

UNIVERSIDAD DE COSTA RICA
SISTEMA DE ESTUDIOS DE POSGRADO

LEGAL ENGLISH

Trabajo final de investigación aplicada sometido a la consideración de la Comisión
del Programa de Estudios de Posgrado en Enseñanza del Inglés como Lengua
Extranjera para optar por el grado y título de Maestría Profesional en Enseñanza
del Inglés como Lengua Extranjera

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Ciudad Universitaria Rodrigo Facio, Costa Rica
2016

A mi hija Amaranta, papi, mami, mis hermanos y sobrinos por su apoyo incondicional y paciencia.

A mis amigos por su apoyo y comprensión.

A mis compañeras de apuros Andre y Mari.

Y a mi Tío Víctor a quien la vida no le dio tiempo de ver concluido el trabajo.

Rosibel

A ma, pa y Gui, gracias a quienes soy como soy.

A Cris, por su apoyo incondicional.

A Andre y Rosi, que hicieron esto posible.

Mariana

A Dios por permitirme finalizar esta etapa.

A mis compañeras por su gran trabajo y amistad.

A mi familia y amigos por todo su apoyo y guía durante estos años.

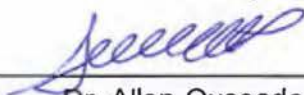
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ACKNOWLEDGEMENTS

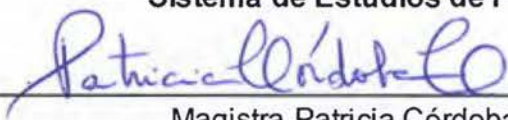
We sincerely thank MA. Patricia Córdoba Cubillo for her continuous support and guidance. We also wish to thank Dr. Leyla Hasbún Hasbún, whose comments helped improve this document significantly. We would also like to thank Dr. Allen Quesada Pacheco and MA. Randolph Zúñiga Coudin for their comments and feedback on the project. The training given by MA. Irene Marín Cervantes was crucial for the fulfillment of this project, and we thank her for helping us grow professionally as instructors and as researchers. Finally, we will always be grateful to MA. Mayra Solís Hernández for her invaluable support during all of these years that we have taken to complete the program, and especially during this last stage of the Practicum.

We would also like to thank the law students who took the course Legal English; they made the course possible, and they made it amazing. We also want to acknowledge the support of the members of the Asociación de Estudiantes de Derecho (2015), who helped with the logistics of the course. And, of course, we are grateful to our classmates, Shazia Alfaro, Jennifer Céspedes and Honey Segura, who made the whole process more enjoyable and who supported us, listened to us and helped us move forward.

“Este trabajo final de investigación aplicada fue aceptado por la Comisión del Programa de Estudios de Posgrado en Enseñanza del Inglés como Lengua Extranjera de la Universidad de Costa Rica, como requisito parcial para optar al grado y título de Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera.”



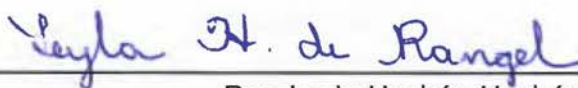
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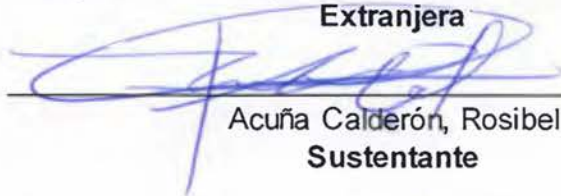
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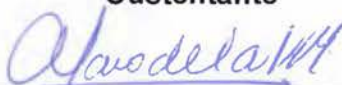
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RESUMEN

En la actualidad se presenta un número creciente de cursos para fines específicos, pero nunca hay dos que sean exactamente iguales. Por esto, en este proyecto de investigación se presenta el análisis de las necesidades que se llevó a cabo para diseñar el curso de inglés para fines específicos "Legal English" para seis estudiantes de derecho, el programa y los materiales que se utilizaron, y el proyecto de investigación sobre evaluación realizado durante el curso. El contenido ofrecido puede servir como punto de referencia para cursos futuros de esta naturaleza y como guía para los profesores a la hora de elegir los materiales, las actividades, el papel de los estudiantes y los instructores, las evaluaciones, así como las estrategias que se pueden enseñar. El análisis de las necesidades se llevó a cabo antes del inicio del curso para recolectar la información necesaria para diseñarlo. Las investigadoras aplicaron un examen de diagnóstico para determinar el nivel de competencia lingüística de los estudiantes y, luego, realizaron una serie de entrevistas para identificar las necesidades, los deseos y las carencias de la población. Posteriormente, se diseñó un programa y una experta en el tema lo revisó. Se diseñaron y crearon los materiales conforme se enseñó el curso de manera que se adaptaran a las necesidades reales de la población. Finalmente, se realizó un proyecto de investigación sobre evaluación del curso. El enfoque principal se centró en las percepciones de los estudiantes respecto al desempeño de las tareas por parte de los estudiantes y las diferencias posibles según las percepciones de los instructores. También, se evaluó el curso y las estrategias de aprendizaje de vocabulario que se enseñaron y practicaron. Se diseñó un conjunto de formularios correspondientes a cada uno de estos aspectos. Dos estudiantes fueron evaluados por los instructores y por sus pares para los tres tipos de tareas que se realizaron durante el curso. Las notas de los evaluadores se compararon y los comentarios se analizaron con el fin de identificar similitudes y diferencias. Los resultados de las evaluaciones del curso y los resultados del formulario sobre estrategias, que pretendía determinar las percepciones de los estudiantes respecto de la utilidad de las estrategias de aprendizaje de vocabulario y otras estrategias que podría enseñarse en un curso, se cuantificaron y los comentarios se exploraron para identificar posibles tendencias. Se encontraron pequeñas diferencias entre las evaluaciones realizadas por los estudiantes y las instructoras pero, en todos los casos, el estudiante otorgó a su par una nota mayor que la instructora. Sin embargo, los comentarios que brindaron los estudiantes se tornaron más precisos y se orientaron más a aspectos lingüísticos conforme avanzó el curso. En este sentido, hubo un aumento en las similitudes con los comentarios de las instructoras. Respecto de la evaluación del curso, los aprendices consideraron que este excedió sus expectativas y que los materiales, las actividades y los tipos de evaluaciones fueron apropiados. La percepción positiva se incrementó de la Unidad 1 a la Unidad 2 y de la Unidad 2 a la Unidad 3, debido probablemente a las actividades y los contenidos de las clases. Los estudiantes también se mostraron satisfechos con las estrategias enseñadas y con el hecho de contar con una bitácora de vocabulario para practicar lo aprendido. Extraer el significado del contexto y utilizar sinónimos y antónimos fueron las más útiles, según sus percepciones, y probablemente las continuarán utilizando en el futuro. En resumen, este proyecto consiste en una propuesta para diseñar un curso basado en las percepciones de los estudiantes en aspectos tales como los materiales y las actividades, y las estrategias de aprendizaje de vocabulario que se podrían enseñar. Finalmente, incluir la evaluación de los pares ayuda a los estudiantes a obtener información sobre los aspectos a los que prestan atención los instructores cuando evalúan el desempeño de los estudiantes al realizar una tarea, así como a adquirir consciencia de su propio desempeño, lo cual se espera que lleve a un mayor automonitoreo y un aprendizaje más autónomo.

ABSTRACT

There is an ever-growing need for ESP courses nowadays, but no two ESP courses are exactly the same. Therefore, this research project presents a Needs Analysis conducted to design the ESP course 'Legal English' for six law students, the syllabus and materials used, and an Evaluation research project carried out during the course. The results of the project can serve as a reference point for future ESP courses and can guide instructors in the decision making process regarding materials, activities, roles of the instructors and the students, assessment, and strategies that can be taught. The needs analysis was conducted prior to the course in order to gather the necessary information to design it. The researchers applied a language test to determine the language proficiency level of the students and a series of interviews were carried out in order to identify the needs, wants, and lacks of the population. Then, the syllabus was designed and later revised by a lawyer. The materials were designed and created while the course was being taught, and adapted according to the needs of the population. Finally, a research project on course evaluation was carried out. The main focus was on students' perceptions of other students' task performance and its possible differences with instructors' perceptions, of the course itself, and of the vocabulary learning strategies that were taught and practiced. A series of forms were designed to address each one of these aspects. Two students were evaluated by a peer and an instructor for the three types of task performed during the course. The grades given by the evaluating student and the instructor on student task performance were compared and graphed, and the comments were analyzed with the purpose of identifying commonalities and differences. The results from the course evaluation forms were also examined in order to identify possible trends. Finally, the results from the strategy evaluation form, which sought to determine the students' perceptions of the usefulness of the vocabulary learning strategies and other strategies that could be taught in a course, were graphed and the comments explored to identify possible patterns. Minor differences were found between students' and instructors' evaluations but in all cases the student gave his or her peer a slightly higher grade than the instructor. Nevertheless, the comments provided by the evaluating students became more accurate and more linguistically oriented as the course progressed. In this sense, there was an increase in similarities with the comments given by the instructors. Regarding the evaluation of the course, the students considered that it had exceeded their expectations and that the materials, activities and types of assessment were appropriate. The positive perception increased from Unit 1 to Unit 2, and from Unit 2 to Unit 3, which may have been due to the activities and contents of the classes. The students were also happy with the strategies that were taught, and with the fact that they used a vocabulary log to practice them. From those, extracting meaning from context and using synonyms and antonyms were considered the most useful and the ones they will probably continue using in the future. In sum, this project consists of a proposal to design a course based on students' perceptions on aspects such as materials and activities, and vocabulary learning strategies that could be taught. Finally, including peer assessment helps students gain insight on the aspects instructors pay attention to when evaluating students' task performance as well as become more conscious of their own performance, which hopefully will lead to self-monitoring and autonomous learning.

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ABBREVIATIONS

EOP: English for Occupational Purposes

ESP: English for Specific Purpose

T: Teacher

Ss: Students

S: Speaking

L: Listening

W: Writing

R: Reading

ESP courses have become increasingly important nowadays, since people have realized that not everyone needs English for the same purposes. A course that addresses specific needs, wants and lacks is presumably more successful because it is designed specifically for the population that will receive the course. Precisely for this reason, ESP courses can be highly customized, and no two ESP courses will be exactly the same. Nonetheless, it would not be advisable for course designers to start from scratch, and they should rather explore the literature for what has been done with similar populations or in similar contexts. For this reason, we provide readers with this project, which describes the research process behind the design of an ESP course for law students at the University of Costa Rica and the course that resulted from this research and was taught during the second semester of 2015. The first section consists of the needs analysis, for this is the basis of any ESP course. The needs analysis indicated what the students needed based on what they wanted to achieve and where they actually stood in regard to the use of the language.

The next section presents the syllabus we worked with during our course. This section describes the goals and objectives, as well as the course content that was covered. Then, in the third section we present the lesson plans with the materials that were used in those classes. Finally, the last section consists of the research project that was carried out to evaluate the effectiveness of the course. The instruments used in the needs analysis and the assessment project are included at the end of the document.

I. Needs Analysis Report

Designing an ESP course is a task that implies a process not only of determining the target population but also of verifying and analyzing the English needs, wants, and lacks of such population. Indeed, the basis of the present needs analysis is the identification of the language aspects, in this case English, that the target population needs and is interested in as well as how this population uses the language in real-life situations.

The current needs analysis intended to gather information for developing an ESP course for law students from the University of Costa Rica. The target population consisted of fourteen law students who were in second, third, fourth, fifth and sixth year from the Law major. The students' ages ranged from 18 to 27. Their university curriculum does not include any English course, and all but one person have studied English elsewhere, which might indicate the increasing need to know the language in order to be competitive in the job market and succeed professionally. This was further confirmed by the general opinion that the target population expressed: English will be very important in their jobs.

A. Procedures and philosophy

As soon as the target population was assigned, the student teachers were provided with contact information about the stakeholders who are members from the Asociación de Estudiantes de Derecho and a list with the information of approximately forty law students who were interested in participating in the English course for Law students. We decided to choose a spokesperson with the purpose of maintaining a clear, direct and ordered communication. The first contact we had

in order to learn more about the target population was with the Asociación de Estudiantes de Derecho. We met with two members of the AED, which provided an opportunity to learn about two topics: the results of an ESP course for law students taught last year and their expectations for a future course.

Regarding the first topic, the members of the Asociación de Derecho mentioned that the law students were very happy with the results of the English course taught last year, and that this had encouraged more students to request another English course. Concerning the second aspect, they indicated that students expected dynamic, participative classes, and that the use of class time should be maximized. In order to conduct this meeting, a semi-structured interview (see Appendix A) was devised because as Miles and Huberman (in Dornyei, 2007) have mentioned, semi-structured interviews give the possibility to develop questions about the topic but does not use ready-made responses that would limit the answers provided by the interviewees, which was precisely what was needed in order to learn more about the target population.

We considered that it was also vital to contact an expert within the environment in which the law students are immersed. Because of this, a professor of the Law School who also works in a private firm was contacted and interviewed (see Appendix B) to provide the researchers with insight on how English would be necessary when dealing with foreign clients. This, along with the information provided by the members of the Asociación de Estudiantes, supplied enough input for elaborating the data-collection instruments that were designed to analyze the target population.

With the information gathered from the stakeholders, the researchers created a questionnaire (see Appendix C) for the law students. Before administering the final version, a pilot questionnaire was sent via email to some of the students that were part of the list provided by the Asociación de Estudiantes de Derecho. The purpose of the pilot questionnaire was to design a preliminary version that was later modified to address the population more accurately. Hence, the final version of the questionnaire included all the modifications that were necessary to avoid ambiguity and assure validity.

In order to contact the law students, an official email account was created with the name of the course. An email with the final version of the questionnaire was sent from this official email. The email also included a deadline for them to send the answers and instructions for the following steps. However, after the deadline, only some students replied; therefore, a reminder email was sent to the students who did not reply as well as a text message in case the email address was wrong. After this process, 22 of them answered the questionnaire.

The results obtained from the questionnaires and the previous interviews were used to design a language test that could measure the students' proficiency levels. The language test was planned to be administered in two days in a specific time suggested by the stakeholders and an email was sent to inform the 22 law students about the scheduling of the language test. At first, two different days and two different schedules were set for the administration of the language test (see Appendix D). Due to the absenteeism on both dates, another email was sent to inform participants that an extra day for appointments was set. After all these

efforts, only 14 took the test.

After the interviews, questionnaires, and language tests, a follow-up session was set the same day in which the students completed the language test. In this follow-up session, students clarified some of the information they wrote in their questionnaires which was unclear for the researchers. Moreover, the participants had the chance to elaborate their answers, to get in contact with their future instructors, to have a clearer view of the purpose of the course, and to get informed about the steps to follow before the beginning of the course the following semester.

Finally, based on the results and the information gathered from the language test and the follow-up interviews with the law students, the researchers determined the needs, wants and lacks of their target population with the purpose of designing the ESP course for law students.

B. Instruments

The following instruments were used to gather the data about the target population: semi-structured interviews with the stakeholders, a needs analysis questionnaire sent by email to the law students, a language proficiency test, and an unstructured follow-up interview with the law students.

1. Interview with the members of the Asociación de Estudiantes de Derecho

In the semi-structured interview with the members of the Asociación de Estudiantes de Derecho (see Appendix A), the researchers included questions about the general characteristics of the population, for example, age, year of their major, work experience, language experience, and their perceived level of

proficiency. In addition, some other questions were asked, such as if the ESP course would be mandatory or not, the students' expectations about the course, the perceived needs regarding the language skills (listening, speaking, reading, and writing) and their corresponding contexts and target audience, for example, clients, native or nonnative speakers, etc. Moreover, the interview inquired about the possible resources such as classrooms, photocopies and any materials that will be required during the administration of the language test and the practicum.

2. Interview with a professor from the Law School

In the case of the semi-structured interview with the professor from the Law School (see Appendix B), it included questions about the areas of Law in which lawyers usually need English and the tasks that they usually perform using the language, the context and the kind of people they have to talk to in English.

3. Interview with an expert

An unstructured interview was carried out with a law expert once the syllabus was designed. The purpose of this interview was to corroborate that what we had included would in fact be useful for our target population. Since most of them are not working, they might not be clear as to how or when they will need English, thus, to consult the opinion of an expert seemed appropriate. Based on the description of the population, the expert gave us feedback on the contents that should be included or left out. We obtained some very valuable recommendations based on which we made modifications on the syllabus and prepared the final version that is presented in the Syllabus section.

4. Needs analysis questionnaire

The needs analysis questionnaire was designed based on the information gathered in the interviews with the contact people, the members from the Asociación de Estudiantes de Derecho and the professor from the Law School (see Appendix C). Therefore, the needs analysis questionnaire focused mainly on future target situation needs; that is, it addressed the delayed needs the students may have when working as lawyers. The questionnaire sought to fulfill more than one objective. First, we wanted to gather the demographic information necessary to design the course. Then, our purpose was to obtain specific information on the tasks the law students might need to perform in English in the future. Finally, we intended to explore the law students' present situation by asking them about their learning preferences.

The questionnaire included three parts in which the previously described objectives were addressed. The first part of the questionnaire contained personal information such as age, year of their major, previous English learning experience, students' perceived English level of proficiency, work experience, the area of interest in the legal field, and students' opinions about the use of English in different areas of Law.

The second part focused on the importance and use of English and asked the students to complete four tables (one per skill: listening, speaking, reading and writing) with possible tasks that lawyers would perform in English in their jobs by specifying their frequency, audience or source, means of communication used, and topic. The last part of the instrument surveyed the students' learning preferences

including questions about classroom dynamics, desirable professors' attitudes, learning styles, English areas of improvement and recommendations or suggestions for the ESP course.

The questionnaire included both open-ended and close-ended questions in order to provide the opportunity for students to share their comments and, in other cases, to limit their responses. As Brown (2005) has indicated, open-response questions offer more flexibility and provide more insight. This allowed us to gain valuable information, for example, about the target students' learning preferences. On the other hand, closed-response questions yield numerical data, which add to the reliability and validity of the instruments used in the needs analysis (Brown, 2005). The open-ended questions were distributed at the beginning and at the end of the questionnaire because the questionnaire was organized according to topic: demographics, present needs, and future needs.

The questionnaire was written in Spanish because we did not know what the students' proficiency level was and our purpose was to facilitate understanding of the information. We did not want the responses to be limited by the language barrier, and we wanted them to focus on the content of the questionnaire rather than on the use of the language.

5. Language proficiency test

The language proficiency test focused on the population's present situation needs in order to explore the current proficiency level of the students. The objective of this test was to identify the gap between what the students can actually do and what they are expected to do in order to function successfully in the target

situation. The test was designed based on the findings from the needs analysis questionnaire, which revealed a delayed need of the target population in the productive skills. We considered integrating the four skills in the test tasks, but only listening, speaking and writing were assessed because results from the interviews and the questionnaire revealed that these skills are the most necessary for lawyers.

The receptive skills of listening and reading were used throughout the test as the necessary input for completing the tasks. Reading was not assessed in the language test because both the stakeholders and the responses from the students in the questionnaire revealed that it is used only as a medium for obtaining information. Furthermore, most of their reading is done in Spanish.

The four parts of the test integrated skills so that tasks resembled real life. Furthermore, all tasks dealt with the same case. The first part of the language test assessed writing but included reading as input. In this part, the students were asked to write a legal opinion based on an unfair dismissal case described. The examinees were provided with the instructions and the parts that should be included in the legal opinion.

The second section consisted of a combination of listening and speaking. In this part, the students listened three times to a conversation between a person from a law firm and a client from a company who talked about the lawsuit that a former employee from the company had filed against the company. While listening, the examinees were asked to take notes about the facts, the issues and the judgment mentioned in the conversation in order to elaborate an oral case brief

addressed to a superior. Both listening and speaking were tested in this part: listening through the note-taking task, and speaking through the oral case brief presentation, each with an individual rubric, which will be described later.

The third part of the test consisted of writing an email reply about the same case of unfair dismissal that was presented in Parts I and II. In this email students had to include specific aspects such as the reason for writing, information about the actions that have been taken in the case, the documents attached, the possible outcome of the case, and an offer of assistance if needed. The examinees were provided with an attached document that included the email that should be replied to with the purpose of offering enough background information for the task completion.

The last part of the language test was a collaborative task in which the examinees were asked to get in pairs (or trios, depending on the number of test takers) and discuss the aspects that they would include in a report on the case used in the other parts of the test. They had to indicate the most important information on the case, the advantages and disadvantages of taking the case to a final hearing, the weak points in the case, and the way they would respond to the plaintiff's claim in a hypothetical final hearing.

Finally, three different rubrics (see Appendix E), one for each skill that was tested, were used to grade the language test and categorize the students into four proficiency levels: true beginner, beginner, intermediate, and advanced. The rubric for listening helped to decide whether students could recognize law-related terms in a conversation about a legal case, and identify the details mentioned in the

conversation, by providing notes on the listening.

Regarding writing, what was tested was whether law students could use law-related terms, use appropriate verb tenses and sentence structures, spell words correctly, use the appropriate text genre, punctuation and register in writing legal opinions and formal e-mails in English, and successfully complete the task of writing this kind of texts.

Lastly, speaking was assessed with two rubrics: the first one corresponded to a one-way speaking task, and the other to a two-way speaking task. Both tasks were evaluated with the exact same criteria except for the criterion of strategy use, which was assessed only in the two-way speaking task. Both included evaluation of the use of law-related terms, appropriate verb tenses and structures, correct pronunciation and appropriate discourse type and register, fluency in delivering a case brief orally and discussing a case in English. They also assessed whether the tasks were successfully completed.

6. Follow-up interview

An unstructured follow-up interview was conducted immediately after the administration of the language test. The objective of this interview was to obtain feedback on the language test, and to expand on the information that was collected from the questionnaires. We decided to include this type of interview in order to lower the examinees' anxiety after the language test and to take advantage of the students' time because it would have been difficult to set a follow-up interview later due to the students' schedules.

The interview flowed as an informal conversation among the students and

the researchers, but it was guided by aspects like students' opinions about the exam, their perceived weaknesses in English; their purpose and interest in taking an ESP course; the delayed needs, their work experience and the tasks performed using English at the workplace, the kind of speakers they would speak to in English (native, nonnative speakers), students' expectations about the ESP course, and common activities in their classes.

C. Group profile

Our target population consists of fourteen law students who are at various stages of their major, from second to sixth year, the majority being from second and third year. Regarding their language proficiency, most of them are intermediate or advanced. Six of them have worked in the field and six currently have a law-related job. Even though only a very small percentage of our population has worked or currently works, all students agreed during the follow-up interviews that communicating in English represents a real need for lawyers.

1. Target students' needs

The most salient target students' needs that were identified for our population are:

- Explaining legal processes to clients by e-mail, in a meeting, or over the phone. Students would also need to request the necessary information or documents to conduct a legal process.
- Updating clients on legal processes by e-mail and face to face, informing them on the progress that has been made, drawbacks of certain legal actions, and further steps that will need to be taken.

According to the different data collection instruments, it can be said that reading and listening to monologues are used mainly as a means to obtain information, know more about a topic or a case, analyze implications of contracts, keep updated, and make sound decisions on how to proceed with a case. Nevertheless, the students did mention listening as one of the skills that are necessary for them to master, which is why it was also integrated in the language proficiency test along with speaking and writing.

2. Target students' lacks

The language proficiency test indicated the specific areas that we would need to focus on in the course, and the gaps that the law students presented in relation to their target situation needs. The results will be more thoroughly examined in section 5 and here an overview and some considerations will be mentioned.

First of all, listening proved to be one of the weakest skills even though the students did not consider it as important as the productive skills of speaking and writing. Why these results were obtained will be explained in the "Results and Analysis" section part 3. In regard to writing, one of the weakest areas that we identified was the use of law-related terms in writing legal opinions and formal emails. Advanced students were able to communicate quite effectively and to express their ideas, mainly through the use of circumlocution, because, as they themselves mentioned, they lacked the specific words to talk about law-related issues. The greatest lack identified then is the knowledge and appropriate use of law-related terms when writing legal opinions and formal e-mails.

Another lack was the appropriateness of text genre. In the test, students had to write a legal opinion and an email. Regarding the first task, it should be clear that a legal opinion is not a subjective document and the word "opinion" should not mislead the reader. Rather, a legal opinion is an objective evaluation of the facts and issues of a case in relation to the corresponding law. Thus, the legal opinion has a structure that should be followed and some key points that must be included in order for it to be effective. This format can then be taught and practiced in the course.

In relation to email writing, some of the students' responses went "straight to the point" and general formalities of e-mail writing were ignored. The structure of a formal email could then be reviewed as well as the appropriate expressions to comply with the register needed to interact with clients. Although responses were not highly informal, there was a general lack of expressions of formality and politeness. Even though this does not interfere with communication, it is important because it is the person's image that is at stake, and for lawyers this is crucial.

The speaking section also revealed a need for the acquisition of law-related terms. Students were presented with input in written and oral forms, which contained specific vocabulary that they did not know. When presented with this kind of vocabulary, they mentioned, in the follow-up interview, that they could extract the meaning from context, so even though they did not know the words, they could understand what they meant because they got the general idea of the text. Nevertheless, when speaking, it was difficult to talk about law-related issues because, as they repeatedly said both during the test and in the follow-up

interview, they lacked the words to express their ideas and had to go around the topic using a variety of strategies to compensate for this lack. Working on collocations and idioms would help in this sense. The correct use of conditionals was also lacking; these would be needed to talk about the consequences of specific legal actions.

The two-way speaking task revealed that students have a limited repertoire of strategies for starting a conversation and negotiating meaning. Expressions for opening a conversation or a discussion could then be practiced as well as expressions for asking for and giving opinions, for agreeing and disagreeing, and for changing the topic and moving on to the next point in the agenda. The use of tag questions for confirmation would also facilitate the negotiation of meaning.

3. Target students' wants

Regarding the target students' wants, the law students considered speaking and listening extremely important. However, they do not consider writing as important, but according to the analysis of the needs, it is one of the skills they will need the most and consequently what would be more useful to focus on. The questionnaire reveals that students want to improve their vocabulary mainly, and also their fluency, pronunciation and writing skills. According to the needs analysis, receptive skills appear to be useful mainly for extracting information and gaining general knowledge, and they do not seem to be related to an immediate need.

Students expressed a desire to learn a great amount of law-related vocabulary, and they repeatedly expressed that they did not have the words to get their ideas across. In this sense, this want coincides with the lack identified in the

language test. Both in the oral and written tasks, we identified a lack in the use of law-related terms. More proficient students can go around the terms and express them otherwise, while less proficient students simply felt they could not perform the task. In general, the law students ignore the specific legal terminology that should be used when discussing legal topics.

4. Learning preferences

Students mentioned that they enjoyed a class when it was dynamic and interactive, and when they dealt with topics that allowed for group discussion and participation. They liked classes to be challenging, and the practical outcome of what they do should also be clear. Furthermore, students liked instructors to be practical, active and to take a genuine interest in their students' learning process. They should also be dynamic, accessible and open-minded.

5. Attitudes

Students showed a positive attitude towards the course. They are risk takers. Even though they are aware, as they themselves said, of their lack of the law-related vocabulary, in general they are not afraid to speak their minds and contribute to the discussions. Some feel more insecure when speaking, but they also know that in order to interact with clients, they need to do so effectively. They seem eager to learn so that they will have not only the confidence (which they already appear to have) but also the means to communicate appropriately and accurately with English-speaking clients they may have to deal with.

6. Course expectations

The target population expected, as they said, to be taken out of their comfort

zone; that is, they wanted to be challenged in order to learn and to go beyond their current abilities. They expected to have highly active classes, with a variety of methodologies, and useful real-life knowledge. They also expected respect for the diversity of opinions. They did not want this to be another course in which they just have to read a text and come to class to repeat what it says.

D. Results and Discussion

1. Students' language proficiency level

The present analysis examined the results from the instruments used to gather information throughout the needs analysis. The Asociación de Estudiantes de Derecho told the students who wanted to sign up for the course that they needed to have a high domain of the language (according to their perception). In the questionnaire, 13 students indicated that they have an intermediate English proficiency level. Next came the advanced level, with six students. The last level was the beginner with only one student. From the total of twenty-two questionnaires, two students did not provide an answer.

However, when the learners' proficiency level was tested, it became evident that the law students had underestimated their perceived English level. In fact, seven have an advanced proficiency level in English. It is important to point out that the sample in the perceived proficiency level included twenty participants (two did not provide an answer), and the sample in the real proficiency level as indicated by the language test included only fourteen participants. From the law students who completed the language test, two are beginners, five are intermediate, and seven are advanced. The test indicated that none of the students

is a true beginner. However, these are the overall proficiency levels of the participants, and their level per skill is not indicated. For this reason, the results gathered from the language test were also analyzed per skill in order to examine the students' proficiency levels in each one of the areas that were included in the test.

2. Students' target needs and present situation needs: Writing

Table 1 includes probable writing tasks that lawyers would have to perform using English in their workplace as well as their frequency and main audience of their corresponding written texts. It is interesting to notice that setting up meetings, writing and explaining contracts represent the least frequent tasks according to students' opinions in the questionnaires. In fact, these results coincide with the students' opinions that writing is the least necessary skill. Nevertheless, in the follow-up interviews the law students disagreed with their responses in the questionnaire arguing that writing emails explaining legal processes to clients, asking for legal documents used in legal processes and writing legal opinions about different cases and areas of Law seem to be the most frequent tasks performed by lawyers using English. The tasks were evaluated according to the frequency within two categories: not frequent (students who answered never and sometimes) and frequent (students who responded often or always).

A limitation that we faced when grading the proficiency language test regarding law-related term use was that the rubric indicated the points according to the number of mistakes students made, but students might avoid what they find difficult or are unsure of. Therefore, the lack of use of law-related terms can be an

indicator of students actually not knowing the terms, but it can also be that they simply chose to express their ideas with other words. Then, they did not use the wrong term, or use the terms mistakenly, but rather they barely used them at all. Consequently, points were deducted in this criterion not only for incorrect use but also for lack of use of law-related terms.

Table 1

Writing tasks frequency (in number of students, of a total of 22) and main audience of written texts in the lawyers' workplace

Task	Not frequent	Frequent	Main audience
1. Writing contracts	14	8	Clients
2. Writing investigations	11	11	Colleagues
3. Explaining contracts	14	8	Clients
4. Setting up meetings	15	7	Colleagues
5. Writing other legal documents (for example reports, lawsuits, sentences, agreements, etc.)	12	10	Colleagues

Although writing investigations was slightly more frequent, this information did not coincide with what was gathered from the interviews with the stakeholders. It is worth mentioning that some students did not seem to pay careful attention to what they were answering in the questionnaire because we had several cases in which the exact same response was copied for all tasks. Furthermore, they might not have considered that we were asking about the frequency of doing these tasks

in English; therefore, writing investigations might be common, but they would actually rarely do it in English. This was further confirmed in the follow-up interview, where this task was not mentioned at all by any of the students. The percentages from the other tasks did not yield conclusive results; for this reason, we based our decision of choice of task on the information obtained from the stakeholders and included the tasks of writing a legal opinion and writing a formal email in the language proficiency test. This information was later confirmed by the students in the follow-up interviews we had with them after the test. When tested on this skill, the students showed the following distribution of proficiency levels: 6 advanced, 7 intermediate, and one beginner. It is worth mentioning that all students obtained the same grade in both writing tasks (Part I and Part III). This validated the results because it indicated that the rubric we used allowed us to properly measure the students' performance.

The results from the writing tasks indicated that our population had an intermediate or advanced level, with the exception of one student. Nonetheless, this one student did not complete the language test and carried out only this one task. We could then say that our students generally used the appropriate verb tense and sentence structures when writing a legal opinion and an email in English. In general, they were also able to spell words correctly and use appropriate punctuation. The weakest areas identified were the use of law-related terms in legal opinions, the use of formal expressions in emails, and the use of transitions in both. Work on collocations would also help them use the appropriate expressions to get their ideas across.

3. Students' target needs and present situation needs: Listening

Listening was mentioned as one of the skills needed to perform successfully in English in the work environment. Nonetheless, neither of the tasks that we included yielded relevant results that would indicate how they would need to perform regarding this skill. From what we could gather in the interviews with the stakeholders and in the follow-up interviews, listening seems to be important when integrated with speaking, that is, in two-way speaking tasks. Listening to monologues would not appear to be as relevant, but we decided to include it in the language test because stakeholders mentioned that they did consider this skill to be very important. Tasks in the questionnaire were evaluated according to frequency within two categories: less frequent (students who answered never and sometimes) and more frequent (students who responded often or always).

Table 2

Listening tasks frequency (in number of students, of a total of 22) in the lawyers' workplace

Task	Not frequent	Frequent
1. Listening to conferences	15	7
2. Listening to trials	18	4
3. Listening to interviews	15	7

The texts they listen to come from various sources, and they are used mostly for educational or work-related purposes to gain information on various

topics. In the follow-up interview the law students added that they sometimes encounter people from different countries who have thick accents; therefore, working on listening comprehension of different accents could also be an item in the program.

The task included in the language proficiency test actually consisted of a conversation between two women with a strong British accent. This proved slightly harder to some students, but they commented in the follow-up interview that they had actually liked the fact that we used that audio to test their listening skills. They are more used to North American accents, so having used a text with a British accent challenged them, and that is what they expect from this ESP course. The teaching implications of these data are that we should look for listening texts with different accents so that they are challenging for students. If they aspire to work internationally, they know they will need this training and thus it will be motivating to work with such texts.

The listening part of the test yielded the following results: 7 advanced, 2 intermediate, and 5 beginners. The results from the test regarding listening to a phone conversation about a legal case should be considered with caution. The task that was used to test listening was a note-taking activity. No template was used because in real life they would not have any sort of guidance to take notes on the most relevant information that they would hear. This yielded a variety of responses in this task, and although students were told that their notes would be evaluated, some responses were very scarce. This would have been an indicator that there was limited understanding, which resulted in little to no inclusion of law-

related terms or details mentioned in the conversations.

Nonetheless, we mention this here as a limitation because the speaking section of this part of the test (Part II, see Appendix D), required them to summarize what they had heard in the conversation by presenting a case brief to a superior, and we noticed that even though in some cases students did not show a good performance in the note-taking task, they did fairly well in delivering the case brief, which indicates that they understood what they had heard, but that maybe note-taking is not the strategy that works best for them.

4. Students' target needs and present situation needs: Speaking

As in the case of writing, with speaking we faced the limitation of the students having misinterpreted how they should complete the information in the questionnaire regarding the tasks that they had to perform in English. Table 3 presents tasks according to frequency within two categories: less frequent (students who answered never and sometimes) and more frequent (students who responded often or always). The main audience is also indicated.

Table 3

Speaking tasks frequency (in number of students, of a total of 22) and main audience in the lawyers' workplace

Task	Not frequent	Frequent	Main audience
1. Explaining contracts	15	7	Clients
2. Setting up meetings	9	13	Clients

3. Participating in meetings	12	10	Clients and colleagues
4. Giving a conference	15	7	Colleagues
5. Interviewing	16	6	Colleagues
6. Presenting cases	13	9	Clients and colleagues

The law students indicated that they have to deal with a variety of topics, and that conversations would be mainly face-to-face. From the students' responses in the questionnaire and from the information gathered from the interviews with the stakeholders, we concluded that lawyers need to speak in English for various purposes, which is why we decided to include two speaking tasks in the language proficiency test. As in the case of writing, the responses did not yield conclusive results; for this reason, we based our decision of choice of tasks on the information obtained from the stakeholders, which was later confirmed by the students in the follow-up interviews. The one that students selected the most was "setting up meetings," but this may have been due to the fact that if they have had a law-related job they may have had to do this. Nonetheless, the law professor informed us that lawyers do not usually do this (it is mainly done by assistants or even by a secretary). We were also told that lawyers need to inform clients and colleagues on legal processes that they are involved in, and they need to be able to make decisions on cases based on agreements reached through discussion, which is why we included the tasks of delivering a case brief orally, and of discussing a case. The following results were obtained: six advanced, six intermediate, one

beginner, and one true beginner. All students obtained the same grade in both speaking tasks (Part II and Part IV): the correspondence in results helps reassure the validity both of the test and of the rubric that was used to grade the tasks.

Twelve students were intermediate or advanced; that is, they could deal fairly well with at least two different scenarios and can express their ideas and communicate with other people when talking about legal topics. These students would still need to work mainly on law-related vocabulary, collocations, and idioms. Furthermore, they should work on expressions to interrupt politely when discussing a topic in a meeting.

Regarding the true beginner, it should be noted that the student did not perform the tasks at all and simply stated that she was incapable of doing what was asked of her. More than total ignorance of how to perform the tasks, it seemed that the student was not comfortable with having to deal with a legal topic in English because she felt that she lacked the tools (mainly the vocabulary) to perform those tasks. This was confirmed in the follow-up interviews, when students reported that they had many things to say but lacked the words to do so.

We also have one beginner student who might need additional help in class. Additional support in the form of extra homework or adapted handouts might also be necessary. The distribution for pair- and group work has to be carefully thought out so that students feel comfortable with the people they have to work with.

5. Students' target needs and present situation needs: Reading

The questionnaire that was administered to students included a section on reading that sought to examine the relevance of this skill for law students. As in the

other cases, tasks were evaluated according to frequency within two categories: less frequent (students who answered never and sometimes) and more frequent (students who responded often or always).

Table 4

Reading tasks frequency in the lawyers' workplace

Task	Less frequent	More frequent
1. Reading contracts	12	10
2. Reading investigations	9	13
3. Reading other legal documents	12	10

Students indicated that the texts they read come from various sources and, as in the case of listening, are used mostly for educational or work-related purposes to gain information on various topics. There did not seem to be an identifiable task that students had to perform in their jobs regarding reading, which is why it was not evaluated directly in the language test. Nonetheless, since they appear to have to read to obtain information, we included reading as a source of input to perform the speaking and writing tasks. Students seemed to understand the text used in the language test as reflected in their oral and written performance.

6. Students' areas of interest

International law, arbitration, litigation and civil law were the areas of most interest for students. These results partially coincided with the results from the students' follow-up interview. According to the students, two of the most attractive

areas of Law were international law and commercial law. In fact, in the interview the students pointed out that commercial law is one of the areas of Law in which English is probably required the most. However, the students did not mention other areas such as human rights.

E. Recommendations for course design

According to the students' lacks identified through the language proficiency test in relation to the target students' needs, the ESP course should focus on the acquisition of:

- Law-related terms, collocations, and idioms when writing and speaking about legal processes.
- Expressions of formality and politeness, and clarity when writing emails.
- The structure of legal opinions.
- Strategies to interact orally in a discussion on a legal process.
- Getting to know their clients and obtaining pertinent information to be included in a contract.

Students expressed that they want to be challenged; therefore, the materials to be used in class and the activities to be carried out should be motivating and take students out of their comfort zone. Integration of skills would be beneficial, even though the receptive skills do not seem to be a pressing need for our population. Listening and reading could be used as input to learn law-related vocabulary, collocations, and idioms. They do not usually use reading at work, but it would be a way of introducing the real content in a more meaningful way.

Regarding listening, students have to interact orally with English-speaking

clients, thus the understanding of what is said to them is crucial. The note-taking activity for the listening part in the language test did not seem to be appropriate for this population, but when tested productively, students did seem to have understood the text. Therefore, an implication for teaching would be that when working with listening texts, the content should be used to produce either in written or in oral form.

The students' learning preferences indicated that lessons should be very dynamic and interactive. Students seemed to be eager to learn, and they recognized the value of taking an ESP course. Most of them were not working yet, so they may still not have experienced a need for knowing the language. Nonetheless, those with some working experience highlighted in the follow-up interview how important it was to be able to communicate in English.

II. Syllabus

A. Course Logo



B. Course Description

English for Lawyers was a course designed for law students at the University of Costa Rica. Six law students who were in second, third, fourth, fifth, and sixth year of their major participated in and finished this course. The students' ages ranged from 18 to 27. Their English proficiency level was varied: three were advanced, two were intermediate, and one was beginner. Due to the language needs of this population, this was an EOP course that focused on the development of speaking, listening, and writing skills in order to help students deal with their delayed needs of the language. This course was taught at the Law School building on Mondays and Wednesdays from 5:00 to 7:00 pm during fourteen weeks.

C. Statement of goals and objectives

1. Goals

By the end of the course, the law students were able to successfully...

- 1- provide services to clients on legal processes in written form by using appropriate structures, strategies, and register;

- 2- provide services to clients on legal processes orally by using appropriate structures, strategies, and register;
- 3- present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

2. Objectives

By the end of the course, the law students were able to...

Unit 1: Dealing with clients in written form

- 1) effectively request information from clients that is to be included in a contract by using appropriate vocabulary, structures, and register;
- 2) successfully explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register;
- 3) effectively update clients on a legal process by explaining what has been done so far;
- 4) accurately write a legal opinion on a case by describing issues, facts, and legal implications.

Unit 2: Communicating orally with clients

- 1) appropriately request information and documents from clients in order to guide them in a legal process by using appropriate vocabulary, structures, and register;
- 2) effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register;

- 3) successfully provide legal recommendations to clients about possible fallouts in a legal process by using appropriate vocabulary, structures, and register.

Unit 3: Solving a case

- 1) effectively present a legal case by using appropriate vocabulary, structures, strategies, and register;
- 2) appropriately present arguments for and against specific legal actions in a case by using appropriate vocabulary, structures, strategies, and register;
- 3) decide on the most appropriate legal action in a specific case by evaluating coworkers' and superiors' feedback on the case.

D. Methodology

Legal English was a task-based course. Nunan (2004) has explained that this approach focuses on providing learners with opportunities to work not only on language but also on the learning process itself. This is achieved by enhancing learner's own personal experiences and knowledge on the field as important elements to classroom learning and by introducing authentic texts into the learning process. Due to the fact that this EOP course is based on the task-based approach, several guiding principles have been set following that approach. Richards and Rodgers (2001) have indicated that the notion of task should be included as the central unit for the development of any type of ESP course. For this reason, as part of this course methodology, students were expected to participate actively in all the tasks that were included during the course and to get involved in class discussions and complete any other activities that are used to achieve the

objectives and goals of the course. In addition, they were required to work on projects, create vocabulary logs, and take quizzes.

The course contents were divided into three units that, as Richards and Rodgers (2001) have claimed, included tasks that the learners needed to accomplish in real life. The first unit dealt with communicating with clients in written form by asking students to request information and documents from clients in order to guide them in a legal process, explain the procedure of a legal process within the Costa Rican legislation, update clients on legal processes, and write legal opinions. The second unit had to do with communicating orally with clients by asking students to request information and documents from clients in order to begin a legal process, explain the procedure of a legal process within the Costa Rican legislation, and provide legal recommendations to clients about possible fallouts in a legal process. The last unit was about solving a case by asking students to present a legal case, present arguments for and against specific legal actions in a case, and decide on the most appropriate legal action in a specific case.

The course content was divided into the previous three units in order to group the different tasks that the students had to complete. The units and tasks were sequenced according to the skills involved and their level of difficulty. Hence, writing was addressed before speaking due to the results of the proficiency test. These results showed that the students were not able to use many law-related terms included in the written and oral section of the test. Regarding the writing section, the data revealed that even though the responses were not highly

informal, there was a general lack of use of expressions of formality and politeness. However, in the speaking section, the students showed a limited repertoire of strategies for starting a conversation, negotiating meaning, expressions for asking for and giving opinions, for agreeing and disagreeing, and for changing the topic and moving on to the next point in the agenda.

Based on the areas of improvement previously explained, working first with writing and then with speaking allowed teachers to introduce the required vocabulary, structures, and register in written form before students were asked to use them orally. In this sense, when students faced the speaking tasks, they could rely on the knowledge they acquired in the previous unit to fill the gaps identified in the proficiency test. Moreover, as Richards and Rodgers (2001) have asserted, factors such as the previous experience that the learner has on the topic, the complexity in terms of language and outcome, and the degree of support were taken into account to sequence the contents to be covered.

Based on the organization of the contents and the objectives to prepare students effectively for the future use of the language, classroom dynamics were taken into account as an important part of the learning process. The purpose of these classroom dynamics was to resemble real-world interaction and to promote equal and effective student participation especially because of the different proficiency levels of the target population. Swain (as cited in Richards and Rodgers, 2001) has stated that providing students with opportunities to use the language productively is crucial for full language development. As a consequence, depending on the skills targeted in the activities, individual, pair-work and

teamwork was required. Regarding writing, most of the proposed tasks were carried out individually, but in the speaking tasks, group work was needed for students to negotiate meaning and interact in English. In other words, classroom dynamics were planned to be varied and to foster negotiation, modification, rephrasing, and experimentation with the language (Richards and Rodgers, 2001). Additionally, team teaching was a valuable resource to individualize the attention given to students depending on their strengths and weaknesses in the language. As part of the teaching dynamics for this course, each lesson was taught by a different lead teacher and two assistants. Due to this organization, more arrangements could be made in order to pay close attention and provide additional help to those students with a low proficiency level and challenge those students with an outstanding performance.

As part of the evaluation designed for this EOP course, projects, vocabulary logs, and quizzes were used to assess students' performance in terms of the outcome. As Dudley-Evans and St John (1998) have asserted, "evaluation in ESP situations is concerned with the effectiveness and efficiency of learning; with achieving the objectives" (p. 129). For this reason, the course evaluation included several and varied aspects to engage the students in the ongoing process of developing specific skills to properly function in a specific work setting. In order to fulfill the requirements of the evaluations, students were expected to attend classes, participate in individual and group tasks and activities, complete any assignments during and out of class time, self-monitor their learning process, take risks when using the language, and apply what is learned in each lesson

throughout the course.

Instructors worked as facilitators of the learning process by using law-related content and students' needs as input to develop real-life tasks that guided the students during the course. Dudley-Evans and St John (1998) have mentioned that teachers in ESP have a different role because they work as facilitators rather than as the primary source of knowledge. Hence, their relationship was one of a partnership with students in which negotiation is vital to exploit and meet the objectives that were included in the course. Those objectives were strongly related to tasks that the students needed to complete in order to successfully meet the expectations set for the course. Therefore, instructors had the role of selecting and sequencing tasks that reflect the learners' needs, interests and language skill level. The instructors also worked on lesson plans, materials to use during and out of class time, and the required evaluations to assess students' progress. Finally, responsibility and team-work were crucial as part of the role the instructors had during the design and development of the course.

E. Assessment

Assessment was carried out throughout the course. Assessment was crucial for this EOP course because it provided feedback to help learners reinforce knowledge, build confidence and work on weaknesses and strengths. In addition, it provided measurable rates of individual and general improvement (Dudley-Evans and St John, 1998). In this English course, the final grade was determined on the following basis:

Projects (total of 3)	60% (20% each)
Quizzes (total of 4)	20% (5% each)
Vocabulary Log (total of 4 strategies)	20% (5% each)

To obtain the course certificate, the students were required to complete the evaluations scoring more than 75% in their final grade and to attend at least 80% of the 28 class sessions that were part of the course. Lateness on three occasions (15 minutes or more) counted as one absence. Justified absences allowed for rescheduling of evaluations. A monthly report was given to students including: percentage of attendance, grade of projects, vocabulary log, and quizzes so far. This helped students (and teachers) to keep track of their progress.

1. Projects

A project was assigned by the end of each unit, so that there was continuous evaluation of progress. The project consisted of the task that was to be achieved at the end of that unit. In Unit 1, students were required to write an email to a client in which they included a legal opinion on a case. In Unit 2, students participated in a role play in which they had to request information from clients in order to guide them in a legal process, explain legal implications, and provide legal recommendations. In Unit 3, students participated in a group discussion in which they presented a legal case, provided arguments for and against the legal actions suggested, and decided on the most appropriate legal action for the case. Depending on whether it was a speaking or a writing task, it was graded with the corresponding rubric (the ones that were used for the language test). Projects were

presented in class.

2. Vocabulary Log

The law students greatly emphasized the need of law-related vocabulary; therefore, a vocabulary log was included as part of the assessment. The following four vocabulary learning strategies were taught throughout the course:

- One strategy for the discovery of a new word's meaning (Oxford, 1990): a determination strategy (extracting meaning from context).
- Three memory strategies for consolidating a word once it has been encountered (Oxford, 1990): connecting the word to its synonyms and antonyms, using the new word in sentences, and creating word maps.

The strategies needed to be registered and used in the vocabulary log, which were checked 4 times (approximately every three weeks). Students obtained the percentage of the vocabulary log based on an evaluation form that assessed the use of the strategy based on four different criteria: at least one word had to be included per class, the example or situation in which the word was found, its definition, and the use of the strategy.

3. Quizzes

A quiz was administered after each unit (two quizzes for the first unit and one quiz for the second and third unit) to check for course content retention. The format of the quizzes varied depending on the contents that were evaluated and the skills that were needed. Hence, some of the quizzes included speaking activities and others included multiple-choice items. They were held during class time in order to ensure the reliability of the instruments.

III. Course Evaluation Report

The importance of course evaluation has been pointed out by numerous authors because it is a multi-faceted process. On the one hand, there is the matter of the purpose of the evaluation. Some experts may want to focus on the success of a course, others, on how the course could be improved the next time it is taught, and still others on how ongoing improvement can be made. Furthermore, there is the issue of who is going to perform the evaluation. Traditionally, instructors have been the ones to evaluate the course to determine its success or failure. Nonetheless, learners also play an important role in the learning process –maybe even the most important role- and therefore, students' perceptions have also been taken into account when evaluating course success (Gravestock and Gregor-Greenleaf, 2008).

This research project focuses on three main areas of student perceptions as a means to evaluate the effectiveness of Legal English as a course for law students. The first one is students' and instructors' perceptions of students' task performance. The second area is student course evaluation, which focuses on students' perceptions of the course in general, not focusing exclusively on teacher performance, but also on other factors of the course such as activities and materials. Finally, students' perceptions of a series of vocabulary learning strategies will be examined in order to evaluate their effectiveness in the course and their perceived usefulness.

In sum, the main driving force of this study is student perceptions of these three aspects of the course, which will be our indicators of course success. The

first part of the literature review deals with task performance as a measurement of course evaluation and how this is used to contrast students' and instructors' perceptions. Then, the topic of students as valid course evaluators will also be discussed. The last part will focus on the importance of teaching vocabulary learning strategies and how students can benefit from them, and therefore, how crucial their perceptions of the effectiveness of such strategies are.

Primary Research Questions

- Do the students' perceptions regarding students' task performance differ from the instructors' perceptions?
- Do the students' perceptions of the effectiveness of the course change in time as reflected in the course evaluation form?
- Which vocabulary learning strategies are the most useful according to the students' perceptions of these strategies?

Objectives

- Identify possible similarities and differences regarding students' task performance by comparing students' and instructors' perceptions.
- Examine the variation in students' perceptions of the effectiveness of the course as reflected in the course evaluation form.
- Determine the degree of usefulness of the vocabulary learning strategies based on students' perception of these strategies.

A. Literature Review

1. Task Performance Evaluation

a. Tasks and Feedback

Instructors and researchers are constantly seeking for opportunities to examine how teaching and learning take place in the classroom context. Due to the nature of English for Specific Purposes (ESP) courses, the students' level of achievement is commonly measured by analyzing their task performance. Nunan (as cited in Richards and Rodgers, 2001) have explained that a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 224). While completing tasks, students need to obtain a sense of achievement that will help instructors determine if the tasks were carried out successfully or not. Some sort of feedback becomes crucial in order to evaluate students' performance and further areas that need improvement.

In order to provide feedback, it is necessary for evaluators to be clear about the aspects that they need to observe and about how to conduct this process. Dörnyei (2007) has suggested that a highly structured observation is recommended in order to provide appropriate feedback. He explained that this kind of observation involves going into the classroom with a specific focus and with concrete observation categories. These categories could include the grouping format, the content that is to be covered, the topic of the task, the main characteristics of the interaction, and the targeted linguistic area. In other words,

when feedback has to be provided, it is appropriate to develop observation instruments with clear quality standards to be able to effectively evaluate students' performance.

In an ESP course, evaluators have the opportunity to observe students perform real-life tasks. Moss and Ross-Feldman (2003) have mentioned that once students have performed, it is crucial to assess them with the purpose of making sure that the goals and objectives of the course are being met. Using observations with the purpose of providing feedback is a useful tool. In fact, observations allow evaluators to use directly what students do without having to rely on what they say they do (Dörnyei, 2007). In this way, observations provide direct information rather than self-report accounts. On the negative side, obviously only observable phenomena can be observed, which makes it difficult when other aspects that are not easily observed need to be evaluated because they require another kind of evaluative procedure. Dörnyei (2007) has added that the results of an observation do not necessarily lead to the understanding of the reasons for a particular performance; hence, further investigation and analysis are needed in order to provide feedback.

b. Task Performance and Peer Assessment

In a learner-centered class in which students have an active participation in the process of learning, teaching, and assessing, learners are expected to interpret input, tolerate uncertainty along the path of learning, and explore alternative learning and assessing strategies (Richards and Rodgers, 2001). This useful training will also help students assess their classmates' performance in the

different tasks that can be carried out inside the classroom setting. There are numerous types of assessment to evaluate performance, especially due to the notion of 'alternative assessment.' Genesse and Upshur (1997) have indicated that the term alternative assessment is used to denote forms of assessment which differ from conventional methods such as multiple-choice testing and essay question exams. Nevertheless, the assessment should evaluate tasks which are authentic, meaningful, and engaging, regardless of the type of assessment.

Assessment in many teaching contexts is a powerful motivator and source of learning when it is conducted appropriately. In order to help students learn, they need to know the criteria that will be used and to receive the corresponding feedback. Genesse and Upshur (1997) have stated that students need to be trained in how to use assessing instruments and how to provide feedback with the purpose of helping others improve their performance and build self-confidence. Sambell, McDowell and Brown (1997) have conducted a study in which they concluded that students perceive feedback as positive and fair when "it relates to authentic tasks, represents reasonable demands, encourages students to apply knowledge to realistic contexts, emphasizes the need to develop a range of skills, and is perceived to have long-term benefits" (p. 360). Hence, instructors should address the topic of how to assess performance, so that students can provide appropriate and useful feedback to their peers.

When working with assessment, two main types can be distinguished: self and peer assessment. The former refers to the one in which the students are in charge of evaluating themselves. In the former, the results of their own and the

instructor's assessment can match or be very different. Orsmond and Merry (as cited in Sambell, McDowell and Brown, 1997) have implemented and evaluated a method of student self-assessment in which the comparison between the student's marks and the staff's marks revealed no significant differences. Nevertheless, another study conducted by Mires, Friedman Ben- David, Preece, and Smith (as cited in Sambell, McDowell and Brown, 1997) have revealed that the comparison between the tutor and the student self- assessed mark had an overall disagreement of 86%, with 56% of students over marking and 30% under marking. These authors found that poor students tended to over-mark their work, while good students tended to under-mark.

As part of the research that has been conducted to determine if self-assessment is useful Sambell, McDowell and Brown (1997) have concluded that self-assessment helps learners to be more critical of their own performance, work in a structured way, and challenge themselves. However, other authors state that depending on the purpose of the assessment, peer feedback is more suitable. Segers and Dochy (as cited in Sambell, McDowell and Brown, 1997) have explained that students seem to have fewer problems when evaluating others than when evaluating themselves. One of the reasons they mention is that it is easier for learners to judge others than to judge themselves, which in turn lowers anxiety and stress while assessing and giving feedback. Moreover, most students find it different and useful to receive feedback from their peers instead of receiving feedback from instructors all the time. Even though students may feel intimidated by the idea of assessing each other in a fair way, instructors should guide them in

the process and constantly check the feedback they provide. Students' input on task performance is extremely valuable, and it is for the reasons mentioned above that the use of peer assessment will be implemented as one of the sources of information for this research project.

c. Comparing students' and teachers' perceptions

As has been shown by different researchers in the field of language teaching (Richards and Rodgers, 2001; and Sambell, McDowell and Brown, 1997; Moss and Ross-Feldman, 2003), using both teachers and students as evaluators of task performance is a valuable, useful, and challenging resource. Nevertheless, if students are in charge of assessing and providing feedback, there should be some kind of control over what they are doing. This is important in order to prevent mistakes and subjectivity from becoming part of this process.

Students select, perceive, interpret, and integrate new information to form a coherent and meaningful whole with their prior knowledge and former experiences, shaping the way they assess and provide feedback. As a result, it is valuable to compare the perceptions of students with those of teachers in order to reveal the similarities and or differences in those perceptions. Dörnyei (2007) has specified that when comparing perceptions, observation schemes should be used by both parts to make the process more reliable and obtain results that can be compared. Furthermore, he explained that random and systematic sampling can be used by instructors in order to compare perceptions; the former helps to minimize the effects of any extraneous or subjective factors, and the latter helps to facilitate the process depending on the conditions of the group.

As it was previously mentioned, two fundamental ways of collecting information about students' performance are self-report, that is, the individual's own accounts, and external observation of the individual. When external observation is used by different sources, triangulation is achieved, which in turn ensures the validity of the process. Dörnyei (2007) has stated that triangulation generates "multiple perspectives on a phenomenon by using a variety of data sources, investigators, theories, or research methods with the purpose of corroborating an overall interpretation" (p. 166). However, the real challenge is to interpret differences in the triangulated findings and how those differences affect the perceptions of the parts involved when evaluating task performance. Moreover, exploring the conflicting results can lead to enhanced understanding of a specific situation in order to enrich students' and instructors' experiences.

2. Students' and Teachers' Roles as Evaluators

Along with changes in learning theory, several instructional innovations and alternative assessment methods have found their ways into educational practice. When providing feedback on a regular basis, it is necessary to identify and better understand the roles of the different participants in the classroom interaction. Traditionally, teachers have been perceived as the only ones capable of providing content and evaluating its acquisition. Richards and Rodgers (2001) have explained that this perception is in line with a teacher-centered classroom, where instructors have an active role, and students have a passive one. Nevertheless, research on second language acquisition suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning

environment rather than in traditional teacher-led classes, and ESP courses are a reflection of this (Moss and Ross-Feldman, 2003).

In order to comply with this new organization of roles, Richards and Rodgers (2001) have asserted that teachers must work as facilitators of learning by creating a highly structured and well-organized learning environment in the classroom; setting clear goals and objectives; creating or adapting materials that give students opportunities to work cooperatively; and planning, structuring, and assessing tasks. Furthermore, teachers assign new roles to students, such as the one of evaluators, with the purpose of developing their critical thinking skills and providing a better context for the activation of learning processes.

Although a great deal of second language assessment is normally undertaken by teachers, learners themselves can also play an important role in assessing their own and others' language learning. In fact, it is possible and useful to delegate the responsibility to assess learning. This can be particularly important in learner-centered classrooms because it increases learners' involvement and promotes second language achievement by "sensitizing students to instructional objectives and assisting them in setting realistic goals" (Genesse and Upshur, 1997, p. 45). In addition, by assessing and providing feedback on other classmates' performance, students can monitor their own language performance in different contexts including the ones outside instructional periods.

Basing course evaluation on students' perceptions has been criticized for several reasons. Some claim, for example, that the results of student course evaluations are biased, that students are not competent evaluators, and that the

results might be influenced by student grade expectation (Gravestock and Gregor-Greenleaf, 2008), and therefore, that student evaluations are not a reliable source of information when measuring the success of a course. As Gravestock and Gregor-Greenleaf (2008) have pointed out, studies in this area are still relatively scarce. However, some researchers have begun to challenge this perspective by emphasizing the validity and usefulness of data obtained from student evaluations (Campbell and Bozeman, 2008). These researchers have indicated that students provide information that can be used to improve a course in terms of materials, activities, and instructions because they experience the learning process from a different point of view.

It has been argued that students are both reliable and effective at evaluating several aspects of a course, such as teaching behaviors, how much they have learned, the ease or difficulty they have experienced in the learning process, or the validity and value of the assessment that was used in the course. Theall and Franklin (2001) have asserted that the students' perception of these aspects of a course may be even more valuable than the instructors' or the administrators' perception, for it is the students themselves who have undergone the process of learning.

It is pointed out, however, that there may be some areas where students' responses are not so valid and may be erroneous indicators to evaluate a course. For instance, students may provide inaccurate information when asked about the level of difficulty of a course or the amount and accuracy of course content. When asked about the instructors, they may not be able to accurately assess their level

of knowledge or competency on the subject matter being taught. Hence, it is crucial for evaluators to select those aspects in a course that students can provide valid responses to. This is especially important when administrative decisions will be taken based on such results.

3. Vocabulary Learning Strategies

One of the main concerns of ESP students and teachers is vocabulary acquisition. Throughout time, teachers and researchers have debated the merits of teaching technical vocabulary in ESP courses. Some authors such as Dudley-Evans and St. John (1998) have agreed that "it should not be the responsibility of the ESP teacher to teach technical vocabulary..." (p. 81). In fact, ESP teachers should expose students to different real-life situations in which specific processes and techniques are required in order to acquire and use that technical vocabulary. In fact, Harmon, Buckelew-Martin and Wood (2010) have argued that the classroom environment should provide learners with a variety of experiences with word meanings in different contexts. In addition, appropriate instructions are important to help students use different strategies and raise word consciousness about the structure, order, and use of words. Nation (2001) has emphasized that teachers should encourage and guide learners to approach specialized vocabulary strategically by paying attention to those words that are worth learning and by considering how they can be most efficiently learned. In other words, learners are responsible for identifying, classifying, acquiring, learning, and using technical vocabulary while using specific vocabulary learning strategies.

Vocabulary learning strategies are crucial when learning a language

because those strategies stimulate conscious processes that help to recognize new vocabulary items, use context-based inferencing, and add the new vocabulary to long term memory (Ellis as cited in Pavicic, 2008). During the last decades, many researchers have attempted to develop a classification of vocabulary learning strategies based on studies about the learners' strategy use. For instance, Schmitt (as cited in Pavicic, 2008), has proposed a classification based on the following categories:

- social: cooperation with others;
- memory: relating the new word with previously learned knowledge;
- cognitive: language manipulation and transformation, and
- metacognitive: controlling the learning process.

Other authors like Williams (as cited in Nation, 2001) has suggested five strategies to deal with the meaning of unfamiliar words in written texts: inferring from context, identifying lexical familiarization, unchaining nominal compounds, searching synonyms and analyzing words. On the other hand, whatever the vocabulary learning categorization is, it is a fact that vocabulary learning strategies represent useful tools that "...allow learners to take control of learning away from the teacher..." (Nation, 2001, p.222).

The use of vocabulary learning strategies requires explicit training which should be an essential part of any language teacher's planning. Regarding the importance of training students in vocabulary learning strategies, Nation (2001) has proposed four steps for the integration of those strategies into language instruction. First, he mentioned that it is important to decide on the strategies that are going to

be taught and decide on the amount of time that will be spent on strategy instruction. Then, it is crucial for instructors to develop a plan for each strategy and, at the same time, offer opportunities for independent practice while monitoring and giving feedback on learners' strategy use. During this process, instructors play a fundamental role because as Pavicic (2008) has explained, "teachers need to know which vocabulary learning strategies exist and what form of knowledge and skills learners need to acquire in order to successfully use each of them" (p.78). Finally, learners need opportunities to experience the vocabulary strategies in real situations and share their experiences with others.

Overall, vocabulary learning strategies are powerful resources for learning vocabulary inside and outside the classroom because they help students to remember and practice new vocabulary and to become independent learners due to the fact that they are able to personalize the log by choosing the words they want to include. Moreover, learning strategies help students become aware of the progress they are making as well as of their own learning. Another advantage of learning strategies is that they can be used with any class and any proficiency level.

Second language (L2) vocabulary instruction varies greatly among institutions. Coady (in Coady and Huckin, 1997) has mentioned three different approaches to L2 vocabulary instruction. To begin with, the *Context Alone* method dictates that learners can acquire new lexical items from context, which is provided mainly by reading texts or speaking activities; hence, direct vocabulary instruction is not necessary. Furthermore, when using *Strategy Instruction*, lexical items are

explicitly taught through techniques such as using cards or vocabulary logs, repeating new words and their meanings, completing fill-in-the-blank exercises, and matching words to their definitions. The third approach deals with the combination of direct and indirect methods in order to provide teachers and students with the advantages that each method has to offer.

Most authors agree that combining different forms of presenting vocabulary is more effective than using a single technique in isolation. Regarding this, Zimmerman (1997) has asserted that since word learning is not a simple task, it should be approached from different angles to facilitate the acquisition of vocabulary; in other words, vocabulary instruction should be included in reading, listening, speaking, and writing tasks. Nagy (in Schmit and McCarthy, 1997) has supported this view by explaining that, depending on the population and the purposes of the program, the instructor has to choose the circumstances under which an explicit or implicit introduction to new lexical items is more convenient.

B. Methodology

Based on the research questions and population, the research design selected was qualitative. Some amount of numerical data was necessary in order to answer our research questions. The focus of this research paper was on students' perceptions regarding three topics: students' perception of task completion as compared to teachers' perception, students' evaluation of the course, and students' assessment of vocabulary learning strategies. To understand how this information was approached, a description of the setting where this study took place as well as the participants that were involved is provided.

1. Setting and Participants

This research study was carried out in the context of an ESP course taught at the University of Costa Rica. Legal English was a course designed for law students at the University of Costa Rica. The participants in this course were six law students who were in the second, third, fourth, fifth and sixth year of their program. The students' ages ranged from 18 to 27. Their English proficiency level was varied: three were advanced students, two were intermediate, and one was a beginner. Due to the language needs of this population, this was an English for Occupational Purposes (EOP) course that focused on the development of speaking, listening, and writing skills in order to help students cope with their delayed needs of the language. During the course, the students filled a series of forms to evaluate their classmates' performance (peer-evaluation), the course, and the vocabulary learning strategies they learned and implemented. These forms will be presented in the following section.

2. Instruments

For this research project, three assessment instruments were used: one that served as an achievement test, one that assessed the effectiveness of the course, and one that evaluated the vocabulary learning strategies. As Hutchinson and Waters (2000) have indicated, achievement tests are internal to the course since they reflect what has been taught. They should be similar in nature to what has been done during the course, both content and task-wise. The three instruments that were chosen to develop were a feedback form, a course evaluation form, and a strategy assessment form.

a. Feedback Form

As part of the course evaluation, the learners were required to take quizzes, complete projects, and create vocabulary logs; however, the students did not have a role in their assessment. In order to balance their participation in the course, students were asked to assess their classmates' performance in main tasks in every lesson and provide feedback for further improvement. According to Richards and Rodgers (2001), in addition to giving peer-feedback, students should have the opportunity to practice content, communicate properly, and monitor their learning while completing a feedback form. In this course, these forms assessed objective fulfillment in the units, which indicated whether the general goals of the course had been met.

Each feedback form included a title, the name of the classmate being evaluated, the date of evaluation, a space for a brief description of the activity, a space to write the points obtained and the grade, the evaluation criteria, performance descriptors, and a comments section. The students who evaluated their classmates' performance were chosen by the instructor once the main task was finished. There were three extra lines for students to add criteria pertinent to the topic being studied that they would like to evaluate. Regarding the additional criteria, the students decided by themselves or in accordance with the classmates assigned by the instructor the aspects they wanted to include in the feedback forms. Some of the criteria of the forms such as sentence structure and pronunciation features needed to be completed depending on the topics that had been covered in class and the tasks that were being evaluated (e.g., conditionals

for sentence structure, or intonation for pronunciation). Each criterion received a maximum score of 10 and a minimum score of 6. The grade was calculated based on the total number of points and the number of criteria, i.e., if there were 9 aspects to consider, the total points were 90.

Three different feedback forms were developed according to the tasks required: one form dealt with written tasks (see Appendix F), another with one-way speaking tasks (see Appendix G), and the last one with two-way speaking tasks (see Appendix H). The feedback form for writing tasks was used in the first unit of the course, and the feedback form for one-way and two-way speaking tasks was used in the second and third units respectively. The forms were used in every class, and the teachers provided oral instructions to fill them out, so as to ensure their success as an assessment resource.

Even though each student completed different feedback forms in the course, it is important to compare the perceptions they had of their performance with those of an instructor. The instructors had to ask the evaluating students about the additional criteria that they were going to use to assess their peers when they were assessing as well. This was important in order for students and teachers to have the same criteria and for the results to be comparable. Two students were chosen per kind of task (written task, one-way speaking task, and two way speaking task) in order for the researchers to compare the results and answer the corresponding research question. All six students were evaluated and included in the sample (two per kind of task). With this sample, this research study sought to identify the tendencies and establish the patterns that could be later expanded on and verified

in future studies with larger populations and bigger samples.

In summary, the feedback forms were used by the students and the teachers in order to ensure research validity. Dornyei (2007) has stated that taking into account different perspectives of a same phenomenon helps to corroborate the overall interpretations. The peer evaluations were collected and later compared with the teacher evaluations of those same students. The different perspectives allowed the researchers to determine if there was any mismatch between the students' and the instructors' perception regarding task performance, and if the objectives of the lessons and the goals of the course were met. These forms were considered as formative assessment because they were part of an ongoing learning process that provided evidence for future improvement.

b. Course Evaluation Form

The course evaluation form (see Appendix I) assessed the effectiveness of the course from the students' perspective by asking a series of yes/no questions. The same evaluation form was used for the three evaluations that were conducted during the course. Students had to mark yes or no to answer the questions provided. These questions dealt with the learning needs, the course objectives, and the time spent on the objectives. They also addressed the different aspects involved in the development of a course: materials, teaching techniques, evaluations, and logistical arrangements. An additional column for further comments/recommendations was included for students to be able to add any other information regarding each of the items. Further additional space was provided for students to write any other relevant information.

The course evaluation form was administered by the instructors at the end of each unit in order to give learners enough time to analyze each section of the course and its components and to provide instructors with valuable information related to materials, activities, evaluation among other aspects. This course evaluation was included as part of the present research project with the purpose of determining if the course and its components were working properly or if any adjustment was required. The questions in the course evaluation form were part of a formative evaluation that focused on “ongoing development and improvement of the program” (Richards and Rodgers, 2001, p. 208). This kind of evaluation is crucial for any course because it gives instructors and even course administrators the opportunity to recognize problems regarding the different aspects of the course and to improve the course itself. The form that was administered at the end served the purpose of a summative evaluation because it assessed the course as a whole at the end of instruction. The results of the effectiveness of the course and of the different components will serve as recommendations for future ESP courses and for our own personal and professional development.

c. Strategy Evaluation Form

As part of the course, students had to collect a minimum of one unknown word per class per strategy (for approximately 6 classes) and record it in a vocabulary log. Students had to use the vocabulary learning strategy that was being studied at that moment (four were taught in total, one every three weeks). The vocabulary log represented a written record of strategy implementation in which students included the unknown words, the context (written or oral) in which

the words were found, their definition, and the information that each vocabulary learning strategy required regarding their features and use. For instance, in the case of guessing meaning from context, students had to provide the context clues that helped them to understand the meaning of the unknown words. The strategies selected were guessing meaning from context, using synonyms and antonyms, using the word in a sentence, and creating word maps.

The strategy evaluation form (see Appendix J) was divided into three parts. The first one consisted of an evaluation of the four strategies individually: if they were useful, how many entries they had included for each strategy, and whether they believed they would continue implementing those strategies in the future. The second part asked the students to compare the strategies with the purpose of determining which ones they found most useful and why. The final section of the instrument sought to determine which other vocabulary learning strategies (chosen from lists of popular strategies mentioned by different authors, e.g., Nation, 2001) the students found helpful. This information would be relevant when planning future courses and considering which strategies to include.

3. Procedure

The students worked with the feedback forms every class to evaluate their peers' performance and, therefore, obtained expertise in providing and also receiving feedback. The instructors evaluated the students at the same time as their peers. Data was collected only during the first three months because, during the last month, students could not perform peer evaluations due to the nature of the tasks, which were group discussions.

The feedback forms to evaluate task performance were used in every class by all the students, but for the purposes of the study, two students were chosen per type of task (written, one-way speaking, and two-way speaking tasks) to be evaluated by the instructors as well. Both sets of results were compared to answer the first research question, which sought to determine possible differences between students' and instructors' perspectives regarding task performance.

The course evaluation forms were administered at the end of each unit and the data was analyzed immediately in order to be able to make any necessary changes to improve the course along the way. Only the students who were present on the day filled out the course evaluation forms.

Finally, the strategy evaluation form was administered at the end of the course, once all of the strategies had been studied and practiced. Students were trained to use the strategies as part of the course. The four strategies that were taught (extracting meaning from context, using synonyms and antonyms, using the word in a sentence, and creating word maps) were chosen by the instructor because these are popular vocabulary learning strategies mentioned in the literature (see Section 3 of the Literature Review). Furthermore, they varied in terms of the objective of the strategy (there was one to discover the meaning of an unknown word and three to consolidate meaning), and they sought to address different learning styles (for example, creating word maps allowed for more creativity and would presumably help visual learners).

Each strategy was taught in class in one of the pre-tasks in the cycle, and it was used during that class and the following (or the following two or three,

depending on the complexity of the strategy). Then, students had to include the unknown words in their vocabulary logs using the strategy that was being practiced at the time. Each new strategy was taught approximately every three weeks, so they had to include a minimum of 6 or 7 words per strategy, but they had the option to include more. The entries in the vocabulary log were checked approximately every three weeks. The strategies were not evaluated right after each one was taught and implemented because the study required students to have an overall perception of all the strategies that were going to be covered in the course.

4. Data Processing and Discussion

The numerical data that was gathered from the students' and instructors' feedback forms was compared to see if there were differences between perceptions of task performance. Regarding the course evaluation forms, the answers from the yes/no questions were counted and charted. The comments were examined to find commonalities and later decide on the actions to be taken to improve the course. For the strategy evaluation form, the answers were also graphically displayed in order to identify the trends, as well as any salient information.

In sum, the gathered data was examined with a qualitative approach by displaying results in charts which allowed to make comparisons and to identify trends. These analyses helped the researchers answer the primary research questions. Before presenting the discussion section, the results gathered with the three instruments used for this project are provided.

C. Results

1. Feedback Form

Three different feedback forms were used during the first three months of the course for students to evaluate their peers' performance in written, one-way, and two-way speaking tasks. The results gathered from two feedback forms that were chosen every month were compared with the instructors' feedback forms in order to determine how similar or different the students' and instructors' perceptions were regarding other students' performance.

a. Written tasks

In the first unit called "Dealing with Clients in Written Form," students were asked to write emails to possible clients in which they had to effectively request information, successfully explain the procedure of a legal process within the Costa Rican legislation, effectively update clients on a legal process, and accurately write a legal opinion on a case by describing issues, facts, and legal implications. The lesson in which two students were chosen focused on the topic of divorce by mutual consent.

The first student whose feedback form was compared with the instructor's feedback form added two extra criteria: use of transition words and structure of a formal email. Once the two feedback forms were compared, criteria such as the appropriate use of law-related terms, sentence structure (in this case indirect questions), verb tenses, use of transitions, correct spelling, and task completion were graded with a ten by both the student and the instructor. In the case of the structure of an email, both evaluators graded this criterion with a nine because the

greeting part of the email was not fully developed.

Regarding the use of appropriate punctuation and level of formality, the grades given by both the student and the instructor did not match. In the first case, although the evaluators (both the instructor and the student) indicated that there were problems related to the use of periods and to the length of some sentences, those aspects were graded with a nine by the student and with an eight by the instructor. In the second case, only the instructor mentioned that, in an email, words such as “hello” and “bye” did not comply with the required level of formality. In addition, the instructor indicated that the use of modals would have been appropriate. The level of formality was graded with a ten by the student and with an eight by the instructor.

The second student whose feedback form was used to compare his or her perceptions to those of the instructors included one extra criterion related to the structure of a formal email. When the two feedback forms were compared, it was found that the appropriate use of law-related terms, sentence structure, verb tenses, level of formality, task completion, and structure of a formal email were graded with a ten by both evaluators. However, for the criteria related to spelling and appropriate punctuation, the grades given by the evaluators did not match. In the first case, only the instructor pointed out that some words were misspelled. This criterion was graded with an eight. In the second case, both evaluators mentioned that on some occasions periods were not added at the end of complete sentences. The instructor also added that commas were used where periods were needed. This aspect was graded with a nine by the student and with an eight by

the instructor.

The grades from the previous two written tasks given by the two evaluators (the student and the instructor) are displayed in Figure 1.

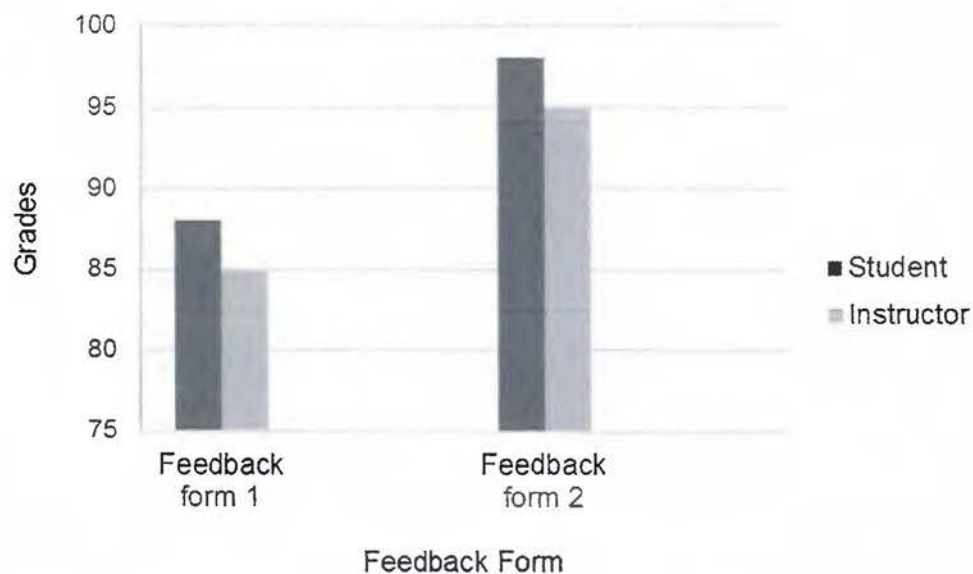


Figure 1. Grades given by the evaluators in the two feedback forms related to written tasks that were used to compare their perceptions

b. One-way speaking tasks

In the second unit called “Communicating Orally with Clients,” students were expected to appropriately request information and documents from clients in order to guide them in a legal process, effectively explain the procedure of a legal process within the Costa Rican legislation, and successfully provide legal recommendations to clients about possible fallouts in a legal process. The lesson in which two students were chosen in order for the researchers to analyze their perceptions dealt with the topic of fallouts in a company.

The first student included the tone of voice as an extra criterion in the feedback form. After the student's and instructor's feedback forms were compared, criteria such as the appropriate use of law-related terms, sentence structure (in this case conditionals), and verb tenses, level of formality, body language, and task completion were graded with a ten by both the student and the instructor. In the case of the tone of voice, evaluators graded this criterion differently. The student graded it with an eight, and the instructor graded it with a seven. Some of the comments provided by the evaluators indicated that on some occasions it was difficult to understand what the speaker was saying; additionally, it said that the speaker was paying more attention to his notes than to the audience. In the criterion related to the appropriate pronunciation, the grades given by the evaluators did not match because only the instructor deducted points from this aspect. The given grade was an eight.

The second student also included one extra criterion: the use of the read-and-look-up technique, a very useful technique used for improving eye contact in presentations. This technique consists of reading a phrase or sentence silently, then looking up (away from the text), and telling the phrase or sentence to the audience. Criteria such as appropriate use of law-related terms and verb tenses, level of formality, appropriate pronunciation, and task completion were graded with a ten by both evaluators. In the case of the appropriate use of body language and the use of the read-and-look-up technique, both evaluators graded those aspects with an eight because, during the presentation, the speaker was balancing a pencil between his fingers, and he was constantly looking at his notes. In the criterion

related to the appropriate use of sentence structure, in this case the use of conditionals, the grades given by the evaluators did not match because only the instructor deducted points from this aspect. The given grade was an eight.

The grades of the previous one-ways peaking tasks given by the two evaluators are shown in Figure 2.

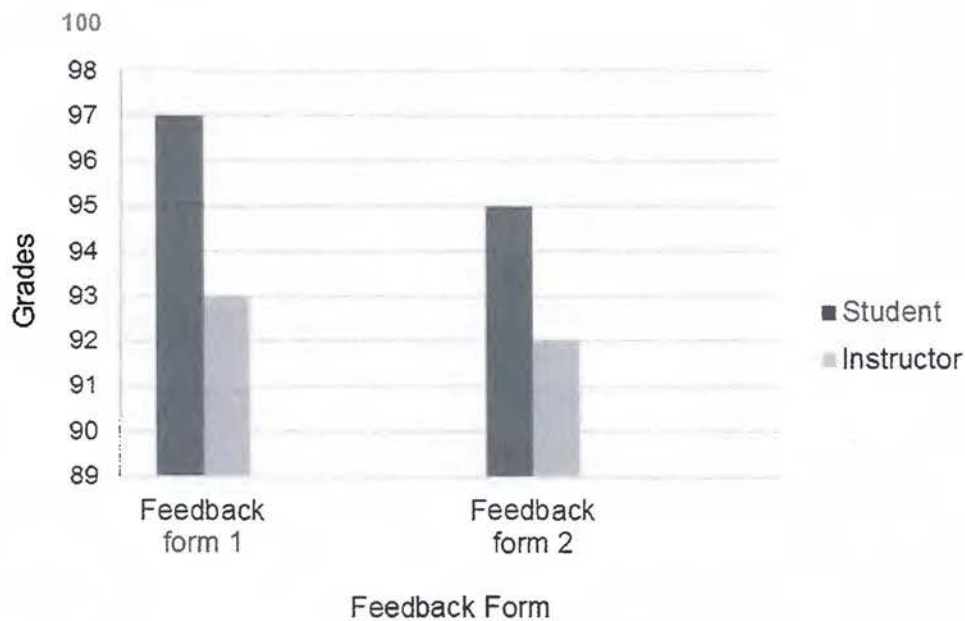


Figure 2. Grades given by the evaluators in the two feedback forms related to one-way speaking tasks that were used to compare their perceptions

c. Two-way speaking tasks

In the third unit called “Solving a Case,” students were asked to effectively present a legal case, successfully present arguments for and against specific legal actions, and decide on the most appropriate legal action in a specific case. The lesson in which two students were chosen to be observed by the instructors was

related to the analysis of company cases.

The first student added a criterion to the feedback form: the use of phrases to present arguments and counterarguments. When the two feedback forms were compared, it was found that appropriate use of law-related terms, level of formality, and task completion were graded with a ten by both the student and the instructor. However, the other criteria were graded differently. For example, the appropriate use of sentence structure, verb tenses, body language, phrases to present arguments and counterarguments, and appropriate pronunciation were graded by the student with a nine and with an eight by the instructor. Even though the evaluators gave different grades, the comments provided were similar. These comments included the words that were mispronounced (e.g. decided, allowed, increase, think) and why body language needed improvement (e.g. lack of eye contact because the speaker's head was down and the arms crossed).

The second student whose feedback form was compared with that of the instructor added the same extra criterion as the previous feedback form: the use of phrases to present arguments and counterarguments. In the two feedback forms that were analyzed, six out of the eight criteria that were included were graded with a ten by both evaluators. As to the appropriate use of verb tenses and pronunciation, only the instructor penalized the speaker by deducting two points in each aspect.

The grades from the previous two-way speaking tasks given by the two evaluators are illustrated in Figure 3.

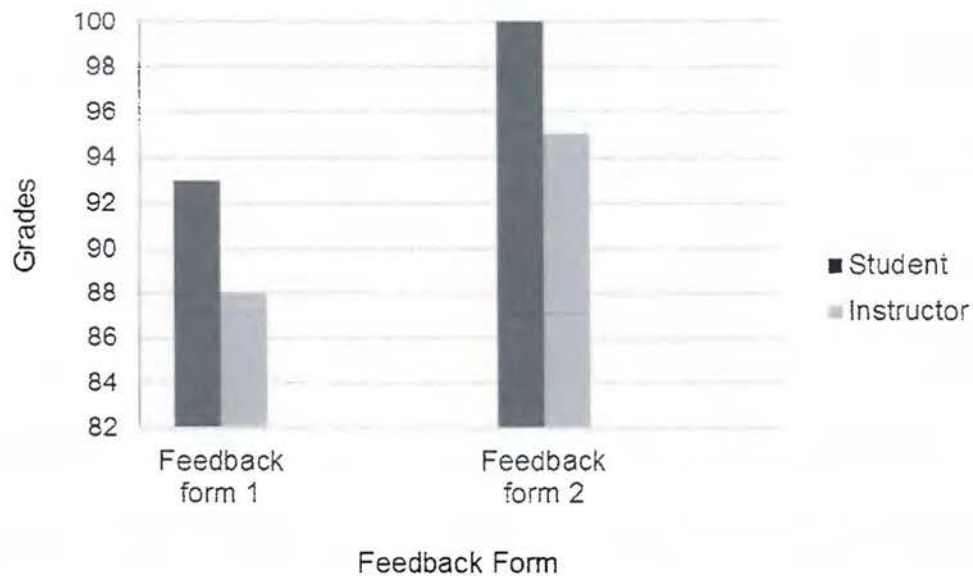


Figure 3. Grades given by the evaluators in the two feedback forms related to two-way speaking tasks that were used to compare their perceptions

2. Course Evaluation Form

a. First course evaluation form

The first course evaluation form was administered at the end of Unit 1 “Dealing with Clients in Written Form.” This form was completed by five out of the six students who were in the course (one was absent). All the students marked “yes” as the answer for the seven questions. For the first question “Did you learn what you expected?” the students wrote that they had learned more than they had expected because, at the end of the first unit, they were able to write an appropriate email to a client. Another student wrote that he/she had thought that the course was going to focus on working with long vocabulary lists, but using the vocabulary logs was a better idea. Another comment said that the contents that

were covered were extremely similar to the ones that they cover at law school. For the second question "Was what you learned useful?" the students indicated that they could see themselves working with clients and coworkers. They also mentioned that they had learned new ways to discover the meaning of unknown words which helped them improve their vocabulary.

For the third question "Was enough time spent on each objective?" most students agreed on the fact that a lot of time was spent on the topic of emails, but they assured that this was necessary to fully improve their writing abilities. Furthermore, other students wrote that many different topics were covered in a short amount of time, which was great for them. For the fourth question, "Did you get enough practice?" the students considered the course program flexible, so they had enough opportunities to write, speak and listen. They felt that they would have liked to spend more time on each topic, but they understood that other areas needed to be covered. For the fifth question "Were the materials appropriate?" the students agreed that the materials were really useful because they included theory and practice that helped them understand the topics better. In addition, they mentioned that those materials will also be very helpful after they finish the course.

For the sixth question "Were the activities appropriate?" the students stated that the activities helped to fulfill the objectives of the course because they had the opportunity to practice in an interactive way. They also mentioned that they really appreciated the fact that games were included as part of the classroom because they do not have those types of activities at law school. For the last question "Were the evaluations appropriate?" the students indicated that the evaluations were

closely related to the topics studied and to the activities that were carried out in class. Other students pointed out that they were really grateful because they had projects instead of exams. Finally, others wrote that they really enjoyed evaluating their classmates with the feedback forms because, in that way, they could learn from others.

Only three students wrote some comments in the last part of the form. The comments added that the course had a great balance between theory and practice. Furthermore, they mentioned that the contents were excellent as well as the classroom dynamics. They emphasized that with this course they had the opportunity to learn the language through an innovative methodology compared with the one used in the regular courses of their program.

b. Second course evaluation form

Five students completed the course evaluation form that was administered at the end of unit 2 “Communicating Orally with Clients.” The seven questions were answered affirmatively. For the first question “Did you learn what you expected?” the students wrote that they had learned what they had expected and more. Another student mentioned that he/she had had to read about one of the topics that was covered in the course for one of the law courses; therefore, he/she was able to understand most of the document. For the second question “Was what you learned useful?” the students indicated that they had used most of the vocabulary they had learned in class and while completing their vocabulary logs. They also mentioned that what they had learned about body language was extremely useful in situations where they have to present a case or interact with clients. Most of the

students agreed that it was really useful and entertaining to interact in an oral context as if speaking face to face with clients.

For the third question, "Was enough time spent on each objective?" the students mentioned that the time for each objective was appropriate because they did not feel pressured. Moreover, they wrote that they had the opportunity to assimilate the theory and then put it into practice. For the fourth question, "Did you get enough practice?" the students mentioned that they had the opportunity to practice in every single lesson with different topics each time. They also mentioned that having the opportunity to stand in front of the class and presenting a case or sitting in pairs and taking roles as the clients and lawyers was great practice. Indeed, one of the students mentioned that oral practice was better than written practice. For the fifth question "Were the materials appropriate?" the students agreed that the materials were really useful and clear, especially because some of them had tips to improve their oral proficiency and body language.

For the sixth question "Were the activities appropriate?" the students stated that the activities were very creative and varied because on some occasions they were required to complete handouts, go to the board, stand up, and move around the classroom. Another student mentioned that having the opportunity to work with presentations was really useful in order to practice speaking in public. For the last question "Were the evaluations appropriate?" the students indicated that it was great to have evaluations that resembled the activities that were carried out in the lesson. Furthermore, the students indicated that it was important to have their classmates observe them perform in every class because they had the opportunity

to give and receive feedback.

Only one student wrote some comments in the last part of the form. He/she said that the way in which the instructors organized the class and the way in which the lessons were taught really helped him/her to acquire new knowledge. Additionally, he/she appreciated the teachers' disposition to give feedback and answer questions.

c. Third course evaluation form

Five students completed the course evaluation form administered at the end of unit 3 "Solving a Case." All the seven questions were answered affirmatively. For the first question "Did you learn what you expected?" the students wrote comments similar to the ones provided in the previous two course evaluation forms. Some of them indicated that they were really satisfied with all the content they learned, especially how to communicate with clients as well as with the new vocabulary they had acquired. For the second question "Was what you learned useful?" the students indicated that they consider the written and oral content they acquired was really useful to communicate with possible clients. In addition, they wrote that the use of vocabulary logs was very important for them because they could keep track of the new vocabulary they learn. Others indicated that learning about body language helped them interact with their classmates as if they were clients or coworkers at a law firm. Finally, some students indicated that working with the read-and-look-up technique was useful to achieve a better oral performance.

For the third question "Was enough time spent on each objective?" the students considered that each of the units had been appropriately presented and

developed. Even though the writing part took longer, they acknowledged that the strategies, vocabulary, and content they acquired during the first unit were really helpful to perform in the following two units. For the fourth question, "Did you get enough practice?" the students mentioned that they had the opportunity to practice the theory covered in the course. They also wrote that it was interesting to read about a specific case, always related to the main content of the lesson, and have the opportunity to practice the new structures, vocabulary, and strategies with that case. Other students indicated that they really appreciated the opportunity to practice the pronunciation of difficult words at the end of each lesson because, in this way, they could enhance their oral performance. For the fifth question "Were the materials appropriate?" the students agreed that the materials were very well designed because they included the topics covered in each class, glossaries of unknown or difficult terms, instructions for the role plays and class discussions, tips to improve their oral performance, and explanations for each strategy to extract the meaning of unknown words or how to memorize them.

For the sixth question "Were the activities appropriate?" the students stated that they really liked the opportunity to work individually, in pairs, and in groups, but most of them agreed that they found it more useful to work in pairs and groups because they could share with their classmates what they knew and also learn from them. Other students indicated that they really liked the activities in which they had to spot the mistakes in different sentences, evaluate their classmates' performance, and play memory games with important vocabulary. For the last question "Were the evaluations appropriate?" the comments were really similar to

the ones provided in the previous two evaluation forms. The students mentioned that they really liked the opportunity to assess each other's performance and to prepare for their projects and quizzes by using the activities carried out in the lessons.

Four students wrote some comments in the last part of the form. The comments revealed that they thought that the course included many topics in a short period of time. One student indicated that it would have been necessary to give students printed copies with the useful language from each lesson for them to have all those phrases (these were only written on the board). In addition, some of them reported that the contents covered in the course will be really helpful after they start working.

3. Strategy Evaluation Form

The strategy evaluation form was divided into three parts. The first one consisted of an evaluation of the four strategies. For the first question "Did you find this strategy useful? Why or why not?" the students provided different answers depending on the strategy. For the first strategy, extracting meaning from context, four students wrote three comments. They indicated that it was the best strategy because the use a dictionary was not needed, because it helped students to improve their skills, and because it was easy to use in the sense that students just have to look for the keys around the unknown word. The other two students indicated that this strategy was difficult to use because it was hard to understand the meaning of an unknown word by just looking at the context. For the second strategy, using synonyms and antonyms, five students agreed that it was useful

because it was an excellent way to increase their vocabulary, because they had the chance to learn more than one word at the time, and because it was easier to remember new words by using other words that they already know. Only one student wrote that this strategy was not so useful because in order for it to work, students needed to know a lot of vocabulary.

For the third strategy, using the word in a sentence, five students wrote positive comments. Among the comments, they indicated that this strategy was the easiest one to use. In addition, students claimed that it improved their ability to write sentences, and helped them to incorporate a word into different contexts, applied what they have learned, and learned how a word should be used. One student mentioned that the strategy did not work for him or her because he or she did not like to write sentences. For the last strategy, creating word maps, five students agreed that this strategy is the most flexible one because they can be creative and personalize their own concept maps. Other students reported that it is the most interactive and helpful one because they can remember a word through different methods. Indeed, one of the students mentioned that it is the most structured strategy to work with unknown words. Only one student said that this strategy was not really useful because it basically consisted of a combination of the previous strategies.

For the second question “How many times did you use this strategy in the vocabulary log?”, the researchers decided to give the students time to check their vocabulary logs in order to obtain reliable results. The lowest number of words that were included in a vocabulary log is eight and the highest number is fourteen.

There was a tendency to add the same number of words in all the vocabulary logs. Students who incorporated a low number of words for one strategy included a similar number of entries for the other strategies. In the same way, students who incorporated many words for one strategy were consistent by including many words for all the strategies.

The number of words added per strategy is displayed in Figure 4.

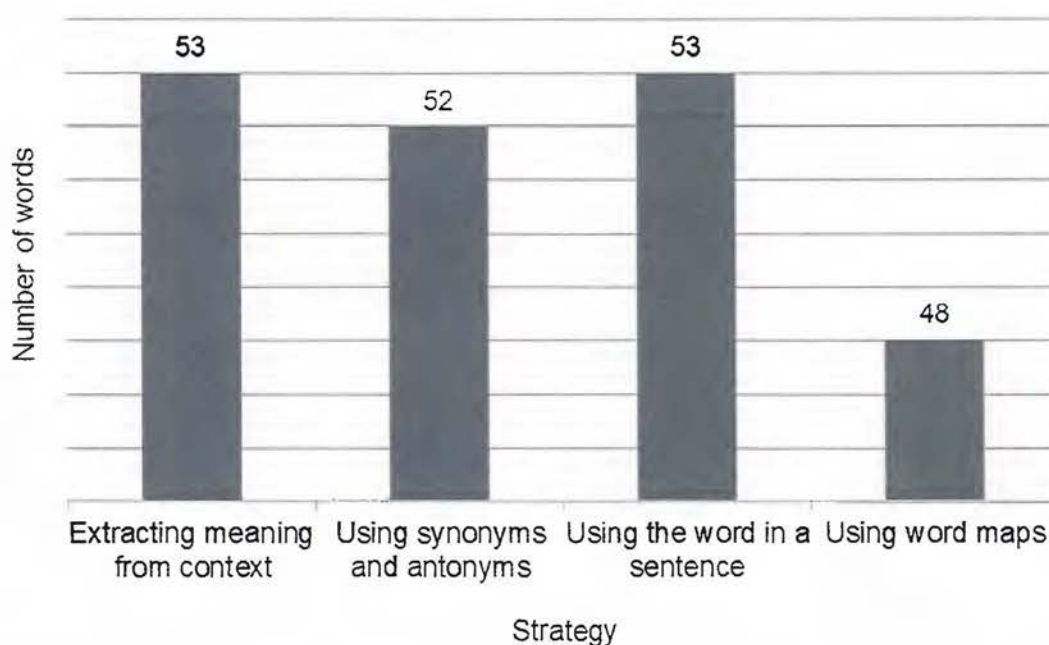


Figure 4. Number of words per strategy that were recorded by all the students in their vocabulary logs

For the third question “Do you think you will continue using this strategy?” the students provided three different answers: yes, no, and maybe. For the first strategy, extracting meaning from context, three students answered yes, three answered maybe, and none of them answered no. The students who wrote

“maybe” indicated that they could use it when the context gives them enough clues to find the meaning of an unknown word and when their proficiency level improves. For the second strategy, using synonyms and antonyms, five students answered yes and only one answered “no”. This student whose answer was “no” did not mention that he/she considered the other strategies more useful than this one. For the third strategy, using the word in a sentence, four students answered yes, one student answered no, and another one answered maybe. The students whose answers were not “yes” did not provide any comments. For the last strategy, using word maps, four students answered yes, two answered no, and none of them answered maybe. The students who wrote “no” explained that for them this strategy was too time consuming.

From the previous results, it can be concluded that “using synonyms and antonyms,” had the highest number of positive answers because the students indicated that they will definitely continue using this strategy. “Using word maps” obtained the highest number of negative answers because the students indicated that they will not continue using this strategy. Finally, extracting meaning from context had the highest number of students who were not sure if they would continue using this strategy or not because they indicated that it depends on the context in which the word is found and their own English proficiency level.

The second part of the strategy evaluation form required students to rank the strategies according to their usefulness. In addition, they had to justify their ranking. Most of the students agreed that the most useful strategy was extracting meaning from context, the second most useful was using synonyms and antonyms,

and the third most useful was using the word in a sentence. The students graded the strategy using word maps as the least useful. It is important to point out that most of the answers provided by the students were similar because, for each level in the ranking, at least four of them agreed that a particular strategy was the most or the least useful.

As part of the comments the students wrote to justify their choice of most and least useful strategies, they mentioned that the decision was based on the strategy that helped them learn better and improve their vocabulary as fast as they could. Other students indicated that for them the most important aspect was to work with a strategy that could help them remember new vocabulary easily, especially because in their major they need to learn many new terms. Among the reasons given, some of the students wrote that they chose the strategy that they also used in Spanish when they wanted to learn a new word. Finally, others mentioned that they based their decision on the principle of practicality (which strategy was easier to use). For example, they would not like it if they had to use a dictionary all the time or if they would spend too much time working on developing a particular strategy.

The last section of the strategy evaluation form was aimed at determining which other vocabulary learning strategies the students found useful. In order to do this, they had to check from a list other vocabulary strategies (different from the ones practiced in class) the ones that they thought would help them. They could check more than one option. Additionally, they had to indicate what other strategies (that were not listed) they considered important in order to learn new vocabulary.

From the evaluation strategy forms that were analyzed, all the students marked at least two learning vocabulary strategies as useful, and only one student marked all of them as useful. It is important to point out that these strategies were not taught or practiced in class; therefore, they had to choose them based on their own knowledge of the strategies. This information would be important to inform instructors of students' opinions on other strategies that could be included in a future course.

The most useful vocabulary strategies that were chosen by the students are shown in Figure 5.

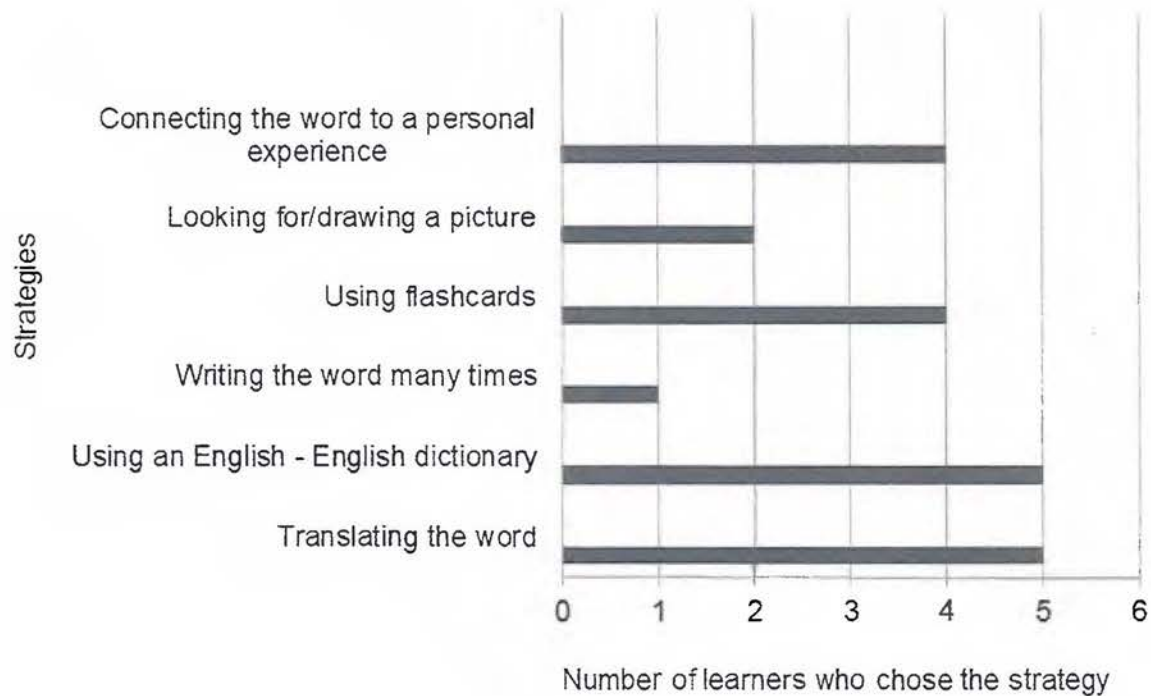


Figure 5. Vocabulary learning strategies that were perceived as useful by the students (n=6)

After the students ranked other possible strategies to learn new vocabulary, they were asked to describe other strategies that they think would be useful to take into account in their learning experiences in the future. Only one student provided some comments in this part. The only student who mentioned another strategy said that it is important and useful to associate the new words that you have to learn with something funny because this type of connection will help you remember the words easily. The students who did not provide the name of other strategies mentioned that all the useful strategies that they were familiar with were already included in the list provided in the form.

D. Discussion

A clear match was revealed when comparing the students' and instructors' feedback forms for both students who were evaluated. This match occurred in aspects related to appropriate use of law-related terms, sentence structure (in this case indirect questions), verb tenses, use of transition words, and task completion. This phenomenon of finding such a reduced gap between students' and instructors' perceptions may occur due to the student-centered model implemented in the course and the proficiency level of the evaluating students. Indeed, Richards and Rodgers (2001) mentioned that when implementing a learner-centered teaching model, in which students have such an active participation of learning and assessing, learners are expected to explore and incorporate new alternative assessing strategies that help students to develop their critical thinking skills and provide a better context for the activation of learning processes. Even though the instructor and the evaluating students coincided in many aspects as it was

mentioned before, some minor differences related to specific aspects were pointed out: spelling, punctuation and level of formality. Regarding these aspects, the evaluating students perceived fewer errors than the instructor. Therefore, it was evident that the instructor assigned a lower grade to the evaluated students.

Some coincidences were detected when analyzing the information from the student and instructor's feedback forms of the first evaluated student. Criteria such as appropriate use of law-related terms, sentence structure (use of conditionals), verb tenses, level of formality, body language and task completion were graded by the student and the instructor with the highest possible score. The same occurred with the results from the second evaluated student for appropriate body language in which both evaluators assigned the same score and similar comments about the evaluated student's performance. However, the most significant difference between the instructor's and the evaluator students' perception is that only the instructor was able to detect mistakes in more technical aspects such as pronunciation, tone of voice, appropriate use of sentence structures (conditionals in this case) and the appropriate use of the read-and-look-up technique, and deducted the corresponding points. This suggests that evaluating learners did not have the linguistic training required to assess some issues and therefore were unable to identify certain errors. In order to develop critical thinking in students and help them with error detection and correction, the instructors implemented activities such as spotting the mistake during the lessons which included the students' own errors in different areas such as grammar, punctuation and pronunciation.

In the third unit called "Solving a Case," students discussed legal cases and

presented arguments for and against them. Coincidentally, the two evaluating students included the same extra criterion in the feedback form used to assess the evaluated students' performance in this case: use of different phrases to present arguments and counterarguments.

As in the other two types of tasks, there were minor differences when evaluating students and the instructors assessed the students' performance, particularly in aspects such as appropriate use of sentence structures, use of verb tenses, use of body language, and pronunciation. Even though both the evaluator students and the instructor included similar comments related to the aspects mentioned before, only the instructor penalized the evaluated students for mistakes related to appropriate use of verb tenses and pronunciation. This phenomenon might have occurred not because the evaluator students were not aware of the mistakes, but due to the existing fellowship and peer support among students.

The analysis of the course evaluation forms confirmed that Legal English was carefully designed for this specific population, that fully achieved its proposed objectives, and that exceeded the students' expectations concerning the course. The results showed that this course successfully met the students' expectations about content, vocabulary, activities, teaching strategies and techniques, materials, and focus. As it can be seen in the results, all students mentioned that they have learned even more than it was expected in the course and that the teaching and learning vocabulary strategies used were innovative and made the difference from a general English course. In addition, students' perception of the course was very positive and it increased together with their interest along the time it was taught.

Indeed, students reported in the course evaluations that aspects such as the existing linkage among the contents covered at the law school and the ones used in Legal English, the variety of activities and grouping, the students' feedback sessions after each main task, the implementation of projects and vocabulary logs to register new vocabulary as well as the materials used positively influenced their perceptions about the course.

Given that there were no comments that suggested fixing mistakes and making changes to the course, the instructors decided to continue working as they had done and maintained the pace and flexibility of the program. It is important to mention that many games and activities such as memory games, domino, or throwing the dice, among others, were included in the lesson plans because the students expressed that they really liked this kind of activities not only because they are different from the ones used at the law school but also because they considered that these activities really help them to learn new vocabulary and improve their language proficiency. Furthermore, as it was verified by the instructors through the students' performance in the projects and mentioned by the same students in the course evaluations, the use of feedback forms as peer evaluation instruments for assessing the main tasks successfully contributed to the improvement of the students.

As can be seen in the results section, students reported that giving and receiving feedback was really important in their language learning process because it helped them improve not only their language performance but also their confidence when speaking in public. In addition, important skills such as self-

monitoring and appropriately giving and receiving feedback were developed by the students. Evaluation fairness, the use of real cases as part of the materials used, and the pace of the course were positive features that should be considered as part of the success of Legal English as a course for law students. Indeed, the students stated that the evaluations resembled the activities carried out in class and, therefore, they could put into practice what had been learned. Furthermore, they mentioned that the course materials were clear, useful tools for consultation with tips to improve their language proficiency.

In response to the students' feedback, the instructors decided to take maximum advantage of the materials designed as well as of the real cases by using them more than once in the course to teach vocabulary and the structures included in them. Unfortunately, an important recommendation regarding useful language (giving printed copies of the useful language to all the students instead of just writing it down on the board) was indicated by one of the students only in the last course evaluation making it impossible for the instructors to implement such important advice during the course.

During the course, four different vocabulary learning strategies were taught and recorded by students in a vocabulary log: extracting meaning from context, using synonyms and antonyms, using the word in a sentence, and creating a word map. With the purpose of evaluating the effectiveness of the strategies and obtaining a general perspective about the use of strategies to learn new vocabulary and consolidate the meaning of new words, a strategy evaluation form was administered at the end of the course. According to the information gathered, the

four vocabulary learning strategies offer more advantages than disadvantages to students when acquiring new words and consolidating their meaning. According to the students, none of the strategies was always reported as useful when learning new vocabulary. However, the students ranked the vocabulary learning strategies according to their usefulness. They determined that the most useful strategy was extracting meaning from context, the second most useful was using synonyms and antonyms, and the third most useful was using the word in a sentence. Finally, using word maps was the least useful vocabulary learning strategy. This opinion may be based on practicality because word maps are more time consuming than other vocabulary learning strategies used by the students. In spite of practicality, the results from the first part of the strategy evaluation form showed that creating word maps, using synonyms and antonyms, and using the word in a sentence are the easiest to use vocabulary learning strategies.

The students believe that the characteristics that make a strategy useful are that they help them to remember new vocabulary easily, that they can be used in Spanish in their regular courses at the Law School to learn new words, and that they are easy to implement or use. In addition, it is important to mention that among the disadvantages of using those vocabulary learning strategies. Students stated that it was difficult for them to extract the meaning of the unknown vocabulary using only the context. Also, some of the strategies (e.g., using the word in a sentence) required a lot of extra vocabulary or were very time consuming, which made them more appropriate for more advanced learners who already had an extensive vocabulary.

In the second part of the strategy evaluation form, students noticed that using an English – English dictionary and translating the unknown words are the most useful vocabulary learning strategies, and writing the word many times is the least useful. The students' appreciation of those vocabulary learning strategies might be based on the traditional use of those activities for learning new vocabulary in a foreign language. However, it is important to mention that associating new words with something funny in order to easily remember the vocabulary was proposed by one student as an alternative for learning new vocabulary.

E. Conclusions

Three main topics were examined in this study: students' vs teachers' perceptions of task performance, students' course evaluation, and students' evaluation of vocabulary learning strategies. Regarding the first topic, similarities were found between the instructors' and students' responses. Nonetheless, a consistent trend was that the students gave their peers a slightly higher grade than the instructors. This might not be surprising, since the instructors have been trained to identify the areas of improvement in students' interlanguage. However, it must be noted that, by the end of the course, some of the most advanced students were able to identify and accurately correct most of the errors made by their peers. The result of training the students in using feedback forms became evident since students were able to provide more thorough feedback to their peers.

Regarding the course evaluation form, there was an improvement in the perception of the course from beginning to end, even though no particular aspects

were pointed out as areas of improvement. The course met students' expectations such as learning law-related vocabulary, improving their writing in English, improving their fluency and pronunciation in English, communicating appropriately with clients in hypothetical real-life situations and challenging their knowledge related to law, and, therefore a positive perception of it was held throughout.

Finally, the strategy evaluation form indicated that the most useful vocabulary learning strategy was extracting meaning from context. This helped students learn new words and remember their meaning and how they are used. The use of strategies, according to students' perceptions, helped to consolidate the meaning of newly learned vocabulary and to discover new words. It is not surprising that this was the strategy that was ranked as number 1, since in the language test taken by the students during the needs analysis they mentioned they had used the strategy to guess the meaning of unknown words they encountered in the texts.

The true value of these results resides in the importance that was given to students' perceptions. Student task performance was evaluated not only by the instructors, but graded by their peers as well, which provides insight on how students felt regarding their progress. Indeed, as students mentioned in the final session, receiving feedback not only from their instructors but also from their peers greatly contributed to their language performance. The course evaluation form is also a powerful tool, especially if there are particular issues that need to be addressed in order to significantly improve the course and satisfy students' expectations. Also, the strategy evaluation form offered valuable insight into their

perception of the value of each strategy. Thanks to these data, instructors can make more informed decisions when deciding which strategies to include in a particular course.

These results will work as a reference point for future courses that deal with legal English to have a particular focus on vocabulary learning strategies or give more weight to students' perceptions to decide on the most appropriate course of action in a given program. At the same time, the results will help instructors improve as professionals by providing them information about their teaching practices.

F. Recommendations

Our recommendation for further study is to carry out a comparison of the results of the feedback form filled out by students and by instructors with a larger sample in order to determine whether this consistency that was identified holds in larger numbers. Furthermore, if this is tested with larger groups, statistical significance tests can be carried out in order to determine whether instructors give students a significantly lower grade than their peers do.

G. Limitations

A possible limitation that we may have faced is that all of the responses that the students gave were entirely in English. Some of the participants might have been limited by her English skills. It could have been the case that students had more to say, more detailed opinions to give, but they lacked the words to do so in English. A section in Spanish may be included for participants to freely speak their minds.

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Appendices

Appendix A: Interview with the members of Asociación de Estudiantes de Derecho

Appendix B: Interview with a professor of the School of Law

Appendix C: Questionnaire for law students

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Appendix L: Lesson plans and materials

Appendix A

Entrevista

Asociación de Estudiantes de Derecho

Fecha: _____

Personas presentes: _____

1. A grandes rasgos, ¿cuáles son las características de la población que vamos a tener? (Por ejemplo: edades, año de carrera que cursan, su experiencia previa en el idioma y los niveles de inglés que podemos encontrar)
2. Este curso de ESP, ¿sería obligatorio u opcional para los estudiantes?
3. ¿Cuáles son las destrezas que ellos necesitan desarrollar (escritura, lectura, comunicación oral o escucha)?
4. En caso de tener alguna destreza en específico que necesiten desarrollar, ¿en cuál contexto sería utilizada, cuáles otras personas participarían y cuáles serían los medios para hacerlo (por ejemplo: teléfono, correo electrónico, etc)?
5. En la Facultad de Derecho, ¿los estudiantes deben llevar cursos en inglés, necesitan el idioma para completar tareas o trabajos, o el inglés no se utiliza?
6. Los estudiantes de Derecho ¿necesitan inglés en el quehacer académico o en el campo laboral?
7. ¿Cuáles áreas temáticas se cubren o se podrían cubrir en inglés?
8. ¿A quién se dirigen o se podrían dirigir los estudiantes en inglés?
9. ¿Dónde y en qué momento utilizan o utilizarían el inglés?
10. Con respecto a la cultura de los estudiantes de Derecho, ¿cómo les gusta que

11. ¿Qué se debe incluir y qué se debe evitar en una clase, en la medida de lo posible?
12. Para aplicar varias pruebas y cuestionarios previos a impartir el curso, ¿existe la posibilidad de facilitarnos un aula donde podamos reunirnos con los estudiantes?
13. Para impartir las lecciones el próximo semestre, ¿existe alguna posibilidad de conseguir un aula en la Facultad de Derecho?
14. ¿Con qué tipos de recursos podríamos contar para el curso? (Por ejemplo: grabadoras, videobeam, fotocopias, libros utilizados por los estudiantes)

Appendix B

Entrevista

Profesor de la Facultad de Derecho

Fecha: _____

Personas presentes: _____

1. Los estudiantes de Derecho ¿necesitan inglés en el quehacer académico o en el campo laboral?
2. ¿Cuáles áreas temáticas se cubren o se podrían cubrir en inglés?
3. ¿A quién se dirigen o se podrían dirigir los estudiantes en inglés?
4. ¿Dónde y en qué momento utilizan o utilizarían el inglés?
5. ¿Cuáles son las destrezas que ellos necesitan desarrollar (escritura, lectura, comunicación oral o escucha)?
6. En caso de tener alguna destreza en específico que necesiten desarrollar, ¿en cuál contexto sería utilizada?
7. ¿Con qué personas se relacionan en inglés?
8. ¿Cuáles serían los medios para relacionarse en inglés (por ejemplo: teléfono, correo electrónico, etc)?
9. ¿Cómo son las clases normalmente en la Facultad de Derecho?

Appendix C

LEGAL ENGLISH – CUESTIONARIO

El siguiente cuestionario tiene como propósito obtener información sobre el uso del inglés por parte de los estudiantes de la Facultad de Derecho en la Universidad de Costa Rica, la cual se utilizará para elaborar el curso de Inglés Jurídico para dicha población como parte de la práctica profesional de la Maestría en la Enseñanza del Inglés como Lengua Extranjera de la Escuela de Lenguas Modernas. La información obtenida será de uso estrictamente confidencial. Contestar este cuestionario le tomará 20 minutos aproximadamente. De antemano, muchas gracias por su tiempo y colaboración.

I Parte. Información personal

Edad: _____ Año de carrera que cursa: _____

1. Marque con una "X" si ha estudiado **inglés** previamente.

Sí	
----	--

No	
----	--

En caso de que su respuesta sea afirmativa, ¿cuál considera que es su nivel de inglés?
Marque con una "X".

() Principiante

() Intermedio

() Avanzado

2. Indique si tiene experiencia previa o trabaja actualmente en el campo del derecho.
Marque con una "X".

Experiencia previa en derecho: Sí ___ No ___

Trabaja actualmente en derecho: Sí ___ No ___

En caso de que alguna de sus respuestas sea afirmativa, favor explique cómo el inglés ha sido necesario en su trabajo.

¿En qué área del derecho le gustaría desempeñarse y a qué puesto de trabajo aspira?

3. Marque con una "x" la(s) área(s) en las que el **inglés** le será de más utilidad para su desempeño laboral.

Derecho jurídico		Derecho constitucional		Arbitraje	
Derecho financiero		Derecho administrativo		Litigio	
Derecho civil		Derecho penal		Otros:	
Derecho internacional		Derecho procesal			

II. Parte. Importancia y uso del idioma inglés

1. **Escritura.** Para cada una de las siguientes actividades de trabajo en que podría **escribir en inglés**, indique la frecuencia con que realizaría estas actividades (nunca, a veces, a menudo, siempre), quién lo leería o a quién iría dirigido (clientes, colegas, testigos, implicados, etc.), qué medio utilizaría (físico, correo electrónico, mensajería instantánea, redes sociales, etc.), y qué temas trataría.

Actividad	Frecuencia	¿Quién lo leería?	¿Qué medio utilizaría?	¿Qué temas trataría?
1. Escribir contratos				
2. Escribir investigaciones sobre casos				
3. Explicar contratos por escrito				
4. Coordinar reuniones				
5. Redactar otros documentos legales (favor especificar el tipo de documento):				
6. Otros:				

2. **Lectura.** Para cada uno de los siguientes textos legales que podría **leer en inglés**, indique la frecuencia con que leería este tipo de textos, quién sería el emisor, de qué temas trataría, y el propósito de lectura de estos textos (cuál es la finalidad de lectura).

Tipo de textos	Frecuencia	¿Quién lo escribió?	¿Qué temas trataría?	¿Cuál sería la finalidad?
1. Contratos				
2. Investigaciones sobre casos				
3. Otros documentos legales (favor especificar):				
4. Otros:				

3. **Comunicación oral.** Para cada una de las siguientes situaciones en las que podría **hablar en inglés** en su trabajo, indique la frecuencia con que realizaría este tipo de actividades, quién sería el destinatario (hacia quién se dirige o con quién se comunica), qué medio utilizaría (cara a cara, teléfono, videoconferencia, etc.), y de qué temas trataría.

Actividad	Frecuencia	Destinatario	Medio	Temas
1. Explicar contratos				
2. Coordinar reuniones				
3. Participar en reuniones				
4. Dar una conferencia				
5. Realizar entrevistas				
6. Realizar presentaciones sobre casos				
7. Otros:				

4. **Comprensión auditiva.** Para cada una de las siguientes situaciones que podría realizar **en inglés** en su trabajo, indique la frecuencia con que realizaría este tipo de actividades, qué medio utilizaría, de qué temas trataría, y la finalidad, es decir, qué tiene que hacer con la información que escucha.

Actividad	Frecuencia	Medio	Temas	Finalidad
1. Escuchar conferencias				
2. Escuchar juicios				
3. Escuchar entrevistas				
4. Otros:				

5. Marque con una "X" el grado de importancia que considera que tendrán las distintas destrezas cuando utilice el **inglés** en su trabajo.

Destrezas	Muy importante	Importante	Algo importante	Poco importante
Hablar				
Escuchar				
Escribir				
Leer				

III. Parte. Preferencias de aprendizaje

1. Complete las siguientes frases según sus preferencias de aprendizaje.
 - a. Disfruto una clase cuando:
 - b. Me gusta que los profesores:
 - c. Aprendo mejor cuando:

2. En el curso de **inglés jurídico** quiero mejorar (marque con una "x" todas las que apliquen):

- Mi fluidez
- Mi vocabulario
- Mi pronunciación
- Mi comprensión auditiva
- Mi comprensión de lectura
- Mis habilidades para escribir
- Otro:

3. ¿Alguna recomendación o sugerencia para el curso de **inglés jurídico**?

Muchas gracias por su participación

Appendix D

Language Test

Name: _____

Score: _____

Date: _____

Level: _____

Part	Points
Part I: Writing (Unfair dismissal?)	13
Part II: Listening (Case brief)	6
Part II: Speaking (Case brief)	12
Part III: Writing (The case so far)	13
Part IV: Speaking (To be continued...?)	13
Total	57

Instructions:

This language test consists of four parts and 5 pages. Please check that your test has all the indicated pages and Appendix 1 and Appendix 2. Read carefully all the instructions and write your answers in the spaces provided. No cell phones or electronic devices are permitted in the testing room. You will have two hours to complete this test.

Part III: Writing: The case so far (13 points)

The attached email (Appendix 2) was sent by Gwen (the client) to Jane (the lawyer). Write a reply from Jane to Gwen. You should include:

- reason for writing to Gwen;
- information about the actions Jane has taken in the case since their last contact;
- mention the documents attached;
- mention what Jane believes will be the outcome of the case;
- a closing line offering assistance if needed.

You have 15-20 minutes to complete this part.

Part IV: Speaking. To be continued...? (13 points)

Your partner and you will take part in a collaborative task. The examiner is going to read out the task below. You are expected to discuss the topic together without the intervention of the examiner. You have 3 minutes to prepare individually. The discussion will last for approximately 5 minutes.

The Myers case – Continued

A senior associate has asked you to write a report evaluating the Myers case. Talk together about what to say in the report.

Discussion points:

- Briefly summarize the most important points in the case.
- Discuss the advantages and disadvantages of taking the case to a final hearing.
- Identify the weak points in the case.
- Foreseeing that these are brought up by the plaintiff, discuss how you would respond to the plaintiff's claim.

Language Test – Appendix 1

Employment Agreement

THIS AGREEMENT made as of the 22nd day of April, 2010, between *Speed Tech. SRL* a corporation incorporated under the laws of the State of Costa Rica, and having its principal place of business at Heredia (the "employer"); and Ms Margaret Myers, of the City of San José in the State of Costa Rica (the "Employee").

WHEREAS the Employer desires to obtain the benefit of the services of the Employee, and the Employee desires to render such services on the terms and conditions set forth. IN CONSIDERATION of the promises and other good and valuable consideration (the sufficiency and receipt of which are hereby acknowledged) the parties agree as follows:

1. Employment

The Employee agrees that he will at all times faithfully, industriously, and to the best of his skill, ability, experience and talents, perform all of the duties required of his position. In carrying out these duties and responsibilities, the Employee shall comply with all Employer policies, procedures, rules and regulations, both written and oral, as are announced by the Employer from time to time. It is also understood and agreed to by the Employee that his assignment, duties and responsibilities and reporting arrangements may be changed by the Employer in its sole discretion without causing termination of this agreement.

5. Confidentiality and Intellectual Property

Our offer of employment is conditional upon you agreeing to and abiding by the "Confidentiality and Proprietary Information Agreement." Attached Schedule "C."

8. Termination

The employer may terminate this Agreement and the Employee's employment at any time, without notice or payment in lieu of notice, for sufficient cause.

IN WITNESS WHEREOF the Employer has caused this agreement to be executed by its duly authorized officers and the Employee has set his hand as of the date first above written.

SIGNED, SEALED AND DELIVERED in the presence of:



Margaret Myers
Employee



George Gibbs Bradley
Legal Representative

**Schedule C
Employee Covenants**

Confidentiality and Proprietary information Agreement

In consideration of employment as an employee or engagement as an independent contractor with *Company* (the "**Company**"), the undersigned (the "**Participant**") agrees and covenants as follows:

1. Employment with the Company as an employee or engagement with the Company as an independent contractor, as the case may be (the "**Engagement**"), will give the Participant access to proprietary and confidential information belonging to the Company, its customers, its suppliers and others (the proprietary and confidential information is collectively referred to in this Agreement as "**Confidential Information**"). Confidential Information includes but is not limited to customer lists, marketing plans, proposals, contracts, technical and/or financial information, databases, software and know-how. All Confidential Information remains the confidential and proprietary information of the Company.

4. The Participant shall, both during and after the Engagement, keep all Confidential Information and Proprietary Property confidential and shall not use any of it except for the purpose of carrying out authorized activities on behalf of the Company. The Participant may, however, use or disclose Confidential Information.
...

8. The Participant agrees that the Participant's sole and exclusive remedy for any breach of this Agreement or any other agreement by the Company will be limited to monetary damages and that the Participant will not make any claim in respect of any rights to or interest in any Confidential Information or Proprietary Property.
...

IN WITNESS WHEREOF the Company has caused this Agreement to be executed as of the 22nd day of April, 2010.

Signed in the presence of:



PARTICIPANT

NAME: Margaret Myers



WITNESS to PARTICIPANT

NAME: Sam Rivers Rucker

Taken from: Stanford University. (2015). Sample Employment Contract. Retrieved from

<http://sehub.stanford.edu/sites/default/files/SampleEmploymentContract.pdf>

Language Test – Appendix 2

The image shows a screenshot of an email composition window. At the top, there is a toolbar with icons for Send, Attach, Save Draft, Spelling, and Cancel. Below the toolbar, the 'To' field is empty, the 'Subject' is 'Myers dismissal case', and the 'Attached' field lists 'Entry of appearance.pdf; reasons for dismissal_Myers.doc'. A rich text editor toolbar is visible below the subject and attachments, showing options for font face (Arial), size (12), bold (B), italic (I), underline (U), text color, background color, bulleted list, numbered list, and indent. The main body of the email contains the following text:

Dear Jane,

Further to our phone conversation this morning, I attach the revised entry of appearance form which you requested. In addition, please find attached a document providing a complete factual account of the circumstances of the theft. Kindly let me know if anything needs to be changed or if you require further information.

I would appreciate it if you could let me know as soon as possible whether the case can be handled solely on the basis of a written submission as you mentioned.

Many thanks for your assistance in this matter.

Sincerely,

Gwen Hill

Taken from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Appendix E

Language Test Rubrics

Name: _____

Score: _____

Date: _____

Level: _____

Part	Points
Part I: Writing (Unfair dismissal?)	13
Part II: Listening (Case brief)	6
Part II: Speaking. Case brief	12
Part III: Writing. The case so far	13
Part IV: Speaking. To be continued...?	13
Total	57

Grading scale:

True Beginner: 0-15

Beginner: 16-30 points

Intermediate: 31-45 points

Advanced: 46-57 points

Part I: Writing Rubric	Comments	Points
Law-related terms use 1 pt: 8 or more mistakes 2 pts: 4-7 mistakes 3 pts: 0-3 mistakes		/3
Verb tense use 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Sentence structure 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Spelling 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Text genre (email or legal opinion) 0 pts: inappropriate 1 pt: appropriate		/1
Punctuation 0 pts: 6 or more 1 pt: 0-5 mistakes		/1
Register 0 pts: inappropriate 1 pt: appropriate		/1
Task completion 0 pts: task not completed 1 pt: task completed		/1
Total		/13

Grading scale:

True Beginner: 0-3 points

Beginner: 4-7 points

Intermediate: 8-10 points

Advanced: 11-13 points

Part II: Listening Rubric	Comments	Points
Recognition of law-related terms 1 pt: 8 or more mistakes 2 pts: 4-7 mistakes 3 pts: 0-3 mistakes		/3
Recognition of details 0 pts: no details 1 pt: some of the details 2 pts: all of the details		/2
Task completion 0 pts: task not completed 1 pt: task completed		/1
Total		/6

Grading scale:

True Beginner: 0-1

Beginner: 2-3 points

Intermediate: 4-5 points

Advanced: 6 points

Part II: One-Way Speaking Rubric	Comments	Points
Law-related terms use 1 pt: 8 or more mistakes 2 pts: 4-7 mistakes 3 pts: 0-3 mistakes		/3
Verb tense use 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Sentence structure 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Pronunciation 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Fluency 0 pts: hesitant 1 pt: fluent		/1
Register 0 pts: inappropriate 1 pt: appropriate		/1
Task completion 0 pts: task not completed 1 pt: task completed		/1
Total		/12

Grading scale:

True Beginner: 0-3 points
 Beginner: 4-6 points
 intermediate: 7-9 points
 Advanced: 10-12 points

Part III: Writing Rubric	Comments	Points
Law-related terms use 1 pt: 8 or more mistakes 2 pts: 4-7 mistakes 3 pts: 0-3 mistakes		/3
Verb tense use 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Sentence structure 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Spelling 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Text genre 0 pts: inappropriate 1 pt: appropriate		/1
Punctuation 0 pts: 6 or more 1 pt: 0-5 mistakes		/1
Register 0 pts: inappropriate 1 pt: appropriate		/1
Task completion 0 pts: task not completed 1 pt: task completed		/1
Total		/13

Grading scale:

True Beginner: 0-3 points
 Beginner: 4-7 points
 Intermediate: 8-10 points
 Advanced: 11-13 points

Part IV: Two-Way Speaking Rubric	Comments	Points
Law-related terms use 1 pt: 8 or more mistakes 2 pts: 4-7 mistakes 3 pts: 0-3 mistakes		/3
Verb tense use 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Sentence structure 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Pronunciation 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Strategy use 0 pts: inappropriate 1 pt: appropriate		/1
Fluency 0 pts: hesitant 1 pt: fluent		/1
Register 0 pts: inappropriate 1 pt: appropriate		/1
Task completion 0 pts: task not completed 1 pt: task completed		/1
Total		/13

Grading scale:

True Beginner: 0-3 points
 Beginner: 4-7 points
 Intermediate: 8-10 points
 Advanced: 11-13 points

Feedback Form Writing Task

Student:
 Description of the activity:

Date:
 Points / Grade:

Criteria	10	9	8	7	6 or less	NA	Comments
1. Appropriate use of law-related terms							
2. Appropriate use of sentence structure(s)*							
3. Appropriate use of verb tenses							
4. Appropriate spelling							
5. Appropriate punctuation							
6. Appropriate level of formality							
7. Task completion							
8.							
9.							
10.							

Appendix F

*To be specified depending on the language studied in a particular class or unit.

10: Excellent. **9:** Above Average. **8:** Average. **7:** Needs Improvement. **6 or less:** Poor. **NA:** Not applicable.

Feedback Form One-Way Speaking Task

Classmate:
 Description of the activity:

Date:
 Points / Grade:

Criteria	10	9	8	7	6 or less	NA	Comments
1. Appropriate use of law-related terms							
2. Appropriate use of sentence structure(s)*							
3. Appropriate use of verb tenses							
4. Appropriate pronunciation*							
5. Appropriate level of formality							
6. Appropriate body language							
7. Task completion							
8.							
9.							
10.							

Appendix G

*To be specified depending on the language studied in a particular class or unit.
10: Excellent. **9:** Above Average. **8:** Average. **7:** Needs Improvement. **6 or less:** Poor. **NA:** Not applicable.

Feedback Form Two-Way Speaking Task

Classmate:
 Description of the activity:

Date:
 Points / Grade:

Criteria	10	9	8	7	6 or less	NA	Comments
1. Appropriate use of law-related terms							
2. Appropriate use of sentence structure(s)*							
3. Appropriate use of verb tenses							
4. Appropriate pronunciation*							
5. Appropriate level of formality							
6. Negotiation of meaning							
7. Task completion							
8.							
9.							
10.							

Appendix H

*To be specified depending on the language studied in a particular class or unit.
10: Excellent. **9:** Above Average. **8:** Average. **7:** Needs Improvement. **6 or less:** Poor. **NA:** Not applicable.

Course Evaluation Form

Date:

Questions	Yes	No	Comments / Recommendations
1. Did you learn what you expected?			
2. Was what you learned useful?			
3. Has enough time been spent on each objective? (*Please refer to course program)			
4. Did you get enough practice?			
5. Were the materials appropriate?			
6. Were the activities appropriate?			
7. Were the evaluations appropriate?			

Appendix I

Other aspects to consider:

Strategy Evaluation Form

Name:

Date:

Part I. Evaluation of the Strategies

Strategy	Did you find this strategy useful? Why or why not?	How many times did you use this strategy in the Vocabulary Log?	Do you think you will continue using this strategy?
Extracting meaning from context			
Using synonyms and antonyms			
Using the words in a sentence			
Creating a word map			

Appendix J

Part II. Comparison of the strategies

Order the four strategies (extracting meaning from context, using synonyms and antonyms, using the word in a sentence, creating word maps) from most useful (#1) to least useful (#4) and then justify your ranking by comparing the different strategies.

#1	
#2	
#3	
#4	

Justification:

Part III. Other strategies

Which other vocabulary learning strategies do you consider useful?

Translating the word

Using flashcards

Using an English dictionary

Looking for / drawing a picture of the word

Writing the word many times

Connecting the word to a personal experience

Other strategies to consider: _____

Appendix K

(Description of Course Contents)

Unit 1: Dealing with clients in written form

Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

Objectives: By the end of the unit, the law students will be able to:

- 1) effectively request information from clients that is to be included in a contract by using appropriate vocabulary, structures, and register;
- 2) successfully explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register;
- 3) effectively update clients on a legal process by explaining what has been done so far;
- 4) accurately write a legal opinion on a case by describing issues, facts, and legal implications.

Obj.	Task	Skills	Strategies	Language	Time allotted
1.1	Request information from clients that is to be included in a contract by using appropriate vocabulary, structures, and register	W R	—	Format of a formal email: <ul style="list-style-type: none"> ◦ Subject line (Legal Advice on... / Information Needed for...) ◦ Salutation (Dear Mr. /Ms.) ◦ Opening line (Thank you for contacting me to help you with... / In this email, I will ask you some questions in order to start with...) ◦ Content (Where do you live? / What do you do for a living? / What is your marital status? / What do you need? / How can I help you?) 	2 sessions

				<ul style="list-style-type: none"> • Closing (Please send this information as soon as possible. / Yours truly / Best regards / Sincerely) <p>Punctuation in emails No period in subject line. / Comma after greeting. / Period after niceties/previous contact. / Comma after closing line.</p> <p>Phrases for indirect questions: Could you please tell me...? Do you think I could have...? Do you know...? Do you have an idea...?</p> <p>Vocabulary: lessor, lessee, lease contract, leasehold improvements, legal age, leasehold</p>	
1.2	Explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary,	W R	Extracting meaning from context	<p>Words and expressions indicating necessity:</p> <ul style="list-style-type: none"> • You must • You have to • You need to • It is necessary to / that you • You are / It is required to 	3 sessions

	structures, and register			<p>Transitions: addition / time / intensification / summary / conclusion / contrast / clarification / cause / effect / purpose</p> <p>Collocations: officiate a ceremony / compile documentation / swear an affidavit / swear under oath / record the marriage registration / make the marriage legal / make a digital filing / issue a certification</p> <p>The zero conditional: If you've been married for only two years, you cannot get a divorce. / if I don't sign a prenuptial agreement, I might get in trouble.</p> <p>Vocabulary: eligibility, permanent resident, file your taxes, owe, on parole, on probation, convicted of an indictable crime, supporting documents, application fee, affidavit, witnesses, filing, issue</p>	
1.3	Update clients on a legal process by explaining what has been done so far	WR	—	<p>Present perfect: I have filed the document. I have submitted an affidavit. You have sent the certified birth certificate.</p>	1 session

				<p>Expressions to update clients on a legal process: I'm writing you to inform about... I want to acknowledge you about The process will last... It is probable that... We will need to draft/ issue/ file /submit...</p> <p>Collocations:</p> <ul style="list-style-type: none"> ◦ draft (a document, an answer, a brief, a complaint, a motion, a pleading) ◦ issue (a document, an injunction, a notice, a writ) ◦ file (a document, an affidavit, an answer, a brief, a complaint, a motion, a notice, a pleading) ◦ submit (a document, an affidavit, an answer, a brief, a complaint, a motion, a notice, a pleading, a writ) 	
1.4	Write a legal opinion on a case for a client by describing issues, facts, and legal implications	VV R	Using synonyms and antonyms	<p>Phrases used as part of a legal opinion:</p> <ul style="list-style-type: none"> • I have now had the opportunity to research the law on this point and I can provide you with the following advice. • Firstly, to summarize the facts of the case... • The issue in this case is... • The law in this jurisdiction requires... • It is possible that the court will take this into consideration and hold that... • I therefore conclude that... 	4 sessions

				<p>Reported Speech (information questions and yes/no questions) You asked if / whether that boss was engaged in... You asked me what the options were for...</p> <p>Collocations: incorporate under the laws / available for sale / the possibility of acquiring / an interest in buying / take actions against the directors / breach of duty of loyalty / responsible for assisting / provide with access / ownership of copyright</p> <p>Vocabulary: stipulate / subsequent / duty / previous / leeway / preclude</p>	
--	--	--	--	--	--

Unit 2: Communicating orally with clients

Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies and register.

Objectives: By the end of the unit, the law students will be able to:

- 1) appropriately request information and documents from clients in order to begin a legal process by using appropriate vocabulary, structures, and register;
- 2) effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register;
- 3) successfully provide legal recommendations to clients about possible fallouts in a legal process by using appropriate vocabulary, structures, and register.

Obj.	Task	Skills	Strategies	Language	Time allotted
2.1	Request information and documents from clients in order to guide them in a legal process by using appropriate vocabulary, structures, and	S L	—	<p>Introduce yourself: Good morning / afternoon / evening. My name is _____. It is a pleasure to meet you.</p> <p>Small talk: How are you? Did you have any problems finding my office? How was the traffic? Can you believe all of this rain?</p>	1 session

	register			<p>Would you like something to drink?</p> <p>Body language: Make eye contact. Face your shoulders toward that person. Don't cross your arms.</p> <p>Phrases to request documents or information: Could you please tell me...? I would like to know... I'd be grateful if you could... I wonder if you could...</p> <p>Pronunciation: rising and falling intonation in wh and yes/no questions</p>	
2.2	Effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and	S L.	Using the word in a sentence	<p>Expressions to explain a legal process:</p> <ul style="list-style-type: none"> • I will explain how this process works in Costa Rica. • In order to____, you need to follow these specific steps: first, second, third, then, after that, finally... • This is how this process works in Costa Rica. First, second, third, then, after that, finally... • We have /do not have to worry about_____ right now. • For this process, you need to / have to / must submit the following documents... • Please let me answer your questions... 	3 sessions

	register.			<p>Pronunciation: Stress in Word Families</p> <ul style="list-style-type: none"> • administrate-administration-administrator • audit-auditor • perpetrate-perpetration • authorize-authorization • assume-assumption <p>Vocabulary: bylaws, stock ledger, preclude, proprietorship, liability, registered agent</p>	
2.3	Provide legal recommendations to clients about possible fallouts in a legal process by using appropriate vocabulary, structures, and register	S L	—	<p>Expressions to provide legal recommendations to clients:</p> <ul style="list-style-type: none"> • Have you thought about? • Have you considered the possibility of...? • My suggestion/advice is to ... • Make sure you (don't) ... • The sooner you ... the better. • In this (kind of) situation, I always recommend ... • Whatever you do, ... • Your only option is to ... • Even though we couldn't register the... on time, we still can... <p>Modals: will, could, might</p>	2 sessions

				Vocabulary: proprietorship, register, record, bylaws, foreign, preclude constitutional amendment, consolidation, acquisition of controlling shares, voluntary liquidation, merger, sale of substantially all assets, compulsory winding-up	
--	--	--	--	---	--

Unit 3: Solving a case

Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

Objectives: By the end of the unit, the law students will be able to:

- 1) effectively present a legal case by using appropriate vocabulary, structures, strategies, and register;
- 2) appropriately present arguments for and against specific legal actions in a case by using vocabulary, structures, strategies, and register;
- 3) decide on the most appropriate legal action in a specific case by evaluating coworkers' and superiors' feedback on the case.

Obj.	Task	Skills	Strategies	Language	Time allotted
3.1	Present a legal case by using appropriate structures, strategies and register	S L R	Using concept maps	<p>Review body language</p> <p>Appropriate Starters: Good morning. My name's ... and I'm going to talk about ... I'd like to welcome you. We are here to discuss ... Our main aim today is to ... Now, I'm going to start by ...</p> <p>Not Appropriate Starters: Hi everyone, I am... Okay, it is my turn.</p>	3 sessions

				<p>The only thing I could think of to talk about is... I'm going to be talking a little bit about...</p> <p>Transition phrases to introduce a main point: A major concern is... Fundamentally... A basic point is...</p> <p>Transition phrases to move to another point: Now let's consider... My next point is... Let me move on to...</p> <p>Vocabulary: franchise – assets – purchase -- profits-acquire- determine – identify –analysis -- dangerous – negligence-confident-punitive</p>	
3.2	Present arguments for and against specific legal actions in a case by using vocabulary, structures, strategies, and register	S L	–	<p>Word Families: confide- confident- confidence- confidant- confidentially- confider</p> <p>Vocabulary: franchise – assets – purchase -- profits acquire – determine -- identify --analysis dangerous –negligence–confident–punitive</p>	2 sessions

3.3	Decide on the most appropriate legal action in a specific case by evaluating coworkers' and superiors' feedback on the case	S L		<p>Phrases to present arguments: In my opinion... I firmly believe that... As far as I'm concerned... I would argue that...because... If you ask me... The way I see it... From my point of view...</p> <p>Phrases to concede and make a point: That may be true, but... I may be wrong, but... You may be right, but... You have a good point, but... You could say that, but... Correct me if I'm wrong, but... I don't mean to be rude, but...</p> <p>Phrases for asking for clarification: Could you repeat / clarify that, please? What do you mean by...? Could you be more specific, please? Could you say that again?</p> <p>Phrases for paraphrasing: To put it in another way... Look at it this way. If you...</p>	3 sessions
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				<p>What this means is that... In a nutshell...</p> <p>Pronunciation -ed endings: d/ agreed, joined, filled, received, /t/ booked, asked, approached, based /ɪd/ started, sounded, contacted, disconnected</p>	
--	--	--	--	--	--

Appendix L

(Lesson Plans and Materials)

Unit # 1: Dealing with clients in written form

Teachers: Andrea Lasso de la Vega, Mariana Cortés, Rosibel Acuña

Lesson Plan # 1

Assistants: –

Date: August 10th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 1, the law students will be able to effectively request information from clients that is to be included in a contract by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of the lesson, the law students will:

1. have read the course program;
2. have shared a little about themselves;
3. get to know their classmates a little better;
4. be able to name the people involved in a court.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	<ul style="list-style-type: none"> • Read course program. <p>Materials: Course program</p>	S R	--	--	30 min 5:00-5:30
2	Who are you?	S	Useful Language: I (don't) like...	--	20 min 5:30-5:50

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Ss draw something that represents them and share a bit about themselves. <p>Materials: Cutouts with instructions, pencils, colored pencils</p>		I'm interested in...		
3	<p>Who is it?</p> <ul style="list-style-type: none"> • Ss are split into two groups. • Each student writes 3 facts about him/herself on a card. They share with their group. • Groups swap cards and have to guess who from the other group is described in each card. <p>Materials: Cutouts with identity cards</p>	S W	Useful Language: I think this is... I agree / disagree. It is your / our turn.	--	20 min 5:50-6:10
4	<p>People in court</p> <ul style="list-style-type: none"> • In pairs, ss complete a crossword puzzle with the people that participate in court. <p>Materials: Handout 1</p>	S W	Vocabulary: advocate, judge, plaintiff, expert witness, petitioner, clerk, bailiff, defendant	--	15 min 6:10-6:25
4	<p>Taboo</p> <ul style="list-style-type: none"> • In two teams, ss take turns describing the role of people in court and their team has to guess which person is being described. The word or part of it cannot be used. 	S	Useful Language: This is the person who...	--	15 min 6:25-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading



University of Costa Rica

Master in Teaching English as a Foreign Language

Professors: Rosibel Acuña, Mariana Cortés and Andrea Lasso de la Vega

Classroom: DE 206

Schedule M, W 17:00-19:00

Legal English: An ESP course for law students at the University of Costa Rica

I. Course Description

English for Lawyers is a course designed for law students at the University of Costa Rica. This is an English for Occupational Purposes course that focuses on the development of speaking, listening, and writing skills in order to help students deal with their delayed needs of the language.

II. Goals and objectives

Unit 1: Dealing with clients in written form

Goal: By the end of the unit, students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies and register.

Objectives:

- 1) effectively request information from clients that is to be included in a contract by using appropriate vocabulary, structures, and register;
- 2) successfully explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register;
- 3) effectively update clients on a legal process by explaining what has been done so far;
- 4) accurately write a legal opinion on a case by describing issues, facts, and legal implications.

Unit 2: Communicating orally with clients

Goal: By the end of the unit, students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies, and register.

Objectives:

- 1) appropriately request information and documents from clients in order to guide them in a legal process by using appropriate vocabulary, structures, and register;

- 2) effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register;
- 3) successfully provide legal recommendations to clients about possible fallouts in a legal process by using appropriate vocabulary, structures, and register.

Unit 3: Solving a case

Goal: By the end of the unit, students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

Objectives:

- 1) effectively present a legal case by using appropriate vocabulary, structures, strategies, and register;
- 2) appropriately present arguments for and against specific legal actions in a case by using appropriate vocabulary, structures, strategies, and register;
- 3) decide on the most appropriate legal action in a specific case by evaluating coworkers' and superiors' feedback on the case.

III. Methodology

Legal English is a task-based course. We will carry out activities that resemble real-world interaction and promote equal and effective student participation. Students are expected to attend classes, participate in individual and group tasks and activities, complete any assignments during and out of class time, self-monitor their learning process, take risks when using the language, apply what is learned in each lesson throughout the course, and get involved in class discussions. In addition, they will be required to work on projects, create vocabulary logs, and take quizzes. Instructors will work as facilitators of the learning process by using law-related content and students' needs as input to develop real-life tasks that guide the students during the course.

IV. Assessment

Assessment will be carried out throughout the course. In this English course, the final grade will be determined on the following basis:

Projects (total of 3)	60% (20% each)
Quizzes (total of 4)	20% (5% each)
Vocabulary Log (total of 4 strategies)	20% (5% each)

To obtain the course certificate, the students will be required to complete the evaluations scoring more than 75% in their final grade and to attend at least 80% of the 28 class sessions that are part of the course. Late arrivals on three occasions (15 minutes or more) will count as one absence. Justified absences will allow for rescheduling of evaluations. A monthly report will be given to students including: percentage of attendance, grade of projects, vocabulary log, and quizzes so far. This will help students (and teachers) to keep track of their progress.

Tentative evaluation dates:

- Projects:

- September 16: Unit 1 (due date)
- October 5, 7, 14: Unit 2
- November 9: Unit 3

- Quizzes:

- August 31: Quiz 1
- September 21: Quiz 2
- October 19: Quiz 3
- November 4: Quiz 4

- Vocabulary Logs:

- September 2
- September 23
- October 14
- November 4

More about me

Draw something that represents you (for example: a symbol, an object, an animal) that you could use to introduce yourself.

More about me

- Draw something that represents you (for example: a symbol, an object, an animal) that you could use to introduce yourself.

Who is it?
Write 3 facts or characteristics about yourself.
Don't write your name.



- _____
- _____
- _____

Who is it?
Write 3 facts or characteristics about yourself.
Don't write your name.




- _____
- _____
- _____

Who is it?
Write 3 facts or characteristics about yourself.
Don't write your name.



- _____
- _____
- _____

Who is it?
Write 3 facts or characteristics about yourself.
Don't write your name.




- _____
- _____
- _____

Who is it?
Write 3 facts or characteristics about yourself.
Don't write your name.



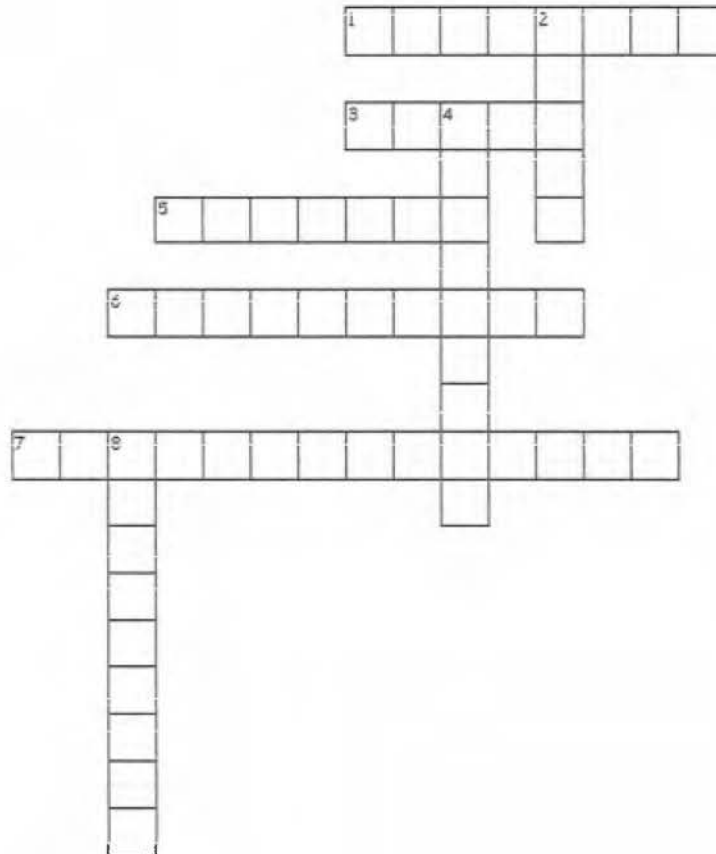
- _____
- _____
- _____

Who is it?
Write 3 facts or characteristics about yourself.
Don't write your name.



- _____
- _____
- _____

People in Court



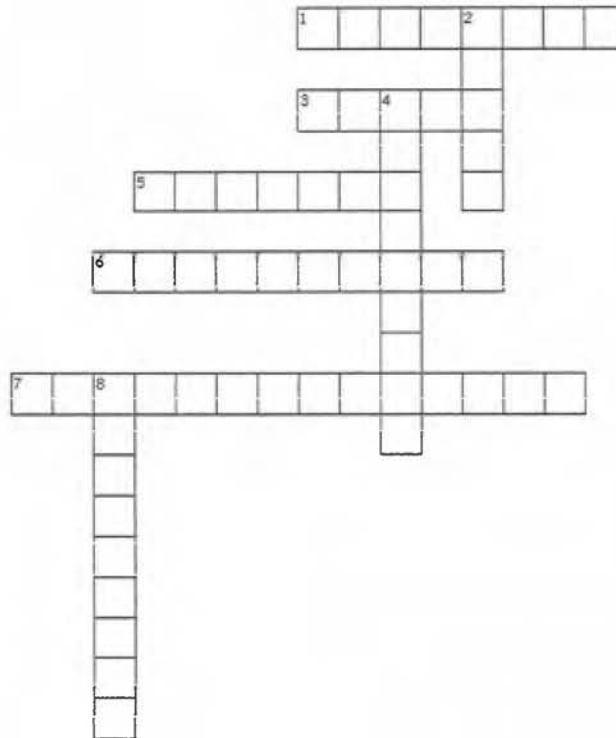
Across

1. person who pleads cases in court
3. public official who has the authority to hear and decide cases
5. officer of the court whose duties include keeping order and assisting the judge and jurors
6. person who appeals a decision to a higher court
7. person who has specialized knowledge of a particular subject who is called to testify in court

Down

2. employee who takes records, files papers and issues processes
4. person who is sued in a civil lawsuit
8. person who initiates a civil lawsuit

People in Court – Answer Key



Across

1. person who pleads cases in court **ADVOCATE**
3. public official who has the authority to hear and decide cases **JUDGE**
5. officer of the court whose duties include keeping order and assisting the judge and jurors
BAILIFF
6. person who appeals a decision to a higher court **PETITIONER**
7. person who has specialized knowledge of a particular subject who is called to testify in court **EXPERT WITNESS**

Down

2. employee who takes records, files papers and issues processes **CLERK**
4. person who is sued in a civil lawsuit **DEFENDANT**
8. person who initiates a civil lawsuit **PLAINTIFF**

Unit # 1: Dealing with clients in written form

Teachers: Andrea Lasso de la Vega, Mariana Cortés, Rosibel Acuña

Lesson Plan # 2

Assistants: --

Date: August 12th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 1, the law students will be able to effectively request information from clients that is to be included in a contract by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of this lesson, the law students will be able to:

1. accurately identify what the different people in court do by matching the name with the description of their role in court;
2. draft a formal email to a client requesting personal information to be included in a contract by following the appropriate format;
3. effectively identify the parts of a formal email sent to a client requesting personal information to be included in a contract;
4. correctly classify the phrases according to the section they belong to in a formal email sent to a client by requesting personal information to be included in a contract;
5. rewrite the subject line, opening and closing of a formal email to a client requesting personal information to be included in a contract by following the appropriate format;
6. use the appropriate punctuation in a formal email to a client requesting personal information to be included in a contract.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up:	S	Vocabulary:	--	10 min

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> In pairs, students match the names of the people in court with the description of their role. <p>Materials: Cutouts with memory game</p>		advocate, judge, plaintiff, expert witness, petitioner, clerk, bailiff, defendant		5:00-5:10
2	<p>Pre-task 1:</p> <ul style="list-style-type: none"> Ss propose a type of contract and are asked to individually write a formal email to a client requesting personal information to be included in such contract. This email will be used in the main task. <p>Materials: --</p>	W	--	--	10 min 5:10-5:20
3	<p>Pre-task 2: Identifying the parts of an email</p> <ul style="list-style-type: none"> Ss are given a sample email. The parts of a formal email are listed randomly on the board. In pairs, they have to identify the sections of the email. Pairs check with another pair, and then we check as a group. <p>Materials: Handout 1</p>	S W	Parts of an email: subject line, greeting, introduction, content, closure	--	10 min 5:20-5:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			What do you have for this section? I think this is the...		
4	<p>Pre-task 3: Phrases used in each section</p> <ul style="list-style-type: none"> In the same pairs, ss receive a set of phrases. Pairs classify the phrases according to the section in which they would be used. Each pair is assigned a section and they have to write their phrases on the board. Class checks with Handout. <p>Materials: Handout 2, cutouts with phrases (1 set per pair)</p>	S W	<p>Phrases in an email: Working from home Tuesday 15. EOM. Dear Mr. Johnson I am writing with regard to... Best regards</p> <p>Useful Language: I think this can be used in the (section)... I am not sure about this phrase.</p>	--	15 min 5:40-5:55
5	<p>Task: Rewrite sections of the email</p> <ul style="list-style-type: none"> Explain the use of the feedback forms (how, when, by whom, with what purpose). Give examples of comments and additional criteria that could be included. Model giving feedback. In pairs, ss rewrite the emails that they wrote in pre-task 1. The feedback form is used to check the other ss' email. Pairs decide on the additional criteria that is to be evaluated. Ss give each other feedback. 	S W	<p>Useful Language: I think here you should write... You didn't include...</p> <p>Feedback Form: I really liked that you... It was accurate to include...</p>	--	25 min 5:55-6:20

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Ss share some writing samples with the class. <p>Materials: Emails from pre-task 1, feedback forms</p>		<p>However, you could include/modify...</p> <p>Regarding (criteria), I consider that you...</p>		
6	<p>Post-task: Punctuation in formal emails</p> <ul style="list-style-type: none"> Ss go back to the sample formal email. Their attention is drawn to the punctuation. Ss have to identify the punctuation marks that are used in each section. In groups of three, ss check their emails and correct any punctuation mistakes. <p>Materials: Handout 1</p>	W	<p>Punctuation:</p> <ul style="list-style-type: none"> No period in subject line. Comma after greeting. Period after niceties/previous contact Comma after closing line. <p>Useful Language: This is (not) correct here. We should change this.</p>	--	15 min 6:25-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Judge	Plaintiff	Expert witness	Petitioner
Advocate	Clerk	Bailiff	Defendant
public official who has the authority to hear and decide cases	person who initiates a civil lawsuit	person who has specialized knowledge of a particular subject who is called to testify in court	person who appeals a decision to a higher court
person who pleads cases in court	employee who takes records, files papers and issues processes	officer of the court whose duties include keeping order and assisting the judge and jurors	person who is sued in a civil lawsuit

Best regards	I am writing with regard to...
I apologize for not getting in contact with you before now.	Let me know whether you would like me to ...
Do not hesitate to contact me/us again if you require any further information.	Further to your last email...
Please find attached my report.	I am writing in connection with...
Yours truly,	Dear Mike
Sincerely,	In reply to your email, here are...
Dear Mr. Johnson	Working from home Tuesday 15. EOM.
Hi Johanna	Thank you for your email of...




































Writing a Business Email

From: beckhamlee2320@hotmail.com ▾

To: ✎ ✕

Click the "To" button to see your contact list | ✕

Subject: Myers Dismissal Case

Arial ▾ 16 ▾ **B** *I* U                                   

Dear Jane,

Further to our phone conversation this morning, I have already contacted other lawyers to set a meeting as soon as possible in relation to the most appropriate legal action to follow in the Myer's case. As part of the meeting, we will like to evaluate whether the case can be handled solely on the basis of a written submission as you mentioned. Please keep in mind that we need to work on the document that provides the complete factual account of the circumstances of the theft.

Many thanks for your assistance in this matter.

Sincerely,
Gwen Hill

Guidelines for Writing an Email Part 1

When writing an email, it is important to use different tools in order to build confidence in your possible clients and to show professionalism.

Keep in mind the following parts that have to be included in a formal email.

❖ **Subject line:**

It has to be appealing for the reader, be straight to the point, and be informative. Avoid the use of words such as "meeting" or "confirmation." Do not leave the space in blank.

In English, the letters "E.O.M" (End of Message) are used in the subject line to indicate that the email does not include any content. For example, "Working from home Tuesday 15. EOM".

❖ **Greeting:**

It changes according to the level of formality. For the first contact with a client, include the word "Dear" followed by 'Mr.' or 'Ms.' and the last name of the recipient. If you are more familiarized with the recipient, use "Dear" and the name of the person, for example, "Dear Mike". If it is an email to a colleague, you can use 'Hi' or 'Hello' followed by the name, "Hi Johanna" or just the name.

❖ **Introduction:**

Depending on the email, the introduction can be related to the first contact with a client or the follow up of a previous email.

You can use the following phrases to state the reason for writing:

I am writing in connection with...

I am writing with regard to...

You can use the following phrases when referring to previous contact:

Thank you for your email of...

Further to your last email...

In reply to your email, here are...

I would like to point out that...

I apologize for not getting in contact with you before now.

❖ **Closure:**

Depending on the email, you can include different phrases as part of the closure.

You can use the following phrases to indicate that attachments are included:

*Please find attached my report.
I am sending you... as a pdf file.*

You can use the following phrases to offer further assistance:

*Would you like me to...?
If you wish, I would be happy to...
Let me know whether you would like me to ...*

You can use the following phrases to refer to future contact:

*Do not hesitate to contact me/us again if you require any further information.
Please feel free to contact me if you have any questions.
I am looking forward to...*

For the last part of the email, you can use some expressions of formality that include "Yours truly," "Best regards," "Sincerely," followed by the name of the person. If there is a closer relationship with the person, you can use "Thank you," "Thanks," or "Have a good day/afternoon."

Adapted from:

- o <http://www.prensalibre.cr/Noticias/detalle/8950-comunicacion-efectiva-por-email-en-ingles>
- o <http://www.slideshare.net/TyphaineBenis/email-phrase-bank?related=1>

Unit # 1: Dealing with clients in written form

Teacher: Rosibel Acuña

Lesson Plan # 3

Assistants: Andrea Lasso de la Vega, Mariana Cortés

Date: August 17th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 1, the law students will be able to effectively request information from clients that is to be included in a contract by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. correctly produce language chunks that could be used in the greeting, introduction, content, and closure in a formal email to a client by using the appropriate structures and register;
2. list the phrases needed to write a contract by using the correct structures;
3. request the information needed to write a contract by writing indirect questions;
4. check for the clarity of a message by following a set of guidelines to write a concise formal email to client;
5. write a formal email to a client requesting personal information to be included in a contract by following the appropriate format;
6. ask indirect questions to formally request information from a client by using the appropriate structure.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: <ul style="list-style-type: none">• In pairs, ss write the phrases that can be used in the different sections of a formal email.	W	Review of phrases	--	15 min 5:00-5:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Class checks as a whole. <p>Materials: Handout 1</p>				
2	<p>Pre-task 1: Information needed for a contract</p> <p>Grouping technique: colored papers with phrases from the emails</p> <ul style="list-style-type: none"> In pairs, ss list the information that they would need from a client in order to write a lease contract: full name of the lessor, full name of the lessee, marital status, occupation, address, I.D. number, property address, description and characteristics of the leasehold: extension m2, number of rooms, condition, etc., amenities, facilities, contract length: months, years, price, payment procedure, etc. Ss switch pairs and share the information they got. <p>Materials: Colored papers</p>	W	<p>Useful Language:</p> <p>I think we need...</p> <p>I think that... is / is not necessary in a lease contract.</p> <p>We should also ask for...</p> <p>To check:</p> <p>What information did you include?</p> <p>We did not include...</p> <p>We also included...</p> <p>Vocabulary:</p> <p>lessor, lessee, lease contract, leasehold improvements, legal age: a person of legal age, leasehold: property</p>	--	10 min 5:15-5:25

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

3	<p>Pre-task 2: Formally requesting information</p> <ul style="list-style-type: none"> • In the same pairs, ss write questions to ask for the necessary information identified in pre-task 1. • They transform the questions into indirect questions using the phrases given by the teacher. • Pairs check with another pair, and then we check as a group. <p>Materials: --</p>	S W	<p>Useful Language: One question could be... We could use this phrase to introduce the question. We have to check this question.</p> <p>To check: What questions did you include? This question is right/wrong. I think you should check...</p> <p>Phrases to ask indirect questions: Could you please tell me...? Do you think I could have...? Do you know...? Do you have an idea...?</p>	--	15 min 5:25-5:40
4	<p>Pre-task 3: Writing a clear message</p> <ul style="list-style-type: none"> • Individually, ss check the draft email from the previous class by following the guidelines to write a concise formal email to a client included in Handout 2. 	S	--	--	10 min 5:40-5:50

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Ss reflect on the greatest difficulties that they have when writing an email. • Class discusses as a whole and suggestions are given on how to overcome these difficulties. <p>Materials: Handout 2, email from previous class</p>				
5	<p>Task: Writing an email</p> <ul style="list-style-type: none"> • In new pairs, ss write a formal email to a client requesting personal information to be included in a lease contract. They have to include all the parts of the email covered in class. • Each student finds a new pair and checks another classmate's email using the feedback form. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. • Ss share some writing samples with the class. <p>Materials: Handouts 1 and 2, feedback form</p>	S W	<p>Useful Language: First/Second/Then/ Finally, we should write... I think here we should write... We asked / didn't ask for... This is (not) correct here. We should change this.</p> <p>Feedback Form: I really liked that you... It was appropriate to ... However, you could include /modify... Regarding (criteria), I consider that you...</p>	--	25 min 5:50-6:15
6	Post-task: 7 Indirect Questions	S W	--	--	25 min 6:15-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

<ul style="list-style-type: none"> • T focuses the attention of students on the structure of indirect questions (Handout 3). • Ss individually write 10 indirect questions that could be asked to a client in order to develop a lease contract. • Ss ask their classmates questions as if they were the clients. They must ask all classmates (number of questions per classmate depends on class size). • Ss share their questions and the responses. <p>Materials: Handout 3</p>				
<p>Homework: Look for information on how to obtain the Costa Rican citizenship.</p>	--	--	--	--

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Parts of an Email and Phrases

Instructions: In pairs, complete the following chart with the phrases that can be used in each part of a formal email to a client.

Parts of the Email	Formal Phrases	Informal Phrases
•		Hi Mr. Hill,
		Mary,
•		Just a short note about...
		Here is the information you wanted.
		Sorry I've not written for ages, but I've been really busy.
•		I've attached...
		Do you want me to...?
		Let me know if you need anything else.
		Bye

Adapted from: <http://www.slideshare.net/TyphaineBenis/email-phrase-bank?related=1>

Parts of an Email and Phrases – Answer Key

Instructions: In pairs, complete the following chart with the phrases that can be used in each part of a formal email to a client.

Parts of the Email	Formal Phrases	Informal Phrases
• Greeting	Dear Mr. Hill,	Hi Mr. Hill,
	Dear Mary,	Mary,
• Introduction	I'm writing with regard to...	Just a short note about...
	I'm writing in connection with...	
	in reply to your email, here are...	Here is the information you wanted.
	I apologize for not getting in contact with you before now.	Sorry I've not written for ages, but I've been really busy.
• Closure	Please find attached my report.	I've attached.
	Would you like me to...?	Do you want me to...?
	If you wish, I would be happy to...	
	Do not hesitate to contact me/us again if you require any further information.	Let me know if you need anything else.
	Please feel free to contact me if you have any questions.	
	Best regards, Sincerely,	Bye

Adapted from: <http://www.slideshare.net/TyphaineBenis/email-phrase-bank?related=1>

Formally Requesting Information

When writing an email to a client, sometimes we need to write formal and polite questions in order to ask for specific information that will be used in different legal processes. You can ask for the required information by using indirect questions.

Phrases for Indirect Questions

- Could you tell me...?
- Do you *think* I could have...?
- Do you know...?
- Do you have any idea...?
- Would it be possible...?



How do we use these phrases?

1. **Direct:** What is your full name?
Indirect: Could you tell me what your full name is?

In indirect questions with **is/are**, the verb comes **after** the subject (full name).

2. **Direct** Where does the lessee live?
Indirect: Do you know where the lessee lives?

In indirect questions, we don't use the auxiliary verbs **do/does/did**.

3. **Direct:** Can you send me the documents by tomorrow?
Indirect: Would it be possible for you to send me the documents by tomorrow?
For direct questions with **can**, we can use the phrase "would it be possible..." to make it indirect.

4. **Direct:** Can we change the meeting to Thursday?
Indirect: Is there any chance we could change the meeting to Thursday?
"Is there any chance..." is another option for forming indirect questions with **can**.

Adapted from: <http://www.espressoenglish.net/direct-and-indirect-questions-in-english/>

Guidelines for Writing an Email Part 2

When writing an email, it is important to keep in mind the main parts that it should include and the most appropriate phrases to use depending on the reader and the purpose of the email.

❖ **Content:**

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the email.

When writing the content of formal emails in English, be concise and go straight to the point in order to make your message more logical and easy to follow, but how do you do this?

- write short sentences
- use more periods than commas
- limit the content to one topic
- break up the message into paragraphs



Remember

- do not use capital letter as part of the content unless you want to emphasize specific words
- use simple language
- check grammatical structures
- check spelling
- proofread your message for content to make sure you have not omitted any important details or repeated yourself

Adapted from: <http://www.prensalibre.cr/Noticias/detalle/8950-comunicacion-efectiva-por-e-mail-en-ingles>

Unit # 1: Dealing with clients in written form

Teacher: Rosibel Acuña

Lesson Plan # 4

Assistants: Andrea Lasso de la Vega, Mariana Cortés

Date: August 19th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 2, the law students will be able to effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. accurately ask clients indirect questions to formally request information by using the appropriate structure;
2. correctly use the strategy to understand the meaning of unknown words by extracting their meaning from a legal process context;
3. effectively explain a legal process to a client by using sequencing words and expressions indicating necessity;
4. effectively write a formal email to a client explaining a legal process by using appropriate vocabulary and structures.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	<p>Warm-up: Review of indirect questions</p> <ul style="list-style-type: none"> • T pastes strips of paper with the items from the previous class on the wall. • Ss read some of the questions that they wrote as HW to check if the structure is clear. • Individually, ss pick two strips of paper. 	S	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Lessor's / Lessee's full name • Address / characteristics / conditions / extension (m2) / price of the property • Contract period: months, years • Lessor's / Lessee's occupation 	--	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Ss think of an indirect question for each item they got and ask their classmates the two questions (2 classmates, 1 question per classmate). They can feel free to make up their answers as they wish. Ss share some of the questions they asked and the answers they received with the class. <p>Materials: Cutouts with items about the information required in a lease contract</p>		<ul style="list-style-type: none"> Payment procedure: cash, deposit, check, etc. Lessor's / Lessee's marital status Lessor's / Lessee's I.D. number 		
2	<p>Pre-task 1: Teach vocabulary learning strategy</p> <ul style="list-style-type: none"> T explains how the vocabulary log is going to work (Guidelines). T demonstrates the strategy 'extracting meaning from context.' In pairs, ss practice using the strategy with a text that deals with getting the citizenship in Canada. Ss may start their vocabulary logs and write their entries as indicated in the guidelines. <p>Materials: Handouts 1 and 2, guidelines for vocabulary logs</p>		<p>Vocabulary: eligibility, permanent resident, file your taxes, owe, fast-track application process, on parole, on probation, convicted of an indictable crime, supporting documents, application fee</p> <p>Useful Language: I think this means... Here it says..., so maybe this word means...</p>	Extracting meaning from context	15 min 5:10-5:25
3	<p>Pre-task 2: Sequencing words</p> <ul style="list-style-type: none"> Each student gets a step in order to get the naturalization in the US. There are 10 steps. 		<p>Vocabulary: First / Second / Third / Then / Next / Finally</p>	--	10 min 5:25-5:35

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Ss have to stand up and get in line to sequence the steps in the order in which they must be followed, using the sequencing words. Assistants and teacher may participate depending on the number of ss, but ss have to indicate them where to stand. <p>Materials: Cutouts with the 10 steps to naturalization</p>		<p>Useful Language: What step do you have? My step says... I think I /you go first, second, third, fourth, fifth... Who is next? I am. / You are. I think I / you go before/ after step number...</p>		
3	<p>Pre-task 3: Words and expressions indicating necessity + cont. sequencing words</p> <ul style="list-style-type: none"> Ss are split into two groups. Each group obtains a text on how to get a driver's license (one in CR and the other in the UK). On a sheet of paper, groups have to write the list of steps necessary to complete this procedure. They cut them out and exchange them with the other group. Each group has to put the steps in order and read them aloud. Groups check each other's work. <p>Materials: Handout 3, sheets of paper, scissors</p>	S W	<p>Words and expressions indicating necessity:</p> <ul style="list-style-type: none"> You must You have to You need to It is necessary to / that you You are / It is required to <p>Useful Language: I think one step is... Before / After this step, we have to include... It is / is not important to include... We have to write...as part of the steps.</p>	--	15 min 5:35-5:50

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			<p>To check:</p> <p>I think this step goes first, second, third, fourth...</p> <p>I am / am not sure about this step.</p> <p>The order of the steps is right/wrong.</p> <p>This step goes after / before...</p>		
4	<p>Task: Email explaining a procedure</p> <ul style="list-style-type: none"> • Ss are presented with the following situation: They have received an email from a US citizen who is interested in obtaining the Costa Rican citizenship. • In pairs, based on the text on obtaining the Costa Rican citizenship, ss write an email presenting the requirements and explaining the procedure of obtaining the citizenship under the Costa Rican legislation. • Each student finds a new pair and checks another classmate's email using the feedback form. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. • Ss share their writing samples with the class <p>Materials: Handout 4, feedback form</p>	<p>S</p> <p>W</p>	<p>Useful Language:</p> <p>First, second... we need to write / include ...</p> <p>The requirements that we have to include are...</p> <p>As part of the procedure, the client has to / must...</p> <p>It is necessary that the client...</p> <p>I think here we should write...</p> <p>This is (not) correct here.</p> <p>We should change this.</p> <p>To check:</p> <p>I really liked that you...</p> <p>It was appropriate to ...</p> <p>However, you could include /modify...</p> <p>Regarding (criteria), I consider that you...</p>	--	<p>30 min</p> <p>5:55-6:25</p>

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

3	<p>Post-task: Mandatory hot potato</p> <ul style="list-style-type: none"> • Ss sit in a circle. • Ss pass the ball while music is played. • When music stops, the person who has the ball has to make a statement with an expression of necessity related to the requirements of obtaining the Costa Rican citizenship. • The statement may be true or false; the other ss have to decide if the person is a liar or a lawyer! <p>Materials: Ball, music</p>	S	<p>Words and expressions indicating necessity (see Pre-task 3)</p> <p><u>Example:</u> To obtain the Costa Rican citizenship, you must have lived in CR as a PR for at least 20 years. FALSE!</p>		<p>25 min 6:15-6:40</p>
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Lessor's full name	Property location	Property price	Lessee's marital status
Property characteristics	Lessor's occupation	Lessee's occupation	Lessee's full name
Property extension (m2)	Contract period	Payment procedure (cash, deposit, etc)	Property conditions
Lessor's marital status	Lessee's marital status	Lessor's I.D. number	Lessee's I.D. number

Determine if you are already a US citizen	Determine your eligibility to become a Us citizen
Prepare form N-400: collect all the necessary documents, application for naturalization	Submit form N-400
Go to biometrics appointment if applicable	Complete the interview
Receive a final decision from USCIS on your form N-400	Receive a notice to take the Oath of Allegiance
Take the Oath of Allegiance to the United States	Understanding U.S. citizenship

Adapted from: <http://www.uscis.gov/sites/default/files/USCIS/files/M-1051.pdf>

How do I apply for Canadian Citizenship?

To apply for citizenship, you must meet certain **eligibility** criteria and complete an application.

Eligibility Criteria

In order to apply for Canadian citizenship you must:

- Be over 18 years of age
- Provide proof that you know how to speak and write in 1 of Canada's official languages (either English or French)
- Be a **Permanent Resident** (PR)
- Declare that you plan to live in Canada after you become a citizen
- Have lived in Canada as a PR for at least 4 years out of the 6 years (1,460 days) before you apply
- Be physically present in Canada for at least 183 days of each year during the 4-year period
- Have filed your taxes for at least 4 years during the last 6 years and any income **tax** you may owe must be paid
- Apply for citizenship from within Canada

Citizenship and Immigration Canada (CIC) will return your **application** as incomplete if you do not send acceptable proof that you have adequate knowledge of English or French. Learn more about the language requirements for citizenship on the CIC website.

If you are or have been a member of the Canadian Armed Forces, you may be eligible for a fast-track application process.

You can use the Residence Calculator to find out if you have been in Canada long enough as a PR to apply for citizenship. If you have not been in Canada long enough, it will tell you when you will be eligible to apply.

A parent, adoptive parent or legal guardian must apply for anyone under 18 years of age. The applicant must be a Canadian citizen or be applying to become a Canadian citizen. Minors do not need to meet the residency requirement.

You cannot become a Canadian citizen if you have recently been or are in prison, **on parole** or probation or have been charged or convicted of an indictable crime. If you are under a deportation order, you also cannot apply.

Application Process

- Download and fill out the forms in the Canadian Citizen Application Package for both you and your children.
- Include all supporting documents.
- Pay the application fee.
- Mail your application to the Centralized Intake Office (CIO) in Sydney, Nova Scotia, Canada.

Adapted from: <http://www.cic.gc.ca/english/citizenship/become.asp>

How can you learn new vocabulary? Part 1

Extracting Meaning from Context

"This strategy most commonly refers to inferring a word's meaning from the surrounding words in a written text. Context should be taken to mean more than just textual context because if the discourse is spoken, gestures or intonation can give clues to meaning."

Taken from: Schmitt, N. (1997). Vocabulary Learning Strategies. in: Schmitt, N. & McCarthy, M (eds). *Vocabulary Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Let's take a look at how this strategy works!

If we have a text that includes the word "eligibility," but you do not know or are not sure of its meaning, you can look at the words around the unknown word to extract its meaning. For example:

"To apply for citizenship, you must meet certain eligibility criteria and complete an application."

Definition: having the necessary qualities or satisfying the necessary conditions

What clues in the text lead you to your definition?

apply, must meet, criteria

How can foreigners obtain a Costa Rican driver's license?

ALLEN DICKINSON JUNE 16, 2011

Driving in Costa Rica can sometimes be a harrying experience. It can become even more so if you are stopped by the Traffic Police, whose responsibility it is to monitor all traffic and assure that vehicles and drivers comply with local traffic laws. Tourists can legally drive in Costa Rica using home-country driver's licenses for the period of time they are visiting, up to 90 days. However, "perpetual tourists" (people who live here and renew tourist visas every three months) may be in jeopardy – Costa Rican law says non-tourists are required to have Costa Rican driver's licenses. If traffic cops check your passport and determine that you are a repeat visitor, they can issue you a very expensive ticket, currently ₡293,000 (more than \$500!). So why not get a Costa Rican driver's license issued and decrease the risk of having to lay out some big bucks? It is pretty easy and not expensive.

Don't know how? Here's the procedure:

Costa Rican driver's licenses are issued by the Roadway Safety Council (COSEVI), part of the Public Works and Transport Ministry (MOPT), at their San José location in the northwestern district of La Uruca, weekdays from 9-11 a.m. and 1-3 p.m.

To obtain a license you will need several things: 1) An original foreign license and photocopy, with both sides of the license. 2) A passport and photocopy of the identity page and most recent visa stamp. This assumes your visa is current. Otherwise, if you have proof of residency (a *cédula*, or national identification card) or proof that you have started the residency application process (a letter saying the process is "*en trámite*"), make sure and bring copies. 3) A current physical examination including blood type. 4) A receipt showing you have paid the required fee to the appropriate Banco National account. No written or driving examination is required if your existing foreign license is valid.

Let's assume you go without anything but the basic documents. Located in close vicinity to the MOPT compound entrance are numerous businesses that offer the services you'll need. Find a parking space (parking is allowed at the MOPT parking lot), and along the street within a few meters you'll find businesses that can make copies, administer the physical exam and do the blood test. Simply walk to one and tell them what you need.

The physical exam is perfunctory— they will ask you general health questions, check your eyesight, blood pressure, weight, reflexes, etc., and issue you a document describing the required items. (You won't need to take any clothes off.) Exams last less than 15 minutes, unless there is a long line. As a part of the process, someone will draw a blood sample for typing. Or, if you have a valid card, such as a Red Cross donor card that shows your blood type, use that instead. Charges may vary, but the total should be about ₡22,000 (\$44): ₡15,000 (\$30) for the exam and ₡7,000 (\$14) for the blood test. As an alternative, you can obtain the health exam and blood typing from a local doctor.

With your copies and medical documents in hand, proceed to the nearby Banco Nacional and pay the fee, which is approximately ₡11,000 (\$22). Once that's done, enter the MOPT compound. The driver's license building is in the back, a short walk from the gate. Get in line. Friendly personnel will direct you to the appropriate place. Generally, foreigners are first sent to upstairs offices where documents will be reviewed and the proper computer entries made.

You will then be sent downstairs for a picture and to receive your new license, which is generally good for two years. And that's it!

Taken from: <http://www.ticotimes.net/2011/06/16/how-can-foreigners-obtain-a-costa-rican-driver-s-license>

How do you get a driving licence in the UK?

In order to drive most vehicles on public roads in the UK, you need to have a driving license. Here we will explain the process of applying for a driving license in the UK.

Applying for a provisional driving license

If you are turning seventeen in the next three months then you are eligible to apply for a DVLA provisional driving license. According to the law, you must be seventeen years of age to drive a car, but if you want to ride a motorcycle or moped you only need to be sixteen. To get your first provisional driving license you need to be a resident of Great Britain, meet the minimum age requirement and meet the minimum eyesight requirement. If you need glasses or contact lenses to meet the eyesight standard, they must be worn every time you drive, or you will be committing an offense.

It costs fifty pounds to apply for a provisional driving license from the Gov.UK website. In order to complete your application you will need a valid UK passport or other form of identity, your National Insurance number and the addresses you lived at in the last three years. It usually takes between one and three weeks for provisional licenses to arrive.

Ways of applying

You can apply for a provisional license online by visiting the Gov.UK website. Alternatively you can apply by completing the D1 application form which can be picked up at your local Post Office. If you are sending your application via the post, you will need to make sure you include original documentation that confirms your identity, a colour passport photograph, a fifty pound check or postal order and the completed application. The address is DVLA, Swansea, SA99 1AD.

The two part driving license UK

If your provisional driving license application is accepted you will be sent a green photo card. This photo card is important and will be needed in the future, so keep it in a safe place. You will need to take photo card of your driving license to your driving theory test and practical test. Once you have passed your practical driving test, your green photo card will be sent off and replaced with a pink full driving license photo card.

Rules for provisional drivers

Provisional drivers must have someone supervising them whilst they are driving. The person must sit in the front passenger seat and be fit to drive the vehicle. They should be aged over twenty one and have held a full driving license for at least three years. Learners must display an 'L' plate on the front and back of their vehicles and they are forbidden from driving on a motorway.

The theory test

Before you can take your practical test you will need to pass the driving theory test. Some driving schools will require you to take the theory test before you start your driving license lessons. Once you are ready to take your theory test you can apply online. You will need your provisional driving license number, an email address to get your booking confirmation and your debit or credit card. It costs thirty one pounds to book a car theory test on the Gov.UK website.

The practical test

Once you have passed your theory test and been told by your driving instructor that you are ready to take the practical driving test, then you can book it online. In order to do this you will need your provisional driving license number and your debit or credit card. On the Gov.UK website it will cost you sixty two pounds to book a week day practical driving test and seventy five pounds to book a driving test at the weekend.

Taken from: <http://www.1driver.co.uk/how-to-get-a-driving-licence-in-uk.html>

How do I apply for Costa Rican Citizenship?

Citizenship can be a very time consuming process. Once the wait is over, taking the oath of citizenship is a joyful day.

Here are the different types of Costa Rican citizenship:

1. **By birth:** Children born within the territory of Costa Rica, regardless of the nationality of the parents, have the right to Costa Rican citizenship.
2. **By descent:** Children born abroad have the right to Costa Rican citizenship if at least one parent is a citizen of Costa Rica.
3. **By naturalization:** Central Americans, Spaniards and Latin Americans by birth who have lived in the country for at least five years can apply for Costa Rican citizenship. Central Americans, Spaniards and Latin Americans, other than by birth, as well as foreign nationals who have lived in the country for at least seven years can also apply for citizenship.
4. Foreigners who have married a citizen of Costa Rica can apply for Costa Rican citizenship after two years.

To apply for naturalized citizenship through marriage to a Costa Rican, you must be over 18 years old and present the following to the Registro Nacional: A written request, in Spanish, for citizenship. Generic text is available online or at the National Registrar. A certified color copy of your current identification, most likely your passport. A clean criminal record history. Proof that you have resided in Costa Rica for two years. To do so, you must present a certification of entries and exits from Immigration. Five recent passport-sized photos. If you have legal residency, you must also present a copy and the original of your official government ID (cédula de residencia). Your citizenship request will take between six months and two years. When completed, you will attend a naturalization ceremony, and will be issued a new identification. This identification will indicate that you are a citizen, and you will be required to list two last names (your father's last name followed by your mother's last name). If you wish, you may also apply for a Costa Rican passport. Congratulations on becoming a citizen of Costa Rica!

Adapted from: <http://costarica.com/blog/naturalized-costa-rican-citizenship-by-marriage/>

Vocabulary Log Guidelines

What's a vocabulary log?

Vocabulary logs are powerful resource for learning vocabulary inside and outside the classroom because you can keep track of the new vocabulary you learn and become an independent learner. In addition, you are able to personalize this instrument by choosing the words you want to include.

What do you need to include in the vocabulary log?

- ✓ The unknown words (at least one new word per lesson)
- ✓ The example or situation where you encountered the word; that is, the context - written or oral
- ✓ The word's definition
- ✓ The current vocabulary strategy taught during that period (extracting meaning from context, using synonyms and antonyms, using the word in a sentence, and creating word maps)
- ✓ It is recommended that you have a notebook or a folder to keep your vocabulary log

When will the vocabulary log be checked?

The vocabulary logs will be checked approximately every three weeks. These are the tentative dates in which they will be checked:

- September 2
- September 23
- October 14
- November 4

Remember that:

- ✓ The vocabulary log represents 20% of your grade, 5 % per strategy.
- ✓ The vocabulary log is an individual and formal assignment.

Unit # 1: Dealing with clients in written form

Teacher: Mariana Cortés

Lesson Plan # 5

Assistants: Andrea Lasso de la Vega, Rosibel Acuña

Date: August 24th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 2, the law students will be able to effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. talk about marriage in general and about marriage under the Costa Rican legislation by giving their opinion on the topic;
2. appropriately use the strategy of extracting meaning from context;
3. describe a series of events by making appropriate transitions when adding information, indicating time, intensifying, summarizing, and concluding;
4. effectively write a formal email to a client explaining a legal process by using appropriate vocabulary, structures and register;
5. appropriately use sets of collocations in sentences by matching each of their parts;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

HW	<p>Check homework: Email explaining how to obtain the Costa Rican citizenship</p> <ul style="list-style-type: none"> Ss exchange emails and give feedback using the Feedback Form. Ss read their writing samples to the class. <p>Materials: Feedback form</p>	S R	<p>Useful Language: I really liked that you... It was appropriate to ... However, you could include /modify... Regarding (criteria), I consider that you...</p>	—	15 min 5:00-5:15
1	<p>Warm-up: Marriage</p> <ul style="list-style-type: none"> Ss get two cartoons on marriage. In pairs, ss discuss the questions in the handout. Class compares answers as a whole. <p>Materials: Handout 1</p>	S	<p>Useful Language: Question number one/two/three says... What do you think of this question? I think / consider that...</p>	—	10 min 5:15-5:25
2	<p>Pre-task 1: Review vocabulary learning strategy</p> <ul style="list-style-type: none"> Working with Handout 2, the class reviews the strategy that was learnt the previous class: 'extracting meaning from context.' Individually, ss practice using the strategy with a text "How to get married in Costa Rica." Ss check in pairs and then the class checks as a whole. <p>Materials: Handout 2</p>	S W R	<p>Vocabulary: affidavit - witnesses - filing - issue</p> <p>Useful Language: I think this means... Here it says..., so maybe this word means...</p>	Extracting meaning from context	15 min 5:25-5:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

3	<p>Pre-task 2: Transition words -- Chain story</p> <ul style="list-style-type: none"> • Ss get a set of transition words and have to classify them and paste them on the walls under the correct category. • Ss are encouraged to read all the words under each category and to ask any question if necessary. • Ss pick 3 transition words from any category. • As a group, ss will create a story of a foreigner who comes to Costa Rica. This person wants to get married and will consult them on the procedure (this is the client they will have to send an email to in the task). • The first student says a sentence using one of the transitions words s/he picked. The next student continues the story using one of the transition words s/he picked, and so on, thus creating a chain story. • Assistant teachers should write the sentences down for this to be used in the task. <p>Materials: Cutouts with transition words, poster to paste them</p>	S	<p>Transitions: <u>Addition:</u> in addition, furthermore, moreover, also <u>Time:</u> when, afterwards, once, meanwhile, now <u>Intensification:</u> by all means, in fact, indeed, of course, without a doubt <u>Summary:</u> to summarize, in sum, to sum up, in brief, in summary <u>Conclusion:</u> in conclusion, to conclude, finally</p>	—	20 min 5:35-5:55
4	<p>Task: Email explaining a procedure</p> <ul style="list-style-type: none"> • Ss are presented with the following situation: 	S W	<p>Useful Language: I really liked that you... It was appropriate to ... However, you could include /modify...</p>	—	30 min 5:55-6:25

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>They have received an email from a client who wants to get married and is looking for legal counsel (the character from the story they came up with).</p> <ul style="list-style-type: none"> • Individually, ss write an email presenting the requirements and explaining the procedure of getting married under the Costa Rican legislation (they can refer to Handout 2 if necessary). • Each student finds a pair and checks another classmate's email using the feedback form. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. • Ss share their writing samples with the class. <p>Materials: --</p>		Regarding (criteria), I consider that you...		
5	<p>Post-task: Words that go together</p> <ul style="list-style-type: none"> • In pairs, ss match the two parts of a set of collocations. • Each pair is assigned two collocations and they have to create a sentence using the collocation (1 sentence per collocation). • Pairs write the sentences on the board. • Class checks as a whole. <p>Materials: Cutouts with sets of collocations</p>	S	<p>Vocabulary:</p> <ul style="list-style-type: none"> • officiate a ceremony • compile documentation • swear an affidavit • swear under oath • record the marriage registration • make the marriage legal • make a digital filing • issue a certification 	--	10 min 6:25-6:35

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			Useful Language: I think ... goes with... I am / am not sure that... goes with... We should check... because... One sentence could be...		
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L.	--	--	5 min 6:35-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Transitions	Addition
Summary	Conclusion
Time	Intensification

In addition	Now
Furthermore	By all means
Moreover	In fact
Also	Indeed
When	Of course
Afterwards	Without doubt
Once	To summarize
Meanwhile	In sum
To sum up	In summary
In brief	In conclusion
To conclude	Finally

officiate	a ceremony
record	the marriage declaration
make	the marriage legal
compile	documentation
sworn	affidavit
swear	under oath
make	a digital filing
issue	a marriage certification

Getting Married

Instructions: In pairs, look at the following cartoon and discuss the following questions:

- o What is your opinion in marriage?
- o What is the current situation of marriage in Costa Rica?
- o What does the Costa Rican law say regarding marriage with foreigners?



"You knew I was straight when you married me."

Taken from: http://www.condenaststore.com/-sp/You-knew-I-was-straight-when-you-married-me-New-Yorker-Cartoon-Prints_i8541179_.htm

Unit 1

Section 2

Lesson 5

Handout 1

Getting Married

Instructions: In pairs, look at the following cartoon and discuss the following questions:

- o What is your opinion in marriage?
- o What is the current situation of marriage in Costa Rica?
- o What does the Costa Rican law say regarding marriage with foreigners?



Taken from: <http://paxonbothhouses.blogspot.com/2013/11/the-marriage-of-sisyphus.html>

Unit 1

Section 2

Lesson 5

Handout 1

How can you learn new vocabulary? Part 1



Remember

Extracting Meaning from Context

A vocabulary learning strategy helps you obtain, store, retrieve, and use the new information you encounter in written and oral texts. 'Extracting meaning from context' is a strategy that will help you discover the meaning of unknown words by paying close attention to the context in which the word is found.

Let's take a look at how this strategy works!

If we have a text that includes the words "groom" and "bride," but you do not know or are not sure of their meaning, you can look at the words around the unknown word to extract their meaning. For example:

"Before the Public Notary can officiate the ceremony, he is required by law to compile certain documentation from both the groom and the bride as follows:"

Definition:

groom: a man who has just married or is about to be married

bride: a woman who has just married or is about to be married

What clues in the text lead you to your definition?

-the word "ceremony"

-the notion that some documents are needed from the two parts: groom and bride (people who are about to get married)

Let's practice!

Instructions:

- o Individually, read the following text and pay close attention to the underlined words.
- o Use the context to write the possible definitions of the underlined words.
- o Circle the clues from the text that helped you understand the meaning of the underlined words.
- o Be ready to share your answers with the rest of the class.

How to Get Married in Costa Rica

In Costa Rica a civil marriage ceremony can be performed by a Costa Rican Public Notary. The Public Notary is the person that will be responsible for recording the marriage declaration in the Costa Rican Civil Registry which in turn is what makes the marriage legal in Costa Rica.

Before the Public Notary can officiate the ceremony, he is required by law to compile certain documentation from both the groom and the bride as follows:

1. A Certified Birth Certificate for each of the parties.
2. A Certificate of current Marital Status. This can be done by way of sworn affidavit where each of the party swears under oath that they are single. In most cases the Public Notary handling the marriage can prepare these affidavits as well.
3. Copy of the picture page of your passport.

At the marriage ceremony you will also have to bring two witnesses to the marriage ceremony who may not be relatives to the third degree.

When all the documentation is in place, the wedding date is set and the Public Notary will be present to make official the ceremony official. Once completed, the Public Notary will record the marriage document in the Registro Civil of Costa Rica. This can be recorded manually or in some cases the Notary may be able to make a digital filing of the marriage registration. Once recorded you can then request the Registro Civil to issue a Marriage Certification and this is the official proof that the marriage is recorded in Costa Rica.

Adapted from: <http://www.costaricalaw.com/Marriage-and-Family-Law/how-to-get-married-in-costa-rica.html>

Unit # 1: Dealing with clients in written form

Teacher: Mariana Cortés

Lesson Plan # 6

Assistants: Andrea Lasso de la Vega, Rosibel Acuña

Date: August 26th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 2, the law students will be able to effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. appropriately establish the terms of a prenuptial agreement by following a sample agreement;
2. describe a series of events by making appropriate transitions when comparing information, clarifying, emphasizing the purpose, and explaining the relations of cause and effect;
3. effectively indicate the implications of Costa Rican law regarding divorce by using the zero conditional;
4. effectively write a formal email to a client explaining a legal process by using appropriate vocabulary, structures and register;
5. accurately identify law related terms previously studied by explaining their meaning;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Under what terms would you marry me?	S W R	Useful Language: What terms did you include in the prenuptial agreement?	Extracting meaning from context	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Individually, ss look at a sample of a prenuptial agreement. • The client from the previous lesson (Richard) has asked them to write a prenuptial agreement. • Based on the information provided in a hypothetical conversation with the groom (Richard) and the bride (Amelia), ss work on Handout 1. • Ss should be reminded of the strategy we have been working with (extracting meaning from context) in order to deal with the meaning of any unknown words. • This prenuptial agreement will set the background for the task. • Ss share with a partner and compare their terms of agreement. <p>Materials: Handout 1</p>		<p>I included...</p> <p>I included something similar / different.</p>		
2	<p>Pre-task 1: Transition words -- Chain story</p> <ul style="list-style-type: none"> • Ss get a set of transition words and have to classify them and paste them on the walls under the correct category. • Ss are encouraged to read all the words under each category and to ask any question if necessary. • Ss pick 2 transition words from two different categories. 	W	<p>Transitions</p> <p><u>Contrast:</u> however, nonetheless, on the other hand, nevertheless</p> <p><u>Clarification:</u> in other words, to put it in another way, that is to say, to rephrase it</p>	--	20 min 5:10-5:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> As a group, ss continue the story they created the previous class. The story was about a foreigner (Richard) who comes to Costa Rica and wants to get married to a Costa Rican woman (Amelia). For this class they have to tell how they ended up wanting a divorce by mutual consent (Richard is the client they will have to send an email to in the task). The first student says a sentence using one of the transitions words s/he picked. The next student continues the story using one of the transition words s/he picked, and so on, thus creating a chain story. Working with Handout 2, the class goes over the transitions that were introduced in the previous lesson and this lesson. <p>Materials: Handout 2, cutouts with transition words, posters to paste them</p>		<p><u>Cause:</u> because, for that reason, on account of</p> <p><u>Effect:</u> therefore, consequently, thus, as a result, hence</p> <p><u>Purpose:</u> in order that, so that, for this purpose</p>		
3	<p>Pre-task 2:What if...? The Zero Conditional</p> <ul style="list-style-type: none"> Ss read the requirements and procedures to get a divorce in CR. T prompts with a question starting with "What if...?" and ss give examples of conditions that have specific consequences that are always true based on the text. 	S W	<p>The zero conditional</p> <p><u>Examples:</u></p> <p>If you've been married for only two years, you cannot get a divorce.</p>	-	20 min 5:30-5:50

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • The Zero Conditional structure is introduced. • To practice, ss sit in a circle. Three sheets of paper will be passed around. • One student writes a condition (if-clause) related to getting a divorce and folds the paper up to where s/he wrote. • Then, the next student writes a consequence (without looking at the previous segment) related to getting a divorce, folds it again, and passes it on, and so on and so forth. • When all the paper is used up, it is unfolded and read out loud to the class. <p>Materials: Handout 3, sheets of paper</p>		If I don't sign a prenuptial agreement, I might get in trouble.		
4	<p>Task: E:mail explaining a procedure</p> <ul style="list-style-type: none"> • Individually, students write an email on getting a divorce by mutual consent in Costa Rica. • They must include the implications of the prenuptial agreement and the Costa Rican law using transition words and conditionals. • Each student finds a pair and checks another classmate's email using the feedback form. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. • Ss share their writing samples with the class. <p>Materials: Handouts 1, 2, 3, feedback form</p>	S W	<p>Useful Language:</p> <p>I really liked the way that you... It was great to... In your email, I can clearly see... If you..., it could... Instead of..., you could... I think it would be necessary to change / modify / include...</p>	--	30 min 5:50-6:25

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

5	<p>Post-task: Vocabulary review</p> <ul style="list-style-type: none"> • Ss sit in a circle and pick a word from the stack. • One student has to explain the word, and the other ss have to guess which word it is. <p>Materials: Cutouts with words</p>	W	<p>Vocabulary: plaintiff - advocate - defendant - lessor - lessee - permanent resident - affidavit - witnesses - common union - to issue - to file - groom - bride - prenuptial agreement - divorce by mutual consent - get married</p>	-	<p>10 min 6:25-6:35</p>
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	-	<p>5 min 6:35-6:40</p>

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Transitions
Contrast
Clarification
Cause
Effect
Purpose

However	Nonetheless
On the other hand	Nevertheless
In other words	To put it in another way
That is to say	To rephrase it
Because	For that reason
On account of	Therefore
Consequently	Thus
As a result	Hence
In order that	So that
For this purpose	

Plaintiff	Advocate
Defendant	Lessor
Lessee	Permanent resident
Affidavit	Witnesses
Common union	To issue
Filing	Prenuptial agreement
Groom	Bride
Get married	Divorce by mutual consent

Under what terms are Richard and Amelia getting married?

Instructions:

- Individually, read the following sample of a prenuptial agreement.
- Mark which of the following terms you would include in the possible prenuptial agreement of your foreign client (Richard) and his wife-to-be (Amelia).
- If you consider it necessary, you can modify, rewrite or add any other terms as part of the prenuptial agreement.
- The information contained in this agreement will be crucial for the task, so think it over carefully.
- In case you do not understand the meaning of a word, remember to use the strategy "extracting meaning from context."

_____, hereinafter referred to as Prospective Husband, and _____, hereinafter referred to as Prospective Wife, hereby agree on this ____ day of _____, in the year _____, as follows:

Prospective Husband and Prospective Wife contemplate marriage in the near future and wish to establish their respective rights and responsibilities regarding each other's income and property and the income and property that may be acquired, either separately or together, during the marriage.

Prospective Husband and Prospective Wife have made a full and complete disclosure to each other of all of their financial assets and liabilities.

Except as otherwise provided below, Prospective Husband and Prospective Wife waive the following rights:

To share in each other's estates upon their death.

To spousal maintenance, both temporary and permanent.

To share in the increase in value during the marriage of the separate property of the parties.

To share in the pension, profit sharing, or other retirement accounts of the other.

To the division of the separate property of the parties, whether currently held or hereafter acquired.

Both Prospective Husband and Prospective Wife are represented by separate and independent legal counsel of their own choosing.

Both Prospective Husband and Prospective Wife have separate income and assets to independently provide for their own respective financial needs.

This agreement constitutes the entire agreement of the parties and may be modified only in a writing executed by both Prospective Husband and Prospective Wife.

In the event it is determined that a provision of this agreement is invalid because it is contrary to applicable law, that provision is deemed separable from the rest of the agreement, such that the remainder of the agreement remains valid and enforceable.

This agreement is made in accordance with the laws of Costa Rica and any dispute regarding its enforcement will be resolved by reference to the laws of this country.

This agreement will take effect immediately upon the solemnization of the parties' marriage.

I HAVE READ THE ABOVE AGREEMENT, I HAVE TAKEN TIME TO CONSIDER ITS IMPLICATIONS, I FULLY UNDERSTAND ITS CONTENTS, I AGREE TO ITS TERMS, AND I VOLUNTARILY SUBMIT TO ITS EXECUTION.

Prospective Husband

Prospective Wife

Adapted from: http://www.family.findlaw.com_marriage_sample-premarital-prenuptial-agreement.pdf

Connecting Your Ideas



Remember

Transition words and phrases create powerful links between ideas in your emails and help the reader understand your message. Before using a particular word in your emails, be sure you understand its meaning and function.

Here you can find the transitions we have worked with according to the category they belong to and some examples of how to use them.

❖ **Addition:** in addition, furthermore, moreover, also

Example:

Both the groom and the bride are required to get a Certified Birth Certificate. In addition, they need a certificate of current marital status.

❖ **Cause:** because, for that reason, on account of

Example:

Your sister cannot be a witness at your marriage ceremony because the two witnesses may not be relatives to the third degree.

❖ **Clarification:** in other words, to put it in another way, that is to say, to rephrase it

Example:

To rephrase it, the prospective husband and the prospective wife are required to provide a certificate of current marital status or a sworn affidavit where each of the party swears under oath that they are single.

❖ **Conclusion:** in conclusion, to conclude, finally

Example:

Finally, the marriage is recorded in the Registro Nacional.

- ❖ **Contrast:** however, nonetheless, on the other hand, nevertheless

Example:

At the marriage ceremony, you will also have to bring two witnesses; however, they may not be relatives to the third degree.

- ❖ **Effect:** therefore, consequently, thus, as a result, hence

Example:

The documents were not compiled on time. Hence, your wedding must be postponed.

- ❖ **Intensification:** by all means, in fact, indeed, of course, without a doubt

Example:

In fact, it is required to compile the documents in order to set a tentative wedding date.

- ❖ **Purpose:** in order that, so that, for this purpose

Example:

The Public Notary records the marriage declaration in the Registro Nacional so that the marriage will be legal.

- ❖ **Summary:** to summarize, in sum, to sum up, in brief, in summary

Example:

In brief, all the documentation needs to be placed in order to set the wedding date.

- ❖ **Time:** when, afterwards, once, meanwhile, now

Example:

When the wedding date is set, the Public Notary will be present to make the ceremony official.

Adapted from: <https://writing.wisc.edu/Handbook/Transitions.html>

Let's Practice!

Instructions:

- o Individually, read the following text that explains the requirements and procedures to get a divorce by mutual consent in our country.
- o Then, use the information in the text to write conditions related to the requirements and procedures that could be included in an email.

How to Get Divorced By Mutual Consent in Costa Rica

In Costa Rica all divorce procedures are regulated by the Family Code (Código de Familia). Chapter 7 of the Family Code sets the requirements for Divorce. Many are surprised to learn that in Costa Rica you cannot introduce a petition for divorce by mutual consent unless you have been married for at least 3 years.

If a couple has been married for at least 3 years, then they may apply for divorce under the mutual consent provisions of the law. In order to request a divorce by mutual consent, the couple must provide a notarized agreement of dissolution of marriage which must include the following as a minimum.

1. Child custody and parental visitation agreement (in case children are involved).
2. The amount of child custody payments that are established and the percentage to which each party is obligated to pay (in case children are involved).
3. Indicate the amount of spousal support to be paid, if applicable.
4. Agreement on the division of assets of the marriage.

When minor children are involved, the Costa Rica Child Welfare Agency (PANI) will be given notice of the procedure to ensure that the rights of the children are being contemplated. The Agency has the power to object any portion of the mutual consent agreement as it relates to the welfare of the children.

If there is no opposition by either parties, then the Family Court Judge will issue their final judgment and accept the divorce by mutual consent and order the dissolution of the marriage.

Adapted from: <http://www.costaricalaw.com/Marriage-and-Family-Law/divorce-by-mutual-consent-in-costa-rica.html>

Unit # 1: Dealing with clients in written form

Teacher: Andrea Lasso de la Vega

Lesson Plan # 7

Assistants: Rosibel Acuña, Mariana Cortés

Date: August 31st, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 3, the law students will be able to effectively update clients on a legal process by explaining what has been done so far.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. effectively state the implications of Costa Rican law in regard to obtaining the citizenship by using the conditional form;
2. effectively indicate what has and hasn't been done in a legal process by using the present perfect;
3. accurately write what needs to be done in a legal process by using the words and expressions indicating necessity;
4. effectively write a formal email updating a client on a legal process by using appropriate vocabulary, structures and register;
5. summarize how a legal process is so far by appropriately describing what has already been done, what hasn't been done yet, and what still needs to be done;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences;
7. show understanding of transitions and vocabulary used in the first two sections of Unit 1 by effectively completing Quiz 1.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Hot Fact Potato • Ss sit in a circle.	S	<u>Example:</u>	--	10 min

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Ss pass the ball while music is played. • When music stops, the person who has the ball has to state an implication of Costa Rican law in regard to obtaining the citizenship by using the conditional form. • The statement may be true or false; the other ss have to decide if the person is a liar or a lawyer. <p>Materials: Ball, music</p>	L	If you have lived in Costa Rica for only one year, you cannot request the Costa Rican citizenship. (True!)		5:00-5:10
2	<p>Pre-task 1: Review -- requirements for the citizenship</p> <ul style="list-style-type: none"> • In pairs, ss list the requirements to obtain the Costa Rican citizenship. • Pairs take turns to write them on the board to make a complete list everyone agrees on. • As a group, with their hypothetical client (Mr. Richard Thompson) in mind, they take turns flipping a coin to decide if the requirements have or haven't been met (heads that it has, tails that it hasn't) and then form a sentence using the present perfect to say what has or hasn't been done so far in the process. <p>Materials: Coin, board, markers</p>	W	<p>Useful Language:</p> <p>As part of the requirements, we should / should not include...</p> <p>I agree. / I disagree.</p> <p>What requirements should we write on the board?</p> <p>We should/ should not write.</p> <p>Who goes first to the board?</p> <p>I / You go.</p>	--	15 min 5:10-5:25

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

3	<p>Pre-task 2:What's next? Review – language of necessity</p> <ul style="list-style-type: none"> • In pairs, ss will describe the next steps that need to be taken in the process based on the requirements that haven't been met. • They must list the things that have to be done in the process using words and expressions to express necessity. • They then share with the class. <p>Materials: –</p>	S L W	<p>Useful Language: As part of the list, we should /should not include... I agree. / I disagree. The word that indicates necessity in this case is...</p> <p>Review – Words and expressions indicating necessity: You must... / You have to... / You need to... / It is necessary to / that you... / You are required to...</p>	—	10 min 5:25-5:35
4	<p>Task: Update email</p> <ul style="list-style-type: none"> • Individually, students write an email to Mr. Thompson (their hypothetical client) updating him on the process of getting the Costa Rican citizenship. • They must include what has been done so far and what still needs to be done based pre-tasks 1 and 2. • Each student finds a pair and checks another classmate's email using the feedback form. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. 	S L W	<p>Useful Language: I really liked the way that you... It was great to... In your email, I can clearly see... If you..., it could... Instead of..., you could... I think it would be necessary to change / modify / include...</p>	—	25 min 5:35-6:00

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Ss share their writing samples with the class. <p>Materials: Feedback form</p>				
5	<p>Post-task: <i>Still, yet, and already</i></p> <ul style="list-style-type: none"> Ss sit in a circle. Ss read the information related to the use of still, yet, and already in Handout 1. They will summarize Richard's situation by creating sentences with <i>still, yet, and already</i>. Taking turns, they will throw a dice and say a sentence with the word it indicates (<i>still, yet, or already</i>). <p>Materials: Handout 1, email ss wrote, dice</p>	S L	Useful Language: It is my / your turn. The dice says still / yet / already.	--	10 min 6:00-6:10
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	--	5 min 6:10-6:15
	<p>Guidelines for the project: T explains the guidelines for Project 1, due September 16.</p> <p>Materials: Project 1 guidelines and rubric</p>	S L	--	--	5 min 6:15-6:20
7	<p>Quiz: Ss take Quiz #1</p>	W	--	--	20 min 6:20-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Still, Yet, Already

These three words are really helpful to organize the information you write, so your message is clear and easy to read.

How do we use them?



1. Situations that continue to the present time

They have been married for 30 years and still live together.

2. Action that is not expected because of something else

Amelia and Richard don't live together, but they are still married.



1. An action has happened sooner than expected

Amelia and Richard just got married two months ago, but they have already initiated their divorce process.



1. To ask if something expected has happened

Have the parties signed the agreement yet?

2. To say something expected hasn't happened

The Family Court hasn't issued their final judgment yet.

Adapted from: <http://www.grammar.cl/Notes/still-yet-already.htm>

Quiz #1

Student's name: _____ Date: _____

Total points: ____ /15 points Total percentage: ____ / 5% Grade: _____

General instructions:

- o Individually, read and complete the quiz.
 - o Use blue or black ink to write your answers. No complaints will be accepted if you use pencil in your answers.
 - o The use of the dictionary is not allowed.
 - o Turn off your cell phone and any other technological device during this evaluation.
-

Part I. Read the following incomplete statements. Mark the option that best completes each sentence with the correct transition word. (8 points)

1. The notarized agreement of dissolution of marriage must include the child custody and parental visitation agreement. _____, the Agreement on the division of assets of the marriage must be indicated as well.

- a. In other words
- b. Nonetheless
- c. On account of
- d. Moreover

2. _____ minor children are involved, the Costa Rica Child Welfare Agency (PANI) will be given notice of the procedure to ensure that the rights of the children are being contemplated.

- a. To sum up
- b. In addition
- c. That is to say
- d. When

3. _____ the process is completed, the Public Notary will record the marriage document in the Registro Civil of Costa Rica.

- a. Also
- b. Once
- c. Hence
- d. So that

4. All the documentation was filed on time. _____, you can set your wedding date whenever you want.

- a. Thus
- b. Also
- c. On the other hand
- d. Nevertheless

5. _____, all the documentation needs to be placed in order to set the wedding date.

- a. When
- b. As a result
- c. In summary
- d. Because

6. This agreement will take effect immediately upon the solemnization of the parties' marriage. _____, this agreement will be valid once the parties get married.

- a. On account of
- b. In other words
- c. On the other hand
- d. Meanwhile

7. The Public Notary records the marriage declaration in the Registro Nacional _____ the marriage will be legal.

- a. so that
- b. indeed
- c. of course
- d. however

8. _____, the marriage is recorded in the Registro Nacional. This is the last step in the process of getting married.

- a. That is to say
- b. Because
- c. Finally
- d. Nonetheless

Part II. Read the following extracts from a text and mark the option that correctly completes each case. (7 points)

1. "Before the Public Notary can officiate the ceremony, he is required by law to _____ from both the groom and the bride."

- a. certificate the marital status
- b. issue a certification
- c. swear under oath
- d. compile certain documentation

2. "Prospective Husband and Prospective Wife have _____ to each other of all of their financial assets and liabilities."

- a. objected any portion of the agreement
- b. made a full and complete disclosure
- c. introduced a petition for divorce
- d. deemed separable

3. "The Certificate of current Marital Status can be done by way of sworn _____ where each of the party swears under oath that they are single. "

- a. ceremony
- b. oath
- c. affidavit
- d. issue

4. "You will also have to bring two _____ to the marriage ceremony who may not be relatives to the third degree."

- a. witnesses
- b. parties
- c. affidavits
- d. oaths

5. "The Family Court Judge will _____ and accept the divorce by mutual consent and order the dissolution of the marriage."

- a. object any portion of the agreement
- b. issue their final judgment
- c. introduce a petition for divorce
- d. made a full and complete disclosure

6. "The Public Notary will record the marriage document in the Registro Civil of Costa Rica. This can be recorded manually or in some cases the Notary may be able to make a digital _____ of the marriage registration. "

- a. filing
- b. agreement
- c. dissolution
- d. consent

7. "When all the documentation is in place, the wedding date is set and the _____ will be present to make official the ceremony."

- a. parties
- b. witnesses
- c. public notary
- d. judge

Adapted from:

- o <http://www.family.findlaw.com/marriage/sample-premarital-prenuptial-agreement.pdf>
- o <http://www.costaricalaw.com/Marriage-and-Family-Law/divorce-by-mutual-consent-in-costa-rica.html>
- o <http://www.costaricalaw.com/Marriage-and-Family-Law/how-to-get-married-in-costa-rica.html>

Quiz #1 – Answer Key

Student's name: _____ Date: _____
Total points: ____ /15 points Total percentage: ____ / 5% Grade: _____

General instructions:

- o Individually, read and complete the quiz.
 - o Use blue or black ink to write your answers. No complaints will be accepted if you use pencil in your answers.
 - o The use of the dictionary is not allowed.
 - o Turn off your cell phone and any other technological device during this evaluation.
-

Part I. Read the following incomplete statements. Mark the option that best completes each sentence with the correct transition word. (8 points)

1. The notarized agreement of dissolution of marriage must include the child custody and parental visitation agreement. _____, the Agreement on the division of assets of the marriage must be indicated as well.

- | | |
|-------------------|------------------|
| a. In other words | c. On account of |
| b. Nonetheless | d. Moreover |

2. _____ minor children are involved, the Costa Rica Child Welfare Agency (PANI) will be given notice of the procedure to ensure that the rights of the children are being contemplated.

- | | |
|----------------|-------------------|
| a. To sum up | c. That is to say |
| b. In addition | d. When |

3. _____ the process is completed, the Public Notary will record the marriage document in the Registro Civil of Costa Rica.

- | | |
|---------|------------|
| a. Also | c. Hence |
| b. Once | d. So that |

4. All the documentation was filed on time. _____, you can set your wedding date whenever you want.

- a. Thus
- b. Also
- c. On the other hand
- d. Nevertheless

5. _____, all the documentation needs to be placed in order to set the wedding date.

- a. When
- b. As a result
- c. In summary
- d. Because

6. This agreement will take effect immediately upon the solemnization of the parties' marriage. _____, this agreement will be valid once the parties get married.

- a. On account of
- b. In other words
- c. On the other hand
- d. Meanwhile

7. The Public Notary records the marriage declaration in the Registro Nacional _____ the marriage will be legal.

- a. so that
- b. indeed
- c. of course
- d. however

8. _____, the marriage is recorded in the Registro Nacional. This is the last step in the process of getting married.

- a. That is to say
- b. Because
- c. Finally
- d. Nonetheless

Part II. Read the following extracts from a text and mark the option that correctly completes each case. (7 points)

1. "Before the Public Notary can officiate the ceremony, he is required by law to _____ from both the groom and the bride."

- a. certificate the marital status
- b. issue a certification
- c. swear under oath
- d. compile certain documentation

2. "Prospective Husband and Prospective Wife have _____ to each other of all of their financial assets and liabilities."

- a. objected any portion of the agreement
- b. made a full and complete disclosure
- c. introduced a petition for divorce
- d. deemed separable

3. "The Certificate of current Marital Status can be done by way of sworn _____ where each of the party swears under oath that they are single. "

- a. ceremony
- b. oath
- c. affidavit
- d. issue

4. "You will also have to bring two _____ to the marriage ceremony who may not be relatives to the third degree."

- a. witnesses
- b. parties
- c. affidavits
- d. oaths

5. "The Family Court Judge will _____ and accept the divorce by mutual consent and order the dissolution of the marriage."

- a. object any portion of the agreement
- b. issue their final judgment
- c. introduce a petition for divorce
- d. made a full and complete disclosure

6. "The Public Notary will record the marriage document in the Registro Civil of Costa Rica. This can be recorded manually or in some cases the Notary may be able to make a digital _____ of the marriage registration. "

- a. filing
- b. agreement
- c. dissolution
- d. consent

7. "When all the documentation is in place, the wedding date is set and the _____ will be present to make official the ceremony."

- a. parties
- b. witnesses
- c. public notary
- d. judge

Adapted from:

- o <http://www.family.findlaw.com/marriage/sample-premarital-prenuptial-agreement.pdf>
- o <http://www.costaricalaw.com/Marriage-and-Family-Law/divorce-by-mutual-consent-in-costa-rica.html>
- o <http://www.costaricalaw.com/Marriage-and-Family-Law/how-to-get-married-in-costa-rica.html>

Project # 1: Guidelines

What do i have to do?

You will have to write a series of emails on getting a divorce in Costa Rica to your hypothetical client (Mr. Thompson). At first, he was going to get a divorce by mutual consent. However, Amelia now wants to proceed with a divorce by irreconcilable differences because she argues that she was victim of physical abuse, but this is not true. You as Richard's lawyer have to help him go through this process.

General Guidelines

- o Remember to include the parts of the email
- o Maintain an appropriate level of formality
- o Use the correct transition words
- o Pay attention to punctuation
- o Use the appropriate law related terms and clarify those terms, so your client is able to understand them.

Instructions for each email

❖ First email

You have to request the necessary information and documents to start the divorce and explain the implications and procedures of this process here in Costa Rica.

Pay attention to:

- o The requirements that have to be included
- o The use of formal expressions to request information and ask for documents
- o The use of sequencing words to describe the procedure
- o The use of conditions to explain the implications

❖ Second email

You have already started the process and you need to update Richard on what has going on. You need to explain what has been done so far and what still needs to be done.

Pay attention to:

- The use of language of necessity
- The use of the present perfect

❖ Third email

Richard wants your advice on how to proceed with Amelia's false reason to get a divorce by irreconcilable differences. You have to write a legal opinion to advise your client on the most appropriate legal action to take.

Pay attention to:

- The parts of the legal opinion that must be included
- The use of verb tenses that are appropriate in this kind of document

How do you hand in your project?

You will have to send three emails (one for each of the emails previously explained) to the course account (cursoinglesjuridico2015@gmail.com) on September 16th.

Remember that late projects will not be accepted.

Name: _____

Score:

Project #1

Task	Points	Percentage
E-mail 1	15	5%
E-mail 2	15	5%
E-mail 3	20	10%
Total		20%

E-mail 1: Writing Rubric	Comments	Points
Law-related terms use 0 pts: 7 or more mistakes 1 pt: 5-6 mistakes 2 pts: 3-4 mistakes 3 pts: 0-2 mistakes		/3
Verb tense use 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Sentence structure 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Spelling 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Email Format (parts of the email) 0 pts: inappropriate 1 pt: appropriate		/1

Punctuation 0 pts: 6 or more 1 pt: 0-5 mistakes		/1
Register (use of formal phrases) 0 pts: inappropriate 1 pt: appropriate		/1
Use of the target structure 0 pts: no use of target structures 2 pt: use of target structures		/2
Task completion 0 pts: task not completed 1 pt: task completed		/1
Total		/15

E-mail 2: Writing Rubric	Comments	Points
Law-related terms use 0 pts: 7 or more mistakes 1 pt: 5-6 mistakes 2 pts: 3-4 mistakes 3 pts: 0-2 mistakes		/3
Verb tense use 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Sentence structure 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Spelling 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Email Format (parts of the email) 0 pts: inappropriate 1 pt: appropriate		/1
Punctuation 0 pts: 6 or more 1 pt: 0-5 mistakes		/1

Register 0 pts: inappropriate 1 pt: appropriate		/1
Use of the target structure Present perfect, already, still, yet 0 pts: no use of target structures 2 pts: use of target structures		/2
Task completion 0 pts: task not completed 1 pt: task completed		/1
Total		/15

E-mail 3: Writing Rubric	Comments	Points
Law-related terms use 0 pts: 7 or more mistakes 1 pt: 5-6 mistakes 2 pts: 3-4 mistakes 3 pts: 0-2 mistakes		/3
Verb tense use 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Sentence structure 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Spelling 0 pts: 8 or more mistakes 1 pt: 4-7 mistakes 2 pts: 0-3 mistakes		/2
Email Format (parts of the email) 0 pts: inappropriate 1 pt: appropriate		/1
Punctuation 0 pts: 6 or more 1 pt: 0-5 mistakes		/1
Register 0 pts: inappropriate 1 pt: appropriate		/1

<p>Includes the opening phrase and the summary 0 pts: elements are not included 2 pt: elements are included</p>		/2
<p>includes the issue(s) 0 pts: elements are not included 1 pt: elements are included</p>		/1
<p>Includes the facts 0 pts: elements are not included 1 pt: elements are included</p>		/1
<p>includes the legal implications 0 pts: elements are not included 1 pt: elements are included</p>		/1
<p>Includes the conclusions and recommendations 0 pts: elements are not included 1 pt: elements are included</p>		/1
<p>Use of the target structure 0 pts: no use of target structures 1 pt: use of target structures</p>		/1
<p>Task completion 0 pts: task not completed 1 pt: task completed</p>		/1
<p>Total</p>		/20

Unit # 1: Dealing with clients in written form

Teacher: Andrea Lasso de la Vega

Lesson Plan # 8

Assistants: Rosibel Acuña, Mariana Cortés

Date: September 2nd, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 4, the law students will be able to accurately write a legal opinion on a case by describing issues, facts, and legal implications.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. accurately describe the specific legal causes of action by using the appropriate vocabulary;
2. accurately identify the opening phrase, summary and issue in the first part of a legal opinion;
3. effectively list the events and issues in a possible legal action by using the appropriate vocabulary;
4. write the first part of a legal opinion by using the appropriate structures and register;
5. appropriately state an issue in a legal opinion by using reported speech;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: <ul style="list-style-type: none">• T projects two pictures related to two possible legal causes of action: breach of contract and	S L	Useful Language: Our legal cause of action refers to...	Schema activation	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>intellectual property infringement.</p> <ul style="list-style-type: none"> • Ss brainstorm what they think both pictures are about. Then, the T writes the name of the cause of action on the board. The group will be divided into two groups: each group will be in charge of one picture. • In their groups, ss talk about what their case of action means, what aspects it normally considers, and examples of cases in which it applies. • Then, each group shares the information they wrote with the rest of the class. Members of the other group can provide more information. <p>Materials: Cause of action pictures, projector</p>		<p>This legal cause of action normally includes... You are right, but it also takes into account... Do you know an example in which it is applied? Yes, I do. / No, I don't.</p>		
2	<p>Pre-task 1: Starting a Legal Opinion</p> <ul style="list-style-type: none"> • T asks ss what they know about legal opinions and the format they have. • Their attention is drawn to the first part of such document: the opening phrase, the summary, and the issue (Handout 1). • In pairs, ss have to identify the three parts of a legal opinion that were previously studied (Handout 2). • T checks the handout with the ss. <p>Materials: Handouts 1 and 2</p>	<p>S L W R</p>	<p>Useful Language: I think this is the opening phrase / summary / issue. I am (not) sure about this part. Do you know the meaning of this word? It means...</p>	—	<p>15 min 5:10-5:25</p>

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

3	<p>Pre-task 2: Stating Issues in a Legal Opinion</p> <ul style="list-style-type: none"> • In the same pairs they worked with in the previous task, ss get a text with a possible case. There are two different texts: one related to breach of contract and the other related to intellectual property infringement. • Ss have to read the text and write down in bullets the sequence of events that happened in the case and at least two possible issues for that specific case (use handouts 1 and 2 as a reference). • T tells ss that each one of them needs to write down the information. • Ss switch pairs and work with a classmate who has a different case (if ss worked with the breach of contract case, they should work with someone who has the intellectual property infringement case). • Ss read their classmates' case and help them check or improve the list of events and issues they wrote. <p>Materials: Handouts 1, 2, 3A, and 3B</p>	S L W R	<p>Phrases used as part of the issue(s) in a legal opinion:</p> <p>You asked if / whether that boss was engaged in...</p> <p>You asked me what the options were for...</p> <p>You asked me under what circumstances...</p> <p>Useful Language:</p> <p>The parts involved are...</p> <p>The main conflict is...</p> <p>For the events, we should include...</p> <p>That event is (not) important.</p> <p>One possible issue is...</p> <p>We should change ...</p> <p>To check:</p> <p>What case do you have? I have the... case.</p> <p>I think you included all the events / possible issues.</p> <p>You didn't include / omitted...</p>	-	20 min 5:25-5:45
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

4	<p>Task: Summarize and state the issues</p> <ul style="list-style-type: none"> Individually, ss have to write the first part of a legal opinion (opening phrase, concise summary, and issue). In the breach of contract case, the hypothetical clients are the shareholders: Mr. Smith and Mr. Johnson. In the intellectual property infringement case, the hypothetical clients are the representatives of Fleming, Mr. Bradley and Ms. Walker. Ss switch pairs (someone with a different case) and share their work. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. The legal opinions are taped on the walls so the ss can walk around the classroom and read their classmates' work. <p>Materials: Handouts 1, 2, 3A, and 3B, feedback form</p>	S L W	<p>Useful Language:</p> <p>I really liked the way that you...</p> <p>It was great to...</p> <p>In your legal opinion, I can clearly see...</p> <p>I think that you included all the parts of the legal opinion.</p> <p>Instead of..., you could...</p> <p>I think it would be necessary to change / modify / include...</p>	-	40 min 5:45-6:20
5	<p>Post-task: Reported Speech</p> <ul style="list-style-type: none"> T presents the structure of reported speech with questions. In pairs, ss practice writing issues using reported speech. T goes group by group checking the material. 	S L	<p>Reported Speech (information questions and yes/no questions)</p> <p>You asked if / whether that boss was engaged in...</p> <p>You asked me what the options were for...</p>	-	15 min 6:20-6:35

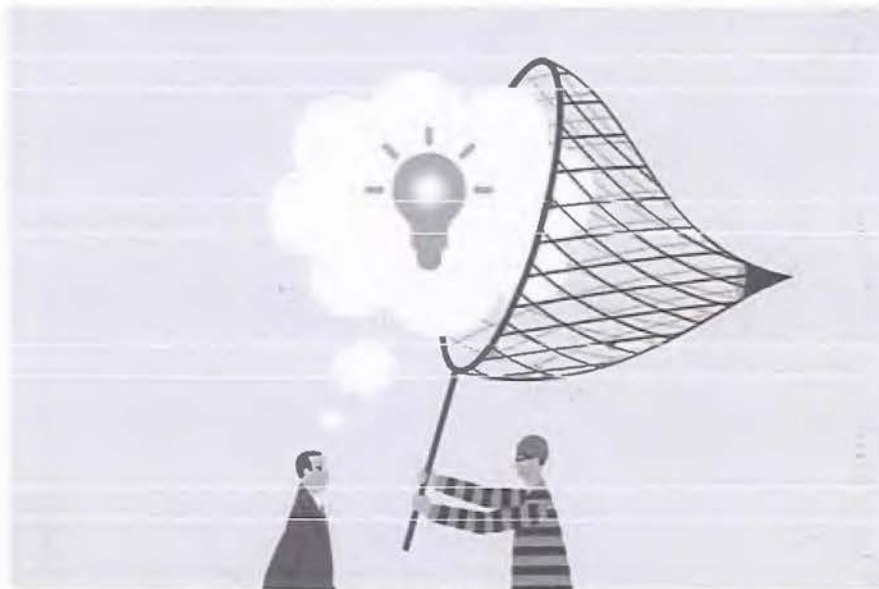
Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	Materials: Handout 4		Useful Language: What could be an issue for this legal cause of action? Is there anything else we should include? We have to check this sentence.		
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L.	--	--	5 minutes 6:35-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading



Taken from: <http://coxandassoc.com/the-statute-of-limitations-for-breach-of-contract>



Taken from: <http://www.csoonline.com/article/2138380/loss-prevention/intellectual-property-protection-the-basics.html>

Starting a Legal Opinion



Remember

A legal opinion is a lawful statement written by a court judge, a judicial officer, or a legal expert where the reasons for a judicial decision are stated by including a summary of the case, the issues, facts, and possible legal implications.

1. **Opening phrases:** when writing a formal legal opinion, it is important to include opening phrases as part of the format that has to be followed. Some examples of opening phrases are:

- ✓ In reply to your email...
- ✓ I am writing with regard to...
- ✓ Following our phone conversation...

2. A **summary** should include the most salient events that have happened in a case so far. It has to state the name of the parts involved, the context, and the main conflict. The summary has to be concise and clear enough, so all the relevant details are included. In a legal opinion, the summary should be no longer than five sentences.

3. An **issue** is any matter of dispute in a legal controversy or lawsuit, very commonly used in such phrases as "the legal issues are," and "the factual issues are." In other words, it is what is being specifically debated. An issue is first thought as a question, but when included in the legal opinion, it has to be included as a statement. Some examples of issues are:

- ✓ The legal issue is whether this boss engaged in conduct which is unlawful discrimination.
- ✓ The factual issue is what options are opened to someone faced with an unwanted pregnancy.

Adapted from:

- o <http://dictionary.law.com/Default.aspx?selected=1032>
- o http://www.streetlaw.org/en/landmark/teaching_strategies/case_study

Starting a Legal Opinion

Instructions:

- Individually read the following extract from a legal opinion and identify the opening phrase, the summary, and the issue(s).
- Be ready to share your answers with your classmates.

Dear Ms. Loman:

I hope you have been well. Recently you wrote to us that Loman's Fashions had been sued by a shopper in Small Claims Court for a breach of contract. As you have described it, the shopper claims that she responded to an ad for a "manufacturer's closeout" of designer leather coats; the ad stated that the "early" shopper would "catch the savings." The shopper complains that Loman's failed to have the merchandise to sell at the advertised price. Specifically, you have asked for advice on the question whether Loman's breached a contract with the shopper under the circumstances.

Taken from: <http://www.law.cuny.edu/legal-writing/students/client-letter.html>

Starting a Legal Opinion – Answer Key

Instructions:

- o Individually read the following extract from a legal opinion and identify the opening phrase, the summary, and the issue(s).
- o In case you do not understand the meaning of a word, remember to use the strategy "extracting meaning from context."
- o Be ready to share your answers with your classmates.

Dear Ms. Loman:

I hope you have been well. Recently you wrote to us that Loman's Fashions had been sued by a shopper in Small Claims Court for a breach of contract. As you have described it, the shopper claims that she responded to an ad for a "manufacturer's closeout" of designer leather coats; the ad stated that the "early" shopper would "catch the savings." The shopper complains that Loman's failed to have the merchandise to sell at the advertised price. Specifically, you have asked for advice on the question whether Loman's breached a contract with the shopper under the circumstances.

Taken from: <http://www.law.cuny.edu/legal-writing/students/client-letter.html>

Opening phrase: Recently you wrote to us that Loman's Fashions had been sued by a shopper in Small Claims Court for a breach of contract. Summary: As you have described it, the shopper claims that she responded to an ad for a "manufacturer's closeout" of designer leather coats; the ad stated that the "early" shopper would "catch the savings." The shopper complains that Loman's failed to have the merchandise to sell at the advertised price. Issue: whether Loman's breached a contract with the shopper under the circumstances

Case Study # 1: Company Law

Instructions:

- o In pairs, read the text and write down in bullets the sequence of events that happened in the case.
- o Then, write at least two possible issues based on the information in the text.
- o In case you do not understand the meaning of a word, remember to use the strategy "extracting meaning from context."
- o Be ready to share your answers with your classmates.

The Green view Company, a public company incorporated under the laws of the country of Costa Rica, owned a golf course. Some land adjoining the golf course became available for sale, and one director of the corporation informed the board of this availability. If Green view bought the adjoining land and sold it together with the golf course, this would greatly increase the value of the golf course. In fact, on several occasions, the directors and stockholders had discussed the possibility of acquiring more land next to the golf course. Although the board and the stockholders expressed an interest in buying this land, it again did not take any immediate steps to purchase it. A few months later, two other directors of Green view (not including the one who had informed the company that the land was for sale) decided to buy the land in their individual capacities. A few years later, the golf course and the adjoining land were sold as a package to outside investors for a high price. A large share of the profit went to the two directors because of their ownership of the adjoining land. Now a group of disappointed minority shareholders wishes to take legal action against the two directors for a breach of their duty of loyalty to the company through the theft of a corporate opportunity.

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Case Study # 1: Company Law – Answer Key

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Now a group of disappointed minority shareholders wishes to take action against the two directors for a breach of their duty of loyalty to the company through the theft of a corporate opportunity.

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). *International Legal English: A course for classroom or self-study use*. Cambridge, UK: Cambridge University Press.

Possible summary and issue:

I am writing with regard to the Green view Company case. As you have described it, this is a public company that owns a golf course. Some land was available next to the golf course, and some directors and stockholders were interested in buying it to increase the value of the property, but it was not purchased. A few months later, two directors bought the land in their individual capacities and when it was sold, they received the biggest part of the profit. Specifically, you have asked for advice on the question whether the two directors breached their duty of loyalty through the theft of a corporate opportunity.

Case Study # 2: Intellectual Property Law

Instructions:

- In pairs, read the text and write down in bullets the sequence of events that happened in the case.
- Then, write at least two possible issues based on the information in the text.
- In case you do not understand the meaning of a word, remember to use the strategy “extracting meaning from context.”
- Be ready to share your answers with your classmates.

Fleming Co. ('Fleming') was a company responsible for assisting new immigrants entering Costa Rica. One of its responsibilities was to report certain information such as dates of arrival and departure. In order to carry this out, Fleming contracted with Linxus Co. ('Linxus'), a software development company, to develop a system that would provide Fleming with access to a database over the Internet. In developing the software, Linxus used some software codes that it had previously designed and used to support website-based databases for other companies.

The contract between Fleming and Linxus to develop this software did not contain any express provision regarding ownership of copyright in the new database. When Fleming attempted to sub-license the software to another company, Linxus objected, and a dispute arose regarding what copyright rights Fleming had in the software, if any. Although not expressly written in the contract, Fleming argued that a term should be implied whereby Linxus assigns the copyright to Fleming, thereby granting Fleming the ability to sub-license the software to third parties.

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). *International Legal English: A course for classroom or self-study use*. Cambridge, UK: Cambridge University Press.

Case Study # 2: Intellectual Property Law – Answer Key

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Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). *International Legal English: A course for classroom or self-study use*. Cambridge, UK: Cambridge University Press.

Possible summary and issue:

I am writing with regard to the Fleming Co. case. As you have described it, this is a public company responsible for assisting new immigrants entering Costa Rica. This company contracted with Linxus Co. to develop a system which included codes that were previously used in other companies. When Fleming wanted to sub-license the software, Linxus objected due to copyrights, but the contract did not include any ownership of copyright. Specifically, you have asked for advice on the question whether Fleming had copyrights rights in the software.

Stating Issues in a Legal Opinion



Remember

- Reported speech is a structure used to report what others have said without using the exact words; therefore, a few changes are necessary. If you need to report questions, the structure is called reported questions.
- Remember that you need to change the verb tenses and to transform the questions into normal positive sentences. When writing issues, you will be talking about present events. The structure you will need is the following:

Question	Reported Question
Is this boss engaging in conduct which is unlawful discrimination?	You asked if that boss was engaged in conduct which was unlawful discrimination.
Is abortion legal?	You asked whether abortion was legal.

Notice that the reported question...

1. starts with "you asked if" or "you asked whether."
2. is written in simple past tense.

Question	Reported Question
What are the options open to someone faced with an unwanted pregnancy?	You asked me what the options were for someone faced with an unwanted pregnancy.
Under what circumstances is abortion legal?	You asked me under what circumstances abortion was legal.

Notice that the reported question...

1. starts with "you asked me."
2. includes the wh- word.
3. is written in simple past.

Unit # 1: Dealing with clients in written form

Teacher: Rosibel Acuña

Lesson Plan # 9

Assistants: Andrea Lasso de la Vega, Mariana Cortés

Date: September 7th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 4, the law students will be able to accurately write a legal opinion on a case by describing issues, facts, and legal implications.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. effectively state issues as in a legal opinion by using the structure of reported questions;
2. appropriately provide synonyms and antonyms of words in a legal text by using the corresponding strategy to consolidate the meaning of a word once it has been encountered;
3. effectively list the facts in a possible legal action by using the appropriate vocabulary;
4. set out legally significant facts in a legal opinion by appropriately describing the most relevant aspects of a case;
5. correctly identify law-related collocations by matching the two parts of such collocations;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
HW	Check homework: State the Issues of your Case (Handout 4 – previous class)	S L	Useful Language:	–	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> In pairs, ss check the information they wrote in the handout. T and assistants check their work. <p>Materials: Handout 4 (used in the previous lesson)</p>	W R	I think question / sentence number... is right / wrong. It is better to write...		
1	<p>Warm-up: Reported questions... Are they right or wrong?</p> <ul style="list-style-type: none"> Ss are divided into two groups. Each group will write two questions that could be used to state an issue either for a case of breach of contract or for intellectual property infringement. Then, ss switch papers and the other group has to transform those questions into reported question (as to be stated in a legal opinion). Ss tape the papers on the wall, and the members of the other group have to check if the questions are right or wrong and make the necessary changes. <p>Materials: Handout 4, sheets of paper, markers, tape</p>	S L W R	<p>Useful Language:</p> <p>We should write... as one of the questions.</p> <p>This question in reported speech would be...</p> <p>This is right/wrong...</p> <p>The mistake is...</p>	—	10 min 5:10-5:20
2	<p>Pre-task 1: Teach a strategy to consolidate new vocabulary</p>	W R	<p>Useful Language:</p> <p>I think we can (not) use this word.</p>	Using synonyms	15 min 5:20-5:35

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • T remind ss that they have to start with the second part of the vocabulary log that will include the use of synonyms and antonyms. • T demonstrates the consolidation strategy 'using synonyms and antonyms.' (Handout 1 and Handout 3A from the previous lesson). • In pairs, ss use Handout 3B (used in the previous lesson) to choose at least 4 words and provide two synonyms and two antonyms for those words. • Ss check as a group. <p>Materials: Handout 1, Handouts 3A and 3B (used in the previous lesson)</p>		<p>What would be the synonym / antonym of this word? You are right / wrong.</p>	and antonyms	
3	<p>Pre-task2: Legal Opinion: Facts</p> <ul style="list-style-type: none"> • T asks ss what the first part of a legal opinion includes in order to review the content that was introduced in the previous lesson. • Attention will be drawn to writing the facts in a legal opinion (Handout 2). • Individually, ss write a list of at least three facts that could be included in a legal opinion. Ss will work with the case they had in the previous lesson (Handouts 3A or 3B). • Class checks as a whole. 	S L W R	--	--	20 min 5:35-5:55

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	Materials: Handout 2, Handouts 3A and 3B (used in the previous lesson)				
4	<p>Task: What are the facts?</p> <ul style="list-style-type: none"> Individually, ss write an email with the first and second parts of a legal opinion. In paragraph form, in addition to the summary and the issues, they must write the facts of the case they have been working with (breach of contract or intellectual property infringement.) T remind sss to use Handout 2 as a guideline. Ss get in pairs and decide on the additional criteria that will be evaluated, and give each other feedback using the Feedback Form. <p>Materials: Handout 2, Handouts 3A and 3B (previous lesson), feedback form</p>	W R	<p>Useful Language:</p> <p>I really liked the way that you... In your facts, I can clearly see... I think it would be necessary to change / modify / include...</p>	---	25min 5:55-6:20
5	<p>Post-task: Do these words go together?</p> <ul style="list-style-type: none"> Ss are split into two groups. Each group gets some dominoes with words taped on them. Ss have to take turns matching the words, so they make the correct pairs. Once they have matched a pair and formed a correct collocation, they have to create a sentence with the collocation. 	S L	<p>Vocabulary:</p> <p>incorporate under the laws available for sale the possibility of acquiring an interest in buying take actions against the directors breach of duty of loyalty responsible for assisting</p>	---	15 min 6:20-6:35

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	<ul style="list-style-type: none"> The winner is the person who has used all of his / her dominoes to form correct phrases or collocations. <p>Materials: Cutouts with sets of dominoes</p>		<p>provide with access ownership of copyright</p> <p>Useful Language: Who starts? I / You start. It is your / my turn. My domino says... That is (not) a match. I / You won.</p>		
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	--	--	5 min 6:35-6:40
	Homework: Bring information on what the Costa Rican legislation says about copyright infringement. Ss will need this to complete the activities that will be carried out the following class.	---	--	--	

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

incorporate	under the laws
available	for sale
the possibility	of acquiring
an interest	in buying
take actions	against the directors
a breach	of duty of loyalty
responsible	for assisting
ownership	of copyright
provide	with access

How can you remember new vocabulary? Part 2

Using Synonyms and Antonyms

Once the meaning of a word has been discovered, it is important to remember the meaning of that word in both the short and long term memory. Using synonyms and antonyms is one way to achieve this because a new word can be integrated into many kinds of existing knowledge, such as words that you already know. In this way, synonyms help you relate words with similar meanings, and antonyms help you relate words with their opposite meaning.

Adapted from: Schmitt, N. (1997). *Vocabulary Learning Strategies*. In: Schmitt, N. & McCarthy, M (eds). *Vocabulary Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Let's take a look at how this strategy works!

On handout 3A "Case Study # 1: Company Law," you have many words that you can incorporate into your vocabulary by keeping in mind their synonyms and antonyms. For example:

"Some land adjoining the golf course..." (line 2)	adjoining = next to
"This would greatly increase the value..." (line 5)	increase ≠ decrease
"...take any immediate steps..." (line 8)	immediate ≠
"A large share of the profits ..." (line 12)	profits ≠
"Now a group of disappointed minority..." (line 14)	disappointed =
"A group of shareholders wishes to take..." (line 14)	wishes =

How can you remember new vocabulary? – Answer Key Part 2

Using Synonyms and Antonyms

Once the meaning of a word has been discovered, it is important to remember the meaning of that word in both the short and long term memory. Using synonyms and antonyms is one way to achieve this because a new word can be integrated into many kinds of existing knowledge like words that you already know. In this way, synonyms help you relate words with similar meanings, and antonyms help you relate words with their opposite meaning.

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Let's take a look at how this strategy works!

On handout 3A "Case Study # 1: Company Law," you have many words that you can incorporate into your vocabulary by keeping in mind their synonyms and antonyms. For example:

"Some land adjoining the golf course..." (line 2)	adjoining = next to
"This would greatly increase the value..." (line 5)	increase ≠ decrease
"...take any immediate steps..." (line 8)	immediate ≠ LATER
"A large share of the profits ..." (line 12)	profits ≠ DEBTS
"Now a group of disappointed minority..." (line 14)	disappointed = UPSET
"...shareholders wishes to take..." (line 14)	wishes = WANTS

☞ more options of synonyms and antonyms are possible



Remember

Legal Opinion: Facts

Facts make up the client's story. For the purpose of legal analysis, we look for "material" facts. These are the facts that fit the elements of the rule. It is important to ask the following questions:

- ✓ What happened in this case?
- ✓ Who are the parties?
- ✓ What facts are important?
- ✓ Is any significant information missing?
- ✓ Why did the people involved act the way they did?

Facts are presented after the summary of the case and the statement of the issue(s). They are introduced by phrases such as "I will first set out the facts as I understand them." Remember that the facts are included in a different paragraph.

See the following example:

A potential legal client comes in and says that her boss is mean and rude: he yells and screams and makes work wholly unpleasant. The client wants to know if she has a claim.

We need to know: if the boss' behavior "affected" a "term or condition of employment;" if the potential client is in a "protected class;" if there are "similarly situated" employees; and if they've been treated in the same manner or differently. The facts that turn out to be relevant are:

- ✓ she is a woman;
- ✓ she has not received a raise or promotion in the 10 years she has worked for this supervisor;
- ✓ there are men who report to the same supervisor;
- ✓ no man who has worked for the supervisor has gone 10 years without a raise or promotion.

Adapted from:

- o <http://dictionary.law.com/Default.aspx?selected=1032>
- o <http://groups.csail.mit.edu/dig/TAMI/inprogress/LegalReasoning.html>

Unit # 1: Dealing with clients in written form

Teacher: Rosibel Acuña

Lesson Plan # 10

Assistants: Andrea Lasso de la Vega, Mariana Cortés

Date: September 9th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 4, the law students will be able to accurately write a legal opinion on a case by describing issues, facts, and legal implications.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. accurately discuss the most general aspects of Costa Rican law regarding cases of copyright infringement by formulating and answering questions related to the topic;
2. appropriately advise clients on possible legal actions to follow in cases related to copyright infringement by taking into account Costa Rican law implications;
3. present a case with the possible Costa Rican law implications related to copyright infringement by using the correct structures, register, and vocabulary;
4. set out legal implications in a legal opinion by appropriately describing the most relevant aspects of the Costa Rican laws that specifically apply to cases about copyright;
5. correctly identify law-related collocations from the cases used in pre-task 1 by writing sentences using such collocations;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

1	<p>Warm-up: Trivia- How much do you know about copyright law?</p> <ul style="list-style-type: none"> • Ss are divided into two groups. • They have to prepare 3 questions that they will ask the other group to test how much they know about copyright law. • Groups ask questions to one another. They are awarded 1 point for every correct answer. <p>Materials: Information on copyright law (homework from the previous class)</p>	S L	<p>Useful Language:</p> <p>What questions could we ask? We could ask... The first / second / third question says... The answer is... That is right / wrong.</p>	–	10 min 5:00-5:10
2	<p>Pre-task 1: Legal Opinion Part III: Implications of law</p> <ul style="list-style-type: none"> • T introduces part III of the legal opinion using Handout 1. • In pairs, ss study the case they have and think of possible advice they would give to the client based on the Costa Rican legislation. • They should write down their ideas because they will be presenting them in the next activity. <p>Materials: Handout 1, cutouts with cases</p>	S L W R	<p>Useful Language:</p> <p>Our case says that... I would tell the client that... We have to check /modify this implication...</p>	–	15 min 5:10-5:25
3	<p>Pre-task 2:Presenting a case + implications of law</p>	S L	<p>Useful Language:</p> <p>Our case is called...</p>	–	20 min 5:25-5:45

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Each pair presents their case and the implications of Costa Rican law to the class, as if they were the defendants. The audience has to decide if they have missed any relevant laws. <p>Materials: –</p>		<p>In this case, ...</p> <p>The possible implications are...</p> <p>You included /forgot ...</p>		
4	<p>Task: Legal Opinion Part III</p> <ul style="list-style-type: none"> In pairs, ss continue with the case of intellectual property infringement studied in the previous class. They have to write an email with the implications of Costa Rican law (part III of a legal opinion.) They should keep in mind that they have already sent a previous email with the summary, issues, and facts of the case. Each student finds a new pair and checks another classmate's email using the feedback form. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. Ss share their writing samples with the class. <p>Materials: Emails from the two previous lessons</p>	<p>S</p> <p>L</p> <p>W</p> <p>R</p>	<p>Useful Language:</p> <p>The summary / issue of this case is...</p> <p>As part of the implications of Costa Rican law, we should (not) include...</p> <p>To give feedback:</p> <p>I really liked the way that you...</p> <p>In your implications, I can clearly see...</p> <p>I think it would be necessary to change / modify / include...</p>	–	<p>30 min</p> <p>5:45-6:15</p>

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

5	<p>Post-task: Words that go together</p> <ul style="list-style-type: none"> • In pairs, ss extract 3 collocations from the cases they worked with in pre-task 1. • They create a sentence for each collocation and write them on a piece of color paper that is taped around the classroom (the collocation should be underlined). • The other students stand up and take notes on the collocations and also write down their classmates' examples. <p>Materials: Cutouts with cases</p>	S L W R	<p>Useful Language: These words (don't) go together. A possible sentence is... We have to check / modify this sentence.</p>		15 min 6:15-6:30
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	-	-	10 min 6:30-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Study Case # 1: Rodgers vs. Koons Case

Instructions:

- o In pairs, read and analyze the following case.
- o Think of possible advice you would give the client based on the Costa Rican legislation.
- o Write down your ideas because you will use them in the next activity.

The case is the following:

Photographer Art Rodgers shot a photograph of a couple holding a line of puppies in a row and sold it for use in greeting cards and similar products. Internationally, renowned artist Jeff Koons in the process of creating an exhibit on the banality of everyday items, ran across Rodgers' photograph and used it to create a set of statues based on the image. Koons sold several of these structures, making a significant profit. Upon discovering the copy, Rodgers sued Koons for copyright. Koons responded by claiming fair use by parody.

Taken from: <http://es.99designs.com/designer-blog/2013/04/19/5-famous-copyright-infringement-cases/>

Study Case # 2: Vanilla Ice vs. David Bowie/Freddie Mercury Case

Instructions:

- o In pairs, read and analyze the following case.
- o Think of possible advice you would give the client based on the Costa Rican legislation.
- o Write down your ideas because you will use them in the next activity.

The case is the following:

Vanilla Ice had a hit, in 1991, with *Ice Ice Baby* — it sampled but did not credit the song *Under Pressure* by David Bowie and Queen. Though at first denying it, Vanilla Ice later retracted the statement saying it was "a joke". Facing a lawsuit by the duo, Vanilla Ice admitted to sampling the work.

Taken from: <http://es.99designs.com/designer-blog/2013/04/19/5-famous-copyright-infringement-cases/>

Study Case # 3: Cariou vs. Prince Case

Instructions:

- o In pairs, read and analyze the following case.
- o Think of possible advice you would give the client based on the Costa Rican legislation.
- o Write down your ideas because you will use them in the next activity.

The case is the following:

Richard Prince is a well-known appropriation artist — one who transforms the work of others to create new meaning in his own work. For an exhibition in the Gagosian Gallery, Prince appropriated 41 images from a photography book by French photographer Patrick Cariou, claiming fair use that he created new meaning out of the photographs. Cariou argued that it wasn't fair use, but copyright infringement.

Taken from: <http://es.99designs.com/designer-blog/2013/04/19/5-famous-copyright-infringement-cases/>



Remember

Legal Opinion: Legal implications

The law is based on existing rules. Even when a decision is based on what is "fair," it is because there is a rule that says that a particular decision will be based on fairness. Additionally, there are so many rules that no one can know them all, so an argument has no weight unless it says exactly which rule is being relied upon.

A legal implication is an inference of something not directly declared, but arising from what is admitted or expressed. An easy way of stating the legal implications is:

- ✓ First, set out the law and the provisions of the law (or laws) that are applicable.
- ✓ Then you go on to summarize the necessary precedents (judgments of a particular court that has the jurisdiction over the subject matter) with full citations.

Legal implications are presented after the statement of the facts. They are introduced by phrases such as:

- ✓ "I will provide you with an explanation of the law as it applies in your case. The law mentions that _____ (explain what the law says in your own words or include just the main idea)."
- ✓ "Under these facts, a court would likely apply the _____ (include the name or number of the law that applies) law that _____ (explain what the law says in your own words or include just the main idea)."
- ✓ "That rule or law says: (explain what the law says in your own words)."

See the following example:

"Under these facts, a court would likely apply the well-settled law that a general advertisement that merely lists items for sale is at best an invitation to negotiate, not an offer to form a contract."

Adapted from:

- o <http://legal-dictionary.thefreedictionary.com/implication>
- o <http://www.lawctopus.com/how-to-write-legal-opinions/>
- o <http://www.law.cuny.edu/legal-writing/students/client-letter.html>

Unit # 1: Dealing with clients in written form

Teacher: Andrea Lasso de la Vega

Lesson Plan # 11

Assistants: Mariana Cortés, Rosibel Acuña

Date: September 14th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes in written form by using appropriate structures, strategies, and register.

General Objective: By the end of Unit 1 Section 4, the law students will be able to accurately write a legal opinion on a case by describing issues, facts, and legal implications.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. appropriately correct the mistakes in a series of faulty sentences by using the correct structures and vocabulary;
2. show understanding of the composition of a legal opinion by reading a sample and correctly analyzing the function of its parts;
3. identify the phrases that signal each part of a legal opinion by effectively classifying them into the different sections;
4. set out the conclusions and recommendations in a legal opinion by appropriately describing the most relevant implications in a case and the course of action they would recommend in such case;
5. correctly identify the meaning of law-related terms from the legal opinion used in pre-task 1 by providing synonyms for those terms;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Faulty Sentences <ul style="list-style-type: none"> • Individually, ss read and correct examples of faulty sentences that were collected from previous lessons (Handout 1). 	W R	--	--	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • T gives each student a strip of color paper with one of the faulty sentences written in it. Ss have to use markers to correct the sentence. • When they are ready, they tape the strips of paper on the wall. • Ss stand up and go around the classroom taking notes and comparing the corrections suggested by their classmates with their own corrections. <p>Materials: Handout 1, strips of paper with faulty sentences, tape</p>				
2	<p>Pre-task 1: Text Analysis: A Legal Opinion</p> <ul style="list-style-type: none"> • In pairs, ss read a sample of a legal opinion. • Individually, ss answer a series of questions to check comprehension of the text. They can compare their answers with a partner and then the class checks as a whole. • Then, in pairs, ss answer the following questions that are written on the board: <ol style="list-style-type: none"> 1. What is the purpose of the letter? 2. Who do you think might have requested it? 3. Looking at the letter carefully, what would you say the function of each paragraph is? 	S L W R	<p>Useful Language:</p> <p>Number ... is...</p> <p>What do you think of number...?</p> <p>I think it is option...</p> <p>I am not sure about number...</p>	---	20 min 5:10-5:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Class checks as a whole. <p>Materials: Handout 2</p>				
3	<p>Pre-task 2: Phrases in a legal opinion</p> <ul style="list-style-type: none"> • In pairs, ss identify and classify the phrases that signal each part of a legal opinion. • Class checks as a whole. <p>Materials: Handout 3</p>	S L W R	<p>Phrases used in a legal opinion:</p> <ul style="list-style-type: none"> • I had the opportunity to research the law on this point, and I can provide you with the following advice. • Firstly, to summarize the facts of the case... • The issue in this case is... • The law in this jurisdiction requires... • It is possible that the court will take this into consideration and hold that... • I therefore conclude that... <p>Useful Language: We need the phrase that says... to complete this part. Where is that phrase? It is in line... I am (not) sure of this phrase.</p>	---	20 min 5:30-5:50
4	<p>Task: Legal Opinion Part IV</p> <ul style="list-style-type: none"> • In pairs, ss continue with the case of intellectual property infringement studied in 	S L	<p>Useful Language: The conclusions / recommendations of this case are...</p>	---	30 min 5:50-6:20

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>the previous class.</p> <ul style="list-style-type: none"> • They have to write an email with the conclusions and recommendations of the best course of action (part IV of a legal opinion.) They should keep in mind that they have already sent a previous email with the summary, issues, facts, and legal implications of the case. • Each student finds a new pair and checks another classmate's email using the feedback form. Pairs decide on the additional criteria that will be evaluated. Ss give each other feedback. • Ss share their writing samples with the class. <p>Materials: Handout 3, emails from the three previous lessons</p>	<p>W R</p>	<p>As part of the conclusions / recommendations, we should (not) include...</p> <p>To give feedback: I really liked the way that you... In your conclusions / recommendations, I can clearly see... I think it would be necessary to change / modify / include...</p>		
5	<p>Post-task: Time for Synonyms</p> <p><u>Part A</u></p> <ul style="list-style-type: none"> • In pairs, ss complete Handout 4. • Class checks as a whole. <p><u>Part B</u></p> <ul style="list-style-type: none"> • Ss are divided into two groups. • Each group gets six sets of words from which they have to identify the word that does not belong to the group. 	<p>S L</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • stipulate-specify-<u>proscribe</u> – prescribe • succeeding-<u>elapsing</u>-ensuing-subsequent • responsibility-duty-<u>discretion</u>-obligation • prior-previous-<u>prerequisite</u>-preceding 	Using synonyms and antonyms	15 min 6:20-6:35

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> When the groups are ready, they have to tape the words that go together on the wall and tape the odd one out on a different column. Ss can use their dictionaries. Ss have 5 minutes to do this activity. Class checks, and the group with more correct answers wins. <p>Materials: Handout 4, cutouts with set of words, tape, candy</p>		<ul style="list-style-type: none"> margin-leeway-latitude-<u>interpretation</u> preclude-<u>permit</u>-forestall-prevent <p>Useful Language: The meaning of (word) is... (Word) is similar to / different from (word). (Word) is the odd one out. I am (not) sure about this.</p>		
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	--	---	5 min 6:35-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Stipulate
Specify
Proscribe
Prescribe
Succeeding
Elapsing
Ensuing
Subsequent
Responsibility
Duty
Discretion
Obligation

Prior
Previous
Prerequisite
Preceding
Margin
Leeway
Latitude
Interpretation
Preclude
Permit
Forestall
Prevent

Spot the Mistakes!

Instructions:

- Individually, read the following sentences.
- Then, spot the mistakes in each sentence and correct them.
- Be ready to share your corrections with your classmates.

1. I will explain you this procedure.

2. First, we do a notarized agreement in which both parties have to sign.

3. These are the document you need to get married with Amelia.

4. I will appreciate if you could email me back with these information as soon as possible.

5. Please take into account that you must be met the requirements.

6. In your case, you can apply to this legal procedure.

7. I might tell you that we are done with several requirements.

8. I would like to know where is the property located.

9. I am writting with regards to your last email.

10. Do not hesitate if you have questions.

Spot the Mistakes! – Answer Key

Instructions:

- o Individually, read the following sentences.
- o Then, spot the mistakes in each sentence and correct them.
- o Be ready to share your corrections with your classmates.

1. I will explain you this procedure. I will explain this process to you.
2. First, we do a notarized agreement in which both parties have to sign. First, we make a notarized agreement in which both parties have to sign.
3. These are the document you need to get married with Amelia. These are the documents you need to get married to Amelia.
4. I will appreciate if you could email me back with these information as soon as possible. I will appreciate if you could send me this information as soon as possible.
5. Please take into account that you must be met the requirements. Please take into account that you must meet the requirements.
6. In your case, you can apply to this legal procedure. In your case, you can apply for this legal procedure.
7. I might tell you that we are done with several requirements. It is important for you to know that we have met some of the requirements.
8. I would like to know where is the property located. I would like to know where the property is located.
9. I am writting with regards to your last email. I am writing with regard to your last email.
10. Do not hesitate if you have questions. Do not hesitate to contact me if you have any questions.

*In some sentences, more than one correction is possible.

What does a legal opinion look like?

Instructions: in pairs, read the following example of a legal opinion.

Re: Special shareholders' meeting of Longfellow Inc.

- 1 I have now had an opportunity to research the law on this point and I can
- 2 provide you with the following advice.

3 Firstly, to summarize the facts of the case, a group of shareholders of
4 Longfellow Inc. has filed an action in the district court seeking to set aside the
5 election of the board of directors on the grounds that the shareholders'
6 meeting at which they were elected was held less than a year after the last
7 meeting. The ¹bylaws of the company state that the annual shareholders'
8 meeting for the election of directors be held at such time each year as the
9 board of directors determines, but not later than the fourth Wednesday in July.
10 In 2010 the meeting was held on July 18th. At the discretion of the board, in
11 2012 the meeting was held on March 20th. The issue in this case is whether the
12 bylaws provide that no election of directors for the ensuing year can be held
13 unless a full year has passed since the previous annual election meeting.

14 The law in this jurisdiction requires an 'annual' election of the directors for the
15 ensuing 'year'. However, we have not found any cases or interpretation of this
16 law which determine the issue of whether the law ²precludes the holding of an
17 election until a full year has passed. The statutes give wide ³leeway to the
18 board of directors in conducting the affairs of the company. I believe that it is
19 unlikely that a court will create such a restriction where the legislature has not
20 specifically done so.

(continues on the back...)

Glossary

¹ bylaw: the written rules for conduct of a corporation, association, or any organization

² preclude: to prevent something or make it impossible

³ leeway: freedom to act within particular limits

21 However, this matter is complicated somewhat by the fact that there is
22 currently a ⁴proxy fight underway in the company. The shareholders who
23 filed suit are also alleging that the early meeting was part of a strategy on
24 the part of the directors to obstruct the anticipated proxy contest and to
25 keep these shareholders from gaining representation on the board of
26 directors. It is possible that the court will take this into consideration and
27 hold that the purpose in calling an early meeting was to improperly keep
28 themselves in office. The court might then hold that, despite the fact that
29 no statute or bylaw was violated, the election is invalid on a general legal
30 theory that the directors have an obligation to act in good faith.
31 Nevertheless, courts are usually reluctant to second-guess the actions of
32 boards of directors or to play the role of an appellate body for
33 shareholders unhappy with the business decisions of the board. Only
34 where there is a clear and serious breach of the directors' duty to act in
35 good faith will a court step in and overturn the decision. The facts in this
36 case simply do not justify such court action and I therefore conclude that it
37 is unlikely that the shareholders will prevail.

Glossary

⁴ **proxy**: someone who is authorized to serve in one's place at a meeting, particularly with the right cast votes

- o The text was adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.
- o The definitions in the glossary were taken from: <http://dictionary.law.com/>

Let's Analyze the Legal Opinion!

Instructions:

- o In pairs, choose the option that answers correctly the questions below by using the information in the previous legal opinion.
 - o Be ready to share your answers with your classmates.
1. On which grounds did the shareholders file the action?
 - a. On the grounds of their rights as shareholders.
 - b. On the grounds of the violation of the bylaws.
 - c. On the grounds of an ongoing proxy fight.
 - d. On the grounds of their lack of faith in the board of directors.

 2. What does the writer identify as the issue in the case?
 - a. Whether the annual shareholders' meeting determines the term of the board of directors.
 - b. Whether the election of the board of directors requires quorum.
 - c. Whether the annual shareholders' meeting must be held a full year after the last one.
 - d. Whether the bylaws define the term "full year".

 3. What does the writer say regarding earlier cases related to this one?
 - a. They provide for an analysis in favor of the shareholders.
 - b. They give the board of director the freedom to run the company as they see fit.
 - c. They have merely provided an interpretation of the legislative intend.
 - d. They do not address the issue involved.

 4. What reason does the writer give for his conclusion?
 - a. It is dubious that the shareholders will prevail.
 - b. The facts of the case do not support judicial intervention.
 - c. A court of appeal will only look at the facts of the case.
 - d. The board of directors has a duty to act in good faith.

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Let's Analyze a Legal Opinion! – Answer Key

Instructions:

- In pairs, choose the option that answers correctly the questions below by using the information in the previous legal opinion.
- Be ready to share your answers with your classmates.

1. On which grounds did the shareholders file the action?

- | | |
|--|---|
| a. On the grounds of their rights as shareholders. | c. On the grounds of an ongoing proxy fight. |
| b. On the grounds of the violation of the bylaws. | d. On the grounds of their lack of faith in the board of directors. |

2. What does the writer identify as the issue in the case?

- | | |
|--|--|
| a. Whether the annual shareholders' meeting determines the term of the board of directors. | c. Whether the annual shareholders' meeting must be held a full year after the last one. |
| b. Whether the election of the board of directors requires quorum. | d. Whether the bylaws define the term "full year". |

3. What does the writer say regarding earlier cases related to this one?

- | | |
|--|---|
| a. They provide for an analysis in favor of the shareholders. | c. They have merely provided an interpretation of the legislative intent. |
| b. They give the board of director the freedom to run the company as they see fit. | d. They do not address the issue involved. |

4. What reason does the writer give for his conclusion?

- | | |
|--|---|
| a. It is dubious that the shareholders will prevail. | c. A court of appeal will only look at the facts of the case. |
| b. The facts of the case do not support judicial intervention. | d. The board of directors has a duty to act in good faith. |

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Phrases in a Legal Opinion

Instructions:

- In pairs, complete the following chart with phrases from the different parts of the legal opinion in handout 2.
- Be ready to share your answers with your classmates.

Referring to the subject matter	<ul style="list-style-type: none"> • Thank you for instructing us in relation to the above matter. You have requested advice concerning... •
Summarizing facts	<ul style="list-style-type: none"> • Our opinion and advice set forth below are based upon your account of the circumstances giving rise to this dispute, a summary of which is as follows. Based on information provided to us, we understand that... •
Identifying legal issue (s)	<ul style="list-style-type: none"> • The legal issue(s) seem(s) to be... •
Referring to relevant legislation/regulations	<ul style="list-style-type: none"> • The section which is relevant for present purposes provides that... • The section makes express reference to... • As the law stands at present, ... • • •

Referring to previous court decisions	<ul style="list-style-type: none">• The court has held that...• We have (not) found cases or interpretation of this law which argue that...
Drawing conclusions	<ul style="list-style-type: none">• We therefore believe that...•••••
Indicating options	<ul style="list-style-type: none">• in light of the aforesaid, you have several courses of action/alternatives/options open to you.
Closing	<ul style="list-style-type: none">• I await further instructions at your earliest convenience.• Please contact us if you have any questions about the matters here discussed, or any other issues.

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Phrases in a Legal Opinion – Answer Key

Instructions:

- In pairs, complete the following chart with phrases from the different parts of the legal opinion in handout 2.
- Be ready to share your answers with your classmates.

Referring to the subject matter	<ul style="list-style-type: none"> • Thank you for instructing us in relation to the above matter. You have requested advice concerning... • I had the opportunity to research the law on this point and I can provide you with the following advice.
Summarizing facts	<ul style="list-style-type: none"> • Our opinion and advice set forth below are based upon your account of the circumstances giving rise to this dispute, a summary of which is as follows. Based on information provided to us, we understand that... • Firstly, to summarize the facts of the case...
Identifying legal issue (s)	<ul style="list-style-type: none"> • The legal issue(s) seem(s) to be... • The issue in this case is...
Referring to relevant legislation/regulations	<ul style="list-style-type: none"> • The section which is relevant for present purposes provides that... • The section makes express reference to... • As the law stands at present, ... • The law in this jurisdiction requires... • The statutes give wide leeway to... • The bylaws of the company state that...
Referring to previous court decisions	<ul style="list-style-type: none"> • The court has held that... • We have (not) found cases or interpretation of this law which argue that...
Drawing conclusions	<ul style="list-style-type: none"> • We therefore believe that... • It is possible that the court will take this into consideration and hold that... • The court might then hold that... • Courts are usually reluctant to... • I therefore conclude that... • The facts in this case simply do not justify...
Indicating options	<ul style="list-style-type: none"> • In light of the aforesaid, you have several courses of action/alternatives/options open to you.
Closing	<ul style="list-style-type: none"> • I await further instructions at your earliest convenience. • Please contact us if you have any questions about the matters here discussed, or any other issues.

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Similar Expressions

Instructions:

- o In pairs, choose the correct equivalent expression for each word or phrase that was taken from the legal opinion in handout 2.
- o Be ready to share your answers with your classmates.

1. On the grounds that... (line 5)

- a. In the area of
- b. On the basis of the fact that
- c. Despite the fact that

2. At the discretion of ... (lines 9 and 10)

- a. According to the decision of
- b. Through the fact that
- c. Due to the secrecy of

3. The ensuing year (lines 11 and 12)

- a. The following year
- b. The present year
- c. The past year

4. Alleging (line 23)

- a. Stating without proof
- b. Making reference to
- c. Proposing

5. To act in good faith (line 29)

- a. To act from a religious belief
- b. To do something with honest intention
- c. To plan for the future carefully

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Similar Expressions – Answer Key

Instructions:

- o In pairs, choose the correct equivalent expression for each word or phrase that was taken from the legal opinion in handout 2.
- o Be ready to share your answers with your classmates.

1. On the grounds that... (line 5)

- a. In the area of
- b. **On the basis of the fact that**
- c. Despite the fact that

2. At the discretion of ... (lines 9 and 10)

- a. **According to the decision of**
- b. Through the fact that
- c. Due to the secrecy of

3. The ensuing year (lines 11 and 12)

- a. **The following year**
- b. The present year
- c. The past year

4. Alleging (line 23)

- a. **Stating without proof**
- b. Making reference to
- c. Proposing

5. To act in good faith (line 29)

- a. To act from a religious belief
- b. **To do something with honest intention**
- c. To plan for the future carefully

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Unit: # 2: Communicating orally with clients

Teacher: Andrea Lasso de la Vega

Lesson Plan # 12

Assistants: Mariana Cortés, Rosibel Acuña

Date: September 16th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies and register.

General Objective: By the end of Unit 2 Section 1, the law students will be able to appropriately request information and documents from clients in order to guide them in a legal process by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of this lesson, the law students will be able to:

1. identify the steps and the procedure to follow when meeting a client face to face for the first time by using the appropriate vocabulary and structures;
2. appropriately start the first contact face to face with a client by using appropriate vocabulary, structures, and nonverbal communication;
3. ask clients questions in order to guide them in a specific legal process by using the appropriate structures and vocabulary;
4. effectively interact with a client face to face for the first time by using the appropriate vocabulary, structures, register, and nonverbal communication;
5. request information from clients by using the correct intonation patterns: for wh-questions and yes/no-questions;
6. correctly pronounce the words that were difficult during the lesson by repeating and using them in sentences;
7. complete the first course evaluation form by providing insightful feedback on the weaknesses and strengths of the course so far.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Meeting an important client	S	Useful Language:	Schema	10 min

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • T presents the following situation: an important client has contacted their law firm and would like help in the legal process of getting married in Costa Rica. • As a class, ss brainstorm the steps and procedures to follow when meeting a client face to face for the first time in order to carry out the process (requisites the client must have, documents, and information they need to request). • Ss take notes. They will need this information in the following activities. <p>Materials: --</p>	L W	We first /second/ third/finally need to... We have to ask for... The requisites the client must have are... The client needs to submit...	Activation	5:00-5:10
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

2	<p>Pre-task 1: How to start the first face-to-face contact with a client</p> <ul style="list-style-type: none"> • T gives ss two minutes to prepare a short presentation of how they would greet and introduce themselves as lawyers to the client in their very first meeting. • Ss come to the front of the class and give their short presentation. • The other ss should take note on what was good and what could be improved and give feedback. • Ss brainstorm criteria that should be taken into account when interacting with a client. • T draws attention to how the first face to face contact with a client should be (Handout 1). <p>Materials: Handout 1</p>	S L	<p>Feedback Form: I really like the way you... I think you need to improve... because... I think that ... is (not) appropriate during the first meeting with a client.</p>	--	15 min 5:10-5:25
3	<p>Pre-task 2: Review: Requesting Information</p> <ul style="list-style-type: none"> • As a class, ss review the phrases that they should use when requesting documents or information formally to a client. • Individually, ss write 2 requests (in the form of direct questions) related to the information and documents that they listed in the warm up. These questions will go into a paper bag. • Ss sit in a circle. Taking turns, ss take a strip of paper and transform the question into a formal request using the appropriate phrases. 	S L W R	<p>Phrases to request documents or information: Could you please tell me...? I would like to know... I'd be grateful if you could... I wonder if you could...</p> <p>Useful Language: My sentence says...</p>	--	15 min 5:25-5:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	Materials: Colored paper, paper bag		The formal request is... That is right /wrong.		
4	<p>Task: Role-play: First Face-to-Face Contact with a Client</p> <ul style="list-style-type: none"> • Ss get in pairs and plan a role-play: one of them will be the client and the other the lawyer. Due to time constraints, only one student will have the role of the lawyer. The ss who were not lawyers in this lesson will be lawyers the following week, so all of them have the opportunity to participate. • Ss have to act out the first meeting by following the guidelines in the situation cards. • After the planning stage, pairs come to the front and present the role-play to the class. • An evaluator will be assigned for each student; this person will give feedback using the Feedback Form for Two-Way Speaking Tasks (T must go over the form prior to the presentations). • After each pair finishes presenting, the evaluators provide the corresponding feedback. <p>Materials: Cutouts with situation cards, feedback form (two-way speaking task)</p>	S L	<p>Useful Language: I have the role of the lawyer/client. I / You start. I can say... and then you can answer... We should (not) include... We should change/modify...</p> <p>To give feedback: I really liked that you... It was appropriate to ... However, you could include/modify/improve... Regarding (criteria), I consider that you...</p>	--	30 min 5:40-6:10
5	<p>Post-task: Intonation</p> <ul style="list-style-type: none"> • Attention will be drawn to intonation patterns (Handout 2). 	S L	--	--	15 min 6:10-6:25

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Ss have to write a sentence they would ask their clients and write it on the board. The student who comes to the board is in charge of asking one of his or her classmates to read the sentence with the correct intonation. The other ss say if the intonation was right or wrong. In case it is wrong, the student in charge of saying the sentence has to repeat it. <p>Materials: Handout 2, board, markers</p>	W R			
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	--	5 min 6:25-6:30
7	<p>Course Evaluation: Unit 1</p> <ul style="list-style-type: none"> In order to evaluate the first unit of the course, individually ss complete "Course Evaluation 1." T provides the guidelines to complete this form and explain the importance of it to the ss. <p>Materials: Course evaluation form 1</p>	W R	--	--	15 min 6:30-6:45

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Getting Married

Student A. You are a foreign client who is interested in getting married in Costa Rica. You set an appointment with a lawyer, and you will meet him / her for the first time.

Instructions:

- Sit facing each other
- Act as if you came into the lawyer's office
- Greet the lawyer and talk about the reason why you contacted him / her
- Answer questions from the lawyer

Getting Married

Student B. You are a lawyer who will meet a foreign client for the first time.

Instructions:

- Sit facing each other
- Act as if your new client came into your office
- Remember to greet the client, introduce yourself, and make small talk
- Ask the client to tell you the reason why he / she contacted you
- Ask the client the necessary questions in order to get to know him / her and guide him / her in the legal process (requisites the client must have, documents that are required, and any other important information you as his / her lawyer need to know)
- Pay attention to your body language

How do you start the first face-to-face contact with a client?



Remember

The first contact with a client is crucial in order to start an attorney-client relationship. This relationship is a professional one and it would be dealt with and be manifested as being professional. Therefore, there are several important aspects to keep in mind.

Greeting the Client

- o Formally greet your client and make him / her feel welcome. Use expressions like: "It's a pleasure to meet you."
- o It is considered polite to offer a handshake.

Introducing Yourself

- o Lawyers introduce themselves by giving their last name, but younger lawyers might add their first name. First names would be appropriate only after the lawyers had asked the client whether the client has any objection to using first names.
- o It is considered appropriate to use contractions when introducing yourself because it is a way to give more emphasis to your name. For example: "I'm Rebecca Martinez." If you use expressions such as "My name is" always emphasize your name.

Making Small Talk

- o Small talk involves conversation with strangers about general interest topics. It is appropriate as an "icebreaker" prior to getting straight to the client's concerns. Some small talk is allowed, but it should not be too obvious.
- o Making small talk not only means knowing what to say but also knowing what topics will be conversation stoppers.

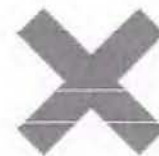
Body Language

It is the first indication to anyone that you may approach that you will be open, receptive, and non-critical. When you know that you will be in a meet and greet situation, the first thing you want to do is to check your body language (for example: eye contact and posture). By developing your awareness of the signs and signals of body language, you can more easily understand other people, and communicate more effectively with them.

There are sometimes subtle – and sometimes not so subtle – movements, gestures, facial expressions, and even shifts in your whole bodies that indicate something is going on. The way you talk, walk, sit and stand all say something about you, and whatever is happening on the inside can be reflected on the outside.

You should avoid:

- Having your arms crossed
- Having your head down or up
- Turning your body away from the client
- Making little or no eye contact
- Giving a weak self-doubting handshake
- Making minimal or exaggerated facial expressions
- Picking at clothes or fiddling with objects in your hands
- Keeping a physical distance between yourself and the client that could be uncomfortable
- Placing your hand or fingers in front of your mouth when speaking



Adapted from:

- <http://www.maastrichtuniversity.nl/web/file?uuid=fcc93c2c-cdbe-4f7c-be87-d939430152d4&owner=717f3f4a-b456-4b52-b279-32abcc4f233f>,
- http://www.mindtools.com/pages/article/Body_Language.htm

Going Up and Down When Asking Questions



Remember

Intonation describes how the voice rises and falls when we speak. Intonation is important for listeners to understand the expressions and thoughts that go with words.

Why is it important?

- Awareness of intonation aids communication.
- Incorrect intonation can result in misunderstanding, listeners losing interest, or even taking offense.

Differences in intonation

1. When using **wh-questions** (for example: What's your phone number? / What's your ID number?), the intonation falls at the end of the question.

For example:

How may I help you?

Where are you currently living?

Who will be the witnesses?



2. When using **yes / no-questions** (for example: Are you single? / Is she living in another country?), the intonation rises at the end of the question.

For example:

Are you interested in getting married in the next six months?

Are you going to sign the prenuptial agreement?

Is she planning to stay in Costa Rica for a long time?



Adapted from:

- o <http://dictionary.cambridge.org/es/gramatica/gramaticabritanica/intonation>

Course Evaluation Form: Unit 1

Date:

Questions	Yes	No	Comments / Recommendations
1. Did you learn what you expected?			
2. Was what you learned useful?			
3. Has enough time been spent on each objective? (*Please refer to course program)			
4. Did you get enough practice?			
5. Were the materials appropriate?			
6. Were the activities appropriate?			
7. Were the evaluations appropriate?			

Other aspects to consider:

Unit # 2: Communicating orally with clients

Teacher: Mariana Cortés

Lesson Plan # 13

Assistants: Rosibel Acuña, Andrea Lasso de la Vega

Date: September 21st, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies and register.

General Objective: By the end of Unit 2 Section 2, the law students will be able to effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of this lesson, the law students will be able to:

1. recognize inappropriate body language when meeting a client for the first time and give suggestions on how to improve that behavior;
2. identify the meaning of company law vocabulary by correctly selecting a synonym for each word in a multiple-choice exercise;
3. effectively identify different business associations and the documents required in each one of them by choosing the best answer in a listening exercise;
4. appropriately present a company type to a client by describing the required documents and other requisites to form one in Costa Rica;
5. effectively pronounce and explain the meaning of the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
6. correctly pronounce the words that were difficult during the lesson by using them in sentences;
7. show understanding of the law-related terms and phrases used in the second half of Unit 1 by effectively completing Quiz 2.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

1	<p>Warm-up: Review-Body Language</p> <ul style="list-style-type: none"> • Each student gets a slip of paper of something they should not do when meeting a client for the first time. • One by one, ss come to the front and act out what they have in the paper. • The other ss have to "correct" the action and indicate what the most advisable behavior is. <p>Materials: Cutouts with "wrong" behavior</p>	S L	Useful Language: You should (not)... It is better if you...	—	10 min 5:00-5:10
2	<p>Pre-task 1: Company Law Vocabulary</p> <ul style="list-style-type: none"> • Ss receive Handout 1. • They listen to a conversation twice to identify the meaning of the words in the handout by selecting the correct synonym. • Ss compare first with a pair, and then the class checks as a whole. <p>Materials: Handout 1, audio 1, transcript, speakers</p>	S L	Useful Language: What do you have for number...? I have letter... I have the same. I have something different.	—	15 min 5:10-5:25
3	<p>Pre-task 2: Company Types</p> <ul style="list-style-type: none"> • Ss listen to the conversation (Audio 1) again and complete the first exercise in Handout 2. • They get in pairs, compare their answers from the listening exercise and do the second part of that same handout. • Class checks as a whole. 	S L R	Useful Language: I think number... is... Yes, I agree / disagree. The answer is... because...	—	15 min 5:25-5:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	Materials: Handout 2, audio 1, speakers				
4	<p>Task: Presenting a Type of Company</p> <ul style="list-style-type: none"> The task consists of two parts: in the first part, ss sit in a circle and, as associates of a law firm, they discuss the different company types that their foreign client could form in Costa Rica. They can use the company types from pre-task 2 as a reference point, and they need to think of all the requirements they would have to explain to their client. In the second part of the task, each one of them has to present a company type as if offering options to a client (if ss can't think of one for each, ss can present in pairs, but they must <u>all</u> present). Ss use the One-Way Speaking Task Feedback Form to evaluate their classmates' performance. In a circle, ss give each other feedback. <p>Materials: Feedback form</p>	S L	<p>Useful Language: What are the different types of companies in Costa Rica? One type is... which... We should (not) tell the client that... I / You will be in charge of... I / You go first, second...</p> <p>To give feedback: It seems to me that... In my opinion, ... You might consider changing, ordering, including, working on...</p>	—	25 min 5:40-6:05
5	<p>Post-task: Pronunciation Practice</p> <ul style="list-style-type: none"> In pairs, ss identify 2 words that were difficult to pronounce, write them on slips of paper, and put them in a bag. In a circle, ss take a word, create a sentence with that word, and choose who is next, until all of the words have been used up. 	S L	<p>Useful Language: It is my / your turn. My word is...</p>	—	10 min 6:05-6:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	Materials: Paper, scissors, bag				
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	—	—	5 min 6:15-6:20
7	Quiz: Ss take Quiz #2	W R	—	—	20 min 6:20-6:45

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Cross your arms	Move your head down or up
Turn your body away from the client	Make little or no eye contact
Make minimal or exaggerated facial expressions	Pick at clothes or fiddle with objects in your hands
Keep a physical distance between yourself and the client that could be uncomfortable	Place your hand or fingers in front of your mouth when speaking

Company Formation

instructions:

- Listen to a conversation between a lawyer, Ms. Norris, and her client, Mr. O'Hara.
- Identify the meaning of the underlined words by selecting the correct synonym.
- Be ready to compare your answers with your classmates.

1. "I assume that the paperwork has to be drafted by you and filed with the State..."
 - a. certificate
 - b. affidavit
 - c. petition
 - d. documentation
2. "You know, quite a few large corporations choose to incorporate here..."
 - a. government-meet
 - b. attorneys-claim
 - c. shareholders-sue
 - d. companies-add to
3. "The first thing you have to do is select a name, but the incorporator has to check whether that name is available in the State."
 - a. manager
 - b. supervisor
 - c. employer
 - d. attorney
4. "The duration can be either perpetual or renewable."
 - a. limited-finished
 - b. permanent-extendable
 - c. annual-restricted
 - d. occasional-frequent
5. "Another thing you'd have to provide is information about the capital structure: how much common stock, how much preferred stock..."
 - a. rights
 - b. obligations
 - c. debts
 - d. funds

6. "The stock ledger and the stock certificates are kept with the company records."
- a. records of the company
 - b. records of members' control
 - c. certificates of the company
 - d. articles of incorporation
7. "The other document necessary for the company to function as a corporation is the bylaws..."
- a. funds
 - b. regulations
 - c. benefits
 - d. assets

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Listening 1: Company Formation

Ms. Norris: So, based on all the background information you provided me with, my strongest recommendation is for you to incorporate for the reasons we discussed.

Mr. O'Hara: All right. Of course, I trust your judgment. But I'm completely new to this. How does it work exactly? I mean, I assume that the paperwork has to be drafted by you and filed with the State...

Ms. Norris: Well, um, let me begin by telling you about how the process works in our state, in Delaware. You know, quite a few large corporations choose to incorporate here due to our highly developed corporate legal system.

Mr. O'Hara: Right. So what do we have to do first?

Ms. Norris: The first thing you have to do is select a name, but the incorporator has to check whether that name is available in the State.

Mr. O'Hara: The incorporator?

Ms. Norris: That's the person who prepares, files and signs the articles of incorporation and everything necessary for incorporation. Of course, that's something I could do for you.

Mr. O'Hara: Got it. Go on.

Ms. Norris: Well, I mentioned the articles of incorporation: that's the first main document that needs to be filed. It includes information like the name of the corporation, the address of the corporation and of the corporation's registered office, and the name of the registered agent at that office - um, that's the person to be served if the corporation is sued.

Mr. O'Hara: OK, right. Er, what else do the articles of incorporation include?

Ms. Norris: They must state the purpose of the corporation and length of time that the corporation is to exist. The duration can be either perpetual or renewable. Another thing you'd have to provide is information about the capital structure: how much common stock, how much preferred stock, and what are the rights and responsibilities of each. This would be stated in the stock ledger. The stock ledger and the stock certificates are kept with the company records. Any questions?

Mr. O'Hara: Er, could you explain what a stock ledger is?

Ms. Norris: Sure, that's just a record of each shareholder's ownership in a corporation.

Mr. O'Hara: I understand. So, is that all? Are there any other documents we have to file?

Ms. Norris: Of course. The other document necessary for the company to function as a corporation is the bylaws...

Mr. O'Hara: Those are the rules of the corporation?

Ms. Norris: Exactly; the bylaws are the rules and regulations adopted by a corporation for its internal governance. There's one more thing: you're also required to file the organizational board resolutions.

Mr. O'Hara: What are those?

Ms. Norris: Well, they're drawn up after the articles of incorporation have been filed and the bylaws created. That's the time when the first organizational meeting of your corporation will take place. At this meeting, the bylaws are then approved and adopted, officers are elected, and directors are appointed among other things. All of these decisions are made during this meeting and then set down in the organizational board resolutions, and these resolutions are then filed. Then the incorporation process is complete.

Taken from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Company Formation – Answer Key

Instructions:

- o Listen to a conversation between a lawyer, Ms. Norris, and her client, Mr. O'Hara.
- o Identify the meaning of the underlined words by selecting the correct synonym.
- o Be ready to compare your answers with your classmates.

1. "I assume that the paperwork has to be drafted by you and filed with the State..."
 - a. certificate
 - b. affidavit
 - c. petition
 - d. documentation

2. "You know, quite a few large corporations choose to incorporate here..."
 - a. government-meet
 - b. attorneys-claim
 - c. shareholders-sue
 - d. companies-add to

3. "The first thing you have to do is select a name, but the incorporator has to check whether that name is available in the State."
 - a. manager
 - b. supervisor
 - c. employer
 - d. attorney

4. "The duration can be either perpetual or renewable."
 - a. limited-finished
 - b. permanent-extendable
 - c. annual-restricted
 - d. occasional-frequent

5. "Another thing you'd have to provide is information about the capital structure: how much common stock, how much preferred stock..."
 - a. rights
 - b. obligations
 - c. debts
 - d. funds

6. "The stock ledger and the stock certificates are kept with the company records."
- a. records of the company
 - b. records of members' control
 - c. certificates of the company
 - d. articles of incorporation
7. "The other document necessary for the company to function as a corporation is the bylaws..."
- a. funds
 - b. regulations
 - c. benefits
 - d. assets

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Company Formation... What do you need to know about it?

PART I. instructions:

- o Listen again to a conversation between a lawyer, Ms. Norris, and her client, Mr. O'Hara.
- o Individually, tick (✓) the documents required in the formation of a company that the lawyer mentions.
- o Be ready to compare your answers with your classmates.

1. DBA filing	<input type="checkbox"/>	5. Stock certificates	<input type="checkbox"/>
2. Articles of incorporation	<input type="checkbox"/>	6. IRS & State S corporation election	<input type="checkbox"/>
3. Stock ledger	<input type="checkbox"/>	7. Bylaws	<input type="checkbox"/>
4. General partnership agreement	<input type="checkbox"/>	8. Organizational board resolutions	<input type="checkbox"/>

PART II.

Section A - instructions:

- o In pairs, look at the following table which provides information on the documents required to form and operate the different company types in the United States.
- o Tick (✓) the type of business association that the lawyer was discussing with her client in the previous listening.

	US entities	Documents required for formation and operation
	Sole proprietorship	DBA filing
	General partnership	General partnership agreement local filings if partnership holds real estate
	Limited partnership	Limited partnership certificate, Limited partnership agreement
	C corporation	Articles of incorporation, Bylaws, Organizational Board Resolutions, Stock certificates, Stock Ledger

S corporation	Articles of incorporation, Bylaws, Organizational Board Resolutions, Stock certificates, Stock Ledger, IRS and State S corporation election
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Section B – instructions:

- o In pairs, read the information in the following table about five types of common UK business associations, covering the aspects of liability of owners, capital contributions, and management.
- o Complete the chart by writing the letter of the corresponding type of business association from the box

a. private limited company	d. limited partnership
b. general partnership	e. sole proprietorship
c. public limited company	

Entity	Liability of owners	Capital contributions	Management
	Unlimited personal liability for the obligations of the business	Capital needed is contributed by sole proprietor	Business is managed by the sole proprietor
	Generally no personal liability of the member for obligations of the business	No minimum share capital requirement. However, capital can be raised through the issuance of shares to members or through a guarantee	Company is managed through its managing director or the board of directors acting as a whole
	No personal liability, liability is generally limited shareholders contributions (i.e. consideration for shares)	The minimum capital share of £50 000 is raised through issuance of shares to the public and or existing members	Company is managed by the board of directors; shareholders have no power to participate in management

	Unlimited personal liability of the general partners for the obligations of the business	Partners contribute money or services to the partnership; they share profits and losses.	The partners have equal management rights; unless they agree otherwise
	Unlimited personal liability of the general partners for the obligations of the business; limited partners generally have no personal liability	General and limited partners contribute money or services to the limited partnership; they share profits and losses	The general partner manages the business, subject to any limitations of the Limited Partnership Agreement

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Company Formation... What do you need to know about it? – Answer Key

PART I. Instructions:

- o Listen again to a conversation between a lawyer, Ms. Norris, and her client, Mr. O'Hara.
- o Individually, tick (✓) the documents required in the formation of a company that the lawyer mentions.
- o Be ready to compare your answers with your classmates.

1. DBA filing		5. Stock certificates	✓
2. Articles of incorporation	✓	6. IRS & State S corporation election	
3. Stock ledger	✓	7. Bylaws	✓
4. General partnership agreement		8. Organizational board resolutions	✓

PART II.

Section A - instructions:

- o In pairs, look at the following table which provides information on the documents required to form and operate the different company types in the United States.
- o Tick (✓) the type of business association that the lawyer was discussing with her client in the previous listening.

	US entities	Documents required for formation and operation
	Sole proprietorship	DBA filing
	General partnership	General partnership agreement local filings if partnership holds real estate
	Limited partnership	Limited partnership certificate, Limited partnership agreement
✓	C corporation	Articles of incorporation, Bylaws, Organizational Board Resolutions, Stock certificates, Stock Ledger

S corporation	Articles of incorporation, Bylaws, Organizational Board Resolutions, Stock certificates, Stock Ledger, IRS and State S corporation election
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Section B – instructions:

- o In pairs, read the information in the following table about five types of common UK business associations, covering the aspects of liability of owners, capital contributions, and management.
- o Complete the chart by writing the letter of the corresponding type of business association from the box

a. private limited company	d. limited partnership
b. general partnership	e. sole proprietorship
c. public limited company	

Entity	Liability of owners	Capital contributions	Management
e	Unlimited personal liability for the obligations of the business	Capital needed is contributed by sole proprietor	Business is managed by the sole proprietor
a	Generally no personal liability of the member for obligations of the business	No minimum share capital requirement. However, capital can be raised through the issuance of shares to members or through a guarantee	Company is managed through its managing director or the board of directors acting as a whole
c	No personal liability, liability is generally limited shareholders contributions (i.e. consideration for shares)	The minimum capital share of £50 000 is raised through issuance of shares to the public and or existing members	Company is managed by the board of directors; shareholders have no power to participate in management

b	Unlimited personal liability of the general partners for the obligations of the business	Partners contribute money or services to the partnership; they share profits and losses.	The partners have equal management rights; unless they agree otherwise
d	Unlimited personal liability of the general partners for the obligations of the business; limited partners generally have no personal liability	General and limited partners contribute money or services to the limited partnership; they share profits and losses	The general partner manages the business, subject to any limitations of the Limited Partnership Agreement

Adapted from: Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Quiz #2

Student's name: _____ Date: _____

Total points: ____ /25 points Total percentage: ____ / 5% Grade: _____

General instructions:

- Individually, read and complete the quiz.
- Use blue or black ink to write your answers. No complaints will be accepted if you use pencil in your answers.
- The use of the dictionary is not allowed.
- Turn off your cell phone and any other technological device during this evaluation.

Part I. Format of a legal opinion. Complete the following chart with the names of the different parts of a legal opinion and their corresponding phrases. Some have been filled out to serve as a guide. (12 points)

Referring to the subject matter	• (1)
(2) _____	• (3)
Identifying legal issue (s)	• (4)
(5) _____	• As the law stands at present, ... • (6)
Referring to previous court decisions	• (7)
(8) _____	• We therefore believe that... • (9)

Indicating options	• (10)
(11) _____	• (12)

Part II.

A. Match the verbs from the first column (1-8) with the prepositional phrases in the second column (a-h) to form appropriate law-related collocations. (8 points)

- 1 to incorporate
- 2 to be available
- 3 to possess ownership
- 4 to take action
- 5 to provide
- 6 to be interested
- 7 to breach
- 8 to be responsible

- a of copyright
- b with access
- c the duty of loyalty
- d for assisting
- e under the law
- f in buying
- g for sale
- h against the suspect

B. Choose 5 collocations to write a sentence with each. (5 points)

1. _____
2. _____
3. _____
4. _____
5. _____

Quiz #2 – Answer Key

Student's name: _____ Date: _____

Total points: ____ /25 points Total percentage: ____ / 5% Grade: _____

General instructions:

- o Individually, read and complete the quiz.
- o Use blue or black ink to write your answers. No complaints will be accepted if you use pencil in your answers.
- o The use of the dictionary is not allowed.
- o Turn off your cell phone and any other technological device during this evaluation.

Part I. Format of a legal opinion. Complete the following chart with the names of the different parts of a legal opinion and their corresponding phrases. Some have been filled out to serve as a guide. (12 points)

Referring to the subject matter	<ul style="list-style-type: none"> • (1) Thank you for instructing us in relation to the above matter. You have requested advice concerning... / I have now had the opportunity to research the law on this point and I can provide you with the following advice.
(2) <u>Summarizing facts</u>	<ul style="list-style-type: none"> • (3) Our opinion and advice set forth below are based upon your account of the circumstances giving rise to this dispute, a summary of which is as follows. Based on information provided to us, we understand that... / Firstly, to summarize the facts of the case...
Identifying legal issue(s)	<ul style="list-style-type: none"> • (4) The legal issue(s) seem(s) to be... / The issue in this case is...
(5) <u>Referring to relevant legislation/regulations</u>	<ul style="list-style-type: none"> • As the law stands at present, ... • (6) The law in this jurisdiction requires... / The statutes give wide leeway to... / The bylaws of the company state that...
Referring to previous court decisions	<ul style="list-style-type: none"> • (7) The court has held that... / We have (not) found cases or interpretation of this law which argue that...

(8) <u>Drawing conclusions</u>	<ul style="list-style-type: none"> • We therefore believe that... • (9) It is possible that the court will take this into consideration and hold that... / The court might then hold that... / Courts are usually reluctant to... / I therefore conclude that... / The facts in this case simply do not justify...
Indicating options	<ul style="list-style-type: none"> • (10) In light of the aforesaid, you have several courses of action/alternatives/options open to you.
(11) <u>Closing</u>	<ul style="list-style-type: none"> • (12) I await further instructions at your earliest convenience. / Please contact us if you have any questions about the matters here discussed, or any other issues.

Part II.

A. Match the verbs from the first column (1-8) with the phrases in the second column (a-h) to form appropriate collocations. (8 points)

- | | |
|-----------------------------------|-----------------------|
| 1 to incorporate (e) | a of copyright |
| 2 to be available (g) | b with access |
| 3 to possess ownership (a) | c the duty of loyalty |
| 4 to take action (h) | d for assisting |
| 5 to provide (b) | e under the law |
| 6 to be interested (f) | f in buying |
| 7 to breach (c) | g for sale |
| 8 to be responsible (d) | h against someone |

B. Choose 5 collocations to write a sentence with each. (5 points)
 (answers may vary)

Unit # 2: Communicating orally with clients

Teacher: Mariana Cortés

Lesson Plan # 14

Assistants: Rosibel Acuña, Andrea Lasso de la Vega

Date: September 23rd, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies and register.

General Objective: By the end of Unit 2 Section 2, the law students will be able to effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of this lesson, the law students will be able to:

1. effectively clarify the meaning of law-related terms as if to a client by providing definitions and using them in sentences;
2. present a company type to a client by accurately describing the required documents and other requisites to form one in Costa Rica;
3. effectively identify the necessary steps to form a specific type of company in Costa Rica;
4. appropriately explain the procedure of forming a specific type of company to a client by describing the necessary steps and by clarifying law-related terms that might be unknown to their interlocutor;
5. effectively pronounce and explain the meaning of the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
6. correctly pronounce the words that were difficult during the lesson by using them in sentences.

Note: The assistants are in charge of collecting the vocabulary logs and of checking the ones that are presented in the ss' notebooks.

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	<p>Warm-up: Vocabulary review</p> <ul style="list-style-type: none"> As a group, ss come up with a list of difficult words from the previous lesson (one word for each student). Ss try to explain that word to their classmates and write a sentence on the board in which they use the word they chose. T explains the use of the third strategy 'using words in sentences' to understand and remember the meaning of an unknown word. <p>Materials: Handout 1, board, markers</p>	S L W R	--	Schema activation Using words in sentences	10 min 5:00-5:10
2	<p>Pre-task 1: Company types in Costa Rica</p> <ul style="list-style-type: none"> Ss present a company type as if offering options to a client (continuation of the task from the previous class). Ss use the One-Way Speaking Task Feedback Form to evaluate their classmates' performance. Ss give each other feedback. <p>Materials: Feedback form (one-way speaking task)</p>	S L	Useful Language: It seems to me that... In my opinion, ... You might consider changing, ordering, including, working on...	--	20 min 5:10-5:25
3	<p>Pre-task 2: Steps to form a company</p> <ul style="list-style-type: none"> In the same pairs, ss list the necessary steps in order to form the company type they presented in the 	S L W	Useful Language: I think that the first/second/third... step to	--	20 min 5:25-5:45

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>previous task.</p> <ul style="list-style-type: none"> They will need to explain this information to a client, so they need to be ready to clarify any legal terminology that might be unknown to their interlocutor. Ss should be reminded of the use of sequencing words, and words and expressions of necessity to present the steps. <p>Materials: –</p>		<p>form a company in Costa Rica is... We should include...</p>		
4	<p>Task: Role-play: Explaining a company type to a client</p> <ul style="list-style-type: none"> Ss find a new pair. Those who played the role of clients the previous Wednesday will be lawyers for this task. Pairs prepare the role-play and present it to the class. Ss use the Two-Way Speaking Task Feedback Form to evaluate their classmates' performance. Ss sit in a circle and give feedback to each other. <p>Materials: Feedback form (two-way speaking task)</p>	<p>S L</p>	<p>Useful Language: I have the role of the lawyer / client. I / You start. I can say... and then you can answer... We should (not) include... We should change/ modify... To give feedback: I really liked that you... It was appropriate to ... However, you could include /modify/improve...</p>	–	<p>30 min 5:45-6:15</p>

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			Regarding (criteria), I consider that you...		
5	<p>Post-task: Pronunciation Practice</p> <ul style="list-style-type: none"> Individually, ss identify 2 words that were difficult to pronounce, write them on slips of paper, and put them in a bag. In a circle, ss take a word, create a sentence with that word, and choose who is next, until all of the words have been used up. <p>Materials: Paper, scissors, bag</p>	S L	<p>Useful Language: It is my / your turn. My word is...</p>	--	15 min 6:15-6:30
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	--	10 min 6:30-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

How can you learn new vocabulary? Part 3

Using the Word in a Sentence

This strategy is used to remember the meaning of an unknown word once it has been encountered. Looking up a word in the dictionary and learning its meaning is the first step to acquire new vocabulary, but this does not mean that you will remember its meaning. In other words, memorizing is not enough. Remember that when you write a sentence in which you include new vocabulary, you personalize your own learning and see the word in context.

Let's take a look at how this strategy works!

Once you have learned the meaning of an unknown word, it is important to remember what that word means and how to use it. For example, if you recently learned the words "stock ledger" and "bylaws" as part of the vocabulary related to company formation, you can write sentence to remember their meaning.



o stock ledger:

i need to keep the stock ledger updated because in the meeting the shareholders will ask me for the percentage they own in the company.

o bylaws:

You cannot authorize that project because the bylaws mention that only a person in the board of directors can be in charge of that procedure.

Unit # 2: Communicating orally with clients

Teacher: Rosibel Acuña

Lesson Plan # 15

Assistants: Andrea Lasso de la Vega, Mariana Cortés

Date: September 28th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies and register.

General Objective: By the end of Unit 2 Section 2, the law students will be able to effectively explain the procedure of a legal process within the Costa Rican legislation by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of this lesson, the law students will be able to:

1. appropriately correct the mistakes in a series of faulty sentences by using the correct grammar, vocabulary, spelling, and register;
2. identify company law-related vocabulary by correctly matching the terms with the definitions and using them in sentences;
3. effectively identify the necessary steps to form a specific type of company in Costa Rica by using sequencing words and expressions of necessity;
4. appropriately explain the procedure of forming a specific type of company to a client by describing the necessary steps and by clarifying law-related terms that might be unknown to their interlocutor;
5. effectively pronounce and explain the meaning of the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
6. correctly pronounce the words that were difficult during the lesson by using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

1	<p>Warm-up: Faulty Sentences</p> <ul style="list-style-type: none"> • Individually, ss read and correct examples of faulty sentences that were collected from previous lessons (Handout 1). • T gives each student a strip of color paper with one of the faulty sentences written in it. Ss have to use markers to correct the sentence. • When they are ready, ss tape the strips of paper on the wall. • Ss stand up and go around the classroom taking notes and comparing the corrections suggested by their classmates with their own corrections. <p>Materials: Handout 1, strips of paper with faulty sentences, tape</p>	W R	--	--	10 min 5:00-5:10
2	<p>Pre-task 1: Memory game: Company law-related vocabulary</p> <ul style="list-style-type: none"> • In pairs, ss match company law-related vocabulary with the correct definition. • In order to get the point for each pair of word and definition they make, ss need to use the vocabulary in a sentence. <p>Materials: Cutouts with memory game</p>	S L	<p>Vocabulary: bylaws, stock ledger, preclude, proprietorship, liability, registered agent</p> <p>Useful Language: Who starts? It's my / your turn. I have (four) correct pairs.</p>	--	15 min 5:10-5:25

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			A sentence with this word is...		
3	<p>Pre-task 2: Steps to form a company</p> <ul style="list-style-type: none"> In the same pairs, ss list the necessary steps in order to form the company type they presented in the previous task. Ss will need to explain this information to a client, so they need to be ready to clarify any legal terminology that might be unknown to their interlocutor. Ss should be reminded of the use of sequencing words, and words and expressions of necessity to present the steps. <p>Materials: –</p>	S L W R	<p>Useful Language: I think that the first/second / third step to form a company in Costa Rica is... You need to / have to / must... We should include...</p>	–	20 min 5:25-5:45
4	<p>Task: Role-play: Explaining a company type to a client</p> <ul style="list-style-type: none"> Ss find a new pair. Those who played the role of clients the previous Wednesday will be lawyers for this task. Pairs prepare the role-play and present it to the class. Ss use the Two-Way Speaking Task Feedback Form to evaluate their classmates' performance. Ss sit in a circle and give feedback to each other. <p>Materials: Feedback form (two-way speaking task),</p>	S L	<p>Useful Language: I have the role of the lawyer / client. I / You start. I can say... and then you can answer... We should (not) include... We should change/ modify...</p>	–	30 min 5:45-6:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	cutouts with role cards		To give feedback: I really liked that you... It was appropriate to ... However, you could include /modify/improve... Regarding (criteria), I consider that you...		
5	<p>Post-task: Pronunciation Practice</p> <ul style="list-style-type: none"> Individually, ss identify 2 words that were difficult to pronounce, write them on slips of paper, and put them in a paper bag. In a circle, ss take a word, create a sentence with that word (strategy that we are using), and choose who is next, until all of the words have been used up. <p>Materials: Paper, scissors, paper bag</p>	S L	<p>Useful Language: It is my / your turn. My word is...</p>	Using the word in a sentence	15 min 6:15-6:30
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	--	10 min 6:30-6:40
	<p>Guidelines for the project:</p> <ul style="list-style-type: none"> T explains the guidelines for Project 2. The dates for the presentations are assigned. 	S L	--	--	5 min 6:40-6:45

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bylaws	preclude	liability
stock ledger	proprietorship	registered agent
the rules and regulations adopted by a corporation for its internal governance	to prevent something or make it impossible	the financial obligation (money owed or debts) that enters in the balance sheet of a business enterprise
a record of each shareholder's ownership in a corporation	a business that legally has no separate existence from its owner because incomes and losses are taxed on the individual's personal income tax return	the person to be served if the corporation is sued

Explaining a Company Type to a Client

Student A: You are the lawyer of a law firm who attends a meeting with a foreign client interested in setting up a Limited Partnership Corporation (Comandita) in Costa Rica.

- o Welcome and greet your client by using formal expressions
- o Introduce yourself and the law firm you represent
- o Briefly explain what a Limited Partnership Corporation is and the requirements to register this corporation in Costa Rica
- o Use appropriate body language
- o Be ready to answer any questions from your client
- o Close the meeting using formal expressions



Explaining a Company Type to a Client

Student B: You are a foreign client who is interested in setting up a Limited Partnership Corporation (Comandita) in Costa Rica. You attend a meeting with a lawyer from a famous law firm in Costa Rica looking for information and advice on the process.

- o Greet the lawyer and introduce yourself by using formal expressions
- o Briefly explain your intention of setting up a Limited Partnership Corporation in Costa Rica and ask for the requirements to register this corporation in Costa Rica
- o Use appropriate body language
- o Ask questions to the lawyer about the requirements and the process
- o Be ready to answer questions from the lawyer



Spot the Mistakes!

Instructions:

- Individually, read the following sentences.
- Then, spot the mistakes in each sentence and correct them.
- Be ready to share your corrections with your classmates.

1. Why are you here?
2. Both parties have to sing the documents.
3. We can meeting next week.
4. I can explain you the basic steps in this process.
5. Each partner have to submit some copies of the document.
6. You need to have certain requirements.
7. The redaction of the text was very clear.
8. We need to subscribe the documents as soon as possible.

Spot the Mistakes! – Answer Key

Instructions:

- o Individually, read the following sentences.
- o Then, spot the mistakes in each sentence and correct them.
- o Be ready to share your corrections with your classmates.

1. Why are you here? How may I help you?
2. Both parties have to sing the documents. Both parties have to sign the documents.
3. We can meeting next week. We can meet next week.
4. I can explain you the basic steps in this process. I can explain the basic steps in this process to you.
5. Each pariner have to submit some copies of the document. Each partner has to submit some copies of the document.
6. You need to have certain requirements. You need to meet certain requirements.
7. The redaction of the text was very clear. The writing of the text was very clear.
8. We need to subscribe the documents as soon as possible. We need to register the documents as soon as possible.

*In some sentences, more than one correction is possible.

Project # 2: Guidelines

What do I have to do?

You will have to perform a series of oral tasks based on the following situation:

You have received a call from a foreign client who wants to open a company in Costa Rica. Your client is in the baking business and is interested in opening a shop. You have to guide your client through the process.

General Guidelines

- o Remember to use appropriate body language
- o Introduce yourself to your client
- o Maintain an appropriate level of formality
- o Use the correct transition words
- o Pay attention to pronunciation, grammar, and the use of law-related terms
- o Use the appropriate law related terms and clarify those terms, so your client is able to understand them

Instructions for each task

❖ First task

You have to present at least two types of company that would best fit the needs of your client. Ask for any necessary documents or information.

Pay attention to:

- o The characteristics and requirements of the types of company you will present
- o The use of formal expressions to request information and ask for documents
- o The use of conditions to explain the implications

❖ Second task

You have already presented the types of company you would recommend to your client and now you have to explain the procedure of forming those types of companies.

Pay attention to:

- The use of sequencing words and language of necessity to describe the procedure

❖ Third task

Once you have presented the two procedures to your client, you now have to explain the possible fallouts they could face with each of the options.

Pay attention to:

- The implications of the different possibilities you have presented to your client
- The use of structures that are appropriate in this kind of context (conditional, language of possibility)

What else should you keep in mind?

- The activity will last around 10 minutes. Be ready to answer any questions from your client.
- You have time to prepare, so make sure you practice what you are going to say.
- Remember that you must present the date assigned and no rescheduling will be accepted.

October 5 th		
October 7 th		
October 14 th		

Unit # 2: Communicating orally with clients

Teacher: Rosibel Acuña

Lesson Plan #: 16

Assistants: Andrea Lasso de la Vega, Mariana Cortés

Date: September 30th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies and register.

General Objective: By the end of Unit 2 Section 3, the law students will be able to successfully provide legal recommendations to clients about possible fallouts in a legal process by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of this lesson, the law students will be able to:

1. appropriately pronounce words that were mispronounced or misused during last lesson by explaining the meaning of the words and using them in sentences;
2. appropriately identify the changes in company structure by matching the terms with their definitions;
3. effectively indicate the possible consequences of changes in a company by using the conditional and modals of probability;
4. present the possible fallouts of a specific change in a company by using the appropriate structures and company law-related terms;
5. accurately use a series of company law-related terms by identifying its antonyms and forming sentences;
6. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Pronunciation charades • Ss take a colored paper from an envelope and show it	S	Vocabulary: proprietorship- register-	--	10 min

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>to their classmates without reading or seeing the word.</p> <ul style="list-style-type: none"> • Classmates describe or define the word written on the colored paper, so the student can guess the word. • Once the student knows the word, he or she has to pronounce it and make a sentence. <p>Materials: Colored papers</p>	L	record- bylaws- foreign- preclude		5:00-5:10
2	<p>Pre-task 1: Matching: Changes in a Company</p> <ul style="list-style-type: none"> • Individually, ss match the changes in a company with the corresponding definitions (Handout 1). • Then, the class checks as a whole. <p>Materials: Handout 1</p>	S L R	<p>Vocabulary: constitutional amendment- consolidation- acquisition of controlling shares- voluntary liquidation- merger- sale of substantially all assets- compulsory winding-up</p> <p>Useful Language: I think (merger) goes with letter... I agree / disagree.</p>	--	20 min 5:10-5:25
3	<p>Pre-task 2: Possible consequences</p> <ul style="list-style-type: none"> • In the same pairs, ss list the possible consequences of the changes that a company can go through by using conditionals. 	S L W	Modals: will, could, might	--	20 min 5:25-5:45

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Ss form a circle and throw a dice with "will", "could" and "might" and read the sentences they wrote to check. Ss can throw the dice an extra time to form an additional sentence. <p>Materials: Dice</p>		<p>Useful Language: One possible consequence is... We have to check / modify...</p>		
4	<p>Task: Presentation: Explaining a company change to the firm</p> <ul style="list-style-type: none"> In pairs, ss prepare a presentation of the possible fallouts of a specific change in a company. They present to the rest of the class as if to the rest of the firm. Ss use the One-Way Speaking Task Feedback Form to evaluate their classmates' performance. Ss sit in a circle and give feedback to each other. <p>Materials: Feedback form (one-way speaking task), cutouts with instructions</p>	S L	<p>Useful Language: I / You start. I / You can say... We should (not) include... We should change/ modify... To give feedback: I really liked that you... It was appropriate to ... However, you could include / modify... Regarding (criteria), I consider that you...</p>	--	30 min 5:45-6:15
5	<p>Post-task: Vocabulary review</p> <ul style="list-style-type: none"> Individually, ss choose 2 words from Handout 1. 	S L	<p>Useful Language: We can write...</p>	--	15 min 6:15-6:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Then, they provide an antonym for each word (T writes the words on the board). • In pairs, ss have to write a sentence with one of the antonyms and then copy it on the board (one sentence per pair). • Class checks as a whole. <p>Materials: Handout 1</p>	W R	I / You copy the sentence on the board.		
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	--	--	10 min 6:30-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Explaining a Company Change to the Firm



What do you have to do?

- You are the lawyer of a law firm who attends a meeting with other lawyers.
- With your partner, you will be in charge of presenting the possible fallouts of a specific change in a company. Remember to use conditionals when necessary.
- The following changes will be assigned by the instructor:
constitutional amendment / consolidation / acquisition of controlling shares / voluntary liquidation / merger / sale of substantially all assets / compulsory winding-up
- Keep in mind that you need to introduce the topic, use appropriate body language, and close the presentation by using formal expressions.

Explaining a Company Change to the Firm



What do you have to do?

- You are the lawyer of a law firm who attends a meeting with other lawyers.
- With your partner, you will be in charge of presenting the possible fallouts of a specific change in a company. Remember to use conditionals when necessary.
- The following changes will be assigned by the instructor:
constitutional amendment / consolidation / acquisition of controlling shares / voluntary liquidation / merger / sale of substantially all assets / compulsory winding-up
- Keep in mind that you need to introduce the topic, use appropriate body language, and close the presentation by using formal expressions.

Changes in a Company

Instructions: In pairs, read the following text.

At some point in the life of a company, the owners may wish to make fundamental changes to the company. Some of these changes may merely be basically administrative, such as changing the company's name. Other changes may entail alteration of the company's structure. These changes sometimes place the rights of creditors and minority shareholders at risk and are thus subject to special statutory regulation. The main examples of the types of alterations which fall into this group are constitutional amendments, mergers, consolidations, sale of substantially all assets, acquisition of controlling shares and liquidation.

The most common constitutional alterations in a company include alteration of the company's name, capital or objects. According to English law, a change of name can be made by special resolution in a general meeting, or all the members must sign a written resolution that the name of the company will be changed to the new name. A signed copy of the resolution containing the new name must then be submitted to the Registrar of Companies. If the submission is in order, Companies House will issue a Certificate of Incorporation on Change of Name. A company may alter its capital structure, provided that the articles of association grant such power. Such an alteration might entail such things as an increase in share capital, a consolidation or division of shares, a subdivision of shares or a cancellation of shares. A company may only reduce its share capital following court confirmation. A company may alter its objects clause by special resolution. However, the court may at its discretion set aside such a resolution upon application by a small group of minority shareholders.

A merger takes place when one company is absorbed into another company. Where company X is merged into company Y, company Y is the acquiring company and survives, while company X is the acquired company and disappears. In a consolidation, both company X and company Y disappear and a new company Z is formed.

A company may also gain control of another company by purchasing substantially all of the other company's assets. At common law, a sale of this kind normally required unanimous shareholder approval. However, today such sales may take place upon approval by some majority of the shareholders. Acquisition of shares is another method of gaining control of another company.

This is achieved by purchasing all or the controlling portion of outstanding shares in a company. Many times this is achieved through a takeover bid¹, whereby company Y (the acquiring company or acquirer) makes a public invitation to shareholders of company X (the acquired company or target) to sell their stock, generally at a price above the market price.

There can be hostile takeovers and friendly takeovers. In the former, the takeover is opposed by the target company's management, while in the latter the action is supported by management. Various regulations apply largely to protect the target company shareholders.

Finally, winding-up or liquidation of a company is the process by which the life of a company is brought to an end. Compulsory winding-up² is ordered by the court when the company is insolvent. However, a voluntary liquidation³ refers to a process which may be instigated by the members of the company where the company is solvent.

1 (US) tender offer

2 (US) involuntary bankruptcy

3 (US) also dissolution or winding-up

Let's Practice!

Instructions:

- In pairs, match the key terms in column A with their definitions in column B.
- Write the corresponding letter in the parentheses. If necessary, consult the text.
- Be ready to share your answers with your classmates.

Column A		Column B
Constitutional amendment	()	A. The liquidation of a company after a petition to the court, usually by a creditor
Consolidation	()	B. The combining of two companies to form an entirely new company
Acquisition of controlling shares	()	C. Liquidation proceedings that are supported by a company's shareholders
Voluntary liquidation	()	D. A change in a company's name, capital or objects
Merger	()	E. The purchase of shares owned by shareholders who have a controlling interest
Sale of substantially all assets	()	F. The acquisition of one company by another, resulting in the survival of one of them and dissolution of the other
Compulsory winding-up	()	G. A form of acquisition whereby all or almost all assets and liabilities of a company are sold

The text and the exercise were adapted from Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Let's Practice! – Answer Key

Instructions:

- In pairs, match the key terms in column A with their definitions in column B.
- Write the corresponding letter in the parentheses. If necessary, consult the text.
- Be ready to share your answers with your classmates.

Column A		Column B
Constitutional amendment	(D)	A. The liquidation of a company after a petition to the court, usually by a creditor
Consolidation	(B)	B. The combining of two companies to form an entirely new company
Acquisition of controlling shares	(E)	C. Liquidation proceedings that are supported by a company's shareholders
Voluntary liquidation	(C)	D. A change in a company's name, capital or objects
Merger	(F)	E. The purchase of shares owned by shareholders who have a controlling interest
Sale of substantially all assets	(G)	F. The acquisition of one company by another, resulting in the survival of one of them and dissolution of the other
Compulsory winding-up	(A)	G. A form of acquisition whereby all or almost all assets and liabilities of a company are sold

The text and the exercise were adapted from Krois-Linder, A., Day, J., & Translegal. (2011). International Legal English: A course for classroom or self-study use. Cambridge, UK: Cambridge University Press.

Unit # 2: Communicating orally with clients

Teacher: Andrea Lasso de la Vega

Lesson Plan # 17

Assistants: Rosibel Acuña, Mariana Cortés

Date: October 5th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully provide services to clients on legal processes orally by using appropriate structures, strategies and register.

General Objective: By the end of Unit 2 Section 3, the law students will be able to successfully provide legal recommendations to clients about possible fallouts in a legal process by using appropriate vocabulary, structures, and register.

Specific Objectives: By the end of this lesson, the law students will be able to:

1. appropriately identify the type of change in a company structure by naming it based on a description of the case;
2. effectively determine the best course of action to take when a change in company structure is needed by identifying the reasons behind the decisions that were taken and other options that could have been considered;
3. appropriately explain the procedure of making a specific change in a company to a client by describing the necessary steps and by clarifying law-related terms that might be unknown to their interlocutor;
4. appropriately pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
5. correctly pronounce a series of words in a sentence by identifying whether they are functioning as nouns or verbs;
6. appropriately present Project 2 by following the guidelines provided by the instructors.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Review: Changes in a company	S	Useful Language:	–	15 min

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Ss have to read seven cases of changes in a company (pasted on the walls) and have to identify what company change it is about. As a group, ss paste the corresponding name of the change under the case. Class checks as a whole. <p>Materials: Cutouts with cases, strips of paper with vocabulary</p>	L R	<p>I think this case refers to... I agree. / I disagree. We should change...</p> <p>Vocabulary: constitutional amendment, consolidation, acquisition of controlling shares, voluntary liquidation, merger, sale of substantially all assets, compulsory winding-up</p>		5:00-5:15
2	<p>Pre-task: Changes in a company: What to do next?</p> <ul style="list-style-type: none"> In pairs, ss choose one case and answer the following questions: Why was this decision taken? Was there any other possibility? Was this the best decision? Would you have advised otherwise? Pairs share their results with the class. <p>Materials: Cutouts with cases (from Warm-up)</p>	S L	<p>Useful Language: What company charge do you want to analyze? Question number (one) says... I think...</p>	—	20 min 5:15-5:35
3	<p>Task: Role-play: Explaining a change in a company to a client</p> <ul style="list-style-type: none"> Ss find a new pair. Those who played the role of clients the previous Monday will be lawyers for this task. 	S L	<p>Useful Language: I have the role of the lawyer / client. I / You start.</p>	—	30 min 5:35-6:05

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Pairs prepare the role-play (based on the role cards) and present it to the class. T assigns the company change each pair will be in charge of working with. • Ss use the Two-Way Speaking Task Feedback Form to evaluate their classmates' performance (only those with the roles of lawyers will be evaluated). • Ss sit in a circle and give feedback to each other. <p>Materials: Feedback form (two-way speaking task), cutouts with role cards</p>		<p>I can say... and then you can answer... We should change/ modify...</p> <p>To give feedback: I really liked that you... It was appropriate to ... However, you could include/ modify/improve... Regarding (criteria), I consider that you...</p>		
4	<p>Post-task: Pronunciation Practice</p> <ul style="list-style-type: none"> • In pairs, ss write two sentences with the word that they get. One sentence has to include the word functioning as a noun and the other one as a verb. • They write the sentences on the board and the other students read them out loud. • The difference in stress is emphasized. <p>Materials: Colored papers with words</p>	S L	<p>Useful language: Our word is... One sentence can be... This word works here as the noun / verb.</p> <p>Vocabulary: record- object- purchase</p>	--	10 min 6:05-6:15
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	--	5 min 6:15-6:20

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

7	Presentations Project 2: <ul style="list-style-type: none"> • Two ss present Project 2. • Ts use Project 2 Rubric. 	S L	--	--	20 min 6:20-6:40
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

#1 Constitutional Amendment

Case Study #1: Why Apple changed its name?

Apple changed its name from "Apple Computers" to "Apple Inc." in 2007. That reflected a fundamental shift in its business, away from its iconic Mac computers and towards new lines like the iPod and new iPhone, which made up more than half of the company's revenue by then. Though still an important part of the company, Apple's amazing success came from completely changing the world of digital devices rather than from beating "Wintel" for share of the computer market. It reinvented itself, and did so very successfully.

Taken from: <http://www.businessinsider.com/most-important-business-case-studies-2012-10#why-apple-changed-its-name-1>

#2 Consolidation

Case Study #2: The Operating Companies

Three private operating companies, originally owned by common acquaintances, had some overlapping clientele and products. These companies operated independently in three different countries (the UK, the US and Canada) under three different names. The oldest and largest operating company ("UK OpCo") proposed a corporate restructuring in order to maximize the economic benefits for each company - a new UK holding company ("UK HoldCo"), to own the three subsidiaries ("UK OpCo," "US OpCo" and "Can OpCo"). Once the change took place, the companies would be governed by a common shareholder's agreement in the holding company, and operations would be governed by various intercompany agreements for integration of operations.

Taken from: <http://www.biercekenerson.com/wp-content/uploads/2015/04/2015-04-10-Case-Study-Consol-FINAL-Posted.pdf>

#3 Acquisition of controlling shares

Case Study #3: LBO of Safeway Stores, inc.

Safeway Stores, Inc.'s estimated \$4.9 billion LBO was a transaction by which Kohlberg Kravis Roberts & Co. (KKR), an investment company, purchased for cash a controlling amount of Safeway's common stocks and obtained the remaining stock by exchanging the subordinated obligations (junk bonds) and warrants for new Safeway stock.

Taken from:

https://books.google.co.cr/books?id=yz6wO3n6FB4C&pg=PA47&lpg=PA47&dq=legal+case+studies+about+acquisition+of+controlling+shares+in+a+company&source=bl&ots=oeOLzsqWe&sig=R93iE8ey_rOQzGbgPclmop5yPi0&hl=en&sa=X&redir_esc=y#v=onepage&q=legal%20case%20studies%20about%20acquisition%20of%20controlling%20shares%20in%20a%20company&f=false

#4 Voluntary liquidation

Case Study #4: Five Star Building Maintenance Business

Following a restructure, a national building maintenance group, with over 550 staff over five sites, suffered from delayed payments from key customers and suppliers' refusal to go on trading after credit insurance was removed on key trade creditors.

The administrators worked closely with customers and former employees to ensure continuity of employment, where possible. Transfer of the contract to new service providers secured new jobs for employees, reduced employee claims, enhanced dividend prospects for remaining creditors and lessened disruption for customers, improving results from outstanding contractual debtors.

Adapted from: <http://www.realbusinessrescue.co.uk/business-liquidation-and-bankruptcy/liquidation-case-studies>

#5 Merger

Case Study #5: Arcelor and Mittal Steel

In January 2006, Mittal Steel, the Indian-owned steel multinational, began the process of buying Arcelor (a steel company). In June 2006, the companies reached agreement on the terms of the takeover and by the end of July Mittal had acquired a 92% share in Arcelor. In all, Mittal paid some €27 billion, partly in shares and cash.

At the time of this company change, Arcelor was the second largest steel manufacturer in the world employing in the region of 13,000 people in Belgium, 78,000 in Europe and 96,000 worldwide, while Mittal, the largest producer in long steel, employed 220,000 people in its plants around the world. After the takeover, in 2007, ArcelorMittal had a total of 310,000 employees worldwide.

Adapted from: <http://www.eurofound.europa.eu/observatories/emcc/comparative-information/erm-case-studies-the-consequences-of-mergers-and-acquisitions>

#6 Sale of substantially all assets

Case Study #6: Hollinger Inc. vs. Hollinger Int'l, Inc.

On July 29, 2004, Vice Chancellor Leo Strine of the Delaware Chancery Court issued an opinion that provides guidance for determining when stockholder approval for the sale, lease, or exchange of assets is necessary under Section 271 of the Delaware General Corporation Law. In *Hollinger Inc. vs. Hollinger Int'l, Inc.*, the court denies Hollinger Inc.'s request for a preliminary injunction and rejects its contention that stockholder approval is required for the sale of *The Daily Telegraph* newspaper because the *Telegraph* constitutes "substantially all" of Hollinger International's assets within the meaning of Section 271. The court explains that if the remaining portion of a business constitutes a substantial, viable, ongoing component of the corporation, the sale is not subject to Section 271, and it rejects the notion that "substantially all" should be interpreted to mean "approximately half" for purposes of Section 271.

Taken from: <http://www.kslaw.com/library/clientalert/ca100604.pdf>

#7 Compulsory winding up

Case Study #7: Lotus F1's

Renault has signed a letter of intent to take over the Lotus F1 team which should mark the end of its long running battle with HMRC over its unpaid tax bill of some £2.7m. At the last F1 race the team was locked out of its hospitality tent in an embarrassing fiasco until the bill of £27,000 was paid. The team also turned up late as there were problems shipping the cars and equipment to Japan. The problems have been mainly as a result of the arguments over who should pay. Renault can certainly afford it. Meanwhile, lots of other creditors have been trying to force the company to pay them by "piggy backing" on the petition. Once a petition has been issued, then other creditors can also use that petition to make claims even if the original sum has been paid.

Adapted from: <http://www.companyrescue.co.uk/latest-news/lotus-f1s-winding-up-petition-hearing-today>

Explaining a Change in a Company to a Client

Student A: You are the lawyer of a law firm who attends a meeting with one of the stockholders of an important company here in Costa Rica. This company is going through a change and you need to explain the process assigned by the instructor to your client.

- o Welcome and greet your client by using formal expressions
- o Introduce yourself and the law firm you represent
- o Briefly explain what the change you are in charge of means and what it involves. If necessary, provide further advice.
- o Use appropriate body language
- o Be ready to answer any questions from your client
- o Close the meeting using formal expressions



Explaining a Change in a Company to a Client

Student B: You are a foreign client who is one of the stockholders of a very important company here in Costa Rica. You attend a meeting with a lawyer from a famous law firm in Costa Rica looking for advice on the best option to follow regarding a company change.

- o Greet the lawyer and introduce yourself by using formal expressions
- o Briefly explain what the problem with your company is based on the company change assigned by the instructor
- o Use appropriate body language
- o Ask questions to the lawyer about the meaning of the company change and what this process involves
- o Be ready to answer questions from the lawyer



Name: _____

Score:

Project #2

Total	45 points	20%
Total obtained		

Two-Way Speaking Rubric	Comments	Points
Law-related terms use 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Verb tense use 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Sentence structure 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Pronunciation 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Body language 0 pts: inappropriate 3 pts: somewhat appropriate 5 pts: appropriate		/5

<p>Use of target structures (Transitions, sequencing words, phrases to express necessity, conditionals, modals expressing possibility)</p> <p>0 pts: no use of target structures 3 pts: somewhat use of target structures 5 pts: use of target structures</p>		/5
<p>Fluency</p> <p>0 pts: hesitant 3 pts: somewhat fluent 5 pts: fluent</p>		/5
<p>Register</p> <p>0 pts: inappropriate 3pts: somewhat appropriate 5 pts: appropriate</p>		/5
<p>Task completion (Included the required three parts)</p> <p>0 pts: task not completed 3pts: somewhat completed 5 pts: task completed</p>		/5
<p>Total</p>		45pts

Unit # 3: Solving a Case

Teacher: Andrea Lasso de la Vega

Lesson Plan # 18

Assistants: Rosibel Acuña, Mariana Cortés

Date: October 7th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

General Objective: By the end of Unit 3 Section 1, the law students will be able to effectively present a legal case by using appropriate vocabulary, structures, strategies, and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. introduce a topic and begin the presentation of a law case by identifying and using the appropriate phrases;
2. determine the steps to present a law case by analyzing the appropriate process that needs to be followed;
3. introduce a case to coworkers by using the appropriate phrases and law-related terminology;
4. accurately pronounce a series of words by repeating them and using them in a sentence;
5. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
6. present Project 2 by following the guidelines provided by the instructors;
7. complete the first course evaluation form by providing insightful feedback on the weaknesses and strengths of the course so far.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: <ul style="list-style-type: none"> • T pastes phrases around the classroom. • Ss have to pick the ones that would be more appropriate to begin the presentation of a legal case 	S L	Appropriate Starters: Good morning. My name's ... and I'm going to talk about ...	—	15 min 5:00-5:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>and to introduce a topic.</p> <ul style="list-style-type: none"> In a circle, ss practice using the phrases by presenting the cases from the previous class. <p>Materials: Colored paper with phrases, cases from the previous class</p>		<p>I'd like to welcome you. My name is (name) and I am (position). We are here to discuss ... Our main aim today is to ... Now, I'm going to start by So far, we have...</p> <p>Not Appropriate Starters: Hi everyone, I am... Okay, it is my turn. The only thing I could think of to talk about is... I'm going to be talking a little bit about...</p>		
2	<p>Pre-task:</p> <ul style="list-style-type: none"> In pairs, ss brainstorm the steps to present a law case. They compare the steps with another pair and then the class checks as a whole with Handout 1. <p>Materials: Handout 1</p>	S L W R	<p>Useful Language: I think the first / second / third step to present a law case is... We should add / change ...</p>	—	15 min 5:15-5:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			To check: The steps that we wrote are... What steps do you have? We have...		
3	<p>Task:</p> <ul style="list-style-type: none"> In pairs, ss get a case. They read the case and prepare an introduction of the case. Ss take turns to present their cases to their classmates as if to their colleagues at a law firm. Ss use the One-Way Speaking Task Feedback Form to evaluate their classmates' performance. Ss sit in a circle and give feedback to each other. <p>Materials: Cutouts with cases, feedback form (one-way speaking task)</p>	S L R	<p>Useful Language: The facts of the case are... We should include... We should change/modify... I / You can say / explain...</p> <p>To give feedback: I really liked that you... It was appropriate to ... However, you could include /modify/improve... Regarding (criteria), I consider that you...</p>	--	25 min 5:30-5:55
4	<p>Post-task: Pronunciation Practice</p> <ul style="list-style-type: none"> Each student identifies two words from the cases that were difficult to pronounce and write them on the board. 	S L W	--	--	10 min 5:55-6:05

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> In pairs, they drill the words and write two sentences with those words. Pairs share with the class. <p>Materials: Cutouts with cases</p>				
5	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S	--	--	5 min 6:05-6:10
6	<p>Presentations Project 2:</p> <ul style="list-style-type: none"> Two ss present Project 2. Ts evaluate with the corresponding rubric. 	S L	--	--	20 min 6:10-6:30
7	<p>Course Evaluation: Unit 2</p> <ul style="list-style-type: none"> In order to evaluate the second unit of the course, individually ss complete "Course Evaluation 2." <p>Materials: Course Evaluation Form 2</p>	W	--	--	10 min 6:30-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Case #1: Plaintiff v. MARYLAND AUTOMOBILE INS FUND (MAIF)

Complaint: Plaintiff, Michelle Jackson, (hereinafter referred to as the Plaintiff) by and through her attorneys Laura G. Zois and Miller & Zois, LLC brings suit against the Defendant, Maryland Automobile Insurance Fund (MAIF), and in support thereof states as follows:

COUNT I - BREACH OF CONTRACT - PIP BENEFITS

1. That at all times, the Defendant, MAIF, was a corporation licensed in the State of Maryland to provide insurance including, but not limited to, Personal Injury Protection (PIP) coverage.
2. That on or before October 7, 2013, the Defendant, MAIF provided a policy of insurance which included PIP coverage to Ally Marshall Jackson.
3. That on October 7, 2013, the Plaintiff, Michelle Jackson, the mother of Ally Marshall Jackson, was a passenger in Ally Marshall Jackson's vehicle which was involved in a motor vehicle collision in the State of Maryland.
4. That on October 7, 2013, the Plaintiff was living with her daughter, Ally Marshall Jackson at 1234 Mountain Drive, Glen Burnie Maryland 21061.
5. That following the collision the Defendant, MAIF, forwarded counsel for the Plaintiff an Application for Benefits under the PIP policy.
6. That on February 10, 2014, Plaintiff completed and signed the Application for Benefits and returned it to the Defendant, MAIF.
7. That since February 10, 2014, the Plaintiff has demanded benefits due her under the PIP policy from the Defendant, but the Defendant has refused to pay same.
8. That said denial is without justification.
9. That under Maryland Code, Section 19-508(c), payment of benefits that are not made within 30 days after the insurer receives satisfactory proof of claim, said benefits are overdue and shall bear simple interest at the rate of 1.5% per month.

WHEREFORE, the Plaintiff demands judgment against the Defendant, MAIF in the amount of \$1,935.00 plus costs, pre-judgment interest, and post-judgment interest as this Court deems appropriate.

Respectfully submitted,
MILLER & ZOIS, LLC

Taken from: <https://www.millerandzois.com/sample-pip-lawsuit.html>

Case # 2: JOHN JONES

The Complaint of the Plaintiff, John Jones, respectfully shows and alleges as follows:

1. The Plaintiff herein, John Jones, is a resident of the State of New York. Mr. Jones resides at 32 Adams Street, Vestal, New York.
2. The Defendant herein, George Smith, has a principal place of business at 125 Main Street, Binghamton, New York. Defendant is engaged in the business of building submarines.
3. Plaintiff Jones desired to have a small submarine built pursuant to a design prepared by him. He and Defendant discussed his needs and specifications for this project.
4. On March 1, 1996, Plaintiff and Defendant entered into a written agreement. Pursuant thereto, Plaintiff agreed to pay the sum of \$200,000.00 for the submarine. Plaintiff was obligated to make a down payment of \$100,000.00 on or before April 1, 1996, with the balance to be due upon delivery of the submarine. The Defendant agreed to build the submarine in accordance with Plaintiff's design for the aforesaid price and to complete the work and deliver the submarine to a fixed place on or before July 15, 1996.
5. On March 8, 1996, Plaintiff delivered to Defendant a certified check in the sum of \$100,000.00, which Defendant cashed.
6. Defendant failed to deliver the submarine on or before July 15, 1996, as agreed. Plaintiff made numerous phone calls and sent several letters to Defendant about the contract, but received no response.
7. By reason of the facts and circumstances stated above, Defendant has breached the contract.
8. By reason of the facts and circumstances stated above, Plaintiff has been damaged by Defendant in the sum of \$100,000.00.

WHEREFORE, Plaintiff demands judgment against Defendant in the sum of \$100,000.00, plus interest from July 15, 1996, costs and disbursements, together with any other relief the Court finds to be just and proper.

Dated: January 4, 1997

Taken from: <https://www.millerandzois.com/sample-personal-injury-complaints.html>

**Case # 3: SANDY JENKINS - Plaintiff v CONECTIV ENERGY-
Defendant**

COMPLAINT: Plaintiff, Sandy Jenkins, by and through their undersigned attorneys, Ronald V. Miller, Jr., and Miller & Zois, LLC, bring suit against Defendant Connective Energy and states as follows:

1. Plaintiff is a resident of Mt. Carmel, Pennsylvania.
2. Defendant Connective Energy carries on regular and substantial business in Baltimore City, Maryland.
3. On July 3, 2004 at 11:05 p.m., at 13601 Philadelphia SB Avenue in Ocean City, Maryland, Plaintiff suffered serious and permanent injuries as the result of an explosion that occurred on Defendant's electrical pole.
4. The explosion caused a cylinder measuring two inches long and 3/8 inches wide to become imbedded in Plaintiff's right forearm.

COUNT I - Strict Liability-Defect in Design - Product Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 4 of this Complaint.

5. Defendant participated in sale and maintenance of a product.
6. Defendant maintained, installed, and assembled the product which contained a defective condition because the design was defective and unsafe.
7. This design defect made the product unreasonably dangerous.
8. The system as assembled by Connective remained unchanged and was in the same condition at the time of the injury hereafter alleged.
9. As a direct and proximate cause of Defendant's installation and maintenance of the defectively designed product, Plaintiff sustained permanent injury.

COUNT II - Negligent Design and/or Maintenance - Product Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 9 of this Complaint.

10. Defendant built and/maintained an electrical system that had a defective design or was defectively maintained. Accordingly, defendant owed a duty to Plaintiff that the system was designed and maintained in such a way that made the system safe for its intended purpose.

11. Plaintiff was negligent in failing to properly design, manufacture, install, maintain, and communicate the defect in the system to Plaintiff, creating a clear and immediate risk of serious injury. As a direct and proximate result, Plaintiff sustained serious injury.

COUNT III - Strict Liability-Abnormally Dangerous Activity - Products Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 12 of this Complaint.

12. Defendant's conduct in maintaining an electrical system in a public area constituted an abnormally dangerous activity which exposed Plaintiff to an unreasonable risk of harm.

13. At all relevant times, Defendant had control over the abnormally dangerous activity of maintaining the electrical system.

14. As set forth above, Plaintiff sustained injury as a direct and proximate cause of this unreasonably dangerous activity.

WHEREFORE, Plaintiff demands judgment against Defendant in the amount of FIVE MILLION DOLLARS (\$5,000,000.00), plus interest, costs and any other relief this court deems appropriate.

Taken from: <https://www.millerandzois.com/sample-negligence-complaint.html>

How to Brief or Present a Law Case

An appellate brief is an argument presented to a higher court, whose purpose is to argue that it uphold or reject a trial court ruling. It is also a common assignment in law school to analyze and outline cases for discussion, as you will in court. To brief a law case, follow the steps below.

- 1. Read the case.** Read the opinion all the way through before beginning your presentation to get a basic understanding of what happened, how the case got to the particular Court, and what the Court ruled.
- 2. Make notes.** Make notes of the plaintiffs and defendants, as well as whether it was a criminal or a civil suit. If one citizen has taken another to court, then it is a civil suit. If the government is seeking prosecution, it is a criminal case.
- 3. Title the brief.** The name of the case (i.e. Roe v. Wade) and the full citation should be first in any case brief. The citation includes the date, and information about the court(s) that the case passed through. Be sure that your citation includes the year of the decision and the Court that rendered it.
- 4. Learn the procedural history of the case.** Which Court decided what? Determine which party appealed the ruling.
- 5. Summarize the facts.** The first section is generally called "Facts of the Case." Briefly describe what happened that led to the parties being in Court. In order to be brief, you will need to decide which facts are legally relevant and which are not.
- 6. Identify the issue or issues.** What is the question before the Court? You should state the issue(s) as a question in your brief. For example, the question might be "Did the police have a right to search the defendant's trunk?"
- 7. Use your own words.** Your analysis should avoid simply repeating the Court's words, except in cases where the exact language is important. In those cases, use quotation marks, and make it clear that you are quoting the Court. Your analysis should include all relevant citations to other cases, statutes, and rules the Court considered when arriving at its decision.
- 8. Consider alternatives.** Here is your chance to present another way of interpreting the case. What's another way of interpreting the rule of law? What conclusions might the Court come to regarding this case?

Adapted from: <http://www.wikihow.com/Brief-a-Law-Case>

Course Evaluation Form: Unit 2

Date:

Questions	Yes	No	Comments / Recommendations
1. Did you learn what you expected?			
2. Was what you learned useful?			
3. Has enough time been spent on each objective? (*Please refer to course program)			
4. Did you get enough practice?			
5. Were the materials appropriate?			
6. Were the activities appropriate?			
7. Were the evaluations appropriate?			

Other aspects to consider:

Unit # 3: Solving a Case

Teacher: Mariana Cortés

Lesson Plan # 19

Assistants: Andrea Lasso de la Vega, Rosibel Acuña

Date: October 14th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

General Objective: By the end of Unit 3 Section 1, the law students will be able to effectively present a legal case by using appropriate vocabulary, structures, strategies, and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. present a short case related to company changes by correctly applying the read-and-look-up technique;
2. identify and use appropriate body language when presenting a case by following the tips given in the video;
3. present a case to coworkers by using the appropriate phrases, body language, law-related terminology, and the read-and-look-up technique to work with their notes;
4. present the main topic and move to another topic while presenting a law case by using the appropriate phrases;
5. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
6. present Project 2 by following the guidelines provided by the instructors.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	<p>Warm-up:</p> <ul style="list-style-type: none"> • Ss read about the Read-and-look-up technique. • In pairs, they visit the three stations located around the classroom, take a strip of paper with part of a case 	S L R	Useful Language: My case is called... I really liked that you... However, you should...	—	15 min 5:00-5:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>(from the previous class) and practice presenting it to one another using the technique.</p> <ul style="list-style-type: none"> • Pairs give each other feedback on how well they used the technique and tips on how to improve. <p>Materials: Handout 1, cutouts with parts of the cases from the previous class</p>				
2	<p>Pre-task:</p> <ul style="list-style-type: none"> • Ss watch a video called "How to use body language to improve your presentation." • They watch the video a second time and take notes on the recommendations for effective use of body language in presentations (Handout 2). • T checks as a group. <p>Materials: Handout 2, video: "How to use body language to improve your presentations"</p>	L W R	--	--	20 min 5:15-5:35
3	<p>Task:</p> <ul style="list-style-type: none"> • In pairs, ss get a case. • They read the case and prepare a presentation of the case. • Ss sit in a circle and take turns to present their cases to their classmates as if to their colleagues at a law firm. • Ss who are not presenting are required to take notes on the case and give their opinion on the recommendation 	S L R	<p>Starters:</p> <p>We are here to talk about ... We are here to discuss ... Our main aim today is to ...</p> <p>Useful Language:</p> <p>The facts of the case are...</p>	--	30 min 5:35-6:05

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>their classmates have given on how to proceed with the case.</p> <ul style="list-style-type: none"> • Ss use the One-Way Speaking Task Feedback Form to evaluate their classmates' performance. • Ss sit in a circle and give feedback to each other. <p>Materials: Cutouts with cases, feedback form (one-way speaking task)</p>		<p>We should include/ change/ modify... I / You can say / explain...</p> <p>To give feedback: I really liked that you... However, you could include /modify/improve... Regarding (criteria), I consider that you...</p>		
4	<p>Post-task:</p> <ul style="list-style-type: none"> • T explains the importance of using transition phrases during the presentation of a case. • Each student is in charge of one transition phrase. The student has to stand up and tape their phrase under the categories "To introduce a main point" and "To move to another point" that are written on the board. • As a group, ss come up with a case in which they have to use the phrases on the board. <p>Materials: Colored papers with phrases, tape</p>	S L	<p>Transition phrases to introduce a main point: A major concern is... Fundamentally... A basic point is...</p> <p>Transition phrases to move to another point: Now let's consider... My next point is... Let me move on to...</p>	--	10 min 6:05-6:15
5	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	--	5 min 6:15-6:20

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

6	Presentations Project 2: <ul style="list-style-type: none"> • Two ss present Project 2. • Ts evaluate with the corresponding rubric. 	S L	--	--	20 min 6:20-6:40
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Station 1

Plaintiff v. MARYLAND AUTOMOBILE INS FUND (MAIF)

Complaint: Plaintiff, Michelle Jackson, (hereinafter referred to as the Plaintiff) by and through her attorneys Laura G. Zois and Miller & Zois, LLC brings suit against the Defendant, Maryland Automobile Insurance Fund (MAIF), and in support thereof states as follows:

COUNT I - BREACH OF CONTRACT - PIP BENEFITS

1. That at all times, the Defendant, MAIF, was a corporation licensed in the State of Maryland to provide insurance including, but not limited to, Personal Injury Protection (PIP) coverage.
2. That on or before October 7, 2013, the Defendant, MAIF provided a policy of insurance which included PIP coverage to Ally Marshall Jackson.
3. That on October 7, 2013, the Plaintiff, Michelle Jackson, the mother of Ally Marshall Jackson, was a passenger in Ally Marshall Jackson's vehicle which was involved in a motor vehicle collision in the State of Maryland.
4. That on October 7, 2013, the Plaintiff was living with her daughter, Ally Marshall Jackson at 1234 Mountain Drive, Glen Burnie Maryland 21061.
5. That following the collision the Defendant, MAIF, forwarded counsel for the Plaintiff an Application for Benefits under the PIP policy.
6. That on February 10, 2014, Plaintiff completed and signed the Application for Benefits and returned it to the Defendant, MAIF.
7. That since February 10, 2014, the Plaintiff has demanded benefits due her under the PIP policy from the Defendant, but the Defendant has refused to pay same.
8. That said denial is without justification.
9. That under Maryland Code, Section 19-508(c), payment of benefits that are not made within 30 days after the insurer receives satisfactory proof of claim, said benefits are overdue and shall bear simple interest at the rate of 1.5% per month.

Taken from: <https://www.millerandzois.com/sample-pip-lawsuit.html>

Station 2

SANDY JENKINS - Plaintiff v CONECTIV ENERGY- Defendant

COMPLAINT: Plaintiff, Sandy Jenkins, by and through their undersigned attorneys, Ronald V. Miller, Jr., and Miller & Zois, LLC, bring suit against Defendant Connective Energy and states as follows:

1. Plaintiff is a resident of Mt. Carmel, Pennsylvania.
2. Defendant Connective Energy carries on regular and substantial business in Baltimore City, Maryland.
3. On July 3, 2004 at 11:05 p.m., at 13601 Philadelphia SB Avenue in Ocean City, Maryland, Plaintiff suffered serious and permanent injuries as the result of an explosion that occurred on Defendant's electrical pole.
4. The explosion caused a cylinder measuring two inches long and 3/8 inches wide to become imbedded in Plaintiff's right forearm.

COUNT I - Strict Liability-Defect in Design - Product Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 4 of this Complaint.

5. Defendant participated in sale and maintenance of a product.
6. Defendant maintained, installed, and assembled the product which contained a defective condition because the design was defective and unsafe.
7. This design defect made the product unreasonably dangerous.
8. The system as assembled by Connective remained unchanged and was in the same condition at the time of the injury hereafter alleged.
9. As a direct and proximate cause of Defendant's installation and maintenance of the defectively designed product, Plaintiff sustained permanent injury.

Taken from: <https://www.millerandzois.com/sample-negligence-complaint.html>

Station 3

COUNT II - Negligent Design and/or Maintenance - Product Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 9 of this Complaint.

12. Defendant built and/maintained an electrical system that had a defective design or was defectively maintained. Accordingly, defendant owed a duty to Plaintiff that the system was designed and maintained in such a way that made the system safe for its intended purpose.
13. Defendant knew or should have known when building and maintaining this electrical system that it was designed defectively or maintained, creating an unreasonable risk of injury for to Plaintiff.
14. Plaintiff was negligent in failing to properly design, manufacture, install, maintain, and communicate the defect in the system to Plaintiff, creating a clear and immediate risk of serious injury. As a direct and proximate result, Plaintiff sustained serious injury.

COUNT III - Strict Liability-Abnormally Dangerous Activity - Products Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 12 of this Complaint.

15. Defendant's conduct in maintaining an electrical system in a public area constituted an abnormally dangerous activity which exposed Plaintiff to an unreasonable risk of harm.
16. At all relevant times, Defendant had control over the abnormally dangerous activity of maintaining the electrical system.
17. As set forth above, Plaintiff sustained injury as a direct and proximate cause of this unreasonably dangerous activity.

Taken from: <https://www.millerandzois.com/sample-negligence-complaint.html>

Presenting a Case

Instructions:

- o Read the following case.
- o Present your case to a group of coworkers by pointing out the main aspects of it.
- o Provide two different recommendations on how to proceed with the case.
- o Remember to use appropriate body language and the read-and-look-up technique.

Case #1

Revelations Perfume and Cosmetics Inc. v. Prince Rogers Nelson

In 2008, the Revelations Perfume and Cosmetics Company sued the famous musician "Prince" and his music label, seeking \$100,000 in damages for reneging on an agreement to help market their perfumes. The flamboyant pop star had promised to personally promote the company's new perfume named after his 2006 album "3121" and to allow his name and likeness to be used in the perfume's packaging. Prince then refused to grant interviews related to the project and refused to provide a current photograph for a press release.

In its breach of contract complaint, Revelations asked the court to award more than \$3 million in lost profits, as well as punitive damages. The judge found no evidence, however, that the pop star acted with malicious intent and ordered him to pay nearly \$4 million for the cosmetics company's out-of-pocket expenses. Revelations' request for punitive and loss-of-profits damages was denied.

Taken from: <http://legaldictionary.net/breach-of-contract/>

Presenting a Case

Instructions:

- Read the following case.
- Present your case to a group of coworkers by pointing out the main aspects of it.
- Provide two different recommendations on how to proceed with the case.
- Remember to use appropriate body language and the read-and-look-up technique.

Case #2

Macy's v. Martha Stewart Living

Macy's department stores filed a breach of contract complaint against Martha Stewart Living Omnimedia for making an agreement with J.C. Penney for the creation of Martha Stewart retail stores within their retail stores beginning February 2013. Prior to the deal, J.C. Penney had purchased a minority stake in Stewart's company for \$38.5 million. The mini-retail stores were to carry Martha Stewart home goods, however Macy's argued they had been granted an exclusive right to make and sell certain Martha Stewart Living products in an agreement signed in 2006.

Macy's asked the court to grant a preliminary injunction to stop Stewart from breaching the contract while the court considered the matter. Twelve years later, in June 2014, a New York judge ruled that J.C. Penney had indeed stepped over Macy's contract with the domestic diva in its attempt to sell products bearing her name. While the J.C. Penney contract has been nullified, monetary breach of contract damages were not immediately decided, and may be limited to the legal fees and costs of the lawsuit, as the judge decided the case did not warrant punitive damages.

Taken from: <http://legaldictionary.net/breach-of-contract/>

Presenting a Case

Instructions:

- Read the following case.
- Present your case to a group of coworkers by pointing out the main aspects of it.
- Provide two different recommendations on how to proceed with the case.
- Remember to use appropriate body language and the read-and-look-up technique.

Case #3: JOHN JONES

The Complaint of the Plaintiff, John Jones, respectfully shows and alleges as follows:

1. The Plaintiff herein, John Jones, is a resident of the State of New York. Mr. Jones resides at 32 Adams Street, Vestal, New York.
2. The Defendant herein, George Smith, has a principal place of business at 125 Main Street, Binghamton, New York. Defendant is engaged in the business of building submarines.
3. Plaintiff Jones desired to have a small submarine built pursuant to a design prepared by him. He and Defendant discussed his needs and specifications for this project.
4. On March 1, 1996, Plaintiff and Defendant entered into a written agreement. Pursuant thereto, Plaintiff agreed to pay the sum of \$200,000.00 for the submarine. Plaintiff was obligated to make a down payment of \$100,000.00 on or before April 1, 1996, with the balance to be due upon delivery of the submarine. The Defendant agreed to build the submarine in accordance with Plaintiff's design for the aforesaid price and to complete the work and deliver the submarine to a fixed place on or before July 15, 1996.
5. On March 8, 1996, Plaintiff delivered to Defendant a certified check in the sum of \$100,000.00, which Defendant cashed.
6. Defendant failed to deliver the submarine on or before July 15, 1996, as agreed. Plaintiff made numerous phone calls and sent several letters to Defendant about the contract, but received no response.

- 7. By reason of the facts and circumstances stated above, Defendant has breached the contract.
- 8. By reason of the facts and circumstances stated above, Plaintiff has been damaged by Defendant in the sum of \$100,000.00.

WHEREFORE, Plaintiff demands judgment against Defendant in the sum of \$100,000.00, plus interest from July 15, 1996, costs and disbursements, together with any other relief the Court finds to be just and proper.

Taken from: <https://www.millerandzois.com/sample-personal-injury-complaints.html>

Tips for Delivering a Presentation



Remember

When we are asked to deliver a presentation in front of coworkers and superiors, we tend to read our notes to help us keep track of what we will say and the organization of the message.

Nevertheless, there is the risk of paying too much attention to our notes that we forget to look at our audience. Remember that looking at people shows that you are interested in them, particularly if you look at them in their eyes.

What are some negative effects of taking a look at your notes all the time?

- o Your eyes are on your page and not connecting with your audience.
- o Your eyes are on your page and not reading feedback from your audience.
- o Your head is tipped down, which inhibits your vocal projection.
- o You are locked into the words, so you are not as free to introduce a conversational style.
- o Your vocal variety tends to be limited as you concentrate on simply "getting the words out" instead of worrying about how they sound.

What can you do with your body?

The printed page acts a bit like handcuffs by restraining your gestures and locking your body position in non-optimal ways. Still, there are a few things you can do to improve the situation.

- o As much as possible, position your printed page high and away from your body. This will keep your gaze closer to your audience and also allow better voice projection.
- o Do not forget about gestures. It is hard to incorporate them, but do your best to avoid a completely lifeless body.

- o Use expressive facial gestures while you read. Though it may seem counter-intuitive to use facial gestures even when you are facing downward, forcing yourself to generate appropriate facial gestures will bring your vocal variety alive.
- o Minimize reading your speeches. For most settings, your delivery will be much more effective if you free yourself of the page. If you can only memorize a few sentences, then memorize your opening and closing words.

How do we improve eye contact when speaking?

When you read your notes in a presentation, you can use the read-and-look-up technique. With this technique, you read a phrase or sentence silently, then look up (away from the text) and tell the phrase or sentence to your audience. In this way, you can still take a look at your notes and keep eye contact.

Let's Practice!

Read the following case and say it by using the read-and-look-up technique.

Case Study #1: Why did Apple change its name?

Apple changed its name from "Apple Computers" to "Apple Inc." in 2007. That reflected a fundamental shift in its business, away from its iconic Mac computers and towards new lines like the iPod and new iPhone, which made up more than half of the company's revenue by then. Though still an important part of the company, Apple's amazing success came from completely changing the world of digital devices rather than from beating "Wintel" for share of the computer market. It reinvented itself, and did so very successfully.

Taken from: <http://www.businessinsider.com/most-important-business-case-studies-2012-10#why-apple-changed-its-name-1>

Adapted from: <http://sixminutes.dlugan.com/reading-your-speech/>

Beyond Words...

Instructions:

- You are going to watch the video "How to use body language to improve your presentation" twice.
- Take notes about the given recommendations for effectively using body language in presentations.

Body language is important because

Three simple techniques to improve body language:

1. _____ that means that you

2. _____ that means that you

3. _____ that means that you

Unit # 3: Solving a Case

Teacher: Rosibel Acuña

Lesson Plan #: 20

Assistants: Andrea Lasso de la Vega, Mariana Cortés

Date: October 19th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

General Objective: By the end of Unit 3 Section 1, the law students will be able to effectively present a legal case by using appropriate vocabulary, structures, strategies, and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. appropriately correct the mistakes in a series of faulty sentences by using the correct grammar, vocabulary, and register;
2. effectively create word maps by using synonyms, antonyms, defining a word, and using it in a sentence;
3. present a case to coworkers by using the appropriate introductory and transition phrases, body language, law-related terminology, and the read-and-look-up technique to work with their notes;
4. correctly pronounce a series of difficult words (from previous classes) by identifying where the stress goes in the word;
5. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
6. present Project 2 by following the guidelines provided by the instructors.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Faulty Sentences <ul style="list-style-type: none"> • Individually, ss read and correct examples of faulty sentences that were collected from previous lessons (Handout 1). 	R W	--	--	15 min 5:00-5:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • T gives each student a strip of color paper with one of the faulty sentences written in it. Ss have to use markers to correct the sentence. • When they are ready, ss tape the strips of paper on the wall. • Ss stand up and go around the classroom taking notes and comparing the corrections suggested by their classmates with their own corrections. <p>Materials: Handout 1, strips of paper with faulty sentences, tape, markers</p>				
2	<p>Pre-task: Teach vocabulary learning strategy</p> <ul style="list-style-type: none"> • T explains the use of the fourth strategy 'using word maps' to understand and remember the meaning of an unknown word (Handout 2). • On the board, T demonstrates the strategy by creating a map of a word family and a conceptual map. • In pairs, ss choose one of the words they have learned in the course or one of the words provided by the T (litigation, launch, allegations, defunct) in order to create their own word maps. <p>Materials: Handout 2, colored papers, markers</p>	W R	<p>Example to demonstrate the strategy: Word family: confide, confident, confidence, confidant</p> <p>Conceptual map: lease contract (core), (branches) lessor, lessee, security deposit, monthly fee</p> <p>Useful Language: We can work with the word...</p>	Using concept maps	15min 5:15-5:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			We need to include...		
3	<p>Task:</p> <ul style="list-style-type: none"> In pairs, ss get a case. Ss read the case and prepare a presentation of the case. Ss sit in a circle and take turns to present their cases to their classmates as if to their colleagues at a law firm. Ss who are not presenting are required to take notes on the case and give their opinion on the recommendation their classmates have given on how to proceed with the case. Ss use the One-Way Speaking Task Feedback Form to evaluate their classmates' performance. Ss sit in a circle and give feedback to each other. <p>Materials: Cutouts with cases, feedback form (one-way speaking task)</p>	S L R	<p>Starters:</p> <p>We are here to talk about ...</p> <p>We are here to discuss ...</p> <p>Our main aim today is to ...</p> <p>Useful Language:</p> <p>The facts of the case are...</p> <p>We should include/ change/ modify...</p> <p>I / You can say / explain...</p> <p>To give feedback:</p> <p>I really liked that you...</p> <p>However, you could include /modify/improve...</p> <p>Regarding (criteria), I consider that you...</p>	--	35 min 5:30-6:05
4	<p>Post-task: Word stress pelmanism</p> <ul style="list-style-type: none"> Ss are split into two groups and each group gets a set of cards. Cards are spread face down on the table. Ss take turns trying to find matching pairs of cards by which syllable is stressed. 	S L	<p>Vocabulary:</p> <p>franchise – assets – purchase – profits – acquire – determine – identify – analysis – dangerous –</p>	--	10 min 6:05-6:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Groups compare their pairs and T clarifies any questions. Words are drilled to make sure the pronunciation is correct and ss are prompted to form sentences with the words. <p>Materials: Cutouts with words</p>		negligence-confident- punitive Useful Language: Who starts? I / You start. My words are... I (don't) have a match. How many pairs do you have? I / You won.		
5	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	--	--	5 min 6:15-6:20
6	Presentations Project 2: <ul style="list-style-type: none"> Two ss present Project 2. Ts evaluate with the corresponding rubric. 	S L	--	--	20 min 6:20-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Presenting a Case

Instructions:

- In pairs, read the following case.
- Present your case to a group of coworkers by pointing out the main aspects of it.
- Provide two different recommendations on how to proceed with the case.
- Remember to use appropriate body language and the read-and-look-up technique.

Case #1: MCashback v Nabarro Nathanson

When? 3 November 2014, 25-30 days

Where? Chancery Division, Judge TBC

This £130m professional negligence claim against Nabarro is one of the highest-value negligence claims to be brought against a law firm in recent years.

The dispute was sparked in 2006 when Nabarro defended its then-client MCashback against allegations of wrongful diversion of a business opportunity at the now defunct software company.

Nabarro defended MCashback and its directors in a number of cases against it by their former colleague Paul Burtenshaw and Fanmailuk.com. The company was launched in 2002 by three former Dialtime directors, an outfit that had developed a system for free mobile phone airtime at supermarket checkouts. The fourth Dialtime director, Burtenshaw, was not included in MCashback, prompting him to bring a series of cases against it and the directors.

MCashback went into liquidation in 2006 and has now called in Carter-Ruck to launch a case against the firm over alleged losses it claims to have suffered as a result of its allegedly negligent conduct of the litigation.

This case will test whether Nabarro as a legal adviser can be sued.

Taken from: <http://m.thelawyer.com/analysis/market-analysis/practice-areas/litigation-analysis/the-top-20-cases-of-2014-in-detail/3014065.article>

Presenting a Case

Instructions:

- o In pairs, read the following case.
- o Present your case to a group of coworkers by pointing out the main aspects of it.
- o Provide two different recommendations on how to proceed with the case.
- o Remember to use appropriate body language and the read-and-look-up technique.

Case #2: CompuGo v. SoftThinx

Two companies –CompuGo and SoftThinx– enter a business agreement involving high-quality color photocopy services. The contract terms address costs involved with the yearly number of copies that might be purchased. In addition to its existing “preferred provider” arrangement, CompuGo provides photocopies at a substantial (retroactive) discount when SoftThinx’s annual demand “exceeds approximately 500,000 copies a year.” The parties stipulate to the fact that they inserted the word “approximately” after much debate, to allow a little “give” if the copies totaled slightly less than 500,000.

In Year One of the contract, SoftThinx falls short of the 500,000 copies, buying 481,000 instead. At that point, CompuGo writes SoftThinx a memo stating that they do not technically consider a shortage of 19,000 copies to be small enough to fit within the window of “approximately 500,000.” Still, CompuGo extends them the deep discount they would have earned had they bought 500,000 copies.

In Year Two, SoftThinx again falls short of the 500,000 copies, this time buying 487,500. However, SoftThinx argues that it would have achieved in excess of 500,000 in Year Two if not for the fact that CompuGo had to refer out a rush job of SoftThinx’s annual report to another provider late in the year. CompuGo arranged for the outsourcing, but SoftThinx paid that second provider directly for the annual report copies (the contract terms addressed the fact that CompuGo might occasionally have to refer work out, but they did not address volume discount contingencies or credit for such an occurrence). In addition, SoftThinx argues that CompuGo’s forgiveness of its 500,000 copy requirement in Year One set the precedent that SoftThinx could have a similar window of relief if it fell short in Year Two. CompuGo argues that its verbal discussions during initial contract negotiations focused on the idea that no more than “a few thousand copies shy of 500,000” would be forgiven for the discount. They defend their forgiveness of SoftThinx’s shortfall in Year One as an exception, not a precedent.

Taken from: http://www.jameseducationcenter.com/wpcontent/uploads/2013/09/Breach_of_Contract_JAE.pdf

Presenting a Case

Instructions:

- In pairs, read the following case.
- Present your case to a group of coworkers by pointing out the main aspects of it.
- Provide two different recommendations on how to proceed with the case.
- Remember to use appropriate body language and the read-and-look-up technique.

Case # 3: Cooper Tire & Rubber Company Europe Ltd & Ors v Dow Deutschland Incorporated & Ors

When? May 2014, 45 days

Where? Commercial Court, Judge TBC

Well-known tire manufacturers including Pirelli, Continental, Michelin, Bridgestone and Cooper are seeking damages of more than €200m (£170m) from the Dow Chemical Company after it was found to be part of a synthetic rubber cartel.

This is one of two major cartel damages action being heard by the High Court this year and is being watched with interest by those litigating many other pending cartel damages actions. It will set important precedents with regard to the proper approach to blame and quantification of damages when supply companies are found to be involved in cartels.

The rubber cartel case, which saw the European Commission fine 10 companies more than £396m for the price-fixing of rubber products, was one of the biggest competition disputes of recent years. Household names such as Shell, Dow and Bayer were found to have been involved in fixing the price of car tires.

The ruling led to the raft of claims from corporate tire clients seeking follow-on damages related to the findings. While a number of those cases settled, sources suggest this dispute will proceed to full trial.

The hearing will raise important principle issues for the court to consider including whether purchasers are able to claim losses when cartel overcharges were 'passed through' to customers. The court will consider whether purchasers of heightened-cost products can claim damages of products bought for that raised price by consumers.

Taken from: <http://m.thelawyer.com/analysis/market-analysis/practice-areas/litigation-analysis/the-top-20-cases-of-2014-in-detail/3014065.article>

franchise	assets	purchase
profits	acquire	determine
identify	analysis	dangerous
negligence	confident	punitive

Spot the Mistakes!

Instructions:

- o Individually, read the following sentences.
- o Then, spot the mistakes in each sentence and correct them. The mistakes are related to grammar, vocabulary, and level of formality.
- o Be ready to share your corrections with your classmates.

1. That is the reason because we need to change the name of the company.
2. What do you have to tell me?
3. You need to pay in the national coin.
4. Do you know what is a constitutional amendment?
5. The partners they do not have personal liabilities in the company.
6. We have to tell the client that the capital is divide to shares of the company.
7. In the limited liability company has only a manager.
8. These advantages are not offered the other members of the company.

Spot the Mistakes! – Answer Key

Instructions:

- o Individually, read the following sentences.
- o Then, spot the mistakes in each sentence and correct them. The mistakes are related to grammar, vocabulary, and level of formality.
- o Be ready to share your corrections with your classmates.

1. That is the reason because we need to change the name of the company.

That is the reason why we need to change the name of the company.

2. What do you have to tell me?

How may I help you?

3. You need to pay in the national coin.

You need to pay in the national currency.

4. Do you know what is a constitutional amendment?

Do you know what a constitutional amendment is?

5. The partners they do not have personal liabilities in the company.

The partners do not have personal liabilities in the company.

6. We have to tell the client that the capital is divide to shares of the company.

We have to tell the client that the capital is divided into the shares of the company.

7. In the limited liability company has only a manager.

The limited liability company has only a manager.

8. These advantages are not offered the other members of the company.

These advantages are not offered to the other members of the company.

*In some cases, more than one option is possible.

How can you learn new vocabulary? Part 4

Using Word Maps

A word map is a visual organizer that promotes vocabulary development. When using a graphic organizer, you think of terms or concepts in several ways. Most word map organizers require you to work with definitions, synonyms, antonyms, and a visual representation of a given vocabulary word or concept. Remember that enhancing vocabulary learning is important to develop reading comprehension.

Why is it important to use word maps?

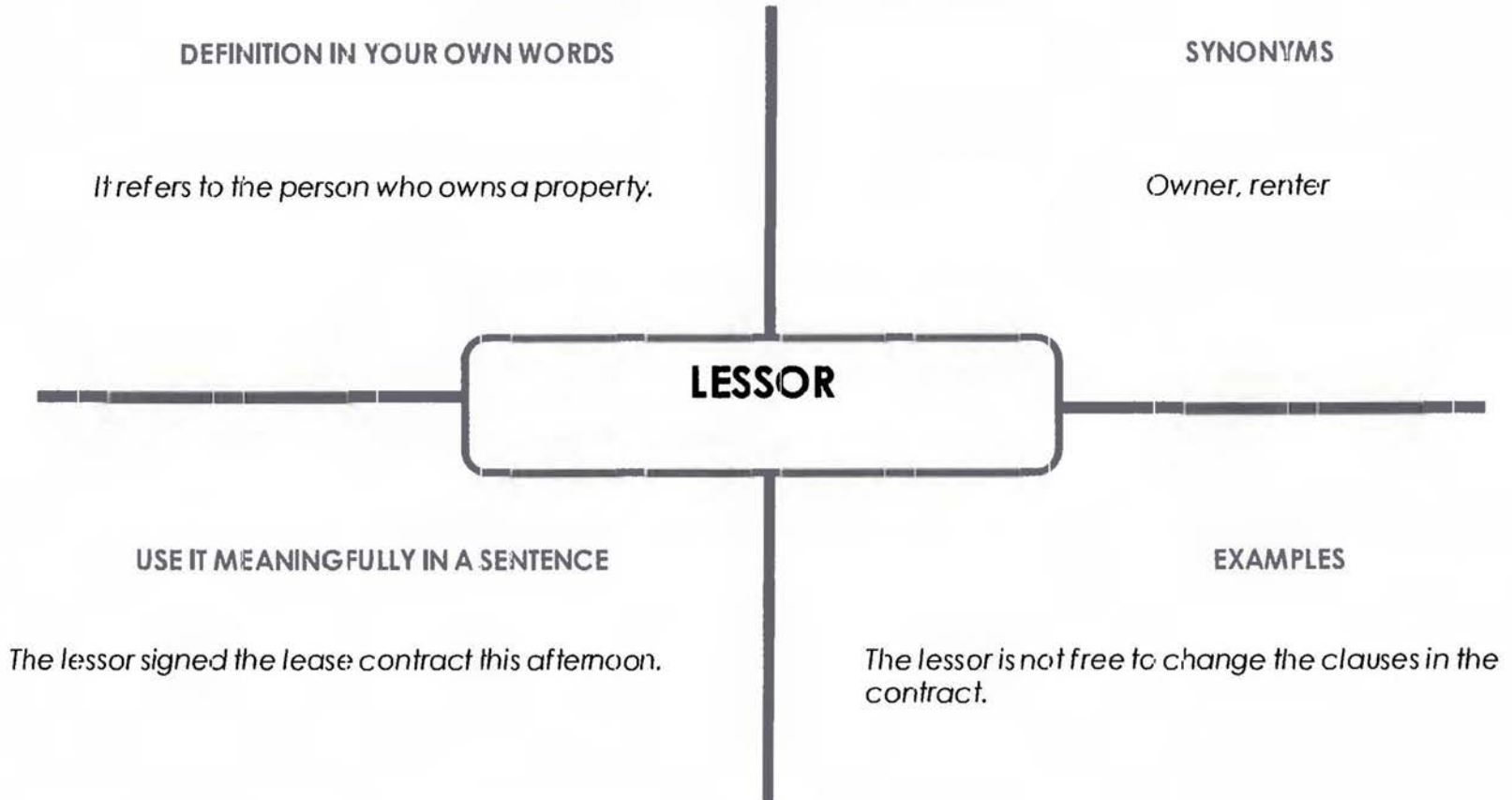
- They develop your own understanding of a word.
- They analyze a word or a concept from different perspectives by asking the following questions:
 - "What is it?"
 - "What is it like?"
 - "What are some examples?"
- They incorporate the knowledge you already have of a word or a concept and visually represent new information.

Let's take a look at how this strategy works!

- Write the target word in the central box.
- Use synonyms, antonyms, and /or a picture to illustrate the new target word or concept.
- Write a definition of the target word using the information on the word map.

Adapted from: http://www.readingrockets.org/strategies/word_map

VOCABULARY WORD MAP



Adapted from: <http://www.readingrockets.org/content/pdfs/wordmap.pdf>

Unit # 3: Solving a case

Teacher: Rosibel Acuña

Lesson Plan # 21

Assistants: Mariana Cortés and Andrea Lasso de la Vega

Date: October 21st, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

General Objective: By the end of Unit 3 Section 2, the law students will be able to appropriately present arguments for and against specific legal actions in a case by using vocabulary, structures, strategies and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. appropriately create word maps with law-related terms to consolidate the meaning of new vocabulary;
2. give opinions on a case by using the appropriate phrases;
3. present arguments for and against a specific legal action in a case to coworkers by using the appropriate phrases, body language, and law-related terminology;
4. correctly identify and practice the variations in tone and body language by describing the different meanings they convey;
5. correctly pronounce the words that were mispronounced or misused during the lesson and the words from the post-task from the previous class by repeating and using them in sentences;
6. present Project 2 by following the guidelines provided by the instructors.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
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Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

1	<p>Warm-up: Practice vocabulary learning strategy</p> <ul style="list-style-type: none"> • T reviews the strategy 'creating words maps' using a word family and highlights the different parts of speech. • In pairs, ss practice the strategy and paste their word maps on the wall to share with their classmates. T assigns the following words: neglect, allege, and acquire. • T and ss correct word maps as necessary. <p>Materials: Colored paper, tape, markers</p>	S W R	<p>Word Families: confide- confident- confidence- confidant- confidentially-confider</p> <p>Useful Language: We need to look for the noun / verb / adjective / adverb of this word. We should include/modify...</p>	Using concept maps	15 min 5:00-5:15
2	<p>Pre-task: Argument Ping-Pong</p> <ul style="list-style-type: none"> • Ss are split into two groups. • A case from the previous class is read out loud. • In turns, ss from each group take a phrase and gives an argument. • A member from the other team picks another phrase and contradicts the previous argument by giving a counterargument. • Depending on the number of students and arguments provided, another case may be presented to repeat the activity. <p>Materials: Cut outs with cases from the previous class and cut outs with phrases</p>	S L R	<p>Phrases: In my opinion... I (don't) think... According to... I firmly believe that... As far as I'm concerned... I would argue that...because... If you ask me... The way I see it... From my point of view... For me...</p>	-	15min 5:15-5:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

3	<p>Task:</p> <ul style="list-style-type: none"> • In pairs, ss get a case. • Ss read the case and prepare a very brief presentation of the case. • In a circle, ss present a summary of their cases to their classmates as if to their colleagues at a law firm. • Ss who are not presenting are required to listen carefully and give their opinion on the case by using the appropriate phrases. • Ss who are presenting should also give their opinion. • The presentation of arguments and counterarguments is encouraged. • Ss use the Two-Way Speaking Task Feedback Form to evaluate their classmates' performance. • Ss sit in a circle and give feedback to each other. <p>Materials: Cutouts with cases from a previous class, feedback form (two-way speaking task)</p>	S L R	<p>Useful Language:</p> <p>We need to mention that...</p> <p>We could argue that...</p> <p>But then they can say that...</p> <p>To give feedback:</p> <p>It was great to...</p> <p>It was clear that you...</p> <p>I have noticed that... ..</p> <p>I can see some difficulties with...</p> <p>(Criterion) could be improved by...</p>	-	35 min 5:30-6:05
4	<p>Post-task: The Yes?! Game</p> <ul style="list-style-type: none"> • Ss pick a phrase from the pre-task to give arguments. • Ss express emotions by means of varying intonation and body language. • The other ss guess what emotion they were trying to convey. • As a group, ss decide what tone would be most appropriate to present arguments at a business meeting. 	S L	<p>Useful Language:</p> <p>I think the emotion you want to convey is...</p> <p>It is more appropriate to...</p>	-	15 min 6:05-6:15

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	Materials: Cutouts with phrases (pre-task 1)				
5	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p> <p>Note: Check game from previous class.</p>	S L	--	--	10 min 6:15-6:20
6	<p>Presentations Project 2:</p> <ul style="list-style-type: none"> • Two ss present Project 2. • Ts evaluate with the corresponding rubric. 	S L	--	--	10 min 6:20-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Case: MCashback v Nabarro Nathanson

When? 3 November 2014, 25-30 days

Where? Chancery Division, Judge TBC

This £130m professional negligence claim against Nabarro is one of the highest-value negligence claims to be brought against a law firm in recent years.

The dispute was sparked in 2006 when Nabarro defended its then-client MCashback against allegations of wrongful diversion of a business opportunity at the now defunct software company.

Nabarro defended MCashback and its directors in a number of cases against it by their former colleague Paul Burtenshaw and Fanmailuk.com. The company was launched in 2002 by three former Dialtime directors, an outfit that had developed a system for free mobile phone airtime at supermarket checkouts. The fourth Dialtime director, Burtenshaw, was not included in MCashback, prompting him to bring a series of cases against it and the directors.

MCashback went into liquidation in 2006 and has now called in Carter-Ruck to launch a case against the firm over alleged losses it claims to have suffered as a result of its allegedly negligent conduct of the litigation.

This case will test whether Nabarro as a legal adviser can be sued.

Taken from: <http://m.thelawyer.com/analysis/market-analysis/practice-areas/litigation-analysis/the-top-20-cases-of-2014-in-detail/3014065.article>

Case: Cooper Tire & Rubber Company Europe Ltd & Ors v Dow Deutschland Incorporated & Ors

When? May 2014, 45 days

Where? Commercial Court, Judge TBC

Well-known tire manufacturers including Pirelli, Continental, Michelin, Bridgestone and Cooper are seeking damages of more than €200m (£170m) from the Dow Chemical Company after it was found to be part of a synthetic rubber cartel.

This is one of two major cartel damages action being heard by the High Court this year and is being watched with interest by those litigating many other pending cartel damages actions. It will set important precedents with regard to the proper approach to blame and quantification of damages when supply companies are found to be involved in cartels.

The rubber cartel case, which saw the European Commission fine 10 companies more than £396m for the price-fixing of rubber products, was one of the biggest competition disputes of recent years. Household names such as Shell, Dow and Bayer were found to have been involved in fixing the price of car tires.

The ruling led to the raft of claims from corporate tire clients seeking follow-on damages related to the findings. While a number of those cases settled, sources suggest this dispute will proceed to full trial.

The hearing will raise important principle issues for the court to consider including whether purchasers are able to claim losses when cartel overcharges were 'passed through' to customers. The court will consider whether purchasers of heightened-cost products can claim damages of products bought for that raised price by consumers.

Taken from: <http://m.thelawyer.com/analysis/market-analysis/practice-areas/litigation-analysis/the-top-20-cases-of-2014-in-detail/3014065.article>

“In my opinion...”

“I (don't) think...”

“According to...”

“I firmly believe that...”

“As far as I'm concerned...”

“I would argue that...because...”

“If you ask me...”

“The way I see it...”

“From my point of view...”

“For me...”

Case #1: Plaintiff v. MARYLAND AUTOMOBILE INS FUND (MAIF)

Complaint: Plaintiff, Michelle Jackson, (hereinafter referred to as the Plaintiff) by and through her attorneys Laura G. Zois and Miller & Zois, LLC brings suit against the Defendant, Maryland Automobile Insurance Fund (MAIF), and in support thereof states as follows:

COUNT I - BREACH OF CONTRACT - PIP BENEFITS

1. That at all times, the Defendant, MAIF, was a corporation licensed in the State of Maryland to provide insurance including, but not limited to, Personal Injury Protection (PIP) coverage.
2. That on or before October 7, 2013, the Defendant, MAIF provided a policy of insurance which included PIP coverage to Ally Marshall Jackson.
3. That on October 7, 2013, the Plaintiff, Michelle Jackson, the mother of Ally Marshall Jackson, was a passenger in Ally Marshall Jackson's vehicle which was involved in a motor vehicle collision in the State of Maryland.
4. That on October 7, 2013, the Plaintiff was living with her daughter, Ally Marshall Jackson at 1234 Mountain Drive, Glen Burnie Maryland 21061.
5. That following the collision the Defendant, MAIF, forwarded counsel for the Plaintiff an Application for Benefits under the PIP policy.
6. That on February 10, 2014, Plaintiff completed and signed the Application for Benefits and returned it to the Defendant, MAIF.
7. That since February 10, 2014, the Plaintiff has demanded benefits due her under the PIP policy from the Defendant, but the Defendant has refused to pay same.
8. That said denial is without justification.
9. That under Maryland Code, Section 19-508(c), payment of benefits that are not made within 30 days after the insurer receives satisfactory proof of claim, said benefits are overdue and shall bear simple interest at the rate of 1.5% per month.

WHEREFORE, the Plaintiff demands judgment against the Defendant, MAIF in the amount of \$1,935.00 plus costs, pre-judgment interest, and post-judgment interest as this Court deems appropriate.

Respectfully submitted,
MILLER & ZOIS, LLC

Taken from: <https://www.millerandzois.com/sample-pip-lawsuit.html>

Case # 2: JOHN JONES

The Complaint of the Plaintiff, John Jones, respectfully shows and alleges as follows:

1. The Plaintiff herein, John Jones, is a resident of the State of New York. Mr. Jones resides at 32 Adams Street, Vestal, New York.
2. The Defendant herein, George Smith, has a principal place of business at 125 Main Street, Binghamton, New York. Defendant is engaged in the business of building submarines.
3. Plaintiff Jones desired to have a small submarine built pursuant to a design prepared by him. He and Defendant discussed his needs and specifications for this project.
4. On March 1, 1996, Plaintiff and Defendant entered into a written agreement. Pursuant thereto, Plaintiff agreed to pay the sum of \$200,000.00 for the submarine. Plaintiff was obligated to make a down payment of \$100,000.00 on or before April 1, 1996, with the balance to be due upon delivery of the submarine. The Defendant agreed to build the submarine in accordance with Plaintiff's design for the aforesaid price and to complete the work and deliver the submarine to a fixed place on or before July 15, 1996.
5. On March 8, 1996, Plaintiff delivered to Defendant a certified check in the sum of \$100,000.00, which Defendant cashed.
6. Defendant failed to deliver the submarine on or before July 15, 1996, as agreed. Plaintiff made numerous phone calls and sent several letters to Defendant about the contract, but received no response.
7. By reason of the facts and circumstances stated above, Defendant has breached the contract.
8. By reason of the facts and circumstances stated above, Plaintiff has been damaged by Defendant in the sum of \$100,000.00.

WHEREFORE, Plaintiff demands judgment against Defendant in the sum of \$100,000.00, plus interest from July 15, 1996, costs and disbursements, together with any other relief the Court finds to be just and proper.

Dated: January 4, 1997

Taken from: <https://www.millerandzois.com/sample-personal-injury-complaints.html>

Case # 3: SANDY JENKINS - Plaintiff v CONECTIV ENERGY - Defendant

COMPLAINT: Plaintiff, Sandy Jenkins, by and through their undersigned attorneys, Ronald V. Miller, Jr., and Miller & Zois, LLC, bring suit against Defendant Connective Energy and states as follows:

1. Plaintiff is a resident of Mt. Carmel, Pennsylvania.
2. Defendant Connective Energy carries on regular and substantial business in Baltimore City, Maryland.
3. On July 3, 2004 at 11:05 p.m., at 13601 Philadelphia SB Avenue in Ocean City, Maryland, Plaintiff suffered serious and permanent injuries as the result of an explosion that occurred on Defendant's electrical pole.
4. The explosion caused a cylinder measuring two inches long and 3/8 inches wide to become imbedded in Plaintiff's right forearm.

COUNT I - Strict Liability-Defect in Design - Product Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 4 of this Complaint.

5. Defendant participated in sale and maintenance of a product.
6. Defendant maintained, installed, and assembled the product which contained a defective condition because the design was defective and unsafe.
7. This design defect made the product unreasonably dangerous.
8. The system as assembled by Connective remained unchanged and was in the same condition at the time of the injury hereafter alleged.
9. As a direct and proximate cause of Defendant's installation and maintenance of the defectively designed product, Plaintiff sustained permanent injury.

COUNT II - Negligent Design and/or Maintenance - Product Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 9 of this Complaint.

10. Defendant built and/maintained an electrical system that had a defective design or was defectively maintained. Accordingly, defendant owed a duty to Plaintiff that the system was designed and maintained in such a way that made the system safe for its intended purpose.

11. Plaintiff was negligent in failing to properly design, manufacture, install, maintain, and communicate the defect in the system to Plaintiff, creating a clear and immediate risk of serious injury. As a direct and proximate result, Plaintiff sustained serious injury.

COUNT III - Strict Liability - Abnormally Dangerous Activity - Products Liability

Plaintiff re-alleges and incorporates by reference the allegations contained in Paragraph 1 through 12 of this Complaint.

12. Defendant's conduct in maintaining an electrical system in a public area constituted an abnormally dangerous activity which exposed Plaintiff to an unreasonable risk of harm.

13. At all relevant times, Defendant had control over the abnormally dangerous activity of maintaining the electrical system.

14. As set forth above, Plaintiff sustained injury as a direct and proximate cause of this unreasonably dangerous activity.

WHEREFORE, Plaintiff demands judgment against Defendant in the amount of FIVE MILLION DOLLARS (\$5,000,000.00), plus interest, costs and any other relief this court deems appropriate.

Taken from: <https://www.millerandzois.com/sample-negligence-complaint.html>

Unit # 3: Solving a case

Teacher: Andrea Lasso de la Vega

Lesson Plan # 22

Assistants: Mariana Cortés and Rosibel Acuña

Date: October 26th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

General Objective: By the end of Unit 3 Section 2, the law students will be able to appropriately present arguments for and against specific legal actions in a case by using vocabulary, structures, strategies and register.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. correctly pronounce a series of difficult words by identifying where the stress goes in the word;
2. give arguments and counterarguments on a case by using the appropriate phrases;
3. present arguments for and against a specific legal action in a case to coworkers by using the appropriate phrases, law-related terminology, and body language;
4. appropriately correct the mistakes in a series of faulty sentences and mispronounced words by using the correct grammar and pronunciation;
5. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences;
6. show understanding of the process of requesting documents and information, explaining procedures, and providing recommendations used in Unit 2 by effectively completing Quiz 3.

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	<p>Warm-up: Word stress pellmanism</p> <ul style="list-style-type: none"> Ss are split into two groups and each group gets a set of cards with difficult words from previous classes. Cards are spread face down on the table. Ss take turns trying to find matching pairs of cards by which syllable is stressed. Groups compare their pairs and T clarifies any questions. Words are drilled to make sure the pronunciation is correct and ss are prompted to form sentences with the words. <p>Materials: Colored papers with words</p>	S L	<p>Vocabulary:</p> <p>franchise – assets – purchase – profits</p> <p>acquire – determine -- identify -- analysis</p> <p>dangerous –negligence– confident–punitive</p> <p>Useful Language: Who starts? I / You start. My words are... I (don't) have a match. How many pairs do you have? I / You won.</p>	–	15 min 5:00-5:15
2	<p>Pre-task: Argument Ping-Pong</p> <ul style="list-style-type: none"> Ss are split into two groups. Ss have to read a case from a previous class (Handout 1). In turns, ss from each group take a phrase and give an argument. 	S L R	<p>Phrases:</p> <p>In my opinion... I (don't) think... According to... I firmly believe that... As far as I'm concerned...</p>	–	15min 5:15-5:30

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> A member from the other team picks another phrase and contradicts the previous argument by giving a counterargument. <p>Materials: Handout 1, colored papers with phrases</p>		<p>I would argue that...because... If you ask me... The way I see it... From my point of view... For me...</p>		
3	<p>Task: Presenting Arguments and Counterarguments</p> <ul style="list-style-type: none"> In the same groups, ss get a case. Ss read the case and prepare a very brief presentation of the case. In a circle, ss present a summary of their cases to their classmates as if to their colleagues at a law firm. Ss who are not presenting are required to listen carefully and give their opinion on the case by using the appropriate phrases. Ss who are presenting should also give their opinion. The presentation of arguments and counterarguments is encouraged. <p>Materials: Handout 2 with cases from previous classes</p>	<p>S L R</p>	<p>Useful Language: We need to mention that... We could argue that... But then they can say that...</p>	—	<p>30 min 5:30-6:00</p>
4	<p>Post-task: Spot the Mistakes</p> <ul style="list-style-type: none"> Each student is in charge of some faulty sentences and mispronounced words (these mistakes were collected from previous classes). 	<p>S L</p>	<p>Useful Language: My faulty sentence / mispronounced word is... What is the mistake?</p>	—	<p>10 min 6:00-6:10</p>

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Ss have to spot the mistakes and be ready to explain those mistakes to their classmates. • Ss stand up and walk around the classroom. • Ss have to guess what the mistake is and the person in charge of each word or sentence has to tell his/her classmates if the correction of the faulty sentence or the pronunciation of the words was right or wrong. <p>Materials: Cutouts with faulty sentences and mispronounced words</p>		The mistake is... You can correct this by...		
5	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	--	--	5 min 6:10-6:15
6	<p>Quiz 3:</p> <ul style="list-style-type: none"> • Desks are arranged into two rows, facing each other. • A role-card is placed on each desk. • Ss will perform a role-play with the classmate seated in front, based on the role-card they have. • Role-plays will last no more than 5 minutes; interactions will be recorded. • Once the role-play finishes, each student moves one space to the right and begins a new role-play; this is repeated a total of four times. Thus, ss get to play the role of lawyers twice; only these will be evaluated using the checklist. <p>Materials: Cutouts with role-cards, recorder</p>	S L R	--	--	25 min 6:15-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

develop	Is very easy.
evening	This procedure was not include.
characteristic	You have to focus to this procedure.
launch	I was observing to your performance.
approximately	You committed a mistake during your presentation.
published	It had a value of \$20 millions.
first	This is the law firm who was in charge of the case.

Spot the Mistakes - Answer Key

Wrong Sentence	Right Sentence
Is very easy.	It is very easy.
This procedure was not include.	This procedure was not included.
You have to focus to this procedure.	You have to focus on this procedure.
I was observing to your performance.	I was observing your performance.
You committed a mistake during your presentation.	You made a mistake during your presentation.
It had a value of \$20 millions.	It had a value of \$20 million.
This is the law firm who was in charge of the case.	This is the law firm that was in charge of the case.

SITUATION 1

Getting Married

Student A. You are a foreign client who is interested in getting married in Costa Rica. You set an appointment with a lawyer, and you will meet him / her for the first time.

Instructions:

- Sit facing each other
- Act as if you came into the lawyer's office
- Greet the lawyer and talk about the reason why you contacted him / her
- Answer questions from the lawyer

Getting Married

Student B. You are a lawyer who will meet a foreign client for the first time.

Instructions:

- Sit facing each other
- Act as if your new client came into your office
- Remember to greet the client, introduce yourself, and make small talk.
- Ask the client to tell you the reason why he / she contacted you
- Ask the client the necessary questions in order to get to know him / her and guide him / her in the legal process (requisites the client must have, documents that are required, and any other important information you as his / her lawyer need to know)
- Pay attention to your body language

SITUATION 2

Explaining a Company Type to a Client

Student A: You are the lawyer of a law firm who attends a meeting with a foreign client interested in setting up a Limited Partnership Corporation (Comandita) in Costa Rica.

- o Welcome and greet your client by using formal expressions
- o Introduce yourself and the law firm you represent
- o Briefly explain what a Limited Partnership Corporation is and the requirements to register this corporation in Costa Rica
- o Use appropriate body language
- o Be ready to answer any questions from your client
- o Close the meeting using formal expressions



Explaining a Company Type to a Client

Student B: You are a foreign client who is interested in setting up a Limited Partnership Corporation (Comandita) in Costa Rica. You attend a meeting with a lawyer from a famous law firm in Costa Rica looking for information and advice on the process.

- o Greet the lawyer and introduce yourself by using formal expressions
- o Briefly explain your intention of setting up a Limited Partnership Corporation in Costa Rica and ask for the requirements to register this corporation in Costa Rica
- o Use appropriate body language
- o Ask questions to the lawyer about the requirements and the process
- o Be ready to answer questions from the lawyer

SITUATION 3

Explaining a Change in a Company to a Client

Student A: You are the lawyer of a law firm who attends a meeting with one of the stockholders of an important company here in Costa Rica. This company is going through a change and you need to explain the process assigned by the instructor to your client.

- o Welcome and greet your client by using formal expressions
- o Introduce yourself and the law firm you represent
- o Briefly explain what the change you are in charge of means and what it involves. If necessary, provide further advice
- o Use appropriate body language
- o Be ready to answer any questions from your client
- o Close the meeting using formal expressions



Explaining a Change in a Company to a Client

Student B: You are a foreign client who is one of the stockholders of a very important company here in Costa Rica. You attend a meeting with a lawyer from a famous law firm in Costa Rica looking for advice on the best option to follow regarding a company change.

- o Greet the lawyer and introduce yourself by using formal expressions
- o Briefly explain what the problem with your company is based on the company change assigned by the instructor
- o Use appropriate body language
- o Ask questions to the lawyer about the meaning of the company change and what this process involves
- o Be ready to answer questions from the lawyer



Presenting Arguments

Instructions:

- o Individually, read the following case.
- o Be ready to provide arguments and counterarguments based on the case.

Case: Cooper Tire & Rubber Company Europe Ltd & Ors v Dow Deutschland Incorporated & Ors

When? May 2014, 45 days

Where? Commercial Court, Judge TBC

Well-known tire manufacturers including Pirelli, Continental, Michelin, Bridgestone and Cooper are seeking damages of more than €200m (£170m) from the Dow Chemical Company after it was found to be part of a synthetic rubber cartel.

This is one of two major cartel damages action being heard by the High Court this year and is being watched with interest by those litigating many other pending cartel damages actions. It will set important precedents with regard to the proper approach to blame and quantification of damages when supply companies are found to be involved in cartels.

The rubber cartel case, which saw the European Commission fine 10 companies more than £396m for the price-fixing of rubber products, was one of the biggest competition disputes of recent years. Household names such as Shell, Dow and Bayer were found to have been involved in fixing the price of car tires.

The ruling led to the raft of claims from corporate tire clients seeking follow-on damages related to the findings. While a number of those cases settled, sources suggest this dispute will proceed to full trial.

The hearing will raise important principle issues for the court to consider including whether purchasers are able to claim losses when cartel overcharges were 'passed through' to customers. The court will consider whether purchasers of heightened-cost products can claim damages of products bought for that raised price by consumers.

Taken from: <http://m.thelawyer.com/analysis/market-analysis/practice-areas/litigation-analysis/the-top-20-cases-of-2014-in-detail/3014065.article>

Presenting a Case

Instructions:

- o Individually, read the following case.
- o Present your case to a group of coworkers by pointing out the main aspects of it.
- o Provide recommendations on how to proceed with the case.
- o Be ready to provide arguments and counterarguments.
- o Remember to use appropriate body language and the read-and-look-up technique.

Case #1: CompuGo v. SoftThinx

Two companies –CompuGo and SoftThinx– enter a business agreement involving high-quality color photocopy services. The contract terms address costs involved with the yearly number of copies that might be purchased. In addition to its existing "preferred provider" arrangement, CompuGo provides photocopies at a substantial (retroactive) discount when SoftThinx's annual demand "exceeds approximately 500,000 copies a year." The parties stipulate to the fact that they inserted the word "approximately" after much debate, to allow a little "give" if the copies totaled slightly less than 500,000.

In Year One of the contract, SoftThinx falls short of the 500,000 copies, buying 481,000 instead. At that point, CompuGo writes SoftThinx a memo stating that they do not technically consider a shortage of 19,000 copies to be small enough to fit within the window of "approximately 500,000." Still, CompuGo extends them the deep discount they would have earned had they bought 500,000 copies.

In Year Two, SoftThinx again falls short of the 500,000 copies, this time buying 487,500. However, SoftThinx argues that it would have achieved in excess of 500,000 in Year Two if not for the fact that CompuGo had to refer out a rush job of SoftThinx's annual report to another provider late in the year. CompuGo arranged for the outsourcing, but SoftThinx paid that second provider directly for the annual report copies (the contract terms addressed the fact that CompuGo might occasionally have to refer work out, but they did not address volume discount contingencies or credit for such an occurrence). In addition, SoftThinx argues that CompuGo's forgiveness of its 500,000 copy requirement in Year One set the precedent that SoftThinx could have a similar window of relief if it fell short in Year Two. CompuGo argues that its verbal discussions during initial contract negotiations focused on the idea that no more than "a few thousand copies shy of 500,000" would be forgiven for the discount. They defend their forgiveness of SoftThinx's shortfall in Year One as an exception, not a precedent.

Taken from:

http://www.jameseducationcenter.com/wpcontent/uploads/2013/09/Breach_of_Contract_JAE

Presenting a Case

Instructions:

- o Individually, read the following case.
- o Present your case to a group of coworkers by pointing out the main aspects of it.
- o Provide recommendations on how to proceed with the case.
- o Be ready to provide arguments and counterarguments.
- o Remember to use appropriate body language and the read-and-look-up technique.

Case #2: Plaintiff v. MARYLAND AUTOMOBILE INS FUND (MAIF)

Complaint: Plaintiff, Michelle Jackson, (hereinafter referred to as the Plaintiff) by and through her attorneys Laura G. Zois and Miller & Zois, LLC brings suit against the Defendant, Maryland Automobile Insurance Fund (MAIF), and in support thereof states as follows:

COUNT I - BREACH OF CONTRACT - PIP BENEFITS

1. That at all times, the Defendant, MAIF, was a corporation licensed in the State of Maryland to provide insurance including, but not limited to, Personal Injury Protection (PIP) coverage.
2. That on or before October 7, 2013, the Defendant, MAIF provided a policy of insurance which included PIP coverage to Ally Marshall Jackson.
3. That on October 7, 2013, the Plaintiff, Michelle Jackson, the mother of Ally Marshall Jackson, was a passenger in Ally Marshall Jackson's vehicle which was involved in a motor vehicle collision in the State of Maryland.
4. That on October 7, 2013, the Plaintiff was living with her daughter, Ally Marshall Jackson at 1234 Mountain Drive, Glen Burnie Maryland 21061.
5. That following the collision the Defendant, MAIF, forwarded counsel for the Plaintiff an Application for Benefits under the PIP policy.
6. That on February 10, 2014, Plaintiff completed and signed the Application for Benefits and returned it to the Defendant, MAIF.
7. That since February 10, 2014, the Plaintiff has demanded benefits due her under the PIP policy from the Defendant, but the Defendant has refused to pay same.
8. That said denial is without justification.
9. That under Maryland Code, Section 19-508(c), payment of benefits that are not made within 30 days after the insurer receives satisfactory proof of claim, said benefits are overdue and shall bear simple interest at the rate of 1.5% per month.

Taken from: <https://www.millerandzois.com/sample-pip-lawsuit.html>

Unit # 3: Solving a Case

Teacher: Andrea Lasso de la Vega

Lesson Plan # 23

Assistants: Mariana Cortés and Rosibel Acuña

Date: October 28th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most appropriate legal action to take in such case.

General Objective: By the end of Unit 3 Section 3, the law students will be able to decide on the most appropriate legal action in a specific case by evaluating the evidence on the case.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. appropriately classify arguments in favor and against a legal case about scams by paying attention to key words in those arguments;
2. effectively provide arguments in a legal case by using phrases to introduce them;
3. give arguments in a legal case by politely interrupting coworkers or superiors;
4. effectively decide on the most appropriate legal action in a specific case with coworkers or superiors by using the appropriate vocabulary, grammar, body language and by using phrases to present arguments while politely interrupting;
5. correctly report arguments in favor and against a legal case about scams by distinguishing –ed endings in past participles and simple past tense of regular verbs;
6. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: In Favor or Against <ul style="list-style-type: none"> • As a group, each student gets a card with an argument 	S L	Useful Language: I think this is an argument in	--	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<p>for or against a legal case about scams.</p> <ul style="list-style-type: none"> Ss have to decide if they have to stand on the side that says "In Favor" or on the side that says "Against" (T uses tape on the floor to divide both sides). Class checks as a whole and ss refer to key words in the arguments that helped them decide if they were in favor or against. <p>Materials: Cutouts with arguments for and against. tape</p>	R	<p>favor/against because... I agree / disagree because...</p>		
2	<p>Pre-task 1: The Argument Collector</p> <ul style="list-style-type: none"> Ss read a case about an advertisement scam (Handout 1). Individually, each student writes two arguments about the case they read in a colored paper. T reminds ss of the importance of using the phrases to introduce their arguments (the phrases are written on the board). Ss paste their arguments in the "Argument Collector" on one of the walls. Ss read the arguments. <p>Materials: Handout 1, the argument collector, tape</p>	W R	<p>Phrases: In my opinion... I (don't) think... According to... I firmly believe that... As far as I'm concerned... I would argue that...because... If you ask me... The way I see it... From my point of view... For me...</p>	--	15min 5:10-5:25
3	<p>Pre-task 2: Politely Interrupting</p> <ul style="list-style-type: none"> T introduces the topic on politely interrupting while 	S L	<p>Phrases: Excuse me for interrupting ...</p>	--	15min 5:25-5:40

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	<p>having a meeting in order to decide on the most appropriate legal action to follow.</p> <ul style="list-style-type: none"> • T asks ss to repeat the phrases that are written down on the board. • Ss go to the "Argument Collector" and read out loud one argument. While reading the argument, another student uses one of the given phrases for politely interrupting and adds another argument. • Ss take turns reading the arguments and interrupting other classmates. <p>Materials: The Argument Collector</p>	R	<p>I would just like to say that ...</p> <p>I would just like to add that ...</p>		
4	<p>Task: Come to an Agreement</p> <ul style="list-style-type: none"> • In pairs, ss get a case about a scam. • Ss identify the issues, facts, and implications of the given case. Then, they take notes of the arguments for and against the case they will present to the rest of the class. • Each pair presents the case and as a group, ss have to decide on the most appropriate legal action to follow in each case. <p>Materials: Handout 2</p>	S L W R	<p>Useful Language:</p> <p>The issues, facts, and implications are...</p> <p>We need to mention that...</p> <p>We could argue that...</p> <p>But then they can say that...</p>	--	<p>35 min</p> <p>5:40-6:15</p>
5	<p>Post-task: -ed endings</p> <ul style="list-style-type: none"> • T explains the rules for the pronunciation of the -ed 	S L	<p>Verbs:</p>	--	<p>15 min</p> <p>6:15-6:30</p>

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	<p>endings by writing some examples on the board (offered / rushed / accepted).</p> <ul style="list-style-type: none"> • In pairs, each student gets an envelope with a set of cards with past participles and simple past regular verbs taken from the cases about scam used in the lesson. • Each student has a piece of construction paper with the three final -ed ending sounds /d/, /t/ or /ɪd/. • Ss have to pronounce the words and glue them under the correct category. • Each group will be supervised by the teacher and her assistants. • Ss have to choose one word from each category and provide an argument related to the cases they read. Ss have to report it to the rest of the class by emphasizing on the correct pronunciation of the -ed endings. <p>Materials: Cutouts with verbs, construction paper, glue</p>		<p>/d/ agreed, joined, filled, received,</p> <p>/t/ booked, asked, approached, based</p> <p>/ɪd/ started, sounded, contacted disconnected</p> <p>Useful Language: I think this -ed ending is pronounced as /d/ /t/ /ɪd/. I agree / disagree. We have to move this word to this other category.</p>		
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	--	--	10 min 6:30-6:40

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Arguments in Favor of a Legal Case about Scams

I think that the case is valid because the client paid \$500 for advertising her business on a magazine but the ad didn't appear in any magazine.

In my opinion, there is enough evidence to support the case and take the company to the Supreme Court. For example, there are written complaints from the client and some other consumers.

According to the facts described in the case, the clients can take legal actions against the company.

Arguments Against a Legal Case about Scams

I don't think the case should be followed because there is not enough evidence to support it.

From my point of view, a lot of time has passed before the client decided to take any legal action on the case. Therefore, it is probable that some problems would arise during the legal process.

The company would argue that the client didn't read the contract before signing it.

agreed	booked	started
joined	asked	sounded
filled	approached	contacted
received	based	disconnected

agreed	booked	started
joined	asked	sounded
filled	approached	contacted
received	based	disconnected

The Argument Collector

Instructions:

- o Individually, read the case below.
- o Then, write one argument in favor or against the facts presented in the case.
- o Your argument has to start with the following phrase: *According to the facts from the previous case study, the client should...*
- o Paste your arguments in the "Argument Collector."

Case study - Fake Advertisement Scam

Jean, a consultant who owns a holiday rental cottage, received a call about the renewal of an advertisement in an accommodation directory for her cottage. Jean was particularly busy and the woman told her that it had to be done that day to make the print deadline. The woman asked for Jean's credit card details so that she could receive a discount on the ad. Jean thought that this was one of many publications that she had previously used, so she provided her details.

The next day Jean received an invoice by fax stating that \$350 had been debited from her credit card, and a proof copy of the ad from the accommodation directory. Jean then knew that she has been ²conned. The proof copy looked familiar using details from her cottage website but she had never heard of the directory and certainly hadn't previously advertised with it.

Jean checked the bank account and rang the company to demand a refund since she felt that the company had obtained permission for the ad under false pretences. The woman she spoke to refused to refund the money and was very aggressive and unpleasant. When Jean asked her how many copies of the directory were distributed the woman said that she didn't have that information.

¹cottage: a small simple house, typically one near a lake or beach

²conned: cheated, persuaded (someone) to do or believe something by lying to them

Case taken from:

http://www.fairtrading.nsw.gov.au/ftw/Businesses/Scams/Case_study_fake_advertisement_scam.page

Definitions adapted from: <http://www.oxforddictionaries.com/definition/english/con>

Come to an Agreement

Instructions:

- o Individually, read the following case.
- o In pairs, identify the issues, facts, and implications. Then, take notes of possible arguments for and against the case.
- o Be ready to present your case to a group of coworkers by pointing out the previous information. As a group, you need to decide on the most appropriate legal action to follow in this case.
- o Remember to use appropriate body language, the read-and-look-up technique, phrases to present arguments and counterarguments, and phrases to politely interrupt.

Case Study #1: Restaurant deal scam

Allan, a director of a small business, thought he was being offered a free meal deal for high-end Sydney restaurants. After receiving a phone call out of the blue, he agreed to see a salesperson from the Food and Accommodation Guide who promised him a two for one meal deal at the restaurants in the Guide by using the discount card.

During a rushed presentation, Allan was told that membership was ¹tax deductible if he joined under his business name and could be paid in a few monthly ²installments.

Allan was also told that every restaurant in his local area was in the Guide and that it was transferable. He agreed to purchase the membership, filled out the paperwork and shortly received the Guide, the discount card and was billed his first monthly installment.

Allan gave his business partner Joe the card to use at a local restaurant, but Joe found that the card was not accepted there or even heard of by the restaurant. Allan then tried many times to contact the company and cancel his membership as they had been misled. He was told cancellation was not possible and that he should have read the contract before signing.

¹tax deductible: to pay fewer taxes

² installments: parts into which a debt or other sum payable is divided

Taken from:

http://www.fairtrading.nsw.gov.au/ftw/Businesses/Scams/Case_study_restaurant_deal_scam.page

Come to an Agreement

Instructions:

- o Individually, read the following case.
- o In pairs, identify the issues, facts, and implications. Then, take notes of possible arguments for and against the case.
- o Be ready to present your case to a group of coworkers by pointing out the previous information. As a group, you need to decide on the most appropriate legal action to follow in this case.
- o Remember to use appropriate body language, the read-and-look-up technique, phrases to present arguments and counterarguments, and phrases to politely interrupt.

Case Study #2: ¹Bait Advertising

Annie had just started a massage therapist business when she was approached by a Melbourne company to put an advertisement of her business in a medical publication called The Patient Health Care Guide. They said the magazine would be sent out to all the health care centers and the general practitioners in the area. Annie thought it would be good exposure for her new business and the woman on the phone sounded professional. She agreed to the ad and paid \$550 for it.

The magazine was due to come out in June, and she signed up in March. June and July passed, but Annie did not receive anything from the company. Annie contacted all the local medical centers to see if they received the publication but no one had heard of it. She tried to contact the company, but their phone and fax lines were disconnected. She did not have any other means to reach them.

Annie knew something was not right and called Fair Trading for help. Fair Trading assigned an investigator to Annie's case who found out that the company was based in Hong Kong, the medical journal did not exist, and it was a scam.

¹bait advertising: unethical advertising technique

Taken from:

http://www.fairtrading.nsw.gov.au/ftw/Consumers/Scams/Types_of_scams/Case_study_bait_advertising.page?

Come to an Agreement

Instructions:

- o Individually, read the following case.
- o In pairs, identify the issues, facts, and implications. Then, take notes of possible arguments for and against the case.
- o Be ready to present your case to a group of coworkers by pointing out the previous information. As a group, you need to decide on the most appropriate legal action to follow in this case.
- o Remember to use appropriate body language, the read-and-look-up technique, phrases to present arguments and counterarguments, and phrases to politely interrupt.

Case Study #3: Travel

Karen and her family could not wait to go on their well-earned holiday to their home country of Brazil. She found an online travel agency that specialized in South America and booked the accommodation, local flights and tours by e-mail through them. Karen had paid for their travel arrangements a month before departure and was waiting for her travel documents. She contacted the travel agency and three days before their departure and shortly after Christmas, she received their travel documents by courier. All seemed to be fine and they headed off on the 40 hour trip, via the USA, to Brazil.

When Karen finally got to their hotel in Rio she found there was no accommodation booked under their names. Exhausted after a long-haul flight, Karen was furious and had nowhere to go. All the rooms and hotels in the city were booked out as it was holiday season. Luckily the hotel manager offered them a single room for two nights only. Karen and her husband spent three days of their first week in Rio sorting out the problem and found out that the local travel company, the Sydney travel agency dealt with, had not received the payment and so nothing was actually booked. Karen had to pay for all the accommodation and tours again. When she returned from holidays Karen tried to contact the travel agency in Sydney to be reimbursed for all her pre-paid travel expenses. After three weeks of phone calls and emails Karen did not get any response so she threatened legal action. The agency asked her not to take legal action promising full reimbursement but Karen still had not received her refund.

¹book: make a reservation

²reimbursement: the act of compensating someone for an expense

Taken from:

http://www.fairtrading.nsw.gov.au/ftw/Consumers/Buying_services/Travel/Booking_a_holiday_through_a_travel_agent/Case_study_travel.page

Unit # 3: Solving a Case

Teacher: Mariana Cortés

Lesson Plan # 24

Assistants: Andrea Lasso de la Vega and Rosibel Acuña

Date: November 2nd, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most suitable legal action to take in such case.

General Objective: By the end of Unit 3 Section 3, the law students will be able to decide on the most appropriate legal action in a specific case by evaluating the evidence on the case.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. appropriately provide the words that correspond to the different parts of speech by completing a word family used in a legal context;
2. effectively identify the tips to keep a conversation going by matching the definition with the corresponding tip;
3. concede to make a point by using the appropriate phrases;
4. effectively decide on the most appropriate legal action in a specific case with coworkers by using the appropriate phrases to present arguments for and against a case, to make a point, to politely interrupt, and to apply the tips to keep the conversation going;
5. provide facts about the lethal injection and death penalty by appropriately reading difficult numbers;
6. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Vocabulary categories <ul style="list-style-type: none"> • Individually, ss complete Handout 1. • Ss check with a classmate and come to the board to write the answers. 	S L W R	Useful Language: What is the noun / verb form of...? I have.... I think the correct answer is...	—	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	Materials: Handout 1				
2	<p>Pre-task 1: Keeping a conversation going</p> <ul style="list-style-type: none"> • Ss receive the explanation of the tips to keep a conversation going that are pasted around the classroom. • As a group, they match the description with the tip. • Ss read the tips as a class to check for comprehension and if the matching was correct. <p>Materials: Cutouts with tips on how to keep a conversation going</p>	R S L	--	--	15min 5:10-5:25
3	<p>Pre-task 2: Conceding to make a point</p> <ul style="list-style-type: none"> • Ss brainstorm arguments for and against death penalty. • Even if they are against, ss should try and play devil's advocate and provide argument for both sides. • Ss should keep in mind the phrases to present arguments. • T presents the phrases to concede and make a point. • In pairs, ss take turns to present an argument and the other has to use one of the phrases to concede and then provide a counterargument (T's model the exchange first). • T and assistants monitor the use of the phrases. <p>Materials: --</p>	S L W R	<p>Phrases to present arguments:</p> <p>In my opinion...</p> <p>I firmly believe that...</p> <p>As far as I'm concerned...</p> <p>I would argue that...because...</p> <p>If you ask me...</p> <p>The way I see it...</p> <p>From my point of view...</p>	--	15min 5:25-5:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			<p>Phrases to concede and make a point: That may be true, but... I may be wrong, but... You may be right, but... You have a good point, but... You could say that, but... Correct me if I'm wrong, but... I don't mean to be rude, but...</p>		
4	<p>Task: Resolution of a case</p> <ul style="list-style-type: none"> • Ss are split into two groups. • They get a case about the lethal injection in the US. • Ss analyze the case and one group prepares arguments in favor of the case and the other with arguments against • Ss sit in a circle and each side presents the arguments they have prepared (using the appropriate phrases). • They should respond to the other group's arguments by using the phrases to concede and make a point. • At the end of the discussion, ss vote and provide a resolution for the case. <p>Materials: Cutouts with case</p>	<p>S L R W</p>	<p>Useful Language: We need to mention that... We could argue that... But then they can say that... In this part, we can use the</p>	—	<p>35 min 5:40-6:15</p>
5	<p>Post-task: Trivia</p> <ul style="list-style-type: none"> • Each student receives a multiple-choice question on the lethal injection and death penalty. 	<p>S L</p>	---	---	<p>10 min 6:15-6:25</p>

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	<ul style="list-style-type: none"> • Ss read the question to the others and provide the possible answers by appropriately saying the numbers. • Ss try to guess the answer. • Class checks as whole. <p>Materials: Cutouts with questions</p>	R			
6	<p>Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.</p>	S L	--	--	10 min 6:25-6:35
	<p>Guidelines for the project:</p> <ul style="list-style-type: none"> • T explains the guidelines for Project 3. • The dates for the presentations are assigned. <p>Materials: Project 3 Guidelines and Rubric</p>		--	--	5 min 6:35-6:40

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<p>Keep track of what the other person is telling you</p>	<p>A conversation is a free flow of ideas. Those ideas, however, should be interconnected. If you listen closely to what the other person is saying, you'll be able to store away nuggets of information that will keep the conversation going.</p>
<p>Get a feel for what the other person wants to talk about</p>	<p>Take what you already know about the person into consideration. People like talking about what they know. Use the things you know about the person to steer a conversation.</p>
<p>Stay aware of what's going on in the world</p>	<p>When you run out of things to talk about in a conversation, it can be helpful to talk about other things. This is a good way to get a person's attention and continue the conversation.</p>
<p>Make sure your body language is saying the right things</p>	<p>Don't cross your arms — or your legs. This can come off as haughty to the other person. Maintain good eye contact without staring. Meeting and smiling at another person's eyes is a good thing; staring at the person so long that they feel uncomfortable is not.</p>

Project confidence	People will judge you based on your own internal confidence. If your confidence level is high and you're fun to be around, people will cut you breaks when conversation slacks, or make up for lulls in the conversation by trying harder themselves.
Be prepared for the conversation to hit road bumps along the way	<p>It happens to the best of conversationalists sometimes. You'll accidentally say something you probably shouldn't have, or you'll simply run out of things to say. This is normal; don't beat yourself up about it.</p> <p>If this happens, smile at the other person and look them in the eye. Reassure them with your body language that what just happened in the conversation doesn't mean you dislike them or don't want to be there.</p>
Ask good questions	<p>This is where the listening part really comes into play. If you don't take mental note of what the other person said, it's going to be hard to use those conversational nuggets as reference points when you're asking questions.</p> <p>A yes/no question is a conversation killer, because it allows people to take the easy way out and give only the bare minimum when answering a question.</p>

Adapted from: <http://m.wikihow.com/Keep-a-Conversation-Going>

Resolution of a Case – Group # 1

Instructions:

- o Individually, read the following case.
- o As a group, identify the issues, facts, and implications. Then, take notes of possible arguments against the petition.
- o Be ready to present your arguments to the other group by using the appropriate phrases. At the end of the discussion, you should vote as a group and provide a resolution for the case.

Glossip v. Gross - Highlights from the Supreme Court Decision on Lethal Injection

JUNE 8, 2015

By CHARLIE SAVAGE

Petition by three death row inmates who had sought to bar the use of an execution drug they said risked causing excruciating pain.

Majority Opinion, The Bottom Line

Justice Samuel A. Alito Jr., joined by four other justices, concludes that a disputed drug used to render condemned prisoners unconscious as the first stage in the lethal injection process works sufficiently well that it does not violate the Eighth Amendment prohibition on cruel and unusual punishment. The executions in Oklahoma may go forward.

From page 20 of the document:

“Based on the evidence that the parties presented to the District Court, we must affirm. Testimony from both sides supports the District Court’s conclusion that midazolam can render a person insensate to pain.”

No Better, Available Alternative

Justice Alito argues that rejecting every available means of carrying out the death penalty would amount to striking it down even though it is constitutional. Because the plaintiffs have not identified an alternative, better means of being executed, their challenge fails.

From page 17-20 of the document:

"Our first ground for affirmance is based on petitioners' failure to satisfy their burden of establishing that any risk of harm was substantial when compared to a known and available alternative method of execution. ... [T]he record shows that Oklahoma has been unable to procure [alternative] drugs despite a good-faith effort to do so.

Petitioners do not seriously contest this factual finding, and they have not identified any available drug or drugs that could be used in place of those that Oklahoma is now unable to obtain. ... If States cannot return to any of the "more primitive" methods used in the past [like the gas chamber or the electric chair] and if no drug that meets with the principal dissent's approval is available for use in carrying out a death sentence, the logical conclusion is clear. But we have time and again reaffirmed that capital punishment is not per se unconstitutional. ... We decline to effectively overrule these decisions."

Adapted from: <http://www.nytimes.com/interactive/2015/us/2014-term-supreme-court-decision-lethal-injection.html>

Resolution of a Case – Group # 2

Instructions:

- o Individually, read the following case.
- o As a group, identify the issues, facts, and implications. Then, take notes of possible arguments against the petition.
- o Be ready to present your arguments to the other group by using the appropriate phrases. At the end of the discussion, you should vote as a group and provide a resolution for the case.

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Petition by three death row inmates who had sought to bar the use of an execution drug they said risked causing excruciating pain.

Dissenting Opinions

Sotomayor Argues That Drug Is Ineffective

Justice Sonia Sotomayor, joined by three other justices, argues that the Eighth Amendment should have barred Oklahoma from using the disputed drug as part of a lethal injection protocol because it cannot be trusted to render and keep a condemned inmate unconscious, leaving him open to pain at the later stages.

From page 127 of the document:

"By protecting even those convicted of heinous crimes, the Eighth Amendment reaffirms the duty of the government to respect the dignity of all persons." *Roper v. Simmons*, 543 U. S. 551, 560 (2005). Today, however, the Court absolves the State of Oklahoma of this duty. It does so by misconstruing and ignoring the record evidence regarding the constitutional insufficiency of midazolam as a sedative in a three-drug lethal injection cocktail, and by imposing a wholly unprecedented obligation on the condemned inmate to identify an available means for his or her own execution. The ¹contortions necessary to save this particular lethal injection protocol are not worth the price. I dissent."

¹contortions: a complicated process, especially one designed to give you an advantage

Sotomayor Questions Alito's 'Available Alternative' Argument

Justice Sotomayor takes on Justice Alito's argument that petitioners have to point to a better and available alternative means of execution to prevail. (Justice Alito responded that her argument was "simply not true" and "²outlandish.")

From page 123-124 of the document:

"The Court appears to rely on a ³flawed ⁴sylllogism. If the death penalty is constitutional, the Court reasons, then there must be a means of accomplishing it, and thus some available method of execution must be constitutional. ... If a State wishes to carry out an execution, it must do so subject to the constraints that our Constitution imposes on it, including the obligation to ensure that its chosen method is not cruel and unusual. Certainly the condemned has no duty to devise or pick a constitutional instrument of his or her own death. For these reasons, the Court's available-alternative requirement leads to patently absurd consequences.

Petitioners contend that Oklahoma's current protocol is a barbarous method of punishment — the chemical equivalent of being burned alive. But under the Court's new rule, it would not matter whether the State intended to use midazolam, or instead to have petitioners drawn and quartered, slowly tortured to death, or actually burned at the stake: because petitioners failed to prove the availability of sodium thiopental or pentobarbital, the State could execute them using whatever means it designated. ...The Eighth Amendment cannot possibly countenance such a result."

²outlandish: extremely strange and unusual

³flawed: spoiled by something such as a fault or mark, or lacking something

⁴sylllogism: a statement that consists of three facts, the third of which is proved by the first two

Breyer Suggests Death Penalty May Be Unconstitutional

Justice Stephen G. Breyer, joined by Justice Ruth Bader Ginsburg, writes a lengthy concurrence to the dissent arguing that the death penalty in general — and not just executions involving this particular drug — may violate the Eighth Amendment.

From page 90-91 of the document

“The answer is that the matters I have discussed, such as lack of reliability, the arbitrary application of a serious and irreversible punishment, individual suffering caused by long delays, and lack of ⁵penological purpose are ⁶quintessentially judicial matters.

They concern the infliction — indeed the unfair, cruel, and unusual infliction — of a serious punishment upon an individual. I recognize that in 1972 this Court, in a sense, turned to Congress and the state legislatures in its search for standards that would increase the fairness and reliability of imposing a death penalty. The legislatures responded. But, in the last four decades, considerable evidence has accumulated that those responses have not worked. Thus we are left with a judicial responsibility. The Eighth Amendment sets forth the relevant law, and we must interpret that law. ... For the reasons I have set forth in this opinion, I believe it highly likely that the death penalty violates the Eighth Amendment. At the very least, the Court should call for full briefing on the basic question.

⁵penological: relating to the theory and practice of prison management and criminal rehabilitation

⁶quintessentially: perfect as an example of a type of person or thing

Adapted from: <http://www.nytimes.com/interactive/2015/us/2014-term-supreme-court-decision-lethal-injection.html>

Definitions taken from:

- o <http://www.macmillandictionary.com>
- o <http://definitions.uslegal.com/p/penological/>

How much does a single death penalty case cost in Maryland?

- a. \$11.5 million
- b. \$1 million
- c. \$3 million

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How much is the yearly cost of death penalty cases in California for the current system?

- a. \$137 million
- b. \$3 million
- c. \$1200 million

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How much money does Texas spend to try a death penalty case?

- a. \$2.3 million
- b. \$1.5 million
- c. \$6.7 million

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How many executions have taken place in the South of the United States between 1976 and 2011?

- a. 150 executions
- b. 587 executions
- c. 1051 executions

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How many executions have taken place in the Northeast region of the United States between 1976 and 2011?

- a. 10 executions
- b. 75 executions
- c. 4 executions

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How many executions have taken place in Texas and Virginia between 1976 and 2011?

- a. 587
- b. 150
- c. 75

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

Answer Key

How much does a single death penalty case cost in Maryland?

- a. \$11.5 million
- b. \$1 million
- c. **\$3 million**

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How much is the yearly cost of death penalty cases in California for the current system?

- a. **\$137 million**
- b. \$3 million
- c. \$1200 million

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How much money does Texas spend to try a death penalty case?

- a. **\$2.3 million**
- b. \$1.5 million
- c. \$6.7 million

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How many executions have taken place in the South of the United States between 1976 and 2011?

- a. 150 executions
- b. 587 executions
- c. **1051 executions**

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How many executions have taken place in the Northeast region of the United States between 1976 and 2011?

- a. 10 executions
- b. 75 executions
- c. 4 executions

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

How many executions have taken place in Texas and Virginia between 1976 and 2011?

- a. 587
- b. 150
- c. 75

Taken from: <http://www.amnestyusa.org/pdfs/DeathPenaltyFactsMay2012.pdf>

Vocabulary Categories

Instructions:

- o Individually, complete the following table by filling in the correct noun or verb form.
- o Then, underline the stressed syllable in each word.
- o If the space provided is shaded, you do not have to fill that space.
- o The first row is already completed for you to see how this exercise works.
- o Be ready to check your answers with your classmates.

Verb	Abstract Noun	Personal Noun
administrate	admini <u>stration</u>	admini <u>strator</u>
	audit	
	appointment	
authorize		
	formation	
issue		
	liquidation	
omit		
	resolution	

Vocabulary Categories – Answer Key

Instructions:

- o Individually, complete the following table by filling in the correct noun or verb form.
- o Then, underline the stressed syllable in each word.
- o If the space provided is shaded, you do not have to fill that space.
- o The first row is already completed for you to see how this exercise works.
- o Be ready to check your answers with your classmates.

Verb	Abstract Noun	Personal Noun
administrate	administration	administrator
<u>audit</u>	<u>audit</u>	<u>auditor</u>
<u>appoint</u>	appointment	
<u>authorize</u>	<u>authorization</u>	
<u>form</u>	formation	
issue	<u>issuance / issuing</u>	<u>issuer</u>
<u>liquidate</u>	liquidation	<u>liquidator</u>
<u>omit</u>	<u>omission</u>	
<u>resolve</u>	resolution	

Project # 3: Guidelines

What do I have to do?

You will have to present and discuss a case in class. This is what you will need to do in preparation for the activity:

- o In pairs, you will study a case that is awaiting the Supreme Court's decision.
- o Research the topic in depth.
- o You need to prepare:
 - a. a summary of the case and its implications;
 - b. arguments for and against the case;
 - c. a well-argued possible resolution.

General Guidelines

- o Remember to use appropriate phrases to:
 - present arguments and counterarguments
 - politely interrupt
 - persuade
 - concede to make a point
- o Use body language that denotes that you are confident, well prepared and knowledgeable, and that you are open to hearing arguments on the case.
- o Maintain an appropriate level of formality
- o Pay attention to pronunciation, grammar, and the use of law-related terms
- o Don't forget to ask for your classmates' opinions and promote discussion on the case.

Instructions for the in-class activity

- o Present your case, plus everything you have prepared (arguments, implications, etc.)
- o There will be a group discussion on the case where everyone will provide arguments and counterarguments.
- o Everyone will vote at the end to come to a resolution of the case.

What else should you keep in mind?

- Each group will have around 30 minutes to come to a resolution. This includes the presentation from the members of the group (around 10 minutes), the discussion time (around 15 minutes), and the voting (around 5 minutes).
- Try to foresee possible counterarguments your classmates may present, so that you are ready to challenge those arguments.
- Make sure to appropriately justify the resolution you are proposing.
- You have time to prepare, so make sure you practice what you are going to say.
- Remember that you must present the date assigned and no rescheduling will be accepted.
- You will be evaluated individually.

Name: _____

Score:

Project #3

Total	50 points	20%
Total obtained		

Two-Way Speaking Rubric	Comments	Points
Law-related terms use 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Verb tense use 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Sentence structure 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Pronunciation 0 pts: 8 or more mistakes 3 pts: 4-7 mistakes 5 pts: 0-3 mistakes		/5
Body language 0 pts: inappropriate 3 pts: somewhat appropriate 5 pts: appropriate		/5
Negotiation of meaning (Politely interrupt, ask for clarification, paraphrase)		/5

0 pts: inappropriate 3 pts: somewhat appropriate 5 pts: appropriate		
Use of target structures (Phrases to introduce a topic, to change topic, to present arguments and counter arguments and to close a meeting/presentation). 0 pts: no use of target structures 3 pts: somewhat use of target structures 5 pts: use of target structures		15
Fluency 0 pts: hesitant 3 pts: somewhat fluent 5 pts: fluent		15
Register 0 pts: inappropriate 3pts: somewhat appropriate 5 pts: appropriate		15
Task completion (Present and discuss a case) 0 pts: task not completed 3pts: somewhat completed 5 pts: task completed		15
Total		50pts

Unit # 3: Solving a Case

Teacher: Mariana Cortés

Lesson Plan # 25

Assistants: Andrea Lasso de la Vega and Rosibel Acuña

Date: November 4th, 2015

Unit Goal: By the end of this unit, the law students will be able to successfully present a legal case in order to decide with coworkers and superiors on the most suitable legal action to take in such case.

General Objective: By the end of Unit 3 Section 3, the law students will be able to decide on the most appropriate legal action in a specific case by evaluating the evidence on the case.

Specific Objectives: By the end of the lesson, the law students will be able to:

1. appropriately identify phrases to use in a formal meeting with coworkers and superiors by classifying them in the corresponding categories;
2. attempt to persuade others by using the appropriate phrases;
3. ask for clarification and paraphrase what was not clear by using the appropriate phrases;
4. effectively decide on the most appropriate legal action in a specific case with coworkers by using the appropriate phrases and vocabulary;
5. provide facts about employment discrimination by appropriately reading difficult numbers;
6. correctly pronounce the words that were mispronounced or misused during the lesson by repeating and using them in sentences.

Obj.	Procedures	Macro Skills	Language	Strategies	Time
1	Warm-up: Classifying phrases	S L	Useful Language: What phrase do you have?	—	10 min 5:00-5:10

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> Each student is in charge of some phrases that are useful in a formal meeting. As a group, ss have to classify those phrases according to the different categories. The phrases are taped on the board. Class checks as a whole. <p>Materials: Strips of paper with phrases</p>	R	<p>My phrase says...</p> <p>I think this is part of this category.</p> <p>I agree /disagree.</p>		
2	<p>Pre-task 1: Persuading others</p> <ul style="list-style-type: none"> Ss receive the profile of a person and of a company. They are split into two groups; one has to present arguments in favor of hiring the person and the other against. Ss sit in a circle, pick a phrase to persuade, and present the arguments they have prepared. Ss vote at the end. <p>Materials: ---</p>	S L W R	--	--	15min 5:10-5:25
3	<p>Pre-task 2: Asking for clarification and paraphrasing</p> <ul style="list-style-type: none"> In pairs, ss practice presenting the arguments from Pre-task 1, asking for clarification and paraphrasing what is unclear by using the correct phrases. <p>Materials: --</p>	S L R	<p>Phrases for asking for clarification:</p> <p>Could you repeat / clarify that, please?</p> <p>What do you mean by...?</p> <p>Could you be more specific, please?</p>	--	15min 5:25-5:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

			<p>Could you say that again?</p> <p>Phrases for paraphrasing: To put it in another way... Look at it this way. If you... What this means is that... In a nutshell...</p>		
4	<p>Task: Resolution of a case</p> <ul style="list-style-type: none"> • Ss are split into two groups. • They get a case about the employment discrimination in the US. • Ss analyze the case and one group prepares argument in favor of the case and the other with arguments against • Ss sit in a circle and each side presents the arguments they have prepared (using the appropriate phrases). • They should respond to the other group's arguments by using the phrases to concede and make a point. • At the end of the discussion, ss vote and provide a resolution for the case. <p>Materials: Cutouts with case</p>	<p>S L W R</p>	<p>Useful Language: We need to mention that... We could argue that... But then they can say that...</p>	—	<p>35 min 5:40-6:15</p>
5	<p>Post-task: True or False</p> <ul style="list-style-type: none"> • Each student receives a fact on employment discrimination. 	<p>S L</p>	--	—	<p>15 min 6:15-6:30</p>

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

	<ul style="list-style-type: none"> • Ss read the fact to the others and provide the possible answers by appropriately saying the numbers. • Ss try to guess the answer. • Class checks as whole. <p>Materials: Cut outs with facts</p>				
6	Follow-up: The pronunciation of difficult words is reviewed and practiced as a class.	S L	--	—	10 min 6:30-6:40

Abbreviations: T=teacher, Ss=Students, S=speaking, L=listening, W=writing, R=reading

Phrases to start a meeting

Phrases to introduce a main point or to move to another topic

Phrases to introduce arguments

Phrases to conclude a meeting

My name is... and I am (position).

We are here to discuss ...

Our main aim today is to ...

A major concern is...

Now let's consider...

My next point is...

Let me move on to...

In my opinion...

As far as I'm concerned...

From my point of view...

To conclude...

We can conclude that ...

**We're coming to the end of the presentation, so I'd just like to thank you
for...**

To summarize the main points of my presentation, ...

Resolution of a Case

Instructions:

- o Individually, read the following case.
- o As a group, identify the issues, facts, and implications. Then, take notes of possible arguments.
- o Be ready to present your arguments to the other group by using the appropriate phrases. At the end of the discussion, you should vote as a group and provide a resolution for the case.

Muslim Woman Denied Job Over Head Scarf

By ADAM LIPTAK JUNE 1, 2015

WASHINGTON — The Supreme Court on Monday revived an employment discrimination lawsuit against Abercrombie & Fitch, which had refused to hire a Muslim woman because she wore a head scarf. The company said the scarf clashed with its dress code, which called for a “classic East Coast collegiate style.”

“This is really easy,” Justice Antonin Scalia said in announcing the decision from the bench.

The company, he said, at least suspected that the applicant, Samantha Elauf, wore the head scarf for religious reasons. The company’s decision not to hire her, Justice Scalia said, was motivated by a desire to avoid accommodating her religious practice. That was enough, he concluded, to allow her to sue under a federal employment discrimination law.

The vote was 8 to 1, with Justice Clarence Thomas dissenting.

Ms. Elauf had been awarded \$20,000 by a jury, but the United States Court of Appeals for the 10th Circuit, in Denver, overturned the award, saying the trial judge should have dismissed the case before trial. “Ms. Elauf never informed Abercrombie before its hiring decision that she wore her head scarf, or ‘hijab,’ for religious reasons,” Judge Jerome A. Holmes wrote for the appeals court.

The Supreme Court sent the case back to the appeals court for further consideration, but Monday’s ruling suggests that Ms. Elauf is likely to prevail.

Justice Scalia, writing for seven justices, said Ms. Elauf did not have to make a specific request for a religious accommodation to obtain relief under Title VII of the Civil Rights Act of 1964, which prohibits religious discrimination in hiring.

"Title VII forbids adverse employment decisions made with a forbidden motive," Justice Scalia said from the bench, "whether this motive derives from actual knowledge, a well-founded suspicion or merely a hunch."

Justice Scalia elaborated on this point in his written opinion. "An employer may not make an applicant's religious practice, confirmed or otherwise, a factor in employment decisions," he wrote.

Groups that represent religious minorities, including Muslims, Sikhs and Jews, applauded the ruling. They said it would help protect their members against employment discrimination based on their members' religious attire, head coverings or beards.

Employment Discrimination

The company declined to hire Ms. Elauf, saying her scarf clashed with the company's dress code. It maintained that it should not have been made to guess that she wore a head scarf for religious reasons.

The case started in 2008 when Ms. Elauf, then 17, applied for a job in a children's clothing store owned by Abercrombie & Fitch at Woodland Hills Mall in Tulsa, Okla. She wore a black head scarf but did not say why. The company declined to hire her, saying her scarf clashed with the company's "Look Policy," or dress code. After the Equal Employment Opportunity Commission sued on Ms. Elauf's behalf, the company said it had no reason to know that Ms. Elauf's head scarf was required by her faith.

In its Supreme Court brief in the case, *E.E.O.C. v. Abercrombie & Fitch Stores*, No. 14-86, the company argued that job applicants should not be allowed "to remain silent and to assume that the employer recognizes the religious motivations behind their fashion decisions."

Carlene Benz, an Abercrombie spokeswoman, said the company had altered its dress code since 2008, allowing workers "to be more individualistic." She added that the company "has a longstanding commitment to diversity and inclusion" and "has granted numerous religious accommodations when requested, including hijabs."

At the trial, Ms. Elauf said she loved movies, shopping, sushi and the mall. "It's like my second home," she said.

Her experience with Abercrombie made her feel "disrespected because of my religious beliefs," she said. "I was born in the United States, and I thought I was the same as everyone else."

Adapted from: http://www.nytimes.com/2015/06/02/us/supreme-court-rules-in-samantha-elauf-abercrombie-fitch-case.html?_r=0

According to the U.S. Equal Employment Opportunity Commission, a total of **31 073** charges for employment discrimination about race were filed during 2014.

TRUE FALSE

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

According to the U.S. Equal Employment Opportunity Commission, a total of **26 027** charges for employment discrimination about sex were filed during 2010.

TRUE FALSE

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

According to the U.S. Equal Employment Opportunity Commission, a total of **11 833** charges for employment discrimination about national origin were filed during 2011, representing the highest rate in this category.

TRUE FALSE

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

According to the U.S. Equal Employment Opportunity Commission, a total of **4 151** charges for employment discrimination about religion were filed during 2011, representing the highest rate in this category.

TRUE FALSE

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

According to the U.S. Equal Employment Opportunity Commission, a total of **24 582** charges for employment discrimination about age were filed during 1999, representing the lowest rate in this category.

TRUE **FALSE**

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

According to the U.S. Equal Employment Opportunity Commission, a total of **14 893** charges for employment discrimination about disability were filed during 2005, representing the lowest rate in this category.

TRUE **FALSE**

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

According to the U.S. Equal Employment Opportunity Commission, a total of **31 073** charges for employment discrimination about race were filed during 2014.

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

True False

According to the U.S. Equal Employment Opportunity Commission, a total of **79 591** charges for employment discrimination were filed during 2014.

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

True

False, **88 778** charges for employment discrimination were filed during 2014.

According to the U.S. Equal Employment Opportunity Commission, a total of **26 027** charges for employment discrimination about sex were filed during 2010.

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

True

False, **29 029** charges for employment discrimination about sex were filed during 2010.

According to the U.S. Equal Employment Opportunity Commission, a total of **11 833** charges for employment discrimination about national origin were filed during 2011, representing the highest rate in this category.

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

True False

According to the U.S. Equal Employment Opportunity Commission, a total of **4 151** charges for employment discrimination about religion were filed during 2011, representing the highest rate in this category.

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

True False

According to the U.S. Equal Employment Opportunity Commission, a total of **24 582** charges for employment discrimination about age were filed during 1999, representing the lowest rate in this category.

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

True

False, 14 141 charges for employment discrimination about age were filed during 1999

According to the U.S. Equal Employment Opportunity Commission, a total of **14 893** charges for employment discrimination about disability were filed during 2005, representing the lowest rate in this category.

Taken from: <http://www.eeoc.gov/eeoc/statistics/enforcement/charges.cfm>

True False