

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**FACULDADE DE LETRAS**  
**CURSO DE ESPECIALIZAÇÃO EM ENSINO DE INGLÊS**

**FILIPPE FIALHO ALVES**

**LEGAL ENGLISH IN OUR DAY-TO-DAY LIVES**

**BELO HORIZONTE**

**2019**

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Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês: Abordagens Contemporâneas da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito final para a obtenção do título de especialista.

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**BELO HORIZONTE**

**2019**

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## INTRODUCTION

This final paper was written as a compulsory part of a diploma course in English Language teaching offered by the Federal University of Minas Gerais. Because I have been working for Federal Courts since 2005, I wanted to design some teaching units that could address some of the needs of the criminal justice system. At present, certified translators rarely translate official documents or interpret hearings because of the little emolument paid. Such duties are usually performed by civil servants who, albeit proficient in English, are not duly prepared for the task. Besides, most Legal English books start with highly complex topics, such as contracts drafting or antitrust or tort law. They assume students are aware of some legal language, which is not always true. The idea underneath these units is to allow civil servants to bridge the gap between their general English proficiency and the highly complex language of legal texts.

These units were designed for adult students who work for Federal Courts and have a working knowledge of law. Most of them hold a Bachelor of Law degree and work as assessors to the judges, drafting decisions and other legal documents. The level of proficiency aimed at is B2 at Common European Framework of Reference for Languages. In the day-to-day of courts, the genres they usually encounter in English are letters rogatory, contracts and bank reports, although some less frequent documents may appear. The federal courts competencies are usually related to the interests of the federal government, its companies and agencies. According to the Constitution of the Federal Republic of Brazil:

Article 109. The federal judges have the competence to institute legal proceeding and trial of: I – cases in which the Union, an autonomous government agency or a federal public company have an interest as plaintiffs, defendants, privies or interveners, with the exception of cases of bankruptcy, of job-related accidents, and of those subject to the Electoral and Labour Courts; II – cases between a foreign state or international organization and a municipality or a person domiciled or residing in the country; III – cases based on a treaty or a contract between the Union and a foreign State or international organization; IV – political crimes and criminal offenses committed against the assets, services or an interest of the Union or of its autonomous agencies or public companies, excluding misdemeanours and excepting the competence of the Military and Electoral Courts; V – crimes covered by an international treaty or convention, when, the prosecution having started in the country, the result has taken place or should have taken place abroad, or conversely; V-A – cases regarding human rights referred to in paragraph 5 of this article; VI – crimes against the organization of labour and, in the cases determined by law, those against the financial system and the economic and financial order; VII – habeas corpus, in criminal matters within their competence or when the coercion is exercised by an authority whose acts are not directly subject to another jurisdiction; VIII – writs of mandamus and habeas data against an act of a federal authority, except for the cases within the competence of the federal courts; IX – crimes committed aboard ships or aircrafts, excepting the competence of the Military Courts; X – crimes or irregular entry or stay of a foreigner, execution of letters rogatory, after exequatur, and of foreign court decisions, after

homologation, cases related to nationality, including the respective option, and to naturalization; XI – disputes over the rights of Indians.

It can be inferred that Federal Courts have some very specialized criminal competencies such as money laundering, pyramid schemes, smuggling, tax evasion, tax dodging, contempt, international trafficking (of people, narcotics or weaponry), international pedophilia and corruption in the federal government or of federal interests. Moving straight to language related to these crimes can be daunting. That is why the units deal with the legal language most English speakers are aware of due to the fact that they appear in genres that are part of their daily lives. The units were planned to be the first two of a series of ten units of a module in Legal English in Day-to-Day Life.

The first unit is about the different careers in law. Because a degree in law leads to careers slightly different from those found in Brazil, the unit allows students to have contact with how these careers are organized in English speaking countries. It starts with a vocabulary activity which aims at teaching students words found in the following sections. After it, they move to a listening task that shows the daily routine of a process server. It is followed by a reading about the different careers paths a law degree can lead to. The focus on form section, taken from the reading text, aims at teaching students linking words that are common in structuring a written text. As students learn about the different careers in law, their requirements, challenges and skills, they are able to write a personal statement as part of an application to a Law School. That last section of the unit is a speaking task. The genre chosen is public speech, as it is highly frequent in both academic and legal settings.

The second unit is called Juvenile Offenders and its main aim is to teach students the language that is commonly used in criminal law. It also starts with a vocabulary section of words students will find throughout the unit. It then moves to a listening section about the trial of some teenage delinquents. It is followed by a focus on form section that deals with the passive language, which is a grammar point found with high frequency in legal genres due to their formality. The speaking task is a discussion in which students have to defend their positions and agree or disagree with their partner. It is an ability demanded in law professions, especially in hearings and oral arguments. The reading text is about the hardship of penalties applied to juvenile offenders who committed misdemeanors and nonviolent felonies and the possibility of their being pardoned. The writing task is a letter to the editor responding to the editorial of the reading section.

# UNITS

# Careers in Law



Source: <https://www.aftergraduation.co.in/wp-content/uploads/2016/10/Exploring-Law-in-India-An-Honourable-Career-Option.jpg>

Complete the following sentences with the words from the chart.

witness	investigator	will	civic duty
prosecutor	subpoena	transient	testify
victim	criminal justice	law enforcement	dispute

- ...the differentiation of our political parties being much clearer. For J.S.Mill voting was a \_\_\_\_\_ of high seriousness: a man must give his vote " according to his...
- ...old days, incidentally, when a mother discovered her daughter was the innocent young \_\_\_\_\_ of the lust of a rich old man, there were several obvious remedies...
- ...papers or information out of him. The only permissible course is to issue a \_\_\_\_\_ for him to come as a witness or to produce the documents to the court...
- ...of the same continuing process, he writes above his signature' This is my last \_\_\_\_\_ and testament. I leave everything to my wife.' Third, he...
- ...did not seem to be quite the word for someone whose residence there appeared so \_\_\_\_\_ . He had a sleeping-bag, a torch propped up on two slabs of stone...
- ...in rescue work, the heartless thieves descended on local shopping centres. And a \_\_\_\_\_ told how he had seen looters running through evacuated apartments hunting for anything they could...
- ...safeguards of individual liberty is that if you're ever arrested and detained by \_\_\_\_\_ agencies you have to be produced before a court within a specified period and charged...
- ...that the definitions of the two offences are the same, merely adding that the \_\_\_\_\_ should charge manslaughter when the maximum penalty for the offence of causing death by reckless...
- ...was arrested, stripped naked, beaten and tortured to persuade her daughter to \_\_\_\_\_ against Mr Chichana. Last month Amnesty International called for all charges against him to...

10. ...American Supreme Court has long been a proponent of the rule: Our system of \_\_\_\_\_ demands that the government seeking to punish an individual produce the evidence by its...
11. ...for her courage and fortitude in going out there and taking on the role of \_\_\_\_\_, private detective and motivator, those files would still be closed and the police...
12. ...We now understand that this cancellation followed a contractual \_\_\_\_\_ between the promoter and Mr O'Connor's management, and the inadequacy of the promotion...

Source: British National Corpus (<https://corpus.byu.edu/bnc/>)

## Listening

### To start with

What is a process server? What are the advantages and disadvantages of the career?

### Set to work



Source: <https://www.youtube.com/watch?v=qZOdsYdppEU>

**Task 1: You are going to watch a short documentary about a day in the life of Arnel Alamo, who works as a process server at the San Diego County Attorney's Office. While you watch it, check the option that best describes what a process server does.**

- A process server works as a clerk and helps judges, prosecutors and investigators in whatever they need.
- A process server is responsible for arresting criminals.
- A process server delivers subpoenas to those required to appear in court.

**Task 2: Now, watch again. While you do it, number the sentences from 1 to 7 in the order you hear them. You will not number all the sentences.**

- Process servers do not work with potentially violent cases.
- Investigators never do what a process server does.
- Arnel assists the investigator and the prosecutor by getting in touch with those who must appear in court.
- In Arnel's district, there is not more than 15 process servers.
- They have to use law enforcement in most cases.
- Most of Arnel's job happens outdoors.



- g. People's testimonies are important to put criminals in jail.
- h. When there isn't anyone at home, Arnel keeps coming back until he finds them.
- i. They make investigators' job easier by undertaking part of their duties.
- j. It can be hard to find those who do not possess a permanent residence.

### A bit more

What is the importance of a process server for the criminal justice system?

Would you consider working as a process server? Why (not)?

Do you know anyone (maybe you) who have received a subpoena to appear in court? What was the purpose? What happened?

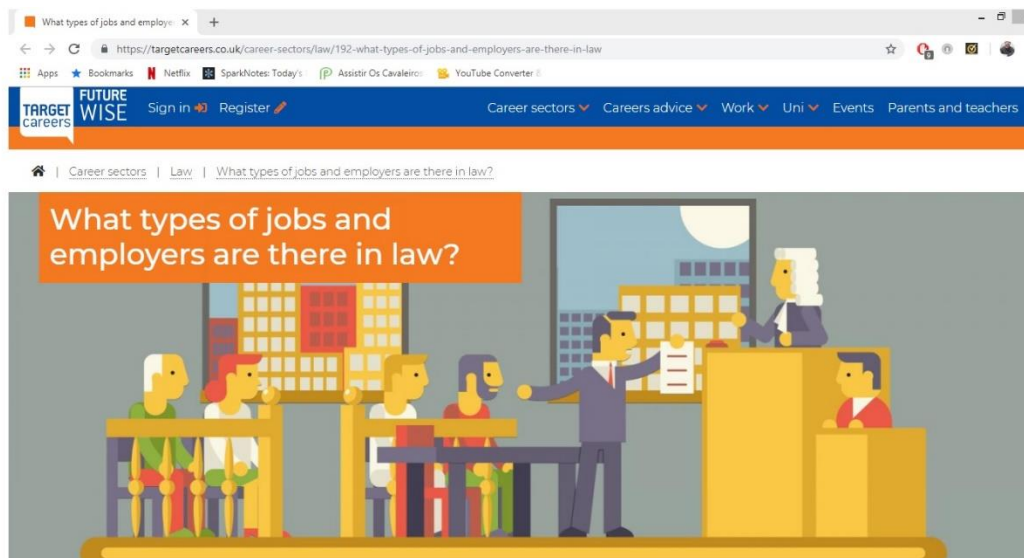
## Reading

### To start with

- a. Look at the picture below. What is happening? Who are the people in the picture?
- b. What types of job in law can you mention? What do they do?

### Set to work

**You are going to read a text about different careers someone can pursue with a degree in law. While you read it, do the tasks 1 and 2.**



Source: <https://targetcareers.co.uk/career-sectors/law/192-what-types-of-jobs-and-employers-are-there-in-law>

Find out what a lawyer does and where lawyers work.

Lawyers are involved in almost all aspects of people's lives. Wherever people are doing business, disputing their rights or choosing somewhere to live or work, there's the potential for legal involvement.

### What types of jobs are there in law?

The word 'lawyer' is a handy umbrella term for anyone who practises law. Most UK lawyers choose to work as either a solicitor or as a barrister.

- Individuals or companies usually approach solicitors for legal advice in the first instance. There are over 136,000 solicitors in the UK. Most solicitors work for a law firm or partnership and, unlike other industries, not for a company. Firms, including law firms, are managed and owned by partners and senior partners; companies, on the other hand, are run by directors and owned by shareholders.
- Solicitors bring in a barrister for specialist advice or representation in court if needed. Barristers need to be good at thinking on their feet and persuading a judge in court why they should decide in favour of a client. The barristers' profession is much smaller and more competitive to get into than the solicitors' profession; there are only 15,000 barristers in the UK – and most of them are self-employed.
- A minority of qualified solicitors and barristers choose to work for the government or as an in-house lawyer in a local authority or company's legal department. All big companies, such as Vodafone, Amazon and BT, have in-house legal departments. In-house lawyers advise colleagues in their company rather than external clients off the street.
- Paralegals assist in law firms and carry out various legal tasks, from admin support to research. They are not able to give legal advice but have some interaction with clients. Law firms take on teams of paralegals to support their solicitors on big cases or deals.
- Chartered legal executives are qualified lawyers, specialising in particular areas of law. The number of legal executives is growing. Many study the qualifications needed to be a chartered legal executive while working as a paralegal. Legal executives are able to give legal advice to clients.
- Legal secretaries provide admin support to solicitors. They help produce legal documents such as wills and contracts.
- Judges decide cases in a law court. In the UK, you have to practise as a solicitor or barrister for several years before becoming a judge.

### Where do solicitors work and what types of work do they do?

The type of work solicitors carry out – and the salaries they get – varies enormously. Solicitors working in small, local offices in towns and cities across the UK tend to give advice to individuals and small companies. Their bread and butter work involves writing wills, drafting the legal documents that allow people to buy or sell a house, representing clients at police stations, and settling divorce and employment disputes.

The bigger law firms usually have offices all over the world – particularly in China, the US, the Middle East and across Europe. They tend to act for companies rather than individuals and deal with transactions worth millions of pounds. When Kraft bought Cadbury for £11.5 billion, both companies sought advice from big commercial law firms. The lawyers made sure that they recorded what was agreed between the two companies in paperwork to avoid a misunderstanding later.

Solicitors usually specialise in one legal area such as family, employment or tax law. Solicitors and barristers advising companies tend to earn a lot more money than their counterparts working in criminal and family law – it boils down to the type of clients they represent and the money those clients are prepared to spend on legal matters.

### Where do barristers work and what types of work do they do?

The offices where self-employed barristers work are known as 'chambers'. Most sets of chambers are in London and other major cities across the UK, such as Birmingham, Cardiff and Manchester. Each set of chambers employs admin staff known as clerks.

Barristers argue cases on behalf of their clients in court or give written advice from chambers. They specialise in one or two practice areas, such as shipping law or family law, and are experts in those particular areas of law. As with solicitors, barristers' earnings vary hugely depending on the area of law they choose to specialise in and the clients they represent. Barristers advising big companies make a lot more money than barristers representing defendants in the criminal courts.

### Task 1: What can you infer from the text?

- a. Pursuing a degree in law gives you a limited array of options to choose from.
- b. A law degree can open doors in fields unrelated to law itself.

- c. Law allows you to work in different careers, with different responsibilities and income.

**Task 2: Match the professions in the left with the sentences in the right. There can be more than one answer.**

1. barrister	a. represents in court.
2. solicitor	b. gives support to other legal professionals.
3. chartered legal executive	c. There aren't many professionals.
4. paralegal	d. Many of them specialize in one area.
5. legal secretary	e. Clients can consult with them for advice.
6. judge	f. has to make quick decisions.
	g. Companies look for them for advice.
	h. has varied wages.
	i. presides in a court.
	j. can work as an in-house lawyer for the government.

**A bit more**

Which of those careers would you choose? Why?

Which career bears the heaviest responsibility? Why?

What are the consequences of someone not consulting with a lawyer when making important decisions?

Have you ever consulted with a lawyer? Do you know anyone who has? What was it like?

**Focus on Form**

*Solicitors working in small, local offices in towns and cities across the UK tend to give advice to individuals and small companies.*

*Solicitors and barristers advising companies tend to earn a lot more money than their counterparts working in criminal and family law.*

*Barristers advising big companies make a lot more money than barristers representing defendants in the criminal courts.*

Read the underlined sentences above.

a. We usually use this form when we want to:

- identify which person or thing you are referring to;
- give additional information about the person or thing;

b. How do we form this construction?

<i>Noun</i>	<i>compliment</i>
<b>Solicitors</b>	<b>working in small, local offices in towns and cities across the UK.</b>

**Task 1: Join the two sentences using a verb with -ing.**

- a. The house has two bedrooms. The bedrooms overlook the garden.
- b. My brother lives in Japan. My brother wants to visit us.
- c. The politician talks about tax reform. The politician lies.
- d. Who are those people? The people are waiting outside.
- e. The police investigates the murder. The police asks people to come forward.
- f. The lawyer works with tax law. The lawyer charges a lot.

**Task 2: Read the sentences. Then decide which option is correct.**

1. The police officer standing next to the door is lazy.
  - a. There is one officer next to the door.
  - b. There is more than one officer next to the door.
2. The politicians lying will not win the elections.
  - a. All politicians will not win the elections.
  - b. Only the politicians who are lying will not win the elections.
3. The guy running the event looks pretty well-off, doesn't he?
  - a. There is only one guy running the event.
  - b. There are other guys running the event.

## Writing: A Personal Statement

A graduate school personal statement is an admission essay that typically focuses on your personal reasons for wanting to enter a graduate program and particular field of study. Essentially, you must tell the story of who you are and how you developed your current research interests. It is a less formal essay that focuses on your passion and motivation for wanting to enter your chosen field and program and carries a big emphasis on storytelling. Schools often encourage applicants to discuss (relevant) challenges in their lives and how they have overcome them. The genre usually starts with the candidate's biography written in an anecdotal tone that further develops into the reasons why he/she should be admitted to that program.

*Adapted from <https://www.prepscholar.com/gre/blog/graduate-school-personal-statement/>.*

Here are some tips to write a personal statement:

- Describe a personal challenge you faced and/ or a hardship you overcame.
- Discuss your proudest personal achievement or a unique hobby that reveals who you are (climbing a mountain, inventing recipes, winning a contest, writing poems).
- Tell about how becoming consciously aware of a personal value or characteristic has changed the way you view yourself.
- Describe your passions and involvement in a project or pursuit and the ways in which it has contributed to your personal growth and goals. Do not rehash what is already on your resume.

Note: describing the event should only be about 1/3 of your text. The rest should be a reflection on how it changed you and how it shaped the person you are today.

*Source: [https://www.washington.edu/uaa/advising/site/assets/files/1062/personal\\_statement\\_law.pdf](https://www.washington.edu/uaa/advising/site/assets/files/1062/personal_statement_law.pdf).*

### SAMPLE

Home for me is the small, picturesque city of Victoria, British Columbia. Growing up, my relative liberty and affluence were largely unapparent to me. My concepts of inequality and injustice informed by trivial unfairness such as when my twin sister received the larger slice of cake. Despite my comfortable upbringing, I possessed, from very early on, a strong curiosity and eagerness to understand the people and the world around me. This happened at first through language, later through travel, and today in my current work as a youth education advocate for refugees.

From childhood I evolved from an exclusive twin talker, to an English-speaking chatterbox, to a fluent French speaker and dabbler in Spanish, Latin, and Bulgarian. As an undergraduate majoring in French and Linguistics, I was thrilled to explore the bilingual nature of my Canadian identity and to be able to engage with an increasing number of people globally. Throughout my studies, I worked with international ESL students, further nourishing my cultural and linguistic curiosities, as well as the nascent teacher in me, who was to mature further as I took on roles as a private French tutor and university tutorial instructor. Additional time spent volunteering at a local immigrant and refugee centre allowed me to better comprehend the depths of diversity and adversity, justice and injustice, in my own community and the world. These experiences, compounded by my natural curiosity, inspired me to undertake more global pursuits upon graduating, first as an international humanitarian volunteer in Senegal, and then as an NGO staffer in Mexico, Ghana, and Fiji in the years to follow.

My post-graduate travels and professional work not only helped consolidate my undergraduate experiences, but also led to great personal and professional growth as a teacher, student, advocate, collaborator, manager, and leader. These experiences on the ground served as an invaluable contribution to my evolving understanding of equality, justice and their counterparts and both fuelled and fed my innate curiosity in ways not possible in a classroom. Whether listening to the stories of hardship of urban families in Guadalajara, establishing unique educational programming in rural Fiji, or monitoring teams documenting human rights abuses in Ghana, I was reminded again and again that justice is not a given, and that strong advocates are needed to help give voice and strength to those who are so often silenced or ignored.

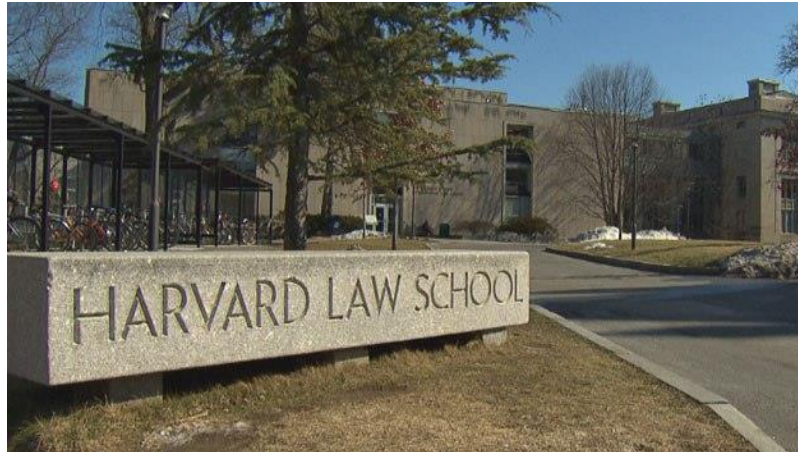
Importantly, these years abroad served as my initial exposure to international human rights in context and eventually inspired my pursuit of a Masters degree. Balancing the demanding schedule of graduate school and part time work, conducting in-depth education and policy research, participating in rigorous debate, and interacting with strong and diverse ideological and political viewpoints were all challenging but enriching experiences. These challenges colluded over a short 16-month period to strengthen my own values and beliefs, ultimately solidifying my decision to pursue a legal education and career.

My experiences since graduate school as a human rights worker, leadership and problem solving instructor for young women, and education advocate for refugee families have further reinforced my beliefs in the importance of human rights and education, the potential of the law to protect and strengthen these institutions, and my desire to act as an empathetic, socially conscious advocate in these contexts through a legal career.

While small, idyllic Victoria will always be home, my notions of justice and equality originally born there have evolved greatly over the years. Victoria serves as a symbol and reminder of my unearned privilege, a privilege that continues to motivate me to advocate for justice and equality for others less fortunately situated. But it is further afield, across Canada and abroad, where I hope to apply a legal education in the field of international human rights law, a field in which the University of Toronto's Faculty of Law would train me distinctively through its International Human Rights Program, clinic opportunities, and global internship options.

My personal and professional experiences as an academic, teacher, expatriate, mentor, and leader have equipped me with the initiative, passion, competency, and commitment necessary to succeed in law school. I believe strongly that a University of Toronto legal education in particular, with its rich course offerings, distinguished and supportive faculty and ideal location will equip me with the additional tools and resources necessary to pursue my professional goals. But most importantly, a University of Toronto legal education will formally and uniquely prepare me to help others effectively seek and find justice in the truest and fullest sense of the word.

*Source: [https://www.law.utoronto.ca/documents/JD/UofT\\_Law\\_Personal\\_Statements\\_Examples.pdf](https://www.law.utoronto.ca/documents/JD/UofT_Law_Personal_Statements_Examples.pdf)*



Source: <https://cbsboston.files.wordpress.com/2017/02/harvard-law-school.jpg?w=628>

**Task:** You are interested in applying for Harvard’s LL.M. (Master of Law) degree. Read the information below taken from Harvard Law School website and write a personal statement of no more than 1.000 words, taking into consideration the recommendations above:

<p><b>HARVARD LAW SCHOOL</b></p>	<p><b>Admissions   Academics &amp; Clinical   Faculty &amp; Research</b></p>
<p><b>LL.M. Program</b></p> <p>Graduate Program</p> <p>Welcome</p> <p>Admissions and Financial Aid</p> <p>LL.M. Class Profile</p> <p>Student Life</p> <p><b>LL.M. Program</b></p> <p>LL.M. Degree Overview</p> <p>LL.M. Degree Requirements</p> <p>Academic Resources</p>	 <p>The LL.M. (Master of Laws) program is a one-year degree program that typically includes 180 students from some 70 countries. The Graduate Program is interested in attracting intellectually curious and thoughtful candidates from a variety of legal systems and backgrounds and with various career plans. Harvard’s LL.M. students include lawyers working in firms, government officials, law professors, judges, diplomats, human rights activists, doctoral students, business men and women, and others. The diversity of the participants in the LL.M. program contributes significantly to the educational experience of all students at the School.</p> <p><b>Eligibility Requirements</b></p> <p>To be considered for the LL.M. program, an applicant must have a J.D. (Juris Doctor) from an accredited U.S. law school or a first law degree (J.D., LL.B. or the equivalent) from a foreign law school. Harvard Law School is rarely able to accept into its LL.M. program anyone who already holds (or is pursuing) an LL.M. from another law school in the United States.</p>

Source: <https://hls.harvard.edu/dept/graduate-program/llm-admissions/>

## Speaking – Public Speech

**Task:** You are going to give a speech of 3 to 5 minutes to a group of high school students about the different careers paths they can follow with a Law degree. You have 10 minutes to prepare your speech. Then, pretend your classmates are the students and present it to them.

Structure of a Public Speech	Useful language
<ul style="list-style-type: none"> <li>• Opening               <ul style="list-style-type: none"> <li>- Engage your audience’s interest.</li> <li>- e.g. raise a thought-provoking question, make an interesting or controversial statement, recite a relevant quotation or even recount a joke.</li> </ul> </li> <li>• Body               <ul style="list-style-type: none"> <li>- Describe and give pros and cons of the career paths students can follow.</li> </ul> </li> <li>• Closing               <ul style="list-style-type: none"> <li>- Summarize the main points.</li> <li>- End with a final thought/emotion.</li> </ul> </li> </ul> <p style="font-size: small; color: gray; margin-top: 10px;"><i>Adapted from <a href="http://www.speechtips.com/structure-of-a-speech.html">http://www.speechtips.com/structure-of-a-speech.html</a></i></p>	<ul style="list-style-type: none"> <li>• Introducing the topic               <p>Today I am here to talk to you about...</p> <p>As you all know, today I am going to talk to you about...</p> <p>I would like to take this opportunity to talk to you about...</p> <p>Today I would like to outline...</p> </li> <li>• Structuring the presentation               <p>My presentation/talk is divided into three parts/sections...</p> <p>I’d like to begin by...</p> <p>I have four main points...</p> </li> <li>• Beginning the presentation               <p>I’ll start with some general information on...</p> <p>I’d just like to give you some background information about...</p> <p>Before I start, does anyone know...?</p> <p>As you are all aware / As you all know...</p> </li> <li>• Changing topic               <p>Right, let’s move on to...</p> <p>This leads me to my next point, which is...</p> <p>I’d now like to look at / consider...</p> </li> <li>• Summarizing               <p>So to recap...</p> <p>In conclusion...</p> <p>I’d like to finish/end/wind up by saying...</p> <p>Before I finish I’d finally like to say...</p> </li> <li>• Conclusion               <p>I’d like to conclude by...</p> <p>That brings me to the end of my presentation, thank for listening / for your attention.</p> <p>Thank you all for listening, it was a pleasure being here today.</p> <p>Well that’s it from me. Thanks very much.</p> </li> </ul>

# Juvenile Offenders



Source:  
<https://www.tes.com/lessons/bRorC3SB9oXwRw/day-4-juvenile-delinquency>



Source:  
<https://www.caldaronelawgroup.com/Criminal-Defense/Juvenile-Crimes.shtml>

suspect	harassment	imprisonment	criminal	to arraign
murder	defendant	to be held in jail	pickpocketing	to enter not guilty plea
burglary	felony	property offense	to trial	theft
to punish	parole	bail	to be charged	to accept a bargain plea

Put the words above into the correct categories:

people	crimes	actions	others



## Listening



<https://www.youtube.com/watch?v=OpEii452UIk>

### To start with

Look at the picture. What can you see here? Are they grownups? What do you think they have done to be in this situation?

### Set to work

**Task 1: You are going to watch a news report about trial of some teenagers who have committed a crime. While you watch it, check the option that best describes what happened.**

- d. The teenagers wanted to seriously harm whoever drove underneath the overpass.
- e. The teenagers were playing pranks, but ended up committing a crime.
- f. The teenagers were involved in a serious accident and are being unfairly treated.

**Task 2: Now, watch the news report again. While you do it, fill in the blanks.**

- k. The older defendant is under custody at the \_\_\_\_\_ while the younger ones are at the \_\_\_\_\_.
- l. Although they are all \_\_\_\_\_, they will be trialed as \_\_\_\_\_.
- m. The lawyers did not accept any plea bargain as they have entered \_\_\_\_\_ for them.
- n. Kenneth's father had lost \_\_\_\_\_ in the previous four years.
- o. The rock hit Kenneth on \_\_\_\_\_.
- p. Public opinion believes the teenagers should be \_\_\_\_\_.
- q. According to the investigators, the teenagers may have dropped \_\_\_\_\_ from an overpass nearby.

### A bit more

What exactly did the teenagers do? Why do you think they did it?

How did they feel after finding out what they actually caused?

Do you think the teenagers should be severely punished? Why?

What tone does the reporters give to the news? Do you think they are biased?

## Focus on Form

Look at these sentences taken from the news report:

*“Five high school students in Michigan are accused of throwing rocks”.*

*“They’re all charged with second-degree murder”.*

*“They were all arraigned yesterday and will be trialed as adults”.*

*“That’s when a six-pound rock, about five inches wide and eight inches long, was allegedly dropped from an overpass”.*

*“He was declared dead on arrival at the hospital”.*

*“They were denied bail”.*

Look at the words in bold.

- Did they perform the action?  yes  no
- They are the:  doers of the action  recipients of the action
- We usually use this form of the actions when we want to:
  - focus attention on the person or thing affected by the action.
  - emphasize the importance of who did the action.
  - talk about something whose agent is already known or implicit.
  - disregard any extra information but the recipient of the action.
- How do we form this construction? Fill in the chart below:

*verb to be*

**He**

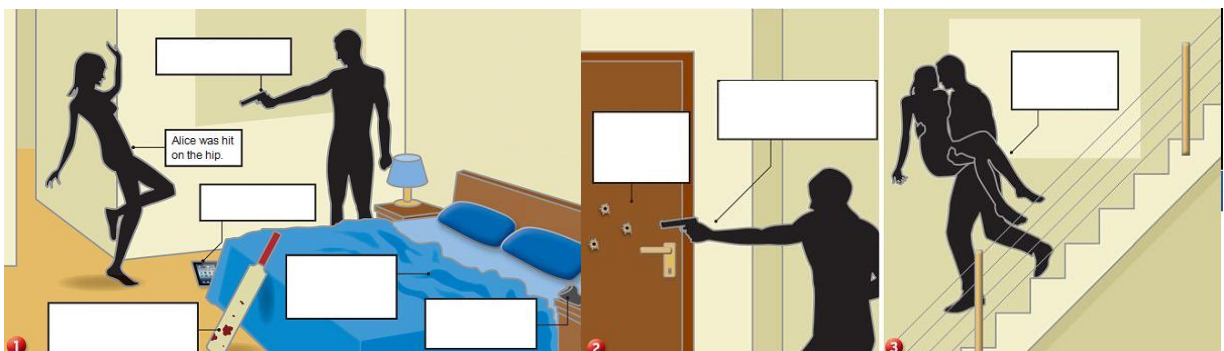
**was**

**denied**

**bail.**

### Task:

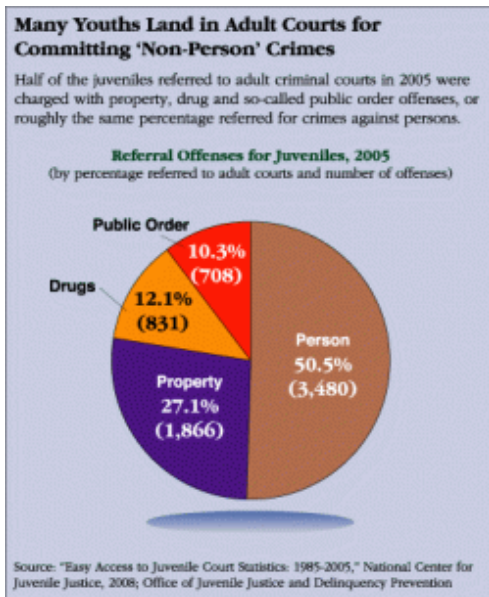
*Suppose you witnessed the murder of a girl called Alice Summer, but you cannot identify who did it. Tell the police what you have seen. Follow the example below.*



Adapted from <http://www.dailymail.co.uk/sport/othersports/article-2280902/Oscar-Pistorius-breaks-silence-courtroom-drama-funeral-held-Reeva-Steenkamp.html>

*Who murdered Alice Summer?*

## Speaking – Juvenile Crime



Source:

<https://juvenilestriedasadults.wordpress.com/2016/04/18/the-cost-of-jta/>

*Discuss the following questions with a partner. Use the graphics above to help you.*

- How serious are juvenile crimes?
- Do the current forms of punishment contribute to their change?
- Is incarceration a good way to prevent juvenile crime? What are other possible ways?
- Should juvenile offenders be trialed as adults? If yes, in what circumstances and for how long?
- Do you know any young person who has committed a felony? What happened? Was the person punished? Did he/she reoffend?
- In your opinion, what are the main causes of juvenile delinquency?

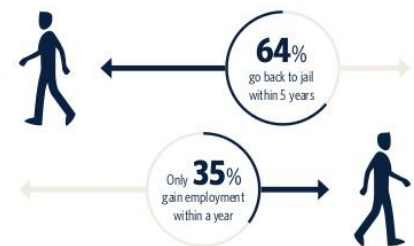
**JUVENILE RECIDIVISM** HAS CONTRIBUTED TO AMERICA'S RISE IN INCARCERATION RATE FOR YEARS

The US has a **growing number** of incarcerated young people.

Without intervention, high-risk young people face a reality of years in **jail and prison**.

The average prison sentence for young male ex-offenders in Massachusetts is

**2.4**  
years



Source: <https://www.slideshare.net/LivingCities/130214-lc-infographicpaginated01-31682686>

### Useful language

#### Expressing agreement:

I agree with you 100 percent.  
I couldn't agree with you more.  
That's so true.  
You're absolutely right.  
Absolutely.  
That's exactly how I feel.  
Exactly.  
I'm afraid I agree with James.  
No doubt about it.

#### Expressing disagreement:

I don't think so.  
I'm afraid I disagree.  
(strong) I totally disagree.  
I beg to differ.  
Not necessarily.  
That's not always true / the case.  
No, I'm not so sure about that.

## Reading

### To start with

Look at the layout of the text below.

- c. Where was the following text taken from? How do you know that?
- d. What kind of text is it?
- e. What do you think it is about? What kinds of information do you expect to find in it?

### Set to work

**Task 1: Put the text in the correct order, giving the numbers 1 – 4 to the parts A - D so that the text makes sense.**



EDITORIAL

# A Step Forward for Juvenile Offenders

By The Editorial Board

Source: <https://www.nytimes.com/2015/12/22/opinion/a-step-forward-for-juvenile-offenders.html>

<p><b>A</b></p> <p>The plan will not erase a person’s criminal record. Applicants would still answer in the affirmative when asked about criminal convictions on, say, job applications, but will be able to produce a document from the governor’s office affirming their pardon. This should make it easier to find jobs, attend college, buy or rent a house and work in occupations that require licenses.</p> <p>The plan will affect about 10,000 people who committed misdemeanors and nonviolent felonies when they were 16 or 17 and who have been crime-free for at least 10 years. The administration said it chose the 10-year cut-off based on data showing that teenagers who remain crime-free for that period of time are no more likely to commit new crimes than are members of the general public.</p>	<p><b>C</b></p> <p>New York is one of the most backward states in the union in the way it treats juvenile offenders, and it will remain so without fundamental reforms. But Gov. Andrew Cuomo took a bold step forward this week when he announced that his administration would seek out and pardon thousands of people who were convicted of nonviolent crimes while they were 16 or 17 years old and have stayed out of trouble with the law for a decade.</p> <p>The plan is welcome news to those who have been shut out of jobs and otherwise marginalized because of minor offenses committed when they were still young.</p>
<p><b>B</b></p> <p>The Supreme Court recognized fundamental differences between young people and adults when it banned the death penalty for juveniles in 2005 and when it prohibited mandatory life sentences without parole for young people in 2012. Further, it is widely understood that prosecuting children as adults turns them into hardened criminals and that steering them toward juvenile court rehabilitative services gives them a better chance at normal lives.</p> <p>New York had a chance to act on this information in the last legislative session when it considered and failed to pass a bill that would have raised the age of criminal responsibility to 18. Critics of the bill advanced the argument that to prosecute young people as juveniles would be “soft on crime.”</p> <p>The Legislature should reconsider this absurd position in its next session. The truth is that treating children as adults creates the prospect of more crime, not less.</p>	<p><b>D</b></p> <p>According to a state analysis, on average about 350 such people will become eligible for a pardon each year. Applicants must also meet other requirements and be productive members of the community. The pardons, decided by the governor’s counsel, will be conditional and can be revoked if the recipient commits an additional crime.</p> <p>New York still has a long way to go to improve its approach to juvenile offenders. It remains one of only two states — the other being North Carolina — that set the age of criminal responsibility at 16. This policy defies research showing that young people are incapable of weighing risk the way adults do, which makes them prone to rash judgments that get them into trouble.</p>

**Task 2: Read the text and answer if the following statements are true (T) or false (F).  
Correct the false ones.**

- a. Legislation in New York is among the most progressive in America.
- b. Gov. Andrew Cuomo's proposal is to forgive those who committed nonviolent crimes when they were 16 and 17 while keeping their criminal records.
- c. Gov. Andrew Cuomo's proposal is likely to open doors for those who otherwise would remain marginalized.
- d. All those who committed a nonviolent crime when they were 16 or 17 will be able to make use of the benefit, no strings attached.
- e. The age of criminal responsibility in most American states does not abide by the state-of-the-art research.
- f. Young people differ from adults in how capable they are to judge risks, which makes them more prone to become involved in troubles, a fact that has been recognized by the Supreme Court.

**A bit more**

How different are young people and adults in weighing risks? Do you have any idea why?

Why hasn't New York changed the age of criminal responsibility?

Was the governor's decision correct? Do you think he has reached a fair decision by pardoning juvenile offenders while keeping their criminal records?

## Writing: A Letter to the Editor

Write a letter in response to the editorial opinion above. You should mention:

- the strengths and weaknesses of the governor's measure;
- if you agree or disagree with the measure and why;
- suggestions for future articles.

### SAMPLE

From,  
Venkat,  
2-2a Srinagar Colony,  
Moosapet,  
Hyderabad.

Date-10/1/13

To,  
Mahesh,  
The Editor,  
24 Newspaper,  
Hyderabad.

Subject: Content of newspaper articles

Dear Mr. Mahesh,

I am Venkat an ardent and regular reader of your newspaper and have been reading it for nearly the past nine years. The main reason I am writing this letter is to say that initially, I was very happy with the type of articles you were publishing and your selection of writers and stories. However, of late, I believe the newspaper's style and preference has changed. I am writing on behalf of several other readers as well, to urge you to revert back to your original culture and tone.

Nowadays, the supplements of your newspaper contain more advertisements for exorbitant brands and meaningless peddling of irrelevant goods. You have also started to lay more stress on the glamorous side of town instead of delivering the emphatic and hard-hitting stories you were once famous for.

The main reason your newspaper got famous was because of its view of the society, you used to publish more number of articles related to social issues which were taken care of at that time. But now, we hardly see one or two articles in the newspaper which are related to social issues. We think it is better if you concentrate more on social issues than publishing commercial and useless news in the paper. As I am very fond of your newspaper I am writing this letter. We as readers of your newspaper urge you to refocus your attention on the matters that really matter.

Thanking you,

Venkat.

# Useful Tips

wikiHow

Source: <https://www.wikihow.com/Write-Letters-to-the-Editor>

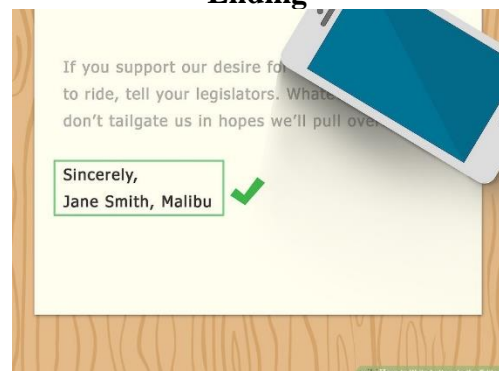
## GUIDELINES :

- ✓ Don't be rude, pejorative or biased
- ✓ Be courteous and related
- ✓ Write specific, evidence based comments
- ✓ Approach from a different perspective
- ✓ Present additional data
- ✓ Use brief and concise wording

## Starting



## Ending



# **TEACHER'S GUIDE**



## UNIT 1: CAREERS IN LAW

### Vocabulary:

#### Aim:

By the end of this section, students will have learned words in the context of the criminal justice system needed in the subsequent sections.

#### Procedures:

Whole class - Ask students to look at the picture and describe the objects they see in it. Then ask them to name a few careers related to the picture (they are most likely to name lawyer, judge and police officer, but some may go a bit further).

Pairs - Separate students in pairs and ask them to complete the sentences with the words from the box. Give them 10 to 15 minutes.

**Answer key:** 1. civic duty; 2. victim; 3. subpoena; 4. will; 5. transient; 6. witness; 7. law enforcement; 8. prosecutors; 9. testify; 10. criminal justice; 11. investigators; 12. dispute.

Whole class - Check students' understanding of some words by asking Concept Checking Questions.

#### CCQs:

##### Civic duty

Is civic duty a responsibility?

Does every citizen have this responsibility?

Is voting a civic duty? And serving on a jury? How about the military service?

##### Subpoena

Is a subpoena a legal document or a type of contract?

Does it require that you appear in court?

Do you have to appear or is it optional?

##### Will

Is a will a document?

Does it express a wish?

Does it express what a person has decided should be done with their money and property after their death?

## Listening:

### Aim:

By the end of this section, students will have developed their listening skills (understanding the gist and finding detailed information) in the context of a documentary about the routine of a process server.

### Procedure:

To start with:

Ask students to look at the picture and tell them this is Arnel Alamo. He works as a process server. Ask them what a process server is. It is likely someone will come up with a definition and a list of duties. In case nobody does, give them the definition and ask for the different duties. They are most likely to say the same duties an “oficial de justiça” does, which is much broader than a process server. Ask them the advantages and disadvantages of this career.

Set to work:

Task 1 – Give students some time to read the options and then tell them they are going to listen to the daily routine of Arnel Alamo and they have to choose one option. Play the video once. Ask them to compare the duties of a process server to that of an “oficial de justiça” in Brazil.

Answer key: c

Task 2 – Give students some time to read the sentences. Tell them they are going to watch the video twice. Meanwhile, they have to order the sentences from 1 to 7 in the order they hear them. Three of the sentences will not be numbered because they do not appear in the video.

Answer key: 1. d; 2. c; 3. f; 4. j; 5. i; 6. a; 7. g.

### Audio script 1:

*Arnel: Hi. My name is Arnel from the District Attorney's Office. I'm trying to look for <bleeping>. He's not in any trouble, we just need to contact him. He's a witness to one of our cases.*

*Reporter: Meet Arnel Alamo. He's one of the 15 process servers at the San Diego County District Attorney's Office.*

*Arnel: My job entails me contacting individuals who are required by the prosecutors to go to court: witnesses, victim... Basically we're just supporting the investigator and the prosecutor in office.*

*Reporter: 90% of the job of a process server requires being out in the field delivering subpoenas to witnesses or victims to show up for a trial.*

*Arnel: Hello!*

*Reporter: It's not an easy job.*

*Arnel: Since no one is home right now, what I'll be doing is leaving my business card for them to call me. Hopefully, they'll call back.*

*Reporter: When necessary, they also deliver subpoenas to the individual's place of work.*

*Arnel: The difficult ones are the homeless or the transient or they don't have a permanent location to stay and we would have to contact the local law enforcement and other transients or homeless that may*

*know this individual and just keep leaving trail. Hopefully, the information get out as an individual will call us back.*

*Process Server Supervisor: It takes a tremendous load work off investigators. We're able to supplement their work and instead of, you know, a investigator go out and do it, a process server go out and do it. A case where there's a high potential for violence or strong criminal history, those are given over to investigators.*

*Reporter: Process servers play an important role in the criminal justice system.*

*Arnel: When we go to your house and serve you a subpoena, it's not that we're doing it to be inconvenient. As part of it is doing our civic duty and, you know, doing their part in the criminal justice system, because, if they don't testify, you know, the criminal justice process won't work and, if we doubt that, they won't be able to put bad guys away.*

A bit more:

In pairs, students discuss the questions.

## **Reading:**

### **Aim:**

By the end of this sections, students will have developed their reading skill (both gist and detailed) in the context of careers in law.

### **Procedure:**

To start with:

Whole class - Ask students the questions a and b. It will activate their previous knowledge of the careers they know someone can have with a law degree.

Set to work:

Task 1 – Ask students to read the options and them skim through the text in order to choose the correct option. Students might need some instruction of what skimming is. Try to elicit its meaning from students.

**Answer key: c.**

Task 2 – Ask students to read the text again and, while they do it, they have to match the careers in the first column with sentences related to them in the second column. More than one answer is possible.

**Answer key: a. 1; b. 4, 5; c. 1; d. 1, 2; e. 1, 2, 3; f. 1; g. 1, 2; h. 1,2; i. 6; j. 1, 2.**

A bit more:

Pairs - Ask students to work in pairs and answer the questions.

## **Focus on form:**

### **Aim:**

By the end of this section, students will have acquired a better understanding of relative clauses with –ing forms.

**Procedure:**

Whole class – Have some students read the sentences aloud. After it, ask them to answer questions “a” and “b”.

Answer key: a. identify which person or thing you are referring to; b. Noun + verb in –ing + compliment.

Individual – Give them ten minutes for students to do tasks 1 and 2.

Answer key:

Task 1. a. The house has two bedrooms overlooking the garden. b. My brother living in Japan wants to visit us. c. The politician talking about tax reform lies. d. Who are those people waiting outside? e. The police investigating the murder asks people to come forward. f. The lawyer working with tax law charges a lot.

Task 2. 1.a; 2.b; 3.a.

**Writing:****Aim:**

By the end of this section, students will be able to write a personal statement as part of an application for a law school.

**Procedure:**

Pairs – Get students to look at the information about the LL.M. program and ask if they would like to study it and why (most are likely to say yes). Also ask them to tell each other what personal characteristics they have that make them suitable for this degree.

Whole class – Elicit some of the answers. Tell them they are going to write a personal statement as part of an application to the LL.M. program. Have students read the description of what a personal statement is and the tips to write one. Make sure students understand that. Because it talks about their personal lives, they should use a more neutral language instead of the formality required in an essay.

You can assign the first draft of the task for homework, but have students, in pairs, review each other’s work and allow them some time to rewrite it.

While correcting, don’t give students the answer, but underline what is wrong and comment on the content and form required for the gender. Give them some time to write their final piece as homework.

**Speaking:****Aims:**

By the end of this section, students will have developed their public speaking skills.

**Procedure:**

Write two columns on the board: advantages and disadvantages. Ask students to write on the board the advantages and disadvantages of a career in law. Then, tell them they are going to

give a speech about the different career paths students can follow with a law degree. Go through both the structure of a public speech and the useful language to make sure students understand it. Tell them they are allowed to take notes and that they should be written as pinpoints. Give them 10 to 15 minutes to prepare their 3 to 5 minute-speech. Have them present it to the whole class. Allow them to consult their notes during the speech. At last, ask the class which speech was the most persuasive or clear and which career they would follow based on it.

## **UNIT 2: JUVENILE OFFENDERS**

### **Vocabulary:**

#### **Aim:**

By the end of this section, students will have learned words in the context of criminal law needed in the subsequent sections.

#### **Procedures:**

Whole class - Ask students to look at the pictures and describe what they see. Then ask them to name the reasons why teenagers usually commit crimes.

Pairs - Separate students in pairs and ask them to complete the sentences with the words from the box. Give them 10 to 15 minutes.

**Answer key:** People – suspect, defendant; Crimes – murder, burglary, harassment, felony, property offense, pickpocketing, theft; Actions – to punish, to be held in jail, to trial, to be charged, to arraign, to enter not guilty plea, to accept a bargain plea; Others – parole, imprisonment, bail, criminal.

Whole class - Check students' understanding of some words by asking Concept Checking Questions.

#### **CCQs:**

Defendant

Is someone suing a defendant?

Is someone accusing the defendant of a crime?

Can the defendant be innocent?

Arraign:

If the prosecutor arraign you, does he accuse you of a crime?

Does he do it in a law court?

Does he do it formally?

Bail

Is it money you pay to a court?

Are you arrested when you pay it?

Do it pay it before or after your trial?

## **Listening:**

### **Aims:**

By the end of this section, students will have developed their listening skills (both gist and detailed information) in the context of some news about the trial of juvenile offenders.

### **Procedure:**

To start with:

Whole class – Have students look at the picture and ask them the questions: What can you see here? Are they grownups? What do you think they have done to be in this situation?

Task 1 – Tell students they are going to watch a news report about the trial of some teenagers who committed a crime. While they watch it, they should choose one of the options. Give them some time to read the answers before playing the video.

**Answer key: b.**

Task 2 – Tell students they are going to watch the video again and, while they do it, they should fill in the blanks. Give them some time to read the answers and then play the video twice.

**Answer key: a. Genesse County Jail in Flint, Michigan / juvenile detention facility. b. teenagers (or underage) / adults. c. not guilty plea. d. his mother and his father and his oldest brother. e. the face and chest. f. punished as bad almost animalistic. g. a tire and car engine piston.**

### **Audio script:**

*News presenter: Five high school students in Michigan are accused of throwing rocks off an overpass killing a man. Kenneth White was 32 years old, he was father of four children, he was riding home last week when a rock hit him and killed him. The five suspects are 15 to 17 years old. They're all charged with second-degree murder. Adriana Diaz is at the Genesse County Jail in Flint, Michigan, where the oldest suspect is being held. Adriana, good morning!*

*Adriana: Good morning! The teenager who prosecutors believe actually dropped the rock is 17-year-old Kyle Anger. He's the one being held here at the county jail. The others are at a juvenile detention facility. They were all arraigned yesterday and will be trialed as adults.*

*Reporter: The five teenage defendants were expressionless as their lawyers entered not guilty pleas for them. Their distraught families watched the proceedings. So did the grieving father of Kenneth White, the 32-year-old victim.*

*Kenny White (victim's father): I've buried my mother and my father and my oldest brother in the last four years. And this is the hardest thing I've ever gotten in my life.*

*Reporter: Police say White, a construction worker, was getting a ride home in a Ford Econoline van at 8.30p.m. last Wednesday. That's when a six-pound rock, about five inches wide and eight inches long, was allegedly dropped from an overpass and crashed through the windshield. The father of four was struck in the face and chest, he was declared dead on arrival at the hospital.*

*Robert Pickell (Genesse County Sherriff): It's not a prank. It's second-degree murder.*

*Reporter: Officials say, after the incident, the suspects went to McDonald's. Investigators say they found at least twenty rocks at Interstate 75. One weighing more than twenty pounds. Frank Manley and Fred Miles represent two of the defendants, Mark Sekelsky and Trevor Gray.*

*Adriana Diaz (reporter): How's your client doing?*

*Frank Manley (attorney): Scared, he feels devastated for the victim and the family. I think there's been a public rush to accept that these kids are bad at almost animalistic, and they should be punished as such.*

*Attorney: Your honor, Mr. Miller, I understand the serious nature of the charge he is facing.*

*Reporter: The suspects face up to life imprisonment. But Kenny White Senior, the victim's father, says that's not enough.*

*Kenny White: Even if they spend thirty years in prison, they get to wake up every single morning, they still get phone calls from their parents, they still get visitors. My son don't get another no more. That was taken away from him for something stupid.*

*Adriana Diaz (reporter): Investigators believe the suspects also dropped a tire and car engine piston from another overpass nearby, damaging other vehicles. They were denied bail and are due back in court November, 2nd. Nora.*

*News presenter: Really disturbing story, Adriana! Thank you!*

A bit more:

In pairs, students discuss the questions.

### **Focus on Form:**

#### **Aim:**

By the end of this section, students will have learned the passive voice.

#### **Procedure:**

Individual - Ask some students to read the sentences aloud. Then, give students 3 to 5 minutes to answer the questions a to d.

**Answer key: a. no. b. recipients of the action. c. focus attention on the person or thing affected by the action; talk about something whose agent is already known or implicit. d. recipient + verb to be + verb in the past + complement.**

Pairs – Ask students to work in pairs. Tell them they have witnessed the murder of a girl called Alice Summers, but they cannot identify who did it. They should complete the boxes with what they have seen. Tell them to try to use the new structure whenever possible. At last, they should come up with a character who might have murdered Alice Summers.

Whole class – Each pair presents what they have written to the class.

### **Speaking:**

#### **Aim:**

By the end of this section, students will have developed their skill of discussing a topic and agreeing and disagreeing with their interlocutor.

**Procedure:**

Go through the graphics and help students understand them. Then, tell them they are going to discuss with a partner the questions below. Call their attention to the chart with useful language they can use to agree and disagree. Keep monitoring their performance, help them whenever they get stuck. After it, as a whole class, get some of their opinions about the questions and, at last, give them some feedback on their language performance. Write their mistakes or inappropriate language on the board and have the students themselves correct them.

**Reading:**

**Aim:**

By the end of this sections, students will have developed their reading skill (both gist and detailed) in the context of juvenile delinquency.

**Procedure:**

To start with:

Whole class - Ask students the questions a to c. It will activate their previous knowledge of the genre and the content of the text.

Set to work:

Individual – Tell students to reorganize the text.

**Answer key: A. 2; B. 4; C. 1; D. 3.**

Individual – Tell students to read the sentences a to f aloud. Then, give them 5 to 7 minutes to check if they are true or false.

**Answer key: a. F. b. T. c. T. d. F. e. F. f. T.**

A bit more:

Pairs - Ask students to work in pairs and answer the questions.

**Writing:**

**Aim:**

By the end of this section, students will have learned how to write a letter to the editor as a response to an editorial.

**Procedure:**

Ask students to read the task aloud. Then, call their attention to the format of a letter to the editor, as shown in the unit. Ask them to read the tips aloud.

You can assign the first draft of the task for homework, but have students, in pairs, review each other's work and allow them some time to rewrite it.



While correcting, don't give students the answer, but underline what is wrong and comment on the content and form required for the gender. Give them some time to write their final piece as homework.

## **RATIONALE**

As already stated in the introduction, the choice of the units is closely related to students they are aimed at: civil servants with a high intermediate to advanced levels of English (B2 of the Common European Framework of Reference for Languages) who work for Federal Courts. The units cover all four skills (speaking, listening, reading and writing) and have some components that teach form (vocabulary and grammar). The units were designed to be taught using a weak form of the Communicative Approach, as it “stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching” (HOWATT, 1984, p. 279).

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (RICHARDS, 2006, p. 2). In this perspective, communicative competence is the main goal of language teaching, students should assume an active role in their learning process while the teacher works as a facilitator of the process. Learning happens through different processes:

- “Interaction between the learner and users of the language;
  - Collaborative creation of meaning;
  - Creating meaningful and purposeful interaction through language;
  - Negotiation of meaning as the learner and his or her interlocutor arrive at understanding;
  - Learning through attending to the feedback learners get when they use the language;
  - Paying attention to the language one hears (the input) and trying to incorporate new forms into one’s developing communicative competence;
  - Trying out and experimenting with different ways of saying things”
- (RICHARDS, 2006, p. 4).

We have devised two units: (1) Carrers in law and (2) Juvenile Offenders. Both units are divided into six sections: Vocabulary, Listening, Reading, Focus on Form, Writing, and Speaking. The order of the sections changes from one unit to the other.

### **Receptive Skills**

The receptive skills (reading and listening) are dealt with in the same manner, with tasks to be done before listening/reading (To start with), while listening/reading (Set to work) and after listening/reading (A bit more).

The pre-listening/reading activities were thought to activate students’ previous knowledge of the subject matter and the genre (schemata), which makes it easier for them to do

the main tasks. The main tasks aim at developing students skills to read/listen for both gist and detailed information. The activities here are multiple choice questions, true or false questions, numbering sentences/paragraphs in the correct order, matching, and fill-in-the-blanks questions. The after listening/reading activities were devised to both explore the topic further and personalize it to students' interests and ideas on the subject.

### **Productive Skills**

As for the productive skills (speaking and writing), the genres were selected with the aim of what would interest students and their importance in this module. It is worth mentioning that these units were thought to bridge the gap between the general English students have learned elsewhere and the specialized language they encounter in Legal English courses, so the genres chosen are not those from a Legal English corpus, but general English genres with an immediate interest for students. In devising the tasks, we have also taken into consideration if the genres are interactive or non-interactive and if they are planned or unplanned.

For the first unit, we have chosen a graduate school personal statement and a public speech. Both are non-interactive and planned genres (although here may be an interactive moment at public speeches, the task was not thought to address it). After a discussion of what a personal statement is and how to write one, the task brings information about a Master of Law degree to which students are expected to write their personal statements as part of their application package. No example of the genre was given because there is a certain level of creativity graduate schools expect from their applicants.

Public speech is the genre chosen for this unit because it is an important skill in legal careers. For this task, students have both the structure of the genre and useful language they can use to accomplish the task successfully.

For the second unit, the speaking task is a discussion of questions related to the topic. The skills needed are: expressing opinion, agreeing and disagreeing. For such, students have examples of useful language they can use. Besides, there are some graphics they can use to support their opinions. This task is interactive and unplanned. The writing task is a letter to the editor, which is a way of responding to the article students have read. Here, students are given both tips on how to write the letter and the structure they should use. This is a non-interactive and planned genre.

The writing tasks were designed to follow these steps: planning, drafting, editing, and final version. Although it used a process approach to writing, the product is an essential part of it.

“As in most language-teaching approaches, it is quite possible for you to go to an extreme in emphasizing process to the extent that the final product diminishes in importance. Try not to let this happen! The product is, after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising, and editing. Without that final product firmly in view, we could quite simply drown ourselves in a sea of revisions. Process is not the end. It is the means to the end” (BROWN, 2007, p. 393).

### **Focus on Form**

There are two moments when form is emphasized in the units. The first one, and the one which opens the units, is the vocabulary section. The words in both units were extracted from the following sections and are important for students to successfully accomplish the tasks. In the first unit, students are asked to complete the sentences with the words given. The sentences were taken from the British National Corpus. The purpose of this activity is to teach students not only the meaning of words, but more important their use in real-life context. In the second unit, students are asked to categorize the words as a way of making sense of what they mean.

Both activities can be challenging, but it should be noted that students have a varied background knowledge, which means some students will know some of the words, others will be able to guess and others will be able to exchange information with the former students in order to grasp the meaning of the words. The interaction between them while negotiating the meaning of the words is what enhances their chance of learning, alongside the tasks in the other parts of the units where the same words will appear again.

The grammar section was also taken from the text. In the first unit, the topic chosen was linking devices, because it is a grammar topic students still struggle at this level of proficiency and will be important in the writing activity that goes right after the grammar section. The first two activities help students grasp the meaning and use of these linking devices, while the third task, which is a fill-in-the-gaps activity, provides students with a chance to use linking devices in a controlled way. The freer practice comes in the writing section.

In the second unit, the passive voice is the topic chosen, especially because it is highly used in journalism. Both genres chosen for the receptive skills are from journalistic sources. The first task helps students understand some of the uses of the passive voice. It is then followed by a form-focused task. Here students have to be able to come up with the form

themselves. Then, students practice it by telling the story of a murder. This is a freer activity, although the genre itself and the pictures given guide students in the use of the passive voice.

“[...] there are basically two ways in which a learner can achieve understanding of a rule: the **deductive** (rule-driven) path and the **inductive** (rule-discovery) path. In the former, the grammar rule is presented and the learner engages with it through the study and manipulation of examples. In an inductive approach, on the other hand, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule. Both approaches can, of course, lead on to further practice of the rule until applying it becomes automatic” (THORNBURY, 1999, P. 49).

We have chosen to use the inductive path to teaching grammar, because:

- “It is more in keeping with the natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus).
- It conforms more easily to the concept of interlanguage development in which learners progress, on variable timetables, through stages of rule acquisition.
- It allows students to get a communicative feel for some aspect of language before possibly being overwhelmed by grammatical explanations.
- It builds more intrinsic motivation by allowing students to discover rules rather than being told them”. (BROWN, 2007, p. 423).

## CONCLUSION

As noticed, we have discovered a niche that is still undervalued in the language teaching market, either because most general English coursebooks do not incorporate legal language into their curriculum or because the specialized coursebooks do not cater for students’ needs, giving them a transitional module that allows them to better adapt to the highly specialized language that legal English is. In doing so, we designed two units: the first one serves as an introduction to the legal professions in English speaking countries, while the second one deals with language related to criminal law.

Having used a communicative approach to language teaching, we expect that the interaction and collaboration of students will better guide them in their learning process. As these two units were thought as a part of a broader module to be offered in a professional field, we expect that, once it is finished, it will duly serve its purpose as an intermediate module between the general English students bring to class and a more specialized module in Legal English.

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