

UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO



UNIDAD ACADÉMICA PROFESIONAL CHIMALHUACÁN

LICENCIATURA EN DERECHO

ANTOLOGÍA DE INGLÉS 6

AUTORES:

VIOLETA A. SÁNCHEZ REYES

Programa de estudios Inglés 6

Elaboró: Dirección de Aprendizaje de Lenguas

Fecha de aprobación: 21 de marzo de 2017

PROGRAMA DE ESTUDIOS

I. Datos de identificación

Unidad de aprendizaje | **Inglés 6**

Carga
académica

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

Seriación

Inglés 5
UA Antecedente

Inglés 7
UA Consecuente

II. Presentación

El presente programa es una guía de contenidos mínimos expresados en términos lingüísticos que indican, de manera general, los conocimientos que durante el curso el estudiante debe adquirir como herramientas para desarrollar competencias comunicativas que le permitan interactuar de manera fluida y cómoda en situaciones comunes utilizando un lenguaje sencillo y un vocabulario básico.

La unidad de aprendizaje Inglés 6 junto con el curso que le antecede, Inglés 5, están encaminados a llevar al estudiante a un nivel de desarrollo de la lengua que le permita lograr las competencias descritas por el Marco Común Europeo de Referencia para el

Aprendizaje de Lenguas correspondientes al umbral del nivel de usuario independiente

(B1), por ello, el profesor que imparta esta unidad de aprendizaje debe apoyarse en esta guía mínima y en materiales adecuados e implementar métodos y estrategias de enseñanza que lleven a sus estudiantes a desarrollar la destreza comunicativa para comprender y producir discursos de manera oral y escrita al interactuar en situaciones comunes, a ser capaces de tomar la iniciativa al momento de enfrentar situaciones poco usuales en las que sea necesario pedir alguna aclaración o explicación para comprender con precisión, así como parafrasear y hacer uso de estrategias comunicativas cuando la idea a expresar y el contexto requieran mayor puntualidad.

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

**Núcleo de
formación:**

Básico

Carácter de la UA:

Obligatoria

V. Objetivos de la unidad de aprendizaje.

**Núcleo de
formación:**

Básico

Carácter de la UA:

Obligatoria

V. Objetivos de la unidad de aprendizaje.

Aplicar estructuras, vocabulario y estrategias comunicativas del idioma inglés, descritas en el Marco Común Europeo de Referencia para las lenguas correspondientes al nivel B1, que permitan al estudiante resolver las posibles complicaciones que se presenten al interactuar en el idioma, especialmente en la expresión de situaciones presentes y anhelos a futuro, así como en la descripción de procesos, eventos y hechos haciendo énfasis en el objeto que recibe la acción.

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

Unidad 1. Eventos presentes, pasados y futuros

Objetivo: Reforzar conocimientos y habilidades receptivas y productivas desarrolladas previamente al compartir eventos pasados, hablar de situaciones presentes y expresar planes y anhelos a futuro.

1.1 Expresiones en pasado

1.1.1 Eventos concluidos

1.1.2 Acontecimientos que estuvieron en progreso en un punto en el pasado

1.1.3 Hábitos y eventos concomitantes en el pasado

1.2 Expresiones en presente

1.2.1 Hechos, hábitos y rutinas presentes

1.2.2 Acciones en progreso y acciones por llevarse a cabo

1.2.3 Acciones reiterativas que tienen repercusiones en el presente

1.3 Expresiones en futuro

1.3.1 Planes y acuerdos en el futuro

1.3.2 Promesas, ofrecimientos y predicciones

1.4 Uso de la lengua en el ámbito académico y laboral

Unidad 2. Discurso indirecto

Objetivo: Identificar y reportar información acerca de situaciones, eventos, hechos u opiniones emitidas por terceros.

2.1 Características del discurso indirecto

2.1.1 Uso de verbos comunes para reportar un discurso

2.1.2 Vigencia del discurso indirecto al momento de expresarlo mediante el ajuste del sujeto, el tiempo verbal y los circunstanciales de lugar y tiempo

2.1.3 Entonación y pronunciación del discurso indirecto

2.2 Estructuras del discurso indirecto

2.2.1 Preguntas en el discurso indirecto

2.2.2 Oraciones declarativas en el discurso indirecto

2.2.3 Oraciones imperativas en el discurso indirecto

2.3 Uso de la lengua en el ámbito académico y laboral

Unidad 3. Procesos, eventos y hechos descritos con voz pasiva

Objetivo: Describir procesos, eventos y hechos haciendo énfasis en el objeto que recibe la acción y dejando en segundo plano u omitiendo al sujeto que la lleva a cabo.

3.1 Descripciones impersonales

3.1.1 Descripción de procesos

3.1.2 Desconocimiento u obviedad del sujeto en un evento

3.1.3 Generalizaciones

3.2 Estructura de la voz pasiva

3.2.1 Expresión del tiempo en oraciones pasivas

3.2.2 Contraste de la voz activa y pasiva

3.2.3 La negación e interrogación en voz pasiva

3.3 Uso de la lengua en el ámbito académico y laboral

Unidad 4. Especulaciones de hechos presentes y pasados

Objetivo: Identificar el tono especulativo en el discurso y especular acerca de eventos presentes y pasados.

4.1 Expresiones especulativas

4.1.1 Especulación de eventos presentes

4.1.2 Especulación de eventos pasados

4.1.3 Grados de certeza (posibilidad e imposibilidad)

4.2 Otros elementos para expresar especulación

4.2.1 Adverbios

4.2.2 Marcadores de tiempo

4.2.3 Entonación y pronunciación de expresiones especulativas

4.3 Uso de la lengua en el ámbito académico y laboral

II. Acervo bibliográfico

Referencias bibliográficas Básicas

- Clare, A. & Wilson, J.J. (2011). *Speak Out Pre-Intermediate*. Londres: Pearson Education Limited.
- Crace, A. & Acklam, R. (2011). *New Total English Pre-Intermediate*. Londres: Pearson Education Limited.
- Consejo Europeo. (2001). *Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación*, recuperado de:
http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf
.
- Goldstein, B. (2012). *The Big Picture Pre-Intermediate*. Oxford: Richmond.

ÍNDICE

	página
Ubicación de la Unidad de Aprendizaje en el mapa curricular	9
Presentación	11
Guía de Evaluación	13
UNIDAD 1. Eventos presentes, pasados y futuros	14
Reading one: Crime and Criminals	14
Simple Present	16
Reading two: Lawyers	17
Present Continuous	19
Speaking and Writing activity: Hobbies and passions	20
Reading three: The solicitor's job	21
Simple Present and Present Continuous	22
Reading four: Woman loses a mercy plea	23
Simple Past	24
Speaking and writing activity: First dates	26
Reading five: The witness	27
Simple Past and Past Continuous	28
Writing activity: The earthquake	28
Reading six: The court case	29
Will and going to	30
Speaking activity: Lawyers	31
Unidad 2. Discurso indirecto	32
Reading one: Sexism in language	32
Reporting Verbs	34
Speaking and writing activity: Gossip and Rumors	35
Reading two: Being on a Jury	37
Indirect Questions	38
Speaking and writing activity: Being o a jury	40
Unidad 3. Eventos y hechos descritos en voz pasiva.	41
Reading one: The robbery.	41

Passive voice	42
Speaking activity: Share experiences	44
Writing activity: In recognition of ...	44
UNIDAD 4. Especulaciones de hechos presentes y pasados	46
Reading one: Major differences between Mexican and US legal system	46
Modal Verbs	48
Writing activity: crime	51
Reading two: Understanding Latin Legalese	52
Adverbs	56
Reading three: What are the differences between the criminal and civil Justice systems?	57
Time expressions	58
Anexo A	60
Bibliografía	62

MAPA CURRICULAR

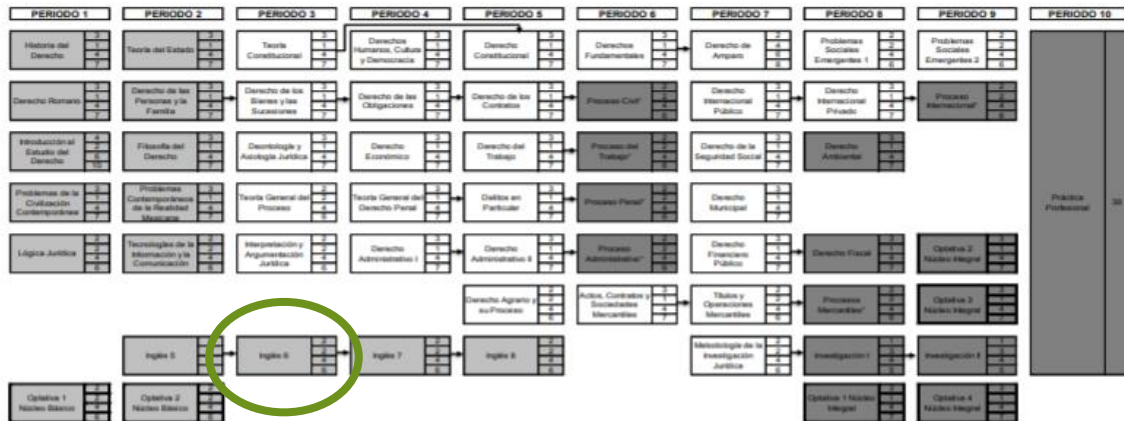


UAEM Universidad Autónoma del Estado de México

Facultad de Derecho
Licenciatura en Derecho
Reestructuración, 2015



Mapa curricular de la Licenciatura en Derecho 2015

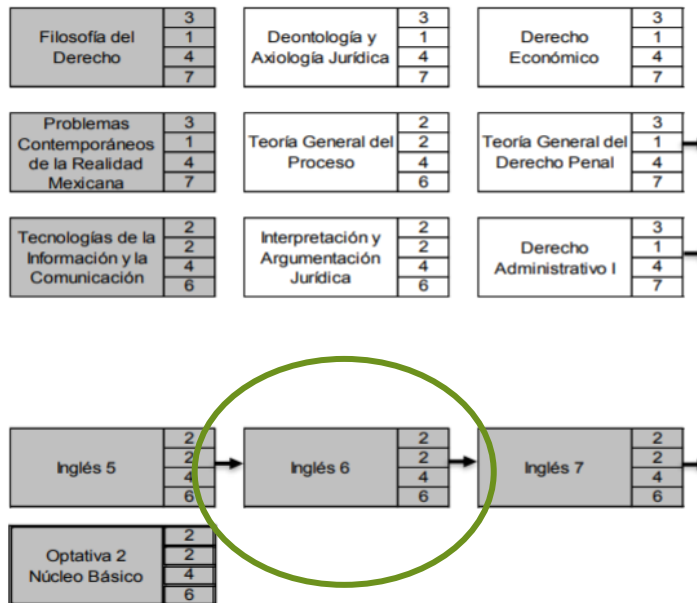


SEMESTRE	1	2	3	4	5	6	7	8	9	10
Créditos	48	48	48	48	48	48	48	48	48	48

SIMBOLOGÍA	
Libre de elección	OP. Teoría Jurídica
Libre de elección	OP. Teoría Procesal
Libre de elección	OP. Teoría de Contratos
Libre de elección	OP. Mercantiles

PARÁMETROS DEL PLAN DE ESTUDIOS	
Núcleo Básico (cursos y créditos)	16 LAH.
Núcleo Sustentativo (cursos y créditos)	28 LAH.
Núcleo Integral (cursos y créditos)	4 LAH.
Núcleo Integral (Prácticas Profesionales)	4 LAH.
Total del Núcleo Básico	16 LAH. para cubrir 167 créditos
Total del Núcleo Sustentativo	28 LAH. para cubrir 188 créditos
Total del Núcleo Integral	14 LAH. + 1 Prácticas Profesionales para cubrir 118 créditos

TOTAL DEL PLAN DE ESTUDIOS	
LAH. Obligatorias	32 LAH. + 1 Asignatura Académica
LAH. Libres	6
LAH. Opcionales	38 LAH. + 1 Asignatura Académica
Créditos	415



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 1er 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 12 ejercicios de gramática.

Se sugiere sumar los puntos que aparecen entre paréntesis en cada ejercicio, para cada parcial suman 20 por ciento.

El primer parcial comprende solamente la unidad 1 y seis temas de gramática. El segundo parcial comprende a partir de la unidad 2 (es decir desde *reporting verbs*), y seis temas de gramática.

EXPRESIÓN ORAL: Tanto el primer parcial como el segundo constan de 3 ejercicios, se recomienda sumar el puntaje que viene después de las instrucciones de este ejercicio.

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

LECTURAS: La presente antología consta de 12 lecturas, divididas en seis para el primer parcial y seis 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.

EVENTOS PRESENTES, PASADOS Y FUTUROS.

Objetivo: Reforzar conocimientos y habilidades receptivas y productivas desarrolladas previamente al compartir eventos pasados, hablar de situaciones presentes y expresar planes y anhelos futuros.

READING ONE

CRIMES AND CRIMINALS 1¹

I. Read the passage. (3% 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 is a special crime _____
4. You will be punished if you torture a dog _____
5. Without evidence you cannot be sentenced _____
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 _____

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

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?

V. Practice the Simple Present tense

SIMPLE PRESENT

We use simple present to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general.

Remember: I work ... You work ... He works

We use DO and DOES to make questions and negative sentences.

DO (I, you, we, they) work?

I, you, we, they **DON'T** work

DOES (he, she, it) work?

He, she, it **DOESN'T** work

5.1. Choose the best verb to complete the sentences and do not forget to conjugate them. (2% of the grade)

cause	connect	drink	live
promise	open	speak	take

1. Lucy _____ French very well.
2. I don't often _____ coffee.
3. The swimming pool _____ at 8.00 every morning.
4. Bad driving _____ many accidents.
5. My parents _____ in a very small apartment.
6. The Olympic Games _____ place every four years.
7. The panama Canal _____ the Atlantic and Pacific oceans .
8. My friends _____ they won't be late.

5.2. Conjugate the verbs in parentheses. (2% of the grade)

1. Julie _____ (not drink) tea very often.
2. What time _____ (the banks / close) here?
3. I have a computer, but I _____ (not use) it very much.
4. Where _____ (Martin / come) from? He is Scottish.
5. The earth _____ (go) round the sun.
6. Beetles _____ (not make) honey.

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 _____

solicitor _____

solicitor _____

will _____

contract _____

prosecution _____

sentence _____

defendant _____

guilty _____

not guilty _____

punishment _____

fine _____

courtroom _____

appeal _____

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

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

- 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? _____

V. Practice the Present Continuous tense

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

5.1. 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 / speaking) Spanish.

5.2 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 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.

III. Practice Simple Present with Present Continuous

PRESENT SIMPLE

We use the simple for things in general
or things that happened repeatedly.

Water boils at 100 degrees Celsius

PRESENT CONTINUOUS

We use the continuous for things happening
at or around the time of speaking

Water is boiling. Can you turn it off?

3.1. Are the underlined verbs right or wrong? Correct them where necessary. (1% of the grade)

1. Look! That man tries to open the door of our car! _____
2. Can you hear those people? What do they talk about? _____
3. Cats are hating water _____
4. I usually go to work by car. _____
5. I can't talk to you right now. I drive. _____
6. The moon goes round the earth in about 27 days. _____
7. I'm not wanting to go out tonight. _____

3.2. Put the verb into the correct form, present continuous or simple present. (2% of the grade)

1. Hurry up! Everybody _____ (wait) for you!
2. The children _____ (not go) to school on Saturday.
3. Every Friday we _____ (play tennis).
4. Congratulations! Your English _____ (get) much better!
5. Oh, no! Bill, what _____ you _____ (do) now?
6. The river Nile _____ (flow) into the Mediterranean.
7. The river _____ (flow) very fast today, much faster than usual.
8. Can we stop walking soon? I _____ (start) to feel tired.

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)

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 _____

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

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? _____

V. Practice the Simple Past tense

SIMPLE PAST

We use the simple past to talk about finished actions in the past, often with a time expression (yesterday, last week, in 2001, five years ago, etc.).

Remember: We make the simple past positive form of REGULAR verbs with the base form of the verb + **ed**.

The form is the same for all subjects: I walk**ed** She walk**ed** They walk**ed**

Some verbs are IRREGULAR and they change their form: I went She slept We hit

To make questions and negative sentences we use the auxiliary DID + the base form of the verb

DID I walk?

Where **did** (you, we, they) sleep?

Where **did** (he, she, it) go?

I **DIDN'T** walk

You, we, they **DIDN'T** sleep

He, she, it **DIDN'T** working

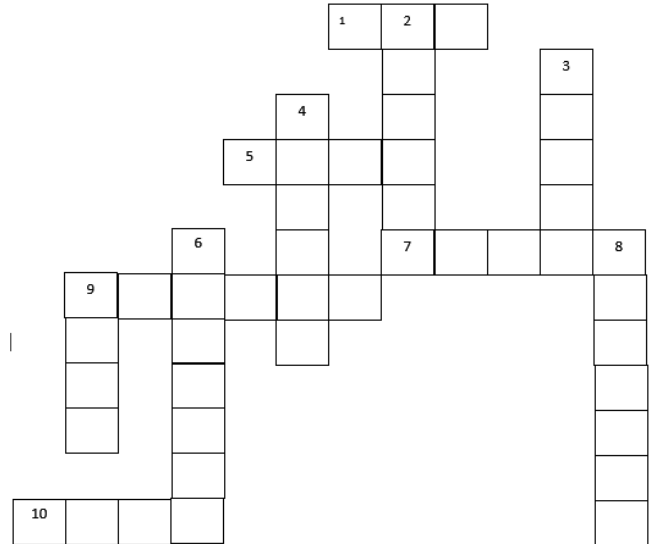
5.1. Solve the clues to complete the crossword. (2% of the grade)

ACROSS

- 1. The children ___ all the candies.
- 5. Who ___ the song called "My way"?
- 7. I ___ to call you, but you were out.
- 9. I ___ all night but I didn't finish the report.
- 10. He ___ for his burger and left the restaurant.

DOWN

- 2. Sarah ___ Law for 6 years in UAEM
- 3. Peter ___ her girlfriend a long letter
- 4. They ___ for the bus for an hour but it didn't come
- 6. The train ___ on time.
- 8. I ___ my coffee on the floor of the bus.
- 9. Phil ___ to Dubai on business.



5.2. Put the verbs into the story in the correct form in simple past. (2% of the grade)

feel put look go run scream not believe blow say arrive not wait

The Simpsons _____ to France for their holiday last year. When they _____ at their holiday town, they realized that something was wrong. But what was it? The town _____ nice, and the children seemed happy, but for some reason they _____ that the place was dangerous. The villagers _____ that there were ghosts but the Simpsons _____ in ghosts. They opened the front door and _____ their cases down. At that moment, a woman _____ and a cold wind _____ through the house. The Simpsons _____ to find out what or who it was. They turned and _____ back to the car and drove away from that town forever.

5.3 Find and correct the mistake in each sentence. (2% of the grade)

- 1. Jean Marie lives in Paris all his life, he died last year. _____
- 2. I see the lawyer last Monday. _____
- 3. The car didn't stopped. _____
- 4. Did you rang Charlie yesterday? _____

READING FIVE

THE WITNESSES ⁵

Situation: Jane and Patrick witness a crime. (2% of the grade)

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.

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.

II. Practice Simple Past with Past Continuous

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**)

2.1. 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)

2.2. 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 SIX

THE COURT CASE ⁶

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

(7% 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.

II. Choose the best option in the following five questions to fill in the blanks in the legal conversation given above.

1) Which option is the best to fill in the first blank?

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) Which option is the best to fill in the second blank?

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

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

3) Which option is the best to fill in the third blank?

- 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) Which option is the best to fill in the fourth blank?

- 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) Which option is the best to fill in the fifth blank?

- A) have fines for people
B) have parole for people
C) have capital punishment for people
D) have prisons for people

III. Practice Simple Future with Going to

SIMPLE FUTURE

GOING TO

We use *going to* to make predictions about the future. You make the prediction because of something you know or something you can see now. And for plans, when you are almost sure.

That woman is pregnant. She is going to have a baby.

We use *will* to say what we think or guess will happen in the future (you are not sure). You don't know exactly what will happen.

Manchester will win the match

We use *will* to talk about things that you know about the future, or to ask questions about the future.

I'll be 21 next year

3.1 Choose the best option for each sentence. (2% of the grade)

1. Statistics say 200000 more people ____ houses in 2020.

- a. will own b. are going to own

2. Amy ____ this book. She only reads romantic novels.

- a. will like b. won't like c. is going to like d. isn't going to like

3. You are lucky! This time next year you _____ in Greece!

- a. will be b. are going to be

4. Watch out! That glass _____ off the table!

- a. will fall b. is going to fall

5. I _____ swimming later on. I've finished work.

- a. will go b. am going to go

6. I _____ up smoking. It's my New Year's resolution.

- a. will give b. am going to give

7. Tonight I _____ to bed early and read.

- a. will go b. am going to go

8. You look tired. I _____ the washing up, you relax!

- a. will go b. am going to go

9. We _____ a barbecue on the beach. Do you want to come?

- a. will have b. am going to have

10. -The phone is ringing! - I _____ it!

- a. will get b. am going to get

3.2. SPEAKING ACTIVITY: Lawyers. (7% 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?

UNIDAD 2.

DISCURSO INDIRECTO.

Objetivo: Identificar y reportar información acerca de situaciones, eventos, hechos u opiniones emitidas por terceros.

READING ONE

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."

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

(* 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 ..."

"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. (2% of the grade, both exercises)

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. 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"?

III. Practice the Reporting Verbs

REPORTING VERBS (see annex of reporting verbs for further information)

We use the reporting verbs to describe what other said.

The most common reporting verbs and their patterns:

+ to + verb	+ person + to + verb	+ (prep) + -ing	+ that clause
agree	advice	accuse someone of	admit
claim	ask	admit	agree
offer	beg	apologize (to sb) for	answer
promise	convince	confess to	claim
refuse	encourage	complain about	complain
swear	forbid	deny	confess
threaten	invite	insist on	deny
	order	regret	explain
	persuade	suggest	insist
	recommend	recommend	promise
	remind		regret
	tell		say
	warn		suggest

3.1 Choose the correct reporting verb to complete the sentences. (2% of the grade)

1. "You shouldn't go into the water" said the coast guard.

The coast guard _____ us not to go into the water

a. suggest b. warned c. denied d. refused

2. "I'll go to France on holiday" said John.

John _____ to go on France on holiday.

a. suggest b. offered c. decided d. confess

3. "I think you should go to the dentist" Julie said to Tom.

Julie _____ Tom to go to the dentist

- a. explained b. claimed c. begged d. advised

4. "You should apply for the job, you are good!" said Jack to Stella.

Jack _____ Stella to apply for the job.

- a. recommend b. encouraged c. insisted d. promised

5. "Okay, Keiko can go to the party" said Keiko's mum.

Keiko's mum _____ that he goes to the party.

- a. swore b. forbade c. agreed d. promised

6. The class will start later on Tuesdays" said the teacher to us.

The teacher _____ that the class would start later on Tuesdays.

- a. agree b. explained c. refused d. complained

7. " I think you should take a taxi" said Maria.

Maria _____ taking a taxi.

- a. recommend b. encouraged c. forbade d. denied

8. "I don't have anything to do with her" said her boyfriend.

Her boyfriend _____ having anything to do with her.

- a. agreed b. explained c. denied d. threatened

9. "I'll make the coffee! Please, let me help." said David.

David _____ making the coffee

- a. agree b. insisted on c. refused d. complained

10. "Don't forget that Lucy needs to go to the dentist" she said to me.

She _____ me to take Lucy to the dentist.

- a. reminded b. invited c. encouraged d. promised

11. "I'm sorry I arrived late" said Amanda to me.

Amanda _____ for arriving late.

- a. claimed b. apologized c. threatened d. agreed

12. "I'll turn the Wi-Fi off if you don't do your homework!" said my mother.

My mother _____ to turn the Wi-Fi off

- a. swear b. encouraged c. promise d. threatened

3.2 SPEAKING ACTIVITY: Gossip and Rumors. (5% of the grade)

In teams discuss the following questions.

1. Do you like to gossip?
2. Do your friends often gossip about you?
3. Why do you think people like to listen to gossip?
4. Why do people like to gossip about the rich and famous?

READING TWO

BEING ON A JURY ⁸

Situation: Lucy tells Andrew about being on a jury. (2% of the grade)

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.

I. Read the conversation and answer the questions.

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

2. Did Lucy enjoy being a jury?

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

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?

II. Practice the Indirect Questions

We use indirect questions to be more polite. Using *Could you...? Would you...? Can you...?* is considered more polite than asking a direct question:

Where's the train station? (direct question)

Would you mind telling me where the train station is? (indirect question)

Indirect "questions" that are not questions.

We also call indirect questions those direct questions preceded by another phrase even when they are not real questions, which means that there is no inversion and therefore there is no question mark "?":

I wonder if you could help me with my English homework. (indirect question)

Some phrases we can use:

– Can you tell me...? - Do you have any idea...?

– Could you tell me...? - Can you explain? – Do you know...?

- I wonder – I want to know.... – I want to find out....

Direct Question 'What time is it?'

Indirect Question: Can you tell me + question word + subject + verb?

= can you tell me what time it is?

2.1 Choose the best option to complete the indirect questions. (2% of the grade)

1. "Why was the train late?"

"Do you know _____"

- a. why the train was late
- b. what is the train late
- c. why the train was late
- d. did the train was late

2. "Where can I make copies?"

"I wonder _____"

- a. where can I make copies
- b. where I makes copies
- c. where I can make copies
- d. if I can make copies

3. "How does it work?"

"Can you explain _____?"

- a. how it works
- b. how can it work
- c. how it work
- d. How it worked

4. "How long does it take to get there?"

"Do you know _____?"

- a. how many time does it take to get there
- b. how long it takes to get there
- c. how it takes to get there
- d. how long it take to get there

5. "Did Susana like the film?"

"I can't remember if _____."

- a. Susana liked the film
- b. the film likes Susana
- c. did Susana like the film
- d. did she like the film

6. "Where did you take the pictures?"

"I wonder _____."

- a. if you took the pictures
- b. where you took the pictures
- c. where you take the pictures
- d. if the pictures you took

7. "Did you spend a good time last weekend?"

"I want to know _____"

- a) when you spent a good time last weekend
- b) if you spend a good time last weekend
- c) if did you spend a good time last weekend
- d) if you spent a good time last weekend

UNIDAD 3.

PROCESOS EVENTOS Y HECHOS DESCRITOS EN VOZ PASIVA.

Objetivo: Describir procesos, eventos y hechos haciendo énfasis en el objeto que recibe la acción y dejando en segundo plano u omitiendo el sujeto.

READING ONE

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/>

II. Practice the Passive Voice

PASSIVE VOICE

We use the passive voice when the action is the important part of the sentence. Mainly when subject is unknown or unimportant.

Remember: Object + to be + verb past participle (+ by subject)

We use the verb TO BE as the auxiliary and the tense of a passive voice sentence is given by the verb to be.

TENSE	OBJECT	TO BE	V P P	COMPLEMENT
Simple Present	The essay	is	written	in English
Simple Past	The essay	was	written	in English
Simple Future	The essay	will be	written	in English
Present Perfect	The essay	has been	written	in English
Continuous	The essay	is/was being	written	in English
Past Perfect	The essay	had been	written	in English
Modals	The essay	can be	written	in English

2.1. Complete the sentences using one of these verbs in the correct passive voice form.

(2% of the grade)

damage hold overtake cause not invite

make show surround translate write

1. Many accidents _____ by dangerous driving.
2. Cheese _____ from milk.
3. The roof of the building _____ in a storm few day ago.
4. You _____ invited to the wedding. Why did you go?
5. A cinema id a place where films _____.
6. In the USA elections for president _____ every four years.
7. Originally the book _____ in English and few years ago
it _____ into Spanish.
8. Although we were driving quite fast, we _____ by many other cars.
9. You can't see the house from the road, it _____ by trees.

2.2. Write the questions using the passive. (2% of the grade)

1. Ask about glass. (how / make) - _____
2. Ask about Television. (when / invent) - _____
3. Ask about mountains. (how / form) - _____
4. Ask about silver. (what / use for) - _____
5. Ask about the corpse. (where / take) - _____
6. Ask about the letters. (deliver) - _____
7. Ask about the building. (destroy by the earthquake) _____

2.3. What do these words mean? Use passive voice with *can* or *can't*. (1% of the grade)

1. washable: _____
2. unusable: _____
3. unbreakable: _____
4. edible: _____
5. invisible: _____
6. portable: _____

2.4. Rewrite these sentences. Instead of using *somebody*, *they*, *people*, write a passive sentence.

(3% of the grade)

1. Somebody cleans the room every day.

2. They cancelled all flights because of fog.

3. People don't use this road much.

4. Somebody accused me of stealing money.

5. How do people prepare pizza?

6. Somebody warned us not to go out alone.

7. Somebody broke into my car last night.

8. People say the president is ill.

9. Students will hand in the essays by Friday.

2.5 SPEAKING ACTIVITY: Share experiences. (5% of the grade)

In pairs, talk about the following events. Have they happened to you?

Describe the situation. Try to Use passive voice.

STUDENT A	STUDENT B
The last time you were cheated on A disgusting meal you were given A crime that was committed in your neighborhood. Something that needs to be done in your bedroom An occasion you were laugh at An acquaintance who has been robbed	A person you know who has been injured. A moment when you were helped An occasion on which you were asked to do something you didn't like. The last time you were shouted at The last time you were given a surprise Something important you have been told An occasion you have been blackmailed

2.6. WRITING ACTIVITY: In recognition of... (4% of the grade)

Write a short obituary (a mini biography about someone who died) using the passive voice. It might be someone famous or someone you know, like a friend or a relative of yours, for example one of your grandparents.

UNIDAD 4.

ESPECULACIONES DE HECHOS PRESENTES Y PASADOS.

Objetivo: Identificar el tono especulativo en el discurso y especular acerca de eventos presentes y pasados.

READING ONE ¹⁰

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

July 15, 2014 by @WashULaw (3% of the grade)

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

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

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 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.

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?

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 does 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.

binding _____

attorney _____

plaintiff _____

oversee _____

pleading _____

II. Practice the Modal Verbs

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.

2.1. 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 _____ me 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

2.2. Write the following sentences in a different way using MIGHT. (1% of the grade)

1. Perhaps Hellen is in the court = _____

2. Perhaps He is very busy = _____

READING TWO

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.)

Table 1: Common Latin Words Used Today

<i>Word</i>	<i>Pronunciation</i>	<i>Original Meaning</i>	<i>Modern Meaning</i>
-------------	----------------------	-------------------------	-----------------------

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

affidavit	uhf-fee-day-wit	he pledged	a sworn, written statement
bona fide	boh-nuh fee-day	(in) good faith	sincere, genuine
habeas corpus	ha-bay-us kor-pus	may you have the body	bring a person before a court
per diem	pur dee-em	per day, by the day	daily
pro bono	pro bo-no	for the good	done for free for the public good
status quo	stuh-toos kwo	the existing condition or state of affairs	how things are currently
sub poena	soob poi-na	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?

II. Practice the Adverbs

ADVERBS

Remember: Many adverbs are formed from an adjective form + ly

quickly seriously heavily carefully badly

- A. Adverbs tell us about a VERB (how) – Sam drove carefully
- B. We also use adverbs before ADJECTIVES or other ADVERBS –
 - a. The trip was reasonably cheap
 - b. Maria learns languages incredibly quickly
- C. We also use adverbs before a past participle – Two people were seriously injured

2.1 Complete each sentence using a word from the box. (1% 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.

READING TWO

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

FIND MY LAWYER NOW!

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.

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.

¹² Tipton, Sarah. (2018).

I. Read the article and answer. (3% 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:

a. Civil Court: _____

b. lawsuit: _____

c. burden of proof: _____

d. incarceration: _____

e. wrongful: _____

f. misconduct: _____

g. acquitted: _____

h. liable: _____

i. enforcement: _____

j. Amendment: _____

III. Practice the Time expressions

TIME EXPRESSIONS

Remember: Time expressions help us talk about periods of time, duration, timing, that is when and what time the action took place, for example:

Laura will graduate **next year**

Four days ago she returned from long trip

3.1 We have next a list of time expressions. Write their meaning:

(1% of the grade)

- | | |
|----------------------|------------------------------------|
| a. early: _____ | n. tomorrow: _____ |
| b. late: _____ | o. yesterday: _____ |
| c. later: _____ | p. the day before yesterday: _____ |
| d. then: _____ | q. already: _____ |
| e. before: _____ | r. just: _____ |
| f. after: _____ | s. soon: _____ |
| g. afterwards: _____ | t. again: _____ |
| h. now: _____ | u. lately: _____ |
| i. nowadays: _____ | v. recently: _____ |
| j. these days: _____ | w. formerly: _____ |
| k. currently: _____ | x. last: _____ |
| l. at present: _____ | y. next: _____ |
| m. today: _____ | z. ago: _____ |

3.2. Complete with a time expression. (1% of the grade)

always never last week after tomorrow now next month by Monday yesterday

1. Our grandparents visited us _____.
2. I _____ watch the TV before I go to bed.
3. Guess who I met _____ at the bus station?
4. Susan and Jill will probably go to France and Spain _____.
5. I will finish writing this report _____.
6. They _____ watch TV, they prefer to read books instead.
7. Robert, what are you doing _____ ? I need your help.
8. Pablo's parents are going to buy him a new bike _____ .
9. _____ school, he came back home, had dinner and took the dog out.

ANEXO A

REPORTING VERBS ANNEX

Some reporting verbs may appear in more than one of the following groups because they can be used in several ways.

VERBS FOLLOWED BY "IF" OR "WHETHER"

ask
know
remember say
see

VERBS FOLLOWED BY A "THAT"

add
admit
agree
announce
answer
argue
boast
claim
comment
complain
confirm
consider
deny doubt
estimate
explain
fear
feel
insist
mention
observe
persuade
propose
remark
remember
repeat reply
report
reveal
say
state
suggest
suppose
tell
think
understand
warn

VERBS FOLLOWED BY EITHER "THAT" OR AN INFINITIVE WITH "TO"

decide
expect
guarantee
hope promise
swear
threaten

VERBS FOLLOWED BY A "THAT" CLAUSE CONTAINING SHOULD, WHICH MAY BE OMITTED,
LEAVING A SUBJECT + ZERO-INFINITIVE

advise
beg
demand
insist
prefer
propose
recommend
request
suggest

VERBS FOLLOWED BY A CLAUSE STARTING WITH A QUESTION WORD

decide
describe
discover
discuss
explain
forget
guess
imagine
know
learn
realise
remember
reveal
say see
suggest
teach
tell
think
understand
wonder

VERBS FOLLOWED BY OBJECT + INFINITIVE WITH "TO"

advise
ask
beg
command
forbid
instruct
invite
teach
tell
warn

BIBLIOGRAFÍA

- Murphy, Raymond. (2006). English Grammar in Use. Cambridge University Press.
- Murphy, Raymond. (2006). Essential Grammar in Use. Cambridge University Press.
- Chapman Rebecca. (2007). English for e-mails. Oxford University Press.
- Pledger, Pat. (2007). English for human resources. Oxford University Press.
- Grussendorf, Marion. (2007). English for presentations. Oxford University Press.
- Bourke, Kenna. (2006). Test it, Fix it. Verbs and Tenses, Pre-intermediate. Oxford University Press.
- Bourke, Kenna. (2006). Test it, Fix it. Verbs and Tenses, Intermediate. Oxford University Press.

BIBLIOGRAFÍA DE LAS LECTURAS EN ORDEN DE APARICIÓN

1. Sas, Katalin. (2010). Crime and Criminals. Hungría.
2. Dodgson, Jolyon. (2014). Legal Reading Comprehension Passage. Recuperado de <https://www.excellentesl4u.com/esl-legal-conversation.html>
3. Linguarama International, Alton UK, (2000). The solicitor's job. Recuperado de <http://www.linguarama.com/ps/legal-themed-english/the-solicitors-job.htm>
4. Gavalaki, Areti. (2011). Woman Loses Mercy Plea. Recuperado de <http://aretia-aroundtheworldinenglish.blogspot.com/2011/07/crime-and-punishment-death-penalty.html>
5. Dodgson, Jolyon. (2014). Legal Conversation Exercises. Recuperado de <https://www.excellentesl4u.com/esl-legal-conversation.html>
6. Dodgson, Jolyon. (2014). Legal Conversation Exercises. Recuperado de <https://www.excellentesl4u.com/esl-legal-conversation.html>
7. Linguarama International, Alton UK, (2000). Sexism in Language. Recuperado de <http://www.linguarama.com/ps/legal-themed-english/sexism-in-language.htm>
8. Dodgson, Jolyon. (2014). Legal Conversation Exercises. Recuperado de <https://www.excellentesl4u.com/esl-legal-conversation.html>

9. A Bank Robbery. Recuperado de <https://www.pinterest.com.mx/pin/492088696774536612/>
10. Washington University School of Law. (July 15, 2014). Major Differences Between the Mexican and U.S. Legal Systems. Recuperado de <https://onlinelaw.wustl.edu/blog/author/washulaw/>
11. Clifford A. Hull, Steven R. Perkins, Tracy Barr. (2013). Understanding Latin Legalese. Recuperado de <https://www.dummies.com/education/law/understanding-latin-legalese/>
12. Tipton, Sarah. (2018). What are the differences between the Criminal and Civil Justice Systems? Recuperado de <https://www.legalmatch.com/law-library/article/differences-between-the-criminal-and-civil-justice-systems.html>