

ANSWERS

Answers

UNIT 1

Section 1.1

Pre-task

Connect the definitions.

Common law	A legal system based on judge-made-law
Civil law	A legal system based on codes
Mixed law	More than one legal system functioning together.

Task 1.0

Who are the people in the pictures?

- 1. Ayatollah Khomeini.** He introduced a new constitution and the Islamic code in Iran.
 - 2. Justinian.** He was an Emperor who codified the Roman law.
 - 3. Lord Woolf.** He completely changed the English Civil procedure rules.
 - 4. Napoleon.** He gave us the French Napoleon Code. It was considered a success because it emphasised clarity and accessibility.
- They are all reformers of their own legal systems.

Task 2.0

Match the country to the type of legal system.

Islamic	Common law	Civil Law	Mixed legal system
Iraq Pakistan Indonesia	England Wales New Zealand	Italy France Brazil	Malaysia India South Africa

4 Answers

Task 3.0

Read the sentences below and add in the correct word or phrase from the box below. Use a dictionary to help you.

- | | |
|--------------------|----------------------|
| 1. Roman law | 6. Override |
| 2. Constitution | 7. Binding Precedent |
| 3. Statutes | 8. Apply the Law |
| 4. Codified System | 9. Law of Negligence |
| 5. Shari'a Laws | |

Task 4.0

Read the text below.

This time put the same words from above into the correct empty spaces below.

- | | |
|-----------------------|----------------------|
| 1. Roman Law | 7. Invented |
| 2. Codified system | 8. Law of Negligence |
| 3. Constitution | 9. Binding Precedent |
| 4. Statutes | 10. Constitution |
| 5. Apply the Law | 11. Overrides |
| 6. Interpret Statutes | 12. Shari'a laws |

Task 4.1

Underline the main ideas in the texts a-d ; the first one is done for you.

1. They belong to the group of nations which have a 'civil law' system.
2. In these jurisdictions, the law is not codified and does not come from a single source.
3. Many countries have a Constitution which overrides all other laws.
4. Wars and revolutions change legal systems.

Task 4.2

Go through the above reading again and connect the pictures above with the appropriate paragraphs.

1. D
2. C
3. B
4. A

Task 4.3.

Now scan the text and match the paragraph to the question.

Which paragraph speaks about:

- | | | |
|------|------|------|
| 1. d | 2. c | 3. b |
|------|------|------|

Task 4.4

Use a dictionary to find the word(s) from the reading which means:

1. Codes
2. Precedents
3. Statutes

Task 4.5

Find two words in the text which collocate with 'statute'. One is the verb used for a parliament making a law, and the other is the word for understanding the meaning of a piece of legislation.

1. Parliament passes statutes.
2. Judges interpret statutes.

Task 5.0

Look at the phrases in the box.

Try to match the phrases below with the words from the box.

- | | |
|--------------------|---------------------|
| a. Witenagemot | g. Curia Regis |
| b. Common law | h. Dictator |
| c. Circuit judges | i. Fragment |
| d. Norman Conquest | j. Tenants in Chief |
| e. Feudalism | k. Manor |
| f. Anglo Saxon | l. Parliament |

Task 6.0

Skim the text below then choose the best title for 1.a from the box below.

1. How it all Began.
2. Scan the text and find out.
 - a. William the Conqueror
 - b. Battle of Hastings
 - c. Witenagemot
3. Read the entire text and answer the questions which follow.
 - a. The Council advised the king on the organisation and management of the kingdom; jurisprudence, taxation, external and internal security and it chose the king's successor.
 - b. Feudalism
 - c. France
 - d. False
 - e. True
 - f. Manor
 - g. Magna Carta

6 Answers

4. *Now add the titles to each paragraph.*

1. Imposition of Common Law
2. Witenagemot
3. Equality for all under the Curia Regis
4. Feudalism Established in England
5. New Courts
6. Forcing the King's Hand

Task 7.0

Are these laws true or false

1. True/France
2. True/America
3. True/Mexico
4. True/England

Section 1.2

Task 1.0

Please underline the correct form of the verb

- a. Establishes/arrives
- b. Involves/concerns
- c. Do not bind/persuade
- d. Says

Task 2.0

Circle all of the present tense verbs in the passage below.

There are three present tense verbal phrases.

Can you spot them? Underline them.

- | | |
|--------------------|---------------------|
| 1. Get onto | 11. Is pouring |
| 2. Is heading | 12. Fall out |
| 3. Go into | 13. Becomes |
| 4. Order | 14. Complains |
| 5. Returns | 15. Diagnoses |
| 6. Is carrying | 16. Says |
| 7. Pours | 17. Has suffered |
| 8. Creates | 18. Issues |
| 9. Drinks | 19. Has sustained |
| 10. Pours | |

Task 3.0

Look at the task below. Decide if the present verb in brackets is present simple, present continuous, present perfect or the present infinitive. Conjugate the verb where necessary.

Original Precedent:

1. Look
2. Are not
3. To help
- 4 To follow
5. Uses

Ratio Decidendi:

6. To function
7. Issues
8. Indicates

Obiter Dicta:

9. Becomes
10. Is
11. Considers

Binding Precedents:

12. Happens
13. Follows
14. Applies
15. Becomes

Persuasive Precedents:

16. Are not
17. Considers
18. Decides
19. Are
20. Chooses
21. To follow
22. Persuades
23. Come
24. Are

Judicial Precedents:

25. Are
26. Create
27. Are not
28. Makes

Task 4.0

Match the word with the explanation. Use a dictionary to help.

Reversed

1. Reversed
2. Overruled

8 Answers

3. A refusal to follow
4. Distinguished
5. Explained

Section 1.3

Pre-task

Look at the pictures below.

Match the judges with their correct title and/or country.

Which one is the odd one out? Why?

- | | |
|---|---|
| 1. Judge from Rwanda | 6. Judge from Mexico |
| 2. Chief Justice of Iran | 7. Judge from Slovenia |
| 3. Supreme Court Justice from South Korea | 8. International Criminal Court Justice |
| 4. Judge from Iraq | 9. Rob Moodie lawyer |
| 5. Chief justice of Malaysia | 10. Jamaican Judge |

Task 2.0

Add the correct present tense verb or present tense infinitive to the spaces below.

- | | |
|----------|---------------|
| 1. Dress | 6. Reflect |
| 2. Comes | 7. Has spread |
| 3. Dates | 8. Wear |
| 4. Is | 9. Don |
| 5. Dress | 10. Is |

Task 4.0

Rewrite the first text:

Suggested corrections

Magistrates in England are just ordinary lay people who do not have any legal qualifications. Magistrates are not paid for their work, but in spite of this, they judge 95% of criminal cases and many family cases as well. The most serious criminal and family cases go to different courts. Although magistrates are not lawyers themselves, they have a qualified lawyer to advise and help them. In the higher courts, paid judges hear cases. Paid judges are fully qualified lawyers who must practise as lawyers for several years before they can become judges. This means that all judges in England are mature people and in the highest court in the land, the House of Lords, most judges are in their seventies. This is different from magistrates who can be of any age. In fact, a 19 year old woman was appointed as an English magistrate in 2006.

Task 5.0

Word building exercise. Decide if the word is a verb, noun, adjective, adverb.

- | | |
|------------------|----------------|
| 1. Creation | 6. Founding |
| 2. Asked | 7. Decisions |
| 3. Establishment | 8. Enactment |
| 4. Highest | 9. Legislation |
| 5. Formation | 10. Legally |

Task 6.0

Laws from around the world.

Here are some unusual laws.

Match the correct law to the state or country.

1. Thailand
2. England
3. Alabama
4. South Korea
5. China
6. San Francisco, California
7. Singapore
8. England

UNIT 2

Section 2.1

Pre-task

Look at the photographs below and match the names with the correct photo.

- 7.a. George Carmen
- 6.b. Cherie Booth
- 5.c. Tony Blair
- 4.d. Rumpole of the Bailey
- 1.e. Lord Carlile
- 8.f. John Mortimer
- 2.g. Abraham Lincoln
- 3.h. Carrie Morrison

Discussion questions

Why are they famous?

George Carmen: (Deceased QC) He was known as Britain's most feared and admired barrister

Cherie Booth: QC and Tony Blair's wife

Rumpole of the Bailey: fictional barrister created by John Mortimer

Tony Blair: QC and former British Prime Minister

Lord Carlile: a successful QC who supports the government's plan to hold terror suspects for up to 42 days before bringing charges

John Mortimer: former barrister and author of Rumpole of the Bailey

Abraham Lincoln: former lawyer and an American President

Carrie Morrison: first woman solicitor admitted to the Roll of Solicitors

What do all of the people in the photos have in common?

They have all practiced law.

Task 1.0

Match the sentences below with the appropriate photo.

- | | |
|--------------------|--------------------------|
| 1. John Mortimer | 5. George Carmen |
| 2. Tony Blair | 6. Rumpole of the Bailey |
| 3. Carrie Morrison | 7. Abraham Lincoln |
| 4. Cherie Booth | 8. Lord Carlile |

Task 2.0

Scan the text about Carrie Morrison quickly, and answer the following two questions.

- Ambrose Applebe
- 1922

Now read the text and answer the questions below:

- She didn't like to be addressed by her married name.
- All references to her marital status was omitted.
The President of the Probate Registry.
- Family law.
- She championed the cause of married women.
- Housekeeping money which husbands gave their wives should be exclusively the property of the wife.
Wives should be more financially responsible accepting their own tax burdens.

Task 3.0

Match the word on the left to its meaning on the right

Undergraduate	A person who is still completing a 4 bachelor's degree
Postgraduate	A person who has a bachelor's degree and is completing courses towards a master's degree or a Ph.D

Contract	The branch of law dealing with formal agreements between parties
Tort	The branch of law dealing with something wrong that “A” has committed where “A” has caused injury to “B” and for which “A” can be sued by “B”
Required	There isn’t a choice
Elective	Free to choose
Private law firm	A company which has been set up by legally qualified lawyer who is self employed and doesn’t work for the government
Public interest group	Lawyers who are part of and employed by governmental bodies for the good of the general population
Public defence	Lawyers who are employed by the government and who are chosen by the court to defend accused people who cannot pay for a private lawyer in criminal cases
Prosecution	Lawyers employed by the government who conduct cases against an accused person for the public good
Indigent	A poor person who doesn’t have any money or other basic necessities

Task 4.0

Now listen to Professor Mark Sidel from the University of Iowa, USA, speak about becoming a lawyer in America.

Circle the correct sentence.

- | | |
|------|------|
| 1. c | 6. c |
| 2. a | 7. b |
| 3. c | 8. a |
| 4. a | 9. a |
| 5. a | |

Section 2.2

Task 2.0

Put should and the base verb in the correct position and then respond to the provocation by expressing your opinion.

- Should keep
- Should only be
- Should lawyers be allowed
- Should the court encourage

5. Should not be

Section 2.3

Task 1.0

Match the newspaper headlines to the picture.

1. Boy beaten to death for whistling at a white woman
2. Police use fire hose to disperse crowd
3. Police set dogs on unarmed protestors
4. Woman arrested and fined for violating a city ordinance

Task 2.0

Read the article below. This is a word building exercise. Put the correct noun, adjective, adverb or verb tense using the word given. Be Careful! Watch out for negatives and plurals.

- | | |
|-------------------|-------------------|
| 1. Reconstruction | 9. Widened |
| 2. Constitute | 10. Definition |
| 3. Enacted | 11. Descendents |
| 4. Legislated | 12. Protection |
| 5. Rebuild | 13. Voting |
| 6. Injustices | 14. Independently |
| 7. Inequalities | 15. Servitude |
| 8. Abolished | |

Task 4.0

Put the highlighted words above in the correct phonetical column.

/uː/	/j uː/	/ʊ/	/ʃ/	/eɪ/
Schools Ruled	United Unanimous	Court	Unconstitutional	States

Now Answer These Questions.

- a. False
- b. False

Task 5.0

Past tense explanation. Conjugate and put the correct verb in the empty space to the right.

1. The historical verdict **happened** in 1954
2. Thurgood Marshall **won** a historic civil rights victory
3. The NAACP **went** to court many times before their final victory
4. The civil rights lawyers **won** their case while the segregation lawyers **lost** their case

5. Thurgood Marshall **went** to court; he **presented** his case, and he **won** a place in history
6. White and Non White schools **used to** exist in America
7. Dogs **used to** chase and bite non violent protestors
8. For many months, civil rights protestors **would** walk to their destinations instead of taking the bus to protest public transportation segregation policies

Task 5.1

Complete the sentences below conjugating the correct form of the verb in the past.

- | | |
|-------------|-----------------|
| a. Included | e. Became |
| b. Called | f. Were |
| c. Was | g. Became |
| d. Led | h. Was/Appeared |

Task 6.0

Find the verbs

Look at the text below about Dr. Martin Luther King. Circle all of the regular verbs in the past and underline the irregular verbs in the past.

REGULAR VERBS	IRREGULAR VERB
Created	Was
Helped	Came
Organized	
Called	
Believed	
Persuaded	
Received	
Assassinated	

Task 6.1

Complete the questions about the text with the past simple part of the verb in brackets then answer the questions.

- a. Who **was** the most important civil rights leader of his time?
Dr. Martin Luther King
- b. What **was** the name of the organisation **created** after the strike?
Southern Christian Leadership Council
- c. What **were** the names of other famous civil rights activists?
Gandhi and Steve Biko
- d. What **did** Dr. King **believe** in?
In non violent confrontation with the authorities
- e. Who **did** he **convince**?
President Kennedy and after Kennedy President Johnson

14 Answers

- f. What **did** he **win**?
the Nobel Peace Prize
- g. What **happened** to him?
He was assassinated
- h. What **did** he coordinate?
A strike by garbage workers

Section 2.4

Task 1.0

Fill in the missing nouns, adjectives, verbs or adverbs.

Match the following words with their definition.

- 1.b. Dispatch
2.g. Forbid
3.h. Uncover
4.f. Administration
5.c. Thief
6.d. Lecher
7.e. Theocrat
8.a. Doctrine
9.i. Accurate

Task 2.0

Use a dictionary and add a verb, adverb, noun, person or adjective to the corresponding empty space.

<i>Verb</i>	<i>Adverb</i>	<i>Noun</i>	<i>Person</i>	<i>Adjective</i>
	historically	history	historian	historical
dispatch			dispatcher	dispatched
	possibly	possibility		possible
correct	correctly	correction	corrector	correctional
finance	financially	finance	financier	financial
	newly	newness		new/newish
administrate	administratively	administration	administrator	administrative
	uniquely	uniqueness		unique
thieve	thievishly	theft/ thievery	thief	thievish
forbid		forbiddance	forbidder	forbidden/forbidding
	doctrinally	doctrine		doctrinal
lecher	lecherously	lechery/ lecherousness	lecher	lecherous
	theocratically	theocracy	theocrat	theocratic
	accurately	accuracy		accurate

Task 3.0

Decide what type of word best fits in the space.

Using a noun, an adjective, a verb.

The first one is completed for you.

- | | |
|-----------------|--------------------|
| 1. Historically | 10. Financial |
| 2. Historical | 11. Administrative |
| 3. Dispatched | 12. Unique |
| 4. Newly | 13. Theocratic |
| 5. Correctly | 14. Forbidding |
| 6. Original | 15. Thievery |
| 7. Newly | 16. Lechery |
| 8. Possibility | 17. Doctrine |
| 9. Accurately | 18. Theocratic |

Task 4.0

Choose the correct prepositions.

While learning about the Czar Liberator.

- | | |
|------------|------------|
| 1. On | 15. Over |
| 2. Of | 16. For |
| 3. In | 17. With |
| 4. After | 18. Before |
| 5. In | 19. After |
| 6. Of | 20. Before |
| 7. In | 21. By |
| 8. By | 22. For |
| 9. Of | 23. At |
| 10. Of | 24. Before |
| 11. On | 25. Of |
| 12. Before | 26. From |
| 13. For | 27. Up |
| 14. Out | |

Task 4.1

a. Which of these words have similar meanings to conscript? Draftee, inductee, enlistee.

– All

b. There are three phrasal verbs in the reading. Can you spot them?

- gave in
- drawn out
- sign up

Task 5.0

Now do the task below. There are two sentences with the comparison form. There is an example to help you.

1. The cases were **as difficult as** each other
2. The judge **adjourned the proceedings** until the next day
3. Clients **cannot hire a** barrister to represent them
4. Generally barristers are **more specialised than solicitors** in an area of the law
5. The jury's **verdict was** guilty
6. George Carmen **was good at** advocacy
7. Because of work overload, they **refused all** new cases
8. The defendant was charged **with resisting arrest** in court
9. The solicitor told the client: 'you **are not allowed to smoke** in this office'.
10. My client **didn't pay** attention to the judge

Section 2.5

Task 1.0

Look at the following phrases. Match the entry verb or the entry noun with the correct collocation. The first one is completed for you.

- | | |
|------|-------|
| 2. c | 7. a |
| 3. c | 8. a |
| 4. a | 9. a |
| 5. b | 10. b |
| 6. c | |

Task 2.0

Lexical Cloze

Read the following text about Mexico.

Decide which answer A B C D fits the best. The first one is done for you.

- | | |
|-----------------|------------------|
| 1. Ruled | 9. Place |
| 2. Lasted | 10. Directly |
| 3. Obviously | 11. Cultural |
| 4. Large | 12. Advanced |
| 5. Historically | 13. Discarding |
| 6. Laws | 14. Was |
| 7. Domination | 15. Institutions |
| 8. Existed | |

UNIT 3

Section 3.1

Task 3.0

Match the words on the left with their definition on the right.

- A. **In conference:** A meeting between a barrister, client, solicitor
- B. **Opposing counsel:** the lawyer who represents the other side in a legal dispute
- C. **Crown court list:** A series of cases put in a certain order and scheduled to be heard by the court
- D. **Chambers:** The offices of a group of barristers who work together and share the same staff
- E. **Brief:** Details of a client's case which have been prepared by a solicitor which are then handed over to a barrister who will defend the case in court
- F. **Barrister's clerk:** deals with solicitors, allocates cases to barristers, and plans case details

Task 4.0

Now answer these questions.

1. It is about the typical day of the barrister

1.a.

- Each day is different
- I start work at
- I go directly to court
- I spend a significant part of the morning
- Then I am compelled to balance
- I usually get back to chambers
- the first thing I do
- I check on e-mails
- I return phone calls
- I catch up on any other information
- I usually try to leave chambers shortly afterwards
- I'm normally home by
- I prepare dinner then I start reading and preparing the briefs for the next day
- I really try to finish work by

2. *Respond to the questions from the reading by indicating the correct answer*

- | | |
|------|------|
| 1. a | 5. b |
| 2. d | 6. b |
| 3. c | 7. b |
| 4. a | 8. a |

Task 5.0

Listen to Ms. Rossi, a solicitor and partner in a major London law firm, describe her day.

1. *What does she do, whilst eating lunch?*

She answers e-mails and telephone calls.

2. *Listen again and complete the chart below*

- 8.30: She arrives in office. If she has a meeting or travel, her day starts about 6.30
- 9.00: She checks the mail and questions from clients
- 10.00: First meeting, usually an internal meeting with other colleagues; she reviews documents for clients
- 1.00: Lunch eats at desk; buys sandwich, eats while working or answering e-mails or speaking on the phone to clients. Usually too busy to stop for lunch
- 2.30: She accepts calls from USA: Miami or New York dealing with work she does for clients in South America
- 4.00: She sees junior assistance and reviews previously allocated work
- 5.00 : She deals with Administrative matters: internal memos, personnel, management, etc. She deals with these issues for about an hour and a half every day
- 6.30: She receives calls from South America and USA
- 8.00: She goes home and deals with family and children

Task 6.0

Find the mistake in each line and correct it. If it is already correct put a cross by it.

Correct version:

1	First of all as a human rights lawyer, I represent refugees, political activists and inter-
2	nally displaced people worldwide. Most of my work, as you may imagine, is pro bono
3	because displaced people, who need advice on human rights issues, do not usually have
4	the money to pay. My clientele includes both individuals and groups. To help support
5	myself and my work, I teach at Sacramento State university here in California. Teach-
6	ing is something that I really enjoy; I see it as an opportunity to educate the young
7	about Human Rights issues while encouraging respect and awareness for the displaced.
8	Here in California, in the past, we had a lot of Hmong refugees who I personally repre-
9	sented. When I am not teaching or representing individuals or groups which have been
10	referred to me, I advise governments and non governmental representatives on matters
11	concerning international human rights law. As an international human rights lawyer, I
12	give impartial and independent advice. I have more than 25 years experience in the
13	field as a practicing lawyer; being a university lecturer also, I have a number of publi-
14	cations in the field of human rights law. As you may imagine, my job is not easy and
15	maintaining my impartiality is also a challenge. With the objective of keeping my status
16	as independent and impartial as possible, I have chosen not to accept any type of per-
17	manent position with any government – even if I do some contracted human rights con-
18	sultation for individual governments if and when they ask .
19	
20	

Section 3.2

Task 1.0

Unjumble the sentences below, and then match them to the correct picture.

- A. 2. A beautiful Tibetan monastery.
- B. 4. An elderly Chinese man who is smiling.
- C. 3. Chinese crowds fill the streets.
- D. 1. Tibetan monks who are dressed in costumes.

Task 2.1

Try to substitute the words in bold with the words in the box. Be careful, the words in the box need to be conjugated.

- 1. Should blogs be **controlled** and **censured** when it is **deemed** necessary?
- 2. Should blogs be **protected** as an expression of free speech?
- 3. Should International Sporting events be used as a **podium** to **highlight** political injustices? Why or why not?

Task 2.2

In the box below, add the noun, adjective, adverb or person.

VERB	NOUN	ADJECTIVE	ADVERB	PERSON
Restrict	Restriction	Restricting	Restrictively	Restrictionist
Preserve	Preservation	Preserving	Preservatively	Preservationist
Suppress	Suppression	Suppressing	Suppressively	Suppressionist
Censure	Censorship	Censorial	Censoriously	Censorate

Task 2.3

Which word is the odd one out amongst the words below?

- 1. Minimalise
- 2. Derestrict
- 3. Wreck
- 4. Endorse

Task 4.0

Put the correct word in the space and underline the subjunctive phrases.

- 1. Think
- 2. Governing
- 3. Independent
- 4. Regulated
- 5. Regulates

20 Answers

6. Governing
 7. Revised
 8. Modernised
 9. Autonomy
 10. Regulates
 11. Permitted
 12. Enacts
 13. Equivalent
 14. Legally
 15. Registered
 16. Requires
 17. Renew
 18. Renewal
 19. Renewals
 20. Renewed
 21. Voluntarily
-
- a. It is desirable that
 - b. It is imperative that
 - c. It is important that
 - d. It is vital that
 - e. It is essential that
 - f. A bad idea for lawyers to get involved in

Task 4.1

Answer these true/false questions from the text.

1. False
2. False
3. True
4. False
5. True
6. True
7. True

Section 3.3

Task 2.0

Look at the different types of letters below. Which ones are formal and which ones are informal?

- a. An e-mail to a friend **Informal**
- b. A sentence written by a judge **Formal**
- c. Minutes from an Annual General Meeting **Formal**
- d. Letter of recommendation **Formal**
- e. A contract **Formal**
- f. Blogging **Informal**

- g. Application letter to a Law school **Formal**
- h. An e-mail to a colleague in another country **Formal**
- j. A letter to a client **Formal**
- i. Letter asking for legal fees **Formal**

Task 3.0

Please write true or false next to the following statements.

- a. False
- b. False
- c. True
- d. False

Task 4.0

Please put the sentences under the correct heading.

GOOD PARAGRAPHS WRITING	BAD PARAGRAPH WRITING
Paragraph begins with one main topic; the main topic captures the main point of the rest of the paragraph	Long unbroken blocks of writing which contain lots of unrelated information
Each paragraph should be linked in some way to the previous paragraph	Lots of extra words and phrases in your paragraph to make your writing longer and fuller because clarity is not important for your reader
Sentences in the paragraph all relate to the topic sentence	
Give as much specific detail as possible	Use jargon and lots of technical terms especially when writing to lay people
Give information which flows in a logical order	The paragraph consists of no more than one sentence

Task 5.2

QUICK GRAMMAR REVIEW

Present perfect: Have + **Past participle** of the verb

We use the present perfect when we want to speak about something that began in the past but has an effect on the present. It is usually used with **for** and **since**.

I **have been** an Egyptian judge **for** two years.

I **have worked** in this court **since** March 4 1997.

I began when I was twenty.

Task 6.0

Answer these questions.

1. **For** is used to indicate a **duration of time**.
2. **For** means “from the **beginning** until the **end** of a period of time”.
3. **Since** indicates a precise **moment** in time.
4. **Since** means “from a precise **point** in the past **until now**.”

Task 7

Do the following quick grammar check exercises.

1. I **have worked** as a judge in an international court **for** six months.
2. I **have studied** European law **since** May of last year.
3. I **have applied** for several scholarships positions as a judge **since** I passed my exams.
4. I **have waited** to hear from the admissions board **for** over a year now.
5. I **have been** part of an international war crimes tribunal **since** several years now.

UNIT 4

Section 4.1

Task 2.0

Listening.

Listen to an interview with Mrs. Mohammed, who has come in to see a lawyer about an accident she had at work.

Listen to the first part of the interview with the client and answer the following questions.

1. Mrs Mohammed has a terrible back pain
2. Mrs Mohammed wears a traditional saree
3. Mrs Mohammed works for a computer company

Now listen again to the interview and answer the true or false questions below.

1. False	7. False
2. True	8. False
3. False	9. False
4. False	10. True
5. False	11. False
6. False	12. False

Section 4.2

Task 1.0

Complete the word building exercise whilst reading about the WASP approach.

a. Comfortable b. Say c. Interrupt d. Nervous e. Conform f. Proved g. Choices h. Related i. Action	j. Provides k. Does l. Documentation m. Discussed n. Instruct o. Initiating proceedings p. Summarising
---	---

Task 2.0

Listen to the second part of the interview with Mrs. Mohammed.

- Tick the words that you hear
- And then put the word in the correct column

Welcome	Good morning; come in; sit down; do you want some coffee?
Acquire	What happen to you?

- What things from the WASP approach are missing from Mrs. Mohammed's interview?

Supply and Part

Task 3.0

Match the phrases with their definition.

- b.
- c.
- a.

Section 4.3

Pre-task

1. Circle the odd one out.

a. Trivial b. Candid c. Forfeiture d. Diligent	e. Exculpable f. Familiar g. Dispute
---	--

2. Put the words below into the correct phonetic category.

æ	ɔɪ	eɪ	uɪ
Damages	Immoral	Strange	unscrupulous

Task 1.0

Read the interview between Federica and her lawyer Mr. Clarence and answer the questions below.

1. What did Federica do after she collided with Rosanna?

After she collided with the other car, she unbuckled her seatbelt and she got out of her car.

She opened the boot to get her fluorescent jacket. She put it on right away.

2. Was Rosanna hurt?

No, she wasn't.

3. Which one of the two had been drinking?

According to Federica neither one of them appeared to be drunk.

Task 1.1

Now look at the text again. Add the open or closed question word then underline the open question (O) and circle the closed question (C).

1. **How** did the accident happen? O
2. **What** did you do? O
3. **Was** the other driver hurt? C
4. **What** did the other driver involved say to you when she returned to the vehicle? O
5. **Why** didn't the police carry out a breathaliser test on her? O
6. **When** the police arrived, **what** happened? O
7. Exactly, **what** did she write? O
8. **Did** you obtain all pertinent information from the other driver? Driver's license number, address, telephone number, insurance information? C
9. **What issues** will I face concerning this claim? O

Task 2.0

For several years now, Lord Woolf, the architect of the Woolf Reforms in England and Wales (which will be discussed in later chapters), has been campaigning for the use of 'plain English' in legal documents. Look at the words below and see if you can circle the correct plain English meaning. Use a legal dictionary if you have one. The first one is completed for you.

- | | |
|--|--|
| 1. Anent: about | 12. Intra Vires: acting within given powers |
| 2. As for: concerning | 13. In the event that: if |
| 3. Dehors the record: outside the record | 14. Prior to: before |
| 4. Brutum Fulmen: an empty threat | 15. Subsequent to: after |
| 5. Corpus Juris: the body of law | 16. Thenceforth: from that time onward |
| 6. Hereafter: from now on | 17. Thereafter: from that moment onward |
| 7. Herein: in this document or contract | 18. Thereto: this or it |
| 8. Hereto: concerning this matter | 19. Therein: in that place, in that document |
| 9. Herewith: with this letter | 20. Therefor: for |
| 10. Initiate proceedings: sue | |
| 11. Inter sese: among themselves | |

Task 3.0

Learning to use prepositions well in English shows fluency. Look at the box below. Complete the rules chart with words from the box.

PREPOSITION	HOW IT IS USED	EXAMPLES OF WHEN TO USE IT
1. In	Use in when entering a vehicle such as a car or a taxi	The judge got in a taxi
2. Off	Use off when leaving public transportation	Lawyers get off the train/-bus/tram
3. By	Use by when travelling (except on horseback or on foot)	Clients come by car, train, bus
4. Onto	Use onto to indicate something/someone is on top of something	The witness got onto the witness stand
5. Across	Use across when getting to the other side of something	The lawyer walked across the courtroom
6. To	Use to when you want to show movement to a place, person, building	Come to court on time Come to me Please go to the collections office
7. Into	Use into when you enter into a building or a closed room	Please go into the courtroom and sit down
8. Towards	Use towards when you want to indicate movement in the direction of a specific target	Please go towards my desk. You will find the witness statement on the side

9. At	Use at to speak about the weekend, the night time, and for time	At midnight, at the weekend, at night many courts are closed
10. On	Use on to speak about the days of the week	On Sundays, courts are not in session
11. In	Use in to speak about the seasons, the time of day, or a specific period in the day, months, the year and cities	Most crimes are committed in the evening; courts don't close in the summer, in the morning the docket is full; Meredith Kercher was killed in November 2007 in Perugia
12. Till/ until	Till/until indicate the beginning and ending of a set period	The court is open from Monday till/until Friday from 9am to 1pm
13. For	Use for to indicate the duration of a certain block of time	The enquiry into Meredith's murder lasted for months
14. Since	Use since to indicate the time that has past up until now	Since 2000 many young people, from respectable families in Italy, have been convicted of murdering friends or family members.
15. From	Use from to indicate something has originated from point 'a' to point 'b'	I received a letter from my lawyer yesterday
16. Of	Of is used to show relationship between two things or that something belongs to or demonstrates something	All members of staff are required to be on time

Task 4.0

Look at some more of the interview.

This time circle the correct preposition.

The first one is completed for you.

- | | |
|---------|----------|
| 1. From | 11. By |
| 2. Of | 12. With |
| 3. To | 13. Of |
| 4. For | 14. In |
| 5. Of | 15. For |
| 6. Of | 16. For |
| 7. To | 17. By |
| 8. Of | 18. From |
| 9. From | 19. With |
| 10. If | |

Section 4.4

Task 1.0

Look at the words below. Match the words in the left column with the definition on the right. Use a dictionary.

	WORD OR PHRASE	DEFINITION
1	Case summary	c. A short description which outlines the case
2	Statement of Truth	g. This is a declaration which is sworn to by someone who then signs his name
3	Specialists	h. Experts in a given field
4	Incur	k. To become liable for something. Usually it concerns something unpleasant
5	Submit	m. To give something (such as a document) to someone or to some official body or institution
6	Amend	j. To officially change or alter (usually) a document
7	Whiplash	d. Injury to the neck caused by a sudden jolt
8	Begin proceedings	l. Sue someone
9	Refund	n. To reimburse or repay money
10	Medical bills	f. This is usually an amount of money for which a hospital will ask at the end of hospital care
11	File a claim	b. This is the process where the claimant officially asks for something from an official body (insurance company, court of law etc.)
12	Defendant	a. The accused person who is being sued in civil cases
13	To be served on	e. To officially deliver a document to someone (usually the person being sued)
14	Allocation questionnaire	i. A document which contains a list of questions which need to be answered in order to decide in which court a case should be heard
15	Claimant	o. The person who initiates a lawsuit
16	Undergo	p. To endure something...usually negative

Task 2.0

Look at the claim form below. Please put the correct words and phrases from the box above into the spaces below. Don't forget to conjugate the verbs or verb phrases using the past simple. The first one is done for you.

2. a. Defendant	b. Medical bills	c. Refunded	
3. a. Refunded	b. Begin proceedings		

28 Answers

4. a. File a claim			
5. a. Began proceedings			
6. a. Submitted	b. Amended		
7. a. Was served on	b. Defendant		
8. a. Whiplash	b. Specialists	c. Underwent	d. Incurred
9. a. Case Summary			
10. a. Allocation Questionnaire			

Task 3.0

Change the second sentence so that it is similar in meaning to the first; use the word provided. Your answer must be between two and five words.

1. I **haven't seen Federica for** more than six months.
2. I **don't have enough money** to pay the car insurance lawyer.
3. **Unless you respond on time** to the allocation question, you will lose the case.

Section 4.5

Task 1.0

Insert the correct word into the spaces below.

1. Luminol is used by **forensic** investigators to detect trace amounts of **blood** left at crime scenes.

Task 2.0

Please add the correct prefix to the verb.

Conjugate the verbs where necessary.

The first one is done for you.

- | | |
|-------------------------|---------------------------|
| 2. Unhealthy | 7. Misrepresented |
| 3. Mishandled | 8. Incompatible |
| 4. Imprisoned/Misplaced | 9. Disallow |
| 5. Incompetent | 10. Mistrial/Discontinued |
| 6. Unmoved | 11. Undetected |

Task 3.0

Now do the task below.

Please use the box below to find 13 suffixed and prefixed words. Add them to the empty spaces. The first one is done for you.

- | | |
|-----------------|-------------------|
| 2. Worthless | 8. Wrongful |
| 3. Unquestioned | 9. Miscarriages |
| 4. Inaccurate | 10. Unfortunately |
| 5. Imprecise | 11. Unreliable |
| 6. Untrue | 12. Inexact |
| 7. Falsehood | 13. Untrustworthy |

Task 4.0

Please correct the following phrases from the legal forum *International Current News*. This entry was written by a Mexican student of law studying in Rome. Replace the phrases with one of the legal prefixes in the box, so it is more legal in nature. The first one is done for you.

2. Disabled	7. Dishonest
3. Unauthorised	8. Indiscretion
4. Unethical	9. Disagrees with
5. Willful misconduct	10. Illegally
6. Unlawful	11. Unimportant

UNIT 5

Section 5.1

Task 1.0

A

Look at the list below, put a tick next to the occasions when you may need to take notes.

- a. In a meeting ✓
- b. On the phone ✓
- d. Listening to the teacher ✓
- e. Interviewing a client ✓
- f. Interviewing witnesses ✓
- g. Attending a press conference ✓
- h. Attending conference for your job ✓
- i. Listening to someone giving a speech ✓

30 Answers

Task 2.0

Add the missing word

- | | |
|--------------|---------------|
| 1. Down | 8. Your |
| 2. Write | 9. Understand |
| 3. Words | 10. Remember |
| 4. Important | 11. Any |
| 5. To | 12. Any |
| 6. Who | 13. About |
| 7. Your | |

Task 3.0

Please fill in the missing words with the correct response from above. The first one is done for you.

- b. Understand/say/slowly
- c. Is/clear
- d. didn't get/bit
- e. Can/interrupt
- f. Follow/explain
- g. Are/with me

Task 4.0

Match the following words or phrases. One of the words must be used twice.

- 1. AGM (Annual General Meeting)
- 2.a. Annual Financial Report
- 2.b. Balance
- 3. Dividends
- 4. Shareholders
- 5. Minutes
- 6. Bylaws
- 7.a. Memorandum
- 7.b. Share capital
- 8. Intuition
- 9. The Share/shareholders

Task 5.0

Listen again and following the 'record' part of the grid above, take notes of the important points of the meeting.

- 1. The chair confirmed the presence of all members (with the exception of one) who had the right to attend and vote
- 2. Chair welcomed **Eva Arroyo**
- 3. Senior Partner **Mindy Smith** unable to attend; urgent business in **Latin America**
- 4. Minutes read **by Abigail Skivvy**

5. Old business: contents of last year's minutes

- a. Abel Casch presented: financial report
- b. Beginning totals **£32.000.30** ending totals **£52.000.60**
- c. Revenue **increased: debt collection; client selection process**
- d. Bylaws **changed**
- e. Rest of last year's meeting spent **brainstorming for idea**
- f. Company continues to **explore ways to increase revenues**
- g. **Minutes** approved unanimously

New Business: Web presence for law firm

- 6. **Simon Lewis** representing Wired to you
- 7. Law firms **need webpage**
- 8. Not having webpage: equal to **unlisted telephone number**

Reasons to have a webpage

- 9. **Improving client care process**
- 10. **Increasing Law firm visibility**
- 11. Meeting adjourned at 6.30pm for **coffee**

Section 5.2

Task 1.0

*Know your rights! The American Debt Collection Act.
Please choose the correct form of the verb. The first one is done for you.*

- | | |
|-----------------|-----------------------------|
| 2. Owe | 10. Will be |
| 3. Are making | 11. Contacted |
| 4. Are | 12. Would be |
| 5. Are not able | 13. Had paid |
| 6. Happens | 14. Would not have harassed |
| 7. Happens | 15. Want |
| 8. Must treat | 16. Write |
| 9. Try | |

Task 2.0

Match the correct expressions.

- 1. You could ask **for an extension of time**.
- 2. You may as well **try to negotiate with them**.
- 3. Would you like to **renegotiate your credit card balance?**
- 4. I would rather negotiate **a lump sum partial payment**.
- 5. You should ask to speak **to the supervisor if you don't get a satisfactory response**.
- 6. You ought to **try and pay off your monthly balance immediately**.
- 7. You might **need expert advice before negotiating with a debt collection agency**.

Task 3.0

Structural cloze.

Look at the text below and think of a word to put in each space. The first one is completed for you.

- | | |
|------------|-----------------|
| 2. Our | 12. With |
| 3. But | 13. Negotiating |
| 4. Know | 14. Money |
| 5. Some | 15. Amount |
| 6. Have | 16. Depends |
| 7. Delays | 17. Company |
| 8. Happens | 18. Type |
| 9. Payment | 19. Cannot |
| 10. Us | 20. Debt |
| 11. Try | 21. Years |

Section 5.3

Task 1.0

Look at the task below. Fill in the box below with the correct words or phrases. Use a dictionary to help you.

- | | |
|---------------------|------------------------|
| 1. Market Research | 7. Financial resources |
| 2. The stock market | 8. Entrepreneur |
| 3. Stocks | 9. Manufacturing plant |
| 4. Stocks | 10. Shareholder |
| 5. Shares | 11. Share |
| 6. Contracts | |

Task 2.0

Add the following headings to the reading passage below. One is already completed for you.

- 1: Promoters
2: Companies House
4: Memorandum of Association

Task 3.0

Now match the words on the left with the definition on the right.

- | | | | | |
|------|------|------|------|------|
| 1. e | 2. b | 3. c | 4. d | 5. a |
|------|------|------|------|------|

Task 4.0

Now listen and circle the correct answer: either True(T) or False(F).

1. True
2. False
3. True
4. False
5. False
6. True

Task 5.0

Listen again. This time summarise what professor Prencipe says. You will need to write a word or a short phrase for each box.

1. Setting up a company involves a number of	Steps
2. To set up a company you need	A business idea
3. Entrepreneurs risk	Fortune/money on a business idea
4. You have to test	Your idea against the market
5. Is your idea a	Winning idea
6. Your product must be more	Innovative or cheaper
7. Entrepreneurs use market research or	Market trials
8. You must decide on	The location
9. Computers are manufactured in	Taiwan or Korea; South East Asia
10. Location is important for tapping	New technological knowledge; new market knowledge
11. Entrepreneurs may choose a partner for	Financial resources or other types of knowledge
12. When deciding on a business contract you need to consider the	Regulations
13. Partnerships are a	Trust based relationships
14. Business contracts describe how the company will	Behave
15. If your company does well then you can	Earn a lot of money
16. You can ask your bank for money or you can resort to the	Stock market
17. Your company will become	Public

UNIT 6

Section 6.1

Task 1.0

Reading

Mrs. Carlill's story

Answer the gist questions.

1. A flu epidemic
2. Many people died

Now re-read the story and answer the other questions below.

3. The company made and sold a miracle anti flu remedy.
4. They promised a money back guarantee
5. The company deposited one hundred pounds in the bank to show good faith
6. A lady who bought one of the smoke balls because she feared catching the flu
7. She contracted the flu
8. She sued the company and won at the High Court level.

Task 2.0

Look at the words in bold in the reading. Choose words from the box below to replace 12 of the words in bold.

1. **Bought**: purchased; 2. **Disastrous**: devastating; 3. **Catastrophic**: terrible; 4. **Categorized**: Classified; 5. **Ill**: sick; 6. **Manufacture**: make; 7. **Preventative**: prophylactic; 8. **Effectiveness**: positive result; 9. **Faithfully**: accurately; 10. **Feared**: dreaded; 11. **Sure**: certain; 12. **Crippled**: paralyzed.

Task 3.0

Re-read Mrs Carlill's story. Find and underline all of the verbs in the simple past tense and circle all of the verbs in the past perfect tense.

During the 1890's, life in England was difficult because a terrible flu epidemic **had crippled** the country. Classified as one of the worst flu outbreaks in English history, the virus spread quickly throughout English towns and cities, and the rampant flu virus had a catastrophic effect on the English population. Under the disastrous grip of this flu pandemic, many English people **had died** whilst thousands of others became critically **ill**. Sometime during the 1890's a company, called the Carbolic Smoke Ball Company, **had begun** to manufacture and sell a miracle anti flu remedy. The company **had** specifically **created** the anti flu medicine as a preventative remedy against contracting the deadly 1890's flu virus; the company was so sure of the drug's effectiveness that they advertised the cure with a money back guarantee against the deadly virus. The company promised to pay one hundred pounds to anyone who **had contracted** the flu after correctly using the Smoke Ball remedy; the company even deposited the money in the bank to show

good faith. Mrs. Carlill , a lady who **had** desperately **feared** catching the flu, bought one of the smoke balls. She **had used** the smoke ball faithfully, from November 20, 1891 to January 17, 1892; she even kept a diary to demonstrate that she **had followed** the directions correctly. Unfortunately, sometime during the two weeks that Mrs. Carlill **had** loyally **taken** the medicine, she contracted the flu. She was not amused; she wrote to the company asking for the hundred pounds. The company wrote back refusing to pay anything. Mrs Carlill took the company to court and won at the High Court level. In the High Court (the court just below the Court of Appeal), after careful thought, *Mr. Justice Hawkin* **had decided** that there was a contract, and the company had to pay Mrs. Carlill £100. The company appealed to the Court of Appeal against that decision.

Answer the questions below.

- a. No. there isn't the element of acceptance
- b. No. there isn't consideration
- c. No. There isn't an intention to create a legal agreement
- d. Yes. All of the elements of a contract exist in these types of relationships

Task 4.0

There is some specialist vocabulary for contracts: add the correct word to the spaces below.

1. Party(ies)
2. Written
3. Oral
4. Terms
5. Express
6. Implied
7. Clauses

Task 5.0

Put the correct heading with the correct paragraph.

- A. 1.
- B. 2
- C. 3.

Task 6.0

Which section speaks about ...? The first one is done for you and the key words in the questions are highlighted to help you.

1	A
2	A
3	B
4	C
5	C

Section 6.2

Task 1.0

Look at the vocabulary below and match the vocabulary word to its description.

1. Tenancy	9. To breach a contract
2. Rent	10. A breach of contract 2x
3. Deposit	11. Premises
4. Tenancy	12. To give Notice
5. To let out premises	13. Term
6. To sublet	14. Term
7. To draft a contract, draft	15. Terms
8. A draft	16. Overdue

Task 3.0

Answer the questions below about the reading.

1. £350.00 a month
2. The tenant has to give 3 months' notice.
3. The tenant receives a 30 days' notice to vacate the premises.
4. The tenant must keep the flat clean, tidy and in good condition, do all the minor repairs in the flat, take care of the garden, but the tenant must not change the flat in any way or cause any damage. Animals are not allowed in the flat.
5. The landlord has to observe tenant's right to quiet enjoyment of the premises; he has to supply general utilities, water, gas and such; he will take care of garbage removal and will make sure the hallways leading to the flat are kept clear.
6. The right of the tenant to live in the rented premises without being disturbed repeatedly and unnecessarily by the landlord for trivial motives.

Task 4.0

Writing

Drafting Skills

Mr. Hassall started to draft the contract but had to go to court before he could finish it. Can you finish it for him?

1. Parties

The parties to this Agreement are Mr. **Simon Slyme**, hereinafter called "Landlord," and Ms. Penny Liz Student, hereinafter called "Tenant".

2. Property

Landlord hereby lets out the following premises to Tenant for the term of this Agreement: (a) the real property known as: **14A Old Street, New Town** and (b) the following furniture and appliances on said property: Fridge, Gas cooker, Kitchen table and four chairs, ironing board, divan and armchair, black and white television.

3. Term

This agreement shall run: **12 months** (a) from the period of **September 200----** to **August 200----**.

4. Rent

The monthly rental for said premises shall be £ **350.00**, due and payable by check on the **1st** day of each month. Late fees of £ **15.00** shall be payable for each day the rent is late after a **three** day grace period.

5. Utilities

Landlord agrees to furnish the following services and/or utilities:

Electricity ✓ Gas ✓ Waste Collection

___ Snow Removal ✓ Water ___ Oil

6. Deposits

Tenant will pay the following deposit of £ **350.00** to the Landlord Mr. Simon Slyme.

This amount will be refunded without interest within **thirty** days following the termination of the tenancy; unpaid rent, charges for damages beyond normal wear and tear, and costs for reasonable cleaning will be deducted.

Additional terms of the contract.

It Is Agreed:

1. Tenants shall not lease or **sublease** the premises.
2. **Three** months notice will be required before the termination period of the tenancy.
3. Landlord can enter the premises at reasonable times for the purposes of inspection, maintenance, or repair. In all instances, except those of emergency or abandonment, the Landlord shall give Tenant reasonable notice (at least **one day**) prior to such entry.
4. Tenant agrees to occupy the premises and shall keep the same in good condition including the **garden**. With the exception of reasonable wear and tear, the tenant shall not make any deliberate alterations of the premises without the written consent of the Landlord. No **pets** allowed.

Section 6.3

Task 1.0

Which word is the odd one out? Put a tick next to the word which doesn't belong. Use a dictionary.

- | | |
|-------|--------|
| 1. d. | 11. d. |
| 2. a. | 12. d. |
| 3. d. | 13. c. |
| 4. d. | 14. d. |
| 5. c. | 15. d. |
| 6. c. | 16. c. |
| 7. c. | 17. d. |
| 8. d. | 18. d. |
| 9. b. | |
| 10. b | |

Task 2.0

Some of the language is not quite right in the landlord/tenant extract below. Find the mistakes and substitute the wrong words or phrases with the ones in bold above. The first one is done for you.

Tenants obligations:

1. The Tenant shall pay the **Rent** on time
2. The Tenant shall pay all **charges** in respect to any electric, gas, water, telephonic and televisual services used at or **supplied** to the Property and Council Tax or any similar property tax that might be **charged** to the property in addition to or in **replacement** of it during the term.
3. The Tenant must **Yield up** the Property and the items on the **inventory** at the end of the term in the same clean state and condition they were in at the beginning of the term.
4. The Tenant shall not make **alterations** or **additions** to the Property without the Landlord's **prior** written **consent**.
5. The Tenant shall not **assign**, **sublet**, **charge** or part with or share possession or occupation of the Property.
6. The Tenant must **provide** the Landlord with a **forwarding** address at the end of the house **Tenancy**.

Landlord's obligations:

1. The Landlord agrees that the Tenant may **reside** in the Property without unreasonable interruption from the Landlord.
2. The Landlord agrees to keep in **repair** the structure and the exterior of the Property (including drains gutters and external pipes).
3. The Landlord agrees to the installation at the Property for the supply of water, gas and electricity.

Ending the agreement

If the Tenant stays on after the end of the **fixed term**, his tenancy will be continued but will run from month to month (a periodic tenancy).

Task 4.0

Go back to the beginning of the reading and find and underline all of the verbs of obligation and ability.

Penny Lez rents a flat from Simon Slyme. Because Penny has a lot of personal problems, she has to find somewhere to live quickly. She signs the contract and moves in immediately. Penny likes the beautiful wooden floors and she is happy she doesn't have to paint the apartment. She sends text messages to all of her friends telling them how beautiful the apartment is. Still everything is not rosy. Penny has to put an antique piece of furniture in the bathroom for towels and make up because the bathroom doesn't have any built in storage space, but she doesn't have to buy any mirrors because the bathroom has plenty of them. After a while Penny realises that she can't pay the rent on her own, so, contrary to what her contract says, she has to find a friend to share the flat and pay half the rent. Catherine, the new room-mate, and Penny put some Bob Marley posters on the bathroom walls, but Penny hits one wall too hard and leaves a large hole above the toilet just below one of the mirrors. She fills the hole with bubble gum and brown paper then puts a small colourful sticker over the hole. Some months later Penny notices a small drip in the bathroom, so she calls Mr. Slyme. Mr. Slyme tells her not to worry because it is just condensation; however, just to ease his mind, he visits the apartment unannounced later that day. When Penny hears the knock on the door, she tells Catherine

she must hide inside the antique piece of furniture. Mr. Slyme repairs the leak and adds the cost of the materials onto the rent Penny must pay.

Penny discovers that the flat has mice; she calls Mr. Slyme repeatedly. He finally visits, unannounced. He decides, in order to protect his property from rodent damage, he must put some mouse poison around the apartment. The mice are very intelligent; they carefully avoid the poison and eat pieces of the Penny's antique furniture. Penny and Catherine have to get a cat to combat the mouse problem. The cat kills all of the mice, but not having anything else to play with, it begins to sharpen its claws on the wooden floors; as a result, a large portion of the wood in the apartment is destroyed.

Mr. Slyme has to send Penny a letter about the untidy garden in the front of the apartment. In that precise moment whilst Penny is reading the letter, the pipe in the wall bursts right where Mr. Slyme repaired the drip. Frantically, Penny calls Mr. Slyme who must leave his dinner and come to the apartment. At the apartment, he discovers the flood, the cat and the presence of Catherine. He can't believe his eyes. The cat comes to say hello and wraps its tail around the left shin of Mr. Slyme. Slyme kicks the cat and orders them all out. Penny and Catherine refuse to leave, and the cat runs and hides under divan. Penny stops paying rent and calls a lawyer for advice. Can the lawyer help her?

Task 5.0

Grammar practice:

Choose: which is right, which is wrong or which modal could be used in either case?

Court etiquette:

- | | |
|------------------------|---------------------------|
| 1. Must not | 7. Must |
| 2. Must | 8. Must |
| 3. Don't have to | 9. Must not/don't have to |
| 4. Mustn't | 10. Must not |
| 5. Must not/don't have | 11. Must not |
| 6. Don't have to | |

Task 6.0

You have just started a new job. You are a lawyer. Your new job is in a big firm in the city. You need to ask your new employer about the terms of your contract. Make questions and write the answers. The first one is done for you.

2. Do I have to work late?

No, you don't normally have to work late.

3. Do I have to do research?

Yes, all lawyers must do research.

4. Do I have to travel abroad?

Yes, you must travel abroad on company business.

5. Do I have to go to court?

Yes, you must go to court on a daily basis.

6. Do I have to make coffee for the partners?

No, you don't have to, but it would be nice.

7. Do I have to know how to use a computer?

Yes, you must use a computer.

8. Do I have to be able to drive?

No, you don't have to drive.

9. Do I have to share an office?

Yes, you have to share an office.

10. Do I have to start work early?

Yes, everyone must start work early.

Section 6.4

Task 1.0

Now listen to the interview with Professor Mark Sidel. Then answer true or false to the gist questions.

a. True

b. True

Look at the sentences below from the listening. There are some mistakes see if you can correct them. The first one is done for you.

2. They can mean two things at the same time. ✓
3. It falls to the **parties or an arbitrary or the Court** to figure out what the parties meant in a contract.
4. The kinds of issues that apply to domestic contracts, **can** apply to international contracts as well.
5. What kind of remedies are appropriate? ✓
6. What's the meaning of the word **chicken**?
7. There are more misunderstandings **in international** contracts.
8. The exporter interprets the word **chicken** to mean all kinds of chicken.

Task 1.2

1. What problems with contracts does the professor mention?

a. Does a contract exist? b. There may be questions about what the contract actually means. c. Questions about what a term means. d. Terms can be ambiguous, they can mean two things at the same time, or even more than two things and so it falls to the parties or an arbitrary or the Court to figure out what the parties meant in a contract.

2. What specific things does he say about the interpretation of the word chicken in the case he mentions?

The importer of the chicken wants only particular kinds of chicken that are easy to sell in the importing country. Whereas the exporter interprets the word **chicken** to mean all kinds of chicken including chicken that may be not so easy to sell. So we can have problems of ambiguity.

Task 2.0

Add the correct title.

1. A void Contract	5. Mistake	9. Illegality
2. A voidable contract	6. Rescission	10. Severance
3. An Unenforceable Contract	7. Duress	11. Capacity to Contract
4. Misrepresentation	8. Undue Influence	

Look at the following sentences. Use the given key word to transform the following sentences. Remember you need to use two to five words to make the second sentence correct.

1. My lawyer **drafted some parts of the contract** badly.
2. Both parties **did not negotiate** the contract well.
3. The other party **inserted the clause** unilaterally without my client's knowledge.
4. The seller **implied that he** considered the clause unreasonable.
5. The court said **that the seller's negligence** caused the loss.
6. The contract was considered **binding on** all parties.
7. A contract can be voided if **there is misrepresentation** of the facts.
8. The courts may void a contract if **duress** has taken place.
9. The courts will **presume undue influence** has taken place where parents and children have a contract.
10. The courts **use rectification so that documents** correspond to the original intentions of the parties involved in the contract.

Task 4.0

Circle T(true) or F(false) next to the words and definitions below.

1. True
2. True
3. True
4. True

Final Task

Complete the crossword to discover the hidden word.

[illegible]

What is the hidden word? Please define it.

Consideration: something of value given in return for the performance or promise of performance of something for the purpose of forming a contract.

Section 6.5

Task 1.0

Which word in each line is the odd one out in a business or legal context? Cross it out. The first one is done for you. Use a dictionary to help you.

- | | |
|-----------------|------------------|
| 1. Misfit | 9. Purple chip |
| 2. Danger | 10. Enterprise |
| 3. Left-over | 11. Observance |
| 4. Three is | 12. Never-ending |
| 5. Fanciful | 13. Poem |
| 6. Sidewinder | 14. Game |
| 7. Over the top | 15. Nail |
| 8. Bent | 16. Dish |

Task 2.0

Complete the task below.

FORMING AND USING THE PASSIVE			
Passive tense	Form: Be + past participle of verb	Example of passive usage	Example of active usage
Present simple	Am , is or are + past participle	The contract is signed in three places by me	I sign the contract in three places
Present continuous	Am, is or are being + past participle	My contract is being signed by us as we speak.	We are signing the contract as we speak
Past simple	Was or were + past participle	My contract was signed this morning by the boss	The boss signed my contract this morning
Past continuous	Was or were being + past participle	My contract was being signed by the other party when I noticed an error	The other party was signing the contract when I noticed an error
Present perfect	Have or has been + past participle	The contract has been signed already by us	We have signed the contract already
Past perfect	Had been + past participle	The contract had been signed by the deadline they told the court	They told the court that they had signed the contract by the deadline
Future simple	Will be + past participle	My contract will be signed tomorrow by the company	The company will sign my contract tomorrow
Future perfect simple	Will + have been + past participle	By this time next week, the terms of my contract will have been negotiated	By this time next week, I will have negotiated the terms of my contract

Infinitive (to)	(to) Be + past participle	The contract needs to be signed by the company before we can proceed.	The Company needs to sign the contract before we can proceed.
Present participle/gerund	Being + past participle	The contract being signed by everyone is our top priority.	Signing the contract before we proceed any further is our top priority
Modal verb + be + past participle	Must + be + past participle	The contract must be signed by both parties to be valid	Both parties must sign the contract
Perfect participle	Have + ing + past participle	The contract having been signed , the boss left	Having signed the contract, the boss left.

Task 3.0

Write the correct passive tense for the sentences below:

1. The case **will be reviewed** by the Barrister before it is sent to the High Court.
2. Errors **were discovered** in the case, but steps have been taken by the Barrister to correct them.
3. If negative opinions **are expressed** by most of the shareholders, then the hostile takeover of the competition cannot be initiated by us.
4. The minutes from the last business meeting **have been attached** to the document, and I have highlighted the important points.
5. Not until the jury **has been chosen** in this case will it be possible to predict if we have a real chance of winning.
6. If you have any problems, I **can be reached** at my office.
7. After the Jury **was seated** (by the judge), the prisoner tried to escape.
8. A mistrial **was declared** (by the judge) after the jury couldn't reach a verdict.
9. According to the court rules, excusing someone from jury duty **will be considered** in family emergency cases.
10. Two serious cases of child abuse **were reported** to the courts by the Child Welfare Services.

Task 4.0

Rewrite the sentences below in either the active or passive voice:

1. The case **will be heard** by the judge this morning.
2. The jury **is being shown** the evidence by the prosecutor.
3. The victim **is often known** to the perpetrators of violence.
4. The law **must be respected** by citizens.
5. The lawyer **hadn't cleaned** his untidy office before the first client arrived.
6. Lawyers **represent** their clients.
7. The barrister **was instructed** by the solicitor.
8. After **having convicted** the prisoner on all charges, the judge **was attacked** by the prisoner.

Final Task

Word Formation

Please use the word highlighted at the end of each line to form a word which goes into the blank space.

1. Scornfully
2. Skillfully
3. Helpful
4. Invented
5. Tardiness
6. Appearance
7. Ruthless
8. Increasing

UNIT 7

Section 7.1

Task 1.0

Reading

1. *Read part of the student essays below and decide what general subject (GS) is being discussed; the first one is done for you.*
2. *Choose the best title (T) for each paragraph from the box below. The first one is done for you.*

1. Islamic religion and law (GS)
Title: Origins of Shari'a Laws
2. Hadd offences (GS)
Title: Hadd offences under Sharia laws
3. Lethal injection (GS)
Title: The painful truth
4. Euthanasia (GS)
Title: The right to die with dignity
5. Marijuana (GS)
Title: A sacred herb with a royal beginning

Task 2.0

Answer the true/false questions below:

- | | |
|----------|----------|
| 1. False | 4. True |
| 2. False | 5. False |
| 3. False | 6. False |

- | | |
|-----------|-----------|
| 7. True | 11. True |
| 8. True | 12. False |
| 9. False | 13. False |
| 10. False | 14. True |

Task 3.0

Please answer the following questions about the reading:

A 3; B 3; C 1; D 2; E 2.

Section 7.2

Task 1.0

Look at the interview below with Raul C. Panagalangan, a Philippine professor of law. Circle all of the adjectives in the passage.

Carly: Hello Raul. Thank you for being with us today. Can you speak a little about the **constitutional** problems that are happening now in the Philippines?

Raul: Thank you. The Philippines wrote a **new** constitution in 1987, right after President Marcos was ousted from power, and the **new** constitution was designed to avoid a repeat of the Marcos dictatorship.

Carly: What were the problems, and why wasn't the **other** constitution ok?

Raul: Well, the **old** Constitution was written when Marcos was already the dictator of the Country and therefore it was designed, in fact, to prevent a **complete** review by the courts. It was designed in such a way that it would have a **legal** basis to have **warrant-less** arrests of people, to insulate his **puppet** Government from review for **torture** violations and to keep basically his **political** opponents from speaking up against him. So in 1987, a **new** Constitution was adopted; it had so many safe guards against **human rights** violations and the irony is that today, twenty years after the adoption of the **new** Constitution, we are back to square one.

Carly: Why? Why is that?

Raul: We face the phenomenon of **extra judicial** killings of **left wing** activists.

Carly: What does **extra judicial** killings mean?

Raul: Well, basically it is just the murder of these activists and the term "extra judicial" is the **favoured** term adopted by **international** agencies to deal with this **awful** problem. All of a sudden the entire **constitutional** structure seems **helpless** to do anything about it. The Congress refuses to lift its seemingly **paralysed** fingers saying that there are enough laws to punish the murderers and indeed Congress is correct. The **prosecutorial** arm of Government says: "Well, what is there to investigate, unless the police give us enough reports there isn't anything we can do to prosecute. Unless **credible** witnesses step forward, we cannot win these **murder** cases".

So, what we have then is a **Human Rights** Constitution which looks good on paper but it's completely **ineffectual** in practice.

Carly: Thank you very much for your time.

Raul: It's my pleasure.

Task 2.0

Please decide if a conjunctive adverb, correlating conjunction, subordinating conjunction or preposition is being used.

- | | |
|------------------------------|------------------------------|
| 1. And | 11. Although |
| a. coordinating conjunction | b. subordinating conjunction |
| 2. Before | 12. That |
| b. subordinating conjunction | b. subordinating conjunction |
| 3. Than | 13. Not only/but also |
| b. subordinating conjunction | c. correlative conjunction |
| 4. Nonetheless | 14. Before |
| d. conjunctive adverb | e. preposition |
| 5. Because | 15. After |
| b. subordinating conjunction | b. subordinating conjunction |
| 6. Until | 16. Otherwise |
| e. preposition | d. conjunctive adverb |
| 7. But | 17. When |
| a. coordinating conjunction | b. subordinating conjunction |
| 8. Against | 18. After. |
| e. preposition | e. preposition |
| 9. Neither/nor | 19. For |
| c. correlative conjunction | e. preposition |
| 10. For | 20. Or |
| a. coordinating conjunction | a. coordinating conjunction |

Final Task

Write the English for the phonetically transcribed words from the reading in task 1:

1. Constitution
2. Political
3. Human rights
4. Extra judicial
5. Violations

Section 7.3

Task 1.0

*Read Article 4 of the American Convention on Human Rights (1969).
Circle the correct word and then answer the questions below which follow.*

- A1. deprived
- B2. abolished/3. grievous/4. agreement/5. enacted/6. expanded
- C7. re-established
- D8. inflicted

E9. applied
F10. amnesty/ carried out

1. His life
2. The law
3. Usually at the moment of conception
4. No one
5. It can be applied only for the most serious crimes and by a competent court
6. False
7. Once the death penalty has been abolished by the state, it cannot be reintroduced.
8. For political crimes
9. It should never be carried out for people who were under 8 years of age or over 70 when the crime was committed; neither should it be inflicted on pregnant women.
10. They have the right to apply for amnesty, pardon, or commutation of his or her sentence.

Task 2.0

Which definition of the word is not correct?

1. d.
2. d.
3. d.
4. b.
5. d.
6. c.

Model Essay written by a University Law Student. The Death Penalty is Wrong.

Many religious texts as well as state laws advocate death for such things as murder, kidnapping and witchcraft; however, I believe the death penalty is wrong because it does not deter serious crime, sometimes innocent victims are convicted, and the punishment is motivated by societal revenge.

In America, statistics demonstrate that the death penalty has little effect on the crime rate. There are many people who have been condemned for serious crimes who are now sitting on death row in isolation and just forgotten; however, during times leading up to their execution, their case receives a lot of attention, usually negative, from the media. There are some studies that suggest the murder crime rate actually increases following the news media's attention to such cases.

Next, recently there have been a lot of highly publicized cases where innocent men or women have been freed after DNA tests exonerated them. One of the most famous of these victims is called Rubin Carter, or 'Hurricane' as he was called in the boxing world. He narrowly escaped a death sentence after his conviction in America. It took 20 years for the world to realise he was an innocent man who had been wrongly convicted. If he had been put to death, America would have his innocent blood on its 'star spangled banner hand'. Carter says: "Capital punishment (in the U.S.) has turned the criminal justice system into an assembly line of death"; he also said: "The justice (system) is not always blind because one in three black men between the ages of 12 and 37 are in the criminal justice system." My question is how many of these young black men are innocent and on death row?

Finally the death penalty as a punishment is motivated by society's need to take revenge. Who says that the tyranny of the majority is right? I think that in an evolved society, there is no need to have the death penalty. Most first world countries say that sentencing prisoners is not just for exacting re-

venge, but it is also to reform and rehabilitate them. What kind of education are you offering to a death penalty convicted man?

In closing, the death penalty as a deterrent doesn't work. It is a wicked and evil blighted receptacle. If I had to draw an analogy, it would be to compare the death penalty to an evil boiling cauldron where crime rate deterrent statistics are dropped in as a tasteless spice and promptly ignored; next society's need for revenge is liberally added as the principle ingredient to add density. And finally, the unavoidable fatty by-product of the possibility of killing the innocent is scraped off the top with the ladle of misinformation, all the while this evil cooking pot bubbles and splutters on.

UNIT 8

Section 8.1

Task 1.0

Match the following words with their definition below.

1. Legal Separation
2. Cohabitation
3. Financial settlements
4. Pre-nuptial Agreements
5. Divorce
6. Mediation
7. Civil Marriage
8. Civil Partnerships

Task 3.0

Read about the UK's recent Civil Partnership Act while completing the word building exercise.

- | | |
|---------------------|---------------------|
| 1. Enacted | 7. Inheritance |
| 2. Cohabitation | 8. Parental |
| 3. Responsibilities | 9. Responsibilities |
| 4. Religious | 10. Obligations |
| 5. Marriages | 11. Tenancy |
| 6. Exemptions | 12. Relationship |

Task 4.0

Choose the correct word.

- 1.a. Cohabits
- 2.c. Sexual relations
- 3.c. Not married
- 4.a. Never existed
- 5.c. Citizenship
- 6.b. Conception

Task 5.0

Listening

Listen to Professor Elizabeth A. Panagalangan from the University of the Philippines speak about divorce problems in the Philippines.

Respond to the two questions below:

- a. Malta and the Philippines
- b. A charge of adultery for concubinage

Now listen again and complete the rest of the missing words.

- | | |
|-----------------|--------------------|
| 1. Divorce | 13. Judge |
| 2. Malta | 14. Satisfied |
| 3. Philippines | 15. Divorce |
| 4. Adultery | 16. Citizens |
| 5. Concubinage | 17. Citizenship |
| 6. Illegitimate | 18. Remarry |
| 7. Legitimate | 19. Naturalized |
| 8. Illegitimate | 20. Contraceptives |
| 9. Illegitimate | 21. Contraceptives |
| 10. Nullity | 22. Hospitals |
| 11. Nullity | 23. Table |
| 12. Celebration | |

Section 8.2

Task 1.0

Read about the Treaty of Rome and add the missing prepositions.

- | | |
|----------|----------|
| 2. In | 8. To |
| 3. In | 9. Of |
| 4. By | 10. Of |
| 5. For | 11. From |
| 6. In | 12. On |
| 7. After | |

Task 2.0

Underline all of the phrases which are correct. More than one choice is possible at times

1. A plenipotentiary is not a(n):

- a. ambassador b. diplomat c. delegate **d. city council person** e. emissary

2. But he/she is authorized to:

- a. Represent** b. act on behalf of c. take independent action for the government

Task 3.0

Read about the European Constitution and answer the questions which follow.

1. France and the Netherlands; by referenda
2. a. To replace the existing informal treaties with something more formal
b. To codify human rights within the EU
c. To make the decision-making process more efficient

Task 4.0

Look below to find out. Add the correct word.

1. Quota-hopping
2. Quota hoppers
3. Register
4. Catch
5. Economy

Task 5.0

Read about the Spanish Fishing Company “Factortame” below and answer the two gist questions.

1. 93
2. Enacted laws

Reread the text and circle the correct word. The first one is completed for you.

- | | |
|---------------|---------------|
| 2. Realise | 9. Stated |
| 3. Catch | 10. Establish |
| 4. Impede | 11. Located |
| 5. Enacted | 12. Demanded |
| 6. Superseded | 13. Enacted |
| 7. Owned | 14. Heard |
| 8. Reacted | |

Section 8.3

Pre-task

Which one does not mean:

1. Devolution

- d. continue

2. To have a go at someone:

- c. to rely on someone

3. To clog

- a. to clear away

4. Device

- d. information

Task 1.0

Look at the interview below with Professor Nicolas Bamforth from the UK's Queen's College, Oxford; underline all of the gerunds (a), circle all of the infinitives (b) and put a squiggle line underneath the passive voice (c). Use a dictionary to help you with words you don't know. Attention: there are 26 infinitives, 16 gerunds and 9 passive voice verbs.

Angela: Nick could you speak about some of the major changes which have happened in the English legal system recently?

Nick: Of course. I guess it's fair to say that in the last twenty years, long-standing concerns about the role of the Courts and how they work have really started to be dealt with; this is happening in two different ways. Firstly, there have been a large number of domestic initiatives to change how our courts work or what powers they have. The Woolf Reforms are one example and the new Supreme Court is another. Secondly, there have been a number of, if you like, repositionings of the courts which have occurred due to the European influences; thus both things go hand in hand. Having said that, perhaps I can sort of merge the two things to relate the story.

Angela: Ok please do. I think it would make things a little easier for students to understand.

Nick: My guess would be that the first really monumentally, significant happening was from 1989 to 1990 with the Factortame decision which came down from the European Court of Justice. This decision essentially told British Courts that, for the first time in their history, they were obliged to set acts of Parliament aside if they were incompatible with directly effective EC law. But of course the traditional principle in the UK is that courts may not do this. So, a big change in judicial thinking had to occur with this new European development. Suddenly, for example, judges had to get used to the idea that they could challenge acts of Parliament. So, for the judges as you can imagine, it's a huge shift in judicial thinking. Of course the question that immediately occurred--for politicians and the public--was: "well, hang on a moment, if judges now have these big new powers, don't we have to become concerned about: how they are appointed, how they reach decisions, and what other powers they have?"

Angela: I do believe their concerns were legitimate.

Nick: I think the Factortame case was really the starting point for everything that has happened since. In the 1990s, largely of their own initiative, the courts got progressively more involved in judicial review of executive action by the Government. So their case load went up and up and more and more people were bringing cases so the court system started clogging up. There was a variety of rather antiquated devices the courts used, and simultaneously it was quite clear that Courts were exercising more and more power to control Government through the Common Law.

So the Woolf Reforms, I think in part, were a product of this. It's worth noting that Lord Woolf, as Master of the Rolls and the Lord Chief Justice, was one of the people who, throughout his judicial career was at the fore-front, pushing forward the courts powers in judicial review and areas like that. In a way, he was the natural person to be put in charge of thinking through Court processes and how cases arrive. So for me, one of the truly significant things about the Woolf Reforms, I speak here as someone interested in legal control of government, was the way in which--for the first time again--a separate Administrative Court was actually set up in the UK. We've had no such thing before; indeed, Britain's most famous constitutional writer Diesi, who wrote in the XIX century, 'had a go at the terrible French' as he saw it; he was a very chauvinist figure, and he had a go at the French for having an undemocratic administrative court. 'This will never happen in Britain,' he said. Well, that sentence has been stood on its head. You know, we have now the Administrative Court and the High Court. Equally we have the much more accessible Woolf methodologies, for arguing cases and serv-
ing documents and the rest, so certainly in the area of judicial review--on the one hand, we have this

court now to hear these issues of first instance, but we also have all the processes designed to speed up the hearings: to allow documents to be served, to let many hearings take place and so on.

Angela: So this has been a positive change, right?

Nick: Yes, undoubtedly. And it's been a way of giving proper constitution and legitimacy to something the courts wouldn't themselves do. I'm sure that this change in combination with Europe, and of course the election of the new Government in 1997, has helped in taking the processes forward. At the same time that Lord Woolf was drawing up his proposals, the Government was pushing through a series of statutes of immense constitutional significance. For example, the Human Rights Act, which allows courts to apply European convention rights and then the Devolution Statutes, which set up legislatures in Scotland, Wales and Northern Ireland; in the Scottish case, they have the power to make primary law.

Angela: This development is unprecedented! It really is of immense importance. The last time such a massive change occurred was in the aftermath of the Earl of Oxford case when the monarch said that Equity should rule over Common law.

Nick: Yes, that's right. But of course these changes also gave the existing courts, especially the House of Lords--as the then 'Supreme Court'--the job of actually resolving disputes between the lower level Parliaments and the Westminster Parliament; this was again a new and unprecedented development. So, the pressure that I mentioned was coming out of the Factortame case, and questions being asked like 'who are these people who judge what we are doing?' continued to increase because, on the one hand we have the Woolf Reforms designed to make things more transparent, to work better and to make things more efficient, on the other hand, we have the courts being given this huge power in devolution cases or European Convention cases but still no particularly transparent way to appoint judges; further, in the House of Lords we have the judges sitting as a committee of a legislative Chamber.

Angela: Are they still appointed for life?

Nick: Well until the age of seventy-five.

Angela: Really?

Nick: Yes well what can I say? That is still younger than an American Supreme Court justice. Then you had the Lord Chancellor who was Head of the judiciary and a Cabinet Minister and the speaker of the House of Lords.

Angela: What about separation of powers?

Nick: Yes, that's right. I think with all these pressures both the domestic changes on the Woolf side and then this devolution and the European development on the other side, it just became obvious that something had to be done. And so, first of all, the office of Lord Chancellor was fundamentally re-formed; in effect, he became coupled with the post of Ministry of Justice and that person could sit either in the House of Commons or in the House of Lords, and they are not judges. Along with this change was the idea that the Law Lords would cease to sit in the House of Lords; they'd become an independent Supreme Court and they would be in their own Chamber physically and legally separated from Parliament.

In general, the new Supreme Court won't have 'formally' greater powers than the present Judicial Committee of the House of Lords. However, I think there are two important points: first, the same Supreme Court will hear devolution disputes just as it now hears every other dispute and here there is a technical point I want to make. The Judicial Committee of the House of Lords, when it heard domestic cases sat as the House of Lords Judicial Committee, but when hearing devolution disputes, everybody changed hats, even if they remained the same Law Lords, to hear these cases as the Judicial Committee of the Privy Council. Yes it was bizarre, except for certain differences in how they gave judgment; the two things have now been merged into one, so the new Supreme Court will just hear both types of cases, wearing the same hats. What this has done, is to get them even more used to the idea that they can conduct review of legislation since they would be looking at statutes that are coming out from the Scottish Parliament. So coupled

with their new EC powers and powers **to review** statutes, these developments might make the judges feel stronger—even if technically the powers aren't greater. **Since** they've been appointed through a more transparent process, this fact might encourage the judges **to go** further because, the background point **to remember**, of course, is that the UK has a Common Law system and ultimately the judges determine the parameters of the Constitution. So these points are quite important in terms of how bold they will be in the future. So, that's where we are.

Angela: Thank you very much indeed for your time and your very careful explanation of the sea changes which have occurred in the English Legal System.

Section 8.4

Task 1.0

Key word Exchange

So, too, very, such, enough

Please transform the second sentence using the given word so it matches the first. Use 2 to 5 words in your response.

1. The report **was published** in 1995.
2. There were problems for those **who used the system prior** to the reforms.
3. Costs, delays were **as problematic as the complexity** of the system.
4. Litigation **which was unrestrained caused** the three issues to be interrelated.
5. There was **a lack of judicial management** of cases and understanding of the administration of the civil courts.
6. An adversarial culture **would result from a lack** of judicial control.
7. The court room **and litigation process could become** a battlefield.
8. The judge **is the administrator in the new** and improved system.
9. Lord Woolf's report **distributes cases into one of** three areas.
10. Complexity and how **much the case is worth** determines where each case will be placed.
11. Simple cases are **sent to the small claims** track.
12. Fast track **cases are more complicated, and** both are heard in county court.
13. Multi-track **cases don't fit into the** small claims assignment or the fast track assignment.
14. Strict court **timetables govern the pace/speed of** the litigation process.
15. Parties **have to cooperate** with one another.
16. The courts **want the parties to try** ADR before issuing proceedings.
17. Issues have to be **grouped together if it is** possible to do so.
18. The judge **has new powerful judicial weapons** at his disposal.
19. The court **has adopted a zero tolerance** approach to the litigation process.

Task 2.0

Still using the words given below, transform the second sentence so it matches the first. Use 2 to 5 words in your response.

So, enough, such, very, too

1. They were all surprised by **such a no nonsense approach** following the Woolf Report.
2. Now **all such litigation is conducted** under the Civil Procedure Rules.

3. **So many rules were written to** give the English legal system a framework for civil litigation, a new culture of speed and efficiency and easier to understand layperson's language.
4. The old system had many Latin terms, legal pairs and triplets; further **it was too difficult and** encouraged delays and excessive costs.
5. The Practice Directions **have enough information to precisely explain** the meaning of legal rules to lawyers.
6. When the claimant serves a claim on the defendant **she/he must include such information** as the details and value of the case and what he or she wants.
7. **It is very important that the** defendant file a defence within 14 days or he could forfeit the case.
8. Small claims track and fast track cases are heard in the county court, **and such cases usually last** one day.

Section 8.5

Task 1.0

Look at the box below and complete the collocation exercise. Use a dictionary to help you if necessary.

ADOPTION	CONCEIVE(D)	LEGITIMATE	MARRIED
Available for Offer someone for Place someone for Put someone up for Go through Agency	Naturally Be able to Unable to	Considered Deemed Be	Feel Remain Newly Recently Lawfully Legally Truly Happily Get Be

Task 2.0

Add the correct word to this word family exercise.

NOUN	PERSON	ADJECTIVE	VERB	ADVERB
Adoption	Adoptee adopter	Adopting Adoptable	Adopt	
Bequest Bequeathal	Bequeather	Bequeathable	Bequeath	
Conception		Conceivable	Conceive	
Descendant	Descendant	Descendant	Descend	

Task 3.0

Add 3 words to complete the paragraph below.

1. Developed
2. Family
3. Rights

Task 4.0

Choose the correct word whilst learning about legitimacy and adoption in Japan.

- | | |
|-------------------------|----------------|
| 1. Born | 17. Adopter |
| 2. Legitimate | 18. Adoptee |
| 3. Born | 19. Descendant |
| 4. Legitimate | 20. Adopter |
| 5. Bearing | 21. Adopter |
| 6. Conceived | 22. Adopt |
| 7. Deny | 23. Approved |
| 8. Legitimacy | 24. Adoption |
| 9. Legitimate | 25. Adopting |
| 10. Existed | 26. Legitimate |
| 11. Born out of wedlock | 27. Amendment |
| 12. Inheritance | 28. Legitimate |
| 13. Legitimized | 29. Adopters |
| 14. Legacy | |
| 15. Legitimate | |
| 16. Adopt | |

Task 5.0

The World Wide Plague of Child Labour.

Complete the word building exercise whilst learning about the problem of child labour.

- | | | |
|-----------------|------------------|--------------------|
| 1. Exploitation | 9. Arguments | 17. Poverty |
| 2. Wandering | 10. Exploitation | 18. Cultural |
| 3. Begging | 11. Competition | 19. Governmental |
| 4. Forced | 12. Competition | 20. Governmentally |
| 5. Breaking | 13. Completely | 21. Missed |
| 6. Losing | 14. Production | 22. Developing |
| 7. Barely | 15. Cheaper | |
| 8. Surrounding | 16. Activists | |

UNIT 9

Section 9.1

Pre-task

d. Kyoto, Japan

Task 1.0

Add the correct word.

1. Protocol
2. Negotiations
3. Convention

Task 2.0

Read about the United Nations Treaty on Climate Change. Choose the best sentence A-H to fit into the gap.

- 1a. Which was created during the United Nations Conference on Environment and Development
- 2d. Also known as the Earth Summit
- 3b. To levels which would stop life threatening anthropogenic interference with the Earth's climate system.
- 4g. For individual countries nor did it contain any enforcement provisions
- 5f. These establish mandatory emission limits, and
- 6c. It is now more famous than the original UN treaty.
- 7h. Which signed the United Nations Framework Convention on Climate Change
- 8e. Gain consensus and to

Task 3.0

Now read about the Kyoto Agreement and respond to the questions which follow.

1. False: It is an agreement between the signatory countries.
2. False: One hundred and forty-one countries participated.
3. True
4. False: It agreed to ratify the agreement in 2004.
5. False: Germany and Denmark have agreed to large emissions reductions.
6. True
7. True
8. False: it receives money.
9. True
- 10 False: three hundred have chosen to follow the dictates of the Kyoto Agreement.

Task 4.0

Complete the following story with words from the box.

- | | |
|-------------------|----------------|
| 1. Devastating | 8. Homeless |
| 2. Contemporarily | 9. Caused |
| 3. Had | 10. Widespread |
| 4. Powerful | 11. Of |
| 5. Heavy | 12. In |
| 6. Demolished | 13. Severe |
| 7. Completely | 14. Lost |

Section 9.2

Task 1.0

Look at the interview with Justice Pasquale Fimiani, an Italian Judge from Central Italy. He is speaking about balancing the needs of the Environment with the needs of industry. Please choose the correct word or words.

- | | | |
|----------|----------------------|-----------------------|
| 1. Speak | 11. Speak | 21. Say |
| 2. Say | 12. Speaking | 22. Speaking /Talking |
| 3. Say | 13. Tell | 23. Say |
| 4. Talk | 14. Talk/Speak | 24. Say |
| 5. Say | 15. Speaking | 25. Say |
| 6. Tell | 16. Speak/talk | 26. Told |
| 7. Tells | 17. Speak | 27. Said |
| 8. Tell | 18. Talking/speaking | 28. Talk/ speak |
| 9. Tell | 19. Told | 29. Say |
| 10. Said | 20. Tell | |

Section 9.3

Task 1.0

Insert the correct title: Recycling, Reducing, Reusing.

1. Recycling
2. Reusing
3. Reducing

Task 2.0

Some countries have strict waste management laws, and one such country is Sweden. Look at the questions below and try and guess the right answer. Now Read about Swedish waste management laws and see if your answers are right.

- a. False
- b. False
- c. False

Task 3.0

Complete the word building exercise below.

- 1. Economic
- 2. Regarding
- 3. Support
- 4. Assume
- 5. Development
- 6. Jeopardizing
- 7. Generation

Task 4.1

Which of the following sentences do you think should be added to your letter?

- Reusing and Reducing and Recycling is very important.
- People who live in other areas near McDales complain of large amounts of trash in their neighbourhoods.
- Research from environmental groups.

Task 4.2

What extra things could you mention?

- Plastic possible problem for animals and their habitat.
- No real environmental policy.
- No benefit to the community because McDales ships in and uses all of its own materials.

MODEL LETTER
<p>Mrs. Carol Concerned</p> <p>7 Beautiful Rolling Hills and Valleys</p> <p>Natures Best</p>

NB8D

Cell. + 39(0) 000555598

Fax +39(0) 000555599

CarolConcerned@valley.it

Date: 3 Nov 20----

The Right Honourable Mr. Victor Tallones

The House of Commons

London

Dear Mr. Tallones

Re: Planned opening of Franchise in the Community of Nature's Best

As my local MP, for Nature's Best, you will, no doubt, be well aware of MacDales' plans to open a franchise in our area. As a environmentally concerned citizen, I am deeply disturbed by this prospect. It is my belief that MacDales' intrusion into our area will have a tremendously negative impact on the Environment, tourism and our tourism linked economy.

Contrary to its environmentally friendly claims, MacDales is guilty of environmental neglect at best and environmental destruction at worst. You see, Mr. Tallones, MacDales doesn't have a recycling programme; as a result, all of the paper and plastic waste products that come from this franchise end up in local landfills. Additionally, there aren't enough public trash cans in place for public use in our community; consequently, many of the paper and plastic containers will simply end up on the streets or worst yet thrown all over our beautiful Nature's Best National Park. Speaking of natural beauty, I would like to bring to your attention MacDales' track record concerning the pollution of lakes and rivers.

Studies have shown that whenever MacDales is located near local bodies of water, the waters eventually become contaminated; this tragic fact causes the destruction of important marine ecosystems. Research undertaken by the environmental protection group *Green Quietness* says that this change in the marine ecosystem is due to unbridled dumping—by companies like MacDales—of toxic chlorine into the water. As our own community doesn't have a recycling programme yet, or even the necessary environmental laws to force MacDales to comply with internationally recognised environmental standards, it is my belief that the negative environmental impact of MacDales on our community would be devastating. Mr.

Tallones if our ecosystem suffers because of the presence of MacDales, then our tourist industry will also inevitably be affected.

Our community and economy depends on tourism, and many of the local shops, hotels and restaurants depend on tourist euros. If the tourists stop visiting, then many local people could lose their jobs. Given this possibility, it is obvious that tourism needs a stable and healthy community and Environment. The traditional jobs in the farming, fishing and mining industries are declining rapidly, and as you know, Mr. Tallones, there are very few manufacturing or alternative employment opportunities other than tourism here. MacDales may employ some from the local population but will contribute very little to the local economy because the company supplies and uses only products which it manufactures and produces itself. Indeed the only contribution MacDales seems to offer to any community is the destruction of local flora, fauna and water ways. We cannot allow a company like MacDales to ruin the biodiversity and landscape the tourists pay to see. If we allow our landscape and water ways to be damaged, nobody will want to come and visit our beautiful area or National park anymore—effectively killing our economy and our community.

In closing, I ask you, Mr. Tallones, to consider carefully the negative impact such a company as MacDales could have on a community such as ours. I believe that the Environment, tourism, and the safeguarding of our local environmentally based economy should be our top priority.

Sincerely

Carol Concerned

UNIT 10

Section 10.1

Task 1.0

Look at the definitions of four areas that incorporate E-government. Try and match the title to the correct definition.

1. E-services
2. E-commerce
3. E-management
4. E-democracy

Task 2.0

Listen to the Interview with Professor Peter Leyland from the UK's London Metropolitan University as he speaks about E-Government and the consumer. Look at the questions which follow. You may have to listen more than once to complete the exercise.

1. Public law
2. The citizens through the internet
3. Claims for benefits access to provisions and licensing,
4. Those that depend on governmental services
5. Websites
6. Staff
7. A parking permit
8. The kind of Blair
9. There is a very strong ethnic minority in London. What is the problem for them?
Access to E-Government.
10. Assumption of computer literacy.

Section 10.2

Task 1.0

Use the word given to add the correct word in the space next to it.

1. Coordinating
2. Global
3. To improve
4. Investigative
5. Cooperative
6. Ratifying

Task 2.0

Look at the types of Cybercrimes below. Match them with their definition.

1. Malicious Software
2. Denial-of-service attack or DoS attack
3. Social engineering
4. Advance fee fraud
5. Phishing
6. Identity theft
7. Securities fraud
8. Cyberstalking
9. Trade secret

Task 4.0

Connect the phrases on the left with the correct phrase on the right.

- a. 3; b. 5; c. 6; d. 4; e. 8; f. 1; g. 7; h. 2.*

Section 10.3

Task 1.0

Look at the statements below. They represent the stages of a criminal trial which involves a jury. Unfortunately, the list is not in the correct order. Please place the list in the correct order. Use your dictionary for words you don't know.

1. Pre-trial
2. Choose a Jury
3. Swear the jury in
4. Trial
5. Lawyers present opening statements
6. Witnesses give their testimony through direct examination
7. Opposing lawyers attempt to discredit the witness through cross-examination
8. Lawyers present closing arguments
9. The jury receives instructions from the judge before leaving the court
10. The Jury leaves the court room and retires to deliberate
11. The jury returns to court and delivers its verdict

Task 2.0

Choose the correct definition.

- a. 1
- b. 2
- c. 1

Task 3.0

A group of foreign lawyers are in Los Angeles to watch a criminal trial. Read the text below to find out what is explained to them about the criminal trial jury trial process. Insert the correct word from the box.

- | | |
|-------------------------|--------------------------|
| 1. Voir dire | 7. Peremptory challenges |
| 2. Challenging the jury | 8. Peremptory challenges |
| 3. Challenge for cause | 9. Opening arguments |
| 4. Peremptory Challenge | 10. Closing arguments |
| 5. Challenge for cause | 11. Closing arguments |
| 6. Challenges for cause | 12. Verdict |

Task 4.0

Look at the reading below about the upcoming changes in the Japanese legal system. Choose the correct form by underlining it.

- | | |
|--------------------|---------------------------|
| 1. Are going to | 5. Will not be decided |
| 2. Will implement | 6. Will have been sitting |
| 3. Will be | 7. Will also |
| 4. Will be allowed | 8. Will decide |

- | | |
|---------------------|----------------------|
| 9. Will be called | 15. Will |
| 10. Will allow | 16. Will be learning |
| 11. Will be | 17. Is going to be |
| 12. Will sit | 18. Will have been |
| 13. Is going to be | 19. Will have been |
| 14. Will be leaving | |

Section 10.4

Task 1.0

*Please use a dictionary.
Which term does not mean:*

- | | |
|-------|--------|
| 1. b. | 7. c. |
| 2. b. | 8. a. |
| 3. a. | 9. d. |
| 4. d. | 10. d. |
| 5. d. | 11. b. |
| 6. c. | |

Task 2.0

Add the missing word.

NOUN	PERSON	ADJECTIVE	VERB	ADVERB
Felony	Felon	Felony		Felony
Appeal	Appellant	Appellate/appealable	Appeal	Appealingly
Offense	Offender	Offended/Offensive	Offend	Offendedly
Accusation	Accuser	Accusing	Accuse	Accusingly
Prevention	Preventor	Preventable/preventative	prevent	Preventively

Task 3.0

Elements of a crime

Choose the correct title for each paragraph, then choose the correct word in the paragraph whilst learning about the elements of a crime in America.

a. Due Process b. Equal Protection of the Law c. Actus Reus d. Mens Rea

- | | |
|----------------|----------------|
| 1. Guarantees | 9. Omission |
| 2. Adequate | 10. Omits |
| 3. Enabling | 11. Constitute |
| 4. Conduct | 12. Computes |
| 5. Enforced | 13. Harmful |
| 6. Convictions | 14. Requires |
| 7. Convicted | 15. Loss |
| 8. Appellate | 16. Defraud |

e. Strict Liability Offences f. Principles or Accessories

- | | |
|----------------|------------------|
| 17. Regardless | 22. Involved |
| 18. Strict | 23. Participates |
| 19. Statutory | 24. Commits |
| 20. Regardless | 25. Commission |
| 21. Strict | |

Task 3.1

Please complete the next part of the reading by building the word given in brackets.

- | | |
|-------------------|------------------|
| 1. Constructively | 6. Prosecution |
| 2. Assisted | 7. Marriage |
| 3. Distinguish | 8. Solicitation |
| 4. Accusation | 9. Conspiracy |
| 5. Spousal | 10. Preventative |

Task 3.2

Complete the final part of the reading by adding the missing word from the box below.

- | | |
|----------------|------------------|
| 1. Forbidden | 6. Enticement |
| 2. Substantial | 7. Abandoned |
| 3. Intended | 8. Agreement |
| 4. Incited | 9. Intention |
| 5. Convicted | 10. Accomplished |

Section 10.5

Task 1.0

Look at the word building essay below. A student of Legal English who is also an Italian lawyer has written about his vision of the future of law. Using the base word given, construct the correct word.

- | | | | |
|------------------|----------------------|-------------------|-----------------|
| 1. Development | 11. Absolutely | 21. Various | 31. Complexity |
| 2. Approaching | 12. Professionals | 22. Borders | 32. Variables |
| 3. Knowledge | 13. Rapidly | 23. National | 33. Scenario |
| 4. Professionals | 14. Established | 24. Purchasers | 34. Impossible |
| 5. Advisers | 15. Applicable | 25. Regarding | 35. Specialists |
| 6. Defenders | 16. Swiftly | 26. Statement | 36. Regardless |
| 7. Assumption | 17. Efficiency | 27. Expertise | 37. Expensive |
| 8. Extinction | 18. Predicting | 28. Fluency | 38. Specialized |
| 9. Contribution | 19. Internationality | 29. Equally | 39. Global |
| 10. Examining | 20. Prospective | 30. Characterized | 40. Competent |

The Written Transcripts Of Interviews Found In The Book From Four Professors Of Law:

Task 4: Listen to Professor Mark Sidel: Becoming a lawyer in America? (p. 25)

Angela: Hi Mark, thanks for being here with us. You said that you'd like to speak a little bit about legal education in America. Is that right?

Mark: Absolutely. I'm delighted to do that. My name is Mark Sidel. I teach Law in the United States of America. Legal education in the United States of America is a postgraduate discipline. After college, usually students in the United States of America go to four years of college and then they go on to Law School, if they are interested in Law so they go through four years of college and three years of Law School. The three years of Law School begin with a first year which is almost entirely required courses, like contracts, torts, property and other such courses and then in the second and third year they have a mixture of required courses but mostly elective courses, where the students get to choose their own courses. Then, in the second year students look for jobs and usually, if they are lucky, get a job for the summer after their second year.

Angela: Are they usually paid?

Mark: The jobs, after the second year, are usually paid. Jobs in private law firms tend to pay more than jobs in public interest groups, like public defence or prosecution. But most of the jobs, after second year, are paid jobs.

Task 1: Listen to Mark Sidel: Difficulties with contracts (p. 138)

Angela: Mark, could you speak a little bit about contracts in America? Some of the things people need to watch out for, ambiguities, problems with contracts, these sorts of things.

Mark: Certainly. Many problems can arise in contracts in the United States but in many cases these are problems that are common to lots of countries around the world or to international contracts between parties from different countries as well. For example, there may be questions about whether the parties actually agree to a contract, questions of offer and acceptance. There may also, even if it's agreed that there was a contract, there may be questions about what the contract actually means. What a term means, for example. Terms can be ambiguous, they can mean two things at the same time, or even more than two things and so it falls to the parties or an arbitrator or the Court often to figure out what the party is meant in a contract. So we have lots of this various problems in contracts. That's not all the problems. There can be other problems as well, including issues of damages, including issue of what kind of remedies are appropriate and things like that. But a lot of the problems in contracts I think relate to whether or not the parties agree to a contract and, if they did, what kinds of term they specifically agree to.

Angela: Really? International contracts, they could be this type of question?

Mark: Absolutely. The kinds of issues that apply to domestic contracts, can apply to international contracts as well. There's a very famous case that we cover in the United States in our first year contract class that involves two parties. I believe they are both European parties, from different countries in Europe. One of them may be an American party though, but they are from two different countries, in which the question is "what's the meaning of the word *chicken*"?, because one party interprets *chicken*, (they are the sellers of chicken) to mean in much wider array of *bird*, in much wider definition of bird than the importer of the *chicken* thought it meant. The importer of the chicken wants only particular kinds of chicken that are easy to sell in the importing country, whereas the exporter

interprets the word *chicken* to mean all kinds of chicken, including chicken that may be not so easy to sell. So we can have these problems of ambiguities, terms, all kinds of issues in international contracts as in domestic contracts. In fact, it may be that we can make an argument that sometimes there are more misunderstandings in international contracts as goods and services go across national boundaries and contracts are made sometimes in different languages.

Angela: Thank you very much.

Task 5: Listen to Professor Elizabeth Panagalangan: Divorce in the Philippines (p. 170)

Angela: Elizabeth, could you tell us about the moral and religious issues facing women in the Philippines in this period?

Elizabeth: Thank you. First of all, you have to know that the Philippines is a predominantly Catholic Country, so 85% of our people are Catholics and that presents a problem because, first of all, there is no divorce in the Philippines.

Angela: Really?

Elizabeth: Yes! In fact there are just two countries in the entire world that do not have divorce and these are Malta and the Philippines. So what do we do with unhappy marriages? So, one way is just, for the couple, to get illegal separation but that doesn't allow them to remarry. So, if they do get legal separation and later on they enter into other relationships, then a case of adultery or concubinage maybe filed against them.

Angela: Really?

Elizabeth: That is right! And the children they may have in their second relationship will all be considered illegitimate and in the Philippines the rights of legitimate and illegitimate children are different. In terms of succession, for instance, illegitimate children get only one half the share of a legitimate child. And the other way is to get a nullity and declaration of nullity. That means that they all go to Court and file a case saying that there never was any marriage because one of them was psychologically incapacitated to get married.

Angela: But how difficult is it to do that?

Elizabeth: It's very difficult because in the first place in many of these instances they just lie about the fact that they were psychologically incapacitated. The difference with declaration of nullity is that the cause must have existed at the time of the celebration of the marriage, at the time of the wedding ceremony.

Angela: But how can you prove that?

Elizabeth: Get a psychologist to say that oh since she was a teenager oh when she got married she already had this psychological disorder and, on the basis of that, the judge will declare the marriage never took place. And so many Philipinos have gotten out of unhappy marriages that way but I'm not satisfied because for me, if the reason why we don't have divorce is that we're Catholic, then why does everybody go around lying about this! I think that lying is against the Ten Commandments and yet we find that perfectly all right! Just so that we can go around and say that we have no divorce because we are Catholic.

Angela: But is it possible to go abroad to have a divorce?

Elizabeth: Well people do that but Philippine Law says that it applies to all Philipinos citizens, even though they may reside abroad or even if they got married abroad, get the divorce abroad, still it's the law of the citizenship which applies to them. So, if they go, let's say, to the United States, or here in Italy and get a divorce in here and remarry, that will not be recognized in the Philippines. One way to go around this is to first get naturalized as a US citizen or an Italian citizen and therefore your all new national law will apply. But then it's going to get, first of all too expensive, too convoluted, too many things to do when all that you want to do is really separate from this other person. And that's a problem. The other is contraceptives, because the Catholic Church only allows natural

family planning that Billings method without any use of modern contraceptives to plan the family. So although our Constitution allows this--in reality and in practice--there is no Government programme that allows giving of information services to poor people who depend solely on Government clinics and hospitals. But if you go to private hospitals then of course you have that but that's not the point because the majority of our people are poor and they will not spend a single peso for contraceptives when they don't have food on their table.

Angela: Well, it's understandable, it really is. Thank you so much.

Task 5: Listen to Professor Peter Leyland: E-Government (p. 212)

Angela: Hello Peter. Thank you for being here. Could you speak a little bit about the Law and how it relates to the new technologies, such as internet and these kinds of things.

Peter: Yes. Well, I'm only able to really give an opinion about this, in relation to my field, which is Public Law.

There has been a very important trend in regard to what we call E-Governments, where local authorities and central government departments have been very keen to deal directly with the citizens through the internet by placing a very large number of services or access to services on the internet and this has included things ranging from licensing to access to provisions to claims for benefits and this kind of thing in quite a range of different departmental fields and one of the problems with this new leap in technology is that there is an assumption that the citizen has access and a lot of the people that depend most on the governmental services, are in fact those that are least likely to have access to internet, the least likely to have broadband, least likely to be able to even have the competence and skills of using these technologies. So, there is a kind of misfit here, between the people that use the technologies routinely because they have access to it but don't really need to in relation to Government though they might well take the benefits from those services being put on the internet. If I may give an example here, in relation to planning, for example, if you want to change the way that your house is going to be configured but you want to find out all the details about planning permissions and forms, and everything else, many local authorities now have websites which would have the all range of information available on the website from the background to being able to download the forms and also advise as to how to fill in those forms but of course it depends upon having access to that technology. So, that area

Angela: Have they cut staff because they have more information in the public realm?

Peter: Yes, in some areas, frontline staff have been cut. If I can give yet another example on a local area in London, most London boroughs, now for people who now have to have a parking permit to park outside their house and the application can all be done on the internet, using E-Government type techniques and you can pay with using a credit card and then the permit will be sent out to you without any face to face contact with anybody, whereas before the initiative doesn't exclude the face to face contact because the results are another initiative in Government, called *The one stock shop approach*, which is part of the kind of Blair organizing government initiative.

Angela: What if, for example, the programmes that are designed to help people, you were saying that they don't have access. What if they can't even read? Because there is an assumption, right, that everybody has, you know...

Peter: The situation here is that local authorities in London, where there is a very strong ethnic minority community from a wide range of different cultures, and classes and so on, that there are many special facilities that are made available to help them but again, this doesn't get over the problem of access to E-Government techniques because of those assumptions of computer literacy and all of that so that is an issue that still has to be addressed.

Angela: Thank you very much

