

UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO



UNIDAD ACADÉMICA PROFESIONAL CHIMALHUACÁN

LICENCIATURA EN DERECHO

ANTOLOGÍA DE INGLÉS 7

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Universidad Autónoma del Estado de México Facultad de
Derecho

Licenciatura en Derecho



Programa de estudios:

Inglés 7

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Luz María Lara Hernández Fecha: _____

Fecha de
aprobación

H. Consejo académico

H. Consejo de Gobierno

PROGRAMA DE ESTUDIOS

I. Datos de identificación

Espacio educativo donde se imparte

FACULTAD DE DERECHO

Licenciatura

DERECHO

Unidad de aprendizaje

Inglés 7

Clave

Carga académica

2		2		4		6
Horas teóricas		Horas prácticas		Total de horas		Créditos

Período escolar en que se ubica

1	2	3	4	5	6	7	8	9	10
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Seriación

Inglés 6

UA Antecedente

Inglés 8

UA Consecuente

Tipo de UA	Curso	<input type="checkbox"/>	Curso taller	<input checked="" type="checkbox"/>
	Seminario	<input type="checkbox"/>	Taller	<input type="checkbox"/>
	Laboratorio	<input type="checkbox"/>	Práctica profesional	<input type="checkbox"/>
	Otro tipo (especificar)	<input type="text"/>		

Modalidad educativa

<input type="checkbox"/> Escolarizada. Sistema rígido	<input type="checkbox"/> No escolarizada. Sistema virtual		
<input checked="" type="checkbox"/> Escolarizada. Sistema flexible	<input type="checkbox"/> No escolarizada. Sistema a distancia		
<input type="checkbox"/> No escolarizada. Sistema abierto	<input type="checkbox"/> Mixta (especificar).	<input type="text"/>	

Formación académica común

Medios Alternos de Solución de Conflictos 2015

Formación académica equivalente

II. Presentación

El programa de la Unidad de Aprendizaje Inglés 7 fue diseñado con base en los descriptores señalados por el Marco Común Europeo de Referencia para el nivel B1+. Este documento plantea una metodología en la que el conocimiento es importante, pero es más significativo lo que los estudiantes puedan hacer con él, específicamente, en términos comunicativos. Los objetivos señalados en este programa responden a este enfoque y hacen énfasis en lo que los estudiantes podrán comunicar al final de cada unidad y del curso.

Los temas descritos en este programa se relacionan principalmente con la estructura de la lengua como instrumento para el logro de competencias comunicativas. Estos, giran en torno al uso de tiempos verbales y su función, se hace énfasis en el aspecto y el modo verbales, así como en estructuras y expresiones que dan coherencia al discurso. Los temas aquí incluidos, están encaminados a reforzar conocimientos y habilidades, y ser herramienta para continuar desarrollando la sensibilidad por el idioma.

Al finalizar esta unidad de aprendizaje se espera que el estudiante: se desenvuelva con fluidez en intercambios sociales habituales al poner en práctica estrategias para comenzar y sostener una conversación, así como para aclarar y confirmar información; se exprese con seguridad en una entrevista en la que se solicite información personal; sea capaz de emitir sugerencias y opiniones; cuestione y especule acerca de situaciones reales, probables e irreales; narre eventos y anécdotas; describa objetos, lugares y personas; llegue a acuerdos y exprese planes a futuro, así como eventos imprevistos.

Se plantea también que durante esta unidad de aprendizaje el estudiante sea capaz de comunicar y comprender, con más precisión, una mayor cantidad de información, sea más preciso al hacerlo. Del mismo modo, se espera que pueda variar el grado de formalidad de su discurso, identifique rasgos del discurso académico y comience a recibir y a producir **Información** relacionada con su área disciplinar a través de una segunda lengua. Esto, le permitirá encontrar una motivación al percibir al idioma como un medio para compartir y adquirir conocimientos de su área y abrirse oportunidades en el ámbito laboral.

Las principales contribuciones de este curso a la formación profesional del estudiante serán: el acceso que los alumnos puedan tener a información de vanguardia mediante el dominio intermedio-avanzado de inglés; la destreza para aplicar estrategias y competencias comunicativas que podrán extrapolar a otras áreas del ámbito personal, profesional y laboral; el conocimiento de otras culturas, y el desarrollo de hábitos de estudio autónomo que le permitirán continuar aprendiendo.

El cumplimiento de los objetivos descritos en este programa será atribuible principalmente al tiempo y las actividades que tanto el docente como los alumnos dediquen al aprendizaje de la lengua dentro y fuera del aula. El docente deberá fungir como facilitador de conocimientos, patrones lingüísticos y comunicativos, oportunidades de interacción, y contextos que guíen el entendimiento de la lengua y su uso.

III. Ubicación de la unidad de aprendizaje en el mapa curricular

Núcleo de formación:

Básico

Área Curricular:

Inglés

Carácter de la UA:

Obligatoria

IV. Objetivos del programa educativo:

- Investigar, interpretar y aplicar la ciencia del Derecho para la solución de casos concretos, con ética, en forma leal, diligente y transparente, para la solución de problemas en la sociedad y así lograr la armonía y paz social.
- Construir habilidades que permitan al estudiante y al egresado del Derecho expresarse oralmente con un lenguaje fluido y técnico, usando términos jurídicos precisos y claros, para tomar decisiones jurídicas razonadas.
- Relacionar otras disciplinas con el Derecho que permitan el trabajo inter y multidisciplinario para la integración del mismo.

Objetivos del núcleo de formación:

Promover en el alumno/a el aprendizaje de las bases contextuales, teóricas y filosóficas de sus estudios, la adquisición de una cultura universitaria en las ciencias y las humanidades, y el desarrollo de las capacidades intelectuales indispensables para la preparación y ejercicio profesional, o para diversas situaciones de la vida personal y social.

Objetivos del área curricular o disciplinaria:

Establecer las bases comunicativas que le permitan al alumno desarrollar sus habilidades de lectura, expresión oral, comprensión auditiva y expresión escrita desarrollando competencias expresivas (orales y escritas) en inglés con la finalidad de interactuar y desenvolverse con relativa facilidad en los ámbitos personal, laboral y académicos internacionales.

IV. Objetivos de la unidad de aprendizaje.

Aplicar la estructura y función de tiempos verbales con el fin de comunicar eventos, hábitos, opiniones, planes y expectativas dando a su discurso matices de modo y aspecto tanto en lo oral como en lo escrito.

V. Contenidos de la unidad de aprendizaje y su organización.

Unidad 1. Conversaciones y entrevistas
Objetivo: Intercambiar información personal, preferencias y opiniones; describir y dar información acerca de hábitos, situaciones pasadas y en progreso con la fluidez necesaria para comenzar y mantener una conversación en la que la comprensión de ideas generales y detalles permitan argumentar con una intención determinada.
1 Situaciones que acontecen <ul style="list-style-type: none">1.1 Hábitos, hechos y eventos en progreso.1.2 Conectores aditivos, disyuntivos, causales, concesivos y temporales.1.3 Entonación enfática.1.4 Fórmulas para tomar y ceder turnos en la conversación, <i>tag question</i> y entonación
2 Eventos concluidos <ul style="list-style-type: none">2.1 Narraciones secuenciadas de acontecimientos pasados2.2 Hábitos pasados expresados con <i>used to</i> y <i>would</i>
3 Entrevistas <ul style="list-style-type: none">3.1 Formulación de preguntas y respuestas.3.2 Confirmación de la información recibida3.3 Experiencia laboral y académica3.4 Requerimientos y habilidades para el empleo o estudios de posgrado.3.5 Escribir <i>emails</i> y cartas solicitando empleo o ingreso a una universidad.
4 Uso de la lengua en el ámbito académico y laboral.

Unidad 2. Situaciones condicionadas
Objetivo: Expresar condiciones reales e irreales, con el fin de prevenir, sugerir, cuestionar y emitir opiniones sobre situaciones probables e improbables.
1 Condiciones reales <ul style="list-style-type: none">1.1 Hechos y consecuencias lógicas1.2 Cuestionar posibles consecuencias de un acto
2 Condiciones irreales <ul style="list-style-type: none">2.1 Opiniones acerca de situaciones futuras hipotéticas2.2 Situaciones improbables o imposibles en el futuro2.3 Consecuencia o resultado de una situación imaginaria
3 Uso de la lengua en el ámbito académico y laboral

Unidad 3. Narraciones

Objetivo: Narrar eventos dando precisión a la secuencia y el grado de desarrollo de acontecimientos y a la descripción de lugares, objetos y personas.

1 Historias y anécdotas

- 1.1 Acciones concluidas y reiterativas.
- 1.2 Acciones que se anticipan a otras.
- 1.3 Eventos desarrollados en un tiempo indefinido
- 1.4 Énfasis en la duración de un evento concluido o aún en progreso
- 1.5 Conectores

2 Uso de tiempos perfectos y perfectos continuos

- 2.1 Experiencias reiterativas
- 2.2 Experiencias concluidas
- 2.3 Énfasis en la duración de un evento concluido o aún en progreso
- 2.4 Elementos que dan pauta otra acción.

3 Descripciones

- 3.1 Adjetivos y adverbios
- 3.2 Comparativos y superlativos
- 3.3 Similitud

4 Uso de la lengua en el ámbito académico y laboral

Unidad 4. Negociación y restricción

Objetivo: Exponer ideas, aclarar y confirmar información para llegar a acuerdos, establecer diferentes grados de restricción y especular con respecto a eventos que acontecen o acontecerán.

1 Negociación

- 1.1 Expresiones corteses de acuerdo y desacuerdo
- 1.2 Preguntas y respuestas para aclarar información
- 1.3 Estrategias de persuasión

2 Obligación, permiso y prohibición

- 2.1 Verbos modales que expresan obligación y permiso
- 2.2 Expresiones de no obligación
- 2.3 Verbos y perífrasis verbales que expresan obligación y permiso

3 Especulación

- 3.1 Verbos modales que expresan distintos grados de certeza.
- 3.2 Especulación de acciones en progreso.
- 3.3 Adverbios para expresar distintos grados de certeza.
- 3.4 Formas de entonación para denotar grados de certeza.

4 Uso de la lengua en el ámbito académico y laboral

Unidad 5. Planes futuros

Objetivo: Expresar acuerdos y planes a futuro, así como eventos imprevistos.

1 Planes

- 1.1 Planes y acuerdos
- 1.2 Acciones concluidas en el futuro, aspecto perfectivo
- 1.3 Acciones en progreso en el futuro, aspecto progresivo

2 Eventos imprevistos

- 2.1 Ofrecimientos
- 2.2 Promesas
- 2.3 Predicciones

3 Uso de la lengua en el ámbito académico y laboral

VI. Acervo bibliográfico

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MAPA CURRICULAR

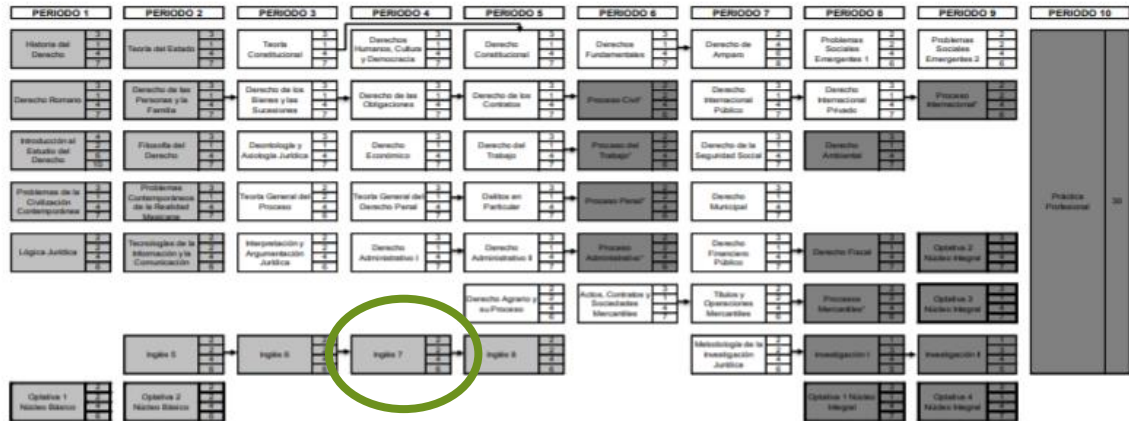


UAEM Universidad Autónoma del Estado de México

Facultad de Derecho
Licenciatura en Derecho
Reestructuración, 2015



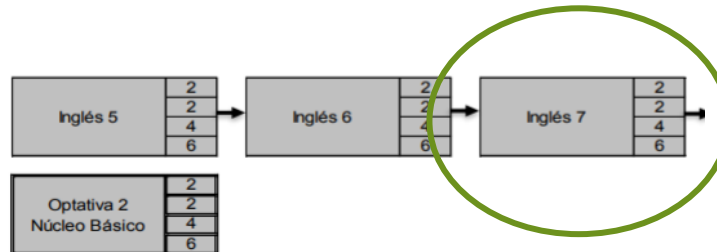
Mapa curricular de la Licenciatura en Derecho 2015



SIMBOLOGÍA		PARAMETROS DEL PLAN DE ESTUDIOS				TOTAL DEL PLAN DE ESTUDIOS	
Unidad de Aprendizaje	UA	Núcleo Básico (cursos y actividades)	Núcleo Básico Integrado 2 UA	Total del Núcleo Básico 18 UA para cubrir 107 créditos	UA Obligatorias	UA Obligatorias + 1 Actividad Académica	
21 Líneas de extracción	LE	Núcleo Sustentivo (cursos y actividades)	Núcleo Integral (cursos y actividades) 4 UA	Total del Núcleo Sustentivo 28 UA para cubrir 190 créditos	UA Obligatorias	UA Obl + 1 Actividad Académica	
Obligatorios Núcleo Básico	OB	Núcleo Integral (cursos y actividades) 10 UA + 1 Práctica Profesional	Núcleo Integral (cursos y actividades) 4 UA	Total del Núcleo Integral 14 UA + 1 Práctica Profesional para cubrir 118	UA Obligatorias	415	
Obligatorios Núcleo Sustentivo	OS				UA Obligatorias		
Obligatorios Núcleo Integral	OI				UA Obligatorias		
Optativos Núcleo Básico	OB				UA Obligatorias		
Optativos Núcleo Integral	OI				UA Obligatorias		

*UA Integrativas Profesionales

Filosofía del Derecho	3	Deontología y Axiología Jurídica	3	Derecho Económico	3
	1		1		1
	4		4		4
	7		7		7
Problemas Contemporáneos de la Realidad Mexicana	3	Teoría General del Proceso	2	Teoría General del Derecho Penal	3
	1		2		1
	4		4		4
	7		6		7
Tecnologías de la Información y la Comunicación	2	Interpretación y Argumentación Jurídica	2	Derecho Administrativo I	3
	2		2		1
	4		4		4
	6		6		7



PRESENTACIÓN

Hablar del inglés es hablar del idioma universal por excelencia, de la lingua franca de la actualidad; es el idioma más empleado a la hora de realizar comunicaciones internacionales, sobre todo en el importante mundo de las transacciones comerciales y las finanzas. El inglés es la lengua oficial de numerosos países, entidades gubernamentales y organismos internacionales tales como las Naciones Unidas (ONU), la Unesco o la Unión Europea, entre otros. La realidad es que la lengua inglesa es ampliamente hablada en numerosos puntos del planeta. Las razones son principalmente históricas y políticas, se remontan a la importancia que ha tenido el Imperio Anglosajón a lo largo de la historia más reciente, en la cual, con cada conquista, con cada acuerdo, se iba extendiendo el idioma de Shakespeare por todos los continentes. La incursión de los Estados Unidos como principal potencia mundial, hoy en día, ha terminado de consolidar el inglés como idioma universal, maestría del cual nos permite superar más barreras lingüísticas y por consecuencia más fronteras.

Las razones para estudiar inglés son muchas y variadas. Sin embargo nos incumbe aquí tratar las razones por las que es fundamental en la preparación de los alumnos de cualquier licenciatura, en especial, los de Derecho.

Tal vez la razón fundamental por qué estudiar inglés es que resulta esencial a la hora de encontrar trabajo. El inglés nos dará acceso a una mejor educación y por lo tanto a la posibilidad de un mejor empleo. Nuestras oportunidades laborales se multiplicarán en cuanto dominemos el idioma. Tanto en áreas gubernamentales como en empresas multinacionales, sin importar tu campo de trabajo, el inglés te aportará siempre ventajas a la hora de ascender o acceder a un buen puesto de trabajo, ayudándote a mejorar tu situación laboral.

Otra importante razón para aprender inglés es que podremos acceder a una mejor preparación académica; y con esto no sólo nos referimos a las universidades o centros de formación del extranjero; en nuestro propio país el inglés es requisito fundamental para estudiar Maestrías y Doctorados reconocidos. Además nos dará acceso a información más actual y completa, conoceremos los últimos avances y podremos acceder a la mayoría de textos científicos, académicos y tecnológicos, escritos en inglés. Según un estudio más del 56% de los sitios de Internet están editados en inglés. En segundo lugar se encuentra el alemán con un 8%.

Así pues, el material que aquí se presenta tiene como objetivo general el acercar a los alumnos de nivel superior, tanto a la literatura, como a la jerga utilizada en el ámbito legal en el idioma inglés; esto a través de una selección de lecturas que les permiten practicar y aplicar los conocimientos que han adquirido en los niveles de inglés 5 y 6 de la Universidad Autónoma del Estado de México. Como objetivo particular, esta antología pretende reforzar las bases comunicativas que le permitan al alumno perfeccionar sus habilidades de comprensión lectora y expresión escrita, principalmente; a fin de que pueda interactuar en los ámbitos personal, académico y laboral.

En esta Antología encontrarán una serie de lecturas con temas legales que ayudarán a los alumnos a agilizar su habilidad lectora, así como aprender vocabulario y reforzar sus conocimientos gramaticales con los ejercicios diseñados en la presente para ese propósito.

El motivo principal de esta antología es el de brindar una base en el conocimiento del idioma inglés a través de lecturas propias de la licenciatura en Derecho, para que los alumnos puedan adquirir fluidez y vocabulario de una forma amena y atractiva, al mismo tiempo que refuerzan sus conocimientos de la gramática inglesa.

Consideramos de especial utilidad una antología enfocada a la Licenciatura en Derecho, dado que en la UAP Chimalhuacán no existe un material de apoyo en inglés específico para esta Licenciatura.

Finalmente, los textos que contiene este material han sido cuidadosamente seleccionados para apoyar la interacción con el área legal a través del proceso lector, ya que la lectura es, ha sido y será el medio de adquisición de conocimiento por excelencia.

Con la ayuda de la presente antología los alumnos podrán entender oraciones y expresiones frecuentemente utilizadas en los ámbitos escolar y principalmente en el académico. Podrá describir aspectos de su vida diaria, así como sus anhelos, ambiciones y sueños; será capaz de dar razones y explicaciones de sus opiniones y planes. Podrá entender, comunicarse e intercambiar información tanto en discurso directo como indirecto. Será capaz de entender los puntos principales de las lecturas intermedias-avanzadas y de resolver cuestionamientos al respecto; tanto temas concretos como abstractos, incluyendo el vocabulario técnico de su campo de especialización. Además podrá manejar los aspectos básicos que surgen durante un viaje.

GUÍA DE EVALUACIÓN

Criterio	Porcentaje 1er Parcial	Criterio	Porcentaje 2o Parcial	Ordinario
Examen parcial	30%	Examen parcial	30%	Examen 60% Lecturas 20% Ejercicios 20%
Trabajos	20%	Trabajos	20%	
Expresión oral	15%	Expresión oral	15%	
Expresión escrita	15%	Expresión escrita	15%	
Lecturas	15%	Lecturas	15%	
Comprensión auditiva	5%	Comprensión Auditiva	5%	
TOTAL	100%	TOTAL	100%	

TRABAJOS: La antología cuenta con 21 ejercicios de gramática, 11 para el primer parcial y 10 para el segundo parcial.

Se sugiere sumar los puntos que aparecen entre paréntesis en las instrucciones de cada ejercicio, para sumar 20 por ciento.

El primer parcial comprende la unidad 1 y 2. El segundo parcial comprende a partir de la unidad 3.

EXPRESIÓN ORAL: Se recomienda sumar el puntaje que viene después de las instrucciones de este ejercicio, con el fin de sumar 15% en cada parcial.

EXPRESIÓN ESCRITA: El primer parcial contiene dos ejercicios de *writing*, y el segundo parcial tiene tres ejercicios. Se recomienda sumar los valores que están entre paréntesis después de cada instrucción.

LECTURAS: La presente antología consta de 12 lecturas, divididas en siete para el primer parcial y cinco para el segundo. Se recomienda sumar los puntos que vienen entre paréntesis para lograr el total de los porcentajes.

COMPRESIÓN AUDITIVA: Se trabajan 5 ejercicios de audio en clase (con material del profesor), cada uno tiene un valor de 1%.

UNIDAD 1.

CONVERSACIONES Y ENTREVISTAS

Objetivo: Intercambiar información personal, preferencias y opiniones; describir y dar información acerca de hábitos, situaciones pasadas y en progreso con la fluidez necesaria para comenzar y mantener una conversación en la que la comprensión de ideas generales y detalles permitan argumentar con una intención determinada.

READING ONE

CRIMES AND CRIMINALS 1¹

I. Read the passage. (2% of the grade)

Every town has its own police station. In bigger cities there are more policemen or policewomen than in small villages. Their tasks can be different, some of them guard safety on the roads and streets, and others take part in criminal investigations. Unfortunately we can experience a lot of types of crimes such as burglary, murder, rape, robbery, theft, shoplifting, pickpocketing, drug dealing, kidnapping, forgery, blackmailing and many others. Criminals sometimes form a gang and they break the law together.

Formerly law used to punish violence only against people but today cruelty to animals is also indictable offense.

Those who commit crimes are called criminals. If the criminal is arrested after investigation, he or she will be punished if there is enough evidence. Criminals spend their punishment in prisons or jails. There they can work or study. However, they don't earn much. According to studies, they like working, even studying as well, because in prison your biggest enemy is boredom. In some countries there isn't death sentence or capital punishment, and life sentence lasts for 25 years or more. If criminals show social and mental development in their attitude and behavior they may get amnesty in other words bill of oblivion.

There are many reasons for becoming criminals. Some say poverty and lower education sometimes can mean the biggest factors but at the same time the well off and educated also commit sometimes more serious crimes. For example, serial killer -the best is Jack the Ripper- and the perverse persons generally have high intelligence.

II. Read the following sentences and decide whether they are true or false according to the passage

1. There are police stations in every town _____
2. The crime stealing something have different names _____
3. A gang in a special crime _____
4. You will be punished if you torture a dog _____
5. Without evidence you cannot be sentenced _____

¹ Sas, Katalin. (2010). Crime and Criminals. Hungría.

6. If you are in jail you must be in your cell all the time _____
7. Capital punishment occurs only in big cities _____
8. Life sentence lasts until you die _____
9. If you get Bill of oblivion you can leave prison earlier _____
10. Jack the Ripper killed a lot of people in similar way _____

III. Write down the meanings of these important words

- | | |
|------------------------|-----------------------|
| a) burglary _____ | b) murder _____ |
| c) rape _____ | d) robbery _____ |
| e) theft _____ | f) shoplifting _____ |
| g) pickpocketing _____ | h) drug dealing _____ |
| i) kidnapping _____ | j) forgery _____ |
| k) blackmailing _____ | |

IV. Read the passage again and answer the questions

1. Mention some of the tasks of a police officer

2. Do people in jail work or study?

3. How do criminals get a bill of oblivion?

4. What is their biggest enemy in prison?

5. According to the passage, are the most perverse persons stupid?

PRESENT CONTINUOUS

We use present continuous mainly to talk about things that are happening at the time of speaking.

Remember: I **am** working ... You **are** working ... He **is** working

To make questions and negative sentences we use the verb **TO BE** as the auxiliary

AM I working?

I **AM NOT** working

ARE (you, we, they) working?

You, we, they **ARE NOT** working

IS (he, she, it) working?

He, she, it **IS NOT** working

I. Conjugate in Present Continuous the corresponding verbs. (2% of the grade)

1. You _____ (work) hard today.
2. I _____ (look) for Christine, Do you know where she is?
3. It _____ (get) dark. Should I turn on the light?
4. They _____ (live) with friends until they find a new house.
5. The company _____ (lose) money.
6. It _____ (start) to rain. Do you have an umbrella?
7. I _____ (not listen) to the teacher.
8. Let's go out now. It _____ (not snow) any more.
9. They _____ (not study) Tourism, They _____ (study) Law.
10. My teacher _____ (not / speak) Spanish.

II. Write a question in present continuous in each number. (1% of the grade)

1. What / Peter / do / these days?

2. Why / the judge / make / such decision?

3. What / your lawyers / do ?

4. Where / the criminal / spend / the night?

5. crime / increase ?

READING TWO

LAWYERS ²

I. Read the passage. (2% of the grade)

In many countries the legal systems are very complex. This is because they have been developed over very long times. Every time that a new case is decided it can have an effect on future cases. This means that the people who work in legal situations have to be clever. They have to know and understand all the rules and precedents. A precedent is when a previous decision will have an effect on future cases as it was related to an important point.

There are many people who work with the law, such as solicitors or judges. A solicitor is a lawyer who spends most of their time advising their clients and preparing legal documents, such as wills or contracts for buying and selling houses. They need to be very careful and make sure that all the details are correct, otherwise their clients might lose a lot of money.

A barrister is a type of lawyer who works in court rooms. They will either work for the prosecution or defense sides. If they are a prosecution lawyer they are trying to prove that the defendant (the person on trial) committed a crime. They have to present evidence to show that the defendant is guilty. If they are a defense lawyer then they work for the defendant and have to show that the evidence presented is not enough to prove that their client is guilty and he should be judged to be not guilty.

Then there are judges and magistrates. A magistrate will hear trials about less serious crimes, while a judge's will be about more serious crimes. These are the people who have to decide what punishment will be given to someone who is guilty. The punishments could range from a small fine up to a long prison sentence, and even a death sentence in some countries. The trial happens in the judge's courtroom, so the judge is responsible for making sure the trial is run fairly and follows the law.

If a lawyer believes that a trial was not fair or there was a mistake in the law, they can ask for a new trial that will generally be heard by an appeal court where an appeal judge will be in charge. Often appeal judges will be the most experienced judges in a country, so they know a lot about the law and how to apply it.

II. Work on the following vocabulary

barrister _____	clever _____
judge _____	appeal _____
solicitor _____	will _____
contract _____	prosecution _____
sentence _____	defendant _____

² Dodgson, Jolyon. (2014). Legal Reading Comprehension Passage.

guilty _____
punishment _____
courtroom _____

not guilty _____
fine _____

III. Read the following sentences and decide circle the correct answer

1. What do lawyers have to be?

- A) Nice B) Clever C) Greedy D) Fast workers

2. What could happen if a solicitor makes a mistake?

- A) Someone who is innocent could go to prison. B) Someone could lose their job.
C) The client could lose some money. D) The client could learn something new.

3. What does a defense lawyer have to do?

- A) Show that the prosecution's evidence is not enough. B) Prove that the defendant is guilty.
C) Show that the defendant was someone else. D) Prove that the judge has made a mistake.

4. What is the most severe punishment a judge could give?

- A) A long time in prison. B) A fine. C) A judge does not give punishment. D) Capital punishment.

5. Why might an appeal be needed?

- A) The first trial was not fair. B) The first trial took too long to finish.
C) The first trial was done perfectly. D) The first trial had too many people watching.

IV. Read the text again and answer the following questions.

1. What is a precedent? _____

2. Mention some documents a solicitor works with _____

3. What is a prosecution lawyer? _____

4. What is the difference between a judge and a magistrate? _____

CONNECTORS

Contrast

- . In spite of / Despite
- . although / though/ even though / in spite of the fact that:
- . However / Nevertheless / Still / Yet / Even so / On the contrary / In contrast.
- . On the one hand ... On the other hand.
- . In contrast to / Contrary to.
- . Whereas, while
- . but / yet

Reason and cause

- . Because / As / Since / Seeing that
- . Because of / On account of / Owing to / Due to.
- . in order to, so as to, to:

Purpose

- . In order to / So as to (Introduce an infinitive of purpose)
- . In order that / So that (Introduce a sentence)

Consequence

- . Consequently / As a consequence / As a result / Therefore
- . As a consequence of / As a result of Followed by a noun phrase.
- . So Introduces a sentence. No commas.

Addition

- . Moreover / Furthermore / In addition / Besides / What's more
- . As well as / In addition to / Besides
- . for example, for instance, such as:
- . apart from, except for:

. Exemplification

- . For example / For
- . Such as

Result

- . As a result of
- . That's why
- . Therefore, as a result, consequently, for this reason:

Conclusion

Finally: In conclusion: Lastly And eventually

I. Complete with the accurate connector - (whereas, but, although, however, despite, in spite of, on the other hand) (1% of the grade)

1. _____ Andrew was warned of the risks, he decided to travel alone to South America.
2. Maria did not get a promotion _____ her qualifications.
3. Zambia is a land- locked country, _____ Kenya has a coastline.
4. On the one hand, you could rent a flat instead of buying one. _____ you are always at the mercy of landlords.
5. This restaurant has a good reputation, _____ that one does not.
6. The city has a 50 kph limit. _____, people are often caught speeding.
7. You won't be forgiven _____ your apology.
8. We couldn't find a house to buy _____ we looked at quite a few.
9. He always looks so lonely and sad _____ his popularity.
10. He is quiet and shy, _____ his sister is lively and talkative

**II. Join each pair of sentences by using the words in brackets. (2% of the grade)
(although, in spite of, despite, but)**

1. Dave smokes. He seems to be in good health - _____
2. I couldn't sleep. I was tired. - _____
3. Max didn't notice the sign. It was right in front of him - _____
4. Kate never learnt Spanish. She lived in Spain for many years - _____
5. Joe is a millionaire .He hates spending money. - _____
6. He has an English name. He is in fact German. - _____
7. She has an injured foot. She managed to walk to the village. - _____
8. I haven't eaten for 24 hours, I don't feel hungry. - _____
9. She was tired, she went to work. _____
10. She has plenty of money, she is very mean - _____

READING THREE

THE SOLICITOR'S JOB ³

I. Fill each of the blanks in the following text. Use one word only in each space. (2% of the grade)

solicitors	if	consult	business	will	to	own
concentrating	with	jobs	There	write	a	sell
do	A	he	a	and		

There are about 40,000 solicitors practicing in the UK. They perform a wide variety of _____ including conveyancing, probate, divorce, company _____ commercial matters and general litigation. Some _____, particularly in city centers, are specialists _____, for example, on company or maritime _____. Many others are general practitioners who _____ most work requested by their clients. _____ a person wishes to _____ his house or make a will, he will usually _____ a solicitor. If he wants _____ bring a case to court he _____ usually need a barrister's services. However, _____ will not be able to deal _____ the barrister direct. He must use _____ solicitor who will "instruct the barrister". _____ is no legal obligation to employ _____ solicitor when carrying out legal work. _____ person can sell his own house, _____ his own will and conduct his _____ divorce. All he needs is time _____ common sense to understand and apply the basic procedures of the law.

II. Read the complete text and answer the questions.

1. How many solicitors are there in the UK?

2. Mention some of the duties of a solicitor: _____

3. In which cases you are not obligated to use the services of a solicitor? _____

4. According to the passage, what do you need to conduct your own divorce? _____

5. In your country, can you conduct your own divorce? _____

³ Linguarama International, Alton UK, (2000). The solicitor's job.

TAG QUESTIONS

A tag question is a small question that is attached, or "tagged", to the end of a sentence.

You came by train, **didn't you?**

It's very windy today, **isn't it?**

You can meet me at the station, **can't you?**

You couldn't give me a ride, **could you?**

Sentence Pattern

If the sentence is **negative**, the tag is **positive**, as in the example below.

You didn't tell him, **did you?**

He never drinks alcohol, **does he?**

Nobody left a message, **did they?**

If the sentence is **positive**, the tag is **negative**, as in the next example.

You told him, didn't you?

I. Mark the correct sentence and CORRECT the others. (2% of the grade)

1. Your daughter is in Thailand at the moment, wasn't she? _____
2. This meal was delicious, isn't it? _____
3. Nobody called for me while I was in conference, did they? _____
4. All this is too much for me to carry by myself. Give me a hand, do you? _____
5. You've never come to this park before, did you? _____
6. You weren't paying attention to me, are you? _____
7. You couldn't recommend a good place to have a quick meal, could you? _____
8. Those are new glasses, are they? _____
9. There was some confusion about who would do what, isn't there? _____
10. They always look happy together, don't they? _____
11. These gloves don't belong to you, don't they? _____
12. As a student, you used to work part-time at a coffee shop, didn't you? _____
13. You used to be in the same history class as me, weren't you? _____
14. You've never eaten this kind of food before, haven't you? _____
15. This job makes us really tired, isn't it? _____
16. You know how to drive a car, can't you? _____
17. He shouldn't smoke here, should he? _____
18. You didn't forget to bring your wallet, did you? _____
19. It's your turn to take the dog for a walk, doesn't it? _____
20. You wouldn't lie to me, won't you? _____

READING FOUR

WOMAN LOSES MERCY PLEA ⁴

I. Read carefully the following text. (3% of the grade)

The state's highest criminal Court rejected convicted killer Karla Faye Tucker's bid for clemency, to keep from becoming the first woman executed in Texas since the US Civil War. The Court of Criminal Appeals on Wednesday turned aside her argument that the state's clemency process is unconstitutional.

Ms. Tucker who is scheduled to die by lethal injection has asked the board of Pardons and Paroles to commute her sentence to life in prison. The board can deny her request or forward a recommendation to Governor George W Bush.

Ms. Tucker, 38, was condemned of murdering a man and woman with pickax during a 1983 break-in. She has since insisted she found God behind bars and would be content spending the rest of her life in prison doing her work for the rehabilitation of young criminals.

In interviews organized by her prison minister-husband Dana Brown, she insist she is a new person, content to spend her life in prison doing God's work and setting an example for young people. We all have the ability, after we've done something horrible, to make a change for the good, "Ms. Tucker 38, said earnestly on CBS television.

"I'm so far removed from the person I used to be out there. For me what is weird is thinking back on some of the things I used to do, and thinking 'I did that?' "

A spokeswoman for Christian Coalition founder Pat Robertson said Wednesday his 700 Club television program will broadcast the last prison interview with Ms. Tucker on the day she's scheduled to be executed. Robertson, who supports the death penalty, has said Ms. Tucker should be spared to continue preaching the word of the Lord to fellow convicts. The interview was conducted on Tuesday.

"She feels very strongly about what the Lord has done to change her life", said Robertson's spokeswoman, Patty Silverman. "She wanted to be sure that the message of what God did in her life got out".

Texas last executed a woman in 1863, when Chipita Rodriguez was hanged for the murder of a horse trader. The only woman executed in the United States since the Supreme Court allowed capital punishment to resume in 1976 was Velma Barfield. She died by injection in North Carolina in 1984 for poisoning her boyfriend.

(taken from Athens News, Jan 30th 1998, 14n Court street Athens Ohio 45701)

⁴ Gavalaki, Areti. (2011). Woman Loses Mercy Plea.

II. Write the meaning of the following words appearing in the text.

reject _____ bid _____
turn aside _____ murder _____
Board of Pardons and Paroles _____
spokesperson _____ broadcast _____
death penalty _____ deny _____

III. Read the text again and find a word or phrase that means the same.

- a. To refuse to accept a request = _____
- b. Willingness not to punish someone too severely = _____
- c. To plan that something will happen at a particular time = _____
- d. To change a punishment to a less severe one = _____
- e. Helping someone to live a useful life again after they have been in prison = _____
- f. Very seriously = _____
- g. Someone who starts a business, organization, school, etc. = _____
- h. Someone who has been proved to be guilty of a crime and sent to prison = _____
- i. To kill someone, especially legal as a punishment for a serious crime = _____
- j. To start doing something again after a pause or interruption = _____

IV. With the information given in the text, answer the subsequent questions.

- 1. What crime did Karla Tucker commit? _____
- 2. What sentence did she get? _____
- 3. Did she claim to be innocent? _____
- 4. Did she hate her stay in prison? _____
- 5. What does Ms. Tucker like doing in prison? _____
- 6. Does Pat Robertson agree with death penalty? _____
- 7. What did she ask the Board of Pardons and Paroles? _____
- 8. What is special about Ms. Tucker's sentence? _____
- 9. What was Chipita Rodriguez' punishment? _____
- 10. What did Velma Barfield do? _____

USED TO

We can use 'used to' to talk about past states

We used to live in New York when I was a kid.

There didn't use to be a petrol station there.

When was it built?

... or we can use 'used to' to talk about repeated past actions

I used to go swimming every Thursday when I was at school.

I used to smoke but I gave up a few years ago.

Remember that 'used to' is only for past states/actions that don't happen now – we can't use it for things that still happen now.

WOULD

We can use 'would' to talk about repeated past actions.

Every Saturday I would go on a long bike ride.

My teachers would always say "Sit down and shut up!"

Often either 'would' or 'used to' is possible. Both of these sentences are possible.

Every Saturday, I would go on a long bike ride.

Every Saturday I used to go on a long bike ride.

However, only 'used to' is possible when we talk about past states - We used to live in New York when I was a kid.

I. Write a sentence in each number. (1% of the grade)

1. I _____ (live) in a flat when I was a child.
2. _____ (we/go) to the beach every summer?
3. She _____ (love) eating chocolate, but now she hates it
4. He _____ (not / smoke)
5. I _____ (play) tennis when I was at school
6. She _____ (be able) to speak French, but she has forgotten it all
7. He _____ (play) golf every weekend.
8. They both _____ (have) short hair
9. Julie _____ (study) Portuguese
10. I _____ (not / hate) school

II. Complete with WOULD or USED TO the correct answer. (1% of the grade)

1. I _____ live in this city when I was a child.
2. We _____ often go on holiday.
3. When I was a child, we _____ have a dog.
4. She _____ work as a teacher for many years.
5. As a student, he never _____ have any money.
6. Did you _____ like playing football at school?
7. There never _____ be a coffee shop here.
8. My dad _____ always read to me before bed.

UNIDAD 2.

SITUACIONES CONDICIONADAS.

Objetivo: Expresar condiciones reales e irreales, con el fin de prevenir, sugerir, cuestionar, y emitir opiniones sobre situaciones probables e improbables.

READING ONE

THE WITNESSES ⁵

Situation: Jane and Patrick witness a crime.

Police officer: Good afternoon. I need to take a statement from each of you about what you saw.

Police officer: Please first tell me your names.

Jane: Jane Major and Patrick Luck.

Police officer: Ok, now please tell me everything you saw.

Patrick: We were walking along the street when we saw the car driving down the road quite fast.

Jane: It was not going in a straight line. It was weaving all over the road.

Patrick: It then hit another car that was parked at the side of the road.

Jane: Then it hit the lamppost.

Police officer: Ok thank you. Is there anything else?

Jane: Yes, we went to try to help the driver and saw several open beer cans in the car.

Police officer: Good. Yes the woman has been charged with drink driving. You might have to come to court to be witnesses and give evidence.

Patrick: Ok.

Jane: Yes, we will be able to do that.

I. Read the conversation and answer the questions. (2% of the grade)

1. What time did the officer probably interrogate Jane and Patrick? a. 9 am b. 5 pm c. 11 am
2. Whose last name is Luck? a. Jane's b. Patrick's c. The officer's
3. What were they doing when they saw the car?
a. They were drinking beer b. They were parking c. They were walking
4. Was the car driving in a straight line? a. yes, it was. b. no, it wasn't. c. We don't know.
5. The car which caused the accident was the only one damaged. a. yes, it was. b. no, it wasn't.
c. We don't know.
6. What did they see inside the car? a. many beers b. several people c. much food
7. The person who was driving was an old man. a. True. b. False. c. We don't know.
8. Jane and Patrick will probably go court to give evidence. a. True. b. False. c. We don't know.

⁵ Dodgson, Jolyon. (2014). Legal Conversation Exercises.

FIRST CONDITIONAL

The first conditional has the present simple after 'if', then the future simple in the other clause:

if + present simple, ... will + verb

It's used to talk about things which might happen in the future. This describes possible things, which could easily come true.

- If I study today, I'll go to the party tonight.
- If I have enough money, I'll buy some new shoes.
- She'll be late if the train is delayed.
- She'll miss the bus if she doesn't leave soon.

I. Make the first conditional. (2% of the grade)

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not/see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come) , I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not/improve) , we _____ (not/have) a picnic.
8. If I _____ (not/go) to bed early, I _____ (be) tired tomorrow.
9. If we _____ (eat) all this cake, we _____ (feel) sick.
10. If you _____ (not/want) to go out, I _____ (cook) dinner at home.
11. I _____ (come) early, if you _____ (want).
12. They _____ (go) to the party if they _____ (be) invited.
13. She _____ (stay) in London if she _____ (get) a job.
14. He _____ (not/get) a better job if he _____ (not/pass) that exam.
15. I _____ (buy) a new dress if I _____ (have) enough money.
16. She _____ (cook) dinner if you _____ (go) to the supermarket.
17. They _____ (go) on holiday if they _____ (have) time.
18. We _____ (be) late if we _____ (not/hurry).
19. She _____ (take) a taxi if it _____ (rain).
20. I _____ (not/go) if you _____ (not/come) with me.

READING TWO

THE COURT CASE ⁶

I. Read the conversation and choose the best option (A-D) to fill in each of the gaps.

(2% of the grade)

Situation: Lucy, Jane and Bob discuss a report on the Internet about a court case.

Lucy: Have you read about this court case?

Bob: Which case?

Lucy: It's about a _____ 1 _____.

Jane: Yes I heard about it a few days ago. It seems like the _____ 2 _____.

Bob: Who is he alleged to have killed? Did he do it?

Jane: His mother to get her money as he owed a lot of money to other people.

Lucy: The trial is still happening. There is still more _____ 3 _____ to take the stand.

Bob: So they don't know if he did it yet?

Jane: It seems likely that he did it. Most of the evidence is very strong.

Lucy: _____ 4 _____ convict him.

Jane: Yes I expect that he will be found guilty of the murder.

Bob: If he did it I hope the judge gives him a very long prison sentence.

Jane: Yes, so do I.

Lucy: We should still _____ 5 _____ who commit crimes like this.

Bob: I'm not sure the death penalty is a good idea, but he defiantly should never be paroled out of prison. He should die there.

- | | |
|---|--------------------------------------|
| 1) A) robbery that happened last week | B) murder that happened last year |
| C) fraud that will happen next year | D) trespass that happened last year |
| 2) A) defendant is a very nasty man | B) lawyer is a very nasty man |
| C) bailiff is a very nasty man | D) defendant is a very nice man |
| 3) A) witnesses to present and evidence | B) evidence to present and witnesses |
| C) juries to present and witnesses | D) lawyers to present and barristers |
| 4) A) I think the judge will | B) I think the police office will |
| C) I think the lawyers will | D) I think the jury will |
| 5) A) have fines for people | B) have parole for people |
| C) have capital punishment for people | D) have prisons for people |

⁶ Dodgson, Jolyon. (2014). Legal Conversation Exercises.

SECOND CONDITIONAL

The second conditional uses the past simple after if, then 'would' and the infinitive:

if + past simple, ...would + verb

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

- We can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example.

If I won the lottery, I would buy a big house. (I probably won't win the lottery)

She would travel all over the world if she were rich.

- We can use it to talk about something in the present which is impossible, because it's not true. Is that clear? Have a look at the examples:

If I had his number, I would call him. (I don't have his number now, so it's impossible).

If I were you, I wouldn't go out with that man.

I. Make the second conditional. (3% of the grade)

1. If I _____ (be) you, I _____ (get) a new job.
2. If he _____ (be) younger, he _____ (travel) more.
3. If we _____ (not/be) friends, I _____ (be) angry with you.
4. If I _____ (have) enough money, I _____ (buy) a big house.
5. If she _____ (not/be) always so late, she _____ (be) promoted.
6. If we _____ (win) the lottery, we _____ (travel) the world.
7. If you _____ (have) a better job, we _____ (be) able to buy a new car.
8. If I _____ (speak) perfect English, I _____ (have) a good job.
9. If we _____ (not/live) in Mexico, I _____ (enjoy) its perfect weather.
10. If she _____ (not/pass) the exam, she _____ (not/be) able to enter university.

II. Complete the next Second Conditional sentences. (2% of the grade)

I would be happy if _____

I would tell you the answer if _____

There would be fewer accidents if _____

We would have a lot of money if _____

Would she come if I _____

Would you accept the job if _____

What would you do if you _____

What would you do if you _____

III. SPEAKING ACTIVITY: Lawyers. (5% of the grade)

In pairs discuss the following questions.

1. Have you ever been to a court?
2. Do you know anyone who has needed to give evidence in a court case?
3. Would you like to be a lawyer?
4. Do you think it is difficult to be a lawyer? Why?
5. Do you think anyone can be a lawyer? Why?
6. Do you think juries ever make mistakes?
7. What would happen if a relative of yours or a close friend were in jail?
8. Would give / accept money to hurry the process?
9. Would give / accept money as a bribe?

READING THREE

SEXISM IN LANGUAGE ⁷

Sexism is a political issue today. It affects the language we choose to use. Many people speaking or writing English today wish to avoid using language which supports unfair or untrue attitudes to a particular sex, usually women.

When Neil Armstrong stepped onto the moon he uttered a memorable sentence: "That's one small step for a man, one giant leap for mankind." If he had landed on the moon in the mid-'90s no doubt he would have said a much more politically correct sentence: "That's one small step for a person, one giant leap for humankind." Less poetic but certainly more literally representative of the whole of the human race!

Certain language can help to reinforce the idea of male superiority and female inferiority. What is now termed "sexist" language often suggests an inherent male dominance and superiority in many fields of life. Male pronouns, he, his and him are used automatically even though the sex of the person is not known. "A student may wish to ask his tutor about his course". Or we say, "Who's manning the office today?"

At work there is a tendency to associate certain jobs with men or women. For example, "A director must be committed to the well-being of his company." but "A nurse is expected to show her devotion by working long hours." In addition, job names often include reference to the sex of the person: "We're employing some new workmen on the project." "I'm talking to a group of businessmen next Friday." "The chairman cannot vote." "He is a male nurse" "I have a woman doctor." The use of such words tends to reinforce the idea that it is not normal for women to be in professional, highly-paid, technical and manual jobs. Also, that it is not natural for a man to work in such a caring (and generally poorly-paid) role as that of a nurse.

So how can this bias in the language be reduced? Look at the box below for some suggestions:

1. Avoid unnecessary male pronouns by using plural pronouns "they", "them", etc.

" Someone has left their briefcase behind."

"If anyone phones, tell them I am in a meeting."

2. Replace male pronouns with combinations such as "she or he", "him or her", "her or his".*

" A fashion model is usually obsessive about her or his diet."

"The journalist must be accurate when she or he reports interviews."

(* these combinations can sound rather awkward. They should not be repeated often in a piece of writing or conversation. The written form s/he, he/she, her/him is acceptable.)

3. Use other words when referring to both men and women.

" People are ..."

"Human beings must protect ..."

⁷ Linguarama International, Alton UK, (2000). Sexism in Language.

"Who's staffing the office?"

4. Use expressions or pronouns that do not support sexist assumptions about jobs.

" Teachers must not be late for their classes."

"A chairperson should be fair to all her or his colleagues."

5. Use job names that apply equally to men and women.

" The chairperson handed out notes of the last meeting."

"Mary is a very experienced camera operator."

"James is a nurse and Barbara is a doctor."

"We offer language courses for business people."

Over the last few years, changes in the role of women - and men - in society have made much sexist language out -of-date. Native speakers of English are slowly adjusting to the pressures for a more neutral language. Fortunately, this change is being accompanied by a measure of humour, which, fortunately, is common to both sexes!

I. Reading for meaning. (1% of the grade)

When you read an article, you can often guess the words you do not know from the context.

Find words or expressions in the above article which have the following meanings:

a. said _____

b. large jump _____

c. completely truthful _____

d. essential / natural _____

e. trend _____

f. kind and helpful _____

g. an often unfair or irrational tendency in favour of something _____

h. clumsy _____

i. impartial _____

II. Read again and answer the following questions. (1% of the grade)

1. Why was Neil Armstrong mentioned in the text?

2. What is sexist language?

3. What would be a politically correct replacement for "spokeswoman"?

4. What are some suggestions the article makes for a neutral language?

5. Why do people say "male nurse" and not only "nurse"?

THIRD CONDITIONAL

We make the third conditional by using the past perfect after 'if' and then 'would have' and the past participle in the second part of the sentence:

if + past perfect, ...would + have + past participle

It talks about the past. It's used to describe a situation that didn't happen, and to imagine the result of this situation.

If she had studied, she would have passed the exam (but, really we know she didn't study and so she didn't pass)

If I hadn't eaten so much, I wouldn't have felt sick (but I did eat a lot, and so I did feel sick).

She wouldn't have been tired if she had gone to bed earlier

He would have been on time for the interview if he had left the house at nine

I. Make the third conditional. (3% of the grade)

1. If you _____ (not/be) late, we _____ (not/miss) the bus.
2. If she _____ (study) she _____ (pass) the exam.
3. If we _____ (arrive) earlier, we _____ (see) John.
4. If they _____ (go) to bed early, they _____ (not/wake) up late.
5. If he _____ (become) a musician, he _____ (record) a CD.
6. If she _____ (go) to art school, she _____ (become) a painter.
7. If I _____ (be) born in a different country,
I _____ (learn) to speak a different language.
8. If she _____ (go) to university, she _____ (study) French.
9. If we _____ (not/go) to the party, we _____ (not/meet) them.
10. If he _____ (not/take) the job, he _____ (go) travelling.
11. He _____ (be) happier if he _____ (stay) at home.
12. She _____ (pass) the exam if she _____ (study) harder.
13. We _____ (not/get) married if we _____ (not/go) to the same university.

UNIDAD 3.

NARRACIONES.

Objetivo: Narrar eventos dando precisión a la secuencia y el grado de desarrollo de acontecimientos y a la descripción de lugares, objetos y personas.

READING ONE

BEING ON A JURY ⁸

Situation: Lucy tells Andrew about being on a jury.

Andrew: Hi. How are you? I haven't seen you for a few days.

Lucy: Hi. I'm fine. I've been busy.

Andrew: What have you been doing?

Lucy: I was called to do jury duty.

Andrew: Wow. What was it like?

Lucy: It was good. It did not take too long and was fun.

Andrew: What happened? I have never been on a jury.

Lucy: I got a letter telling me to go to the court house, and I was then taken to a court room.

Andrew: What was the case about?

Lucy: It was about a teenager who had done a lot of robberies?

Andrew: You found him to be guilty?

Lucy: Yes. It was easy. There was so much evidence that there was no doubt he did the crime.

Andrew: Why did it take so long then?

Lucy: There was just so much evidence. The evidence took three days to present and then we only needed fifteen minutes to reach our decision.

Andrew: Ok good.

⁸ Dodgson, Jolyon. (2014). Legal Conversation Exercises.

I. Read the conversation and answer the questions. (2% of the grade)

1. Did Lucy and Andrew see each other the day before?

2. Did Lucy enjoy being a jury?

3. How did she know she was selected as a jury?

4. What was the case about?

5. Did the jury find him to be guilty?

6. Did the jury have enough evidence?

7. How long did it take them to reach their decision?

SIMPLE PAST

PAST CONTINUOUS

We often use the simple past and past continuous together.

This happens when a long action (in past continuous) is interrupted by another shorter action (in simple past)

Harry was having a shower when his guests arrived

(1. Harry was having a shower -long action 2. his guests arrived –short action)

The phone rang while I was cooking

(1. I started cooking -long action 2. the phone rang –short action)

I. Conjugate the verbs in the correct form simple past or past continuous. (2% of the grade)

- 1. When I _____ (see) the children, they _____ (sing) in the garden.
- 2. When I _____ (arrive) at the office, Martin _____ (answer) a call.
- 3. They were _____ (watch) TV when the light _____ (go) out.
- 4. I _____ (not call) you at 9.00, I _____ (put) the children to bed.
- 5. It _____ (rain) when I _____ (look) out of the window.
- 6. My friend _____ (break) his ankle when they _____ (play) football.
- 7. While I was _____ (talk) to the director, we _____ (hear) a loud noise.
- 8. What _____ (you/do) when I _____ (ring) you?
- 9. Where _____ (he/live) when we _____ (study) High School?
- 10. When they _____ (get) to the park, it _____ (rain)

II. WRITING ACTIVITY: The earthquake. (7% of the grade)

What were you doing when the earthquake stroke? Where were you? What about your family and friends? How did you feel? Does anyone you know suffered from any injury? etc.

READING TWO

THE ROBBERY ⁹

I. Read this newspaper article about a robbery. (2% of the grade)

A serious crime was committed yesterday in the center of London. A million pounds was stolen from the Nat East Bank in Oxford Street by three robbers carrying guns. Customers in the bank were told to lie on the floor while the robbers took the money from the cash. Fortunately, nobody was killed during the robbery, but two people were hurt. They have been in hospital since yesterday morning.

We talked to a policeman after the robbery. This is what he said: "We are going to talk to all the customers in the bank at the time of the robbery and we are going to start looking for these criminals immediately. They can't escape from London because we are going to close all the roads for five kilometers around Oxford Street. If the public help us, we will catch them"

If you think you can help or if you know something about the robbery, please contact the Central London Police Unit on 20776468

II. Answer the questions about the text

1. How much money was stolen? _____
2. Was anybody killed? _____
3. How many robbers were there? _____
4. What did the customers have to do during the robbery? _____
5. How many people were hurt? _____
6. How long have they been in hospital? _____
7. What is the police going to do to the customers? _____
8. What are they going to do to the roads? _____
9. What will happen if the public help? _____

⁹ A Bank Robbery. Recuperado de <https://www.pinterest.com.mx/pin/492088696774536612/>

PRESENT PERFECT

The **present perfect** simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form of Present Perfect

	Positive	Negative	Question
I / you / we / they	I have spoken	I have not spoken.	Have I spoken?
he / she / it	He has worked.	He has not worked.	Has he worked?

II. Make the present perfect - positive, negative or question. (2% of the grade)

1. (you / eat lunch yet)? _____
2. (he / read the newspaper today)? _____
3. (you / not / study French for ten years) _____
4. (they / be in London for six months) _____
5. (where / you / be)? _____
6. (we / not / go to Paris) _____
7. (she / not / see The Lord of the Rings) _____
8. (they / not / visit St. Paul's Cathedral yet) _____
9. (why / you / do your homework already)? _____
10. (she/ use a credit card before)? _____
11. (he / not / play basketball before) _____
12. (I / never / wear a kimono) _____

PRESENT PERFECT CONTINUOUS

We use Present Perfect Continuous:

1: To say how long for unfinished actions which started in the past and continue to the present.

I've been living in London for two years.

We've been waiting for the bus for hours.

2: For temporary habits or situations.

I've been going to the gym a lot recently.

They've been living with his mother while they look for a house.

3: Actions which have recently stopped and have a result, which we can often see, hear, or feel, in the present.

I'm so tired, I've been studying.

I've been running, so I'm really hot.

I. Conjugate the verbs in parenthesis into the Present perfect continuous form.

(2% of the grade)

1. It _____ (rain) all day

2. We _____ (hear) that song all day

3. My daughter _____ (steal) all the chocolate

4. _____ (I / explain it well)?

5. Who _____ (he / date) recently?

6. He _____ (study) Latin.

7. Where _____ (you / study) Latin?

8. What countries _____ (they / visit) in Europe?

9. How _____ (you / live) that way?

10 She _____ (practice) in the auditorium all day

READING THREE ¹⁰

MAJOR DIFFERENCES BETWEEN THE MEXICAN AND U.S. LEGAL SYSTEMS

July 15, 2014 by @WashULaw

As many attorneys already know, the Mexican and U.S. legal systems have a number of differences. The U.S. legal system is a common law system, growing from the English legal tradition. This means that, in the United States, published and collected judicial opinions are considered binding legal authority. In the Mexican civil law system, on the other hand, codified law is of primary importance. Though the systems are different, there are also many similarities that attorneys will recognize from one country to the other. Below, we'll contrast and compare the systems with the goal of helping Mexican attorneys better understand them, as well as the role of practitioners in each system.

Case law (published judicial opinions) vs. codes (laws enacted by legislative bodies)

Although the United States is a common law jurisdiction, statutes, codes and regulations still exist at the federal, state and local levels. Published judicial opinions are not the sole source of authority in the United States. In fact, litigation often centers on codified law. This may be somewhat familiar to Mexican attorneys, who will look first to codes, but who may also do research on doctrina (scholarly treatises), or even jurisprudencia (decisions of high courts) in order to fully prepare for client representation on a particular matter.

Differences in legal education

In the U.S. educational system, students only pursue legal degrees after first obtaining a four-year undergraduate degree (bachelor's degree) in any non-legal topic of their choosing from a college or university. Afterward, they attend three-year programs at law schools in order to obtain a Juris Doctor (J.D.) degree. Once they have graduated, they then sit for the bar exam in a particular state and obtain a license to practice law.

In contrast, a Mexican attorney can obtain a law degree (a Licenciatura en Derecho, or LED) after a five-year undergraduate program, and does not need to take a bar exam afterward in order to become licensed to practice law. Instead, upon registering as an LED graduate, a Mexican attorney may then become a licensed legal practitioner.

Roles of lawyers

In Mexico, a judge leads and regulates the course of litigation, investigating facts, examining witnesses and appointing experts. In the United States, on the other hand, attorneys for the plaintiff or defendant may handle these tasks. Indeed, facts are learned through an attorney-led process called "discovery," in which the attorneys for the plaintiff and defendant ask questions and request materials from one another — this process is overseen, however, by a judge. Mexican attorneys still counsel clients on matters related to the litigation, of course, and will also prepare pleadings and related documents. In addition, in the U.S., there may also be a jury (a panel of 6-12 citizens, chosen at random) present in a U.S. legal trial to determine facts and make ultimate judgments in the case. Mexican proceedings do not follow this tradition.

Court systems

Both legal systems have state and federal courts, as well as special niche courts that handle specific issues (tax courts, bankruptcy courts, etc.) However, the U.S. has a smaller variety of administrative courts when compared to Mexico. For example, Mexico has the Tribunal de Justicia Agraria for

¹⁰ Washington University School of Law. (July 15, 2014).

agrarian matters, and the Tribunal de Jurisdiccion de Proceso Electoral for matters pertaining to the electoral process, while the U.S. has no analogous courts. Instead, in the U.S., many such matters are left to be initiated in the Federal District Courts.

In general, the primary role of the attorney in court proceedings and the importance of case law are the main differences for Mexican attorneys to understand about the U.S. legal system. Those interested in learning more about the details of U.S. law, or who are considering expanding their practices internationally, might want to consider the @WashULaw LL.M. in U.S. law program or the dual LL.M. in U.S. Law and Transnational Legal Practice with Tecnológico de Monterrey's EGAP School of Government.

Washington University law

I. Read the text and answer the following questions. (2% of the grade)

- 1. What is the main characteristic of the common law system?

- 2. In USA, what does litigation often centers on?

- 3. How many years do students in USA spend in law schools to practice law?

- 4. How do they obtain the license to practice law?

- 5. What are some of the duties of a judge in Mexico?

- 6. What is a jury in the USA?

- 7. Which are the two Courts that do not exist in USA?

- 8. Which are the two main differences between Mexican and the U.S. legal system?

II. Write down the meanings of the following vocabulary. (2% of the grade)

- binding legal _____
- attorney _____
- plaintiff _____
- oversee _____
- pleading _____

ADJECTIVES AND ADVERBS

Both **adjectives** and **adverbs** are modifiers—words that describe other words. For example:

Adjective: The quick fox jumped.

Adverb: The fox jumped quickly.

Adjectives describe a noun or pronoun.

Adverbs describe a verb, adjective, or other adverb.

He is a skillful driver. (The adjective skillful describes the noun driver.)

The cabby drove skillfully. (The adverb skillfully describes the verb drove.)

In the Know: Adjective or Adverb?

Modifier	Function	Example
Adjectives	Describe nouns	The busy bee never rests. (The noun is bee.)
Adjectives	Describe pronouns	She felt disappointed. (The pronoun is she.)
Adverbs	Describe verbs	The child cried bitterly. (The verb is cried.)
Adverbs	Describe adverbs	The child cried very bitterly. (The adverb is bitterly.)
Adverbs	Describe adjectives	The child was truly annoyed. (The adjective is annoyed.)

I. Complete each sentence using a word from the box. (2% of the grade)

surprisingly carefully happily fluently quickly continuously specially perfectly completely
--

1. Our holiday was too short. Time passed very _____
2. Steve doesn't take risks. He always drives _____
3. Sue works _____. She never seems to stop.
4. Rachel and Brad are very _____ married.
5. Maria speaks French _____ although she makes some mistakes

6. I cook this meal _____ for you
7. The examination was _____ easy
8. I tried on the shoes and they fitted me _____
9. I'd like to buy a Porsche but I think it is _____ impossible.

II. Complete with the adjective or adverb form of the words in parentheses. (2% of the grade)

1. The trial is _____ 2. The lawyer works _____ (slow)
3. Sue is a _____ 4. She climbed up the ladder _____ (careful)
5. The dog is _____ 6. It is barking _____ (angry)
7. He acted _____ 8. He is an _____ actor (excellent)
9. They learn English _____ 10. They think English is an _____ language (easy)
11. Max is a _____ singer 12. He sings _____ (good)
13. It's _____ cold today 14. The cold wind is _____ (awful)
15. Dogs rely on their noses as they can smell _____ (extreme / good)
16. If that is true, why does dog food smell so _____ (terrible)
17. The little boy looked _____
18. I went over to comfort him and he looked at me _____ (sad)
19. I tasted the soup _____ (careful) but it tasted _____ (wonderful)

COMPARATIVE	SUPERLATIVE
1-syllable adjectives: add -er to the adjective: My sister is much taller than me. It's colder today than it was yesterday.	1-syllable adjectives: add the & -est to the adjective: My sister is the tallest than me. It's coldest day in the year.
2-syllable adjectives ending in -y: change the -y to -ier She's looking happier today. This grammar topic is easier than the last one.	2-syllable adjectives ending in -y: change the -y to -iest She's the happiest today. This grammar topic is the easiest
Other 2-syllable adjectives: use more with the unchanged adjective The shops are always more crowded just before Christmas.	Other 2-syllable adjectives: use the most with the unchanged adjective This train is the most crowded just before Christmas.
EXCEPTIONS : bad --> worse good --> better far --> farther/further	EXCEPTIONS : bad --> the worst good --> the best far --> the farthest/furthest

III. Form comparative or superlative sentences. (2% of the grade)

1. My brother is _____ (short) than me
2. Our group is _____ (good) than the others
3. Being accepted in the University is the _____ (exciting) thing
4. He is the _____ (good) Lawyer I know!
5. My cousin is the _____ (pretty) girl in town
6. Your CRV is _____ (big) than my car
7. I bought you the _____ (expensive) souvenir I could afford
8. July is _____ (hot) than January.
9. The _____ (far) place have visited is France.
10. That is the _____ (bad) book I've read

UNIDAD 4.

NEGOCIACIÓN Y RESTRICCIÓN.

Objetivo: Exponer ideas, aclarar y confirmar información para llegar a acuerdos, establecer diferentes grados de restricción y especular con respecto a eventos que acontecieron o acontecerán.

READING ONE

UNDERSTANDING LATIN LEGALESE ¹¹

Most lawyers love to throw around Latin phrases. The reason for this is that ancient Rome's legal system has had a strong influence on the legal systems of most western countries. After all, at one time, the Romans had conquered most of Europe, the Middle East, and North Africa. The Roman motto was *divide et impera* (dee-vee-deh eht im-peh-rah) – “divide and conquer.” As they conquered nations, they set out to “Latinize” the “barbarians” (anyone who wasn't Roman). Their goal was to teach them how to think, act, and be like real Romans. As the Roman Empire slowly crumbled and disappeared, the new orders in all these lands gradually adapted the existing legal system. England (and most of its former colonies) and the United States of America use a variation of the old Roman law called “Common Law.” This is why lawyers today love those Latin phrases! (Well, that and the fact that you can't get out of law school without mastering them.)

This article gives you the information that you need to make sense of what your lawyer, judge, or parole officer is saying. Knowing what a sentence or phrase, like “The case is now sub judice (sub you-dee-kay)” or “What you are proposing is contra legem (kon-trah lay-ghem),” means, can help – even when you're just watching Court TV or ThePractice.

English legal terms are full of Latin words and phrases. Several of these terms are so common, you use them today without any problem or confusion. Take these words for example:

- **alibi** (ah-lee-bee; elsewhere, at another place). If you're asked to provide an alibi for your whereabouts, you know that you need to tell where you were when a crime occurred to prove that you couldn't have been the one who did the awful deed.
- **alias** (ah-lee-ahs; at another time, otherwise). Today, alias often refers to an alternative name people generally use to conceal their identity. “John Smith alias Henry Taylor alias Clyde the Hustler” means John Smith is otherwise known as Henry Taylor who is otherwise known as Clyde the Hustler.
- **per se** (purr say; by itself). Also meaning “as such” in English usage, per se is used casually in English conversations: I didn't call him stupid, per se. I simply said he had plenty to learn.
- **versus** (wer-soos; turned). Often abbreviated as vs., the more common English meaning is “against” or “in contrast to”: In the case Roe versus Wade, privacy in cases of abortion was an issue.

Table 1 lists other common Latin words used in English courts and legal proceedings. (Keep in mind that the pronunciation here shows how the Romans would have pronounced these words.)

¹¹ Clifford A. Hull, Steven R. Perkins, Tracy Barr. (2013).

Table 1: Common Latin Words Used Today

Word	Pronunciation	Original Meaning	Modern Meaning
affidavit	uhf-fee- <i>day</i> -wit	he pledged	a sworn, written statement
bona fide	<i>boh-nuh fee-day</i>	(in) good faith	sincere, genuine
habeas corpus	ha- <i>bay-us kor-pus</i>	may you have the body	bring a person before a court
per diem	pur <i>dee-em</i>	per day, by the day	daily
pro bono	pro <i>bo-no</i>	for the good	done for free for the public good
status quo	<i>stuh-toos kwo</i>	the existing condition or state of affairs	how things are currently
sub poena	soob <i>poi-na</i>	under the penalty	an order commanding a person to appear in court under a penalty for not appearing

The following sections offer more Latin words used in courts today. Like the preceding words, you may have heard many of these words already; you may even be using them without knowing what they really mean. Don't worry. Many of those using them don't know either.

COMMON COURTROOM LATIN

Many of the terms that lawyers and other legal folk use have come down to us in their original Latin forms. Table 2 lists some of the more common Latin words that are still used today. The following list has even more examples:

- **ex officio:** This word would appear in a Latin sentence such as the following:

Imperator erat ex officio quoque dux exercitus.

eem-pe-ra-tawr e-rut eks off-ee-kee-oh kwo-kwe dooks eks-er-key-toos.

The emperor was by virtue of his position also the leader of the army.

Today, you see or hear this word in a sentence like this:

The headmaster of the school is ex officio also a member of the school board.

- **persona non grata:** This word would appear in a Latin sentence such as the following:

- **Post caedem Caesaris, Brutus erat habitus persona non grata Romae.**

post ki-dem ki-sa-ris, broo-tus e-rut ha-bee-tus per-sow-na non gra-ta rom-igh.

After the assassination of Caesar, Brutus was regarded a persona non grata in Rome.

Today, you see or hear this word in a sentence like this:

After his conviction for embezzling funds, John was treated like a persona non grata by his former colleagues.

You can hear these words and other words (shown in Table 2) in many places – particularly on TV or in the movies. They’re common enough that the audience can get the gist of their meaning and still follow the story line, but they’re obscure enough to make the actors sound like experts in the law. (In the movie *Silence of the Lambs*, did you know what Hannibal “The Cannibal” Lecter means when he says to agent Starling, “Quid pro quo, Clarese. Quid pro quo”? If you look at Table 2, you will!)

Table 2: Latin Words Used in English Courts

<i>Word</i>	<i>Pronunciation</i>	<i>Original Meaning</i>	<i>Modern Meaning</i>
ad hoc	ad hok	to this	for a specific purpose, case, or situation
corpus delicti	<i>kor-pus de-lick-tee</i>	body of the crime	material evidence in a crime
de facto	day <i>fak-toe</i>	from the fact	in reality; actually; in effect
de iure	day <i>you-ray</i>	from the law	according to law; by right
ad infinitum	ad in-fee- <i>nee-toom</i>	forever	forever
in absentia	in ab-sen-tee- <i>ah</i>	in (his/her) absence	in (his/her) absence
in camera	in ka-me- <i>rah</i>	in a room	in private; no spectators allowed
in loco parentis	in <i>lo-ko pa-ren-tis</i>	in the place of a parent	in the place of a parent

ipso facto	<i>eep-so fak-toe</i>	by the fact itself	by that very fact
locus delicti	<i>low-koos day-lick-tee</i>	scene of the crime	scene where a crime took place
modus operandi	<i>moh-dus o-per-un-dee</i>	mode of working	method of operating
nolo contendere	<i>no-lo kon-ten-de-re</i>	I do not wish to contend	a plea by the defendant that's equivalent to an admission of guilt (and leaves him subject to punishment) but allows him the legal option to deny the charges later
prima facie	<i>pree-mah fah-key-ay</i>	at first face	at first sight
pro forma	pro <i>for</i> -ma	for the sake of form	done as formality, done for the show
quid pro quo	kwid pro kwo	this for that	something for something; tit for tat; an equal exchange

I. Read the article and answer the following questions. (3% of the grade)

1. Why do we have so many Latin words in Legal English?

2. Who were considered “barbarians”?

3. What is the meaning of *per diem*?

4. What is the meaning of *corpus delicti*?

5. Did you know any of these Latin phrases?

6. Are they used the same in your country?

7. Which ones do you already master?

MODAL VERBS

Remember: Grammatically, modal verbs behave in a different way from ordinary verbs.

- a. They have no -s in the third person singular (he, she, it). - She might go to class.
- b. Modal verbs are followed by the verb without to. – They should to build a new computer room.
- c. They are used as an auxiliary:
They make questions and negative forms – May I see that? / You mustn't shout.

	Uses	Example
CAN	ability, possibility, inability, impossibility asking for permission request	They can take the case to court They can't take the case to court Can I smoke in the court room? Can you help me with the case?
COULD	asking for permission request suggestion ability in the past	Could I smoke here? Could you speak slowly please? We could call her attorney He gave up his job so he could work for us
MAY	asking for permission possibility guessing	May I go out? China may become an economic power. He may be angry, he didn't say hello
MIGHT	Possibility guessing	He might give us a 10% discount He might be angry, he didn't say hello
WOULD	asking for permission request	Would you mind if I brought a colleague? Would you close the window?
WILL	instant decisions predictions	I can't see no taxis so I'll walk Profits will increase next year
SHOULD	saying what is right recommendation	We should sort out this problem at once I think you should get a lawyer
MUST	obligation certainty	You must wear a helmet if you ride a bike He doesn't answer. He must be busy.

I. Choose the best modal to complete the sentences. (2% of the grade)

1. I _____ see you on Friday, I have a lot of homework
a. can b. must not c. can't
2. When Tim was 16, he _____ run 100 meters in 11 seconds
a. could b. may c. might
3. I'm looking for Sarah. Do you know where she is? – She _____ be in the garden.
a. would b. may c. must not
4. My neighbors had a party yesterday and I _____ sleep.
a. couldn't b. must not c. can't
5. I'm looking for Sue, _____ you give her a message?
a. must b. would c. might
6. Mary isn't in her place at the office, she _____ not be working today
a. might b. can c. would
7. What a beautiful view, you _____ come here!
a. can b. should c. may
8. Where are you going for your holidays? – I haven't decided, I _____ go to Cancun.
a. must b. should c. may
9. Jack always has difficulty getting up. He _____ go to bed so late,
a. shouldn't b. must c. can't
10. I wonder where Laura is. She promised she _____ arrive late.
a. shouldn't b. can't c. wouldn't
11. A girl fell into the river, but fortunately we _____ save her
a. should b. must c. could
12. You have travelled a lot, you _____ be tired
a. will b. must c. could
13. That restaurant _____ be very good, it is always full of people.
a. must b. can't c. mustn't

14. She broke up with her boyfriend today, she _____ want to be alone.

- a. may b. must c. would

15. I'm sure I gave you the file! You _____ have it.

- a. may b. must c. would

16. _____ you help me with this case please?

- a. should b. couldn't c. could

17. Congratulations on passing your exam! You _____ be very pleased.

- a. must b. can c. might

18. Whenever Richard was angry he _____ walk around the house.

- a. would b. could. C. should

19. Lucy hasn't contacted me, she _____ have lost my number.

- a. should b. can c. must

20. Joe doesn't answer my messages, he _____ be at the meeting.

- a. shouldn't b. must c. might not

21. I can't find my umbrella. Have you seen it? – It _____ be in the car.

- a. may b. couldn't c. should

22. You have a bad cold, I think you _____ go out to that party tonight.

- a. wouldn't b. shouldn't c. can't

23. Don't make too much noise, you _____ wake the baby!

- a. can b. may c. couldn't

24. They are always arguing. I don't think they _____ get married.

- a. would b. could c. should

25. I _____ like to live on a busy road.

- a. shouldn't b. couldn't c. wouldn't

II. Write the following sentences in a different way using MIGHT. (2% of the grade)

1. Perhaps Hellen is in the court = _____
2. Perhaps He is very busy = _____
3. Perhaps her client is not guilty = _____
4. Perhaps she works over time = _____
5. Perhaps they are already sleeping = _____

III. For each situation write an advice using SHOULD, (2% of the grade)

go away for a few days buy a ring key older look for another job
put some pictures on the wall take a photograph use her car so much

1. Liz needs a change - _____
2. You salary is very low - _____
3. Peter in always losing his keys - _____
4. What a beautiful landscape - _____
5. Sue drives everywhere. She never walks - _____
6. Bill's room isn't very interesting - _____

IV. WRITING ACTIVITY: Crime. (5% of the grade)

Based on the next questions write two paragraphs about death penalty. Should Mexico allow death penalty?

Is crime a big problem in your city? Have you ever been a victim of crime?

What crime is common in your city? What would you do if you noticed a crime being committed?

In which cases should death penalty be imposed?

UNIDAD 5.

PLANES FUTUROS.

Objetivo: Expresar acuerdos y planes a futuro, así como eventos imprevistos.

READING ONE

WHAT ARE THE DIFFERENCES BETWEEN THE CRIMINAL AND CIVIL JUSTICE SYSTEMS? ¹²

The American court system is divided between criminal and civil justice systems. In the criminal system, it is the government that brings a case against a defendant, and in civil court, citizens can bring lawsuits against one another. The laws, punishments, and the burdens of proof differ between both court systems. For instance, prison is a possibility in certain criminal cases, whereas civil cases do not punish the accused with incarceration.

In some instances, a civil lawsuit may follow a criminal case, such as a wrongful death case or police misconduct case. For example, even though O.J. Simpson was acquitted of the murders of Nicole Brown Simpson and Ronald Goldman, the victims' families were able to bring a wrongful death suit against the former football star.

The families won the suit as O.J. was found "liable" in the murders—which, in civil law, is not the same thing as guilty in criminal law. The basis for this finding is in the burden of proof, which is further explained below.

How Does Each System Work?

The criminal justice system is focused on cases that are brought into either federal or state criminal courts by law enforcement. It is the government that brings a case against the accused individual, and it is the government's burden of proof to show the jury its case and the evidence that supports it. Penalties in criminal cases widely range from fines to the death penalty.

In the civil court system, individuals or organizations can bring each other to court. These cases typically involve a dispute of some sort, with penalties usually involving financial or property compensation. The right to a jury trial is not guaranteed in civil cases that seek an equitable remedy, but the right to a jury trial in criminal cases is guaranteed by the Sixth Amendment.

Find the Right Criminal Lawyer

Hire the right lawyer near your location

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What Punishments are Available in Each System?

If you are convicted in criminal court, you could be ordered to pay a fine, go on probation, or spend time in jail. In civil court, penalties for liability are typically damages awarded to the plaintiff. Unlike civil court, the criminal court system stigmatizes defendants.

What about the Burden of Proof?

The burden of proof is much higher in criminal law. All that is needed to find someone liable in civil law is a "preponderance of evidence" that more than 50% of the evidence points to something. Simply put, it is more likely than not that the facts presented are true. The jury in a criminal trial must believe beyond a reasonable doubt that the defendant is guilty. If there is any reasonable uncertainty of guilt, then the defendant must be acquitted.

In the O.J. Simpson example, the criminal trial jury could not come to a conviction verdict based on the fact that they had some level of uncertainty as to his guilt. In the civil case, the jurors believed the evidence pointed more toward the direction of guilt, than not.

¹² Tipton, Sarah. (2018).

If I Am Involved in a Criminal or Civil Trial, Do I Need a Lawyer?

If you are facing criminal charges or are involved in a civil case, you should speak to a criminal lawyer or civil lawyer immediately. Laws vary with each state and a criminal defense attorney (in the case of criminal charges) will be able to advise you of your rights and the next steps for your case. If you are dealing with a civil dispute, you will want to consult a civil attorney, and find more information on how to file a civil lawsuit.

I. Read the article and answer. (2% of the grade)

1. What is the main difference between the criminal and civil justice systems?

2. Do civil cases punish the accused with incarceration?

3. What does criminal justice focus on?

4. Which are the penalties in criminal cases?

5. In Civil Law, what do you need to find someone liable?

II. Write the meanings of these words. (2% of the grade)

a. Civil Court: _____

b. lawsuit: _____

c. burden of proof: _____

d. incarceration: _____

e. wrongful: _____

f. misconduct: _____

g. acquitted: _____

h. liable: _____

i. enforcement: _____

j. Amendment: _____

SIMPLE FUTURE	GOING TO	PRESENT PROGRESSIVE	FUTURE PROGRESSIVE	FUTURE PERFECT
prediction, assumption spontaneous action	planned action in the future. logical consequence (sth. is going to happen)	planned action in the near future	action will definitely happen (it usually happens)	something will already have happened before a certain time in the future
will + infinitive	to be (am, are, is) + going to + infinitive	to be (am, are, is) + infinitive + -ing	will + be + infinitive + -ing	will + have+ past participle
The sun will shine tomorrow.	We are going to fly to LA in summer	I am going to a party tonight.	They will be playing football on Sunday afternoon.	She will have written the letter by tomorrow.
The sun will not shine tomorrow.	We are not going to fly to LA in summer.	I am not going to a party tonight.	They will not be playing football on Sunday afternoon.	She will not have written the letter by tomorrow.
Will the sun shine tomorrow?	Are we going to fly to LA in summer?	Am I going to a party tonight?	Will they be playing football on Sunday afternoon.	Will she have written the letter by tomorrow.

I. Choose the best form of future. (2% of the grade)

1. I _____ you if you say that word again.

- a. am hitting b. will be hitting c. will hit

2. I think our team _____

- a. will win b. is going to win c. will be winning

3. _____ you _____ me with the housework?

- a. are / helping b. will / helping c. are / going to

4. This time tomorrow I _____ a discussion with my boss.
 a. will have b. will be having c. am having
5. By next Christmas we _____ in this city for twenty-five years.
 a. have lived b. will have lived c. will be living
6. I _____ home late tonight.
 a. am b. will be c. going to be
7. She _____ at 6, I think
 a. will arrive b. is arriving c. arrive
8. I _____ you when I have time.
 a. am going to phone b. will be phoning c. will phone
9. I will discuss your situation with my boss when I _____ him tomorrow.
 a. meet b. will meet c. going to meet
- 10.. She _____ upset when she finds out what you have done.
 a. is upset b. is going to be c. will be

II. WRITING (5% of the grade) and SPEAKING (15% of the grade) ACTIVITY: Future plans.

What do you think English will be helpful for? When will you have finished University?

What will you be doing in 10 years? Will you be married? Will you have children? Where will you be working?

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