concerned transfers the case to its own 7) \_\_\_\_\_ organs for criminal prosecution on the basis of national 8) \_\_\_\_\_ .

The concrete regulation of criminal punishment is not involved in legal cooperation among States in the 9) \_\_\_\_\_ of crimes of an international character. The specification of the types of punishment and their implementation is a function of the criminal law of each State. International conventions in principle limit themselves to somewhat abstract formulate concerning the 10) \_\_\_\_\_ of punishment: each State obligates itself to apply, in relation to such types of crimes, severe measures of punishment, or to ensure appropriate punishment for the crime committed, with due consideration of its 11) \_\_\_\_\_ character. The Convention on the 12) \_\_\_\_\_ Seas simply states that acts of piracy should be 13) \_\_\_\_\_ , while the Convention for the Prevention of Marine Pollution by Dumping of Wastes and Other Matter refers to the adoption of measures to punish such actions. The formulations of the Single Convention on 14) \_\_\_\_\_ Drugs and the Convention on Psychotropic Substances are more specific: there the type of

punishment to be inflicted is, to some extent, rendered more definite by words referring to imprisonment or some other form of deprivation of freedom.

### VII. Match the words with their definitions.

- |                               |  |
|-------------------------------|--|
| 1) constitutional convention  | a) a public or official announcement dealing with a matter of great importance, having the status of a king or queen |
| 2) to run a country           | b) the right of almost all adults to vote in political elections   |
| 3) statutory law              | c) the part of English law that is derived from custom and judicial precedent  |
| 4) common law                 | d) to rule a country   |
| 5) universal suffrage         | e) an informal and unmodified procedural agreement   |
| 6) the Royal Proclamation     | f) a group of voters in a specified area who elect a representative to a legislative body                            |
| 7) parliamentary constituency | g) a law established by legislative enactment  |

### VIII. Give English equivalents.

- 1) hukuk bozma;
- 2) jenaýat kodeksi;
- 3) jenaýat jogapkärçiligi;
- 4) Açyk deňiz hakyndaky Konwensiýa;
- 5) halkara häsiýetli jenaýat;
- 6) jenaýatlary berme;
- 7) basma, ýatyrma;
- 8) ylalaşylan hereketler;
- 9) kazyýet seljermesi;
- 10) jenaýatyň önüni alma, saklama;
- 11) pida;
- 12) maddy subutnamalar;

- 13) halkara häsiýetli jenaýatlaryň önüni almak we ýok etmek;  
 14) kanuny serişdeler (kanun tarapyndan göz önünde tutulan serişdeler);  
 15) deňiz hukugy.

**IX. Match the following words with their synonyms.**

- |                      |                                   |
|----------------------|-----------------------------------|
| <b>A.</b> 1) crime   | a) illegal, unlawful              |
| 2) punishment        | b) examination, inquiry           |
| 3) illegitimate      | c) reach                          |
| 4) preparatory       | d) coherent                       |
| 5) assistance        | e) emerge                         |
| 6) investigation     | f) offence                        |
| 7) extend            | g) forge                          |
| 8) arise             | h) help                           |
| 9) counterfeit       | i) preliminary                    |
| 10) coordinated      | j) penalty                        |
| <br>                 |                                   |
| <b>B.</b> 1) plunder | a) pandering                      |
| 2) injure            | b) narcotic                       |
| 3) procurement       | c) robbery, pillage, spoliation   |
| 4) slave             | d) boat, craft, ship              |
| 5) labour            | e) lodging, housing, dwelling     |
| 6) destruction       | f) bondmaid, bondman              |
| 7) vessel work       | g) drudgery, grind, toil, travail |
| 8) drug              | h) assassination                  |
| 9) murder            | i) hurt, damage, impair           |
| 10) quarters         | j) demolition, devastation        |

**X. Circle the correct answer.**

**An Arrest**

A policeman was sent to \_1\_ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to \_2\_ the boy, he became violent and the policeman

had to \_3\_ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to \_4\_ him with the \_5\_ of the camera and cash. They took his \_6\_ locked him in a \_7\_ and \_8\_ him overnight. The next morning he appeared in \_9\_ before the \_10\_. He took a(an) \_11\_ and \_12\_ not guilty. Two \_13\_, the owner of the property and a member of the hotel staff, gave \_14\_. After both sides of the case had been heard the boy was \_15\_ guilty. He had to pay a(an) \_16\_ of 50 US dollars and he was given a \_17\_ of three months in prison suspended for two years.

- |                    |                |                   |               |
|--------------------|----------------|-------------------|---------------|
| 1. a) arrest       | b) magistrate  | c) investigate    | d) detain     |
| 2. a) arrest       | b) investigate | c) charge         | d) save       |
| 3. a) arrest       | b) plead       | c) handcuff       | d) detain     |
| 4. a) arrest       | b) sentence    | c) detain         | d) charge     |
| 5. a) thieving     | b) steal       | c) theft          | d) evidence   |
| 6. a) fingerprints | b) tiptoes     | c) handcuffs      | d) witnesses  |
| 7. a) prison       | b) dungeon     | c) cell           | d) jail       |
| 8. a) took         | b) charged     | c) handcuffed     | d) detained   |
| 9. a) dungeon      | b) prison      | c) station        | d) court      |
| 10. a) criminal    | b) magistrate  | c) lawyer         | d) prosecutor |
| 11. a) witness     | b) oath        | c) promise        | d) plead      |
| 12. a) asked       | b) pleaded     | c) promised       | d) begged     |
| 13. a) witnesses   | b) magistrates | c) friends        | d) opponents  |
| 14. a) criminal    | b) magistrate  | c) investigations | d) evidence   |
| 15. a) found       | b) sentences   | c) celled         | d) charged    |
| 16. a) fine        | b) oath        | c) sentence       | d) money      |
| 17. a) word        | b) sentence    | c) fine           | d) charge     |

### UNIT 3. Role of Preventive Diplomacy in Conflict Prevention

*“Early warning and early action can advance security and stability, save lives and promote sustainable development. Prevention is one of the best investments we can make.”*

Ban Ki-moon

## I. Pronounce the following words correctly.

negotiation [nɪˌɡəʊʃɪˈeɪʃn]  
warning [ˈwɔːnɪŋ]  
suppress [səˈpres]  
consequence [ˈkɒn(t)sɪkwəns]  
confidence [ˈkɒnfɪd(ə)ns]  
approach [əˈprəʊtʃ]  
mandate [ˈmændeɪt]  
secure [sɪˈkjʊə]  
encourage [ɪnˈkʌrɪdʒ, en-]  
escalation [eskəˈleɪʃn]

## II. Answer the questions.

1. What is the meaning of preventive diplomacy?
2. How can diplomacy contribute to the prevention of war?
3. How does the United Nations work to resolve conflicts?
4. Who is credited with articulating the concept of “preventive diplomacy”?
5. When was the UN Regional Center for Preventive Diplomacy for Central Asia established?

## III. Vocabulary list.

**instrument** – resminama; serişde

**preventive diplomacy** – önüni alyş diplomatiya

**to undertake action** – çäre görmek, hereket etmek

**good offices** – hoşniyetli hyzmatlar

**escalation of conflicts** – dawalaryň güýjemeği

**mitigation of international tensions** – halkara dartgynlylygynyň gowşamagy

**confidence building** – ynamy berkitmek

**early warning** – irki duýduryş

**consequence** – netije

**preventive deployment** – önüni alyş çäreleri ulanma, girizme

#### **IV. Read and retell the text.**

### **Role of Preventive Diplomacy in Conflict Prevention**

*Definition of preventive diplomacy.* In the United Nations context, preventive diplomacy is regarded as an integral part of broader conflict prevention efforts and refers particularly to early diplomatic actions aimed at preventing new disputes and the escalation of existing tensions into violence, as well as limiting the spread of on-going conflicts.

Preventive action could take the form of mediation, conciliation, arbitration or negotiation. These practices are often defined as “good offices”, which comprise any diplomatic initiative or action undertaken by a third party. In those cases, the third party acts as an honest broker and provides a channel of communication between parties to a dispute.

It is necessary to underline that individual sovereign states remain fully accountable for maintaining peace and stability within their borders. It is up to the sovereign states to decide whether and when they would like to rely on the support of external actors.

Regarding the legislative basis, the United Nations good offices largely fall under Chapter VI (particularly article 33) and Chapter XV (article 99) of the UN Charter. Under article 33, parties to disputes can make use of means/instruments outlined in the paragraph 1, namely to engage in negotiation, inquiry, mediation, conciliation, and resort to regional agencies or arrangements, or other peaceful means, that may choose to prevent the escalation of conflict. Under the article 99, the Secretary-General may bring to the attention of the Security Council any matter which in his opinion may threaten the maintenance of international peace and security.

*History of preventive diplomacy.* The term “preventive diplomacy” was proposed by Dag Hammarskjöld, UN Secretary-General from 1953 to 1961, and since then the concept has continued to evolve in response to new challenges.

The practical application of preventive diplomacy tools, however, was limited due to the context of the Cold War. After the end of the Cold War, the UN received a new chance to develop and increase its role in the area of conflict prevention. In 1992, the concept of preventive diplomacy was revived with the publication of “An Agenda for Peace” on the initiative of UN Secretary-General Boutros Boutros-Ghali. The document dedicated an entire section to preventive diplomacy, breaking it down into four components: fact finding, confidence building, early warning and preventive deployment.

Multiple academic institutions were established to explore possibilities of conflict prevention. The trend peaked with the idea of avoiding conflict rather than dealing with its consequences becoming a dominant theme in international peace studies. In addition to the moral and ethical benefits of the preventive approach, another obvious reason for the renewed interest in the concept is its comparatively low cost. In the context of the consequences of a series of financial and economic crises, preventing conflicts rather than reacting and responding to them is simply more cost effective.

The concept of preventive diplomacy was further reflected in a new type of relatively small UN field presence, which differed from traditional large scale expensive peacekeeping missions. Establishment of the United Nations Regional Center for Preventive Diplomacy for Central Asia (UNRCCA) in Ashgabat in 2007 was the first political mission with a robust preventive diplomacy mandate. Other such UN missions are UNOWA (UN Regional Office for West Africa) based in Dakar, Senegal, and UNOCA (UN Regional Office for Central Africa), based in Libreville, Gabon. More such kind of missions are in a planning phase.

#### **V. Answer the following questions.**

1. What forms of preventive actions are there?
2. What is “good offices”?
3. Who proposed the term “preventive diplomacy”?
4. Who developed the concept of preventive diplomacy?
5. What is “An Agenda for Peace”?

6. How many components did “An Agenda for Peace” have?
7. How many preventive missions does the UN have at present?
8. Where are they located?

**VI. Match the words with their definitions.**

- |                 |   |
|-----------------|---|
| 1) withdrawal   | a) a coming to an end, esp. of a contract period; termination         |
| 2) term         | b) an act or process of withdrawing, retreat, removal or detachment   |
| 3) expiry       | c) to make or become different in some respect; change                |
| 4) denunciation | d) to act in accordance with rules, wishes, etc.; be obedient         |
| 5) annulment    | e) a limited period of time   |
| 6) alter        | f) to abstain (from action); forbear                                  |
| 7) diminish     | g) an interruption or temporary revocation                            |
| 8) refrain      | h) a formal invalidation, as of a marriage, judicial proceeding, etc. |
| 9) comply       | i) to make or become smaller, fewer, or less                          |
| 10) suspension  | j) a formal announcement of the termination of a treaty               |

**VII. Read the following text.**

**UNRCCA**

The United Nations Regional Center for Preventive Diplomacy for Central Asia is a Special Political Mission of the United Nations established at the initiative of the Government of the five Central Asian countries. It is a unique political structure that acts as a platform for dialogue and the exchange of opinions among the States of Central Asia, with a view to supporting them as they seek and develop mutually acceptable solutions to issues facing the region. The opening ceremony of the United Nations Regional Center for Preventive Diplomacy took place on 10 December 2007 in Ashgabat, Turkmenistan. The ceremony was opened by the President of Turkmenistan Gurbanguly Berdimuhamedov, the President of Tajikistan Emomali

Rahmon, the Under-Secretary-General for Political Affairs of the United Nations B. Lynn Pascoe, the Secretary General of the OSCE Marc Perrin de Brichambaut and others.

In 2017, the Center marked the 10<sup>th</sup> anniversary of its establishment. November 17, 2017, considering the significant contribution of Turkmenistan and large-scale activities of the Centre for 10 years, the 72<sup>nd</sup> session of the UN General Assembly adopted the Resolution “The Role of the UN Regional Center for Preventive Diplomacy for Central Asia”.

### VIII. Match the table.

A	B
1) Howandarlyk Geňeşi	a) within the Charter
2) BMG-niň esasy organlary	b) to hold a debate
3) esasy maslahat beriji organ	c) to have no legally binding force
4) BMG-niň Halkara kazyýeti	d) to impair friendly relations among nations
5) BMG-niň ýöriteleşdirilen	e) to adopt a resolution by acclamation or take it by roll call
6) sesiň 2/3 böleginiň köpüsini talap etmek	f) a majority
7) köpüsi; köpçülik; aglaba	g) under the Charter
8) karara gelmek	h) the main deliberative organ
9) wezipeleri we ygtyýarlyklary	i) to require a two-thirds majority
10) ýaragsyzlandyрма	j) permanent members
11) Tertipnamanyň çäginde	k) principle organs of the UN
12) Tertipnama laýyklykda	l) the UN specialized agencies
13) milletleriň arasyndaky dostlukly gatnaşyklara zeper ýetirmek	m) under the resolution
14) Rezolýusiýanyň (Kararnamanyň) esasynda	n) to approve the UN budget
15) BMG-niň hemişelik Agzalary	o) International Court of Justice
16) BMG-niň büjetini tassyklamak	p) to restore international peace and security

- 17) tassyklama ýa-da ses esasyn-  
da kararnama kabul etmek      q) functions and powers  
18) hökmany ýuridik güýjüniň  
bolmazlygy      r) Trusteeship Council

**IX. Complete the following table.**

<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>
<i>agree</i>	<i>agreement</i>	<i>agreeable</i>
compromise		
dismiss		
dispute		
employ		
resolve		
restrict		
retire		
serve		
settle		

**X. Match each person on the left with the correct definition on the right.**

- | <b>A</b>       | <b>B</b>   |
|----------------|--|
| 1) an assassin | a) causes damage or disturbance in public places                       |
| 2) a hooligan  | b) hides on a ship or plane to get a free journey                      |
| 3) a stowaway  | c) takes control of a plane by force and makes the pilot change course |
| 4) a thief     | d) is someone who steals   |
| 5) a hijacker  | e) makes counterfeit (false) money or signatures                       |
| 6) a forger    | f) is a member of a criminal group                                     |
| 7) a robber    | g) steals money etc. by force from people or places                    |
| 8) a smuggler  | h) marries illegally, being married already                            |
| 9) a traitor   | i) is a soldier who runs away from the army                            |
| 10) a ganstor  | j) brings goods into a country illegally without paying tax            |
| 11) a deserter | k) betrays his or her country to another state                         |
| 12) a bigamist | l) murders for political reasons or a reward                           |

## GLOSSARY

### A a

**accept** [ək'sept] – kabul etmek  
**actus reus** (Lat.) [ˌaktəs 'reɪəs] – jenaýatyň obýektiw tarapy  
**adoption** [ə'dɒpʃ(ə)n] – ogullyga almak  
**agreement** [ə'gri:mənt] – ylalaşyk  
**alimony** ['ælməni] – aliment; hossarhaky  
**alter the constitution** – konstitusiýany üýtgetmek  
**alternative dispute resolution** – jedelleriň alternatiw çözgüdi  
**annulment** – güýjüni ýitirme; ýatyrma  
**applicability of laws** – kanunlary ulanmak mümkinçiligi  
**arbitrary** ['ɑ:bitr(ə)rɪ] – rugsatsyz, esassyz, delilsiz  
**arrest** [ə'rest] – tussag etmek  
**arrest warrant** – tussag astyna almaklyk orderi  
**available** [ə'veɪləbl] – elýeterli

### B b

**basis of foreign policy** – daşary syýasatyň özeni  
**benefit** ['benɪfɪt] – kömek puly; bähbit  
**binding agreement** – hökman ýerine ýetirilmeli ylalaşyk  
**branches of law** – hukugyň pudaklary  
**breach of contract** – şertnamanyň bozulmagy  
**breach of rules** – düzgünleri bozmak  
**brief** [bri:f] – işiň gysga ýazmaça beýany  
**burden of proof** – subut etmek güzaby

### C c

**claim** [kleɪm] – hak, isleg, talap; talap etmek  
**claim damages** – ýeten zyýanyň öwezini talap etmek  
**clerk of the court** – kazyýetiň kätibi  
**comity** ['kɒməti] – hoşamaýlyk; edeplilik; mylaýymlyk; sypaýyçylyk  
**commit a crime** – jenaýat etmek  
**common law** – umumy hukuk, ýazylmadyk kanun  
**comparative law** – deňeşdirme hukugy

**conciliation** [kən, sɪl'eiʃ(ə)n] – ylalaşdyryjylyk  
**conditions of work** – işiň şertleri  
**conflict of laws** – kollizion hukugy (hususy halkara hukugy)  
**consideration** [kən, sɪd(ə)'reiʃ(ə)n] – seretme; garama; maslahatlaşma  
**consistency of all norms of law** – kanunyň hemme kadalarynyň yzygiderligi  
**constituent** [kən'stitjuənt] – saýlaw okrugy  
**contain** [kən'teɪn] – düzüminde bolmak; bar bolmak  
**contrast** ['kɒntrɑ:st], [kən'trɑ:st] – tapawut; deňeşdirmek, garşy goýmak  
**copyright** ['kɒpɪraɪt] – awtorlyk hukugy  
**custody** ['kʌstədi] – hossarlyk, howandarlyk; tussag etmek  
**customary law** – adaty hukuk

## D d

**damage** ['dæmɪdʒ] – zyýan, zeper, ýitgi  
**deal with** [di:l] – meşgul bolmak  
**decree** [di'kri:] – karar  
**defamation** [,defə'meiʃ(ə)n] – töhmet (syn: slander, libel)  
**defective products** – ýaramaz hilli; pes hilli önümler  
**defendant** [di'fendənt] – jogapkär; günäkär  
**deliberate infliction of pain** – biriniň bir ýerini agyrtmak  
**delinquent children** – kanuny bozan, jenaýat eden çagalar  
**derive from** [di'raɪv] – ybarat bolmak  
**diplomatic asylum** – diplomatik gaçybatalga  
**disability insurance** – zähmete ukypsyzlyk üçin ätiýaçlandyryş  
**disagreements and conflicts** – düşünişmezlikler we jedeller  
**discretionary** [di'skreʃ(ə)n(ə)rɪ] – öz garamagyna berlen  
**dismissal** [dis'mɪs(ə)l] – işden çykma, işden boşatma  
**divorce** [di'vɔ:s] – aýrylyşma, nikany bozma; aýrylyşmak, nikany bozmak

## E e

**electoral college** – saýlaw wekilleriniň kollegiýasy  
**employment law/labour law** – zähmet hukugy  
**encourage** – höweslendirmek, höwes döretmek  
**ensure certainty and consistency** – anyklygy we durnuklylygy üpjün etmek  
**entrepreneurial activities** – telekeçilik işleri  
**establish the principles of sovereignty and independence** – özygtyýarlygyň we garaşsyzlygyň ýörelgelerini kesgitlemek  
**estop** [ɪs'tɒp], [es-] – tarapy faktlara salgylanmak hukugyndan mahrum etmek

**estoppel** [ɪs'ɒp(ə)l], [es-] – qarşy çykmak hukugyndan mahrum etme  
**exclusive rights** – aýratyn hukuklar  
**executive power** – ýerine ýetiriji häkimiýet  
**expected losses** – garaşylýan ýitgiler  
**expert determination** – bilermeniň karary  
**expert witness** – şaýat-bilermen  
**to this extent** [ɪk'stɛnt, ek-] – şu derejede

## F f

**fail to do** – ýerine ýetirmezlik  
**failure** ['feɪljə] – şowsuzlyk; bir zady ýerine ýetirmezlik  
**favourable** ['fɛv(ə)rəbl] – amatly; oňaýly  
**find guilty/not guilty** – günäkär däl diýip yglan etmek  
**flexible** ['fleksəbl] – çeyé bolmak  
**fraud** [frɔ:d] – kezzapçylyk  
**fraudulent misrepresentation** – bilkastlaýyn; bilgeşleýin ýalňyşdyрма  
**file an appeal** – arza bermek, şikaýat etmek

## G g

**general principle** – umumy ýörelge  
**government** ['gʌv(ə)n(ə)mənt] – hökümet  
**grievance** ['gri:v(ə)n(t)s] – şikaýat, zähmet dawasy  
**guarantee** [ˌgær(ə)n'ti:] – kepillik, zamunlyk  
**guilt** [ɡɪlt] – günä  
**guilty** ['ɡɪltɪ] – günäli  
**guilty verdict** – aýyplaw hökümi; aýyplaýjy höküm

## H h

**hereditary peer** – nesilden-nesle geçýän per  
**habeas corpus** – tussagy kazyýete eltmek baradaky buýruk  
**handcuffs** – gol gandaly; gol zynjyry  
**hold office** – wezipä eýe bolmak  
**House of Commons** – Obşınalar Palatasy  
**House of Lords** – Lordlar Palatasy

## I i

**identify a suspect** – şübhelenýäni, güman edilýäni anyklamak  
**impartiality of the court** – kazyýetiň adalatlylygy, tarap tutmazlygy

**impermissibility** – ýol berilmesizlik  
**implement** [ˈɪmplɪmənt] – ýerine ýetirmek  
**implement judicial power** – kazyýet häkimiýetini ýerine ýetirmek  
**impose punishment** – jeza bellemek  
**inalienable** [ɪˈneɪlɪənəbl̩] – mizemez  
**indictable offence** – aýyplaw namasy boýunça derňemäge degişli jenaýat  
**indictment** [ɪnˈdɪktmənt] – aýyplaýyş netijenamasy, günä yglan edýän höküm  
**inflict** [ɪnˈflɪkt] – zeper; zyýan ýetirmek  
**infringe** [ɪnˈfrɪndʒ] – berjaý etmezlik; kemsitmek (mysal üçin, hukuklary)  
**infringement** [ɪnˈfrɪndʒmənt] – düzgüni bozma; bozulma  
**inimical** [ɪˈnɪmɪk(ə)l] – duşmançylykly; betniýetli  
**injunction** [ɪnˈdʒʌŋkʃ(ə)n] – kazyýetiň gadagan etmesi  
**injure** [ˈɪndʒə] – birine şikes ýetirmek; biriniň hukugyny bozmak  
**injured party** – jebir gören tarap  
**intangible assets** – maddy däl aktiwler  
**intellectual property (IP)** – intellektual eýeçilik  
**interfere** [ˈɪntəˈfɪə] – goşulmak  
**intergovernmental organization** – hökümetara gurama  
**interpret a law** – kanuna düşündiriş bermek

## J j

**judgement** [ˈdʒʌdʒmənt] – kazyýetiň çözgüdi  
**judicial decision** – kazyýet çözgüdi  
**judicial power** – kazyýet häkimiýeti  
**judicial review** – kazyýet tarapyndan täzeden garamaklyk  
**justice** [ˈdʒʌstɪs] – adalat; kazy  
**jurisdiction** [ˌdʒʊərɪsˈdɪkʃ(ə)n] – ýurisdiksiýa, hukuk bilimi  
**jurisprudence** [ˌdʒʊərɪsˈpruːd(ə)n(t)s] – ýurisprudensiýa  
**jury** [ˈdʒʊəri] – eminler topary  
**justice** [ˈdʒʌstɪs] – adalat  
**justify** [ˈdʒʌstɪfaɪ] – aklamak; esaslandyrmak

## K k

**kidnapping** [ˈkɪdnæpɪŋ] – adam ogurlama  
**kill** [kɪl] – adam öldürmek  
**killer** [ˈkɪlə] – ganhor

## L I

**law** [lɔ:] – kanun; hukuk

**law enforcement officer** – hukuk goraýjy edarasynyň işgäri, polisiýa işgäri

**lawmaking body** – kanun çykarýan organ

**lawsuit** [ˈlɔ:s(j)u:t] – kazyýet işi; talap arzasy; dawa

**lawyer** [ˈlɔɪə] – hukukçy

**legal** [ˈli:g(ə)l] – kanuny

**legal obligations** – hukuk borçlary

**legal rights** – kanuny hukuklar

**legislative power** – kanun çykaryjy häkimiýet

**legitimate** [lɪˈdʒɪtəmət] – kanuny

**liability** [ˌlaɪəˈbɪləti] – jogapkärçilik

**liberty and equality** – azatlyk we deňlik

**life peer** – ömürlük lord

**list duties** – borçlaryň sanawy

**local self** – government – ýerli öz-özünü dolandyrys

**lynch** [lɪnʃ] – hökümetden bidin sud etmek

## M m

**magistrate** [ˈmædʒɪstreɪt] – kazy, magistrat

**make a contract** – şertnama baglaşmak

**make amendments to the Constitution** – Konstitusiýa üýtgetmeler girizmek

**marriage law** – nika hukugy

**mediation** – araçylyk

**mens rea (Lat.)** [menz ri:a] – jenaýatyň subýektiw tarapy

**mental distress** – psihologik taýdan zeper

**monetary compensation** – pul bilen öwezini doldurma, öwez tölegi

## N n

**nation** [ˈneɪʃ(ə)n] – millet

**national** [ˈnæʃ(ə)n(ə)l] – raýat; milli

**nationality** [ˌnæʃ(ə)ˈnæləti] – raýatlyk; millet

**natural person** – fiziki şahs

**negligence** [ˈneglɪdʒən(t)s] – seresapsyzlyk, sowuk-salalyk

**neutrality** [ˈnju:ˈtræləti] – bitaraplyk

**nominate** [ˈnɒmɪneɪt] – dalaşgäri bellemek

**non-intervention** [ˌnɒnɪntəˈvenʃ(ə)n] – gatyşmazlyk, goşulyşmazlyk

**null and void** – hukuk güýji bolmadyk

## O o

**object** [əb' dʒekt] – garşy bolmak  
**obligation** [ˌɒbli' geɪʃ(ə)n] – borçnama  
**offend** [ə' fend] – hukuk bozmak  
**offender** [ə' fendə] – hukuk bozujy  
**offence** [ə' fen(t)s] – hukuk bozma  
**offence against the public** – jemgyýete garşy jenaýat  
**ombudsman** [ˈɒmbudzmən] – adalatçy  
**ordinance** [ˈɔ: dɪnən(t)s] – perman, dekret, kanun, karar  
**override a veto** – wetony ýatyrmak  
**ownership** [ˈəʊnəʃɪp] – eýeçilik

## P p

**parliament** [ˈpɑ: ləmənt] – parlament  
**parties to a contract** – şertnamanyň taraplary  
**party in breach** – şertnamany, ylalaşygy bozan tarap  
**pass a law** – kanuny kabul etmek, tassyklamak  
**permit** [ˈpɜ: mit] – rugsat bermek  
**petition** [pə' tɪʃ(ə)n] – petisiýa, arza  
**plaintiff** [ˈpleɪntɪf] – talapkär  
**plead innocent** – günäsiz diýip yglan etmek  
**prescribe punishment** – temmi bermek  
**prior criminal record** – öňki sud edilenlik, iş kesilenlik baradaky ýazgy  
**private law** – hususy hukugy  
**proceeding** [prə' si: dɪŋ] – kazyýet işine garamaklyk; kazyýet prosesi  
**product liability** – öndürijiniň harydyň hiline bolan jogapkärçiligi  
**propose** [prə' pəʊz] – teklip etmek  
**protect** [prə' tekt] – goramak  
**provision** – düzgün, kada; üpjün etme  
**public law** – jemagat hukugy

## Q q

**quarter** [ˈkwɔ: tə] – çärýek, çärýekleýin  
**quality** [ˈkwɒlətɪ] – hil

## R r

**raise finance** – pul ýygnamak, maliýe serişdesi bilen üpjün etmek  
**reach a compromise** – ylalaşyga gelmek, ylalaşmak

**reach an agreement** – ylalaşmak  
**reasonable grounds** – ýeterlik esaslar  
**recognize** [ˈrɛkəɡnaɪz] – ykrar etmek  
**recover losses** – ýitgileri tölemek  
**refrain** [rɪˈfreɪn] – saklanmak  
**regulate** [ˈrɛɡjələɪt] – dolandyrmak  
**reject a bill** – kanun taslamasyny ret etmek, kabul etmezlik  
**resolve disputes peacefully** – dawalary parahatçylykly çözmek  
**respect human rights** – adam hukuklaryna hormat goýmak, berjaý etmek  
**responsible** [rɪˈspɒn(t)səbl] – jogapkär  
**restrain** [rɪˈstreɪn] – çäklendirmek; gadagan etmek  
**restriction** [rɪˈstrɪkʃ(ə)n] – çäk goýma; çäklendirme  
**retributive** [rɪˈtrɪbjətɪv] – jeza beriji  
**revision** [rɪˈvɪʒ(ə)n] – täzeden garama; täzeden seretme  
**right sin rem** – eýeçilik hukugy  
**right to property** – eýeçilige bolan hukuk  
**rule of law** – kanunyň hökmürowanlygy  
**run a country** – ýurdy dolandyrmak

## S s

**safeguard** [ˈseɪfɡɑːd] – goramak  
**savagery** [ˈsævɪdʒ(ə)rɪ] – rehimsizlik; zalymlyk; ýowuzlyk  
**scholar** [ˈskɒlə] – alym  
**sentence** [ˈsentɪn(t)s] – höküm; höküm çykarmak  
**signatory** [ˈsɪgnət(ə)rɪ] – gol çeken tarap  
**signature** [ˈsɪgnəʃə] – gol  
**slander** [ˈslɑːndə] – töhmet; töhmet atmak  
**smuggling** [ˈsmʌɡlɪŋ] – kontrabanda  
**source** [sɔːs] – çeşme  
**sovereignty** [ˈsɒvr(ə)ntɪ] – özygtyýarlylyk  
**statute law** – ýazylan kanun; kanunyň düzgünnamasy  
**suffer some loss** – zyýan çekmek  
**summary offences** – jem iş ýörediş tejribesinde derňelýän jenaýat  
 summary  
**offences (syn. minor offences)** – jem iş ýörediş tejribesinde derňelýän  
 jenaýat  
**superstition** [ˌs(j)uːpəˈstɪʃ(ə)n] – yrym  
**supreme law** – baş kanun

## T t

**take an oath** – kasam etme  
**take into account** – nazara almak, göz öňünde tutmak

**take legal actions** – kazyýete ýüz tutmak, arzany gozgamak  
**take office** – wezipä başlamak  
**tax deficiency** – salgydyň doly tölenilmezligi; salgydyň kemligi  
**testify under oath** [ˈtestɪfaɪ ˈʌndə əuθ] – kasam edip görkezme bermek  
**testimony** [ˈtestɪməni] – şaýatlyk görkezmesi  
**turn to the law** – kanuna ýüz tutmak  
**tort** [tɔ:t] – etmiş, hukuk bozma  
**trade secret** – söwda syry  
**trade union** – kärdeşler arkalaşygy  
**trademark** [ˈtreɪdmɑ:k] – haryt nyşany  
**treaty** [ˈtri:tɪ] – halkara ylalaşygy  
**treason** [ˈtri:z(ə)n] – döňüklik; döwlete döňüklik etme  
**tribunal** [traɪˈbjʊ:n(ə)l] – eminiň gatnaşmagynda edilýän kazyýet

## U u

**undertaking** [ˌʌndəˈteɪkɪŋ] – telekeçilik, iş  
**unimpeded exercise** – gürrüňsiz; garşylyksyz ýerine ýetirme  
**universal suffrage** – ählumumy saýlaw hukugy  
**unjust** [ʌnˈdʒʌst] – adalatsyz  
**unlawful detention** – bikanun tussag etme

## V v

**valid** [ˈvælɪd] – hukuk güýji bar bolan  
**values** [ˈvælju:z] – gymmatlyklar  
**verdict** [ˈvɜ:dɪkt] – kazyýetiň çözgüdi  
**vindictive** [vɪnˈdɪktɪv] – ar alyjylykly; kine saklaýan  
**violence** [ˈvaɪələ(ə)n(t)s] – zorluk  
**voter turn-out** – saýlawçylaryň gatnaşygy

## W w

**welfare** [ˈwelfeə] – abadançylyk, maddy hal-ýagdaý, maddy üpjünçilik  
**will** [wɪl] – wesýetnama  
**witch** [wɪtʃ] – jadygöý; gözbagçy  
**world trade** – dünýä söwdasy

## Y y

**youth** [ju:θ] – ýaşlar  
**yet** [jet] – heniz; emma

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## ENGLISH FOR INTERNATIONAL LAWYERS

Ýokary okuw mekdepleri üçin okuw kitaby

Redaktorlar  
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Teh. redaktor  
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*L. Nyýazowa, O. Garajayewa  
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Çap etmäge rugsat edildi 27.11.2025. Ölçeği 60x90  $\frac{1}{16}$   
Şertli çap listi 14,5. Şertli-reňkli ottiski 37,25.  
Hasap neşir listi 11,38. Çap listi 14,5.  
Sargyt № 828. Sany 188.

Türkmen döwlet neşirýat gullugy.  
744000. Aşgabat, Garaşsyzlyk şaýoly, 100.

Türkmen döwlet neşirýat gullugynyň Metbugat merkezi.  
744015. Aşgabat, 2127-nji (G.Gulyýew) köçe, 51/1.