



**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ТАРАСА ШЕВЧЕНКА
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ
МІЖНАРОДНИХ ВІДНОСИН**

SELECTED TOPICS IN INTERNATIONAL LEGAL ENGLISH

Навчальний посібник
для студентів II курсу НН ІМВ ОП «Міжнародне право»



Київський національний університет
імені Тараса Шевченка
Навчально-науковий інститут міжнародних відносин
Кафедра іноземних мов

доц. Полєєва Ю.С.

ВИБРАНІ ТЕМИ З МІЖНАРОДНОЇ ЮРИДИЧНОЇ АНГЛІЙСЬКОЇ МОВИ

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Рецензенти:

Попко Вадим Вікторович

доктор юридичних наук, професор
професор кафедри порівняльного
і європейського права

Навчально-наукового інституту міжнародних відносин
Київського національного університету імені Тараса Шевченка

Головня Алла Василівна

кандидат філологічних наук, доцент,
доцент кафедри англійської мови
технічного спрямування №2 Факультету лінгвістики
Національного технічного університету України
«Київський політехнічний інститут імені Ігоря Сікорського»

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Навчальний посібник «Selected Topics in International Legal English» призначений для студентів другого курсу спеціальності «Міжнародне право», які вивчають англійську мову як іноземну. Видання охоплює теми «The Nature of International Law» та «Universal Human Rights» і спрямоване на формування іншомовної професійної компетентності, розвиток фахової лексики та поглиблення знань із міжнародного права. Посібник містить систему вправ для розвитку читання, письма, говоріння та аудіювання, глосарій ключових термінів і матеріали для самоконтролю. Може використовуватися як основний або додатковий матеріал у межах курсу «Англійська мова за професійним спрямуванням», а також для самостійної роботи студентів.

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CONTENTS

ПЕРЕДМОВА/PREFACE.....	5
TOPIC 1 THE NATURE OF INTERNATIONAL LAW.....	9
LEAD-IN.....	10
TEXT 1: What is international law?	11
TEXT 2: Political agendas and international law.....	24
TEXT 3: Press release.....	26
TRANSTION: Росія, Україна та міжнародне право: про окупацію, збройний конфлікт та права людини.....	29
LEXICAL CLINIC.....	31
IDIOMS.....	45
PHRASAL VERB <i>PUT</i>	47
GRAMMAR CLINIC.....	48
LISTENING: International Criminal Law: The Nurenberg trials.....	52
WRITING.....	58
SPEAKING.....	60
SUPPLEMENTARY Quiz: International Law.....	69
PERSONALITY FILE: Sir Hersch Lauterpacht.....	72
GLOSSARY for TOPIC 1.....	73
REFERENCES for TOPIC 1.....	76
 TOPIC 2 UNIVERSAL HUMAN RIGHTS.....	 80
LEAD-IN.....	81
TEXT 1: International human rights law.....	82
TEXT 2: World report 2023. Our annual review of human rights around the globe	
TEXT 3: Children’s human rights.....	95
TRANSTION: Amnesty International: як все починалось.....	98
LEXICAL CLINIC.....	100

IDIOMS.....	114
PHRASAL VERB <i>TURN</i>	116
GRAMMAR CLINIC.....	117
LISTENING: Commemorating the 75th anniversary of the universal declaration of human.....	120
WRITING.....	126
SPEAKING.....	128
SUPPLEMENTARY.....	138
PERSONALITY FILE: Martin Luther King Jn.....	142
GLOSSARY for TOPIC 2.....	143
REFERENCES for TOPIC 2.....	146
 ANSWER KEY SECTION	 150
TOPIC1.....	151
TOPIC2.....	179

ПЕРЕДМОВА

Навчальний посібник «**ВИБРАНІ ТЕМИ З МІЖНАРОДНОЇ ЮРИДИЧНОЇ АНГЛІЙСЬКОЇ МОВИ**» підготовлено для студентів другого курсу Навчально-наукового інституту міжнародних відносин спеціальності «**Міжнародне право**», які вивчають англійську мову як іноземну.

Посібник охоплює дві тематичні частини: «**The Nature of International Law**» та «**Universal Human Rights**», що відображають ключові аспекти сучасного міжнародного права. Представлений матеріал спрямований на вдосконалення іншомовної комунікативної компетентності студентів у галузі професійного спілкування, формування та активізацію фахової термінологічної бази, а також розвиток навичок роботи з автентичними текстами юридичного спрямування.

Основною метою посібника є поглиблення лексичних умінь та розширення знань із міжнародно-правової проблематики шляхом інтеграції мовного й фахового компонентів навчання. Завдання, що пропонуються, сприяють формуванню вмінь аналізувати професійні тексти, адекватно використовувати міжнародно-правову лексику у письмовому та усному мовленні, а також засвоювати ключові поняття та категорії міжнародного права англійською мовою.

Кожну тему структуровано у вигляді низки тематичних підрозділів, що забезпечують комплексний розвиток мовних і фахових умінь студентів. До них належать **Lead-in**, який формує мотиваційний і змістовий вступ; **Reading** та **Translation**, спрямовані на опрацювання автентичних текстів; **Lexical Clinic** і **Grammar Clinic**, що поглиблюють знання спеціальної лексики та граматичних структур; **Listening**, **Writing** і **Speaking**, орієнтовані на розвиток навичок аудіювання, письма та усної комунікації відповідно. Додатковий розділ

Supplementary містить розширені матеріали для самостійної роботи та поглиблення професійної підготовки.

Наприкінці кожної теми подано узагальнювальний **Глосарій (Glossary)**, який систематизує ключові терміни в алфавітному порядку й сприяє їх кращому засвоєнню. Окремий розділ **Answer Key Section** включає відповіді до основних завдань, можливі варіанти перекладу, транскрипти текстів для аудіювання та інші матеріали, необхідні для самоконтролю й ефективного опрацювання навчального змісту.

Пропоновані у посібнику тексти, завдання та самостійні творчі роботи мають на меті розвиток чотирьох основних мовленнєвих навичок: **читання, говоріння, письмо, аудіювання** з метою формування, активізації та закріплення професійного лексичного мінімуму за запропонованими темами, забезпечуючи контроль якості отриманих знань та підготовку до **підсумкового комплексного Модуля**.

Посібник може бути використаний у навчальному процесі як основний або додатковий матеріал до курсу «**Англійська мова за професійним спрямуванням**», а також для самостійної роботи студентів, які прагнуть підвищити рівень володіння англійською мовою у сфері міжнародного права.

PREFACE

The textbook “**SELECTED TOPICS IN INTERNATIONAL LEGAL ENGLISH**” is designed for second-year students of the Educational and Scientific Institute of International Relations, majoring in **International Law**, who study English as a foreign language.

The manual comprises two thematic sections — “**The Nature of International Law**” and “**Universal Human Rights**” — which reflect the key issues of contemporary international law. The materials aim to enhance students’ foreign language communicative competence in professional contexts, develop and consolidate their legal terminology, and improve their ability to work with authentic legal texts in English.

The main objective of the textbook is to deepen students’ lexical proficiency and extend their knowledge of international law by integrating linguistic and subject-matter learning. The exercises are designed to foster the ability to analyse professional texts, accurately apply international legal terminology in both written and spoken communication, and comprehend essential concepts and categories of international law in English.

Each topic is structured as a series of thematic sections that ensure the comprehensive development of students’ linguistic and professional skills. These include **Lead-in**, which provides a motivational and conceptual introduction; **Reading** and **Translation**, aimed at working with authentic texts; **Lexical Clinic** and **Grammar Clinic**, which enhance knowledge of specialized vocabulary and grammatical structures; and **Listening**, **Writing**, and **Speaking**, focused on developing skills in listening comprehension, writing, and oral communication respectively. The additional **Supplementary** section offers extended materials for independent study and further professional development.

At the end of each topic, a consolidated **Glossary** is provided to systematize key terms in alphabetic order and facilitate their effective acquisition. A separate **Answer Key Section** contains answers to the main tasks, possible translation variants,

transcripts of listening texts, and other materials necessary for self-assessment and productive study of the course content.

The texts, exercises, and independent creative tasks presented in the manual are designed to develop the four core language skills – **reading, speaking, writing, and listening** with the aim of forming, activating, and reinforcing the essential professional vocabulary within the proposed topics. They also support quality control of acquired knowledge and prepare students for the **final comprehensive Module**.

The textbook can be used in the educational process as a core or supplementary material for the course “**English for Specific Purposes (International Law)**”, as well as for students’ independent work aimed at improving their English language competence within the field of international law.

TOPIC 1

THE NATURE OF INTERNATIONAL LAW

TOPIC 1 THE NATURE OF INTERNATIONAL LAW

SECTION 1

READING & VOCABULARY

LEAD-IN:

I. Comment on the following:

1. “International law? I better call my lawyer; he didn't bring that up to me.”– *George W. Bush. (an American politician who served as the 43rd president of the United States from 2001 to 2009, born July 6, 1946).*
2. “Insofar as international law is observed, it provides us with stability and order and with a means of predicting the behavior of those with whom we have reciprocal legal obligations.” – *J. William Fulbright (an American politician, academic, and statesman, he is best known for the creation of the international fellowship program bearing his name, the Fulbright Program, 1905 –1995).*
3. “The sovereignty of states must be subordinated to international law and international institutions.” – *George Soros (a Hungarian-born American businessman and philanthropist, born August 12, 1930).*
4. “Nicaragua dealt with the problem of terrorism in exactly the right way. It followed international law and treaty obligations. It collected evidence, brought the evidence to the highest existing tribunal, the International Court of Justice, and received a verdict - which, of course, the U.S. dismissed with contempt.” – *Noam Chomsky (an American linguist, philosopher, cognitive scientist, historical essayist, social critic, and political activist, born December 7, 1928).*
5. “If I were doing the Security Council today, I'd have one permanent member, the United States, because that's the real reflection of the distribution of power in the world. All international laws are invalid, meaningless attempts to constrict American power.” – *John Bolton (an American attorney, diplomat, Republican consultant, and political commentator, born November 20, 1948).*

II. Discuss the problem.

1. What is the nature of international law?
2. Is International law the real law? What are the weaknesses of international law?
3. What are the sources of international law? From where does it derive its legal validity?
4. What are the theories of the basis of international law? Explain the maxim '*ubi societas, ubi jus*'.
5. What is the future of international law?

I. Read and translate the text.

TEXT 1:

WHAT IS INTERNATIONAL LAW?

Every country, or state, has its own set of 1) laws and 2) legal system . The laws of one country will 3) apply to everyone in that country, but generally do not apply outside that country's borders. These laws are called 4) national or domestic laws . Domestic laws are the laws that affect people in their daily lives – usually divided between civil laws, such as employment laws and highway speed limits, and criminal laws against harmful activities such as murder and 5) trafficking 6) illicit drugs . A country's constitution is usually the 7) supreme law of the land, which “trumps” other national or local laws if there is a conflict between them. Each country develops its own system of laws, so there are many different systems of domestic law.	1. закон, право
	2. правова система
	3. застосовувати
	4. національне законодавство
	5. контрабанда, наркоторгівля
	6. заборонені наркотики/ препарати
	7. основний/ найвищий закон
International law 8) picks up where domestic law ends. It governs the way countries 9) interact with one another, and in specific circumstances, also sets how and when an	8. підхоплювати

international government, like the United Nations, intervenes in how a government interacts with its citizens or other people within the state. International law applies across borders, and unlike domestic laws, there is only one system of international law. Some of the main subjects of international law include: • human rights: 10) ensuring the fundamental rights of every individual • regulating the use of 11) armed force: making universal rules so that countries resolve differences 12) through peaceful means • 13) protection of individuals during times of war • trade and development • the law of the sea • environmental issues and climate change: creating universal rules for the preservation of natural resources and protection of the environment • transportation: setting safety standards for international travel by air, rail, and sea • telecommunications: 15) setting rules for building and 16) maintaining communication systems that cross state borders. Unlike with the domestic laws of individual countries, there is no single international government that creates and 17) enforces international law. Consequently, international law has developed as a result of countries agreeing to act, or 18) refrain from acting, in certain ways toward one another. There are two main ways that international laws are developed:	9. взаємодіяти 10.забезпечення (реалізації) прав 11.збройні сили 12.мирним шляхом/ засобами 13.захист 14.взаємодії між 15.встановити правила 16.забезпечення, обслуговування 17.забезпечити дотримання закону 18.утриматися від 19.звичай, традиція 20.усталені звички 21.звичаєве право 22.неодноразово 23.насправді, фактично, дійсно 24.дипломатични
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through the adoption of customs and the signing of treaties.	й імунітет/ недоторканість
Customary international law	
Usually when we think about 19) customs , we think about the 20) established habits or behaviours of a community that have developed and become accepted as rules. The international community also has certain customs that have developed and been followed over long periods of time. These customs become international 21) customary law after countries 22) repeatedly behave in a particular way because their leaders believe they are required to do so. Whether or not countries are 23) actually ¹ required by a formal law to act that way doesn't matter, so long as countries believe they must act in a particular way and continue to do so over a period of time. Customary law is based on what countries actually do, rather than what they have formally agreed to do – as we shall see, this is how customary international law differs from the signing of treaties.	25.юридично обов'язковий 26.зобов'язаний виконувати 27.неточний 28.зобов'язання 29.з огляду на 30.універсальний, різнобічний 31.ратифікувати 32.згода, схвалення 33.завершувати, зрештою 34.статут, хартія 35.договір, угода 36.юриспруденція 37.праці вчених 38.підкорятися/ коритися законам 39.санкціоновани й 40.не зважаючи на
When enough countries engage in a particular behaviour for long enough, that behaviour will become part of customary international law. For example, the law of 24) diplomatic immunity – which protects diplomats from harm or lawsuits when in a foreign country – began as a custom. There are no rules that set out how many countries must participate in the behaviour or for how long. If certain behaviours become a part of customary international law, then they will be 25) legally binding on all countries. The strength of customary international law is that all countries can 26) be bound to follow it even if they don't expressly agree to follow a particular behaviour. The weaknesses are that it is slow to	

change because it is based on continued behavior over time, and often the laws that result from customary behaviour are unclear and 27) imprecise because of the way they developed. Because these laws may be imprecise, disputes between countries over what is actually part of the law may arise.	41.врегулювати суперечки
	42.перемовини
	43.загострюватися
Treaties	44.нейтральна третя сторона/ посередник
The term “treaty” refers to a formal agreement between two or more states that sets out their mutual legal rights and 28) obligations . Treaties are often made 29) with regard to peace, the creation of alliances, commerce and trade, and other international relations. International treaties may establish general rules of law, such as the protection of human rights, or provide for contract-like obligations between countries, such as treaties dealing with international trade. Treaties may be very specific or quite broad, making them 30) versatile for the creation of law.	45.вирішення спорів
	46.здійснюється, проводиться
	47.приєднатися до
	48.звертатися, оскаржувати
	49.згідно з/ відповідно до договору
For a state to be bound by a treaty, the state must 31) ratify , or officially 32) consent to be bound by that treaty. Signing a treaty is not the same thing as ratifying a treaty. Treaties may be bilateral, meaning that an agreement is formed between two countries, or multilateral, meaning that the agreement is between three or more countries. A multilateral treaty may even include most of the countries in the world.	50.сторони, учасники
The advantages of treaties are that they can be created quickly and contain a clear explanation of the law being created. Treaties may also influence the behaviour of countries toward one another and 33) end up affecting other types of international law, such as customary international law. A disadvantage of treaties is that they only bind those countries	51.слухати справу

that agree to be part of the treaty.

International treaties go by many names. Some of these include:

- conventions
- **34) charters**
- **35) covenants**
- protocols
- pacts
- acts
- statutes
- agreements

Although treaties and custom are the main sources for international law, several other sources exist that can be important for lawyers arguing a case on international law. These sources are the decisions of other courts on matters of international law (**36) jurisprudence**), **37) the writings of scholars** and academics on international law matters, and general legal principles, such as the rule of law.

Another difference between domestic law and international law is the way in which the laws are enforced. Under domestic law, individuals are required **38) to obey the laws** enacted by the government. However, in international law, states have much more say as to which laws are going to apply to them. For example, states are free to decide whether or not they wish to agree to an international treaty. If a state does not ratify the treaty, the terms of the treaty do not apply to that country, and it cannot be **39) sanctioned** if that state acts contrary to the terms of the treaty. Remember, however, that in the case of customary international law, all states are bound by

customary laws **40) regardless of** whether they agreed to those laws or not.

But what happens if a state that is signatory to an international treaty violates the laws of that treaty? Under the UN Charter², Member States are required **41) to settle disputes peacefully**, but what counts as a peaceful means of dispute resolution? International law provides a variety of ways that disputes may be settled peacefully. The most common method is through negotiation. Negotiation involves the parties to the dispute initiating **42) talks** to attempt to come to a resolution that is agreeable enough to all parties that the dispute does not **43) escalate**.

Disputes may also be addressed through mediation or conciliation, in which a **44) neutral third party** or committee assists the disputing parties to come to a resolution. Another method for **45) dispute resolution** is through the international courts. Where a treaty is **46) administered** by the United Nations, states that have **47) signed on to** that treaty may **48) appeal** to the International Court of Justice if they believe another state is not living up to their obligations **49) under the treaty**. If the **50) parties to** the dispute agree that the court has power **51) to hear the matter**, the International Court of Justice can issue a binding decision on the parties involved. Where disputes cannot be settled through peaceful means, the UN Security Council³ may become involved to attempt to prevent an armed conflict.

Notes:

¹**actually** – is an example of a **Translator's false friend**; in normal English it means “in fact”, and the adjective “actual” means “real”. Most western European languages have a look-alike word – актуальный, actuel, aktuell, actual and so on – but they all mean “current/currently”. So when a non-native speaker of English says “actually” you can never be sure whether they mean “really” or “at the moment”.

²**the UN Charter** – is the founding document of the United Nations. It was signed on 26 June 1945, in San Francisco, at the conclusion of the United Nations Conference on International Organization, and came into force on 24 October 1945.

³**the UN Security Council (UNSC)** - is one of the six principal organs of the United Nations (UN) and is charged with ensuring international peace and security, recommending the admission of new UN members to the General Assembly, and approving any changes to the UN Charter. Its powers include establishing peacekeeping operations, enacting international sanctions, and authorizing military action. The UNSC is the only UN body with the authority to issue binding resolutions on member states.

READING COMPREHENSION

I. Answer the questions.

1. What laws are called national or domestic laws?
2. What does the international law govern?
3. What do some of the main subjects of international law include?
4. Is there a single international government that creates and enforces international law?
5. What are the two main ways that international laws are developed?
6. When do customs become international customary law?

7. What is customary law based on?
8. What is the strength and what are the weaknesses of customary international law?
9. What does the term “treaty” refer to?
10. What other sources exist that can be important for lawyers arguing a case on international law but for treaties and customs that are the main sources for international law?

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. Domestic laws are the laws that affect people in their daily lives – usually divided between civil laws, such as employment laws and highway speed limits, and criminal laws against harmful activities such as murder and trafficking illicit drugs.
2. International law picks up where national law ends.
3. Customary law is based on what countries actually have formally agreed to do, rather than what they do – as we shall see, this is how customary international law differs from the signing of treaties.
4. There are a number of rules that set out how many countries must participate in the behaviour or for how long.
5. Treaties are often made with regard to peace, the creation of alliances, commerce and trade, and other international relations.
6. For a state to be bound by a treaty, the state must ratify, or officially consent to be bound by that treaty.
7. Signing a treaty is actually the same thing as ratifying a treaty.
8. A disadvantage of treaties is that they only bind those countries that agree to be part of the treaty.
9. International law provides a variety of ways that disputes may be settled peacefully. The most common method is through the international courts.

10. Where disputes cannot be settled through peaceful means, the UN Security Council may become involved to attempt to prevent an armed conflict.

III. Complete the following sentences using the required information from the text above.

1. A country's constitution is usually _____, which "trumps" other national or local laws if there is a conflict between them.
2. International law governs the way countries interact with one another, _____, like the United Nations, intervenes in how a government interacts with its citizens or other people within the state.
3. For example, the law of diplomatic immunity – _____ – began as a custom.
4. International treaties may establish general rules of law, such as the protection of human rights, _____, such as treaties dealing with international trade.
5. Treaties may be bilateral, _____, or multilateral, meaning that the agreement is between three or more countries.
6. These sources are the decisions of other courts on matters of international law (jurisprudence), _____, and general legal principles, such as the rule of law.
7. If a state does not ratify the treaty, _____, and it cannot be sanctioned if that state acts contrary to the terms of the treaty.
8. Negotiation involves the parties to the dispute _____ that is agreeable enough to all parties that the dispute does not escalate.
9. _____ through mediation or conciliation, in which a neutral third party or committee assists the disputing parties to come to a resolution.
10. Where a treaty is administered by the United Nations, _____ if they believe another state is not living up to their obligations under the treaty.

IV. a. Make up a plan of the text.

b. Write a short summary from 200-250 words. Make use of the linking words (see APPENDIX 1).

ACTIVE VOCABULARY

I. Transcribe the following.

law, circumstances, to intervene, to ensure, individual, consequently, to accept, imprecise, dispute, mutual, legal, alliance, commerce, consent, bilateral, multilateral, lawsuits, arguing, jurisprudence, through, negotiation, agreeable, neutral, committee, to administer

II. Define or explain the terms used in the text, consult English-English Dictionary.

law, legal system, national (domestic) law, civil laws, criminal laws, trafficking, illicit drugs, constitution, armed force, the law of the sea, transportation, telecommunications, custom, treaty, diplomat, diplomatic immunity, lawsuits, dispute, commerce, ratify, consent, charter, covenant, protocol, pact, jurisprudence

III. a. Find in the text equivalents of the following words.

unlawful, fundamental law, national laws, to cooperate, men-at-arms, defense, to abstain from, established habits, again and again, in fact, talks, the study of law, to resolve disputes

b. Find in the text opposites of the following words.

to deprive of the rights, by military means, precise, dissent, null and void, to begin, to veto, to decrease, to break the laws, due to the fact, to accept orders from, authorized

IV. Translate the following sentences, paying attention to the Active vocabulary of the text.

1. The court was satisfied that there was no basis for holding that the decision was unlawful according to **domestic law**. *TIMES, SUNDAY TIMES*
2. This is not about whether such an inquiry is desirable in the public interest, or whether the use of **armed force** was lawful in international law. *TIMES, SUNDAY TIMES*
3. We need action now to **enforce the law**. *THE SUN*
4. He systematized **customary law**, recorded cases as precedents, and replaced trial by combat with the examination of witnesses under oath. *CHRISTIANITY TODAY*
5. These would not be **legally binding**, but could be used as evidence in a civil court if a mother or father reneged on the deal. *TIMES, SUNDAY TIMES*
6. This miniature size is very **versatile**. *THE GUARDIAN*
7. This **consent** for law has historically ensured a degree of respect for it. *THE GUARDIAN*
8. Rather than risk a second referendum, the government and rebels decided to **ratify** the new deal in Congress. *TIMES, SUNDAY TIMES*
9. Trading and commercial concerns use international arbitration because they prefer this method of **dispute resolution** to going to national courts. *TIMES, SUNDAY TIMES*
10. She had applied to the college to read **jurisprudence** and was invited to attend an interview. *TIMES, SUNDAY TIMES*
11. But last week came the draft of the new **charter** and there was a minor miracle. *THE GUARDIAN*
12. It will continue to do so **regardless of** whether it remains part of the global deal. *THE GUARDIAN*
13. Three agents have also been **sanctioned** for their roles in the case. *THE SUN*

14. Our **legal system** was not designed to protect the rights of future generations.

THE GUARDIAN

15. And those two things **interact** and reinforce each other despite all the educational reforms. *THE GUARDIAN*

V. Complete each sentence with the correct form of the following words. There is one word too many.

diplomatic immunity	repeatedly	talks	trafficking	to
refrain from to ratify	regardless of	imprecise	consent	
escalate	jurisprudence			

1. He was sentenced to ten years in prison on charges of drug _____.
2. He appealed to all factions _____ violence.
3. Both men have _____ denied the allegations
4. The embassy official claimed diplomatic immunity and was later released.
5. The charges were vague and _____.
6. The sale of _____ any assets will require the _____ of _____ all the parties concerned.
7. The parliaments of Australia and Indonesia have yet _____ the treaty.
8. Progressivism also contributed to the advent of sociological _____, a critical reappraisal of the moral ambitions of liberal law.
9. The US and Pakistan met in Washington last March for a round of _____ on regional and global non-proliferation issues.
10. The protests _____ into five days of rioting.

VI. Translate into English using Active Vocabulary of Text 1.

1. У травні цього року Байден підписав історичний документ **закон** про лендліз для України. Лендліз спрощений порядок надання військової допомоги.

2. Пітер Ніл також вивчав **право**, проходив стажування під час президентської кампанії Гілларі Клінтон і в Білому домі під час президентства Барака Обами.
3. Міністр закордонних справ Нідерландів Вопке Хукстра заявив, що Росія "неправильно висловлюється про **правову систему** Нідерландів". За його словами, це "перевернутий з ніг на голову світ" і Росія порушує всі принципи міжнародного права.
4. Зловмисники викрадали людей і змушували їх займатися **наркоторгівлею**. У разі відмови били й погрожували вбивством, повідомили в пресцентрі СБУ.
5. Чимало світових зірок були засуджені за різні злочини. Деякі мали проблеми із **забороненими речовинами**, а хтось міг влаштувати бійку чи порушувати правила дорожнього руху.
6. За словами президента, визвольна операція наших **Збройних сил** у Херсоні є для України аналогією багатьох битв минулого, що ставали переломними моментами у війнах.
7. Генпрокурор Ірина Венедіктова нагадала, що загальна заборона катування стала генетичним кодом, закріпленим через **звичаєве право** у положеннях щодо захисту прав людини та правилах і звичаях війни.
8. На переконання аналітиків, ЗСУ не будуть зупиняти контрнаступ навіть із приходом зими. Адже Залужний **неодноразово** говорив, що ЗСУ не приймуть жодних переговорів, домовленостей чи компромісних рішень.
9. Приєднання Фінляндії і Швеції до НАТО мають **ратифікувати** всі члени блоку. До теперішнього моменту це зробили понад 20 з 30 країн, що входять в Альянс.
10. Представники Американського союзу громадянських свобод заявили, що закон може суперечити процесуальним гарантіям Конституції США, бо не дозволяє **оскаржувати** дії уряду в суді, пише The Washington Post.

READING 2

SUBTOPIC: CYBER SECURITY IN INTERNATIONAL LAW

1. Before you read TEXT 2 study the List of key legal acronyms:

List of key legal acronyms

BCCA British Columbia Court of Appeal

BCSC British Columbia Supreme Court

CAT Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

CEDAW Convention on the Elimination of All Forms of Discrimination Against Women

CERD Convention on the Elimination of All Forms of Racial Discrimination

CRC Convention on the Rights of the Child

CRPD The Convention on the Rights of Persons with Disabilities

HTG Hul'qumi'num Treaty Group

ICC International Criminal Court

ICCPR International Convention on Civil and Political Rights

ICJ International Court of Justice

IWRP International Women's Rights Project

NGO Non-Governmental Organization

OECD Organization for Economic Co-operation and Development

R2P Responsibility to Protect

UDHR Universal Declaration of Human Rights

UN United Nations

UNDRIP United Nations Declaration on the Rights of Indigenous Peoples

WILPF The Women's International League for Peace and Freedom

2. Use the words and phrases below to complete the text. Read the text again and translate it. Underline or write out all useful expressions. Make a short presentation based on the theme of the article.

TEXT 2: POLITICAL AGENDAS AND INTERNATIONAL LAW

- *legal instruments*
- *to implement*
- *political agendas*
- *hereinafter*
- *laws and regulations*
- *multilateral treaties*
- *cyber security strategies*
- *to allude to*
- *nuclear fission and fusion*
- *cybercrime*

Cyber security is now routinely cited and consistently placed on the top of 1) _____. Governments from around the world have endeavored to secure cyberspace and its systems. Particularly, they have devised and adopted countless 2) _____ and corresponding regulations. Examples are China with its Cybersecurity Laws, Singapore with its Cybersecurity Act, and the United States with its National Institute for Standards and Technology (NIST) Cybersecurity Framework.

In addition, international law also attracted more attention during the last few years. Nation States have undertaken (at least partly concerted) efforts 3) _____ new or enhanced multilateral cyber 4) _____. This is done with the objective to adapt to the shifting environment and address the need for coordinated action created by the inherently transnational nature of the issue and the resulting need to achieve cyber security on a global level.

However, despite the flurry of activities and initiatives relating to cybersecurity, there is, for the time being, no truly universal and comprehensive instrument in this field. Rather, the global picture is one of fragmented membership of instruments at the international and regional level and of a patchwork quilt of sectoral laws at national levels. Amidst this patchwork of protection, there appears to be some confusion as to

what legislation 5) _____. Nonetheless, some legal instruments that address the challenges of 6) _____ and cyber security do exist.

Security in general (not cyber security in particular) has been a regulatory topic for quite some time in 7) _____ for example governing telecommunications or international trade: (i) The term “security” is defined in numerous Recommendations of the International Telecommunication Union (ITU); the definitions are not identical, but in essence consistent. (ii) The international trade law (GATT and GATS of the World Trade Organization [WTO]) refers to “essential national security interests” such as military establishments, 8) _____, wartime or other emergency in international relations; attempts to fructify these notions also for cyber security by broadening their scope can now be seen.

9) _____, the global legal efforts addressing cyber security will first be discussed, followed by the more detailed considerations to the European and to other supra-State 10) _____ having been put in place during the last two decades.

© *Cyber Security in International Law*, Prof. Dr. Rolf H. Weber (University of Zurich) AAIL 2019 Colloquium, 15/16 August 2019, Hong Kong at https://2019colloquium.aail.org/wp-content/uploads/2019/06/AAIL_HKG_Cyber-Security-in-International-Law_20190604_RWE

READING 3

SUBTOPIC: THE INTERNATIONAL COURT OF JUSTICE

1. Before you read TEXT 3 study the definition of the International Court of Justice (ICJ) from its official website given below:

The International Court of Justice (ICJ) is the principal judicial organ of the United Nations (UN). It was established in June 1945 by the Charter of the United Nations and began work in April 1946. The seat of the Court is at the Peace Palace in The Hague (Netherlands) (see Picture 1). Of the six principal organs of the United Nations, it is the only one not located in New York (United States of America). The

Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies. The Court is composed of 15 judges, who are elected for terms of office of nine years by the United Nations General Assembly and the Security Council. It is assisted by a Registry, its administrative organ. Its official languages are English and French.



Picture 1. The Peace Palace in The Hague, the Netherlands

- 2. Fact file: prepare 10 facts about the ICJ, make sure to visit the official website at <https://www.icj-cij.org/en/>**
- 3. Familiarize yourself with the ICJ Press release No. 2022/43, Allegations of Genocide under the Convention on the Prevention and Punishment of the Crime of Genocide (Ukraine v. Russian Federation). Put the following prepositions in each space in the text below: *in, upon, under, on, to, with, of*. Read the text again and translate it. Underline or write out all useful expressions.**

TEXT 3: PRESS RELEASE



INTERNATIONAL COURT OF JUSTICE

Peace Palace, Carnegieplein 2, 2517 KJ The Hague, Netherlands

Tel.: +31 (0)70 302 2323 Fax: +31 (0)70 364 9928

Website Twitter YouTube LinkedIn

Press Release

Unofficial

No. 2022/43

22 September 2022

Allegations of Genocide under the Convention on the Prevention and Punishment of the Crime of Genocide (Ukraine v. Russian Federation)

The Republic of Estonia files a declaration of intervention in the proceedings under Article 63 of the Statute

THE HAGUE, 22 September 2022.

Today, the Republic of Estonia, invoking Article 63 of the Statute of the Court, filed **1)** _____ the Registry of the Court a declaration of intervention **2)** _____ the case concerning Allegations of Genocide **3)** _____ the Convention **4)** _____ the Prevention and Punishment of the Crime of Genocide (Ukraine v. Russian Federation).

Pursuant **5)** _____ Article 63 of the Statute, whenever the construction of a convention

6) _____ which States other than those concerned **7)** _____ the case are parties is **8)**

_____ question, each 9) _____ these States has the right to intervene in the proceedings. 10) _____ this case, the construction given by the judgment of the Court will be equally binding 11) _____ them.

To avail itself 12) _____ the right of intervention conferred by Article 63 of the Statute, Estonia relies 13) _____ its status as a party 14) _____ the Convention on the Prevention and Punishment of the Crime of Genocide (the “Genocide Convention”). In its declaration of intervention, Estonia states that in its view the “case raises important issues concerning the Genocide Convention”, and that “[a]s a Contracting Party to the ... Convention, the Republic of Estonia has a direct interest 15) _____ the construction that might be placed 16) _____ provisions of the Convention by the Court in these proceedings”.

17) _____ accordance 18) _____ Article 83 of the Rules of Court, Ukraine and the Russian Federation have been invited to furnish written observations 19) _____ Estonia’s declaration of intervention.

Estonia’s declaration of intervention will be available 20) _____ the Court’s website shortly.

Note: The Court’s press releases are prepared by its Registry for information purposes only and do not constitute official documents.

© ICJ press releases at <https://www.icj-cij.org/en/press-releases>

TRANSLATION

1. Render the following text into English using some of the studied vocabulary.

**РОСІЯ, УКРАЇНА ТА МІЖНАРОДНЕ ПРАВО:
ПРО ОКУПАЦІЮ, ЗБРОЙНИЙ КОНФЛІКТ ТА ПРАВА ЛЮДИНИ
Питання та відповіді**

24 лютого президент Путін оголосив війну Україні, почалися ракетні та артилерійські обстріли багатьох українських міст.

Які міжнародні норми регулюють збройний конфлікт між Росією та Україною?

Військові зіткнення між російськими та українськими збройними силами є міжнародним збройним конфліктом, який регулюється міжнародними гуманітарними конвенціями (насамперед чотирма Женевськими конвенціями 1949 року та першим додатковим протоколом до неї 1977 року (Протокол I), Гаазькими конвенціями 1907 року, що регулюють засоби та методи ведення війни), а також загальноприйнятими нормами міжнародного гуманітарного права. І Україна, і Росія є сторонами Женевських конвенцій 1949 року та Протоколу I.

У чому полягають основні принципи законів війни?

Міжнародне гуманітарне право, або закони війни, ставить за умову захист цивільного населення та інших некомбатантів від потенційних ризиків, спричинених збройним конфліктом. Воно стосується ведення бойових дій — засобів і методів ведення війни — усіма сторонами конфлікту. Перш за все це правило, згідно з яким сторони конфлікту повинні завжди розрізняти комбатантів і цивільних. Цивільне населення ніколи не може бути навмисною мішенню атак. Як це обговорюється далі, сторони конфлікту зобов'язані вживати всіх можливих запобіжних заходів задля зведення до мінімуму шкоди цивільному населенню та цивільним об'єктам, а також не здійснювати напади, під час яких не розрізняють комбатантів та цивільних осіб або завдають невідповідної шкоди цивільному населенню.

Чи діє зараз в Україні міжнародне право у сфері прав людини?

Так. Міжнародне право у сфері прав людини залишається чинним і продовжує застосовуватися в будь-який час, в тому числі під час збройних конфліктів та окупації, на які також поширюються закони війни. За деяких

обставин норма гуманітарного права може мати перевагу над нормою у сфері прав людини як *lex specialis*, або більш конкретно для певних обставин нормою.

Україна та Росія обидві є сторонами низки регіональних та міжнародних договорів у сфері прав людини, у тому числі Європейської конвенції з прав людини (ЄКПЛ), Міжнародного пакту про громадянські та політичні права (МПГПП) та Конвенції проти катувань та інших жорстоких, нелюдських або тих, що принижують гідність видів поводження та покарання (CAT). В цих договорах містяться гарантії щодо основних прав, багато з них відповідають правам, які мають комбатанти та цивільні особи згідно з міжнародним гуманітарним правом (наприклад, заборона катувань і нелюдського та такого, що принижує гідність, поводження, вимоги щодо недискримінації, право на справедливий суд).

Хоча як ЄКПЛ, так і МПГПП дозволяють певною мірою обмежувати деякі права під час війни або офіційно оголошеної надзвичайної ситуації, що «загрожує життю нації», будь-яке зменшення прав під час надзвичайної ситуації має носити винятковий та тимчасовий характер і бути обмеженим «тією мірою, наскільки суворо цього вимагають обставини». Деякі основні права, такі як право на життя та право на захист від катувань та іншого жорстокого поводження, заборона на несанкціоноване затримання, обов'язок забезпечити судовий контроль законності затримання та право на справедливий суд, мають дотримуватися завжди, навіть під час надзвичайної ситуації.

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LEXICAL CLINIC

- ❖ LAW
- ❖ APPLY
- ❖ OBEY
- ❖ APPEAL

- ❖ BIND
- ❖ OBLIGATION
- ❖ PROTECTION
- ❖ SUPREME
- ❖ CUSTOM
- ❖ RESOLUTION

1. **law** (n) /lɔ:/ 1. uncountable the whole system of rules that everyone in a country or society must obey 2. a particular branch of the law (*e.g. tax/employment law*); 3. *countable* a rule that deals with a particular crime, agreement, etc. 4. *uncountable* the study of the law as a subject at university, etc.; the profession of being a lawyer (*e.g. a law student/professor; Jane is studying law; He's at law school.*) 5. **the law** *singular* used to refer to the police and the legal system (*e.g. Jim is always getting into trouble with the law.*) 6. *countable* the fact that something always happens in the same way in an activity or in nature (*e.g. the laws of nature/physics*) 7. *countable* a scientific rule that somebody has stated to explain a natural process (*e.g. the first law of thermodynamics; also Murphy's law; Parkinson's law_humorous*).

Phrases:

to pass a law

law against (doing) something *Police don't have the resources to enforce the law against dumping waste.*

law on something *The company's actions violated the law on equal employment.*

against the law *In Sweden it is against the law to hit a child.*

within the law *Defence attorneys can use any means within the law to get their client off.*

outside the law *to operate outside the law*

by law *British schools are required by law to publish their exam results.*

under the (...) law *Under existing law, journalists cannot refuse to provide information to a jury.*

above the law *Do not think you are above the law* (= that you cannot be punished by the law).

lawful (adj) /'lɔ:fl/ allowed or recognized by law; legal (e.g. *his lawful heir*)
OPPOSITE: **unlawful**

lawfully (adv) /'lɔ:fəli/ in a way that is allowed or recognized by law; legally
OPPOSITE: **unlawfully**

lawlessness (n) /'lɔ:ləsnəs/ the fact that laws do not exist, or are not obeyed or respected

lawless (adj) /'lɔ:ləs/ 1. (of a country or an area) where laws do not exist or are not obeyed (e.g. *lawless streets; the lawless days of the revolution*) 2. (of people or their actions) without respect for the law (*lawless gangs*)

lawbreaker (n) /'lɔ:breɪkə(r)/ a person who does not obey the law

2. apply (v) /ə'plaɪ/ 1. to make a formal request, usually in writing, for something such as a job, a loan, permission for something, a place at a university, etc. 2. to affect or be relevant to somebody/something (e.g. *The law applied only to foreign nationals.*) 3. to put or spread something such as paint, cream, etc. onto a surface (e.g. *The paint was applied with a fine brush.*) 4. to work at something or study something very hard (e.g. *apply yourself: You would pass your exams if you applied yourself.*)

Phrases:

apply for something (a visa/passport/grant/licence)

apply to somebody/something

apply to somebody/something for something

apply to do something

application (n) /,æplɪ'keɪʃn/ 1. a formal (often written) request for something, such as a job, permission to do something or a place at a college or university (e.g. *a planning/patent/visa application*) 2. the practical use of something, especially a theory, discovery, etc. 3. the act of making a rule, etc. operate or become effective (e.g. *strict application of the law*) 4. an act of putting or spreading something, such as paint or medical creams, onto something else.

Phrases:

application for something *an application for asylum/a licence*

application to do something *After graduating she **made an application** to join the BBC.*

application to somebody (for something) *His application to the court for bail has been refused.*

application to somebody to do something *They submitted an application to the council to build two houses.*

on application to somebody *Further information is available on application to the principal.*

applicant (n) /'æplɪkənt/ 1. a person who makes a formal request for something (= applies for it), especially for a job, a place at a college or university, etc.

applicable (adj) *BrE G* /ə'plɪkəbl/or/'æplɪkəbl/ 1. that can be said to be true in the case of somebody/something

3. obey (v) /ə'beɪ/ 1. to do what you are told or expected to do (e.g. *Children must obey their parents.*) 2. to act according to what you have been asked or ordered to do by someone in authority, or to behave according to a rule, law, or instruction (*to obey a command/an order/rules/the law; to obey the rules of international law*) 3. if your body or part of your body does not obey you, it does not work in the way it should **OPPOSITE: disobey**

obedience (n) /ə'bi:diəns/ 1. the fact of doing what you are told to do or of being willing to obey (e.g. *blind/complete/unquestioning/total obedience*) OPPOSITE: **disobedience**

Phrases:

obedience to somebody/something *He has acted in obedience to the law.*

obedient (adj) /ə'bi:diənt/ doing what you are told to do; willing to obey (e.g. *an obedient child*) OPPOSITE: **disobedient**

Phrases:

obedient to somebody/something *He was always obedient to his father's wishes.*

obediently (adv) /ə'bi:diəntli/ in a way that obeys what you are told to do.

4. appeal (n) /ə'pi:l/ 1. a deeply felt request for money, help or information that is needed immediately, especially one made by a charity or by the police (e.g. *to launch a TV appeal for donations to the charity*) 2. *uncountable* a quality that makes somebody/something attractive or interesting (e.g. *The Beatles have never really lost their appeal.*) 3. *countable, uncountable* a formal request to a court or to somebody in authority for a judgement or a decision to be changed

Phrases:

mass/wide/popular/broad/universal appeal

an appeal against a decision/sentence/order/ruling

G *British English* **to lodge an appeal** but *North American English* **to file an appeal**

G *British English* **an appeal court/judge** but *North American English* **an appeals court/judge**

appeal court (n) 1. (*also court of appeal*) a court that people can go to in order to try and change decisions that have been made by a lower court (e.g. *They took their case to the Appeal Court*). 2. **Appeal Court** (*also Court of Appeal*) *singular* the highest court in England and Wales (apart from the Supreme Court), which can change decisions made by a lower court 3. **Appeals Court** *BrE* /ə'pi:lz kɔ:t/ *AmE* /ə'pi:lz kɔ:rt/

(also **court of appeal, court of appeals**) (*US English*) one of the courts in the US that can change decisions made by a lower court

appeal (v) /ə'pi:l/ 1. to make a deeply felt request, especially for something that is needed immediately 2. to attract or interest somebody (*e.g. His movies appeal to a broad audience.*) 3. to make a formal request to a court or to somebody in authority for a judgment or a decision to be changed

5. bind (v) /baɪnd/ (**G bind-bound-bound**) 1. to tie something or someone tightly or to fasten something 2. to make people, organizations, etc. feel united so that they live or work together more happily or effectively (*e.g. Organizations such as schools and clubs bind a community together.*) 2. to force somebody to do something by making them promise to do it or by making it their duty to do it

bind (n) /baɪnd/ a difficult or annoying situation in which you are prevented from acting as you might like

binding (adj) /'baɪn.dɪŋ/ (especially of an agreement) that cannot be legally avoided or stopped (*e.g. a binding agreement/contract/commitment*)

Phrases:

binding on sb *The court ruled that verbal distribution agreements are binding on both parties.*

binding (adj) /'baɪn.dɪŋ/ the type of cover that a book has

6. obligation (n) *BrE* /ˌɒblɪ'geɪʃn/ *AmE* /ˌɑːblɪ'geɪʃn/ the state of being forced to do something because it is your duty, or because of a law, etc. 2. something which you must do because you have promised, because of a law, etc. (*e.g. legal/professional/financial obligations*)

Phrases:

obligation to do something

under any/no obligation

without obligation

obligation to/toward somebody

obligation on somebody

fulfil an obligation

meet the obligations

sense of obligation

obligatory (adj) *BrE* /ə'blɪɡətəri/ *AmE* /ə'blɪɡətɔːri/ 1. (*formal*) that you must do because of the law, rules, etc. 2. (*often humorous*) that you do because you always do it, or other people in the same situation always do it (e.g. *In the mid-60s he took the almost obligatory trip to India.*)

oblige (v) /ə'blaɪdʒ/ 1. to force somebody to do something, by law, because it is a duty, etc. (e.g. *oblige somebody to do something*) 2. to help somebody by doing what they ask or what you know they want (e.g. *Call me if you need any help – I'd be happy to oblige.*)

obliged (adj) /ə'blaɪdʒd/ used when you are expressing thanks or asking politely for something, to show that you are grateful to somebody (e.g. *Thank you. We are very much obliged to you.*)

7. protection /prə'tekʃn/ 1. the act of protecting somebody/something; the state of being protected 2. insurance against fire, injury, damage, etc. (e.g. *protection against something: Our policy offers complete protection against fire and theft.*) 3. the system of paying criminals so that they will not attack your business or property (e.g. *to pay protection money, to run a protection racket*)

Phrases:

protection against something

protection from something

protection of somebody/something (against/from something)

protection for somebody/something (against/from something)

for protection

under protection

under the protection of somebody/something

data protection laws

environmental protection

protect (v) /prə'tekt/ 1. to make sure that somebody/something is not harmed, injured, damaged, etc. 2. to introduce laws that make it illegal to kill, harm or damage a particular animal, area of land, building, etc. 3. to provide somebody/something with insurance against fire, injury, damage, etc. (*e.g. protect somebody/something against something: Many policies do not protect you against personal injury.*) 4. (*computing*) to limit access to data, a web page, etc., for example by using passwords or encryption (= special codes) (*e.g. All these pages are password-protected.*)

Phrases:

to be protected by something *Polar bears have been **protected by law** in Norway since 1973.*

protect somebody/something/yourself from something *They huddled together to protect themselves from the wind.*

protect against something *a paint that helps protect against rust*

protect from something *Vitamin B12 may have a role in protecting from heart disease.*

protective (adj) /prə'tektɪv/ 1. able to keep someone or something safe from injury or damage 2. *economics* intended to help a country's trade or industry

protectionism (n) /prə'tekʃənɪzəm/ the principle or practice of protecting a country's own industry by taxing foreign goods (*e.g. economic protectionism*)

8. supreme (adj) /suˈpri:m/ 1. highest in rank or position (*e.g. the Supreme Commander of the armed forces*) 2. very great or the greatest in degree (*e.g. a supreme effort*)

the Supreme Court (n) /suːˌpri:m ˈkɔ:t/ *singular* 1. The final court of appeal in the United Kingdom for civil cases, which also hears appeals in criminal cases from England, Wales, and Northern Ireland. Established in 2009 to assume the judicial functions of the House of Lords 2. (*in the US*) the highest Federal court, possessing final appellate jurisdiction and exercising supervisory jurisdiction over the lower courts, consisting of nine judges 3. (*in many states*) the highest state court

supremacy (n) /suˈpreməsi/*uncountable* a position in which you have more power, authority or status than anyone else (*e.g. the battle for supremacy in the region*)

the Act of Supremacy /ði ˌækt əv suˈpreməsi/ (in England and Wales) an Act of Parliament in 1534 that made King Henry VIII the head of the Church of England. This left the Pope with no power in England

9. custom (n) /ˈkʌstəm/ 1. an accepted way of behaving or of doing things in a society or a community 2. the way a person always behaves 3. *business* the fact of a person or people buying goods or services at a shop or business (*e.g. Thank you for your custom. Please call again.*)

customs (n) /ˈkʌstəmz/ the place at a port, airport, or border where travellers' bags are looked at to find out if any goods are being carried illegally

Phrases:

to go through customs

customs officials

customs officer

customary (adj) /'kʌstəməri/ 1. is what people usually do in a particular place or situation, usual 2. typical of a particular person

customary law (n) is a body of rules, unofficial and generally unwritten, established through cultural or societal norms (customs). Customary law applies in international law when the conduct of countries becomes so consistent that it is universally believed to be codified as actual law.

10. resolution (n) /,rezə'lu:ʃn/ 1. a definite decision to do or not to do something (*e.g. I made a New Year resolution to give up smoking.*) 2. a formal statement of an opinion agreed on by a committee or a council, especially by means of a vote (*e.g. to pass/adopt/approve a resolution*) 3. the act of solving or settling a problem, argument, etc. (*e.g. dispute/conflict resolution*) 4. the power of a computer screen, printer, etc. to give a clear image, depending on the size of the dots (= marks) that make up the image (*e.g. a monitor capable of a 1 024 by 768 pixel resolution*)

joint resolution (n) /,dʒɔɪnt rezə'lu:ʃn/ (in the US) a decision that has been approved by the Senate and the House of Representatives

resolve (v) *BrE* /rɪ'zɒlv/ *AmE* /rɪ'zɔ:lv/ to find an acceptable solution to a problem or difficulty (*e.g. to resolve an issue/a dispute/a conflict/a crisis*) 2. to make a definite decision to do something 3. (*of a committee, meeting, etc.*) to reach a decision by means of a formal vote

Phrases:

resolve itself *Be patient and the situation may resolve itself.*

fully resolved

resolutely (adv) /'rezəlu:tli/ in a way that is strong and determined (*e.g. She resolutely refuses to talk about it.*)

EXERCISES:

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. Such actions are normally based on **legitimate** claims or, as the government claims, are 'internal conflicts within the people'. 2. **The police** was/were out in force at the demonstration. 3. She's studying **legal science** at Georgetown University. 4 This part of the law is only **relevant to** companies employing more than five people. 5. **Candidates** for planning permission need to follow the correct procedures. 6. She was so tired her legs just wouldn't **work** her any longer. 7. Ministers in conflict with their parishioners were quick to insist on the obligations of unconditional **subordination**. 8. Teachers' authority is seldom challenged, and this authoritative role awes the students into **disciplined** listeners. 9. He also called for a campaign of civil insubordination **indiscipline** against Government's cuts. 10. I am **asking for** money on behalf of the famine victims. 11. **The highest courts in England and Wales** which **can change decisions made by a lower court** regularly hear and determine appeals with great expedition, where it is necessary to do so. 12. He had been **forced** to secrecy, to promise not to tell people about anything. 13. British sources have suggested recently that he might press for a legally **compulsory** protocol. 13. The country has promised to comply with its international **commitments**. 14. Security products are designed **to limit** access to data information from unauthorized access. 15. The agreement obliges WTO Members **to secure** the rights, including copyrights and trademarks, of citizens of all other Members. 16. Chapter 11 would grant **legal treatment** from creditors while the company attempts to reorganize. 17. The President and First Lady would attend, and all but one of the nine Justices of **the highest court in the US**. 18 The president has been able to assert his ultimate **dominance** over the prime minister. 19. If applied generally, this approach might have the result that conventions are merely placeholders for nascent **unwritten** international law. 20. We thought tipping wasn't **traditional** in Japan.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

1. law x2 (n) – lawbreaker – lawful – unlawful – lawfully – lawlessness

1. Newton's _____ of motion 2. She is his _____ wife, and so is entitled to inherit the money. 3. The jury agreed that the doctor had acted _____. 4. The climate here is one of violence and _____. 5. They argue that treating _____ well encourages more crime. 6. They led the fight to impose _____ on smoking. 7. A pushed-in window indicated _____ entry.

2. apply x2 (v) – applicant – applicable – application

1 Special conditions _____ if you are under 18. 2. She combed her hair and carefully _____ her make-up. 3. What are the practical _____ of this work? 4. The new qualifications are _____ to all European countries. 5. Successful _____ will receive notification within the week.

3. obey – disobey – obedience – disobedience – obedient – obediently

1. He was arrested when he failed _____ a police instruction to stop. 2. He demands unquestioning _____ from his soldiers. 3. A naughty boy who often _____ his mother and father. 3. Students are expected to be quiet and _____ in the classroom. 4. She nodded _____ as I gave my instructions. 5. Britain will be hit by a wave of protests, civil _____ and strikes over cuts this year, a union chief has warned.

4. appeal x2 (n) – appeal (v) – appeal for – appeal court

1. Police are making a fresh _____ to the public for any information that may help them. 2. They have launched _____ against their convictions. 3. The _____ shortened sentences of three of the defendants who appeared in court that day. 4. They're _____ clothes and blankets to send to

the devastated region. 5. Maguire _____ to the Supreme Court to stop her extradition.

5. bind (v) – bind (n) – binding (adj) – binding (n)

1. This contract _____ the state to use this land as a park, said Judge Harry Smith. 2. Borrowing money may put you in a real _____. 3. The contract wasn't legally _____. 3. Its books are noted for the quality of their paper and _____.

6. oblige x2 (v) – obligation x3 (n) – obligatory

1. They reminded him of his contractual _____. 2. I'm much _____ to you for helping us. 2. He suffered a serious injury that _____ him to give up work. 3. It is _____ for all employees to wear protective clothing. 3. She did not feel under any _____ to tell him the truth. 5. The company did not have enough money to meet its _____.

7. protection – protect (v) – protect from – protect against – protective – protectionism

1. These people remain under the _____ of the United Nations. 2. A majority of Democrats believe that such regulations _____ the public. 3. Troops have been sent _____ aid workers _____ attack. 4. They produce a self-adhesive plastic cover designed _____ CDs _____ scratches. 5. Politicians unsurprisingly often opt for _____ in response to pressure from domestic groups. 6. If _____ barriers disappeared overnight, the country's infant car industry could be wiped out.

8. supreme – supremacy – the Supreme Court – The Act of Supremacy

1. The company has established total _____ over its rivals. 2. It took the intervention of _____ for a winner in the election to be declared. 3. The country's present constitution gives _____ authority to the presidency. 4. _____ is the name of two different acts passed by the English Parliament, both of which establish the English monarch as the head of the Church of England and removed the powers of the Pope as the head of the church.

9. custom – customs – customs officer – customary – customary law

1. The official law makes no reference to this _____ relationship. 2. They are designed to deal with customary disputes under _____. 4. They were made had to wait twenty minutes before going through _____. 3. The women gathered around the coffin and began to wail, as was the _____ in the region. 5. She was stopped by a _____ who opened her luggage.

10. resolution – joint resolution – resolve – fully resolved – resolutely

1. The UN Security Council unanimously adopted a _____ calling for a halt to hostilities. 2. The committee unanimously _____ that the party chairman should step down. 3. The minister _____ defended the tough policy. 4. Passage of the _____ to propose a constitutional amendment to balance the budget by the year 2002 or two years after ratification by three-quarters of the states. 5. In our view, the issue of impunity can be _____ only if tension is eased and political stability achieved in the relevant regions.

III. Find examples of the Vocabulary (all derivative forms) usage in the current news. Translate sentences into Ukrainian. Be sure to provide references.

e.g. “And then, there’s this question of authority versus conscience, *OBEDIENCE* versus individual freedom and liberty.” – And David Noyce, *The Salt Lake Tribune*, 4 Sep. 2022.

IV. Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

e.g. *BLIND OBEDIENCE*

IDIOMS

Legal- or law-related idioms are commonly used in the English language as English speakers, just like many other groups of people from around the world, frequently talk about peace and order, justice, redress, crimes, and offenses.

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

legal beagle: <i>e.g. I've got a legal-beagle who can get me out of this scrape.</i>	1. canceled and invalid
null and void: <i>e.g. All old agreements stand null and void after the takeover of the company by the new owner.</i>	2. a legal term that originated in Roman law and is used in legal and insurance circles when discussing any act which is outside human control and therefore not the responsibility of any individual or corporation. The term was first used in this way in the mid-19th century. Peter Simmonds' <i>Dictionary of Trade Products</i> , 1858

an act of God: <i>e.g. By Common Law, Carriers are insurers against every loss of property entrusted to their care, except losses arising from the Act of God, or the King's enemies."</i> [treason]	3. the important information (often legal information) written in very small text that people often do not read
lemon law: <i>e.g. The jury award to Margeson included the maximum amount allowed for Ford's violation of California's lemon law, totaling \$214,537.34, plus legal fees.</i>	4. an especially clever, aggressive, or skillful attorney
fine print: <i>e.g. Please make sure you read the fine print before buying a supersaver flight. You may not be able to get any refund if something happens.</i>	5. a law requiring an automobile manufacturer or dealer to replace, repair, or refund the cost of an automobile that proves to be defective after purchase

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

fine print	an act of God	null and void	lemon law	legal beagle
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1. This contract shall be rendered _____ immediately should either party fail to fulfill their obligations.
2. I might be considered something of _____ now, but I had to work for years to get enough experience to build my reputation.
3. If you read all _____, you'd never take any pharmaceutical medications.
4. Kovacs found a lawyer in Michigan who specializes in _____ cases and negotiated a deal with Ford.
5. Force-majeure, a French commercial term for unavoidable accidents in the transport of goods, from superior force, _____, etc.

PHRASAL VERBS

In English, there are often several ways of saying the same thing. For example, '*put by*', '*put away*' and '*put aside*' can all be used to describe the process of saving money to spend later. Another example of this is '*put down*', which can mean the same as '*take down*' and '*write down*' (record in writing).

PHRASAL VERB ***PUT***

I. Match the phrasal verbs with their definitions:

1. put across	a. make formal request
2. put in for	b. ensure something is submitted, approved or implemented
3. put out	c. suggest someone as a candidate

4. put through	d. give opinion clearly, explain an idea well, describe articulately
5. put up	e. broadcast, publish, produce and make public, introduce to market

II. Make up a short story using as many phrasal verbs *PUT* as possible. Use the Model from UNIT 1.

III. Fill in the gaps.

1. The Democrats have chosen not _____ a candidate in this constituency.
2. With this substantial majority, the ruling party can _____ its new measures on housing.
3. The police have _____ an official statement following the bank robbery.
4. Have you _____ your provisional driving licence yet?
5. I thought the Prime Minister _____ her views on politics really well during the discussion.

GRAMMAR CLINIC

❖ The use of Modal Verbs in Legal English

I. GRAMMAR: THE BASICS

1. Study and revise grammar material.

Legal English is the style of the English language used by lawyers in their work and as well as other professional languages is fundamentally different from the language of general use. Legal language is used in wide variety of documents, from the drawing up of *statutes, treaties, declarations, conventions, etc.* to *the closing of agreements and contracts* between individuals or corporations. Legal documents are

composed in most cases by professionals (contract drafters) who have to be sure that every sentence in document says exactly what it is intended to say and to avoid misinterpretation at the same time. It has its both lexical and grammar features.

Legal English is used to regulate the rights and obligations, therefore, Modal Verbs expressing obligations and intentions are widely used, especially median modal verb SHALL and low-value modal verb MAY. However, CAN, COULD, MIGHT and WOULD, etc. are commonly used in daily communication, but hardly appear in legal texts. The frequency of Modal Verbs in different registers is different, and their modal values are not fixed. According to the research “*A Corpus-Based Study of the Central Modal Verbs in Legal English*” publish year 2020, the distribution of Modal Verbs in Legal texts is as follows:

1. **SHALL**
2. **MAY**
3. **MUST**
4. **SHOULD**
5. **WILL**
6. **CAN**
7. **WOULD**
8. **COULD**
9. **MIGHT**

As can be seen, “shall” and “may” are used most frequently in legal texts.

SHALL

In a word, we can see that one of the specific features of the verb *shall* in Legal English is its flexibility as it marks many types of meanings. Besides its primary purpose (“obligation”, “duty”), *shall* in Legal English can state circumstances, give a direction, to create a condition precedent or subsequent, to grant a right, to express intention or the future.

SHOULD

The verb *should* in legal documents can be often used as a synonym of the verb *shall* in the meaning of obligation. It must be mentioned that the modal verb *should* in contract documents is often used with inversion. In this respect it usually replaces the conjunction *if* making the sentence conditional.

MAY

May is frequently used to mark “permission” to a person or a party and grant rights to authorities. What’s more, the modal verb *may* is used to express “possibility” to perform or not to perform any action, which often depends on circumstances or conditions sometimes stipulated in the legal text.

WILL

Will is usually used to create a promise or contractual obligation.

Thus, the main modal meanings of legal character are “obligation”, “prohibition”, “permission”, “possibility”, “promise”. Identified semantic features of Modal Verbs in Legal English have to be taken into consideration when interpreting and translating legal documents to avoid uncertainty, ambiguity and mistakes that can’t be allowed in legislation.

II. TEST YOURSELF

1. Account for the use of Modal Verbs in the examples below, translate into Ukrainian.

1. The Commission **shall** be responsible for promoting and facilitating nuclear research in the Member States and for complementing it by carrying out a Community research and training programme.
2. The Parties **shall** take all necessary measures to implement this Agreement.
3. Such an agreement **should** be without prejudice to the decision-making autonomy of the European Union.
4. The identification number under which VAT is paid **should** therefore be communicated in advance to enable customs authorities to check its validity upon importation of the goods.
5. **Should** there be any major difficulties in implementing a decision as referred to in this Article, a Member State shall refer them to the Council which shall discuss them and seek appropriate solutions.
6. **Should** management and labour so desire, the dialogue between them at Community level may lead to contractual relations, including agreements.
7. The Customs Sub-Committee **may** decide to amend the provisions of this Protocol.
8. A court which would be required to decline jurisdiction **may** stay its proceedings if the jurisdiction of the other court is contested.
9. If the other Party cannot agree to such proposed compensation or other remedial action within two months after the rendering of the panel report, it **may** propose to the panel the suspension or withdrawal of equivalent benefits under this Agreement.
10. The provisions of the Charter **shall not** extend in any way the competences of the Union as defined in the Treaties.
11. The President of the European Council **shall not** hold a national office.
12. The European Union **will** decide whether third States will be invited to participate in an EU crisis management operation.
13. The Treaty **will** enter into force on 1 January 2009.
14. The provisions of the Charter **shall not** extend in any way the competences of the Union as defined in the Treaties.

15. The President of the European Council **shall not** hold a national office.
16. Everyone's right to life **shall** be protected by law. No one **shall** be deprived of his life by saving in the execution of a sentence of a court following his conviction of a crime for which we can commit suicide This Penalty is provided by law.
17. A single judge **may** declare inadmissible or strike out of the Court 's list of cases in an application submitted under Article 34.
18. The Standing Committee **may** return the law in question but shall not amend it.
19. The President **shall not** receive within that Period any other Emolument from the United States, or any of them.
20. But Congress **may** by a vote of two-house, remove such disabilities.

SECTION 2.

LISTENING & WRITING

International Criminal Law: The Nurenberg trials

Before listening:

Nürnberg trials, Nürnberg also spelled **Nuremberg**, series of trials held in Nürnberg, Germany, in 1945 – 46, in which former Nazi leaders were indicted and tried as war criminals by the International Military Tribunal.

✓ 5 things you may not know about the Nuremburg Trials:

1. Nuremberg was chosen as the location for the trials because of its symbolic value.
2. The Nuremberg Trials marked the first prosecutions for crimes against humanity.
3. The trials marked the introduction of simultaneous translation.

4. It was the first trial of its kind with judges from four countries.
5. A prosecutorial advisor originated the term “genocide.”



Picture 2. The defendants at the Nuremberg Trials.

Front row (L-R): Hermann Goering, Rudolf Hess, Joachim Von Ribbentrop, Wilhelm Keitel and Ernst Kaltenbrunner. Back row (L-R): Karl Doenitz, Erich Raeder, Baldur von Schirach and Fritz Sauckel. Bettmann Archive/Getty Images

2. Study the definitions of words and word-combinations given below. Provide equivalents in Ukrainian.

natural person (n) is an actual human being, which is different from an “artificial person,” which is a distinction under the law to establish whether a person is acting or appearing as himself, acting or appearing on behalf of a business or other entity

acquittal (n) the decision of a court that someone is not guilty

legacy (n) something that is a result of events in the past

the Holocaust (n) the killing of millions of Jews and others by the Nazis before and during the Second World War

atrocities (n) an extremely cruel, violent, or shocking act

prosecution (n) the act of officially accusing someone of committing an illegal act, esp. by bringing a case against that person in a court of law

jurisprudence (n) the study of law and the principles on which law is based

vested interest (n) a strong personal interest in something because you could get an advantage from it

proceedings (n) the act of using the legal system to settle an argument, etc.

redemption (n) (*formal*) the act of saving or state of being saved from the power of evil; the act of redeeming

perpetuate (v) to make something such as a bad situation, a belief, etc. continue for a long time

merit (n) the quality of being good and deserving praise

conspiracy (n) the activity of secretly planning with other people to do something bad or illegal

3. Practise the word pronouncing.

Nuremberg / 'njʊərəm, bɜ:g /

tribunal /traɪ'bjʊ:nl/

Nazi / 'nɑ:tsi/

indictment /In'daɪtmənt/

jurisdiction /,dʒʊərɪs'dɪkʃn/

individual G BrE /,ɪndɪ'vɪdʒuəl/ AmE /,ɪndɪ'vɪdʒuəl/

Rwanda BrE /ru'ændə/ AmE /ru'ɑ:ndə/

envisage /In'vɪzɪdʒ/

soldiers G /'səʊldʒə(r)/

the Holocaust BrE /'hɒləkɔ:st/ AmE /'həʊləkɔ:st/or /'hɑ:ləkɔ:st/

ally /'ælaɪ/

equity /'ekwəti/

prosecute *BrE* /'prɒsɪkju:t/ *AmE* /'prɑ:sɪkju:t/

bias /'baɪəs/

Listening:

4. Listen to the Lecture “The International Criminal Law: The Nuremberg Trials” from the Law Academy channel, available at: <https://www.youtube.com/watch?v=9YAwDy1d2EM&t=411s>

5. Fill in the gaps.

a. Watch the video and fill in the gaps with the missing words or word-combinations:

Introduction

(0:00 – 1:01)

In the last lesson, what we did was introduce **1)** _____, as a branch of international law that deals with the most **2)** _____ committed by man and specifically relating to four crimes individually things like **3)** _____, crimes against humanity, war crimes and **4)** _____. In this lesson, what we are going to do is we are going to talk about **5)** _____ of international criminal law, as we know it today, by examining the Nuremberg trials. By examining really, where these conceptions of the international criminal law began. We're going to talk about **6)** _____, we're going to talk about the lead up, we'll talk about **7)** _____ and the legal authority, that withheld with the Nuremberg trials, because they have a lot of criticism even to this day, arguing that they may not have had **8)** _____, they may have maybe bias in some way etc., etc., and we'll address all those questions as we go along.

Establishment of the Nuremberg IMT

(1:02 – 2:34)

This establishment of the Nuremberg international military tribunal, that's what the IMT stands for, began when we talk about the idea that there would be 9) _____ for those responsible for international crimes during the Second World War. This is something that was envisaged by the 10) _____. In 1943 this process was really put into account when we have the Moscow Declaration. This was issued by 11) _____ specifically the United States, United Kingdom and the Soviet Union. And what the Moscow Declaration did was stated that German criminals, those who have committed these international crimes and whose 12) _____ have no particular geographical location, specifically relating to the fact that they are international crimes, these people would be punished by 13) _____ of governments. Now the Moscow Declaration was followed by the London Charter, which was negotiated in August 1945. The London Charter was the establishment and 14) _____ for the Nuremberg international military tribunal. It was in the London Charter that we find a lot of the substantive law when it comes to the jurisdiction and 15) _____ of the IMT.

b. Watch the video and fill in the gaps with the prepositions:

The Authority of the Nuremberg Trials

(2:35 – 4:37)

The IMT officially received the indictment 16) _____ October of the same year. When we're talking about the Nuremberg trials, one of the first criticisms that's often levied and was in fact levied 17) _____ defendants who were 18) _____ trial 19) _____ Nuremberg. One of the things was that they had no authority to try these individuals 20) _____ these international crimes. The question

21) _____ authority is an important one that plays a role. The Nuremberg trials had three main legal sources of authority, three main legal arguments that can be made when it comes to their legal authority in being able to try these defendants. The first being that it had the authority of the allies seems as the allies were the *de facto* territorial rulers 22) _____ the defeated states. So, 23) _____ the Second World War ended the allied powers had *de facto* power effectively they had *de facto* rule over, play over most 24) _____ Europe and specifically Germany. The second is that the justification and the jurisdiction of the allies was argued to have universal jurisdiction. This being because of the nature 25) _____ the crimes in question being international crimes. And one of the things that's important is the question of universal jurisdiction 26) _____ international criminal law, something that we're going to discuss in a separate lesson. Then thirdly, it had broader authority 27) _____ the international community, don't forget the Rome Statute for the International Criminal Court, which was established many years later, said and stated clearly that the crimes that are tried are crimes that shock the very conscience of humanity. It has there is an interest 28) _____ an international perspective. The international community have a vested interest in the trial and the and the prosecution 29) _____ people who commit international crimes. It was seen that they had legal authority on behalf of the international community.

c. Watch the video and fill in the gaps with the numerals:

The Trial Itself

(9:20 – 9:46)

The trials itself took place over 30) _____ months and they tried 31) _____ defendants, only 32) _____ of which physically stood trial. And following the Nuremberg trials there were 33) _____ death sentences, that were handed down, 34) _____ sentences of imprisonment and 35) _____

acquittals. So we see that there is a significant percentage of death sentences compared to imprisonment.

After Listening:

6. Write five good questions to this talk. When you have finished, interview other students.

1. _____
2. _____
3. _____
4. _____
5. _____

7. FREE WRITING. Write a HISTORY STORY on Nuremberg Trials (include facts, dates, legal basis, war criminals, trials summary, aftermath etc). Make research if necessary.

8. LETTER: Write a letter to Ben Ferencz, the last surviving prosecutor of the Nuremberg Trials (born March 11, 1920) on “Nuremberg executions”. Ask him three critical questions and give him three of your opinions on the issue.

9. ACADEMIC WRITING. Write an essay (for Guidelines see APPENDIX 4) on one of the following topics.

1. International Law: Definition and Uses
2. International Law, Security, and Global Peace
3. Identifying the Concepts of the International Law
4. International Law is not really law
5. International Law in the 20th Century History
6. Human Life Regulation by United Nations Documents

7. Legal Standard of Genocide: The Enduring Problem
8. International Law: War Crimes and Crimes against Humanity
9. Nuclear Weapons Resolutions and International Law
10. Vienna Convention on Law of Treaties

10. WRITE A PIECE OF POETRY. Here are the two poems under the same heading “LAW” composed by different authors centuries apart. First, read them out loud in class and then discuss.

LAW

*Laws, as we read in ancient sages,
Have been like cobwebs in all ages.
Cobwebs for little flies are spread,
And laws for little folks are made;
But if an insect of renown,
Hornet or beetle, wasp or drone,
Be caught in quest of sport or plunder,
The flimsy fetter flies in sunder.
by James Beattie (1735-1803)*

LAW

*Law rules the poor,
Rich rules the law,
Every law has flaw
On poor, it is rich man's paw,
Cases are adjourned
Witnesses are manipulated,
Justice may be delayed,*

But Lawyers are survived!
Rich man predicts verdict
Poor man fails to detect
Law veiled by black coat
Penal code brooded in the court
Law, Law, Law still it is raw
Still might is right
Still justice is in dim light

by Mula Veereswara Rao (April 19, 2008)

- **What message do the poets try to convey in their poems? Did you like the poems?**
- **Prepare (literary) translation of the poems into Ukrainian.**
- **Compose the poem of your own on the topic of the Unit using the Active Vocabulary.**

SECTION 3

SPEAKING & DISCUSSION

INTERNATIONAL LAW IN THE NEWS

1. Do an online search and present the current news dealing with International Law. Prepare and deliver a five-minute speech.

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
2. Give references to the following information:
 - ~ an author of the article/video report/programme;
 - ~ a source (a newspaper/a magazine/a programme, etc.);

~ the date of the publication.

3. In order to be audience-oriented provide key words/word-combinations with the translation into Ukrainian that may be unfamiliar to your groupmates.

Be ready to maintain a discussion on the topic of the current news.

2. South Africa and Malaysia (together with other states) launched a campaign to defend the rulings of the ICJ and ICC against perceived political or legal undercutting. On your own read the article “*South Africa and Malaysia to launch campaign to protect international justice*” published on 31 Jan 2025 by *The Guardian* and complete the tasks below.

SOUTH AFRICA AND MALAYSIA TO LAUNCH CAMPAIGN TO PROTECT INTERNATIONAL JUSTICE

South Africa and Malaysia will launch a campaign to protect and uphold the rulings of the international court of justice (ICJ) and the international criminal court (ICC) in the face of what they describe as defiance of ICJ orders and attempts by US Congress to hit the ICC through the use of sanctions.

The aim of the nine-nation Hague Group – which includes Colombia, Bolivia, Chile, Senegal and Namibia - is to defend the institutions and rulings of the international legal order.

The move comes as both the ICC and ICJ face unprecedented challenges to their authority in cases relating to the wars in Gaza and Ukraine and people-smuggling in the Mediterranean.

Ronald Lamola, South Africa’s international relations minister, said the campaign was aimed at ensuring compliance with international law and protecting the vulnerable.

“The Hague Group’s formation sends a clear message: no nation is above the law, and no crime will go unanswered,” he said.

South Africa brought a case against Israel at the ICJ alleging genocide in Gaza. Israel has fiercely rejected the claim.

The group say the focus is not to punish Israel, but its approach to the global court rulings, which the Malaysian prime minister, Anwar Ibrahim, said “strike at the very foundations of international law, which the global community has a duty to defend”.

The steps to be outlined by the group reflect the growing anger in the global south at what is seen as the double standards of western powers when it comes to international law.

The UN secretary general, António Guterres, issued a report on what member states could do to ensure Israel complied with ICJ rulings, notably the finding that Israel’s continued presence in the occupied territories is unlawful and that it should leave within 12 months.

Switzerland has been tasked with convening a conference in March of the 196 signatories to the Geneva conventions, focused on the obligation to respect international humanitarian law in the occupied Palestinian territory. A conference will also be held in June in New York to discuss a two state solution.

The ICJ has also been asked by the general assembly to give an urgent advisory opinion on the obligations Israel has as the occupying power, to provide humanitarian relief.

Critics will say such countermeasures are pretty minimal. Israel has shown no interest in abiding by the rulings of the ICJ or ICC. Moreover, if the Biden administration appeared conflicted about international law, the Trump administration has no such scruples.

The US secretary of state, Marco Rubio, has backed a bill currently before Congress for any individual or entity who had contact with an ICC investigation against an American or US ally to be subject to sanctions, which would include family members.

Equally worrying for the ICC is the erosion of its authority elsewhere. Vladimir Putin, subject to an ICC arrest warrant, has visited the UAE and Saudi Arabia, two states that like Russia are not party to the ICC’s founding Rome statute, while signatory Mongolia rejected two requests from the ICC to arrest the Russian president when he

visited in August last year. Mongolia claimed that Putin as a head of state enjoyed immunity – it was rejected by the ICC but a precedent was set.

In the case of the Israeli prime minister, Benjamin Netanyahu, European states have been badly divided over whether they would act on the arrest warrant issued in November, with some, including Italy, Romania and Hungary, insisting it would be ignored if he was on their territory.

Poland permitted Netanyahu to travel to Auschwitz for the 80th anniversary of its liberation, but in the end he did not come.

Another recent erosion of the ICC's authority was in Italy after the police acted on an arrest warrant for a notorious Libyan people smuggler. The judiciary put him on to a plane back to Libya for a hero's welcome. Furious that its investigation into war crimes in Libya had been upended, the ICC then released the evidence against the Libyan, including his role in overseeing the deaths of migrants.

The ICJ arguably is more used to seeing its orders ignored, but such has been the profile of South Africa's genocide case that Israel's apparent defiance of the court's interim orders is more glaring. Oxfam said in a survey of NGOs this week that 89% of the agencies found provision of aid into Gaza has worsened since the six ICJ orders covering aid and prevention of genocide were issued on 26 January last year.

"We have the power to turn the tide if we want to," said Oona Hathaway, a professor of international law at Yale. "But at a certain point, the rules are going to become so eroded that it's going to lose all legitimacy, and the United States is going to lose all legitimacy. We're going to find that we're going to be past the point of no return, and those rules are no longer going to be salvageable. And I think that would be a real tragedy."

Case Study Discussion

Theme: *Legitimacy & authority of international courts*

Questions:

1. What motivations do South Africa and Malaysia have for launching this campaign?

2. What does the campaign imply about the current challenges facing international courts?
3. Does the fact that states need to “protect” the courts show that international law is fragile?
4. How does this story illustrate the tension between sovereignty and international justice?
5. Do you think the authority of institutions like the ICJ/ICC is increasing or decreasing? Why?
6. If powerful states resist, can the system survive on middle-power support?

Use: Can be run as pair work → whole-class discussion.

Concept-Focus Assignment

The core concepts:

- *Consent*
- *Sovereignty*
- *Legitimacy*
- *Compliance*
- *Enforcement gap*
- *Rule-based international order*

Task:

- Define the concept.
- Use details directly from the article.
- Explain how the SA/Malaysia campaign illustrates or challenges that concept.

Quick Reaction Paper (In-Class, 15–20 minutes)

Prompt:

"Does the South Africa–Malaysia campaign demonstrate strength or weakness in the international legal order?" 100–150 words only.

2. ANALYTICAL DISCUSSION. Analyze the following cartoons:



3. CASE STUDY. Comment on the following cases:

International Space Law

1. Algomaspac, a private corporation made up of International Law students and based in Sault Ste. Marie, Ontario launched a satellite –Algomasat- to Outer Space in January, 2008 from a small launch site built near Algoma U. The satellite exploded when achieving an altitude of 100 km and disintegrated. One of its pieces re-entered the Earth near Lyon, France and killed over 100 people.

Who is legally responsible for this incident? How will the families of the victims be compensated?

2. Boeing – a US company, and LMI – a Russian firm jointly launched a satellite from a privately-owned launch site in Australia. The satellite failed in Outer Space, disintegrated and killed 200 in Chile. Boeing and LMI had signed a contract saying that LMI would be liable for all damages caused by the satellite. The contract was signed by the US and Russian governments and reaffirmed that only the Russian government would be responsible for damages caused by the satellite and exonerated the US government from liability. The victims' families in Chile sue the US government.

Is this legal? Do they have to sue the Russian government only?

3. A Russian satellite collides with a Chinese satellite, and the Chinese satellite crashes against the International Space Station, killing 3 US astronauts on board. A technical investigation reveals that the Russian satellite failed because Russian engineers had made a mistake in the fuel calculations.

Who is legally responsible for the killing of the US astronauts? Who can the US government sue?

4. A Canadian astronaut in the International Space Station attempts to murder a French astronaut. The French government complains to Canada, but the Canadian government replies that the Canadian astronaut was under extreme pressure and he intended to kill his French colleague in an effort to be brought back to Earth earlier than scheduled. The Canadian government announces that it will not prosecute the Canadian astronaut. When the astronaut is brought back to Earth in the United States, both the French and the Canadian government

request the US government to send the astronaut to France and to Canada, respectively.

The US government seeks your International Law advice.

4. Questions for discussion.

1. What is International Law? Define it.
2. What is the purpose of International Law? Is it effective?
3. Do you think International Law affects your everyday life? If so, how?
4. What is the Difference between Domestic and International Law?
5. What are some of the topics of International Law?
6. Who are the main international actors? Are non-state actors and States are equal in matters of international law?
7. Considering the fact that all states jealously guard their sovereignty, is it possible to have effective compliance with international law?
8. What is Customary International Law?
9. What is *jus cogens*? What is the difference between customary law and *jus cogens*?
10. What makes something a formal source of international law?
11. What are the four sources of international law. Based of off Article 38(1) of ICJ statute?
12. What is meant by the principle of *pacta servanda* as it relates to treaties?
13. Can states be bound by a treaty, as a treaty even if they do not consent to it?
14. Is there a system of public courts in the international system?
15. Who can bring a case before the ICJ Court?

16. What do you think are the greatest challenges of international criminal justice, in the context of changes brought by modern technologies?
17. Why was the ICC established?
18. What States voted against the ICC? Why?
19. What is the role of victims in procedures before the ICC?
20. Why can't the ICC impose the death penalty? What is your opinion about the death penalty for international crimes?
21. What are the rights of those accused of a crime by the ICC?
22. What are some of the predecessors to the ICC?
23. What were the Nurnberg trials?
24. When did the Nurnberg trials take place?
25. What were the verdicts of Nurnberg trials?
26. Why was Nuremberg chosen for the International Military Tribunal?
27. Which four allied countries in 1945 had judges present at the International Military Tribunal held by the victorious allies?
28. What is extradition? Do an online search of the Roman Polanski, Julian Assange, Leonard Peltier extradition cases. What happened?
29. Choose a country and analyze its extradition laws.
30. What is the war in /demilitarization and de-nazification of/ Ukraine about?
31. Discuss major developments in Ukraine since the collapse of the Soviet Union:
 - a) foreign debt; b) the 1996 Constitution; c) Yanukovich.
32. What is the connection between the first Trump impeachment and the war in Ukraine? What is Joe and Hunter Biden's involvement in Ukraine?
33. What are Russia's arguments for invading Ukraine? What do you think of these arguments?
34. How did the U.S. respond to the crisis? Why? Has it been effective? What about other Western countries? Are Western's sanctions legal under international law?
35. What are Russia's military operations legal under International Law?
36. Was Russia's annexation of Crimea legal under international law? Why or why not?

37. What similarities and differences do you see between the Ukraine crisis and the Cold War? Are Russia and the West headed toward a new Cold War?
38. Should Ukraine become a member of NATO? Why or why not? What would this mean for Russia?
39. Should Ukraine become a member of the EU? Why or why not?
40. What do you know about the implementation of international law in Ukraine?

SUPPLEMENTARY

1. Take the quiz and compare your answers.

QUIZ: INTERNATIONAL LAW

Q1: Who is called ‘father of International Law’?

- A. Marx
- B. Hugo Grotius
- C. Openhiem

Q2: International Law is factually a:

- A. Strong Law
- B. Weak Law
- C. Not a law at all

Q3: Which one of the following is not a source of International Law?

- A. International Contracts
- B. International Principles of Law
- C. International Financial Transactions

Q4: Which law governs international contracts:

- A. Law of Treaties

B. Law of Agreements

C. Law of Contracts

Q5: Under what pretext International Law allows use of force:

A. For Occupation

B. For Aggression

C. In Self-Defence

Q6: Which institution is custodian of International Law:

A. UN

B. EU

C. UNESCO

Q7: Which is the judicial organ of the UN?

A. International Court of Justice

B. International Criminal Court

C. UNESCO

Q8: Headquarters of ICJ lies in:

A. New York

B. The Hague

C. Vienna

Q9: Name of regulatory law of ICJ is?

A. ICJ Statute

B. ICJ Charter

C. ICJ Act

Q10: ICJ is successor institution of:

A. EU

B. Permanent Court of International Justice

C. ICC

Q11: Permanent Court of International Justice was established under:

- A. League of Nations
- B. UNO
- C. European Union

Q12: Which law delimits world seas?

- A. UN Charter
- B. Document on Law of Oceans
- C. UN Convention on law of Seas

Q13: High Seas refer to part of ocean beyond:

- A. Territorial Waters
- B. Exclusive Economic Zone
- C. Contiguous Zone

Q14: Exclusive Economic Zone ranges to a distance of:

- A. 100 NM
- B. 200 NM
- C. 300 NM

Q15: Piracy is an offense within the jurisdiction of the:

- A. Flag State
- B. Offenders State
- C. All the States

Q16: Landlocked state is:

- A. Surrounded by water from all sides
- B. Surrounded by enemy states from all sides
- C. Surrounded by land from all sides

Q17: Tobar Doctrine is related to:

- A. The recognition of a state

- B. The recognition of a government
- C. The recognition of insurgents

Q18: Asylum is recognized in International Law as a:

- A. Duty
- B. Privilege
- C. Right

Q19: Extradition of criminals is made after:

- A. Signing a treaty
- B. Paying Money
- C. Signing a memorandum

Q20: Vienna Conference of 1961 is related to

- A. Diplomatic inter course and immunities
- B. Prisoners-of-war
- C. Recognition of states

2. PERSONALITY FILE.

1. Read the biography of Sir Hersch Lauterpacht and be ready for the test.



Born:

August 16, 1897 – May 8, 1960, in the small town of *Żółkiew*/Жовква in the Austro-Hungarian Empire (now Ukraine), near Lemberg, the capital of East Galicia.

Sir Hersch Lauterpacht is considered one of the most influential international legalists of the twentieth century, if not the founder of modern international law, due to his remarkable contributions to the foundation of the international protection of human rights after 1945.

GLOSSARY for TOPIC 1

actually	data protection laws
administered	diplomatic immunity
allude to	disobedience
an act of God	disobedient
appeal	disobey
appeal	dispute resolution
Appeal Court (<i>also</i> Court of Appeal)	domestic laws
applicable	end up
applicant	enforce law
application	ensure rights
apply	environmental protection
apply to	escalate
armed force	established habits
atrocity	fine print
be bound to	for protection
bind	fulfil an obligation
binding	fully resolved
charters	hear the matter
consent	hereinafter
conspiracy	illicit drugs
covenants	implement
custom	imprecise
custom	interact
customary	joint resolution
customary law	jurisprudence
customs	jurisprudence
cyber security strategies	law
cybercrime	lawbreaker

lawful	obligation to/toward somebody
lawfully	obligations
lawless	obligatory
lawlessness	oblige
laws	obliged
laws and regulations	parties to
legacy	perpetuate
legal beagle	pick up
legal instruments	political agendas
legal system	proceedings
legally binding	prosecution
lemon law	protection
maintain	protection
meet the obligations	protection against something
merit	protection for somebody/something
multilateral treaties	(against/from something)
national laws	protection from something
natural	protection of somebody/something
acquittal	(against/from something)
neutral third party	protectionism
nuclear fission and fusion	protective
null and void	put across
obedience	put in for
obedient	put out
obediently	put through
obey	put up
obey the laws	redemption
obligation	refrain from
obligation on somebody	regardless
obligation to do something	repeatedly

resolutely	through peaceful means
resolution	trafficking
resolve	under any/no obligation
resolve itself	under protection
sanctioned	under the protection of
sense of obligation	somebody/something
set rules	under the treaty
settle disputes	unlawful
sign on to	unlawfully
supremacy	versatile
supreme	vested interest
supreme law	with regard to
talks	without obligation
the Holocaust	writings of scholars
the Supreme Court	
the Act of Supremacy	

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TOPIC 2

UNIVERSAL HUMAN RIGHTS

TOPIC 2 UNIVERSAL HUMAN RIGHTS

SECTION 1 READING & VOCABULARY

LEAD-IN:

I. Comment on the following:

1. “There can be no peace without development, no development without peace, and no lasting peace or sustainable development without respect for human rights and the rule of law.” – *Jan Eliasson (a Swedish diplomat who was Deputy Secretary-General of the United Nations from July 2012 to December 2016, born 17 September 1940)*
2. “We need to affirm that human diversity makes us richer and enhances our strength ... No one should claim supremacy over another on any level whatsoever.” – *Nelson Mandela (a South African anti-apartheid activist and politician who served as the first Black president of South Africa, 1918 – 2013).*
3. “Human rights are not a matter for governments alone. They are also a matter for each individual.” – *Kofi Annan (a Ghanaian diplomat who served as the seventh secretary-general of the United Nations, 1938 – 2018).*
4. “We all have equal worth before our Creator and unequal gifts from Him that we can use to benefit each other as we work together in building a better world.” – *Pope Francis (the head of the Catholic Church, the bishop of Rome and sovereign of the Vatican City State, born December 17, 1936).*
5. “Our society will not be great until every marginalized person in it is freed from oppression and given their right to speak out loud without fear.” – *Malala Yousafzai (a Pakistani female education activist and the 2014 Nobel Peace Prize laureate, born July 12, 1997).*

II. Discuss the problem.

1. What are human rights?
2. Do you agree with the statement that human rights have to be 100% universal?
3. Does military action as a way to protect human rights make sense? Why or why not?
4. What is an ombudsman? What role does it play in the issue of human rights?
5. What is the future of human rights in 2024-2025?

I. Read and translate the text.

TEXT 1: INTERNATIONAL HUMAN RIGHTS LAW

“Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace....”

Preamble, The Universal Declaration of Human Rights

Universal Declaration of Human Rights Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he or she lives in; the school or college he or she attends; the factory, farm or office where he or she works.... Unless these rights have meaning there, they have little meaning anywhere. Eleanor Roosevelt¹, co-author, <i>Universal Declaration of Human Rights</i>, Remarks at the United Nations, 27 March 1958	1. проголошення 2. невід’ємні, невідчужувані права 3. непорушні права 4. дотримуватися 5. документ з прав людини; інструмент захисту прав людини
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<i>The Universal Declaration of Human Rights (UDHR)</i> is the basic international 1) pronouncement of the indivisible, 2) inalienable, and 3) inviolable rights of all human beings. It is a statement of values and principles to which the international community has promised 4) to adhere, even though the UDHR is not by itself a human rights treaty. It is the foundational international vision for human rights and has become the best known and most often-cited 5) human rights instrument in the world. The UDHR contains 30 articles, or sections, that 6) set out people's universal rights. Some of the rights are based on our physical needs, such as the right to life, right to shelter, and right to food. Other rights are to protect us, such as the right to be free from torture, 7) inhumane treatment, or punishment. There are other rights which ensure we are able to develop to our full potential, such as the right to education, right to work, and right to participate fully in cultural life. The rights included in the UDHR are based on values of dignity, justice, respect, and equality. The declaration 8) affirms entitlement to human rights regardless of who you are, where you come from, what language you speak, or what your religious beliefs are. Under the <i>Universal Declaration of Human Rights</i>, human rights are supposed to be: • universal – they apply to everyone in the world. • equal – all people are entitled to have the same rights, privileges and status under the law. • interdependent and indivisible – the rights are dependent on one another and cannot be separated. • inalienable and inviolable – you cannot 9) give up	6. встановлювати 7. нелюдське поводження; негуманне ставлення 8. закріплювати право на 9. поступатися правами 10. зневажати; нехтувати права 11. наслідки створення проекту декларації 13. укладачі 14. юридично зобов'язуючий документ 15. розділити 16. угода 17. відстоювати права 18. складати 19. захищати права 20. широкий спектр
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your rights, even if you want to, and no one should be able to violate or 10) disregard your rights. The UDHR was proclaimed in a resolution of the United Nations General Assembly² on December 10, 1948, out of a strong collective desire to for peace in 11) the aftermath of World War II. A Canadian lawyer, John Peters Humphrey³, was the first director of the UN Human Rights Committee⁴, initially chaired by Eleanor Roosevelt, and they both made significant contributions to the early 12) drafting of the declaration. After years of negotiation and many versions, 13) drafters included Humphrey from Canada, Roosevelt from the United States, as well as drafters from France, China, Lebanon, Chile, Australia, the Soviet Union, and the United Kingdom. The <i>Universal Declaration of Human Rights</i> represents a vision of the world as the international community would like it to become and remains relevant to international law more than 60 years after its creation. International Bill of Rights The <i>Universal Declaration of Human Rights</i> is a statement of internationally accepted values and principles, but by itself it is not 14) a legally binding document. In order to get passage of the UDHR as quickly as possible, the original package of rights was 15) split up, but it took almost 30 years before the two legally binding 16) covenants, drafted to go along with the declaration, were activated in 1976. These two treaties are the <i>International Covenant on Economic, Social and Cultural Rights</i> and the <i>International Covenant on Civil and Political Rights</i>. These treaties recognize and define in more detail many of the rights set out in the UDHR. If a	21.вербування на військову службу 22.жорстоке поводження 23.сприяти реалізації прав 24.нехтування; дитяча бездоглядність 25.запровадити та забезпечити виконання законів 26. здійснювати нагляд за виконанням договорів 27.надавати звіти 28.держави- підписанти 29.підвищити обізнаність 30.притягнути порушників до відповідальнос ті 31.інкорпорувати, включати
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government decides to sign and ratify the covenants, this means that they have agreed 17) to uphold the rights and freedoms set out in the covenants in their own country. Altogether the <i>Universal Declaration of Human Rights</i>, the <i>International Covenant on Economic, Social and Cultural Rights</i> and the <i>International Covenant on Civil and Political Rights</i> 18) make up the <i>International Bill of Rights</i>. Convention on the Rights of the Child (CRC) The <i>Convention on the Rights of the Child</i> recognizes that children under the age of 18 often require special care and protection. In most countries, children under 18 have limited abilities to participate in society (for example, they cannot vote), which makes it difficult for them to protect and 19) advocate for their own rights. The CRC was adopted in 1989 and recognizes that children have a right to 20) a full range of human rights. In addition to the convention are two optional protocols: the first is intended to strengthen the protection of children during armed conflict (and in particular, the protection against 21) the recruitment of child soldiers) and the second is for the prevention of the sale of children, child pornography, and child prostitution. The CRC recognizes that children everywhere have the same basic rights to survival, education, protection from harmful influences, 22) abuse and exploitation, full participation in family and social life, freedom of expression, and the right to play, among others. The CRC protects children's rights by setting standards for healthcare, education, and legal, civil, and social services. There are four core principles underlying the CRC:	32.національне законодавство
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- non-discrimination
- devotion to the best interests of the child
- right to life, survival and development
- respect for the views of the child.

Under the CRC, children are viewed as individuals as well as members of a family and community, who have rights and responsibilities appropriate to their age and stage of development. The aim of the CRC is to protect and **23) advance the rights** of children so that they may develop to their full potential, free from hunger, want, **24) neglect**, or abuse.

Do international human rights treaties work?

Even though many treaties exist for the protection of human rights, violations of these rights still take place every day and work is needed to ensure states **25) enact and enforce** appropriate **laws** for the protection of human rights. The United Nations supports many different bodies that **26) oversee the implementation of treaties** by **27) undertaking reports** and providing recommendations to **28) signatory states**. Intergovernmental and non-governmental organizations are also involved on many levels to help ensure human rights are protected and **29) raise awareness** when they are not. These organizations may facilitate public awareness campaigns to encourage political pressure on countries that do not respect human rights. These organizations may also help bring court cases before domestic and international courts **30) to bring violators to justice** and make human rights laws stronger.

The more we know about international law and the obligations of states under international treaties, the better able

we are to use international law as a tool to encourage governments **31) to incorporate** and enforce human rights in their **32) domestic laws**. We have an opportunity – and an obligation – to educate ourselves about the options available under international law and to use these tools in our struggle for equality and peace worldwide.

Notes:

¹**Eleanor Roosevelt** *American first lady (1933 – 45), the wife of Franklin D. Roosevelt, 32nd president of the United States, and a United Nations diplomat, pacifist, activist and humanitarian, 1884 – 1962.*

²**United Nations General Assembly (UNGA)** *is the main policy-making organ of the Organization. Comprising all Member States, it provides a unique forum for multilateral discussion of the full spectrum of international issues covered by the Charter of the United Nations. Each of the 193 Member States of the United Nations has an equal vote.*

³**John Peters Humphrey** *(April 30, 1905 – March 14, 1995) a Canadian legal scholar, jurist, and human rights advocate. He is most famous as the principal author of the first draft of the Universal Declaration of Human Rights.*

⁴**UN Human Rights Committee** *is the body of independent experts that monitors implementation of the International Covenant on Civil and Political Rights by its States parties. The Committee's work promotes the enjoyment of civil and political rights, resulting in numerous changes of law, policy and practice. As such, it has improved the lives of individuals in all parts of the world. It continues to strive to ensure all the civil and political rights guaranteed by the Covenant can be enjoyed in full and without discrimination, by all people.*

READING COMPREHENSION

I. Answer the questions.

1. What is the Universal Declaration of Human Rights?
2. How many article or sections does the UDHR contain and what do the set out?
3. What are the people's universal rights based on?
4. What are human rights supposed to be under UDHR?
5. When was the Declaration proclaimed and why?
6. Who were the drafters of the UDHR?
7. What international instruments altogether make up the International Bill of Rights?
8. When was the Convention on the Rights of the Child adopted and what does it recognize?
9. What are the four core principles underlying the CRC?
10. Do international human rights treaties work?

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. The Universal Declaration of Human Rights (UDHR) the foundational international vision for human rights and has become the best known and most often-cited human rights instrument in the world.
2. The UDHR contains 25 articles, or sections, that set out people's universal rights.
3. The declaration affirms entitlement to human rights depending on who you are, where you come from, what language you speak, or what your religious beliefs are.
4. The UDHR was proclaimed in a resolution of the United Nations General Assembly on December 10, 1948, out of a strong collective desire to for peace in the aftermath of World War II.

5. After years of negotiation and many versions, drafters included Humphrey from France, Roosevelt from the United States, as well as drafters from Canada, China, Japan, Lebanon, Chile, Australia, the Soviet Union, and the United Kingdom.
6. The Universal Declaration of Human Rights is a statement of internationally accepted values and principles, but by itself it is not a legally binding document.
7. Altogether the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child and the International Covenant on Civil and Political Rights make up the International Bill of Rights.
8. The CRC was adopted in 1989 and recognizes that children have a right to a full range of human rights.
9. In addition to the convention are two optional protocols: the first is intended to strengthen the protection of children during armed conflict (and in particular, the protection against the recruitment of child soldiers) and the second is for the prevention of the sale of children, child pornography, and child prostitution.
10. We don't have an opportunity – and an obligation – to educate ourselves about the options available under international law and to use these tools in our struggle for equality and peace worldwide.

III. Complete the following sentences using the required information from the text above.

1. The Universal Declaration of Human Rights (UDHR) is the basic international _____, and inviolable rights of all human beings.
2. It is the foundational international vision for human rights and has become _____ in the world.
3. There are other rights which ensure we are able to develop to our full potential, _____, and right to participate fully in cultural life.

4. The UDHR was proclaimed in a resolution of the United Nations General Assembly on December 10, 1948, out of a strong collective desire to for peace _____.
5. In order to get passage of the UDHR as quickly as possible, the original package of rights was split up, _____, drafted to go along with the declaration, were activated in 1976.
6. In most countries, children under 18 have limited abilities to participate in society (for example, they cannot vote), _____ their own rights.
7. The aim of the CRC _____ so that they may develop to their full potential, free from hunger, want, neglect, or abuse.
8. The United Nations supports many different bodies _____ and providing recommendations to signatory states.
9. These organizations may also help bring court cases before domestic and international courts _____ and make human rights laws stronger.
10. The more we know about international law and the obligations of states under international treaties, the better able we are to use international law as a tool _____ in their domestic laws.

V. a. Make up a plan of the text.

b. Write a short summary from 200-250 words. Make use of the linking words.

I. Transcribe the following. Consult APPENDIX 2 if necessary.

inalienable, education, torture, equality, privileges, status, aftermath, significant, Lebanon, Chile, recruitment, soldiers, exploitation, viewed, individuals, covenant, organization, awareness, violators

II. Define or explain the terms used in the text, consult English-English Dictionary.

pronouncement, inalienable, inviolable, to adhere, shelter, torture, punishment, to ensure, to affirm, entitlement, to disregard, aftermath, drafter, relevant, covenant, to uphold, abuse, neglect, healthcare, to enact, to enforce, to oversee, to undertake, awareness

III. a. Find in the text equivalents of the following words.

consequences, a formal announcement, to follow, human rights document, legally compulsory, a formal sealed agreement, to form or constitute, enlistment for military service, maltreatment, negligence, to include, national laws, to bring offenders to trial, to supervise the implementation of treaties

b. Find in the text opposites of the following words.

humane attitude, concealment, not to observe, to violate the rights, alienated, surrendered, or transferred to another, broken, infringed, or dishonoured, to deny entitlement to, beginning, to respect the rights, to bring together, limited number, care, to exclude

IV. Translate the following sentences, paying attention to the active vocabulary of the text.

1. Oppression means despicable conduct that subjects a person to cruel and unjust hardship in conscious **disregard of** that person's **rights**.
2. The treasurer has been taking a more optimistic view of economic recovery in his recent public **pronouncements**.
3. What most Americans see as an **inalienable** right to vote is actually the product of decades of court rulings and legislative decisions, most of them – but hardly all – slowly expanding a legal guarantee of the ability to cast a ballot.

4. The parties have cooperated in the **drafting** and preparation **of this declaration**.
This declaration will not be construed against any party on the basis that the party was the **drafter** or participated in the **drafting**.
5. People who have been **abused** as children often experience feelings or a sense of worthlessness.
6. Once again, in **the aftermath** of the war his international fame gave him a lion's share of glory.
7. The park was in a sorry state of **neglect**.
8. Russia, unlike Ukraine, is not **a signatory state** to the 1997 Mine Ban Treaty, which prohibits antipersonnel mines and requires countries to destroy their stockpiles.
9. The Territory's customs and police departments have carried out joint operations aimed at curbing illegal immigration and **bringing violators to justice**.
10. CHRI recommended that the Government of Lesotho **incorporate** the principle of equality between men and women into **domestic law** and **enact law** prohibiting discrimination based on gender.

V. Complete each sentence with the correct form of the following words. There is one word too many.

drafter	undertaking reports	neglect	inhuman treatment	pronouncement
inalienable	raise awareness	signatory state	abuse	recruitment
inviolable				

1. She made an official _____ on changes in government policy.
2. He said the republic now had an _____ right to self-determination.
3. Article 1 of the constitution affirms that the dignity of human beings is _____.
4. _____, prohibited under Common Article 3, represents behaviour that is in contravention of the fundamental principles of humanity.

5. Neither party will be deemed the _____ of this Agreement, which Agreement will be deemed to have been jointly prepared by the parties.
6. Parties often appeared to be factional alliances, and the _____ of members was only vaguely based on common interests and ideological affinities.
7. Affiliate shall adopt policies prohibiting sexual and physical _____ which meet certain minimum criteria established by the declaration.
8. Longer lockdowns may be a payback for social _____.
9. South Korea is a _____ of the Nuclear Nonproliferation Treaty, or NPT, which bans the country from seeking nuclear weapons.
10. Unlike most women, she has a global platform where she can _____ about issues that are important to her.

VI. Translate into English using Active Vocabulary of Text 1.

1. Міжнародне товариство в рамках ООН виробило ряд **документів у галузі прав людини** (декларації, акти, договори), які містять у собі норми, що стосуються правового статусу індивіда та прийняття державами зобов'язань дотримуватись цих стандартів у своєму **внутрішньому законодавстві** і у повсякденній діяльності.
2. Як свідчать представлені з нагоди Міжнародного дня прав людини онлайн-презентації результатів соціологічного опитування, проведеного у жовтні 2020 року, лише 25,3% українців готові **поступатися** своїми **правами** на користь добробуту.
3. Загальна декларація прав людини, як така, не є **юридично обов'язковим документом**, проте вона «відображає загальну домовленість народів світу і є зобов'язанням для членів міжнародного співтовариства».
4. Відео з **наслідками** атаки по житловому будинку у Запоріжжі 22 березня 2023 року президент **Володимир Зеленський** опублікував у Telegram.
5. Гімалайське королівство Бутан повністю вакцинувало 90% дорослого населення. Крихітна країна швидко витратила більшість з 550 тис. доз вакцин AstraZeneca, подарованих Індією. Прем'єр і король **Джігме Кхесар**

Намгел Вангчук сам здійснив поїздку по країні, щоб **підвищити обізнаність** про вакцинацію.

6. Программ передбачає реалізацію на території району державної політики з питань соціального захисту дітей, запобігання **дитячій бездоглядності** та безпритульності, вчиненню дітьми правопорушень.
7. Аналітики звертають увагу на рекламну кампанію так званих "добровольчих батальйонів" у російських Telegram-каналах. Окрім того, деякі місцеві російські чиновники створюють мобільні центри **вербування**, щоб рекламувати військову службу за контрактом.
8. Російська блогерка Світлана Тимофєєва перебуває у в'язниці в Албанії в очікуванні суду за звинуваченням місцевого прокурора у шпигунстві. Її адвокат у клопотанні наголосив, що є вагомі підстави вважати, що Тимофєєва може зіткнутися з "жорстоким **нелюдським поведженням**" у разі її екстрадиції до Росії.
9. **Підписанти** Європейської хартії місцевого самоврядування на міждержавному рівні зобов'язувалися не посягати на демократію, не порушувати все те, що й без того не повинні були порушувати в силу **внутрішнього законодавства**.
10. "Ніяких замашок з боку, принаймні, президента Росії на те, що треба Білорусь **інкорпорувати** або **включити** до складу Росії, ні разу не почув. Навіть настрою такого не було, я б відчув це. Тому я вам щиро і чесно кажу - немає ніяких намірів поглинути Білорусь", - запевнив Лукашенко.

READING 2

SUBTOPIC: HUMAN RIGHTS WATCH - DEFENDING HUMAN RIGHTS WORLDWIDE

1. What do you know about such international nongovernmental organization as Human Rights Watch?
2. Fact file: prepare 10 facts about Human Rights Watch (HRW), make sure to visit the official website at <https://www.hrw.org>
3. Use the words and phrases below to complete the text. Read the text again and translate it. Underline or write out all useful expressions. Make a short presentation based on the theme of the article.



TEXT 2: WORLD REPORT 2023

OUR ANNUAL REVIEW OF HUMAN RIGHTS AROUND THE GLOBE

"I have been working, as emergency relief coordinator, on an international scale, very hard to build a wider alliance of partners in assistance efforts."

Jan Egeland

- *"pariah state"*
- *fall short*
- *to take action to protect human rights*
- *notably*
- *prioritizing democracy and human rights*
- *carries a heavy cost*
- *deliberate attacks on civilians*
- *as a bloc*
- *hypocrisy*
- *the crime against humanity of apartheid*

The obvious conclusion to draw from the litany of human rights crises in 2022 – from Russian President Vladimir Putin’s 1) _____ in Ukraine and Xi Jinping’s open-air prison for the Uyghurs in China to the Taliban’s putting millions of Afghans at risk of starvation – is that unchecked authoritarian power leaves behind a sea of human suffering. But 2022 also revealed a fundamental shift in power in the world that opens the way for all concerned governments to push back against these abuses by protecting and strengthening the global human rights system, especially when the actions of the major powers 2) _____ or are problematic.

We have witnessed world leaders cynically trading away human rights obligations and accountability for human rights abusers in exchange for seeming short-term political wins. US presidential candidate Joe Biden’s principled pledge to make Saudi Arabia a 3) _____ over its human rights record was eviscerated once he was in office and facing high gas prices by his bro-like fist bump with Saudi Arabia’s Mohammed Bin Salman. And the Biden administration, despite its rhetoric about 4) _____ in Asia, has tempered criticism of abuses and increasing authoritarianism in India, Thailand, the Philippines, and elsewhere in the region for security and economic reasons, instead of recognizing that all are linked.

Of course, these kinds of double standards are not solely the purview of global superpowers. Pakistan has supported the United Nations high commissioner for human rights’ monitoring of abuses in Muslim-majority Kashmir, but owing to its close relationship with China, has turned its back on possible crimes against humanity against Uyghur and other Turkic Muslims in Xinjiang. Pakistan’s 5) _____ is especially glaring given its coordinator role of the 57-member Organisation of Islamic Cooperation.

Human rights crises do not arise from nowhere. Governments that fail to live up to their legal obligations to protect human rights at home sow the seeds of discontent, instability, and ultimately crisis. Left unchecked, the egregious actions of abusive governments escalate, cementing the belief that corruption, censorship, impunity, and violence are the most effective tools to achieve their aims. Ignoring

human rights violations 6) _____, and the ripple effects should not be underestimated.

But in a world of shifting power, we also found opportunity in preparing our 2023 World Report, which examines the state of human rights in nearly 100 countries. Each issue needs to be understood and addressed on its own merits, and each requires leadership. Any state that recognizes the power that comes from working in concert with others to affect human rights change can provide that leadership. There is more space, not less, for governments to stand up and adopt rights-respecting plans of action.

New coalitions and new voices of leadership have emerged that can shape and further this trend. South Africa, Namibia, and Indonesia have paved the way for more governments to recognize that Israeli authorities are committing 7) _____ against Palestinians.

Pacific Island nations 8) _____ have demanded more ambitious emissions reductions from those countries that are polluting the most, while Vanuatu leads an effort to put the adverse effects of climate change before the International Court of Justice for their own sake – and ours.

And while the US Supreme Court struck down 50 years of federal protection for reproductive rights, the “green wave” of abortion-rights expansions in Latin America – 9) _____ Argentina, Colombia, and Mexico – offers a compelling counternarrative.

This is the overarching lesson of our ever-more disrupted world: we need to reimagine how power in the world is exercised, and that all governments not only have the opportunity but the responsibility 10) _____ within and beyond their borders.

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READING 3

SUBTOPIC: CHILD AND HUMAN RIGHTS

1. Explain the rights of the child guaranteed under the United Nations Convention on the Rights of the Child (UNCRC).
2. Put the following prepositions in each space in the text below: *by (2), for, to, in (3), from, into, throughout, at (2), on (2), under*. Read the text again and translate it. Underline or write out all useful expressions.

TEXT 3: CHILDREN'S HUMAN RIGHTS

"Every human life is worth the same, and worth saving."

Harry Potter

There are about 2.3 billion children in the world, nearly a third of the total human population. Children are defined 1) _____ law as people who are 2) _____ the age of majority in their country, usually 18 years old. Whatever their age, all children have human rights, just as adults do. This includes the right to speak out and express opinions, as well as rights to equality, health, education, a clean environment, a safe place to live and protection from all kinds of harm. Children's rights are enshrined 3) _____ the 1989 United Nations Convention 4) _____ the Rights of the Child (UNCRC), the most ratified human rights treaty in the world.

Globally, children's human rights are violated every day. Children and young people are especially exposed to rights violations because they are dependent 5) _____ adults, which can 6) _____ times heighten risk. Children are likely to form the group at highest risk of poverty, malnourishment and abuse, and are often disproportionately impacted 7) _____ human rights crises.

Sadly, all child rights are regularly abused or violated. This can start 8) _____ birth. For example, an estimated 290 million children globally have not had their births registered, so they have no legal identity or proof of existence. This makes it nearly impossible for them to claim their rights 9) _____ their lives – which means they may not be able to go to school, receive healthcare, or get a job when they are older. Girls in low-income countries have only a 50/50 chance of ever having a legal identity and accessing rights and services.

Around the world, over 61 million children do not attend primary school. An estimated 150 million girls and 73 million boys are sexually assaulted every year. In some countries, girls as young as nine are forced **10)** _____ marriage and children as young as six are judged as adults in criminal courts. At least 330,000 children are held **11)** _____ immigration detention in 80 countries every year, simply for being migrants or refugees. Many are forcibly separated **12)** _____ parents and families.

In 2019, one **13)** _____ six children was living in extreme poverty – a situation that puts children at greater risk of domestic violence, child labour, sexual exploitation, teenage pregnancy and child marriage. This number rose significantly during the Covid-19 pandemic. In 2020, nearly 820 million children did not have basic hand washing facilities at school, contravening their right **14)** _____ health and putting them at greater risk of catching and spreading infection.

The UNCRC seeks to protect children from harm, to provide **15)** _____ their growth and development, and to empower their participation in society. Article 42 of the Convention is a commitment to educate children and adults about child rights, but it seldom happens. Ignorance of rights puts children at greater risk of abuse, discrimination and exploitation.

© *Children's Human Rights - Amnesty International at*
<https://www.amnesty.org/en/what-we-do/child-rights>

TRANSLATION

1. Render the following text into English using some of the studied vocabulary.



AMNESTY INTERNATIONAL: ЯК ВСЕ ПОЧИНАЛОСЬ

«Наша робота буде виконана лише тоді, коли останній в'язень совісті вийде на волю, остання катівня буде зачинена, а Загальна декларація прав людини стане реальністю для всіх людей по всьому світу.»

Пітер Бененсон, засновник Amnesty International

Amnesty International – це всесвітній рух, що об'єднує понад 9 мільйонів людей, які вважають боротьбу з несправедливістю своєю особистою справою. Ми боремося за світ, у якому права людини є доступними для всіх без винятку.

Нас підтримують та фінансують такі ж люди, як ви. Ми не залежимо від політичних ідеологій, економічних інтересів або релігій. Нас не контролює жоден уряд.

У 1961 році британського адвоката Пітера Бененсона обурило новина про те, що двоє студентів у Португалії були засуджені за публічне виголошення тосту «За свободу!» в одному з лісабонських кафе. Він написав статтю в газету «The Observer» та розпочав кампанію, яка несподівано отримала широкий розголос. Його стаття із закликом до дії була передрукована в газетах по всьому світу та розбурхала ідею, що люди будь-де можуть об'єднуватись та демонструвати свою солідарність на підтримку свободи та правосуддя. Цей надихаючий момент не тільки створив новий рух, але й дав старт новим соціальним змінам.

Прошли роки і права людини перемістились з маргінесів міжнародних відносин в їх центр. Amnesty International пройшла шлях від пошуків та визволення політичних в'язнів до захисту цілого спектру прав людини. Наша робота захищає людей та робить їх сильнішими: від відміни смертної кари до захисту сексуальних та репродуктивних прав, від боротьби з дискримінацією до

захисту прав мігрантів та біженців. Ми говоримо за всіх та кожного, чий гідність та свобода під загрозою.

Після п'ятдесяти років безпрецедентних досягнень Amnesty International проходить через трансформацію, щоб пристосуватись до нових стрімких змін в світі. Від великої бази в Лондоні ми перейшли до регіональних офісів в містах Африки, Азійсько-Тихоокеанського регіону, Центральної та Східної Європи, Південної Америки, Близького Сходу. Регіональні офіси стали головними центрами нашої розслідувальної діяльності та комунікацій. Нові регіональні офіси посилюють роботу Секцій, які вже існують на національному рівні більш ніж в 70 державах світу. Це дає нам можливість швидко реагувати на події де б вони не відбувались, бути потужним джерелом свободи та правосуддя.

Уявіть, чого ми можемо досягнути зараз, коли ми стоїмо пліч-о-пліч з активістами та активістками з усіх куточків земного шару. Скільки в'язничних брам ми можемо відчинити? Скільки катів можуть бути притягнуті до відповідальності? Скільки ще людей усвідомлять свої права та будуть жити гідно?

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LEXICAL CLINIC

- ❖ UNIVERSAL
- ❖ HUMAN
- ❖ ADVOCATE
- ❖ DRAFT
- ❖ NEGLECT
- ❖ DISCRIMINATION
- ❖ ADVANCE
- ❖ PROCLAIM
- ❖ ENTITLE

❖ ENACT

- 1. universal** (adj) /ˌjuː.nɪˈvɜː.səl/ *not gradable* 1. existing everywhere or involving everyone 2. suitable for a lot of different situations, sizes, or uses (*e.g. a universal rain cover*) 3. **universal suffrage** the right of all the adults in a country to vote in elections

Phrases:

universal human rights

a universal truth

universal bank

universal coverage

universal agreement/appeal/approval

universal access/service/standards

non-universal

universal (n) /ˌjuː.nɪˈvɜː.səl/ an idea or feature that exists everywhere

universally (adv) /ˌjuː.nɪˈvɜː.səli/ 1. by everyone (*e.g. to be universally accepted*) 2. everywhere or in every situation (*e.g. The scale of the problem is now universally recognised.*)

universality (n) /ˌjuː.nɪˈvɜː.sæləti/ 1. the fact of being done by or involving all the people in the world or in a particular group (*e.g. the universality of religious experience*) 2. the fact of being true or right at all times and in all places (*e.g. I believe in the universality of freedom.*)

2. human (adj) /ˈhjuː.mən/ 1. relating to people 2. showing normal human feelings and behaviour, especially showing that you can be weak 3. relating to a person's body (*e.g. the human brain*)

Phrases:

human rights

human being

human race

human nature

human resources

human error

non-human

human (n) /'hju:.mən/ (*also human being*) a person rather than an animal or a machine

humane (adj) /hju:.'meɪn/ showing kindness, care, and sympathy towards others, especially those who are suffering (*e.g. a caring and humane society*)

humanity (n) /hju:.'mæn.ə.ti/ 1. people in general 2. understanding and kindness towards other people 3. **a crime against humanity** a very serious crime that makes a lot of people suffer, often committed during a war 4. **(the) humanities** (*plural*) the branches of learning (such as philosophy, arts, or languages) that investigate human constructs and concerns as opposed to natural processes (as in physics or chemistry) and social relations (as in anthropology or economics) (*e.g. the college of arts and humanities*)

3. advocate (v) G /'ædvəkeɪt/ 1. to support something publicly (**advocate something** *e.g. The group does not advocate the use of violence.*) 2. to speak for, support, or represent a person or group of people who may need extra help or protection 3. to speak for or defend someone in a court of law (*e.g. At least in court a defendant has a lawyer to advocate for him.*)

advocate (n) G /'ædvəkət/ 1. (*formal*) a person who supports or speaks in favour of somebody or of a public plan or action (**advocate for** *e.g. an advocate for women's sports*; **advocate of** *e.g. a tireless advocate of political reform*) 2. (*law*) a person who defends somebody in court 3. a barrister in Scotland 4. **devil's advocate** a person who expresses an opinion that they do not really hold in order to encourage

a discussion about a subject 5. **the Lord Advocate** the senior legal official in Scotland (equivalent to the Attorney General in England, Wales and Northern Ireland) who is part of the Scottish Government, is responsible for advising the Scottish Parliament on the law, and represents the state in important cases

advocaat (n) /'ædvəkɑ:/ (*especially British English*) a strong alcoholic drink made from eggs, sugar and brandy

advocacy (n) /'ædvəkəsi/ 1. public support for an idea, plan, or way of doing something (**advocacy of something** *e.g. He won the Peace Prize for his advocacy of non-violent protest.*) 2. support, advice and help given to people, often with special needs or aims, who are unable to speak for themselves 3. **advocacy group** a group of people who work together to achieve something, especially by putting pressure on the government, etc., usually representing people who are unable to speak for themselves

4. draft (v) **G** *BrE* /drɑ:ft/, *AmE* /dræft/ (*also draught especially in British English*) 1. to write the first rough version of something such as a letter, speech, book or law (**draft something** *e.g. draft a bill/law/plan*) 2. **draft somebody + adv./prep.** to choose people and send them somewhere for a special task (*e.g. Extra police are being drafted in to control the crowds.*) 3. (usually passive) *especially in American English also conscript especially in British English* to order somebody by law to join the armed forces (**be drafted (into something)** *e.g. They were drafted into the army.*)

Phrases:

draft a code

draft a constitution

draft a contract

draft a policy

draft agreement

draft amendment

draft (n) G BrE /drɑ:ft/, AmE /dræft/ (also **draught** especially in British English) 1. a rough written version of something that is not yet in its final form (e.g. *the final draft = the final version*) 2. **bank draft** (also **banker's draft**) a cheque (= a printed form) that can be used as a way of paying for something by a bank to another bank or to a particular person or organization 3. **the draft** (especially American English, in British English usually **conscription**) the practice of ordering people by law to join the armed forces

Phrases:

draft of

first/final draft

draft (adj) G BrE /drɑ:ft/, AmE /dræft/ 1. a draft plan, document, etc. is in its first form, including the main points but not all the details (e.g. *a draft plan/bill/proposal*) 2. (of drinks such as beer) stored in and served from large containers, especially barrels e.g. *draft beer/lager/cider*) 3. (of animals) used for pulling heavy loads, vehicles, etc. (e.g. *a draft horse*) 4. **draft card** a card that somebody gets from the government, telling them that they have to serve in the armed forces 5. **draft dodger** person who illegally avoids joining the armed forces

drafter (n) G BrE /'drɑ:ftə(r)/, AmE /'dræftər/ 1. a person who prepares a rough version of a plan, document, etc. 2. in American English also **draftsman** in British and North American English a person who writes official or legal documents

draftsman (n) G BrE /'drɑ:ftsmən/, AmE /'dræftsmən/ (G British English **draughtsman**) 1. a person whose job is to draw detailed plans of machines, buildings, etc. 2. a person who draws 3. in American English also **drafter** a man who writes official or legal documents (e.g. *the draftsmen of the constitution*)

5. neglect (v) /nɪ'glekt/ 1. **neglect somebody/something** to fail to take care of somebody/something 2. to not give enough attention to something 3. **neglect to do something** (formal) to fail or forget to do something that you ought to do (e.g. *You neglected to mention the name of your previous employer.*)

neglect (n) /nɪ'glekt/ the fact of not giving enough care or attention to something/somebody; the state of not receiving enough care or attention

Phrases:

neglect of duty

years/decades/centuries of neglect

benign neglect

child neglect

neglected (adj) /nɪ'glektɪd/ not receiving enough care or attention (*e.g. neglected children; a neglected area of research*)

negligence (n) /'neglɪdʒəns/ (*law or formal*) the failure to give somebody/something enough care or attention (*e.g. medical negligence*)

6. discrimination (n) /dɪ'skrɪmɪ'neɪʃn/ 1. the practice of treating somebody or a particular group in society less fairly than others 2. (*approving*) the ability to judge what is good, true, etc. 3. the ability to recognize a difference between one thing and another; a difference that is recognized (*e.g. to learn discrimination between right and wrong*)

Phrases:

age/racial/gender/sex discrimination

discrimination against somebody

discrimination in favour of somebody

discrimination by somebody

discrimination on the basis of something

prohibit/outlaw/ban discrimination

discriminate (v) /dɪ'skrɪmɪneɪt/ 1. to recognize that there is a difference between people or things; to show a difference between people or things 2. to treat one person or group worse/better than another in an unfair way **discriminate against somebody;**

discriminate in favour of somebody (e.g. *practices that discriminate against women and in favour of men*)

discriminating (adj) /dɪ'skrɪmɪneɪtɪŋ/ able to judge the quality of something (e.g. *a discriminating audience/customer/music lover*)

discriminatory (adj) /dɪ'skrɪmɪnətəri/ unfair; treating somebody or one group of people worse than others (e.g. *discriminatory practices/rules/measures*)

7. advance (v) G BrE /əd'vɑːns/, AmE /əd'væns/ 1. develop; if knowledge, technology, etc. **advances**, it develops and improves 2. to move forward towards somebody/something, often in order to attack or threaten them or it 3. to help something to succeed 4. to give somebody money before the time it would usually be paid 5. (formal) to suggest an idea, a theory or a plan for other people to discuss (e.g. *to advance an argument/agenda*) 6. (formal) to change the time or date of an event so that it takes place earlier (e.g. *The date of the trial has been advanced by one week.*)

advance (n) G BrE /əd'vɑːns/, AmE /əd'væns/ 1. (countable, uncountable) progress or a development in a particular activity or area of understanding (e.g. *recent advances in medical science; major advances in the field of physics*) 2. the forward movement of a group of people, especially armed forces (e.g. *enemy advances*) 3. money paid for work before it has been done or money paid earlier than expected 4. **in advance (of something)** before the time that is expected; before something happens (e.g. *We try to plan well in advance.*)

advance (adj) G BrE /əd'vɑːns/, AmE /əd'væns/ (adj) 1. done or given before something is going to happen (e.g. *No advance booking is necessary on most departures.*) 2. **advance man** also **advanceman** an agent of a political candidate or other public figure who travels in advance of the candidate to organize publicity, arrange meetings, and make security checks

advancement (n) G BrE /əd'vɑːnsmənt/, AmE /əd'vænsmənt/ 1. the process of helping something/somebody to make progress or succeed; the progress that is made (*e.g. advancements in science*) 2. progress in a job, social class, etc.

advanced (adj) G BrE /əd'vɑːnst//əd'vænst/ 1. having the most modern and recently developed ideas, methods, etc. 2. of a course of study) at a high or difficult level (*e.g. advanced students*) 3. at a late stage of development (*e.g. the advanced stages of the disease*)

Phrases:

advanced level (*also more frequent A level*)

advanced age

8. proclaim (v) /prə'kleɪm/ 1. to publicly and officially tell people about something important 2. to show something clearly; to be a sign of something (*e.g. His accent proclaimed him a Scot.*)

Phrases:

proclaim victory

proclamation (n) /ˌprɒklə'meɪʃn/ 1. an official statement about something important that is made to the public; the act of making an official statement (*e.g. to issue a proclamation*)

proclaimant (n) /prə'kleɪmənt/ someone who proclaims

proclamatory (adj) /prə'kleɪm.ə.tər.i/ of or relating to proclamation (*e.g. a proclamatory style of speaking*)

9. entitle (v) /ɪn'taɪtl/ 1. to give somebody the right to have or to do something 2. **be entitled to something** (*e.g. Everyone's entitled to their own opinion.*) 3. usually passive to give a title to a book, play, etc. **be entitled + noun** (*e.g. He read a poem entitled 'Salt'.*)

entitled (adj) /In'taɪtld/ (*disapproving*) feeling that you have the right to do or have what you want without having to work for it or deserve it, just because of who you are (*e.g. He's so entitled!*)

entitlement (n) /In'taɪtlmənt/ 1. **entitlement (to something)** the official right to have or do something 2. (*countable*) something that you have an official right to; the amount that you have the right to receive (*e.g. Your contributions will affect your pension entitlements.*) 3. (*usually disapproving*) the feeling of having a right to the good things in life without necessarily having to work for them (*e.g. I can't stand the sense of entitlement among these kids.*) 4. (*politics, US*) a government program providing defined sectors of the population with social benefits

10. enact (v) /ɪ'nækt/ 1. (*often passive*) to put something into action, especially to make something law 2. to perform a story or play 3. **enact something** (*formal*) to put something into practice (*e.g. This involves identifying problems and enacting solutions.*)

enactment (n) /ɪ'næktmənt/ 1. the process of a law becoming official; a law which has been made official (*e.g. the enactment of environmental legislation*) 2. the act of performing a story or play

re-enactment (n) /,ri: ɪ'næktmənt/ an activity that repeats the actions of a past event, especially as an entertainment (*e.g. a re-enactment of the battle of Hastings*)

EXERCISES:

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. Without a clear and **common** definition of cybercrime, human rights and civil liberties issues may expand globally. 2. The theory does not apply **everywhere**. 3. His

talk of the **generality** of human rights is a cover for restricting their reach. 4. Weapons of this type are a threat to the survival of **people living in the world**. 5. He showed his **understanding and kindness** by giving generously to charities. 6. Only a handful had a background in **the study of literature, philosophy, and the arts** or social sciences. 7. He was charged on six counts of crimes against **mankind**. 8. Those charged should be represented by trained, qualified legal **lawyers**. 9. She's **a strong supporter** of women's rights. 10. A lot of people living in desperate poverty are taken advantage of and need someone **to speak for** them. 11. He has been widely criticized for his **backing of** shorter prison sentences. 12. The song tells the story of **a person who evades compulsory military service** who makes a prison escape. 13. Payments should be made by credit card or **cheque** in U.S. dollars. 14. During the Second World War, he was **conscripted** into the U.S. Army. 15. Most of its partisans had focused mainly on military actions, **ignoring** political efforts necessary to mobilize mass support. 16. Over the years the church has fallen into a state of **disuse**. 17. He showed great **discernment** in his choice of friends. 18. The computer program was unable to **differentiate** between letters and numbers. 19. The troops were finally given the order **to move forward**. 20. We live in an age of rapid **technological development**. 21. 'We will succeed,' she **declared**. 22. There are 23 Clubs throughout the U.S., and your membership **allows** you to enjoy all of them. 23. We are able to advise people on such benefits as sick pay, holiday pay and pension **allowance**. 24. The stories are **acted out** using music, dance and mime. 25. Under a new law, universities must **establish** smoke-free policies on their campuses.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

1. universal	universals	universally	universality	universal
suffrage				

1. The _____ of his dilemma is one to which we can all relate. 2. The new reforms have not met with _____ approval within the party. 3. There are no economic _____. 4. His theory was quite controversial and not _____ accepted. 5. The constitution adopted in late 1864 introduced a unicameral parliament and _____ limited by residential qualifications.

2. human humane humans humanity humanities crimes against humanity

1. _____ rights only have meaning if they are universal. 2. The disease can be fatal in _____. 3. These regulations ensure the _____ treatment of all refugees. 4. He was found guilty of _____. 5. The college offers a wide range of courses in the arts and _____. 6. If only he would display a little _____ for once.

3. advocacy advocate (v) advocate for advocates advocacy group devil's advocate

1. She is renowned for her _____ of human rights. 2. Often the interviewer will need to play _____ in order to get a discussion going. 3. Solicitors often appear as _____ in the lower courts. 4. An _____ for the rights of people with learning disabilities. 5. He _____ the return of capital punishment. 6. We will continue _____ a regional, cooperative approach to the construction project.

4. draft (v) draft (n) be drafted into drafter draftsman draft cards

1. During the Vietnam war, peace activists publicly burned their _____. 2. Members of Parliament are busy _____ new legislation. 3. This _____ was only eleven pages while the original was fifty-three. 4. He

_____ the army in 1942. 5. But not all the skills and ingenuity of law _____ could wholly circumvent the deviousness of ancient land law. 6. Matisse was a superb _____.

5. neglect (v) neglect (n) neglect to neglected negligence benign neglect

1. The law imposes penalties for the _____ of children. 2. And yet government policy comprehensively _____ creative subjects in secondary and higher education. 3. We often _____ make proper use of our bodies. 4. One can see clearly that _____ saves money: planned management costs money. 5. The fact that he is not coming today makes his grandmother feel _____. 6. The doctor was sued for medical _____.

6. discriminate discriminates against discrimination discrimination against discriminatory discriminating

1. The Court of Justice condemned this legislation and held that it was _____ and contrary to the right of establishment. 2. He will work in partnership with a range of organizations to help eliminate _____ disabled people. 3. She will be remembered as an unrelenting opponent of racial _____. 4. It is illegal _____ on the grounds of race, gender or religion. 5. They believe the law _____ women. 6. They are very _____ about what restaurants they go to.

7. advance (v) advance (n) advances in advance advance man advanced advancement

1. Information technology _____ dramatically since the 1960s. 2. Thanks _____ for your help. 3. Observers monitored the army's _____ on the capital. 4. Dr Martineau had _____ written an article about _____ in medicine over the last five years. 5. Later, he worked

on several political campaigns, once as an _____ in a presidential run. 6. There are good opportunities for _____ if you have the right skills. 7. Talks are understood to be at an _____ stage.

8. proclaim proclaim victory proclamation proclaimer *proclamatory*

1. Republican party members were confidently _____ even as the first few votes came in. 2. All the countries have _____ their loyalty to the alliance. 3. Many programmes in our country are _____, having no system approach. 4. A bloody civil war followed the _____ of an independent state. 5. The definition of _____ in the **dictionary** is one who proclaims.

9. entitle be entitled to entitled (x2) entitlement entitlement programs

1. They will have to prove their _____ to the property. 2. Everyone should _____ a decent standard of living. 3. The company launched a huge marketing campaign _____ 'Buy Blue'. 4. Being unemployed _____ you to free medical treatment. 5. The college attracts both the _____ children of wealthy parents and a large number of scholarship students. 6. Medicaid, Medicare and other _____.

10. enact enactment re-enactment to be enacted

1. For the second year, national lawmakers failed _____ environmental legislation. 2. There must be consultation with employer and employee representatives before the _____ of new regulations. 3. Their crimes were committed before the law _____. 4. This may take the form of the re-creation or _____ of past events, as part of the creative process.

III. Find recent examples of the Vocabulary (all derivative forms) usage in the current news on the Web. Translate the sentences into Ukrainian. Be sure to provide references.

e.g. “At this pace, time expands outwards, not forwards, calling our awareness towards the lives of both *HUMAN* and nonhuman beings – a path towards collective wellbeing that is not predicated on possessing a front garden in which to rest your lovely teacup.”
– *Hazlitt*, Article published on 8 March 2023.

IV. Write out verbs/adjectives/adverbs that are used with the Vocabulary (derivatives). Be sure to use a combinatory dictionary.

e.g. *HUMAN DEVELOPMENT*

IDIOMS

Legal idioms are idioms based on the Law, crime and punishment. They most often appear in informal conversations, but can also appear in formal discussions as well. They are known as a form of *formulaic language*.

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

ambulance chaser: <i>(US slang)</i> <i>e.g. Karen refused to join any law firm that included ambulance chasers.</i>	1. a slang term for the crime of shoplifting typically perpetrated by individuals toward a retail company or business but it can be applied generally to any theft
vested interests: <i>(plural) often disapproving:</i> <i>e.g. A compromise has to be reached</i>	2. to discover someone while they are doing something bad or illegal

<i>between all the powerful vested interests before any restoration work in the city can take place.</i>	
to grease one's palm: <i>e.g. Some politicians will help you if you grease their palms.</i>	3. people or organizations who have a financial or personal interest in a business, company, or existing system
be caught red-handed: <i>e.g. He was caught red-handed taking money from the till.</i>	4. to secretly give someone money in order to persuade them to do something for you; to pay someone a bribe
five finger discount: <i>e.g. You're going to get caught if you keep using your five-finger discount at all of these places!</i>	5. a negative term that applies to lawyers who attempt to profit from people who are severely injured in an accident.

II. Make up sentences using the given idiomatic expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. Fill in the gaps.

**ambulance chaser vested interests to grease one's palm to be caught
red-handed five-finger discount**

1. "How did you get that necklace?" asked Alice. "I used my _____," said Cody.
2. They _____ the killer _____ since he was on his way to dump the body.
3. "Should we hire Carson & Carson to handle our insurance claim?" "No, they're _____." After Leila was in her car accident, they called her every day trying to convince her to sue."
4. Only those with _____ in the current system could ignore the need for change.
5. For every crooked politician or bureaucrat, there will be a businessman willing _____.

PHRASAL VERBS

Lawyers frequently use phrasal verbs as part of their day to day work. Here are ten of the most common: 1. *account to* 2. *enter into* 3. *factor in* 4. *find in* 5. *favour of/against* 6. *hand down* 7. *pass off* 7. *rule in favour of/against* 8. *strike out* 9. *sum up* 10. *weigh up*

PHRASAL VERB **TURN**

I. Match the phrasal verbs with their definitions:

1. turn in	a. rebel or oppose to something formerly supported
2. turn over	b. be duplicitous
3. turn against	c. show up; to appear suddenly or

	unexpectedly
4. turn around	d. deliver someone who committed a crime to the police
5. turn up	e. to transfer something to someone in authority

II. Make up a short story using as many phrasal verbs *TURN* as possible. Use the Model from UNIT 1.

III. Fill in the gaps.

1. I don't like people _____ without an appointment.
2. They _____ their leader.
3. You can't just _____ and say that it was all my fault.
4. The drug dealer was _____ by his own mother.
5. During the investigation, the police asked the company _____ all their financial information.

GRAMMAR CLINIC

❖ The use of SHALL and MAY in legal documents

I. GRAMMAR: THE BASICS

1. Study and revise grammar material.

In legal documents, the verb *SHALL* is used to indicate obligation, to express a promise or to make a declaration to which the parties involved are legally bound. This use differs from that in everyday speech, where it is most often used to make offers

(e.g. *Shall I open the window?*) or to refer to the future (e.g. *I shall miss you.*), although this latter use is less frequent in modern English.

In legal texts, SHALL usually expresses the meaning of 'must' (obligation) (e.g. Every notice of the meeting of the shareholders shall state the place, date and hour.) or 'will' (in the sense of a promise) (e.g. *The board of directors shall have the power to enact bylaws.*)

SHALL can also be used in legal texts to refer to a future action or state (e.g. ... *until two years shall have expired since such action by vote of such shareholders.*)

In everyday speech, this future meaning is commonly expressed using only the present perfect (e.g. ... *until two years have expired* ...).

Another verb commonly found in legal documents is MAY, which generally expresses *permission*, in the sense of 'can' (this use is less common in everyday English) (e.g. ... *any bylaw or amendment thereto as adopted by the Board of Directors may be altered, amended or repealed by a vote of the shareholders.*)

In everyday English, MAY is sometimes used as a substitute for 'might', indicating *probability* (e.g. *He may want to see the document.*)

II. TEST YOURSELF

1. Account for the use of Modal Verbs SHALL and MAY in the UNIVERSAL DECLARATION OF HUMAN RIGHTS, translate into Ukrainian.

1. The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, **shall** strive by teaching and education to promote respect for these rights and freedoms. (*The Preamble*)
2. No distinction **shall** be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs. (*Article 2*)

3. No one **shall** be held in slavery or servitude; slavery and the slave trade **shall** be prohibited in all their forms. *(Article 4)*
4. No one **shall** be subjected to torture or to cruel, inhuman or degrading treatment or punishment. *(Article 5)*
5. No one **shall** be subjected to arbitrary arrest, detention or exile. *(Article 9)*
6. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and **should** act towards one another in a spirit of brotherhood. *(Article 1)*
7. No one **shall** be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. *(Article 11/2)*
8. This right **may** not be invoked in the case or prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations. *(Article 14/2)*
9. Marriage **shall** be entered into only with the free and full consent of the intending spouses. *(Article 16/2)*
10. No one **may** be compelled to belong to an association. *(Article 20 / 2)*
11. The will of the people **shall** be the basis of the authority of government; this will **shall** be expressed in periodic and genuine elections which **shall** be by universal and equal suffrage and **shall** be held by secret vote or by equivalent free voting procedures. *(Article 21/3)*
12. Elementary education **shall** be compulsory. Technical and professional education **shall** be made generally available and higher education **shall** be equally accessible to all on the basis of merit. *(Article 26/1)*
13. Education **shall** be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It **shall** promote understanding, tolerance and friendship among all nations, racial or religious groups, and **shall** further the activities of the United Nations for the maintenance of peace. *(Article 26/2)*
14. Parents have a prior right to choose the kind of education that **shall** be given to

their children. (*Article 26/3*)

15. These rights and freedoms **may** in no case be exercised contrary to the purposes and principles of the United Nations. (*Article 29/3*)

SECTION 2. LISTENING & WRITING

Before listening:

1. Answer the questions.

1. When and where was the Universal Declaration of Human Rights adopted?
2. When will the 75th anniversary of the UDHR (Human Rights 75) be celebrated?
3. What is Human Rights 75 Initiative? What are the three main tracks of Human Rights 75?
4. How has the human rights movement evolved and adapted 75 years after the adoption of the Universal Declaration of Human Rights?
5. Is human rights still relevant to confront the challenges of our time, from inequality to climate change to the resurgence of authoritarianism?



2. Study the definitions of words and word-combinations given below. Provide equivalents in Ukrainian.

embody (v) *something (formal)* to include or contain something

inalienable (adj) that cannot be taken away from you

disconnect (n) a difference or lack of connection

embers (n) usually plural a piece of wood or coal that is not burning but is still red and hot after a fire has died

misogyny (n) a feeling of hate or dislike towards women, or a feeling that women are not as good as men

skyrocketing (adj) rising quickly to a very high level

deluge (n) a severe flood; a sudden very heavy fall of rain

envisage (v) to imagine what will happen in the future

rekindle (v) *something* to make a feeling or relationship become active again

polarization (n) the act of separating or making people separate into two groups with completely opposite opinions

repurpose (v) *something* to change something slightly in order to make it suitable for a new purpose

forge (v) *something* to put a lot of effort into making something successful or strong so that it will last

3. Practise the word pronouncing.

miraculous /mɪˈrækjələs/

cataclysmic /ˌkætəˈklɪzmiːk/

inalienable /ɪnˈeɪliənəbl/

exacerbate /ɪgˈzæsəbeɪt/

authoritarianism *BrE* /ɔːˌθɒrɪˈteəriənɪzəm/ *AmE* /əˌθɔːrəˈteriənɪzəm/

deluge /ˈdeljuːdʒ/

impede /ɪmˈpiːd/

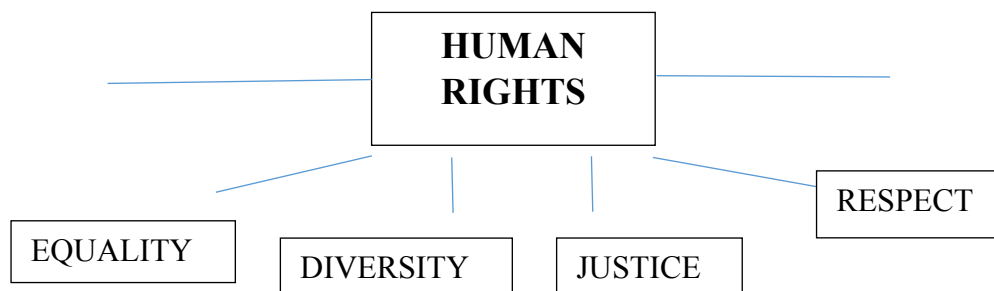
towards *BrE* /tə'wɔːdз/ *AmE* /tɔːrdз/

envisage /ɪn'vɪzɪdз/

individual /,ɪndɪ'vɪdзuəl/

forge *BrE* /fɔːdз/ *AmE* /fɔːrdз/

4. Spend one minute writing down all of the different words you associate with the notion “HUMAN RIGHTS”. Share your words with the group and explain why you have them.



Listening:

4. Listen to UN High Commissioner for Human Rights Volker Türk's message to mark the 75th anniversary of the Universal Declaration of Human Rights. Human Rights Day - 2022, available at: Human Rights 75 Initiative | OHCHR <https://www.ohchr.org/en/human-rights-75>

5. Fill in the gaps.

a. Watch the video and fill in the gaps with the missing words or word-combinations:

“Together, let’s rejuvenate the Universal Declaration of Human Rights, demonstrate how it can meet the needs of our time and advance its promise of freedom, equality and justice for all.”

Volker Türk, UN High Commissioner for Human Rights

COMMEMORATING THE 75TH ANNIVERSARY OF THE UNIVERSAL DECLARATION OF HUMAN

(0:00 – 0:41)

The Universal Declaration of Human Rights is _____. At a time when the world emerged from cataclysmic events, the Declaration _____ and recognized the equal worth of every person. The Declaration, which was drafted by representatives from all over the world, embodies a common language of our shared humanity. A unifying force at the heart of which lies _____ we owe each other as human beings. In the past 74 years the importance of universal indivisible and _____ has only become clearer.

(0:42 – 1:28)

Yet there is _____ between the standards on the one hand, and the realities on the ground on the other. Even as the 30 articles of the Declaration have sparked transformation in all areas of our lives, the embers of racism, misogyny, _____ continue to threaten our world. We face a triple planetary crisis and skyrocketing inequalities exacerbated by the COVID pandemic and we are _____ a rise in populist politics and authoritarianism. A deluge of misinformation both online and offline, and an alarming spread _____. All of these factors are impeding our progress towards a freer and more equal world.

(1:30 – 2:40)

In 2023 we will commemorate the 75th anniversary of the Universal Declaration of Human Rights, it is also the 30th anniversary of _____ and program affection which paved the way for the creation of my position as the United Nations High Commissioner for Human Rights and my office. This coming _____ will be our

opportunity to recall the consensus envisaged by the Declaration _____ the remarkable human rights architecture that we have built over the years. With an eye to the past as well as to the future, I hope that the UDHR 75 Initiative, which will be led by my office together with our partners, will allow us _____, the impulse, the energy and the vitality that led to the Declaration 75 years ago. The language and spirit of the Declaration have the potential to _____, it can make peace with nature, our planet with each other and point the way to sustainable development for future generations.

(2:41 – 3:21)

The light of the Declaration can shine in the daily lives of individuals, _____ all over the world, in their neighborhoods, in schools offices and on the streets. But this requires our generation, _____, to give the Declaration new life, to take ownership of it and _____ to meet the needs of our times, and the challenges of our future. In 2023 I invite everyone all over the world _____ for human rights and use these rights to forge a common future of dignity, freedom and justice for all.

b. Watch the video again and fill in the gaps with the prepositions:

(0:00 – 0:41)

The Universal Declaration of Human Rights is a miraculous text. _____ a time when the world emerged _____ cataclysmic events, the Declaration sets _____ universal rights and recognized the equal worth _____ every person. The Declaration, which was drafted _____ representatives from all over the world, embodies a common language _____ our shared humanity. A unifying force _____ the heart of which lies human dignity and the duty _____ care we owe each other as human beings. In the past 74 years the importance of universal indivisible and inalienable rights has only become clearer.

(0:42 – 1:28)

Yet there is a growing disconnect _____ the standards on the one hand, and the realities _____ the ground on the other. Even as the 30 articles of the Declaration have sparked transformation _____ all areas of our lives, the embers of racism, misogyny, inequality and hatred continue to threaten our world. We face a triple planetary crisis and skyrocketing inequalities exacerbated _____ the COVID pandemic and we are grappling _____ a rise in populist politics and authoritarianism. A deluge of misinformation _____ online and offline, and an alarming spread of conflict and violence. All of these factors are impeding our progress _____ a freer and more equal world.

(1:30 – 2:40)

In 2023 we will commemorate the 75th anniversary of the Universal Declaration of Human Rights, it is also the 30th anniversary of the Vienna Declaration and program of action which paved the way _____ the creation of my position as the United Nations High Commissioner _____ Human Rights and my office. This coming anniversary year will be our opportunity to recall the consensus envisaged _____ the Declaration to reset and to strengthen the remarkable human rights architecture that we have built _____ the years. With an eye _____ the past as well as to the future, I hope that the UDHR 75 Initiative, which will be led by my office _____ our partners, will allow us to rekindle the spirit, the impulse, the energy and the vitality that led to the Declaration 75 years ago. The language and spirit of the Declaration have the potential to overcome division and polarization, it can make peace _____ nature, our planet with each other and point the way _____ sustainable development for future generations.

(2:41 – 3:21)

The light of the Declaration can shine _____ the daily lives of individuals, in communities all over the world, in their neighborhoods, in schools offices and _____

the streets. But this requires our generation, including young people, to give the Declaration new life, to take ownership _____ it and to repurpose it to meet the needs of our times, and the challenges _____ our future. _____ 2023 I invite everyone all over the world to take _____ the torch for human rights and use these rights to forge a common future of dignity, freedom and justice _____ all.

After Listening:

6. Write five good questions to this talk. When you have finished, interview other students.

1. _____
2. _____
3. _____
4. _____
5. _____

7. FREE WRITING. Write about the impact and effectiveness of human rights, and how to maintain resilience and optimism as a human rights advocate (for 5-10 minutes). Comment on your group mate's paper.

8. LETTER: Write a letter to Volker Türk, UN High Commissioner for Human Rights on the following issue “75th anniversary of the UDHR presents an opportunity for us all to recommit to the ideals enshrined in the UDHR.” Ask him three critical questions and give him three of your opinions on the issue.

9. ACADEMIC WRITING. Write an essay on one of the following topics.

1. Human rights and laws on the international level
2. LGBT marriage and human rights
3. Human rights on social media

4. Pros and cons of free speech on the Internet
5. Climate change and human rights
6. Mandatory vaccination: a human rights violation
7. The EU digital COVID certificate: a human rights violation
8. Effects of wars on human rights
9. An in-depth analysis of human rights in Belarus
10. Famous human rights activists who died for their beliefs

10. WRITE A PIECE OF POETRY. Here are the two poems under the same heading “LAW” composed by different authors centuries apart. First, read them out loud in class and then discuss.

Human Right

Poet: Dave Alan Walker

*The pain
of an unjust world
The deep rooted evil
of some of mankind*

*A pain so deep
it keeps me alive
but one day
I fear it will
eat me alive*

*Swallowed up
by the twisted lives
of the undignified
Unless we stand and fight
For the human right*

*Justice can't hide
for all of our lives
There's got to be
a change of tide
Lets all unite
and fight for our right*

- **What message do the poets try to convey in their poems? Did you like the poems?**
- **Prepare (literary) translation of the poems into Ukrainian.**
- **Compose the poem of your own on the topic of the Unit using the Active Vocabulary.**

SECTION 3

SPEAKING & DISCUSSION

HUMAN RIGHTS IN THE NEWS

1. Do an online search and present the current news dealing with Human Rights. Prepare and deliver a five-minute speech.

Requirements:

1. The speech should have an introductory paragraph, a main body, a conclusion. Use linking devices to bridge the paragraphs.
 2. Give references to the following information:
 - ~ an author of the article/video report/programme;
 - ~ a source (a newspaper/a magazine/a programme, etc.);
 - ~ the date of the publication.
 3. In order to be audience-oriented provide key words/word-combinations with the translation into Ukrainian that may be unfamiliar to your groupmates.
- Be ready to maintain a discussion on the topic of the current news.

2. The UN Human Rights Council has established an ongoing independent investigation into human rights violations in Afghanistan, focusing especially on abuses against women and girls. On your own read the article “*UN rights body orders probe into human rights in afghanistan, with a focus on women and girls*” published on 6 October 2025 by *The Associated Press* and complete the tasks below.

UN RIGHTS BODY ORDERS PROBE INTO HUMAN RIGHTS IN AFGHANISTAN, WITH A FOCUS ON WOMEN AND GIRLS

GENEVA (AP) – The U.N.'s top human rights body agreed Monday to set up an ongoing probe of human rights violations in Afghanistan under the Taliban, including against women and girls, in a measure pushed for by the European Union.

With no opposition and only China opting out of the consensus, the Human Rights Council agreed to set up an “ongoing, independent investigative mechanism” to monitor rights in Afghanistan since the Taliban’s return to power over four years ago.

The resolution aims to prepare case files that could be used by international justice, such as at the International Criminal Court, and build on work by the special investigator that the 47-member-country council has already created, among other things.

That investigator — special rapporteur Richard Bennett — last month said the Taliban have “weaponized” the legal and judicial system to oppress women and girls in what amounts to “crimes against humanity.”

Among the steps taken, the Taliban suspended laws that protected the rights of women and girls including one that had criminalized 22 forms of violence against women, including rape and forced marriage.

The Taliban dismissed all judges under the previous U.S.-backed government, including 270 women, replacing them with men who lack legal training and hand down decisions based on edicts issued by the Taliban, Bennett said.

Wang Nian, a Chinese envoy in Geneva focusing on human rights, said Afghanistan has recently “taken various measures for stability, economic growth and improvement of people’s livelihoods. The overall security situation has remained stable.”

“These positive developments merit recognition from the international community,” said Wang, adding that the proposed resolution, “failed to acknowledge the positive progress” and “lacks balance” as he explained China’s break with consensus.

Case Study Discussion

Theme: *International Accountability Mechanisms in Afghanistan*

Questions:

1. What is the legal basis for the UN Human Rights Council to launch such a probe?
2. Does this mechanism create binding obligations for Afghanistan? Why or why not?
3. Is this form of monitoring effective when the investigated state refuses to cooperate?
4. The Taliban often claim their policies reflect cultural or religious principles. Does “universality” override domestic cultural arguments? How?
5. How does this case illustrate the tension between universality and state sovereignty?
6. Which specific universal rights are violated according to the report?
7. Can limitations on girls’ education or women’s public participation qualify as crimes under international law? Under what legal frameworks?

Use: Can be run as pair work → whole-class discussion.

Concept-Focus Assignment

The core concepts:

- *Universal Human Rights*
- *International Human Rights Law*

- *Gender-Based Discrimination / Gender Apartheid*
- *International Accountability Mechanisms*
- *Rights of Women and Girls*
- *United Nations Human Rights Council (UNHRC)*
- *Mandate / Investigation Mandate*
- *International Pressure*
- *Naming and Shaming*

Task:

- Define the concept.
- Use details directly from the article.
- Explain how an ongoing independent investigation into human rights violations in Afghanistan illustrates or challenges that concept.

Quick Reaction Paper (In-Class, 15–20 minutes)

Prompt:

“Does the situation in Afghanistan demonstrate that universal human rights are truly universal – or does it reveal the limits of universality in practice?” 100–150 words only.

2. ANALYTICAL DISCUSSION. Analyze the following cartoons:





3. Create your own “I HAVE A DREAM...” speech.

“I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!”

Martin Luther King Jr.

Background

One of the most iconic and famous speeches of all time, Martin Luther King’s “*I Have a Dream*” speech was delivered during the March on Washington for Jobs and Freedom on August 28, 1963, before more than 200,000 people in front of the Lincoln Memorial in Washington, D.C. It not only helped to galvanize the already growing civil rights movement across the country at the time, but also became one of the most influential and inspirational pieces of rhetoric in American history.

Remarkably, midway through his delivery, King suspended his pre-scripted text and began to improvise; what resulted was the speech’s most recognizable section, the passage in which the words “I have a dream” are passionately repeated. Indeed, King’s background as a Baptist preacher in the South instilled in him a talent for improvisation as a speaker and the skill to frame the urgency of the moment.

What is also apparent in “I Have Dream” is King’s deep commitment to scholarship (he earned a Ph.D. from Boston University). King was clearly well-

versed in both American history and religious scripture, and he seamlessly weaves references to both into the fabric of his oration. Overall, “I Have a Dream” can be held up as a masterful creative work in itself; its dramatic structure coupled with its image-laden content render a remarkably moving piece of American literature that still strongly resonates today.

Activity:

1. Read the Transcript of M.L. King’s “I Have a Dream” speech preferably aloud.
2. Watch the speech video
(<https://www.youtube.com/watch?v=3vDWWy4CMhE>).
3. In pairs, based on printed text, identify the following elements and make notations: figurative language, images, symbols, sound devices (anaphora, allusion, metaphor, alliteration, consonance, assonance, rhythm, onomatopoeia).
4. Join another pair and discuss together in groups of four for 10 minutes the purpose and the effect of the figures of speech you identified.
5. Finally, taking turns, share your findings and analyses with the whole academic group.
6. Circle any part of the speech that stands out, confuses you, or that you think is important.
7. Write questions in the margin; highlight unusual words; mark phrases that indicate the speaker’s meaning.
8. Determine the speech’s theme and draw arrows to the lines that support the theme.
9. Brainstorm the ideas what is your dream for the world. Share them with the group.
10. Create your own “I Have a Dream...” speech, follow and use the same format and style as outlined in Martin Luther King Jr.’s speech.

4. Questions for discussion.

❖ History of Human Rights

1. What are the origins of human rights?
2. What are some human rights problems with the New Testament?
3. What were the voting rights in Ancient Greece?
4. Which population groups had the right to vote in ancient Greek poles and which had not?
5. How are human rights represented in the philosophy of Enlightenment?
6. Does the concept of human rights have Western origins? What historical event in the 20th century has changed the way Western civilization looks at human rights?
7. What factors defined human rights in Medieval Europe?
8. What human rights were fought for during the French Revolution?
9. What impact did World War II have on the issue of human rights?
10. What role did Eleanor Roosevelt play in the campaign for the protection of human rights?
11. In 1948, what human rights were declared to be universal?

❖ Human Rights Violations and Cases

1. Analyze the violation of basic human rights in Crimea in 2014.
2. How are human rights violated in Belarus?
3. Do migrants have the same rights as other EU citizens?
4. What human rights are widely violated in modern China? How does this influence the international image of the country?
5. Why don't other countries intervene while the government in North Korea violates human rights massively?
6. Do Mexican immigrants face human rights abuse in the US?

7. How do human rights institutions help to protect human rights in African countries?
8. Is free education a right in Africa?
9. Discuss the rights of African immigrants in the UK.
10. What was the main purpose of “The Human Rights. Act” in 1993 in New Zealand?
11. Analyze human rights violations in the Israeli-Palestinian conflict.

❖ **Human Rights Law**

1. Is capital punishment a violation of human rights?
2. Does life imprisonment violate human rights?
3. Do death row inmates lose their right to live?
4. Should prisoners retain their right to vote?
5. When did the presumption of innocence become one of the main policies in the American justice system?
6. How do business contracts with countries where human rights are widely violated influence a company’s reputation? How does a company avoid this?
7. Should trade with countries that massively violate human rights be prohibited in the USA?
8. Can tortures ever be justified?
9. Why does human trafficking still exist?
10. Can the protection of human rights justify the intervening of one state on the territory of other states?
11. Can human rights be violated in the interest of national security?

❖ **Human Rights of Women**

1. Should men and women have different rights? In what cases?
2. Which human rights were inaccessible for women in the first half of the 20th century?

3. Which was the first country to allow women to vote?
4. Compare and contrast women's rights in the first and in the second halves of the 20th century in the USA.

❖ International Human Rights

1. Can the same human rights standards be achieved internationally?
2. Should human rights differ from country to country or should they be universal?
3. Can the state violate basic human rights during wartime in the interest of the country?
4. The concept of childhood for people can differ from culture to culture. Should the concept of child labor also vary?
5. How does international human rights law affect US policy?
6. Define the terms “segregation” and “apartheid.” What do they have in common?
7. How can the international community react to the existence of sweatshops in Asian countries?

❖ Controversial Human Rights

1. Why are LGBT relationships and marriages not allowed in some countries even though it's a basic human right?
2. How does the legalization of same-sex marriage in European countries influence the global issue of human rights?
3. What are the transgender rights in Europe?

❖ Human Rights Social Issues

1. Should the promotion of human rights be a top priority for modern society?
2. Are universal human rights attainable in the modern world?

3. Does the development of a country depend on the protection of human rights?
4. How can an individual take part in a campaign for the protection of human rights?
5. Has freedom of creative expression always been one of human rights?
6. What negative effect does the war against terrorism have in relation to human rights?
7. rights?
8. What are inappropriate ways to fight for human rights?
9. Can human rights be restricted for the sake of the whole planet?
10. Should the right for free education be available for all?
11. Should pet ownership be a basic human right?

❖ Political Ideas Related to Human Rights

1. Which political regime ensures basic human rights the best possible way?
2. Is democracy the best political system when it comes to protecting basic human rights?
3. Does the capitalistic system defend or violate human rights ?
4. How does utilitarianism contravene the concept of human rights?
5. Are non-governmental organizations powerful enough to protect human rights on a global scale?
6. Is global trade good for our labor rights?
7. Do you approve of a state that steadily raises the standards of living but constantly restricts the political rights of the citizens?

❖ Most Current Human Rights

1. Do cameras in public places violate human rights?
2. Is mandatory COVID vaccination a human rights violation?

SUPPLEMENTARY

1. Human rights are for all of us, and are the basic protections for us to live our lives.

What do you really know about your rights? Take our quiz and find out!

QUIZ: GENERAL HUMAN RIGHTS KNOWLEDGE

Q1: What can be defined as human rights?

- A. Those benefits granted to any adult person
- B. Those entitlements for those lawfully residing in a given country
- C. Those rights inherent to all human beings

Q2: Which document is considered to be the first ever decree on human rights?

- A. The Cyrus Cylinder in 539 B.C.
- B. The UN Declaration of Human Rights in 1948
- C. The Magna Carta in 1215

Q3: When is International Human Rights Day?

- A. 8 March
- B. 3 September
- C. 10 December

Q4: Why is Human Rights Day on December 10?

- A. It commemorates the end of the Second World War
- B. It commemorates the day the UN General Assembly adopted the Universal Declaration of Human Rights
- C. It commemorates Eleanor Roosevelt's birthday

Q5: How many rights are there in the Universal Declaration of Human Rights?

- A. 15

B. 30

C. 35

Q6: The International Bill of Rights is made up of the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and which third document?

A. The International Covenant on Economic, Social and Cultural Rights

B. The International Convention on Economic and Corporate Rights

C. The UN Convention Against Torture

Q7: Which influential American human rights activist said universal human rights begin 'In small places, close to home - so close and so small that they cannot be seen on any map of the world.'

A. Eleanor Roosevelt

B. Michelle Obama

C. Coretta Scott King

Q8: Is there any review about the human rights situation in all UN Member States?

A. Yes, there is a periodic review made to all UN Member States about their human rights situation

B. Yes, but only for specific human rights in certain UN Member States

C. No, there is no mechanism to conduct this kind of review

Q9: Which human rights organisation's logo was described by its founder as a 'candle [that] burns not for us, but for all those whom we failed to rescue from prison, who were shot on the way to prison, who were tortured, who were kidnapped, who 'disappeared'. That's what the candle is for'?

A. Human Rights Watch

B. Amnesty International

C. Protection International

Q10: Which core Human Rights treaty has been signed by the most countries?

- A. The UN Convention Against Torture
- B. The Convention on the Elimination of All Forms of Racial Discrimination
- C. The Convention on the Rights of the Child

Q11: In 1996, the European Court of Human Rights made a landmark ruling against torture in *Chahal v. the UK*. What impact did their decision have in the UK?

- A. Immigrants at risk of torture can only be deported if their country has signed the UN Convention Against Torture
- B. Immigrants at risk of torture can only be deported once their home country has signed a document guaranteeing their safety
- C. Immigrants can't be deported to countries where they face a real risk of being tortured

Q12: Which human right did the European Court of Human Rights find had been violated the most across Europe?

- A. The right to freedom from torture and inhuman or degrading treatment
- B. The right to liberty and security
- C. The right to a fair trial

Q13: Which member state committed the most human rights violations in 2016, based on the cases sent to the ECHR?

- A. Ukraine
- B. Turkey
- C. Russia

Q14: In the 2004 case *Ghaidan v. Godin-Mendoza*, the UK House of Lords ruled gay families should have the same rights as straight ones. Three years earlier, a similar case had failed. What was the difference?

- A. The earlier decision was criticised by the media
- B. Then-UN Secretary General Kofi Annan said the first ruling was discriminatory
- C. The Human Rights Act had been introduced

Q15: Which of the following is absolutely prohibited under international law?

- A. Death penalty (execution)
- B. Slavery
- C. Selling guns

Q16: When did Amnesty International win the Nobel Peace Prize?

- A. 1975
- B. 1977
- C. 1979

Q17: In what year did the European Union win the Nobel Peace Prize?

- A. 1946
- B. 1989
- C. 2012

Q18: Which one of the following EU rights is enshrined in the 1957 Treaty of Rome?

- A. Minimum paternity leave
- B. Equal pay for men and women
- C. Freedom of speech

Q19: In how many US states did same-sex marriage become immediately legal in June 2013?

- A. 13
- B. 30
- C. 50

Q20: In which US state must a woman obtain written permission from her husband to wear false teeth?

- A. Texas
- B. Vermont
- C. Massachusetts

2. PERSONALITY FILE.

1. Read the biography of Martin Luther King, Jr. and be ready for the test.

“It is the duty of every citizen to protect the rights of others.”

Martin Luther King Jr.

MARTIN LUTHER KING, JR



Born:

January 15, 1929, Atlanta, Georgia, U.S. – died
April 4, 1968, Memphis, Tennessee

Martin Luther King, Jr., original name **Michael King, Jr.** is a Baptist minister and social activist who led the civil rights movement in the United States from the mid-1950s until his death by assassination in 1968. His leadership was fundamental to that movement's success in ending the legal segregation of African Americans in the South and other parts of the United States. King rose to national prominence as head of the Southern Christian Leadership Conference, which promoted nonviolent tactics, such as the massive March on Washington (1963), to achieve civil rights. He was awarded the Nobel Peace Prize in 1964.

GLOSSARY for TOPIC 2

a full range of	carries a heavy cost
a universal truth	cataclysmic
abuse	child neglect
advance	covenants
advance man	crime against humanity
advance the rights	deliberate attacks on civilians
advanced	deluge
advanced age	devil's advocate
advanced level (= A level)	disconnect
advancement	discriminate
advocaat	discriminating
advocacy	discrimination
advocacy group	discrimination against somebody
advocate	discrimination by somebody
advocate for the rights	discrimination in favour of
affirms entitlement to	somebody
aftermath	discrimination on the basis of
age/racial/gender/sex	something
discrimination	discriminatory
ambulance chaser	disregard rights
as a bloc	domestic laws
authoritarianism	draft
bank draft	draft a code
be caught red-handed	draft a constitution
benign neglect	draft a contract
bring violators to justice	draft a policy

draft agreement	human resources
draft amendment	human rights
draft card	human rights instrument
draft dodger	humane
draft of	humanities
drafter	humanity
drafters	hypocrisy
drafting of the declaration	impede
draftsman	inalienable
embers	inalienable rights
embody	incorporate
enact	individual
enact and enforce laws	inhumane treatment
enactment	inviolable rights
entitle	legally binding document
entitled	make up
entitlement	miraculous
envisage	misogyny
exacerbate	neglect
fall short	neglect
first/final draft	neglect of duty
five-finger discount	neglected
forge	negligence
give up rights	non-human
grease one's palm	non-universal
human	notably
human being	oversee the implementation of
human error	treaties
human nature	pariah state
human race	polarization

**prioritizing democracy and
human rights
proclaim
proclaim victory
proclaimant
proclamation
proclamatory
prohibit/outlaw/ban
discrimination
pronouncement
raise awareness
recruitment
re-enactment
rekindle
repurpose
set out
signatory states
skyrocketing
split up
the crime against humanity of
apartheid
the Lord Advocate
to adhere
to take action to protect human
rights
towards
turn against
turn around
turn in
turn over**

**turn up
undertaking reports
universal
universal
universal access/service/standards
universal bank
universal coverage
universal agreement/appeal/
approval
universal human rights
universality
universally
uphold the rights
vested interests
years/decades/centuries of neglect**

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ANSWER KEY SECTION

TOPIC 1 THE NATURE OF INTERNATIONAL LAW

READING COMPREHENSION

I. Answer the questions.

1. What laws are called national or domestic laws?

The laws of one country will apply to everyone in that country, but generally do not apply outside that country's borders. These laws are called national or domestic laws.

2. What does the international law govern?

It governs the way countries interact with one another, and in specific circumstances, also sets how and when an international government, like the United Nations, intervenes in how a government interacts with its citizens or other people within the state. International law applies across borders, and unlike domestic laws, there is only one system of international law.

3. What do some of the main subjects of international law include?

Some of the main subjects of international law include:

- *human rights: ensuring the fundamental rights of every individual*
- *regulating the use of armed force: making universal rules so that countries resolve differences through peaceful means*
- *protection of individuals during times of war*
- *trade and development*
- *the law of the sea*
- *environmental issues and climate change: creating universal rules for the preservation of natural resources and protection of the environment*
- *transportation: setting safety standards for international travel by air, rail, and sea*
- *telecommunications: setting rules for building and maintaining communication systems that cross state borders.*

4. Is there a single international government that creates and enforces international law?

No, unlike with the domestic laws of individual countries, there is no single international government that creates and enforces international law.

5. What are the two main ways that international laws are developed?

There are two main ways that international laws are developed: through the adoption of customs and the signing of treaties.

6. When do customs become international customary law?

The customs become international customary law after countries repeatedly behave in a particular way because their leaders believe they are required to do so.

7. What is customary law based on?

Customary law is based on what countries actually do, rather than what they have formally agreed to do – as we shall see, this is how customary international law differs from the signing of treaties.

8. What is the strength and what are the weaknesses of customary international law?

The strength of customary international law is that all countries can be bound to follow it even if they don't expressly agree to follow a particular behaviour. The weaknesses are that it is slow to change because it is based on continued behavior over time, and often the laws that result from customary behaviour are unclear and imprecise because of the way they developed. Because these laws may be imprecise, disputes between countries over what is actually part of the law may arise.

9. What does the term “treaty” refer to?

The term “treaty” refers to a formal agreement between two or more states that sets out their mutual legal rights and obligations.

10. What other sources exist that can be important for lawyers arguing a case on international law but for treaties and customs that are the main sources for international law?

These sources are the decisions of other courts on matters of international law (jurisprudence), the writings of scholars and academics on international law matters, and general legal principles, such as the rule of law.

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. Domestic laws are the laws that affect people in their daily lives – usually divided between civil laws, such as employment laws and highway speed limits, and **customary**—**(criminal)** laws against harmful activities such as murder and trafficking illicit drugs. **F**
2. International law picks up where national law ends. **T**
3. Customary law is based on what countries actually ~~have formally agreed to do~~ **do**, rather than what they ~~do~~ **have formally agreed to do** – as we shall see, this is how customary international law differs from the signing of treaties. **F**
4. There are ~~a number of~~ **no** rules that set out how many countries must participate in the behaviour or for how long. **F**
5. Treaties are often made with regard to peace, the creation of alliances, commerce and trade, and other international relations. **T**
6. For a state to be bound by a treaty, the state must ratify, or officially consent to be bound by that treaty. **T**
7. Signing a treaty is ~~actually~~ **not the** same thing as ratifying a treaty. **F**
8. A disadvantage of treaties is that they only bind those countries that agree to be part of the treaty. **T**
9. International law provides a variety of ways that disputes may be settled peacefully. The most common method is through ~~the international courts~~ **negotiation**. **F**
10. Where disputes cannot be settled through peaceful means, the UN Security Council may become involved to attempt to prevent an armed conflict. **T**

III. Complete the following sentences using the required information from the text above.

1. A country's constitution is usually **the supreme law of the land**, which "trumps" other national or local laws if there is a conflict between them.
2. International law governs the way countries interact with one another, **and in specific circumstances, also sets how and when an international government**, like the United Nations, intervenes in how a government interacts with its citizens or other people within the state.
3. For example, the law of diplomatic immunity – **which protects diplomats from harm or lawsuits when in a foreign country** – began as a custom.
4. International treaties may establish general rules of law, such as the protection of human rights, **or provide for contract-like obligations between countries**, such as treaties dealing with international trade.
5. Treaties may be bilateral, **meaning that an agreement is formed between two countries**, or multilateral, meaning that the agreement is between three or more countries.
6. These sources are the decisions of other courts on matters of international law (jurisprudence), **the writings of scholars and academics on international law matters**, and general legal principles, such as the rule of law.
7. If a state does not ratify the treaty, **the terms of the treaty do not apply to that country**, and it cannot be sanctioned if that state acts contrary to the terms of the treaty.
8. Negotiation involves the parties to the dispute **initiating talks to attempt to come to a resolution** that is agreeable enough to all parties that the dispute does not escalate.
9. **Disputes may also be addressed** through mediation or conciliation, in which a neutral third party or committee assists the disputing parties to come to a resolution.
10. Where a treaty is administered by the United Nations, **states that have signed on to that treaty may appeal to the International Court of Justice** if they believe another state is not living up to their obligations under the treaty.

ACTIVE VOCABULARY

III. a. Find in the text equivalents of the following words.

unlawful (=illicit), fundamental law (=constitution), national laws (=domestic laws; local laws), cooperate (=interact), men-at-arms (=armed force), defense (=protection), to abstain from (=refrain from), established habits (customs), again and again (=repeatedly), in fact (=actually), talks (=negotiations), the study of law (=jurisprudence), to resolve disputes (=to settle disputes)

b. Find in the text opposites of the following words.

to deprive of the rights (ensure the rights), by military means (through peaceful means), precise (imprecise), dissent (=consent), null and void (=legally binding), to begin (=to end up), to veto (=to ratify), to decrease (=to escalate), to break the laws (=to obey the laws), due to the fact (=regardless of), to accept orders from (=to administer), authorized (=sanctioned)

V. Complete each sentence with the correct form of the following words. There is one word too many.

diplomatic immunity	repeatedly	talks	trafficking	to
refrain from	to ratify	regardless of	imprecise	consent
escalate	jurisprudence			

1. He was sentenced to ten years in prison on charges of drug **trafficking**.
2. He appealed to all factions **to refrain from** violence.
3. Both men have **repeatedly** denied the allegations
4. The embassy official claimed **diplomatic immunity** and was later released.
5. The charges were vague and **imprecise**.
6. The sale of any assets will require the **consent** of all the parties concerned.
7. The parliaments of Australia and Indonesia have yet **to ratify** the treaty.

8. Progressivism also contributed to the advent of sociological *jurisprudence*, a critical reappraisal of the moral ambitions of liberal law.
9. The US and Pakistan met in Washington last March for a round of **talks** on regional and global non-proliferation issues.
10. The protests **escalated** into five days of rioting.

Allegations of Genocide under the Convention on the Prevention and Punishment of the Crime of Genocide (Ukraine v. Russian Federation)

The Republic of Estonia files a declaration of intervention in the proceedings under Article 63 of the Statute

THE HAGUE, 22 September 2022.

Today, the Republic **of** Estonia, invoking Article 63 **of** the Statute **of** the Court, filed **in** the Registry of the Court a declaration **of** intervention **in** the case concerning *Allegations of Genocide under the Convention **on** the Prevention and Punishment **of** the Crime **of** Genocide (Ukraine v. Russian Federation)*.

Pursuant **to** Article 63 **of** the Statute, whenever the construction of a convention to which States other than those concerned **in** the case are parties is **in** question, each **of** these States has the right to intervene **in** the proceedings. **In** this case, the construction given **by** the judgment of the Court will be equally binding **upon** them.

To avail itself **of** the right of intervention conferred **by** Article 63 **of** the Statute, Estonia relies **on** its status as a party to the Convention **on** the Prevention and Punishment **of** the Crime **of** Genocide (the “Genocide Convention”). In its declaration **of** intervention, Estonia states that **in** its view the “case raises important issues concerning the Genocide Convention”, and that “[a]s a Contracting Party to the ... Convention, the Republic **of** Estonia has a direct interest **in** the construction that might be placed **upon** provisions of the Convention **by** the Court **in** these proceedings”.

In accordance **with** Article 83 **of** the Rules of Court, Ukraine and the Russian Federation have been invited to furnish written observations **on** Estonia's declaration **of** intervention.

Estonia's declaration **of** intervention will be available **on** the Court's website shortly.

Note: The Court's press releases are prepared by its Registry for information purposes only and do not constitute official documents

TEXT 2: POLITICAL AGENDAS AND INTERNATIONAL LAW

- **collective defence**
- **provides a forum**
- **laid down in**
- **stabilise post-conflict situations**
- **implementation of alliance policy**
- **to safeguard**
- **partnerships**
- **to secure**
- **the rule of law**
- **contributes to**

Cyber security is now routinely cited and consistently placed on the top of **1) political agendas**. Governments from around the world have endeavored to secure cyberspace and its systems. Particularly, they have devised and adopted countless **2) cyber security strategies** and corresponding regulations. Examples are China with its Cybersecurity Laws, Singapore with its Cybersecurity Act, and the United States with its National Institute for Standards and Technology (NIST) Cybersecurity Framework.

In addition, international law also attracted more attention during the last few years. Nation States have undertaken (at least partly concerted) efforts **3) to implement** new or enhanced multilateral cyber **4) laws and regulations**. This is done with the

objective to adapt to the shifting environment and address the need for coordinated action created by the inherently transnational nature of the issue and the resulting need to achieve cyber security on a global level.

However, despite the flurry of activities and initiatives relating to cybersecurity, there is, for the time being, no truly universal and comprehensive instrument in this field. Rather, the global picture is one of fragmented membership of instruments at the international and regional level and of a patchwork quilt of sectoral laws at national levels. Amidst this patchwork of protection, there appears to be some confusion as to what legislation **5) to allude to**. Nonetheless, some legal instruments that address the challenges of **6) cybercrime** and cyber security do exist.

Security in general (not cyber security in particular) has been a regulatory topic for quite some time in **7) multilateral treaties** for example governing telecommunications or international trade: (i) The term “security” is defined in numerous Recommendations of the International Telecommunication Union (ITU); the definitions are not identical, but in essence consistent. (ii) The international trade law (GATT and GATS of the World Trade Organization [WTO]) refers to “essential national security interests” such as military establishments, **8) nuclear fission and fusion**, wartime or other emergency in international relations; attempts to fructify these notions also for cyber security by broadening their scope can now be seen.

9) Hereinafter, the global legal efforts addressing cyber security will first be discussed, followed by the more detailed considerations to the European and to other supra-State **10) legal instruments** having been put in place during the last two decades.

I. Match the following idioms and expressions with their definitions and provide their Ukrainian equivalents.

legal beagle: <i>e.g. I've got a legal-beagle who can</i>	1. an especially clever, aggressive, or skillful attorney
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get <i>me</i> out of this scrape.	
null and void: <i>e.g. All old agreements stand null and void after the takeover of the company by the new owner.</i>	2. canceled and invalid
an act of God: <i>e.g. By Common Law, Carriers are insurers against every loss of property entrusted to their care, except losses arising from the Act of God, or the King's enemies."</i> <i>[treason]</i>	3. a legal term that originated in Roman law and is used in legal and insurance circles when discussing any act which is outside human control and therefore not the responsibility of any individual or corporation. The term was first used in this way in the mid-19th century. Peter Simmonds' <i>Dictionary of Trade Products</i> , 1858
lemon law: <i>e.g. The jury award to Margeson included the maximum amount allowed for Ford's violation of California's lemon law, totaling \$214,537.34, plus legal fees.</i>	4. a law requiring an automobile manufacturer or dealer to replace, repair, or refund the cost of an automobile that proves to be defective after purchase.
fine print: <i>e.g. Please make sure you read the fine print before buying a supersaver flight. You may not be able to get any</i>	5. the important information (often legal information) written in very small text that people often do not read

<i>refund if something happens.</i>	
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legal beagle – 4; null and void – 1; an act of God – 2; lemon law – 5; fine print – 3.

III. Fill in the gaps.

fine print	an act of God	null and void	lemon law	legal beagle
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1. This contract shall be rendered **null and void** immediately should either party fail to fulfill their obligations.
2. I might be considered something of a **legal beagle** now, but I had to work for years to get enough experience to build my reputation.
3. If you read all the **fine print**, you'd never take any pharmaceutical medications.
4. Kovacs found a lawyer in Michigan who specializes in **lemon law** cases and negotiated a deal with Ford.
5. Force-majeure, a French commercial term for unavoidable accidents in the transport of goods, from superior force, **the act of God**, etc.

put across – d; put in for – a; put out – e; put through – b; put up – c.

III. Fill in the gaps.

1. The Democrats have chosen not to **put up** a candidate in this constituency.
2. With this substantial majority, the ruling party can **put through** its new measures on housing.
3. The police have **put out** an official statement following the bank robbery.
4. Have you **put in for** your provisional driving licence yet?
5. I thought the Prime Minister **put across** her views on politics really well during the discussion.

TRANSLATION

1. Render the following text into English using some of the studied vocabulary.

**RUSSIA, UKRAINE & INTERNATIONAL LAW: ON OCCUPATION, ARMED
CONFLICT AND HUMAN RIGHTS***

Questions and Answers

On February 24, President Putin declared war against Ukraine, and missile and shelling attacks began against multiple Ukrainian cities.

What international law governs an armed conflict between Russia and Ukraine?

Hostilities between Russian armed forces and Ukrainian armed forces constitute an international armed conflict governed by international humanitarian treaty law (primarily the four Geneva Conventions of 1949 and its first additional protocol of 1977 (Protocol I), and the Hague Conventions of 1907 regulating the means and methods of warfare), as well as the rules of customary international humanitarian law. Both Ukraine and Russia are parties to the 1949 Geneva Conventions and Protocol I.

What are the basic principles of the laws of war?

International humanitarian law, or the laws of war, provides protections to civilians and other noncombatants from the hazards of armed conflict. It addresses the conduct of hostilities—the means and methods of warfare – by all parties to a conflict. Foremost is the rule that parties to a conflict must distinguish at all times between combatants and civilians. Civilians may never be the deliberate target of attacks. As discussed below, parties to the conflict are required to take all feasible precautions to minimize harm to civilians and civilian objects and not to conduct attacks that fail to discriminate between combatants and civilians, or would cause disproportionate harm to the civilian population.

Does international human rights law still apply in Ukraine?

Yes. International human rights law remains in effect and continues to apply at all times, including during armed conflict and occupation, to which the laws of war also apply. In some circumstances a humanitarian law norm may trump a human rights norm, as the *lex specialis*, or the more specific norm for the particular circumstance.

Ukraine and Russia are both party to a number of regional and international human rights treaties, including the European Convention on Human Rights (ECHR), the International Covenant on Civil and Political Rights (ICCPR), and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT). These treaties outline guarantees for fundamental rights, many of which correspond to the rights to which combatants and civilians are entitled under international humanitarian law (e.g. the prohibition on torture and inhuman and degrading treatment, the requirements for nondiscrimination, the right to a fair trial).

While both the ECHR and the ICCPR permit some restrictions on certain rights during wartime or an officially proclaimed public emergency “threatening the life of the nation,” any reduction in rights during a public emergency must be of an exceptional and temporary nature and must be limited “to the extent strictly required by the exigencies of the situation.” Certain fundamental rights—such as the right to life and the right to be secure from torture and other ill-treatment, the prohibition on unacknowledged detention, the duty to ensure judicial review of the lawfulness of detention, and rights to a fair trial—must always be respected, even during a public emergency.

**From: Human Rights Watch <https://www.hrw.org/uk/news/2022/04/25/russia-ukraine-international-law-occupation-armed-conflict-and-human-rights> (Abridged)*

1. Such actions are normally based on **legitimate** (= **lawful**) claims or, as the government claims, are 'internal conflicts within the people'. 2. **The police** (= The law) was/were out in force at the demonstration. 3. She's studying **legal science** (= **law**) at Georgetown University. 4 This part of the law is only **relevant to** (= **applicable to**)

companies employing more than five people. 5. **Candidates (=Applicants)** for planning permission need to follow the correct procedures. 6. She was so tired her legs just wouldn't **work (=obey)** her any longer. 7. Ministers in conflict with their parishioners were quick to insist on the obligations of unconditional **subordination (=obedience)**. 8. Teachers' authority is seldom challenged, and this authoritative role awes the students into **disciplined (=obedient)** listeners. 9. He also called for a campaign of civil insubordination **indiscipline (=disobedience)** against Government's cuts. 10. I am **asking for (=appealing for)** money on behalf of the famine victims. 11. **The highest courts in England and Wales** which **can change decisions made by a lower court (=Appeal courts)** regularly hear and determine appeals with great expedition, where it is necessary to do so. 12. He had been **forced (=bound)** to secrecy, to promise not to tell people about anything. 13. British sources have suggested recently that he might press for a legally **compulsory (=binding)** protocol. 14. Security products are designed **to limit (=to protect)** access to data information from unauthorized access. 15. The agreement obliges WTO Members **to secure (=to protect)** the rights, including copyrights and trademarks, of citizens of all other Members. 16. Chapter 11 would grant **legal treatment (=protection)** from creditors while the company attempts to reorganize. 17. The President and First Lady would attend, and all but one of the nine Justices of the highest court in the US (=Supreme Court). 18 The president has been able to assert his ultimate **dominance (=supremacy)** over the prime minister. 19. If applied generally, this approach might have the result that conventions are merely placeholders for nascent **unwritten (=customary)** international law. 20. We thought tipping wasn't **traditional (=customary)** in Japan.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

1. law x2 (n) – lawbreaker – lawful – unlawful – lawfully – lawlessness
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1. Newton's **laws** of motion 2. She is his **lawful** wife, and so is entitled to inherit the money. 3. The jury agreed that the doctor had acted **lawfully**. 4. The climate here is one of violence and **lawlessness**. 5. They argue that treating **lawbreakers** well encourages more crime. 6. They led the fight to impose **laws** on smoking. 7. A pushed-in window indicated **unlawful** entry.

2. apply x2 (v) – applicant – applicable – application

1. Special conditions **apply** if you are under 18. 2. She combed her hair and carefully **applied** her make-up. 3. What are the practical **applications** of this work? 4. The new qualifications are **applicable** to all European countries. 5. Successful **applicants** will receive notification within the week.

3. obey – disobey – obedience – disobedience – obedient – obediently

1. He was arrested when he failed **to obey** a police instruction to stop. 2. He demands unquestioning **obedience** from his soldiers. 3. A naughty boy who often **disobeyed** his mother and father. 4. Students are expected to be quiet and **obedient** in the classroom. 5. She nodded **obediently** as I gave my instructions. 6. Britain will be hit by a wave of protests, civil **disobedience** and strikes over cuts this year, a union chief has warned.

4. appeal x2 (n) – appeal (v) – appeal for – *appeal court*

1. Police are making a fresh **appeal** to the public for any information that may help them. 2. They have launched **appeals** against their convictions. 3. The **appeal court** shortened sentences of three of the defendants who appeared in court that day. 4. They're **appealing for** clothes and blankets to send to the devastated region. 5. Maguire **has appealed** to the Supreme Court to stop her extradition.

5. bind (v) – bind (n) – binding (adj) – binding (n)

1. This contract **binds** the state to use this land as a park, said Judge Harry Smith.
2. Borrowing money may put you in a real **bind**.
3. The contract wasn't legally **binding**.
4. Its books are noted for the quality of their paper and **bindings**.

6. oblige x2 (v) – obligation x3 (n) – obligatory

1. They reminded him of his contractual **obligations**.
2. I'm much **obliged** to you for helping us.
3. He suffered a serious injury that **obliged** him to give up work.
4. It is **obligatory** for all employees to wear protective clothing.
5. She did not feel under any **obligation** to tell him the truth.
6. The company did not have enough money to meet its **obligations**.

7. protection – protect (v) – protect from – protect against – protective – protectionism

1. These people remain under the **protection** of the United Nations.
2. A majority of Democrats believe that such regulations **protect** the public.
3. Troops have been sent to **protect** aid workers **against** attack.
4. They produce a self-adhesive plastic cover designed to **protect** CDs **from** scratches.
5. Politicians unsurprisingly often opt for **protectionism** in response to pressure from domestic groups.
6. If **protective** barriers disappeared overnight, the country's infant car industry could be wiped out.

8. supreme – supremacy – Supreme Court – The Act of Supremacy

1. The company has established total **supremacy** over its rivals.
2. It took the intervention of the **Supreme Court** for a winner in the election to be declared.
3. The country's present constitution gives **supreme** authority to the presidency.
4. **The Act of Supremacy** is the name of two different acts passed by the English Parliament, both of which establish the English monarch as the head of the Church of England and removed the powers of the Pope as the head of the church.

9. custom – customs – customs officer – customary – customary law

1. The official law makes no reference to this **customary** relationship. 2. They are designed to deal with customary disputes under **customary law**. 3. They were made had to wait twenty minutes before going through **customs**. 4. The women gathered around the coffin and began to wail, as was the **custom** in the region. 5. She was stopped by a **customs officer** who opened her luggage.

10. resolution – joint resolution – resolve – fully resolved – resolutely

1. The UN Security Council unanimously adopted a **resolution** calling for a halt to hostilities. 2. The committee unanimously **resolved** that the party chairman should step down. 3. The minister **resolutely** defended the tough policy. 4. Passage of the **joint resolution** to propose a constitutional amendment to balance the budget by the year 2002 or two years after ratification by three-quarters of the states. 5. In our view, the issue of impunity can be **fully resolved** only if tension is eased and political stability achieved in the relevant regions.

Introduction

(0:00 – 1:01)

In the last lesson, what we did was introduce 1) the concept of international criminal law, as a branch of international law that deals with the most 2) heinous atrocities committed by man and specifically relating to four crimes individually things like 3) genocide, crimes against humanity, war crimes and the 4) crime of aggression. In this lesson, what we are going to do is we are going to talk about 5) the inception of international criminal law, as we know it today, by examining the Nuremberg trials. By examining really, where these conceptions of the international criminal law began. We're going to talk about 6) the trials themselves, we're going to talk about the lead up, we'll talk about 7) the legal justification and the legal authority, that withheld with the Nuremberg trials, because they have a lot of criticism even to this day, arguing that

they may not have had **8) any authority**, they may have maybe bias in some way etc., etc., and we'll address all those questions as we go along.

Establishment of the Nuremberg IMT

(1:02 – 2:34)

This establishment of the Nuremberg international military tribunal, that's what the IMT stands for, began when we talk about the idea that there would be **9) prosecutions** for those responsible for international crimes during the Second World War. This is something that was envisaged by the **10) Commission of Atrocities**. In 1943 this process was really put into account when we have the Moscow Declaration. This was issued by **11) the allies** specifically the United States, United Kingdom and the Soviet Union. And what the Moscow Declaration did was stated that German criminals, those who have committed these international crimes and whose **12) offenses** have no particular geographical location, specifically relating to the fact that they are international crimes, these people would be punished by **13) a joint decision** of governments. Now the Moscow Declaration was followed by the London Charter, which was negotiated in August 1945. The London Charter was the establishment and **14) the key legal document** for the Nuremberg international military tribunal. It was in the London Charter that we find a lot of the substantive law when it comes to the jurisdiction and **15) the jurisprudence** of the IMT.

The Authority of the Nuremberg Trials

(2:35 – 4:37)

The IMT officially received the indictment **16) in** October of the same year. When we're talking about the Nuremberg trials, one of the first criticisms that's often levied and was in fact levied **17) by** defendants who were **18) on** trial **19) at** Nuremberg. One of the things was that they had no authority to try these individuals **20) for** these international crimes. The question **21) of** authority is an important one that plays a role. The Nuremberg trials had three main legal sources of authority, three main legal arguments that can be made when it comes to their legal authority in being able to try

these defendants. The first being that it had the authority of the allies seems as the allies were the *de facto* territorial rulers 22) **over** the defeated states. So, 23) **as soon as** the Second World War ended the allied powers had *de facto* power effectively they had *de facto* rule over, play over most 24) **of** Europe and specifically Germany. The second is that the justification and the jurisdiction of the allies was argued to have universal jurisdiction. This being because of the nature 25) **of** the crimes in question being international crimes. And one of the things that's important is the question of universal jurisdiction 26) **in** international criminal law, something that we're going to discuss in a separate lesson. Then thirdly, it had broader authority 27) **on behalf of** the international community, don't forget the Rome Statute for the International Criminal Court, which was established many years later, said and stated clearly that the crimes that are tried are crimes that shock the very conscience of humanity. It has there is an interest 28) **from** an international perspective. The international community have a vested interest in the trial and the and the prosecution 29) **of** people who commit international crimes. It was seen that they had legal authority on behalf of the international community.

The Trial Itself

(9:20 – 9:46)

The trials itself took place over 30) **10** months and they tried 31) **24** defendants, only 32) **21** of which physically stood trial. And following the Nuremberg trials there were 33) **12** death sentences, that were handed down, 34) **7** sentences of imprisonment and 35) **3** acquittals. So we see that there is a significant percentage of death sentences compared to imprisonment.

TRANSCRIPT

Online lesson “The International Criminal Law: The Nuremberg Trials” from the Law Academy channel, available at:

<https://www.youtube.com/watch?v=9YAwDy1d2EM&t=411s>

Timestamps: Introduction: 0:00 Establishment of the Nuremberg IMT: 1:02 The Authority of the Nuremberg Trials: 2:35 The London Charter (1945): 4:38 Jurisdiction: 6:07 The Trial Itself: 9:20 Criticisms of the Trials: 9:47

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by the allies specifically the United States, United Kingdom and the Soviet Union. And what the Moscow Declaration did was stated that German criminals, those who have committed these international crimes and whose offenses have no particular geographical location, specifically relating to the fact that they are international crimes, these people would be punished by a joint decision of governments. Now the Moscow Declaration was followed by the London Charter, which was negotiated in August 1945. The London Charter was the establishment and the key legal document for the Nuremberg international military tribunal. It was in the London Charter that we find a lot of the substantive law when it comes to the jurisdiction and the jurisprudence of the IMT.

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authority on behalf of the international community, don't forget the Rome Statute for the International Criminal Court, which was established many years later, said and stated clearly that the crimes that are tried are crimes that shock the very conscience of humanity. It has there is an interest from an international perspective. The international community have a vested interest in the trial and the and the prosecution of people who commit international crimes. It was seen that they had legal authority on behalf of the international community.

The London Charter (1945)

(4:38 – 6:06)

So specifically the London Charter, which was established in 1945, was the principal legal document that established the laws and proceedings and the procedures of the governing of the Nuremberg trials. The charter established that the judges and prosecutors of the trials will be appointed by the four original powers. And the Charter includes a range of fair trial standards, so it's important what we have here, is that the trial was trying, in the best way as it possibly could try, to give this perception of justice rather than some kind of redemption against or revenge against the axis powers. They implemented a lot of principles of rule of law and fair trial standards etc., etc., because that was to give the impression and to really perpetuate the idea that this was a just tribunal. This was an example, in the practice, of justice. Now, controversially, there was no provision that established any kind of appellate process, so there was not really any examples of appeals processes. Also, controversially, they had the death penalty for that was an example of a particular punishment, that could be imposed and was imposed. Now this may be more controversial today than it was in 1945.

Jurisdiction

(6:07 – 9:19)

When it comes to jurisdiction, the power that the Nuremberg IMT had over the both the acts the geographical location, the temporal location all of these kinds of justified jurisdictions. While the Nuremberg IMT had jurisdiction over war crimes, crimes against humanity and crimes against peace as well as conspiracy to commit said crimes. The concept of war crimes was not controversial in the slightest since the regulation and the prosecution of people committing war crimes was a founding established principle that had already existed as early as 1907 with the hay convention. Those who have grave breaches of international humanitarian law will be tried for particular war crimes. That wasn't particularly controversial in this context. The more controversial crimes were crimes against humanity and crimes against peace. This is because the crimes against peace and the crimes against humanity were not actually established crimes in international criminal law before 1945. This invokes questions and criticisms of the extent to which there is an implementation of the rule of law, since one could argue that these are being applied retroactively. What we are doing is we are in creating criminal liability for acts that have already been committed, which is a grave violation of the rule of law. However, even more controversial was the fact that the concept of crimes against humanity was argued to be a matter of domestic internal affairs at the states rather than something that merits international recognition and international jurisdiction. Something that an argument that ultimately failed in the long run. When it comes to the individual jurisdiction there was principles of international criminal law that are still important and very relevant today that were established at Nuremberg. The tribunal had jurisdiction over natural persons, and this is important, because not only they have jurisdiction over natural persons but Article 9.1 of the London Charter provided that the tribunal may declare a group or organization to be a criminal organization. Things like the SS the SA, the Gestapo, all of these different groups. During the trial itself it was also made clear very early on that the criminal jurisdiction of the international military tribunal applied not to abstract entities like states but to individuals. Even though this is a branch of international law, the application and the

jurisdiction of these crimes applied to individuals not abstract entities. People who committed these crimes can't hide behind the state, for example, and to argue that this is a matter for the state and not for the individual. Individuals will be tried.

The Trial Itself

(9:20 – 9:46)

The trials itself took place over 10 months and they tried 24 defendants, only 21 of which physically stood trial. And following the Nuremberg trials there were 12 death sentences, that were handed down, 7 sentences of imprisonment and 3 acquittals. So we see that there is a significant percentage of death sentences compared to imprisonment.

Criticisms of the Trials

(9:47 – 13:55)

This brings us into the criticisms of the trial. What kind of impact does that do the Nuremberg trials have but what can be more criticisms can be levied against them. The Nuremberg trials have a very strong legacy. The so-called Nuremberg principles were subsequently adopted by the UN General Assembly not long later, and these included things like the individual criminal responsibility for serious international crimes. This is something that has laid the foundation for not just international criminal law immediately following the Nuremberg trials, for example, with the Tokyo international military tribunal, but also for subsequent legal jurisprudence in this area with the the international tribunal for the former Yugoslavia for Rwanda and then finally for the international criminal court. One of the main objections to the Nuremberg trials was the idea that this was an example of victor's justice, because the trial was overseen by the victorious leaders, the people who won the Second World

War. The allied powers and allied individual and allied personnel did not get put on trial, despite the fact that it's common knowledge that war crimes and arguably crimes against humanity were committed by individual soldiers and individual service men and women during the second world war by the allied powers. This example here is an example of them only punishing the axis powers because they lost the Second World War. The flip side the argument against this, and it's quite a strong argument against this anyway, is that the crimes, war crimes and crimes against humanity that may have been potentially committed by allied powers do not on any scale match the kinds of atrocities and crimes that were committed by the axis powers, for example, the Holocaust. Now a counter argument to this would be to point to a trust is committed by the Soviet Union, for example, the Katyn massacre and that argument does hold some weight, but when it comes to western powers like the UK, France and the United States, while war crimes were committed, and arguably some crimes against humanity were committed, they do not compare on any kind of scale to that of the Holocaust and atrocities that were committed in the East. The second criticism is that the tribunal's crimes were almost made by the allies, they were made by the allies, but also the crimes of the Nazis were in mind when they were thinking of these crimes. What I mean by this is the crimes were something that was defined by allied powers and they had in mind that acts and trust is committed by the Nazis when they were developing this when they were developing this London Charter. This really does have an impact on equity and justice within the trials, because people could argue that to what extent are the trials fair, when a they are retroactively prosecuting individuals for crimes that didn't exist arguably before the Second World War. Secondly, they are prosecuting these individuals for acts they have done with those acts in mind and defining the crime based on the acts that were committed which is arguably an example of a slight bias in the tribunal. There are various arguments that can be made against this and there are various arguments that can be supporting this analysis. The Nuremberg trials were not without their criticisms, but it's important to note that, regardless of the criticisms, the impact that it had on international criminal law even to this day was incredibly important.

SUPPLEMENTARY

QUIZ: INTERNATIONAL LAW

Q1: Who is called ‘father of International Law’?

A. Marx

B. Hugo Grotius

C. Openhiem

Q2: International Law is factually a:

A. Strong Law

B. Weak Law

C. Not a law at all

Q3: Which one of the following is not a source of International Law?

A. International Contracts

B. International Principles of Law

C. International Financial Transactions

Q4: Which law governs international contracts:

A. Law of Treaties

B. Law of Agreements

C. Law of Contracts

Q5: Under what pretext International Law allows use of force:

A. For Occupation

B. For Aggression

C. In Self-Defence

Q6: Which institution is custodian of International Law:

A. UN

B. EU

C. UNESCO

Q7: Which is the judicial organ of the UN?

A. International Court of Justice

B. International Criminal Court

C. UNESCO

Q8: Headquarters of ICJ lies in:

A. New York

B. The Hague

C. Vienna

Q9: Name of regulatory law of ICJ is?

A. ICJ Statute

B. ICJ Charter

C. ICJ Act

Q10: ICJ is successor institution of:

A. EU

B. Permanent Court of International Justice

C. ICC

Q11: Permanent Court of International Justice was established under:

A. League of Nations

B. UNO

C. European Union

Q12: Which law delimits world seas?

A. UN Charter

B. Document on Law of Oceans

C. UN Convention on law of Seas

Q13: High Seas refer to part of ocean beyond:

- A. Territorial Waters
- B. Exclusive Economic Zone**
- C. Contiguous Zone

Q14: Exclusive Economic Zone ranges to a distance of:

- A. 100 NM
- B. 200 NM**
- C. 300 NM

Q15: Piracy is an offense within the jurisdiction of the:

- A. Flag State
- B. Offenders State
- C. All the States**

Q16: Landlocked state is:

- A. Surrounded by water from all sides
- B. Surrounded by enemy states from all sides
- C. Surrounded by land from all sides**

Q17: Tobar Doctrine is related to:

- A. The recognition of a state
- B. The recognition of a government**
- C. The recognition of insurgents

Q18: Asylum is recognized in International Law as a:

- A. Duty
- B. Privilege
- C. Right**

Q19: Extradition of criminals is made after:

- A. Signing a treaty**

B. Paying Money

C. Signing a memorandum

Q20: Vienna Conference of 1961 is related to

A. Diplomatic inter course and immunities

B. Prisoners-of-war

C. Recognition of states

TOPIC 2 UNIVERSAL HUMAN RIGHTS

READING COMPREHENSION

II. Decide which statement is TRUE and which is FALSE. Use the required information from the text above and correct the false statements.

1. The Universal Declaration of Human Rights (UDHR) the foundational international vision for human rights and has become the best known and most often-cited human rights instrument in the world. T
2. The UDHR contains **25 articles (30 articles)**, or sections, that set out people's universal rights. F
3. The declaration affirms entitlement to human rights **depending on (regardless)** of who you are, where you come from, what language you speak, or what your religious beliefs are. F
4. The UDHR was proclaimed in a resolution of the United Nations General Assembly on December 10, 1948, out of a strong collective desire to for peace in the aftermath of World War II. T
5. After years of negotiation and many versions, drafters included Humphrey from **France (Canada)**, Roosevelt from the United States, as well as drafters from **Canada (France)**, China, **Japan**, Lebanon, Chile, Australia, the Soviet Union, and the United Kingdom. F
6. The Universal Declaration of Human Rights is a statement of internationally accepted values and principles, but by itself it is not a legally binding document. T
7. Altogether the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, ~~the Convention on the Rights of the Child~~ and the International Covenant on Civil and Political Rights make up the International Bill of Rights. F
8. The CRC was adopted in 1989 and recognizes that children have a right to a full range of human rights. T
9. In addition to the convention are two optional protocols: the first is intended to strengthen the protection of children during armed conflict (and in particular,

the protection against the recruitment of child soldiers) and the second is for the prevention of the sale of children, child pornography, and child prostitution. T

10. We **don't** have an opportunity – and an obligation – to educate ourselves about the options available under international law and to use these tools in our struggle for equality and peace worldwide. F

III. Complete the following sentences using the required information from the text above.

1. The Universal Declaration of Human Rights (UDHR) is the basic international **pronouncement of the indivisible, inalienable,** and inviolable rights of all human beings.
2. It is the foundational international vision for human rights and has become **the best known and most often-cited human rights instrument** in the world.
3. There are other rights which ensure we are able to develop to our full potential, **such as the right to education, right to work,** and right to participate fully in cultural life.
4. The UDHR was proclaimed in a resolution of the United Nations General Assembly on December 10, 1948, out of a strong collective desire to for peace **in the aftermath of World War II.**
5. In order to get passage of the UDHR as quickly as possible, the original package of rights was split up, **but it took almost 30 years before the two legally binding covenants,** drafted to go along with the declaration, were activated in 1976.
6. In most countries, children under 18 have limited abilities to participate in society (for example, they cannot vote), **which makes it difficult for them to protect and advocate for** their own rights.
7. The aim of the CRC **is to protect and advance the rights of children** so that they may develop to their full potential, free from hunger, want, neglect, or abuse.

8. The United Nations supports many different bodies **that oversee the implementation of treaties by undertaking reports** and providing recommendations to signatory states.
9. These organizations may also help bring court cases before domestic and international courts **to bring violators to justice** and make human rights laws stronger.
10. The more we know about international law and the obligations of states under international treaties, the better able we are to use international law as a tool **to encourage governments to incorporate and enforce human rights** in their domestic laws.

V. Complete each sentence with the correct form of the following words. There is one word too many.

drafter undertaking reports neglect inhuman treatment pronouncement
inalienable raise awareness signatory state abuse recruitment
inviolable

1. She made an official **pronouncement** on changes in government policy.
2. He said the republic now had an **inalienable** right to self-determination.
3. Article 1 of the constitution affirms that the dignity of human beings is ***inviolable***.
4. **Inhuman treatment**, prohibited under Common Article 3, represents behaviour that is in contravention of the fundamental principles of humanity.
5. Neither party will be deemed the **drafter** of this Agreement, which Agreement will be deemed to have been jointly prepared by the parties.
6. Parties often appeared to be factional alliances, and the **recruitment** of members was only vaguely based on common interests and ideological affinities.
7. Affiliate shall adopt policies prohibiting sexual and physical **abuse** which meet certain minimum criteria established by the declaration.

8. Longer lockdowns may be a payback for social **neglect**.
9. South Korea is a ***signatory state*** of the Nuclear Nonproliferation Treaty, or NPT, which bans the country from seeking nuclear weapons.
10. Unlike most women, she has a global platform where she can ***raise awareness*** about issues that are important to her.

III. a. Find in the text equivalents of the following words.

consequences=aftermath, a formal announcement=pronouncement, to follow=to adhere, human rights document=human rights instrument, legally compulsory=legally binding, a formal sealed agreement=covenant, to form or constitute=to make up, enlistment for military service=recruitment, maltreatment=abuse, negligence=neglect, to include =to incorporate, national laws=domestic laws, to bring offenders to trial=to bring violators to justice, to supervise the implementation of treaties = to oversee the implementation of treaties

b. Find in the text opposites of the following words.

concealment=pronouncement, humane attitude=inhumane treatment, not to observe=to adhere, to violate the rights=to advocate for the rights, alienated, surrendered, or transferred to another=inalienable, broken, infringed, or dishonoured=invulnerable, to deny entitlement to=to affirm entitlement to, beginning=aftermath, to respect the rights=to disregard the rights, bring together=split up, limited number=a full range, care=neglect, to exclude=to incorporate

WORLD REPORT 2023

Our Annual Review Of Human Rights Around The Globe

The obvious conclusion to draw from the litany of human rights crises in 2022 – from Russian President Vladimir Putin’s 1) **deliberate attacks on civilians** in Ukraine and Xi Jinping’s open-air prison for the Uyghurs in China to the Taliban’s putting millions of Afghans at risk of starvation – is that unchecked authoritarian power leaves behind a sea of human suffering. But 2022 also revealed a fundamental shift in power in the world that opens the way for all concerned governments to push back against these abuses by protecting and strengthening the global human rights system, especially when the actions of the major powers 2) **fall short** or are problematic.

We have witnessed world leaders cynically trading away human rights obligations and accountability for human rights abusers in exchange for seeming short-term political wins. US presidential candidate Joe Biden’s principled pledge to make Saudi Arabia a 3) **“pariah state”** over its human rights record was eviscerated once he was in office and facing high gas prices by his bro-like fist bump with Saudi Arabia’s Mohammed Bin Salman. And the Biden administration, despite its rhetoric about 4) **prioritizing democracy and human rights** in Asia, has tempered criticism of abuses and increasing authoritarianism in India, Thailand, the Philippines, and elsewhere in the region for security and economic reasons, instead of recognizing that all are linked.

Of course, these kinds of double standards are not solely the purview of global superpowers. Pakistan has supported the United Nations high commissioner for human rights’ monitoring of abuses in Muslim-majority Kashmir, but owing to its close relationship with China, has turned its back on possible crimes against humanity against Uyghur and other Turkic Muslims in Xinjiang. Pakistan’s 5) **hypocrisy** is especially glaring given its coordinator role of the 57-member Organisation of Islamic Cooperation.

Human rights crises do not arise from nowhere. Governments that fail to live up to their legal obligations to protect human rights at home sow the seeds of discontent, instability, and ultimately crisis. Left unchecked, the egregious actions of abusive governments escalate, cementing the belief that corruption, censorship, impunity, and violence are the most effective tools to achieve their aims. Ignoring

human rights violations **6) carries a heavy cost**, and the ripple effects should not be underestimated.

But in a world of shifting power, we also found opportunity in preparing our 2023 World Report, which examines the state of human rights in nearly 100 countries. Each issue needs to be understood and addressed on its own merits, and each requires leadership. Any state that recognizes the power that comes from working in concert with others to affect human rights change can provide that leadership. There is more space, not less, for governments to stand up and adopt rights-respecting plans of action.

New coalitions and new voices of leadership have emerged that can shape and further this trend. South Africa, Namibia, and Indonesia have paved the way for more governments to recognize that Israeli authorities are committing **7) the crime against humanity of apartheid** against Palestinians.

Pacific Island nations **8) as a bloc** have demanded more ambitious emissions reductions from those countries that are polluting the most, while Vanuatu leads an effort to put the adverse effects of climate change before the International Court of Justice for their own sake – and ours.

And while the US Supreme Court struck down 50 years of federal protection for reproductive rights, the “green wave” of abortion-rights expansions in Latin America – **9) notably** Argentina, Colombia, and Mexico – offers a compelling counternarrative.

This is the overarching lesson of our ever-more disrupted world: we need to reimagine how power in the world is exercised, and that all governments not only have the opportunity but the responsibility **10) to take action to protect human rights** within and beyond their borders.

READING 3

SUBTOPIC: CHILD AND HUMAN RIGHTS

CHILDREN'S HUMAN RIGHTS

There are about 2.3 billion children in the world, nearly a third of the total human population. Children are defined **1) by** law as people who are **2) under** the age of majority in their country, usually 18 years old. Whatever their age, all children have human rights, just as adults do. This includes the right to speak out and express opinions, as well as rights to equality, health, education, a clean environment, a safe place to live and protection from all kinds of harm. Children's rights are enshrined **3) in** the 1989 United Nations Convention **4) on** the Rights of the Child (UNCRC), the most ratified human rights treaty in the world.

Globally, children's human rights are violated every day. Children and young people are especially exposed to rights violations because they are dependent **5) on** adults, which can **6) at** times heighten risk. Children are likely to form the group at highest risk of poverty, malnourishment and abuse, and are often disproportionately impacted **7) by** human rights crises.

Sadly, all child rights are regularly abused or violated. This can start **8) at** birth. For example, an estimated 290 million children globally have not had their births registered, so they have no legal identity or proof of existence. This makes it nearly impossible for them to claim their rights **9) throughout** their lives – which means they may not be able to go to school, receive healthcare, or get a job when they are older. Girls in low-income countries have only a 50/50 chance of ever having a legal identity and accessing rights and services.

Around the world, over 61 million children do not attend primary school. An estimated 150 million girls and 73 million boys are sexually assaulted every year. In some countries, girls as young as nine are forced **10) into** marriage and children as young as six are judged as adults in criminal courts. At least 330,000 children are held **11) in** immigration detention in 80 countries every year, simply for being migrants or refugees. Many are forcibly separated **12) from** parents and families.

In 2019, one **13) in** six children was living in extreme poverty – a situation that puts children at greater risk of domestic violence, child labour, sexual exploitation, teenage pregnancy and child marriage. This number rose significantly during the Covid-19 pandemic. In 2020, nearly 820 million children did not have basic hand washing facilities at school, contravening their right **14) to** health and putting them at greater risk of catching and spreading infection.

The UNCRC seeks to protect children from harm, to provide **15) for** their growth and development, and to empower their participation in society. Article 42 of the Convention is a commitment to educate children and adults about child rights, but it seldom happens. Ignorance of rights puts children at greater risk of abuse, discrimination and exploitation.

IDIOMS

ambulance chaser - 5; vested interests – 3; to grease one’s palm – 4; be caught red-handed – 2; five finger discount – 1.

III. Fill in the gaps.

ambulance chaser vested interests to grease one’s palm be caught red-handed five-finger discount

1. “How did you get that necklace?” asked Alice. “I used my **five-finger discount**,” said Cody.
2. They **caught** the killer **red-handed** since he was on his way to dump the body.
3. “Should we hire Carson & Carson to handle our insurance claim?” “No, they’re ambulance chasers. After Leila was in her car accident, they called her every day trying to convince her to sue.”
4. Only those with **vested interests** in the current system could ignore the need for change.
5. For every crooked politician or bureaucrat, there will be a businessman willing **to grease his palm**.

PHRASAL VERB *TURN*

I. Match the phrasal verbs with their definitions:

1. turn in	d. deliver someone who committed a crime to the police
2. turn over	e. to transfer something to someone in authority
3. turn against	a. rebel or oppose to something formerly supported
4. turn around	b. be duplicitous
5. turn up	c. show up; to appear suddenly or unexpectedly

III. Fill in the gaps.

1. I don't like people **turning up** without an appointment.
2. They **turned against** their leader.
3. You can't just **turn around** and say that it was all my fault.
4. The drug dealer was **turned in** by his own mother.
5. During the investigation, the police asked the company **to turn over** all their financial information.

LEXICAL CLINIC

EXERCISES:

I. Paraphrase the expressions given in bold type using Lexical Clinic.

1. Without a clear and **common (=universal)** definition of cybercrime, human rights and civil liberties issues may expand globally.
2. The theory does not apply **everywhere (=universally)**.
3. His talk of the **generality (=universality)** of human rights is a cover for restricting their reach.
4. Weapons of this type are a threat to the

survival of **people living in the world (=humanity)**. 5. He showed his **understanding and kindness (=humanity)** by giving generously to charities. 6. Only a handful had a background in **the study of literature, philosophy, and the arts (=the humanities)** or social sciences. 7. He was charged on six counts of crimes against **mankind (=humanity)**. 8. Those charged should be represented by trained, qualified legal **lawyers (=advocates)**. 9. She's **a strong supporter (=advocate)** of women's rights. 10. A lot of people living in desperate poverty are taken advantage of and need someone **to speak for (=advocate for)** them. 11. He has been widely criticized for his **backing of (=advocacy of)** shorter prison sentences. 12. The song tells the story of **a person who evades compulsory military service (=a draft dodger)** who makes a prison escape. 13. Payments should be made by credit card or **cheque (=bank draft)** in U.S. dollars. 14. During the Second World War, he was **conscripted (=drafted)** into the U.S. Army. 15. Most of its partisans had focused mainly on military actions, **ignoring (=neglecting)** political efforts necessary to mobilize mass support. 16. Over the years the church has fallen into a state of **disuse (=neglect)**. 17. He showed great **discernment (=discrimination)** in his choice of friends. 18. The computer program was unable to **differentiate (=discriminate)** between letters and numbers. 19. The troops were finally given the order **to move forward (=advance)**. 20. We live in an age of rapid **technological development (=advance/advancement)**. 21. 'We will succeed,' she **declared (=proclaimed.)** 22. There are 23 Clubs throughout the U.S., and your membership **allows (=entitles)** you to enjoy all of them. 23. We are able to advise people on such benefits as sick pay, holiday pay and pension **allowance (=entitlement)**. 24. The stories are acted out (=enacted) using music, dance and mime. 25. Under a new law, universities must **establish (=enact)** smoke-free policies on their campuses.

II. Learn the following chains of words and use them or their derivatives in the given sentences.

1. universal	universals	universally	universality	universal
suffrage				

1. The **universality** of his dilemma is one to which we can all relate. 2. The new reforms have not met with **universal** approval within the party. 3. There are no economic **universals**. 4. His theory was quite controversial and not **universally** accepted. 5. The constitution adopted in late 1864 introduced a unicameral parliament and **universal suffrage** limited by residential qualifications.

2. human	humane	humans	humanity	humanities	crimes against
humanity					

1. **Human** rights only have meaning if they are universal. 2. The disease can be fatal in **humans**. 3. These regulations ensure the **humane** treatment of all refugees. 4. He was found guilty of **crimes against humanity**. 5. The college offers a wide range of courses in the arts and **humanities**. 6. If only he would display a little **humanity** for once.

3. advocacy	advocate (v)	advocate for	advocates	advocacy group	devil's
advocate					

1. She is renowned for her **advocacy** of human rights. 2. Often the interviewer will need to play **devil's advocate** in order to get a discussion going. 3. Solicitors often appear as **advocates** in the lower courts. 4. An **advocacy group** for the rights of people with learning disabilities. 5. He **advocates** the return of capital punishment. 6. We will continue **to advocate for** a regional, cooperative approach to the construction project.

4. draft (v)	draft (n)	be drafted into	drafter	draftsman	<i>draft cards</i>
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1. During the Vietnam war, peace activists publicly burned their **draft cards**. 2. Members of Parliament are busy **drafting** new legislation. 3. This **draft** was only

eleven pages while the original was fifty-three. 4. He **was drafted into** the army in 1942. 5. But not all the skills and ingenuity of law **drafter** could wholly circumvent the deviousness of ancient land law. 6. Matisse was a superb **draftsman**.

5. neglect (v) neglect (n) neglect to neglected negligence benign neglect

1. The law imposes penalties for the **neglect** of children. 2. And yet government policy comprehensively **neglects** creative subjects in secondary and higher education. 3. We often **neglect to** make proper use of our bodies. 4. One can see clearly that **benign neglect** saves money: planned management costs money. 5. The fact that he is not coming today makes his grandmother feel **neglected**. 6. The doctor was sued for medical **negligence**.

6. discriminate discriminates against discrimination discrimination against discriminatory discriminating

1. The Court of Justice condemned this legislation and held that it was **discriminatory** and contrary to the right of establishment. 2. He will work in partnership with a range of organizations to help eliminate **discrimination against** disabled people. 3. She will be remembered as an unrelenting opponent of racial **discrimination**. 4. It is illegal **to discriminate** on the grounds of race, gender or religion. 5. They believe the law **discriminates against** women. 6. They are very **discriminating** about what restaurants they go to.

7. advance (v) advance (n) advances in advance advance man advanced advancement

1. Information technology **has advanced** dramatically since the 1960s. 2. Thanks **in advance** for your help. 3. Observers monitored the army's **advance** on the capital. 4. Dr Martineau had written an article about **advances** in medicine over the last five years. 5. Later, he worked on several political campaigns, once as an **advance man** in

a presidential run. 6. There are good opportunities for **advancement** if you have the right skills. 7. Talks are understood to be **at an advanced** stage.

8. proclaim proclaim victory proclamation proclaimer <i>proclamatory</i>

1. Republican party members were confidently **proclaiming victory** even as the first few votes came in. 2. All the countries have **proclaimed** their loyalty to the alliance. 3. Many programmes in our country are ***proclamatory***, having no system approach. 4. A bloody civil war followed the **proclamation** of an independent state. 5. The definition of **proclaimer** in the **dictionary** is one who proclaims.

9. entitle be entitled to entitled (x2) entitlement entitlement programs

1. They will have to prove their **entitlement** to the property. 2. Everyone should **be entitled to** a decent standard of living. 3. The company launched a huge marketing campaign **entitled** 'Buy Blue'. 4. Being unemployed **entitles** you to free medical treatment. 5. The college attracts both the **entitled** children of wealthy parents and a large number of scholarship students. 6. Medicaid, Medicare and other **entitlement programs**.

10. enact enactment re-enactment to be enacted
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1. For the second year, national lawmakers failed **to enact** environmental legislation. 2. There must be consultation with employer and employee representatives before the **enactment** of new regulations. 3. Their crimes were committed before the law **was enacted**. 4. This may take the form of the re-creation or ***re-enactment*** of past events, as part of the creative process.

LISTENING:

(0:00 – 0:41)

The Universal Declaration of Human Rights is **a miraculous text**. At a time when the world emerged from cataclysmic events, the Declaration **sets out universal rights** and recognized the equal worth of every person. The Declaration, which was drafted by representatives from all over the world, embodies a common language of our shared humanity. A unifying force at the heart of which lies **human dignity and the duty of care** we owe each other as human beings. In the past 74 years the importance of universal indivisible and **inalienable rights** has only become clearer.

(0:42 – 1:28)

Yet there is **a growing disconnect** between the standards on the one hand, and the realities on the ground on the other. Even as the 30 articles of the Declaration have sparked transformation in all areas of our lives, the embers of racism, misogyny, **inequality and hatred** continue to threaten our world. We face a triple planetary crisis and skyrocketing inequalities exacerbated by the COVID pandemic and we are **grappling with** a rise in populist politics and authoritarianism. A deluge of misinformation both online and offline, and an alarming spread **of conflict and violence**. All of these factors are impeding our progress towards a freer and more equal world.

(1:30 – 2:40)

In 2023 we will commemorate the 75th anniversary of the Universal Declaration of Human Rights, it is also the 30th anniversary of **the Vienna Declaration** and program of action which paved the way for the creation of my position as the United Nations High Commissioner for Human Rights and my office. This coming **anniversary year** will be our opportunity to recall the consensus envisaged by the Declaration **to reset and to strengthen** the remarkable human rights architecture that we have built over

the years. With an eye to the past as well as to the future, I hope that the UDHR 75 Initiative, which will be led by my office together with our partners, will allow us **to rekindle the spirit**, the impulse, the energy and the vitality that led to the Declaration 75 years ago. The language and spirit of the Declaration have the potential **to overcome division and polarization**, it can make peace with nature, our planet with each other and point the way to sustainable development for future generations.

(2:41 – 3:21)

The light of the Declaration can shine in the daily lives of individuals, **in communities** all over the world, in their neighborhoods, in schools offices and on the streets. But this requires our generation, **including young people**, to give the Declaration new life, to take ownership of it and **to repurpose it** to meet the needs of our times, and the challenges of our future. In 2023 I invite everyone all over the world **to take up the torch** for human rights and use these rights to forge a common future of dignity, freedom and justice for all.

b. Watch the video again and fill in the gaps with the prepositions:

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TRANSCRIPT

I HAVE A DREAM...

Martin Luther King Jr.

(00:59)

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

(01:32)

Five score years ago, a great American in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity, but 100 years later, the Negro still is not free. 100 years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. 100 years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. 100 years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land.

(03:10)

So we've come here today to dramatize the shameful condition. In a sense, we've come to our nation's capital to cash a check. When the architects of our Republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which ever American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of

happiness. It is obvious today that America has defaulted on this promissory note in so far as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds.

(04:25)

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we've come to cash this check, a check that will give us upon demand the riches of freedom, and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

(06:16)

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summit of the Negroes legitimate discontent will not pass until that is an invigorating autumn of freedom and equality. 1963 is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

(06:53)

There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. But that is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from

the cup of bitterness and hatred. We must forever conduct our struggle on the high plain of dignity and discipline. We must not allow our creative protests to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy, which has engulfed the Negro community, must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize their destiny is tied up in our destiny.

(08:54)

They have come realize that their freedom is inextricably bound to our freedom. We cannot walk alone, and as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. They are those who asking the devotees of civil rights, when will you be satisfied? We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negroes basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating, For Whites Only. We cannot be satisfied as long as a Negro in Mississippi cannot vote, and a Negro in New York believes he has nothing for which to vote. No, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

(10:48)

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that honor and suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and

ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair. I say to you today, my friend, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed, "We hold these truths to be self evident that all men are created."

(12:54)

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of our skin, but by the content of that character. I have a dream today.

(13:50)

I have a dream that one day down in Alabama with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today.

(14:27)

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain and the crooked places will be made straight and the glory of the Lord shall be revealed and all flesh shall see it together. This is our hope. This is a faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair, a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able

to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

(15:29)

This will be the day, this will be the day when all of God's children will be able to sing with new meaning, My country, Tis of thee, Sweet land of Liberty, Of thee I sing. Land where my fathers died, Land of the Pilgrim's pride, From every mountainside, Let freedom ring. If America is to be a great nation, this must become true.

(15:58)

So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snow capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring, and when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholic, will be able to join hands and sing in the words of the old Negro spiritual, Free at last! Free at last! Thank God Almighty, we are free at last!

SUPPLEMENTARY

QUIZ: GENERAL HUMAN RIGHTS KNOWLEDGE

Q1: What can be defined as human rights?

- A. Those benefits granted to any adult person
- B. Those entitlements for those lawfully residing in a given country
- C. Those rights inherent to all human beings**

Q2: Which document is considered to be the first ever decree on human rights?

A. The Cyrus Cylinder in 539 B.C.

B. The UN Declaration of Human Rights in 1948

C. The Magna Carta in 1215

Q3: When is International Human Rights Day?

A. 8 March

B. 3 September

C. 10 December

Q4: Why is Human Rights Day on December 10?

A. It commemorates the end of the Second World War

B. It commemorates the day the UN General Assembly adopted the Universal Declaration of Human Rights

C. It commemorates Eleanor Roosevelt's birthday

Q5: How many rights are there in the Universal Declaration of Human Rights?

A. 15

B. 30

C. 35

Q6: The International Bill of Rights is made up of the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and which third document?

A. The International Covenant on Economic, Social and Cultural Rights

B. The International Convention on Economic and Corporate Rights

C. The UN Convention Against Torture

Q7: Which influential American human rights activist said universal human rights begin 'In small places, close to home - so close and so small that they cannot be seen on any map of the world.'

A. Eleanor Roosevelt

B. Michelle Obama

C. Coretta Scott King

Q8: Is there any review about the human rights situation in all UN Member States?

A. Yes, there is a periodic review made to all UN Member States about their human rights situation

B. Yes, but only for specific human rights in certain UN Member States

C. No, there is no mechanism to conduct this kind of review

Q9: Which human rights organisation's logo was described by its founder as a 'candle [that] burns not for us, but for all those whom we failed to rescue from prison, who were shot on the way to prison, who were tortured, who were kidnapped, who 'disappeared'. That's what the candle is for'?

A. Human Rights Watch

B. Amnesty International

C. Protection International

Q10: Which core Human Rights treaty has been signed by the most countries?

A. The UN Convention Against Torture

B. The Convention on the Elimination of All Forms of Racial Discrimination

C. The Convention on the Rights of the Child

Q11: In 1996, the European Court of Human Rights made a landmark ruling against torture in *Chahal v. the UK*. What impact did their decision have in the UK?

A. Immigrants at risk of torture can only be deported if their country has signed the UN Convention Against Torture

B. Immigrants at risk of torture can only be deported once their home country has signed a document guaranteeing their safety

C. Immigrants can't be deported to countries where they face a real risk of being tortured

Q12: Which human right did the European Court of Human Rights find had been violated the most across Europe?

A. The right to freedom from torture and inhuman or degrading treatment

B. The right to liberty and security

C. The right to a fair trial

Q13: Which member state committed the most human rights violations in 2016, based on the cases sent to the ECHR?

A. Ukraine

B. Turkey

C. Russia

Q14: In the 2004 case *Ghaidan v. Godin-Mendoza*, the UK House of Lords ruled gay families should have the same rights as straight ones. Three years earlier, a similar case had failed. What was the difference?

A. The earlier decision was criticised by the media

B. Then-UN Secretary General Kofi Annan said the first ruling was discriminatory

C. The Human Rights Act had been introduced

Q15: Which of the following is absolutely prohibited under international law?

A. Death penalty (execution)

B. Slavery

C. Selling guns

Q16: When did Amnesty International win the Nobel Peace Prize?

A. 1975

B. 1977

C. 1979

Q17: In what year did the European Union win the Nobel Peace Prize?

A. 1946

B. 1989

C. 2012

Q18: Which one of the following EU rights is enshrined in the 1957 Treaty of Rome?

A. Minimum paternity leave

B. Equal pay for men and women

C. Freedom of speech

Q19: In how many US states did same-sex marriage become immediately legal in June 2013?

A. 13

B. 30

C. 50

Q20: In which US state must a woman obtain written permission from her husband to wear false teeth?

A. Texas

B. Vermont

C. Massachusetts