Teacher’s brief

The first part of the unit offers a general introduction to studying law. It takes the syllabuses of university law courses as its starting point. Law students in most countries study at the law department of a regular university. In Britain and most other common-law countries, law students typically study for a Bachelor of Laws (LLB, or Legum Baccalaureus – the double L simply means that Legum is plural). After completion of this first degree, law students in the UK must then complete a postgraduate qualification before becoming a qualified lawyer: either the Legal Practice Course (LPC), for those who want to become solicitors, dealing mainly with clients directly, or the Bar Vocational Course (BVC), for those who want to become barristers, representing clients in court.

An alternative to this normal route to becoming a lawyer in Britain is commonly known as a law conversion course. This course allows a graduate from a subject other than law to convert to a law degree. This course, also called a Graduate Diploma in Law (GDL) or Common Professional Examination (CPE), is shorter than a full LLB course, as its students tend to bring with them useful knowledge from their first degrees.

The situation in the USA is different. There, students start law school after completion of a bachelor’s degree (in any subject), which usually takes four years. After a further three years at law school, they then study for a state’s bar exam. Only when they have passed the bar exam are they fully qualified lawyers.

Reading 2 provides a sample of a syllabus for the first two years at a US law school (in this case, the University of Honolulu). The syllabus lists a wide range of legal terms and concepts, and as such offers an excellent introduction to the topics that lawyers need to understand. Although the exercises associated with this text encourage students not to check every unknown word and to develop the skill of guessing meaning from context, there is none the less a danger for teachers here that they may be expected to explain large quantities of terminology. It is therefore essential that you read the text, plus the associated notes in this book, very carefully before the lesson. Try to pass on to the students the responsibility for finding out what the terms mean, rather than trying to explain them yourself.

Listening 1 encourages students to question their needs and expectations from a legal English course, particularly with regard to the balance between work on practical skills and talking about legal systems in various countries. An important feature of this book is its emphasis on practical skills and helping students to talk about the legal systems in their own countries, not just English-speaking ones.

The second part of the unit, Law in practice, uses the case study of a graduate recruitment programme to introduce useful language skills for making presentations and writing summaries. Such programmes typically take the most promising graduates and support them financially while they complete their studies. They are attractive to students, as they provide useful work experience as well as financial support, and for employers they are a good way of attracting and training talented employees.

Further information

- LLB course outlines can easily be found on the Internet by searching for ‘LLB’.
- Each country has its own system for training lawyers, so it is a good idea to find out about studying law in your students’ countries. This can be done easily by finding the website of important universities in the countries and checking the syllabuses for their law courses.
- For more information on becoming a solicitor in the UK, see http://www.lawsociety.org.uk/becomingasolicitor/careerinlaw.law. For information on becoming a barrister, see http://www.barcouncil.org.uk/trainingandeducation/howtobecomeabarrister/.
THE STUDY OF LAW

Lead-in
With the whole class, elicit the difference between core subjects in a law degree programme and optional subjects, and then discuss the two questions. Ask students also for some examples of optional subjects. (For a good list of core and optional subjects, see Reading 2.) If your students are all from the same country, you could get them to speculate about other countries, for example:

- How might the study of law differ from country to country (e.g. length of course, core and optional subjects covered, the balance between theory and practice and between formal study and work experience)?
- Which subjects would be part of the core course in every country?

Reading 1: A career in law

Tell students to read the text to answer the two questions. Emphasise that the first question concerns core subjects. Tell students to underline the sections of the text which contain the answers to the two questions. Allow around two minutes for students to read. When they have finished, tell them to discuss their answers with a partner without looking back at the text. Finally, check the answers with the class. As you go through the answers, elicit what is meant by each of the course titles.

Answers
1. criminal law, contract law, tort law, land law, equity and trusts, administrative law and constitutional law
2. company law, commercial law, and litigation and arbitration

Language notes
- Tort law is a major branch of law. Tort means ‘civil wrong’, and covers all cases of damage or injury, either through negligence or through wilful misconduct. It is usually taken to exclude criminal wrongs, although the same event may be covered by both branches (e.g. if somebody crashes into someone else’s car, a civil wrong has occurred, but if the driver was drunk at the time, a criminal wrong has also occurred). The law of torts excludes breaches of contract, which are covered by contract law.
- Equity has several meanings. One meaning, perhaps the most widely known, is important in business and commercial law: an owner’s equity in a company is equivalent to the amount of capital that the owner has invested, after liabilities (debts, etc.) have been accounted for. However, in Reading 1, equity refers to a system in common-law jurisdictions (such as England) for ensuring fairness when normal application of the law would otherwise lead to injustice. One important part of the system of equity concerns trusts, which typically involve one person formally placing their trust (confidence) in another person. See http://www.lawbore.net/lawboretopicnew.php?topic=8 for a good introduction to equity and trusts, as well as some useful web links.
- Legal research involves the skill of finding and analysing legal documents in order to support legal decision-making. See http://en.wikipedia.org/wiki/Legal_research for some good starting points.
- The text mentions both a law practice (= a law firm, countable) and legal practice (= the activities involved in being a lawyer, uncountable). Confusingly, both terms may be used with both meanings.
- Company law (US corporate law) is mainly concerned with the setting up and running of various types of company, including issues such as ownership and liability, while commercial law covers the relationships between companies (e.g. sale of goods). These two areas of law are dealt with fully in Units 5 and 6.
- For an example of a law clinic, see http://www.kent.ac.uk/lawb/clinic/.
Elicit from the class the meaning of the word *collocation* (= a pair or group of words which are commonly used together), and a few everyday examples such as *take a photo*, *interested in* and *fast asleep*. Elicit why it is important for learners of a language to pay attention to collocations [Suggested answer: Correct use of collocations not only improves accuracy, sophistication and naturalness, but it also increases fluency, as there is less need to choose each individual word separately. Collocations are also important for understanding, as certain words only make sense in the context of their collocations, e.g. the word *afford* in the collocation *can’t afford*.]

Tell students to look back at the text to find five collocations beginning with the word *legal* and five beginning with the word *law*. When they have finished, go through the answers with the class.

<box>(308,634){
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**Answers**
1  F  Family law is usually an optional course in the UK.
2  T
3  F  Law clinics give law students the opportunity to learn about the day-to-day work of a lawyer.
4  F  Today, commercial law firms expect recruits to have a good command of English.

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4 As a follow-up, tell students to work in pairs. One should look at the board and read the first part of a collocation to his/her partner (e.g. *intellectually*). The other student, who may not look at the board, has to complete the collocation (e.g. *stimulating*). After a few minutes, they should swap roles.

**Suggested answers**
- Adverb–adjective: intellectually stimulating
- Verb–preposition: to lead to something; to decide on something; to get involved with something
- Preposition–noun: in addition
- Verb–noun: to take a course/subject; to run a partnership; to offer a course; to offer assistance; to hire new recruits
- Adjective–noun: future career; local community; day-to-day work; a good command (of English)
- Noun–noun: work experience

**Speaking 1: Law firms and courses**

Tell students to discuss the two questions with a partner. If they already know each other well, tell them to imagine they are asking and answering the questions at a job interview. Encourage them to give background information, as in the examples.

**Reading 2: Course descriptions**

Tell students to discuss the questions briefly in pairs, and then open up the discussion to the whole class. The discussion could include dealing with unfamiliar words in their own language, as well as in English. Encourage students to think of situations where each of the five techniques would be most useful.

**Optional extension**
Tell students to work in pairs to identify more useful collocations from Reading 1. Encourage them to find adverb–adjective, verb–preposition, preposition–noun, verb–noun, verb–verb, adjective–noun and noun–noun collocations. After a few minutes, collect the answers on the board. You will need to use your discretion as to whether proposed collocations are genuine word partnerships (i.e. if they commonly go together).

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Elicit from the class what they would expect to find in a university course catalogue, then tell them to read the extract on page 10 to compare it with their suggestions. Tell them to read the text quickly (set a time limit of two minutes) to identify whether the university is in the UK or not. You may ask them to find at least three pieces of evidence.

Optional extension
Tell students to go back to Reading 1 to identify words whose meanings can be worked out (or guessed) using the first technique (surrounding words) and the fifth (analysis). Discuss the answers with the class.

Suggested answers

- **sole practitioner**
  - Surrounding words: the text says to work alone as a sole practitioner.
  - Analysis (Italian solo, Latin solum; French practiser, Latin practicare; –er = noun suffix indicating person who does something (e.g. teacher))

- **good command of English**
  - Surrounding words: previous sentence mentions language ability.
  - Analysis: the text mentions that law firms increasingly expect this, so it is a desirable thing to possess. Use of article (a) and adjective (good) indicate that command must be a noun.

6 Elicit from the class what they would expect to find in a university course catalogue, then tell them to read the extract on page 10 to compare it with their suggestions. Tell them to read the text quickly (set a time limit of two minutes) to identify whether the university is in the UK or not. You may ask them to find at least three pieces of evidence.

Answers

The university is not in the UK, since this two-year programme does not include some of the usual compulsory courses in the UK, such as land law, equity and trusts, and administrative law. Other indirect evidence includes:

- –ize/-yze spelling (e.g. familiarize, analyze), which is frequently (but not always) written with an s in British English (e.g. familiarise, analyse);
- the use of the serial comma (i.e. a comma before the final and) in lists;
- the mention of homicide, which is used more frequently (but not exclusively) in American English to refer to murder and other killings of people, including causing accidental death, and impeachment;

Language note

The root of a word is what remains when all prefixes and suffixes are removed. For example, the root of the word *entrapment* is *trap.*
Tell students to read the text again to choose the correct title for each description. Tell them also to underline new or difficult words, but discourage them from analysing the words at this stage. When they have finished, tell them to compare their answers with a partner, and then check with the whole class. Avoid discussing difficult vocabulary, as the aim at this stage is to practise understanding a text without analysing it.

Answers
1 Contract law  2 Tort law  3 Criminal law  
4 Constitutional law  5 Legal research and writing

8 Tell students to discuss the questions in pairs, and to identify the sections of the text which provide the answers.

Answers
1 Introduction to Law  
2 Legal Research and Writing  
3 Evidence

9 Ask students to work in small groups to compare their lists of unknown and difficult words. Tell them to avoid simply providing the translations/explanations for each other, but to focus on the clues in the text which will help them to understand the word (or at least to get a general understanding of its meaning). When they have had a chance to work together for a few minutes, open up the discussion to involve the whole class. As you check the meanings, focus not only on whether the students are correct or not, but also on the techniques they used to work out the meaning. In a way, an incorrect answer which was reached through intelligent analysis is more impressive than an accurate translation/explanation reached by checking in a dictionary. For explanations of many of the words and phrases in the text, see the Optional extension exercise below. Some are also explained in the Glossary on page 155 of the Student’s Book. However, with so many technical terms in this text, it is also a good idea to have a good legal dictionary to hand, and to make a note of outstanding vocabulary problems, which you can research before the next lesson.

Pronunciation notes

citation /sərtiˈeɪʃn/  
liability /ˈlaɪəbəlɪti/  
negligently /ˌnegliɡəntlɪ/  
nuisance /ˈnjuːəsən/  
precedent /ˈprɛsɪdənt/
Tell students to discuss the question in pairs, including whether the contents of their courses were broadly the same as those listed in Reading 2.

Optional extension (Photocopiable worksheet 1.1)
This contains brief explanations of 26 of the most useful and/or difficult terms from Reading 2. Although the aim of Reading 2 was to focus on the skill of working out meaning from context, students may still benefit from this opportunity to increase their vocabularies.

1. Divide the class into small teams and give each team a set of cut-up words and definitions (Photocopiable worksheet 1.1). They have to race the other teams to match the words with the definitions, using the text in Reading 2 to provide clues if necessary.

2. When the first team has finished, check that their answers are correct.

3. While they are waiting for the other teams to finish, give each student in the winning team a complete (i.e. not cut-up) copy of the worksheet to do the matching exercise again. The purpose of this is to provide a permanent record of the words and definitions, as well as to reinforce the students’ knowledge of the words.

4. When all of the teams have finished, check the answers together and clarify any misunderstandings.

5. As a follow-up, tell students to fold the worksheet in half vertically. They can then test each other (and themselves at home) by reading a word to elicit a definition, or vice versa.

Answers

1 k 2 o 3 t 4 l 5 d 6 p 7 s 8 q
9 c 10 y 11 f 12 e 13 m 14 n 15 h
16 u 17 v 18 w 19 x 20 i 21 z 22 r
23 j 24 g 25 a 26 b

10 Tell students to discuss the question in pairs, including whether the contents of their courses were broadly the same as those listed in Reading 2.

Listening 1: Law courses
Elicit from the class the sorts of things that a good legal English course should offer. Avoid getting too deeply into specific details at this stage, as there will be a chance to do this later. Then tell students to read the introduction to compare it with their ideas. This is, of course, a good opportunity to do some needs analysis. Although you, as teacher, may already have firm ideas about the best direction this course should follow, and this will also be shaped by this book, there is still room for some flexibility, and it is important to take an interest in students’ perceived needs. If students have unrealistic or inappropriate expectations of the course, it is important to address these as early as possible.

11 Tell students to read through the list of course contents quickly, then listen to decide which speaker did what. Afterwards, tell them to discuss their answers with a partner, including whether the speakers found the activities useful. Play the recording a second time if necessary for them to check. Then go through the answers with the class.

Transcript » STUDENT’S BOOK page 124

Answers

<table>
<thead>
<tr>
<th>Heidi’s course</th>
<th>Pavel’s course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
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<tr>
<td>2</td>
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<td>5</td>
<td>✓</td>
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<td>6</td>
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</table>

12 Tell students to listen again to find similarities and differences with their own experiences of learning legal English. After the recording, they should discuss their answers with a partner. Discuss with the class which course best resembles students’ experiences, and which they would find most useful. It is important that you do this with the whole class, as the information will be useful to you as a teacher when planning the rest of the course.
Language notes

- Legal practitioners is a general name for all suitably qualified legal professionals, including solicitors and barristers.
- Routine correspondence includes most emails and other forms of informal or semi-formal communication, while non-routine correspondence includes more official writing (e.g. contracts, legal opinions, pleadings), where extra professional care must be taken to ensure accuracy.
- Sources of law include the constitution (in countries which have one), statutes (i.e. laws passed by legislators) and case law (i.e. using legal precedent to determine what exactly the law means).

Language use: Comparative and superlative forms

13 Elicit from the class the meaning of the terms comparative and superlative, together with an everyday example such as big (base form), bigger (comparative), biggest (superlative). Then tell them to match the sentences with the rules. Point out that there may be more than one rule for each sentence. As you go through the answers with the class, elicit more examples for each rule (see notes below), especially adjectives that are useful for describing courses and language skills (e.g. interesting, helpful, memorable, boring, theoretical, up-to-date, hands-on, challenging, tough, nice, complicated).

Answers

1 b 2 c 3 d, h 4 a 5 d 6 d 7 f 8 g, h 9 e

Language notes

- Most one-syllable adjectives form their comparatives and superlatives with –er/-est, but there are exceptions, especially adjectives formed from verbs (e.g. lost, bored, tired) and a few others (e.g. ill, right, wrong), which need more/most.
- There are three irregular adjectives in English: good, better, best; bad, worse, worst and far, further, furthest (occasionally farther, farthest).

Three quantifiers also have irregular comparatives and superlatives: much/many, more, most and little, less, least. The quantifier few is regular: few, fewer, fewest.

- Most longer adjectives (two syllables or more) take more/most. The exceptions are two-syllable adjectives ending in –y, such as easy and busy, and a few others (e.g. quiet, clever, simple, gentle), which usually take –er/–est. Longer adjectives ending in –y take more/most (e.g. necessary, more necessary).
- Almost all adverbs, including those formed by adding –ly to adjectives, take more/most. A few short adverbs which are not formed in this way take –er/–est (e.g. fast, hard, early, late).

14 Ask students to complete the task quickly. Go through the answers with them, writing any incorrect responses on the board. At the end, focus on their mistakes and ask students to refer back to the rules in Exercise 13 to analyse the errors.

Answers

1 more practical 2 best 3 more challenging 4 more time-consuming 5 most useful 6 easier

Speaking 2: Learning approaches

15 Tell students to discuss the two questions in pairs or small groups. Make sure they realise that they should try to use comparatives and superlatives in their conversations. If you feel they need further practice, you could ask them to compare the courses in Reading 2 (e.g. The course on contracts would be more useful to me than the one on evidence. The one on tort seems to be the most complicated.). When they have finished discussing in pairs, discuss the topic with the whole class, focusing this time on the content (i.e. what do the students have the biggest problems with) rather than the grammar. As a class, try to come up with solutions to the students’ perceived weaknesses.
Optional extension  
(Photocopiable worksheet 1.2)  
This highlights some typical problems that learners have, and some practical solutions.  

1 Divide the class into groups of four. If your class does not divide exactly into four, allow groups of three, but ensure that one character card is not omitted all the time.  
2 Make enough copies of the worksheet for each group, and cut them up. Give each student one of the character cards (1–4). Tell them to read about their character and then explain their problem to the rest of their group. The group should then think of advice to help each character overcome their problems with English.  
3 When they have spent a few minutes discussing each of the characters’ problems and solutions, give each group a set of the solution cards (a–k). Tell them to decide which of the characters would benefit from each piece of advice.  
4 Finally, discuss the answers with the whole class, paying particular attention to any of the students’ solutions which were not on the solution cards. Ask the students if they are going to try some of the techniques.  

Possible answers  
1 a, b, d, f, g, k  
2 a, b, c, d, e, g, h, i, j, k  
3 a, b, d, e, g, h, i, j, k  
4 a, b, c, f, g, h, k

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LAW IN PRACTICE  

Lead-in  
Elicit from the class the differences between working in a small law firm and a larger one. Then tell students to read the introduction to compare it with their suggestions. Discuss the question quickly with the class.  

Reading 3: Graduate recruitment programme  
Elicit from the class what they know about graduate recruitment programmes (e.g. how they work, who they are suitable for, what the graduate can expect to do, what are the benefits). Avoid providing the answers, as these are given (for this particular programme) in the text. Then tell students to read the text quickly to answer the two questions. When they have finished reading, tell them to check with a partner and then collect the answers from the class.  

Answers  
1 You do not need a law degree to enter the graduate recruitment programme, just a 2.1 degree in any subject.  
2 Barker Rose will pay the full course fees for both the GDL and LPC plus maintenance of £6,000 during the GDL and £7,000 through the LPC study year.  

Language notes  
- In common-law jurisdictions such as England, Canada and New Zealand, there has traditionally been a contrast between solicitors (lawyers who advise clients) and barristers (lawyers who advocate in a legal hearing). Increasingly, this distinction is breaking down, as solicitors can now represent their clients in court (although, in the UK, they have to qualify to have a right to be heard in Higher Courts).  
- The third paragraph may cause problems, as the word law has been omitted from all but the last item in a long list: company law, commercial law and finance law, commercial litigation law, ... shipping law and property law.  
- In Britain, a 2.1 (pronounced two one, or upper second class) is considered a good university degree. The best grade, a first-class degree, is rare and considered exceptional, so employers often ask for a 2.1 or better. Most university students finish with a 2.2, which is very respectable but often not good enough to attract elite employers. A third-class degree is also a pass.  
- In the fourth paragraph, the word otherwise reinforces the concept of flexibility: here it means that even if a candidate doesn’t have a 2.1, they may still be recruited if they are exceptionally talented or experienced.
UNIT 1 A career in law

Writing: Short email

19 Tell students to read the task and discuss with a partner how they would structure their writing (i.e. what order to mention the points, how to organise them into paragraphs, etc.). The writing can be done at home or in class. (See section on Writing, page 8.)

Listening 2: Graduate recruitment programme

20 Tell students to read the introduction and the six statements, and then elicit from the class who would attend such a presentation [Answer: potential candidates for the Graduate Recruitment Programme]. Then tell them to listen to the recording to decide whether the statements are true (T) or false (F). Point out that sometimes there is not enough information to decide, in which case they should write NC (not clear). After listening, tell them to discuss their answers with a partner, including any other information they remember from the recording. Finally, check the answers with the class.

Optional extension

1 Divide the class into groups of three. Each group will conduct interviews for the Barker Rose Graduate Recruitment Programme. If the class does not divide easily into groups of three, allow groups of different sizes, but ensure that everyone has the chance to interview and be interviewed.

2 Tell them to prepare four or five interview questions, using the advert in Reading 3 for ideas. They may also ask tricky (or humorous) questions to test their interviewees’ knowledge of law and legal English, based on the technical terms in Reading 2. Set a strict time limit for the question writing (e.g. five minutes).

3 One member of each group should change groups to be interviewed. The aim is to get the job, so students can lie as much as necessary, as long as they do it convincingly. Again set a strict time limit (e.g. two minutes).

4 The interviewed students should return to their original groups, while a second member of each group goes for an interview with another group. After three rounds of interviews, the original groups should get back together to decide which was the best candidate they interviewed, and whether to offer that candidate a place on the Graduate Recruitment Programme.

Answers

1 Andrea wouldn’t be suitable for Barker Rose, as they only work in the field of commercial law.

2 Although Sandip only got a 2.2, the advertisement says that Barker Rose are willing to progress candidates whose application otherwise demonstrates first-rate personal qualities and experience. He might be considered suitable due to his proven business skills and experience, but we cannot be certain.

3 Meral wouldn’t be suitable, as candidates must apply by 31st July, two years before the start of the training contract, and she wants to start next year.

4 Oren would be suitable. Barker Rose accept students of any discipline.

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Jeremy Day
Excerpt
More information
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Text analysis: Structuring a presentation

Ask the class whether any of them have experience of giving presentations in English or in their own language. Brainstorm some situations when lawyers might have to give a presentation [Possible answers: reporting back to colleagues after a complicated case; passing on training of a new law or procedure; presenting your law firm to potential new clients or employees]. Elicit also some techniques for structuring presentations, such as KISS (see Student’s Book page 15) and the motto Tell them what you’re going to say; say it; then tell them what you’ve said. Then tell students to read the introduction on page 15 to compare it with their techniques.

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Go through the five questions with the class and invite students to predict sensible answers. Then play the recording for them to check their predictions. After they have checked with a partner, go through the answers with the class.

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Tell students to do the exercise quickly alone, then go through the answers with the class. Point out that many words in English have several meanings, which creates dangerous traps for learners (and native speakers), who expect a word to mean one thing when in fact it means something different. You may elicit some more examples for this unit, such as equity (from Reading 1) and impeachment (from Reading 2 – see notes above). Point out also that it is important not only to know both meanings of such words, but also to be aware that other people can easily misunderstand them, and to take appropriate precautions. For example, a lawyer may introduce his/her partner (= co-owner) to a client, but the client may misunderstand the word partner to mean a boyfriend/girlfriend.