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A career in law

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

- A good starting point for information on **studying law in various countries** is Wikipedia. For example, the articles at http://en.wikipedia.org/wiki/Legal_education_in_the_United_Kingdom; http://en.wikipedia.org/wiki/Bachelor_of_Laws; and http://en.wikipedia.org/wiki/Legal_education.
- **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

SB p8 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?

SB p8 Reading 1: A career in law

- 1 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/>.

- 2 Tell students to discuss the statements in pairs to decide whether they are true or false. Encourage them to read the relevant parts of the text again to check their answers. As you go through the answers, you could turn some of the statements into short class discussions

(Do you have any experience of law clinics? How good at English should law graduates be?).

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.

- 3 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.

Answers

legal writing, legal research, legal practice, legal assistance, legal community
law degree programme, law student, law practice, law clinic, law firm

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).

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
verb–verb	to go on to become something
adjective–noun	future career; local community; day-to-day work; a good command (of English)
noun–noun	work experience

SB p9 Speaking 1: Law firms and courses

- 4 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.

SB p9 Reading 2: Course descriptions

- 5 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.

Suggested answer

The best way to deal with unfamiliar words of course depends on many factors, including:

- First or second reading? As a general rule, the first time you read a text, you should read quickly to get a general

understanding, and avoid analysing the language. Only when you are sure that the text is useful/important enough to spend time on should you spend time analysing words.

- Intensive or extensive? Some texts demand intensive reading, where it is essential to understand every word, and even analyse every punctuation mark. An example might be a key document in a legal dispute. If this is the case, every unknown word (as well as some half-known words) should be checked carefully. At other times, extensive reading is required, when large amounts of text have to be searched for specific information. An example of this is the process of *due diligence*, when lawyers analyse huge amounts of a company's paperwork, typically to assess the risks associated with buying that company.
- Reading to read or reading for language? Most reading takes place for its own sake, i.e. to obtain information (or pleasure) from the text. However, language learners can also use texts as a rich source of useful language, in which case the more analysis the better. It is important to keep these two aims separate and, for example, not to get bogged down in language analysis when the aim is to get information.

With this in mind, each of the five techniques is useful in certain circumstances. At one extreme, looking up every word would be useful for intensive reading, or when reading for language, but would be very distracting in most other situations. At the other extreme, ignoring all unknown words permits very fast and extensive reading, but there is always a danger that something will be missed. The three intermediate techniques are all good compromises.



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*.

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*;

- prominent mention of US institutions such as the *Uniform Commercial Code*, *state and federal courts* and *the constitution*.



Language notes

- *Analysis and synthesis* literally means 'taking something apart (*analysis* /ə'ni:ələ'si:s/) and then putting things together (*synthesis* /'sɪnθə'si:s/)'. In the context of this text, it means studying individual legal decisions very thoroughly and then relating them to other legal decisions.
- For a good list of *crimes against public administration*, see http://www.fsmlaw.org/fsm/code/title11/T11_Ch05.htm.
- *Impeachment* has two meanings. One meaning concerns the proceedings to remove a government official from office. Two well-known examples of this type of impeachment are US Presidents Richard Nixon (who was forced to resign by the threat of impeachment, but never actually impeached) and Bill Clinton (who was impeached but not forced to resign) (see <http://en.wikipedia.org/wiki/Impeachment>). The second meaning, and the one intended in the text, involves discrediting a witness by demonstrating that he/she has testified dishonestly or inappropriately, see <http://dictionary.law.com>.
- For more on *incriminating statements*, see <http://dictionary.law.com>.
- The *contract clause* is an important part of the US Constitution which prohibits individual states from making laws impairing the obligations of contracts. See http://en.wikipedia.org/wiki/Contract_Clause.
- At the end of the Constitutional Law paragraph, *the amendments thereto* means *amendments to that thing*, i.e. *to the constitution*.

- 7 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 /sɑ:'teɪʃən/
liability /laɪə'bɪlɪtɪ/
negligently /neɡlɪdʒəntlɪ/
nuisance /nju:'sɑ:ns/
precedent /pre'sɛdənt/

privacy /ˈprɪvəsi/
 privileges /ˈprɪvəlɪdʒɪz/
 rationale /ræʃəˈnɑ:l/
 relevancy /reləvənsɪ/
 seizure /ˈsi:ʒə(r)/
 statutory /stætjʊtəri/
 surveillance /səˈveɪləns/
 vicarious /vɪˈkeəriəs/

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.

SB p11 1.1 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**

	Heidi's course	Pavel's course
1		✓
2		✓
3	✓	✓
4	✓	✓
5	✓	✓
6		✓

- 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).

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*).

SB p12

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*).

- 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

SB p12

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

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.

LAW IN PRACTICE

SB p13

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

- 16 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

- *GDL (Graduate Diploma in Law)* is also called the Common Professional Examination (CPE) or simply 'law conversion course'. See http://en.wikipedia.org/wiki/Common_Professional_Examination.

- 17** Tell students to complete the exercise alone and then check with a partner. As you collect the answers from the class, discuss reasons for the answers.



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.

- 18** Discuss the two questions with the whole class. If the recruitment programme is unsuitable for your students (e.g. because they already work in law, or they are already studying law), discuss the sort of people to whom it would be of interest. For question 2, point out that, according to the advert, there will be a presentation on the recruitment programme at a Law Fair, where asking intelligent questions would be a good way to start talking to representatives of the firm. You may need to suggest one or two suitable questions (e.g. *What is your policy on graduates from outside the UK? What level of English do you require?*).

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.



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.)



1.2
1.3

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.

Transcript » STUDENT'S BOOK page 124**Answers**

- 1 F (They are approaching their mid-term exams.)
- 2 NC (We are told that she is a graduate, but not what she studied.)
- 3 F (They have yet to become partners.)
- 4 T
- 5 F (There were seven lawyers in 1979.)
- 6 T

- 21 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.

Transcript » STUDENT'S BOOK page 124**Answers**

- 1 £36,000
- 2 Associates receive a year-end bonus depending on the firm's overall profitability, how many hours they have worked during the year and how long they have worked for the firm.
- 3 A standard medical benefits package, life insurance, a retirement plan and voluntary dental insurance.
- 4 1,800 to 2,000
- 5 Seven

- 22 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.

Answers

- 1 a 2 a 3 b 4 b 5 b

Language note

In British English, *practice* is a noun, while *practise* is a verb. Both are pronounced the same. In American English, both noun and verb are spelled *practice*.

SB p15 1.2 1.3 **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.

- 23 Tell students to close their books. On the board, elicit an outline of a typical presentation. You may need to give the first few steps (i.e. Welcome the audience; Introduce yourself). Don't confirm or reject the students' suggestions at this stage. When you have a complete outline on the board, tell students to look at the outline in Exercise 23 to see if it covers the same points. Then tell them to work in pairs to find the lines in the audio transcript on SB pages 124–125 where the speaker covers each point. When they have finished, check the answers quickly with the class. Discuss also the question of jokes in presentations: in what situations would a joke be appropriate/inappropriate in a presentation?

Answers

- 1.2 1 lines 1–2 2 lines 5–7 3 lines 7–8
 4 lines 8–12 5 lines 13–20
 6 lines 21–29 7 lines 30–41
 1.3 8 lines 1–7 9 lines 8–25
 10 lines 26–37 11 lines 38–44
 12 lines 45–53