

INTRODUCTORY CHAPTER

Introduction to the unit

This is an introductory chapter whose main aim is to 'tune students in' and to motivate them to undertake further practice. This opening chapter is shorter than the main units (2–18) and is not focused on one area of law. The language areas that students are required to work on are vocabulary and speaking.

Lead-in

To set the scene, ask students to look at the picture on page 9 and at the quotation. You may ask them to discuss the picture and the quotation in pairs, groups or you can have a whole-class discussion. Get the students to answer questions such as:

What exactly does the picture show? What does the sign mean?

How do you understand the quotation?

Can you give an example of a situation the saying describes?

What does the saying tell us about a lawyer's job?

I. Laws (p. 10)

Task 1. Strange laws. Vocabulary building and practising speaking

1.

- Start off this vocabulary exercise with a brainstorming session. Books closed. Write STRANGE LAWS on the blackboard and elicit from students examples of them. You may do this as a whole-class activity, or, to give students some time for thinking, as a pair-work / group-work activity.
- Get some open class feedback and, if time allows, generate a discussion.
- Focus on the vocabulary in the box. With a lower level class you might need to do a quick revision / presentation of the vocabulary.
- In pairs, students do the exercise. To get feedback, each pair may check the exercise with another pair, or you may get feedback from the whole-class.

Key

- | | |
|--------------|---------------|
| 1. forbidden | 5. jailed |
| 2. against | 6. legal |
| 3. legally | 7. permission |
| 4. punished | 8. legally |

2.

- In pairs, students discuss the strange laws from ex.1 and choose the strangest one. Students may then exchange ideas with another pair.
- Get feedback from the activity by asking a pair or two to justify their choice.

Task 2. Laws in Poland

Grammar revision – modal verbs: *should, must, have to*

- Before students do the matching, you may find it necessary (especially with a lower-level class) to revise the modal verb meanings (points 1–6).
- Get students to do the matching. This may be done individually or in pairs.
- Feedback the answers. After any necessary corrections you may ask your students to come up with their own examples of the given structures. Pair work would seem to be the best option.

Key

1)

- | | |
|------|------|
| 1. d | 4. b |
| 2. a | 5. f |
| 3. c | 6. e |

- Get the students to do the task individually and check it in pairs. Get feedback from the exercise with the whole class. There are some comments and questions below that you may use to start a whole class discussion.

2)

- | | | |
|---|--|---|
| 1. <i>possible answers:</i> mustn't / shouldn't | 6. <i>possible answers:</i> don't have to / should | 11. mustn't |
| 2. don't have to | 7. have to | 12. have to |
| 3. shouldn't / mustn't | 8. mustn't | 14. <i>possible answers:</i> should / don't have to |
| 4. mustn't | 9. mustn't | 15. should |
| 5. have to | 10. mustn't | |

Comments!

Ad. 1. The permitted level of blood alcohol concentration in Poland is 0,2 mg/l. This means that you may have some alcohol in your blood, but it does not mean that you can drink alcohol and drive. You do not know how alcohol affects your body so even with a glass of wine you may be breaking the law.

- If there is time you may ask your students the following question:

Do you think that a strict ban on drinking and driving should be introduced in Poland? Will the ban decrease the number of car accidents?

Ad. 3. Although some people may find sunbathing topless immoral, it was declared legal by the appellate court in Szczecin. The court dismissed the case against two women who were charged with sunbathing topless. The court found them not guilty and emphasized that such cases are too trivial to be judged by courts.

- If there is time you may ask your students the following questions:

Do you agree with the court's verdict? Do you think that sunbathing topless should be banned? Why (not)? Or maybe it should depend on the woman's age, the condition of her breasts etc.?

Isn't this a form of sexual discrimination? Men sunbathe topless anyway...

Do you think the issue is too trivial to be examined by a court?

Ad. 10. For example, in the Czech Republic it is permitted for individuals to possess up to 1.5 grams of heroin, up to 15 grams of marijuana and even to grow marijuana in a private

garden. In Poland possessing any amount of marijuana is illegal (since 2000) and you may be sent to prison for up to a year for being in possession of one joint. This strict law has not decreased the sale of drugs in Poland.

- If there is time you may ask your students the following question:

Do you think that possessing a small amount of drugs should be made legal?

Legal background

Ad. 10. W Polsce i prawie na całym świecie można posiadać nasiona (nie zawierają one substancji psychoaktywnych), ale uprawa jest zabroniona. Wyjątek stanowi uprawa odmian włóknistych na potrzeby przemysłu włókienniczego, chemicznego i celulozowo-papierniczego oraz nasiennictwa (jednak potrzebne jest zezwolenie).

W Polsce zarówno import, produkcja, pośrednictwo w sprzedaży, jak i samo posiadanie marihuany jest nielegalne i stanowi przestępstwo. Za samo posiadanie marihuany grozi kara do trzech lat pozbawienia wolności, natomiast udzielanie marihuany innej osobie zagrożone jest karą do 10 lat pozbawienia wolności, a udzielanie jej małoletniemu jest zbrodnią, zagrożoną karą od 3 do 15 lat pozbawienia wolności.

Podstawa prawna: Art. 53–68 ustawy z dnia 29 lipca 2005 r. o przeciwdziałaniu narkomanii (Dz.U. z 2005 r. Nr 179, poz. 1485)

Ad. 15. EASA (Europejska Agencja Bezpieczeństwa Lotniczego) zrezygnowała z kłopotliwego dla wszystkich pasażerów wymogu wyłączania na czas startu i lądowania wszelkich urządzeń elektronicznych klasyfikowanych jako PED. Chodzi o mobilną elektronikę, tj.: telefony komórkowe, odtwarzacze MP3, e-czytniki i tablety.

Podstawa prawna:

1. Decyzja Komisji z dnia 7 kwietnia 2008 r. (2008/294/WE), dotyczącej harmonizacji warunków korzystania z widma radiowego na potrzeby usług łączności ruchomej na pokładach statków powietrznych (usługi MCA – ang. mobile communication service on air-craft) we Wspólnocie Europejskiej, która reguluje warunki techniczne niezbędne do ograniczania ryzyka szkodliwych zakłóceń naziemnych sieci ruchomych spowodowanych usługami MCA;
2. Zalecenia Komisji z dnia 7 kwietnia 2008 r. (2008/295/WE) w sprawie zezwoleń na usługi łączności ruchomej na pokładach statków powietrznych (usługi MCA) we Wspólnocie Europejskiej.

Variation

Ask the students to close their books. Write the modal verbs from the instruction to 2) on the blackboard. Read out the 15 sentences one by one, asking students to provide the correct answer chorally. To make the task more demanding, ask your students to write the modal verbs on 5 pieces of paper – one answer on each piece. Read out the sentences and ask students to raise the piece of paper with the correct answer.

II. What does it mean? (p. 12)

Task 1. Vocabulary practice

- This task is most suitable for pair or individual work. You may give students a few minutes to complete each section and then check the answers with the whole class or you may give students a longer period of time to do all the sections. During the activity, monitor the students, helping them where necessary.

Key

CASE

1. B (sprawa)
2. C (przypadek)
3. A (skrzynka)

COURT

1. B (sąd)
2. A (kort tenisowy)
3. C (dwór)

PARTY

1. C (partia np. polityczna)
2. A (strona umowy)
3. B (impreza / przyjęcie)

SENTENCE

1. B (zdanie)
2. A (wyrok)

SUIT

1. C (sprawa, proces sądowy)
2. B (garnitur, kostium)
3. A (pasować)

Task 2. Vocabulary practice – Latin in Legal English

- Get students to do this matching exercise in pairs (or individually, then checking in pairs). Check answers with the whole class.
- If there is time, you may ask the students to practice the Latin expressions by testing them. Students cover the English equivalents and individually test their memory for the expressions. Students may also test each other's memory by taking turns to say an English equivalent for their partner to say the Latin word/phrase, or the other way round.

Key

- | | |
|------|-------|
| 1. h | 6. b |
| 2. i | 7. d |
| 3. e | 8. c |
| 4. j | 9. g |
| 5. a | 10. f |

Task 3. Vocabulary practice – formal or informal?

- Focus on the words in the box. Revise them (and introduce the ones that students are not familiar with) by asking students to give a definition or a synonym/antonym to the words you call out.
- Get the students to do the exercise individually or in pairs. Check the answers with the whole class. Before checking, you may make a list of the words from the exercise (e.g. *finish, help, ask* etc.) on the blackboard. Students will dictate to you the formal equivalents of the words on the blackboard. You may then use this list for memory practice: you may erase the left or the right column and ask students to provide the correct answers, or you may take it in turns to erase one word from the left column, and then one word from the right column, and so on. In this way students will have to provide both formal and informal equivalents.

Key

- | | | |
|--------------------|-----------------------------|-----------------|
| 1. terminates | 5. seek / additional | 7. facilitate |
| 2. assist | 6. regret / inconvenience | 8. prior notice |
| 3. requested | / circumstances have | 9. commences |
| 4. desire / notify | left me no choice. | 10. disclose |

III. Legal professions (p. 14)

- You may want to elicit some names of the legal professions from the students before you ask them to start on the exercise.
- Get the students to do this exercise in pairs. Ask one student in the pair to read out the definition and the other one to try to provide the right answer. Check answers with the whole class.
- Ask students to provide the Polish equivalents.

Key

1. judge – sędzia
2. attorney – adwokat (AmE)
3. expert witness – biegły
4. barrister
5. solicitor
6. paralegal

There are no direct equivalents of these professions in Polish (points: 4, 5, 6).

A *barrister* performs the functions of the Polish “adwokat”, whereas a *solicitor* performs the functions of the Polish “notariusz” and “radca prawny”. A *paralegal* is a person who studied to be a lawyer, but does not hold the formal qualifications to act as a professional attorney.

IV. Areas of law (p. 14)

- Students may do this exercise as instructed in the textbook. An alternative approach to this kind of exercise is to write out the definitions and the areas of law on separate strips of paper. Students are then asked to work in pairs and to match each strip of paper with a definition on it with a strip of paper with a suitable area of law.
- Check the answers with the whole class.
- Collect the strips of paper and use this exercise for revision purposes, or when you happen to have 5 minutes free (it doesn’t happen too often, though!).

Key

Employment Law includes all areas of the employer/employee relationship.

Company Law (or the law of business associations) is the field of law concerning companies and other business organizations.

Criminal Law also known as penal law, involves prosecution for an act that has been classified as a crime.

Public International Law is composed of the laws, rules, and principles of general application that deal with the conduct of nation states and international organizations among themselves as well as the relationships between nation states and international organizations with persons, whether natural or juridical.

Real Property Law is the area of law that governs the various form of ownership in real property (land as distinct from personal or movable possessions) and in personal property, within the common law legal system.

Financial Law encompasses the laws and regulations that govern banking institutions and financial services.

Intellectual Property Law focuses on the regulation of intangible rights regarding ideas, and tangible rights to use particular trademarks, patents and copyrights.

Administrative Law is the body of law that governs the activities of administrative agencies of government.

Lead-in (p. 15)

Focus students' attention on the photograph on page 15 and elicit any ideas they associate with the books in the photograph. You may then discuss with students the meaning of the quotation and elicit some information about George Washington. Then focus students on the Key Notes section and ensure they understand the highlighted words.

Alternatively, you may start with the Key Notes section. Write the highlighted words on the board, revise/elicited/present their meanings. Get students to read the note about constitutional law. Ask them then to discuss the photograph and the quotation using the vocabulary from the Key Notes section.

George Washington (1732–1799) – the first president of the United States of America, universally regarded as “the father of his country”. He led the American victory over Great Britain and presided over the writing of the Constitution in 1787.