

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
«ОДЕСЬКА ЮРИДИЧНА АКАДЕМІЯ»

INTRODUCTION TO HUMAN RIGHTS

Практикум для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 08 «Право» спеціальності 081 «Право» (освітня програма «Захист прав людини») 3 курсу

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ВСТУП

Практикум з англійської мови призначений для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 08 «Право» спеціальності 081 «Право» (освітня програма «Захист прав людини»). Основна мета видання полягає у розвитку навичок читання, письма, розмови англійською мовою в контексті юридичної професії. Практикум спрямований на підвищення рівня володіння мовою, необхідного для успішної професійної діяльності та міжнародної комунікації у галузі права. Видання укладено з урахуванням обов'язкових освітніх компонентів освітньо-професійної програми «Захист прав людини» спеціальності 081 «Право».

Практикум містить 5 тем, кожна з яких присвячена певному аспекту юридичного вивчення прав людини та опрацьовується в двох аспектах: лексичному та граматичному. У блоці лексики представлені ключові слова та вирази. Вони можуть бути згруповані за значенням, контекстом використання чи складністю. Блок граматики передбачає виконання вправ, спрямованих на застосування граматичних правил, таких як заповнення пропусків, перетворення речень, тести на правильність, тощо. Виконання завдань кожного з блоків сприяє розвитку та покращенню навичок говоріння, роботи з текстом, а також засвоєнню граматичних конструкцій.

Здобувач вищої освіти опанує широкий спектр юридичної лексики, включаючи терміни міжнародного та міграційного права, що дозволить йому впевнено оперувати юридичними поняттями, а також навчитися використовувати складні граматичні конструкції, специфічні для юридичної англійської, що покращить здатність писати та розуміти юридичні документи.

UNIT 1. INTERNATIONAL LAW OF HUMAN RIGHTS

VOCABULARY

Exercise 1. Provide the meaning of the term *human rights*. Speak about their significance in a person's life.

Exercise 2. Read the following excerpt, spot the mistakes and correct them.

Human rights are rights inherent to individuals, depending on their race, gender, citizenship, ethnic background, language, religion, or any other status. They do not encompass the right to life and personal liberty, freedom from slavery and cruelty, freedom to express one's opinions, the right to work and education, and a range of other entitlements. These rights are universal and apply to all, with some form of bias or differentiation.

Exercise 3. Read the following text and ask questions to the highlighted words and phrases.

International Human Rights Law

International human rights law outlines the **responsibilities of governments** to take specific actions or refrain from particular behaviors with the objective of advancing and protecting the human rights and basic freedoms of individuals or groups.

The United Nations' remarkable accomplishment includes the establishment of **an extensive set of human rights laws** – a universal and internationally protected framework that all countries can endorse and that people worldwide can seek to uphold. The United Nations **has outlined** a diverse array of rights recognized globally, including civil, cultural, economic, political, and social rights. Additionally, it has established mechanisms to promote and protect these rights and for aiding nations in fulfilling their obligations.

This corpus of laws is built upon the Charter of the United Nations and the Universal Declaration of Human Rights, both of which **were ratified** by the General Assembly in 1945 and 1948, respectively.

Since then, the United Nations has progressively broadened **human rights legislation** to include precise criteria for safeguarding women, children, individuals with disabilities, minority groups, and other vulnerable groups. As a result, these groups now possess rights that protect them from the discrimination that had been prevalent in many societies for an extended period.

Exercise 3.2. Find the English equivalents in the text.

утримуватися від

прийняття законів про права людини

схвалювати

поступово розширювати законодавство в області прав людини

особи з обмеженими можливостями

групи меншин

переважаючий

Exercise 3.3. Make up sentences with the phrases from the Exercises 3.2.

Exercise 4. Speak about the Universal Declaration of Human Rights. Using the following phrases:

a milestone document

history of human rights

drafted by

from all regions of the world

was proclaimed by

a common standard of achievements for all peoples and all nations

fundamental human rights to be universally protected

has been translated

form the International Bill of Human Rights.

Exercise 5. In groups, choose 3 articles of the Universal Declaration of Human Rights and discuss them.

Exercise 6. Answer the following questions.

1. How do we know what our human rights are?
2. Who must protect human rights?
3. What is international law?

GRAMMAR

Exercise 1. Circle the correct word or phrase.

1. I *work* / *am working* at the local museum.
2. You *don't go* / *aren't going* to the cinema very often.
3. Sally *gets* / *is getting* ready for school, so she can't answer the phone.
4. *Does Sam ever talk* / *Is Gary ever talking* about his journey to the mountains?
5. You *hit* / *are hitting* a ball against a wall in squash.
6. I *read* / *am reading* a magazine at least twice a month.
7. *Do you practise* / *Are you practising* the guitar for three hours every day?
8. Nelly and Wendy *do* / *are doing* quite well at university at the moment.
9. A really good friend *knows* / *is knowing* when you're happy or upset about something.
10. How *do you spell* / *are you spelling* your name?

Exercise 2. Complete the sentences using the correct present simple or present continuous form of the verbs in the box. You may have to use some negative forms.

belong do have watch hold move use help

1. In Monopoly, you _____ around the board, buying hotels, banks and houses.
2. _____ you _____ this documentary or can I turn the TV off?
3. Regular exercise _____ you to stay fit and healthy.
4. I _____ your uncle's guitar until I get a new one.
5. _____ Lisa usually _____ the washing-up after breakfast?
6. _____ you _____ any suits in a smaller size?
7. Your son _____ the kite right. Let me show him.
8. Mum _____ to the local art club.

Exercise 3. Write questions to the highlighted words.

1. The officer on duty fixed an explosion *last Friday*.
2. A squad car includes *an enhanced barrier* protecting from dangerous suspect.
3. *Police officers* use their portable radios in their daily work.
4. Squad cars have barriers to protect officers *from dangerous suspects*.
5. I saw many police vehicles *in the street*.

Exercise 4. Complete the sentences. Use the correct form of one of the auxiliary verbs do, have or be.

1. We've made cheese soup for dinner. Would you like some?
2. What _____ she cooking tonight?
3. _____ you see Debby last week?
4. They _____ bring any money, so they couldn't buy any cakes.
5. _____ you ever been to Italy?
6. _____ you play football every weekend?
7. Why _____ she learning French?
8. _____ she met the new doctor yet?
9. _____ anyone shown you our monthly schedule yet?
10. _____ their teacher know where their class is?

11. _____ the phoner invented in the 1920s?
12. How long _____ she studied here?
13. Sally _____ like green apples. In fact, she hates them.

Exercise 5. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in brackets.

Example: You haven't got much money at the moment, so we've decided to pay for dinner.

You haven't got much at the moment, so we'll pay for dinner (will)

1. I have decided to fly to Mexico next week.

I _____ (flying)

2. We are considering doing an IT class in the summer.

We _____ (thinking)

3. There's a possibility they will meet up in Finland.

They _____ (possibly)

4. We plan to stay in tonight.

We _____ (going)

5. I am scheduled to work on Sundays for the next three weeks.

I _____ (working)

6. Give me a call when you get to the airport so I can come and pick you up.

Give me a call when you get to the airport, and _____ (will)

7. I have an appointment to see my dentist at eleven o'clock tomorrow.

I _____ (seeing)

8. They might go to Hungary in November, but they're still thinking about it.

They _____ (probably)

Exercise 6. Write questions starting with *Have you ever ...?* Then match the questions (1–8) to the answers (a–h).

Example: (try) skiing / ?

Have you ever tried skiing? - i

1. (win) a competition / ?

2. (go) to Australia / ?

3. (eat) oysters / ?

4. (lose) any money / ?

5. (break) a bone / ?

6. (meet) a celebrity / ?

7. (ride) a camel / ?

8. (travel) by plane / ?

- a. Yes, I studied at school with a famous singer.
- b. No, I never win anything.
- c. Yes, I have. It's one of my favourite countries.
- d. No, I haven't. I prefer horses.
- e. No, I haven't. I wouldn't dream of eating.
- f. No, only by train and car.
- g. Yes, certainly. I'm a very careless person.
- h. Yes, my leg.
- i. ~~No, but I'd like to one day. I like the snow.~~

Exercise 7. Complete using the correct present perfect simple form of the verbs in brackets.

1. We _____ (see) this play already.
2. They _____ (have) their car for about two years.
3. Mark _____ (not / take) his driving test yet.
4. Sharon _____ (be) a librarian since she left university.
5. _____ (he / ride) into town on his new motorbike yet?
6. This new laptop _____ (make) her life a lot easier.
7. My parents _____ (not / decide) what to get me for my birthday yet.
8. _____ (you / ever / meet) a well-known person?

Exercise 8. Complete the dialogue. Use the present simple or the present perfect of the verbs in brackets or an appropriate short answer.

A: Have you ever been (you / ever go) to an island?

B: No, 1 _____. 2 _____ (I / go) to Cuba last summer.

3 _____ (you / go) there?

A: No, I don't think I'd like it. My uncle told me it's full of nightclubs.

4 _____ (he / stay) in a hotel on Cuba for a month.

5 _____ (he / sleep) for only twelve hours during the whole week!

B: Well, you need to know where to go. 6 _____ (I / do) a lot of research, so I know where all the most beautiful places on the island are.

A: So, 7 _____ (you / discover) all the best restaurants to go out?

B: Yes, 8 _____. You should come with me next time and I'll show you.

Exercise 9. Complete using the correct present perfect continuous form of the verbs in brackets. Use short forms where possible

Wendy: Hi Ben. How are you? What (1) _____ (you / do) lately?

Ben: Oh, hi Wendy! Well, (2) _____ (I / study) for my exams.

Wendy: That sounds not very exciting! (3) _____ (you / work) hard?

Ben: Yes! You know, (4) _____ (I / just / sit) at my desk in my room for the past twenty days and (5) _____ (I / not / go) for a walk at all. (6) _____ (I / work) with Max, my best friend. How about you?

Wendy: Well, my dad and (7) _____ (I / paint) my bedroom for the last few days. That has been real fun! And (8) _____ (we / also / plan) our summer holiday.

Ben: Oh, that's great! Where are you going?

Wendy: Well, we haven't decided yet. (9) _____ (We / look) at different places to see which we like more.

Ben: I think you'll have a great time, wherever you go. Well, by the way, (10) _____ (I / think) of having a party when (finish my exams). Would you like to come?

Wendy: Certainly! That would be great!

Exercise 10. Choose the correct word or phrase.

1. I'm sure I've *heard* / *been hearing* that song before.
2. My parents haven't *arrived* / *been arriving* yet, but they should be here soon.
3. She's *written* / *been writing* that essay for over two hours. How long is it going to take her?
4. Have they *talked* / *been talking* on the phone since 9 pm?
5. Laly has already *invited* / *been inviting* her cousin to lunch.
6. I've *read* / *been reading* this book, but I haven't finished it yet.
7. Have the boys *played* / *been playing* video games since midnight?

UNIT 2. HUMAN RIGHTS ADVOCACY, ACTIVISM AND SOCIAL JUSTICE

VOCABULARY

Exercise 1. Dwell on the following:

1. The link between social justice and human rights.
2. The phenomenon of the human rights activism.

Exercise 2.1. Read the text and do the given task below.

What Is Human Rights Activism?

The idea of human rights has been present for an extended period, but in 1948, the Universal Declaration of Human Rights (UDHR) introduced the notion of "universal human rights." Following the atrocities of World War II, the authors of the UDHR acknowledged the need to officially affirm that every person should have inherent rights, including the right to life, freedom from torture, and freedom from discrimination. Other human rights treaties – both binding and non-binding – have since emerged. Nonetheless, these documents have not put an end to human rights violations entirely. Injustices still flourish and activist movements around the world still call for governments, companies, and individuals to be held accountable. What does human rights activism look like?

Types of activist activities

Human rights activism comes in many forms. Any action calling for change and / or accountability counts as “activism.”

Letter-writing and petitions

Throughout its history, human rights activism has extensively involved the practice of composing letters and submitting petitions. Amnesty International, an advocacy organization, organizes Write For Rights, a letter-writing campaign that has been ongoing for two decades. Originating in Poland, this initiative started with a group of friends who commemorated Human Rights Day by conducting a 24-hour letter-writing marathon. Annually in December, individuals express their support for human rights advocates, prisoners, and others by crafting letters, sending emails, postcards, and sharing messages on platforms like Twitter and Facebook. According to Amnesty International, Write for Rights has evolved into the most extensive global human rights campaign.

Protests and marches

Protests involve more than just marching, although images commonly highlight groups walking with signs. Various forms of activism, such as sit-ins, lie-ins, concerts, vigils, speeches, and other community events, are also part of protests. These activities are frequently organized around a specific theme. Due to their significant scale and the potential for a forceful response from governments and law enforcement, protests and marches have become some of the most recognizable expressions of activism.

Exercise 2.2. Speak about the types of activism activities mentioned in the text. Provide the historical examples of each of them.

Exercise 2.3. Answer the questions:

1. What do you know about the history of Human Rights Activism?
2. What other types of activism activities do you know? Speak about them in detail.

Exercise 3. Read the following text and answer the questions.

The role of social media in human rights activism

Considerable controversy exists regarding the influence of social media on human rights. Initially, it serves as a means to bring together groups of people who

might not typically interact. Additionally, it facilitates the connection of activists with a potential audience that spans into the billions. In the absence of such technology, activists faced more constraints in terms of raising awareness. The availability of social media facilitates broader participation in human rights activism, enabling more individuals to get involved.

On the other hand, social media has a history of negatively impacting human rights. UN experts conclude that the hatred posted on Facebook may enable the genocide. Once, Facebook acknowledged that it had not taken sufficient measures to prevent the spread of hate speech. In 2021, numerous Rohingya refugees in the United States and the United Kingdom filed lawsuits against Facebook.

It is evident that social media serves as an effective tool for human rights advocacy, yet we must also acknowledge its potential to undermine human rights.

Questions:

1. How does social media enhance the ability to connect various groups of people and activists with a broader audience for human rights advocacy?
2. How has the availability of social media contributed to increased participation in human rights activism?
3. On the contrary, what negative consequences has social media had on human rights, as mentioned in the text?

Exercise 4. Write an interview. The topic of the discussion is the impact of social media on human rights and human right activism.

Exercise 5. Speak about the potential consequences if human rights activism becomes trendy.

GRAMMAR

Exercise 1. Complete the sentences using the correct past simple form of the verbs in the box. You may have to use some negative forms.

come send go have know make take give

1. We got to the local post office just before it closed and _____ the parcel.
2. They invited Kitty to the party, but she _____.
3. James lost his job a week ago because he _____ too many mistakes.
4. Everybody _____ that it was Steve's fault, but no one said anything.
5. Jane _____ the keys from the coffee table and ran out the door.
6. I was really bored, so my mother _____ me some money to go to the cinema.
7. Do they remember the time they _____ to China on holiday?
8. It started raining, but luckily Diana _____ an umbrella in her handbag.

Exercise 2. Complete the sentences using the correct past continuous form of the verbs in brackets.

1. Jenny _____ (play) her guitar at half past two.
2. At midnight, Sammy _____ (sleep), but I _____ (listen) to music.
3. Betty _____ (stand) outside the bank when suddenly three robbers ran past her.
4. I know Max _____ (work) late in his room because we saw him when I _____ (leave).
5. _____ they _____ (have) a bath when the earthquake happened?
6. Melany _____ (run) to catch the train when she slipped and fell.
7. When they saw Emily _____ she _____ (go) home?
8. At noon? Oh, we _____ (watch) a film, I think.

Exercise 3. Choose the correct word or phrase.

1. When we were in Norway, we *went* / *were going* skiing almost every morning.
2. About ten years ago, he *decided* / *was deciding* to become a teacher.
3. Jill *had* / *was having* a shower when her neighbour knocked at the door.
4. My friends ran from the house to the bus because it *rained* / *was raining* heavily.
5. Three women *argued* / *were arguing* outside, so we went to see what was happening.
6. Larry *called* / *was calling* me at two o'clock yesterday, but I was here with you.
7. They *ate* / *were eating* lunch when a letter came through our letter box.
8. When he walked past the window, he saw that mum *made* / *was making* a pie.
9. She *dreamt* / *was dreaming* about a new car when her alarm clock went off.
10. While Josh *practised* / *was practising* the violin late last night, his neighbour came to complain.

Exercise 4. Complete these sentences using the correct form of used to. You may have to use some negative forms.

1. When he was younger, he _____ eat pasta almost every day!
2. _____ there _____ be a shop on the corner?
3. Alex is a doctor, but he _____ want to be a vet.
4. She _____ like eating meat, but now she loves it!
5. _____ Harry _____ have dark hair when he was a little boy?
6. I know Lucy _____ cook much, but now I think she cooks dinner every day.

Exercise 5. Fill in the gaps with the correct form of the verbs giving in the brackets. Use the Present Perfect or the Past Simple tense.

1. They _____ a robbery last weekend (to commit).
2. These police officers _____ two muggers yesterday (to arrest).
3. When _____ you last _____ Kim? (to see) – It _____ in police department a few days ago (to be).
4. I _____ them just now (to see).
5. I _____ just _____ her (not to see).
6. _____ they _____ the burglar? (to apprehend) – Yes, they _____. They _____ him ten minutes ago. (to apprehend).
7. How long _____ Peter _____ in this police department (to work)?
8. _____ you in court two days ago (to be)?
9. When _____ they _____ those men (arrest)?
10. That gang _____ many crimes since 2014 (to commit).
11. These police officers _____ this shoplifting yet (not to investigate) but they _____ (to investigate) some burglaries last month.

Exercise 6. Match the phrasal verbs with their definitions:

carry on	increase the volume of
eat out	make a player leave a game (eg, football)
give up	eat at a restaurant
join in	start (a hobby, sport, etc)
send off	continue
take up	stop doing sth you do regularly
turn down	participate, take part
turn up	lower the volume of

Exercise 7. Choose the correct answer.

1. Sam should take _____ a sport and then he would get much more exercise.

A down B up C off

2. The students are trying to work! Could you please turn the music_____?

A down B in C out

3. You should ask and I'm sure the other children will allow you to join _____

A out B up C in

4. The referee sent me_____ for arguing with him.

A off B down C up

5. This is our favourite song! Turn it _____!

A off B out C up

6. My phone rang loudly, but the musician just carried_____ playing.

A on B up C in

7. Most people can't afford to eat _____ very often.

A off B up C out

8. Steve has decided to become a vegetarian, so he gives _____ meat.

A up B off C out

Exercise 8.1. Study the following word patterns and make up your own sentences with them.

Word patterns	
<i>adjectives</i>	bored with crazy about good at interested in

	keen on popular with
<i>verbs</i>	feel like listen to take part in
<i>nouns</i>	a book (by sb) about a game against a fan of

Exercise 8.2. Each of the words in bold is wrong. Write the correct word.

1. Dan is completely crazy **with** skiing! I love it! _____
2. In her free time Sandy listens **on** music on the phone or on the radio. _____
3. Nelly isn't very keen **for** this band, but they're one of my favourites. _____
4. Is that Al? Oh, I'm a really big fan **from** his. _____
5. We were really scared when we took part **to** the dancing competition last month. _____

UNIT 3. IMMIGRATION AND REFUGEE LAW

VOCABULARY

Exercise 1. Answer the given questions.

1. What is immigration? What are its reasons?
2. Who is 1. a refugee; 2. a migrant; 3. an asylum seeker?
3. What is the difference between a “refugee” and an “asylum seeker”?

Exercise 2. Read the text and

Reasons to leave your country

Various factors can make it excessively challenging or dangerous for people to stay in their own countries. For example, children, woman and men flee from situations involving violence, warfare, famine, severe destitution, issues related to their sexual or gender identity, or the aftermath of climate change and other natural calamities. Frequently, individuals encounter a combination of these challenging conditions.

People who leave their countries are not always fleeing danger. They might hold the belief that they stand a greater probability of finding work in another country due to their education or financial resources, which allow them to explore opportunities elsewhere. Some individuals may desire to reunite with family members or acquaintances who are already residing in foreign countries. Or they might seek to start or finish their education in another country. There are lots of different reasons for people to start a journey to build a life in a new country.

Who is a refugee?

A refugee is a person who has fled their own country because they are at risk of serious human rights violations and persecution there. The risks to their safety and life were so great that they felt they had no choice but to leave and seek safety outside their country because their own government cannot or will not protect them from those dangers. Refugees have a right to international protection.

Who is an asylum seeker?

An asylum seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country, but who hasn't yet been legally recognized as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right. This means everyone should be allowed to enter another country to seek asylum.

Who is a migrant?

There is no internationally accepted legal definition of a migrant. Like most agencies and organizations, we at Amnesty International understand migrants to be people staying outside their country of origin, who are not asylum seekers or refugees.

Some migrants leave their country because they want to work, study or join family, for example. Others feel they must leave because of poverty, political unrest, gang violence, natural disasters or other serious circumstances that exist there.

Lots of people don't fit the legal definition of a refugee but could nevertheless be in danger if they went home.

It is important to understand that, just because migrants do not flee persecution, they are still entitled to have all their human rights protected and respected, regardless of the status they have in the country they moved to. Governments must protect all migrants from racist and xenophobic violence, exploitation and forced labour. Migrants should never be detained or forced to return to their countries without a legitimate reason.

Exercise 3. Match the term with its correct definition (a-j)

Asylum

Non-Refoulement

Persecution

Statelessness

Detention

Resettlement

Convention Refugee

Subsidiary Protection

Refugee Status Determination

Integration

- a. The act of providing protection and shelter to refugees
- b. The act of returning refugees to a country where they may face harm or persecution
- c. Serious harm or ill-treatment inflicted on a person due to their race, religion, nationality, or social group
- d. A person who has been granted protection under the 1951 Refugee Convention
- e. The legal process to determine if an individual qualifies as a refugee
- f. The condition of having no nationality or being stateless
- g. Granting permission for a refugee to settle in a new country
- h. Temporary or permanent housing of refugees while their status is being determined
- i. A person who doesn't meet the criteria of a Convention Refugee but still needs protection
- j. The act of holding refugees in a restricted environment, often against their will

Exercise 4. Complete the sentences with the appropriate refugee law-related vocabulary term

- a. _____ is the act of granting refugees permission to settle in a new country.
- b. _____ is the legal process to determine if someone qualifies as a refugee.
- c. _____ refers to serious harm or ill-treatment inflicted on a person due to their race, religion, or nationality.
- d. The principle of _____ prohibits returning refugees to a country where they may face harm.
- e. A _____ is a person who has been granted protection under the 1951 Refugee Convention.

Exercise 5. Indicate whether the following statements are true or false regarding refugee law:

- a. Asylum is the act of forcibly returning refugees to their home countries
- b. Statelessness means having multiple nationalities
- c. Subsidiary protection is a status granted to individuals who don't meet the criteria of a Convention Refugee but still need protection
- d. Detention is not related to refugee law
- e. Resettlement is the legal process of determining refugee status

Exercise 6. Make up sentences using five of the vocabulary terms from the list:

Asylum, Non-Refoulement, Persecution, Statelessness, Detention, Resettlement, Convention Refugee, Subsidiary Protection, Refugee Status Determination, Integration

Exercise 7. Fill in the gaps using the words:

<i>refers</i>	<i>protection</i>	<i>with</i>	<i>purpose</i>	<i>focuses</i>
<i>law</i>	<i>evolving</i>	<i>assistance</i>	<i>note</i>	<i>seeking</i>

Immigration and refugee law 1. _____ to the set of rules and regulations that govern the movement of individuals from one country to another, particularly those

seeking 2. _____ or better opportunities. These laws aim to strike a balance between national security and humanitarian considerations.

Immigration law deals 3. _____ the entry and stay of individuals in a foreign country. It typically covers issues such as visa requirements, work permits, and residency rights. The main 4. _____ of immigration laws is to regulate the inflow of foreign nationals and ensure that they meet certain criteria, such as having a valid reason for entry and not posing a threat to the host country.

On the other hand, refugee law 5. _____ on the protection of individuals who are forced to leave their home countries due to persecution, conflict, or other forms of violence. Refugees are granted a special legal status and are entitled to certain rights and protections under international law. Refugee 6. _____ aims to provide a safe haven for those fleeing persecution and to ensure their basic human rights are respected.

Both immigration and refugee law are complex and constantly 7. _____ fields. They are influenced by international treaties, national legislation, and the political and social climate of each country. Governments must carefully balance their duty to protect their citizens with their obligations to uphold human rights principles and provide 8. _____ to those in need.

It is important to 9. _____ that immigration and refugee law can vary significantly from country to country. Each nation has its own policies and procedures for handling immigration and refugee matters, which can have a profound impact on the lives of individuals 10. _____ to relocate or find refuge.

Exercise 8. Give a short answer:

1. Explain the main purpose of immigration laws.
2. How are immigration and refugee law influenced by the political and social climate of each country?

Exercise 9.1. Read and translate the text:

There are various reasons why individuals may choose to leave their country and seek a new life elsewhere. Here are some common reasons for leaving one's country:

1. Economic opportunities: Many people leave their home country in search of better economic prospects. They may be seeking higher-paying jobs, better career opportunities, or the chance to start a business in a more favorable economic environment.

2. Political instability: Political instability, such as civil unrest, political persecution, or human rights abuses, can compel individuals to leave their country in search of safety and security. They may fear for their lives or face persecution based on their political beliefs, ethnicity, or other factors.

3. Conflict and war: Armed conflicts and war can devastate communities and force people to flee their homes. The threat of violence, destruction of infrastructure, and lack of access to basic necessities such as food, water, and healthcare can drive individuals to seek refuge in other countries.

4. Environmental factors: Natural disasters, climate change, and environmental degradation can make living conditions unbearable in certain regions. Rising sea levels, drought, extreme weather events, and other environmental challenges can lead to displacement as people search for safer and more sustainable living conditions.

5. Social and cultural reasons: Some individuals may choose to leave their country due to social or cultural factors. They may face discrimination, limited opportunities, or restrictions on personal freedoms and choose to relocate to a place where they can live more freely and express their identities without fear of persecution.

6. Education and research opportunities: Students and researchers often leave their home countries to pursue higher education or participate in scientific collaborations abroad. The desire to gain knowledge, access better educational institutions, or work with leading experts can motivate individuals to leave their country temporarily or permanently.

It is important to note that the decision to leave one's country is often complex and deeply personal. Each individual's circumstances and motivations may vary, and their experiences as immigrants or refugees can differ greatly.

Exercise 9.2. Find Ukrainian equivalents for the following:

seek a new life

common reasons

higher-paying jobs

career opportunities

start a business

civil unrest

human rights abuses

lack of

force people to flee homes

fear of persecution

Exercise 9.3. Translate from Ukrainian into English

для отримання вищої освіти

призводять до переміщення

висловлюють свою ідентичність

тимчасово або постійно

сильно відрізняються

стикаються з дискримінацією

загроза насильства

стабільні умови життя

беруть участь в

перслідування на основі своїх політичних переконань

Exercise 10. Answer the questions:

1. What are some common reasons why individuals may choose to leave their country?
2. How can political instability impact a person's decision to leave their country?
3. How does conflict and war contribute to forced displacement?
4. What environmental factors can drive individuals to seek refuge in other countries?
5. Why might someone leave their country for social and cultural reasons?
6. What opportunities might motivate students and researchers to leave their home countries?
7. Why is the decision to leave one's country often complex and deeply personal?

GRAMMAR

Exercise 1. Complete the sentences using the correct past perfect simple form of the verbs in brackets.

1. By the time we arrived, everybody_____ (leave)!
2. Paul and Kate_____ (already / see) the film, so they didn't come with me to the cinema.
3. Sandy _____ (not / finish) doing her homework by six o'clock, so she asked me for help.
4. _____ (he / just / speak) to Andy when I called?
5. Their car broke down just after_____ (they / set off).
6. We didn't eat anything at his party because_____ (we / already / eat) in the restaurant.
7. _____ (they / hear) about the murder before they saw it on TV?

Exercise 2. Choose the sentence (A or B) which means the same as the first sentence.

1. We'd had dinner before Dan arrived.
A Dan arrived and then we had dinner.

B We had dinner and then Dan arrived.

2. They read the book after they'd seen the film.

A They saw the film and then they read the book.

B They read the book and then they saw the film.

3. By the time my daughter came home, I'd cooked dinner.

A I cooked dinner before my daughter came home.

B I cooked dinner after my daughter came home.

4. We didn't go to bed until our parents had come home.

A We went to bed and then our parents came home.

B our parents came home and then we went to bed.

5. Edward hadn't arrived at the office by the time we got there.

A We arrived before Edward.

B Edward arrived before us.

6. I'd bought the train tickets before I heard about the cheaper train.

A I bought the train tickets and later I heard about the cheaper train.

B I heard about the cheaper train and then I bought the train tickets.

7. Our friends had tidied their house when the guests arrived.

A The guests arrived and later our friends tidied the house.

B Our friends tidied the house and then the guests arrived.

Exercise 3. Choose the correct answer.

1. She'd only _____ the washing-up for ten minutes when her son came home, so he offered to help.

A done

B been doing

2. Had the Smiths already _____ Matt his birthday present when the Greens gave him theirs?

A given

B been giving

3. Sue hadn't _____ us that she would help us, so we weren't angry when she didn't.

A told

B been telling

4. Matt had _____ his cup of tea for a few minutes before he realized that it was salt in it!

A drunk

B been drinking

5. My friends had _____ ready all morning when Alex called to say the party had been cancelled.

A got

B been getting

6. It was a really fantastic experience because we'd never _____ in a helicopter before.

A flown

B been flying

Exercise 4. Study the following tables and memorise the given lexical units.

Phrasal verbs	
cross out	draw a line through sth written
look up	try to find information in a book, etc
point out	tell sb important information
read out	say sth out loud which you are reading
	tear into pieces
rip up	remove with a rubber
rub out	turn sth so the other side is towards you
turn over	write information on a piece of paper

write down	
-------------------	--

Prepositional phrases	
by heart	
for instance	
in conclusion	
in fact	
in favour (of)	
in general	

Word patterns	
<i>adjectives</i>	capable of talented at
<i>verbs</i>	cheat at/in confuse sth with continue with cope with help (sb) with know about learn about succeed in
<i>nouns</i>	an opinion about/of a question about

Exercise 4.1. Write one word in each gap.

We had our German exam today. It was a complete disaster. We all sat there nervously, waiting for our teacher, Mr. Brown, to say we could start. At last, he told us to turn our exam worksheets (1) _____. Then he read (2) _____ the instructions just to see we all understood. We had to write two

essays in two hours. We weren't allowed to look (3) _____ any phrases on the Internet, and imagine, we could rub nothing (4) _____ if we made a mistake.

We had to cross it (5) _____ with care or just rip (6) _____ the whole piece of paper and start again. So, I read through the four questions very attentively and thought about what I was going to write. I wrote my name (7) _____ at the top of the first piece of paper, and was about to start writing the first essay, when our teacher pointed (8) _____ that there were only ten minutes left. That was really terrible!

Exercise 4.2. Each of the words in bold is in the wrong sentence. Write the correct word.

1. My children learnt that poem by **conclusion** but they've forgotten it now.

2. Are they in **general** of teenagers leaving school at the age of fourteen?

3. Everyone thought the exam would be easy but, in **instance**, it was really difficult. _____
4. Many people, for **heart** my sister, prefer to do something active rather than stay at home and surf the Internet. _____
5. In **fact**, the teachers at your school are really good, but some are better than others! _____
6. I'm sure it's a good idea to start the final paragraph of your essay with the words 'In **favour**'. _____

Exercise 5. Write one word in each gap.

1. They didn't cheat _____ the exam, did they?
2. My children are learning _____ whales at the moment at school.
3. What's your opinion _____ people getting married at a very young age?

4. In my view, they've just confused astronomy_____ astrology - they're not the same! I know that for sure!
5. I hope my students don't ask me a question_____ the film because I haven't watched it!
6. We can't cope _____ all this housework we've got to do!

UNIT 4. ENVIRONMENT AND HUMAN RIGHTS

VOCABULARY

Exercise 1. Match the terms with their correct definitions (a-j).

Environmental Justice

Deforestation

Biodiversity

Climate Refugee

Land Grabbing

Pollution

Sustainable Development

Indigenous Rights

Ecological Footprint

Access to Clean Water

- a. The displacement of people due to the impacts of climate change.
- b. The deliberate or accidental release of harmful substances into the environment.
- c. The practice of acquiring large areas of land for various purposes, often at the expense of local communities.
- d. The variety and variability of life on Earth, including species, ecosystems, and genetic resources.
- e. The concept of living within the Earth's ecological limits to maintain a balanced and healthy environment.
- f. The fair treatment and meaningful involvement of all people, regardless of race, color, national origin, or income.
- g. The loss of forest cover in a region, often due to logging, agriculture, or urbanization.
- h. The collective impact of human activities on the environment, measured in terms of resources consumed and waste produced.
- i. The protection of the rights of indigenous peoples and their communities concerning their lands and resources.
- j. The right to access safe and clean drinking water and sanitation.

Exercise 2. Complete the sentences with the appropriate vocabulary term related to the environment and human rights

- 1. _____ is the displacement of people due to climate change.
- 2. _____ is the loss of forest cover in a region, often due to human activities.
- 3. _____ involves acquiring large areas of land at the expense of local communities.
- 4. _____ refers to the variety and variability of life on Earth.
- 5. _____ is the fair treatment and meaningful involvement of all people, regardless of their background.

Exercise 2. Decide whether the following statements are true or false regarding the intersection of the environment and human rights

1. Environmental justice aims to ensure that all people, regardless of their background, are treated fairly in environmental matters.
2. Deforestation is the process of planting more trees to combat climate change.
3. Access to clean water is not considered a human right.
4. Sustainable development promotes living within the Earth's ecological limits.
5. Indigenous rights concern the protection of the rights of indigenous peoples and their communities regarding their lands and resources.

Exercise 3.1. Read and translate the text:

The intersection of environment and human rights is a critical area of concern in today's world. The environment plays a crucial role in supporting and sustaining human life, and the protection of human rights ensures that individuals can live with dignity and freedom. Here are some key points on the topic of environment and human rights:

1. Right to a healthy environment: The right to a healthy environment is recognized by various international and regional human rights instruments. It encompasses the right to clean air, water, and a pollution-free environment. This right ensures that individuals can enjoy a safe and sustainable environment for their physical and mental well-being.

2. Disproportionate impacts on vulnerable communities: Environmental degradation often disproportionately affects marginalized and vulnerable communities. These communities may lack access to resources, be exposed to pollution and toxic substances, or face displacement due to environmental disasters. Protecting their human rights is crucial in ensuring environmental justice and addressing environmental inequalities.

3. Climate change and human rights: Climate change poses significant threats to human rights, including the right to life, food, water, health, and housing. Rising temperatures, extreme weather events, and sea-level rise can lead to displacement,

food and water scarcity, increased health risks, and the loss of homes and livelihoods. Addressing climate change is essential for protecting human rights and ensuring a sustainable future for all.

4. Indigenous peoples' rights: Indigenous peoples have a deep connection to the land and natural resources, and their rights are closely linked to the environment. Indigenous communities often face violations of their rights when their lands are exploited for resource extraction, deforestation, or the construction of infrastructure projects. Recognizing and respecting their rights is essential for preserving their cultural heritage and promoting sustainable environmental practices.

5. Access to information and participation: Ensuring access to information and meaningful participation in environmental decision-making processes is crucial for protecting human rights. Individuals and communities have the right to be informed about environmental risks and have a say in decisions that affect their lives and the environment. Promoting transparency and inclusivity strengthens environmental governance and empowers people to protect their rights.

6. Environmental defenders: Environmental defenders, including activists, indigenous leaders, and human rights advocates, play a vital role in protecting the environment and promoting human rights. However, they often face threats, harassment, and violence for their work. Protecting and supporting environmental defenders is essential for upholding human rights and preserving the environment.

The relationship between the environment and human rights is complex and interconnected. It requires a holistic approach that considers social, economic, and environmental factors. By recognizing and protecting human rights in the context of the environment, we can strive towards a more just and sustainable world for present and future generations.

Exercise 3.2. Translate from Ukrainian into English

У наведеному вище тексті обговорюється взаємозв'язок навколишнього середовища та прав людини. Він підкреслює важливість права на здорове довкілля та те, як погіршення стану навколишнього середовища непропорційно

впливає на маргіналізовані громади. Він також досліджує загрози, спричинені зміною клімату для прав людини, та тісний зв'язок між правами корінних народів та навколишнім середовищем. У тексті підкреслюється важливість доступу до інформації та участі в захисті прав людини в контексті навколишнього середовища. Крім того, він обговорює роль екологів та необхідність цілісного підходу, що враховує соціальні, економічні та екологічні фактори.

Exercise 4. Answer the questions:

1. What is the right to a healthy environment and why is it important?
2. How does environmental degradation disproportionately affect marginalized communities?
3. How does climate change pose a threat to human rights?
4. Why are indigenous peoples' rights closely linked to the environment?
5. Why is access to information and participation crucial in protecting human rights in the context of the environment?
6. Who are environmental defenders and why is their role important?
7. Why is it important to take a holistic approach that considers social, economic, and environmental factors when addressing the intersection of the environment and human rights?

Exercise 5. Give the Ukrainian equivalents for the following:

supporting and sustaining human life

significant threats to human rights

crucial for

vulnerable communities

closely linked to

cultural heritage

essential for

face violations of rights

a pollution-free environment

Exercise 6. Choose the best option:

The text above **emphasizes** / **gives** the critical relationship between the environment and human rights. It discusses the **way** / **right** to a healthy environment and its importance in ensuring individuals' well-being. The text also highlights **how** / **what** environmental degradation affects marginalized communities disproportionately. Furthermore, **it** / **they** explore(s) the **risks** / **threats** posed by climate change to various human rights and the close connection between the rights of indigenous peoples and the environment. The text **stresses** / **asks** the significance **on** / **of** access to information and participation in environmental decision-making processes **of** / **for** the protection of human rights. Lastly, it emphasizes the role of environmental defenders and the **duty** / **need** for a comprehensive approach that considers social, economic, and environmental factors in addressing the **instruction** / **intersection** of the environment and human rights.

Exercise 7. Match the word combinations from the text

1. play	a. points
2. live with	b. justice
3. some key	c. a crucial role
4. a crucial	d. generations
5. human	e. role
6. a safe and	f. threats
7. physical and	g. mental well-being
8. environmental	h. sustainable environment
9. face	i. dignity and freedom
10. present and future	j. rights instruments

GRAMMAR

Exercise 1. Complete using the correct form of the phrasal verbs in the box.

hang up call back cut off log off log on (to)
print out come out fill in

1. I've got a letter from Ken! Wait a moment and I'll _____ it _____ so you don't have to read it on the screen.
2. I was talking to Olly on the phone when the bus went into a tunnel and we were _____.
3. Your relatives just have to _____ this form and we'll send the money for them.
4. My favourite newspaper, *Teenager*, _____ every Saturday.
5. Ed was talking on the phone, but when we entered the room he _____.
6. They can't _____ because they can't remember their password.
7. I'm afraid Mrs Benton isn't here. Could you _____ in two hours?
8. Debby surfed the Internet for hours and _____ at two in the morning!

Exercise 2. Complete the sentences using *will* and the verbs in the box. You may have to use some negative forms.

be find lend live come take visit have

1. Next year, more than two million tourists _____ our city.
2. We think they _____ your suitcase soon. Where did they last see it?
3. Bill, _____ you _____ me some money until Tuesday?
4. Everything on the menu looks delicious! We _____ Italian pasta, please.
5. They _____ you to the train station, if you like.
6. One day, people _____ on the Moon in special houses.
7. No, I think there _____ any problems with delivering your new wardrobe tomorrow.
8. _____ I _____ at seven to help you get things ready for the party?

Exercise 3. Complete using the correct form of the verb *be going to* and the verbs in brackets. You may have to use some negative forms.

1. When he grows up, he _____ (play) guitar in a band!
2. Ed and Mary _____ (start) going to the gym three times a week.
3. Sean _____ (tell) his dad about what happened yesterday?
4. We _____ (look) on the Internet for information about earthquakes.
5. Andy _____ (invite) everyone from group - just his close friends
6. _____ Fiona _____ (be) ready in 20 minutes or not?
7. Look out! You _____ (break) something with that ball! Go away!
8. Sandy _____ (lie down) for an hour. Call her at 3pm.

Exercise 4. Complete using the correct present simple form of the verbs in the box.

arrive come leave take

We're so excited about our holiday! Our plane (1) _____ the airport at 10 o'clock and we (2) _____ in Paris in three hours. After that we (3) _____ the train from the airport to the city. We'll have a great week, and then we (4) _____ back on the 22nd. We really can't wait!

Exercise 5. Circle the correct word or phrase.

1. Nat says she *is doing* / *will do* the ironing after lunch.
2. I'm a little scared because I *am seeing* / *will see* the dentist tonight.
3. What *are you going to do* / *do you do* this evening?
4. I'm sure you *are passing* / *will pass* your driving test. Don't worry.
5. My brother *will grow* / *is going to grow* a beard, but his wife doesn't like the idea.
6. We have to revise tonight because we *are having* / *will have* an exam on Wednesday.
7. You *are remembering* / *will remember* this day for the rest of your life!
8. *Do you go* / *Are you going* to Egypt next week?

Exercise 6. Complete using the correct passive form of the verbs in brackets.

1. When someone _____ (arrest), they _____ (take) to the police station.

2. Dairy products_____ (usually / keep) in the fridge.
3. _____ (the students / tell) what's in the test?
4. How did our ancestors communicate over long distances before the telephone _____ (invent)?
5. _____ (Sally / allow) to come to the party next week?
6. We_____ (give) your exam results tomorrow.
7. _____ (Dan's wallet / find) yesterday?

Exercise 7. Complete using *by* or *with*.

1. That book was written_____ his dad!
2. Are the best photos always taken_____ digital cameras?
3. This song was sung_____ lots of well-known singers.
4. Is Sam's hair cut_____ a professional barber?
5. Could all this paper be cut_____ a pair of scissors?
6. All these candles were lit_____ the same match.
7. The film won't be directed_____ a well-known director after all.

Exercise 8. Circle the correct word or phrase.

1. My uncle gave up *smoking* / *to smoke* at the age of thirty-four.
2. We really enjoyed *listening* / *to listen* to music you sent me.
3. Can they afford *buying* / *to buy* so many clothes?
4. They should practise *juggling* / *to juggle* every day or they'll never learn.
5. How did Mr Smith learn *speaking* / *to speak* Chinese so well?
6. I thought we discussed *going* / *to go* to Turkey and now you want to go to India!
7. My parents managed *finding* / *to find* their passports and then left for the airport.
8. They look forward to *seeing* / *see* you when they come next month!
9. It was very kind of you to offer to *baby-sit* / *baby-sitting* on Saturday.
10. We really refuse *waiting* / *to wait* a moment longer!

Exercise 9. Choose the correct answer.

1. He denied_____ the money, but nobody believed him.
A take B to take C taking
2. I hope_____ a doctor when I grow up.
A become B to become C becoming
3. Mrs Brown has decided_____, so we're going to have a party.
A retire B to retire C retiring
4. Do you remember_____ to Egypt when you were three years old?
A go B to go C going
5. We can make the cat _____ to you by saying 'come'.
A come B to come C coming
6. There's no answer at Helen's office. Let's try _____ her mobile phone.
A call B to call C calling

UNIT 5. HUMAN RIGHTS AND PUBLIC HEALTH

VOCABULARY

Public health law

Public health professional conduct, in contrast to the previously described patient care sphere, has long been governed by public law—through its public health law subdomain—focusing on the interaction between the state and its citizens regarding their health.

Public health law regulates the state's authority and duty to identify and lessen community health risks as well as to promote the health of the community. At the

same time, it contemplates the limits on the state's authority to constrain the personal rights of its inhabitants—in the name of furthering the population's health [12]. The core legal components of the public health law are the administrative, statutory, and constitutional provisions that empower or mandate a government to act for the health of the community, as well as those that bridle the state's power to do so [12].

In many cases, human rights are intertwined with the public health law, serving both as the reasoning behind public health governmental interventions and actions, as well as a limitation on the state's power, as it attempts to further public health goals.

WHO's constitution states that health is the “state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity”.^{Footnote 5} Human rights are the basis for such conditions—headed by the right to health care, but definitely not concluding at it. People will be healthier when they get better access to health care and when health care itself is better, but also when they themselves are better educated, when their bodily integrity is not threatened by external preventable harms, when they have a right to use pregnancy prevention and planned-parenthood tools, and so on. Governments are therefore responsible for enabling their populations to achieve better health through respecting, protecting, and fulfilling rights, i.e., not violating rights, preventing rights violations, and creating policies, structures, and resources that promote and enforce rights [13, 14].

At the same time, actions taken to further health-supporting rights may also infringe on the rights of some individuals, and should thus be scrutinized in accordance with human rights law and its application in public health law. Attempts to minimize the use of tobacco products may infringe on the smoking individual's right to autonomy and free choice; immunization programs may harm individuals' right to bodily integrity; and tuberculosis curtailment measures may limit individuals' right to freedom of movement; these potential human rights violations must be weighed against the sought-after public health goals, using the balancing scheme incorporated through human rights into public health law—to be later explored.

Exercise . Give the Ukrainian equivalents for the following:

public health
achieve goals
accessing healthcare services
freedom of movement
appropriate quality
public health emergencies
the right to be informed about
vulnerable populations
equitable access
health outcomes

Exercise . Translate from Ukrainian into English

Зв'язок між правами людини та охороною здоров'я є важливим, оскільки реалізація прав людини має вирішальне значення для зміцнення та захисту громадського здоров'я. Це включає доступ до якісної медичної допомоги, врахування соціальних детермінант здоров'я, забезпечення участі та підзвітності у прийнятті рішень, пов'язаних зі здоров'ям, та захист прав маргіналізованих груп населення. Дотримання принципів прав людини є життєво важливим для досягнення рівного доступу до медичної допомоги та усунення відмінностей у показниках здоров'я. Зрештою, заохочення та захист прав людини є основоположними для досягнення цілей охорони здоров'я та створення суспільства, де кожен має можливість вести здоровий спосіб життя.

Exercise . Answer the questions:

1. How does the realization of human rights contribute to promoting and protecting public health?
2. What are some examples of the connection between human rights and access to quality healthcare?
3. In what ways do social determinants of health intersect with human rights principles in public health efforts?

4. Why is it important to ensure participation and accountability in health-related decisions from a human rights perspective?
5. How can the protection of the rights of marginalized populations contribute to achieving equitable access to healthcare?

Exercise . Match the word combinations from the text

1. public health
- a. a healthy life
2. to lead
- b. health goals
3. lack
- c. measures
4. achieving public
- d. emergencies
5. affordable healthcare
- e. of access
6. public health
- f. quality healthcare services
7. equitable access to
- g. of human rights
8. accessible and
- h. about health risks
9. the realization
- i. healthcare
10. to be informed
- j. of appropriate quality

Exercise . Make up 5 sentences using these words:

appropriate lack of opportunity to participate in to be informed about

Exercise . Fill in the gaps:

Public health law

Public health law is a critical 1.____ of the legal framework that governs the promotion and protection of the health and well-being of 2.____. It encompasses a wide range of laws, regulations, and policies that are designed to prevent disease, promote healthy behaviors, and ensure 3.____ to healthcare services for all members of society.

One of the 4.____ goals of public health law is to prevent the spread of infectious diseases and other health threats through 5.____ such as vaccination requirements, quarantine and isolation protocols, and regulations on food safety and sanitation. These laws are 6.____ for safeguarding public health by minimizing the risk of outbreaks and epidemics.

Public health law also plays a crucial role in addressing non-communicable diseases such 7.____ obesity, diabetes, and heart disease. It can include regulations on tobacco control, restrictions on the marketing of unhealthy 8.____ and beverages, and policies aimed at promoting physical activity and healthy eating habits.

Furthermore, public health law is instrumental in ensuring access to healthcare services for vulnerable populations, including low-income individuals, ethnic minorities, and people with 9.____. Laws related to healthcare financing, insurance coverage, and anti-discrimination protections are essential for promoting health equity and 10.____ disparities in access to care.

In addition to these areas, public health law also encompasses environmental health regulations, workplace safety standards, emergency preparedness measures, and the 11.____ framework for public health research and surveillance.

Overall, public health law is a multifaceted field that intersects with many aspects of society, including healthcare, government, business, and individual rights.

By establishing legal mechanisms to promote population health and prevent disease, public health law plays a 12.____ role in safeguarding the well-being of communities and improving overall public health outcomes.

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|------------------|---------------|----------------|-----------------|
| 1. A. thing | B. part | C. item | D. component |
| 2. A. societies | B. teams | C. communities | D. groups |
| 3. A. approach | B. access | C. way | D. route |
| 4. A. primary | B. first | C. normal | D. clear |
| 5. A. takes | B. measures | C. brings | D. tries |
| 6. A. crucial | B. essential | C. usual | D. great |
| 7. A. so | B. like | C. as | D. for |
| 8. A. foods | B. meals | C. dishes | D. plates |
| 9. A. hurt | B. injuries | C. faults | D. disabilities |
| 10. A. producing | B. increasing | C. reducing | D. failing |
| 11. A. illegal | B. legal | C. loyal | D. law |
| 12. A. usual | B. right | C. crucial | D. need |

GRAMMAR

Exercise 1. Circle the correct word or phrase.

1. 'Smoking isn't allowed in the office.'

You *mustn't* / *don't have to* smoke in the office.

2. 'Our friends can contact us by either phone or e-mail.'

We *mustn't* / *don't have to* phone them.

3. 'It's not necessary to come to the airport to meet Andy.'

You *have to* / *don't have to* meet him at the airport.

4. 'They were forced to wait for over three hours in the rain!'

They *had to* / *didn't need to* wait for over three hours in the rain.

5. 'The instructions tell you to write in pen.'

You *must* / *needn't* write in pen.

6. 'In this country, you can carry your documents with you if you want, but it's not necessary.'

In this country, you *don't need to* / *mustn't* carry your documents with you.

7. 'My grandparents were made to start work when they were just fifteen.'

They *had to* / *must* start work when they were just fifteen.

8. 'It's not necessary to book a room in a hotel; you can stay in our house'

You *mustn't* / *don't have to* stay in a hotel.

Exercise 2. Rewrite the sentences using the words given.

1. We're expecting Nat to ring. The phone rings. **must**
2. You are a better runner than Sarah. We think you will probably win the race tomorrow. **should**
3. Two letters arrive. It's possible that they're from our friends from India. **could**
4. There's a knock at the door. Your sister says it might be Rich, but you know Rich is on holiday in Italy. **can't**
5. Your mum is looking for her comb. You think it's possible that it's in the bathroom. **might**
6. You're waiting for Jack to arrive. You think he'll probably be there in an hour, **should**
7. You're talking about why the children seem to be upset. You think it's possible they have some problems at school. **could**

Exercise 3. Choose the correct answer.

1. Sam_____ have gone to Italy, but I'm not totally sure.
A must B could C can't D should
2. My parents_____ have seen the play yesterday but they went to a football match instead.
A could C might B must D can't
3. He_____ have lied to his mother! Why didn't he tell me the truth?
A mustn't B might not. C shouldn't D couldn't
4. Sandy_____ have been here by now. Maybe she got stuck in the traffic jam.
A might C should B must D can't
5. You_____ to have seen a dentist three weeks ago. Why didn't you?

A ought C must B should D can't

6. Betty_____ have been really excited when she heard she'd won the competition!

A must C might B should D could

Exercise 4. Complete the sentences using the correct form of the verbs in brackets.

1. If we _____ (do) well in the exam, our parents will buy us a new laptop.
2. If you borrow my clothes again, I _____ (be) furious!
3. You'll leave at seven o'clock if the weather_____ (be) rainy.
4. I guess they_____ (not / mind) if we're a bit late tonight.
5. Tom will be very annoyed if Kate_____ (not / call) him this afternoon.
6. Will they go to the theatre if the tickets_____ (cost) 120 dollars?
7. If the girls don't come to the party, _____ (Jack / be) unhappy?
8. We'll be really surprised if they_____ (not / buy) a new car soon.

Exercise 5. Circle the correct word or phrase.

1. If he *win / won* a million dollars, I'd buy my parents a new house.
2. If Peter paid more attention at the lesson, he *will / would learn* much more.
3. *They'll / They'd* travel around the world if they had enough money.
4. I'd feel much healthier if I *don't / didn't* eat so much junk food.
5. If you *have / had* a car, it wouldn't take you so long to get to university.
6. If you met the President, what *will / would* you ask him?
7. *Will / Would* Bess be upset if we didn't invite her?
8. If I *am / were* you, I'd go abroad!

Exercise 6. Complete the sentences using the correct form of the words in brackets.

1. If she_____ (tell) us she was going to the concert, we'd have come with her.
2. If Ted had missed the train, he _____ (be) really angry.

3. We'd have bought you a present if we _____ (know) it was your anniversary.
4. They _____ (not / get) lost if they'd taken a satnav with them.
5. If the bus _____ (not / break down), we wouldn't have been late.
6. If the boys _____ (not / help) me, we wouldn't have finished in time.
7. If Zoe _____ (not / show) us what to do, what _____ we / do)?

Exercise 7. Complete the sentences using the correct form of the verbs in brackets.

1. If he's still ill next Monday, he _____ (miss) the history test!
2. If I were your doctor, I _____ (advise) you to stop worrying!
3. It _____ (be) terrible if we had become ill on holiday.
4. If Sheila _____ (go) to the chemist's, can she get me some medicine?
5. If we _____ (not / have) a healthy diet, you get fat easily.
6. If she _____ (not / look up) some information on the Internet, she wouldn't have found out what was wrong with her.
7. It would be wonderful if every child in the world _____ (have) enough to eat.
8. If you see your doctor, _____ (ask) him when you can go back to work!

Exercise 8. Complete using the correct form of the verbs in brackets.

1. I wish I _____ (have) a million dollars! I'd buy a great villa.
2. I wish we _____ (live) in a much bigger apartment.
3. Alice wishes she _____ (be) old enough to drive her father's car.
4. Do you wish you _____ (feel) more confident about the driving test tomorrow?
5. I wish my laptop _____ (not / be) broken. I can't surf the Internet.
6. I wish I _____ (not / like) sweets so much! I eat a kilo a day!
7. Sue wishes she _____ (not / make) so many mistakes in her e-mails all the time.

8. Look what Ann is wearing! I guess she wishes she _____ (not / look) so sloppy!

Навчальне видання

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INTRODUCTION TO LAW

Практикум для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 08 «Право» спеціальності 081 «Право» (освітня програма «Захист прав людини») 3 курсу