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LEGAL ENGLISH

NIEZBĘDNIK PRZYSZŁEGO PRAWNIKA

TEACHER'S BOOK



LEGAL & BUSINESS
ENGLISH



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INTRODUCTORY CHAPTER

Introduction to the unit

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

Lead-in

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

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

How do you understand the quotation?

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

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

I. Laws (p. 10)

Task 1. Strange laws. Vocabulary building and practising speaking

1.

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

Key

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

2.

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

Task 2. Laws in Poland

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

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

Key

1)

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

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

2)

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

Comments!

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

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

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

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

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

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

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

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

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

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

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

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

Legal background

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

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

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

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

Podstawa prawna:

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

Variation

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

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

Task 1. Vocabulary practice

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

Key

CASE

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

COURT

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

PARTY

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

SENTENCE

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

SUIT

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

Task 2. Vocabulary practice – Latin in Legal English

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