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Introductory Unit: The Study and Classification of Law (pp. 1–12)

■ Themes and materials

Reading a university Law Faculty list of subjects and course description

The Study and Classification of Law: subjects studied in the Law Faculty at an English university; the style, method and contents of an English university Law degree course; the contents of a single university Law course.

Extracts from:

Cambridge University Law Faculty Schedule;
Cambridge University Prospectus.

■ Skills

Reading to understand the general contents of a text; reading for detail; reading to confirm expectations.

Reader autonomy: choosing a section of text to read in detail according to personal interest.

■ Vocabulary

Using the reader's mother-tongue or other known languages to understand new words: recognising true cognates and false friends.

Contextual deduction.

Personal vocabulary research: selecting vocabulary of interest and using all available resources to understand meaning.

Theme: branches of law.

Unit 1: English Law (pp. 13–33)

■ Themes and materials

Reading a law textbook; reading extracts from law dictionaries and works of reference.

Section One. Sources of English Law: The role and importance of legislation, judicial decision, custom and authoritative writings in English law, including elements of comparison with civil-law legal systems; how law develops in the case-law system and the basic method and principles of the common law.

Extracts from:
Philip S. James, *Introduction to English Law*.

Section Two. Common Law: The various meanings of common law in the English and US legal systems; common law and Equity.

Short extracts from:
Roger Bird, *Osborne's Concise Law Dictionary*; Gavin McFarlane, *The Layman's Dictionary of English Law*; David M. Walker, *The Oxford Companion to Law*; *Black's Law Dictionary*; *Encyclopaedia Britannica*.

■ Skills

Using previous knowledge: thinking about a topic before you read.
Introduction to different reading purposes: reading for gist, reading for specific information, reading for detailed understanding. Suiting reading style to reading purpose.
Reformulation: matching a brief summary to the text to aid and check comprehension; completing a simple chart.
Reader autonomy: choosing a section of text for personal study.

■ Vocabulary

Recognising that it is not necessary to understand every word in a text; defining which unknown vocabulary it is necessary to understand, depending on your reading purpose.

Realising that the proportion of completely unknown vocabulary in a text is limited and that it's often possible to work out the meaning of new words using the context and logical reasoning, word families and cognates.

Identifying law terms.

Remembering vocabulary: classifying words in groups.

Word families: compounds of known words and simple word-building, negative prefixes in un-, people in -ist.

Themes: Expressions with 'law' (e.g. Roman law, source of law). Legislation.

■ Language and structure

Understanding past participle phrases where noun and past participle are used to substitute a relative clause.

Attending to detail: understanding pronouns.

The language of contrast and comparison.

Connectives – understanding the meaning and function of thus, therefore, however, further, for.

■ Themes and materials

Reading a descriptive legal report.

Section One. The UK: composition and brief history of the UK.

Extract from:
Kenneth R. Simmonds, *International Encyclopaedia of Comparative Law, National Report: the U.K.*

Unit 2: State and Government (pp. 34–57)

Section Two. The UK System of Government: composition, role and powers of the monarchy, legislature and executive, including Law Officers of the Crown.

Ibid.

■ Skills

Reading for gist; reading for detail.

Using previous knowledge of text topic and creating a personal purpose for reading; reading for confirmation.

Reformulation: matching a reformulated version of the text to original; summarising the text from notes provided; reformulating the text information to focus on main points and keep them available for easy future reference: identifying the main points of the text and guided note-taking in chart form.

■ Vocabulary

Contextual deduction: looking for information in the text to suggest the probable meaning of unknown words.

Word-building: learning to recognise root words and word families; prefixes re-, non-.

Remembering vocabulary: categorising words in groups to help remember and recall.

Translating national institutional terms.

Guided dictionary use: selecting the correct definition of words with more than one meaning using monolingual dictionary definitions.

Themes: State and government. State systems of the world. Giving details of a law or rule (the . . . Act provided that . . .). More expressions with 'law'; law and laws.

■ Language and structure

The passive: function and form.

Relative clauses: finding basic subject–verb–object pattern in the presence of relatives.

Further practice in understanding relative pronouns.

Expressing obligation and capacity.

■ Themes and materials

Reading a critical analysis.

Section One. Parliamentary Sovereignty: from Dicey to Lord Hailsham – the changing face of parliamentary sovereignty in modern Britain.

Extract from:

Gabriele Ganz, *Understanding Public Law* from the series *Understanding Law*, series editor J. A. G. Griffiths.

Section Two. The UK electoral system: a description and critical analysis of UK electoral law viewed in relation to Britain's political parties.

Ibid.

■ Skills

Reading for gist; reading for rapid information; reading for detail.

Unit 3: The Constitution

(pp. 58–72)

Reformulation: completing a diagram.

Understanding the author's attitude to information presented in the text.

■ Vocabulary

Prediction: using key vocabulary to predict what a text is about.

Selecting which unknown words in a text it is necessary to understand for a particular reading purpose.

Word families: recognising word families: verb/noun/adjective relationships, people in -or and -er; using word-building to deduce meaning by breaking a word down into its component parts; affixes un-, -ship and re-.

Themes: Titles of cases (R v..../*ex parte*...). Electoral law.

■ Language and structure

Understanding complex sentences: relative clauses with 'whose' and conditionals.

Understanding the function of basic connectives in the text (although, thus, etc.). 'Whichever'.

Unit 4: Revision and Consolidation, Units 1–3

(pp. 73–82)

■ Themes and materials

Reading a work of legal reference.

Constitutional conventions: their legal status, and an outline of the principal conventions concerning the legislature, executive and judiciary.

Extract from:

Lord Hailsham of St Marylebone, *Halsbury's Laws of England*, 4th edition.

Factual quiz on English law, Units 1–3.

■ Skills

Using previous knowledge and prediction: thinking about the text topic before you read.

Reading for gist.

Reading for specific information.

Reading for detailed understanding.

Reformulation: identifying the main points of a text and guided note-taking in chart form.

■ Vocabulary

Contextual deduction: using the general context to decide the meaning of unknown words.

Word families: using the root word and component parts to deduce the meaning of unknown words.

Testing some key words and phrases from Units 1–3.

■ Language and structure

Testing the understanding of pronouns and relative clauses.

Unit 5: Statutory Interpreta- tion and EC Law

(pp. 83–99)

■ Themes and materials

Reading a law textbook; reading a statute; reading a case.

Section One. Statutory Interpretation: the interpretation of statutes by the English courts; comparing judicial interpretation in other legal systems.

Extracts from:

Philip S. James, *Introduction to English Law*.

The Public Order Act 1986.

Section Two. EC Law: the interpretation and application of the law of the European Community in the UK, and its effect on the interpretation and validity of UK law.

Extract from the case:

Macarthys Ltd v. Smith (Case 129/79)

All E.R. [1981] 1 111

■ Skills

Using prediction to create a personal purpose for reading.

Selective reading: finding the section of a text relevant to your reading purpose.

Reading for rapid information; reading to understand the organisation of themes in a text; reading for general understanding; reading for detail.

Reformulation: writing brief written notes and using them to describe a case.

Legal reasoning: applying law from the text to example situations and cases.

■ Vocabulary

Contextual deduction; using specific context clues to work out the probable meaning of unknown words in a text.

Personal vocabulary study and research.

Techniques for storing, memorising and revising vocabulary: making vocabulary cards, storing related groups of words in lists, tables and vocabulary networks.

Word families: using word-building to understand new words.

The interpretation of words and their literal meaning.

Positive and negative forms of adjectives.

Themes: abbreviations in a court case. UK law and EC law.

■ Language and structure

Expressing purpose: so as to . . . in order to

Obligation and possibility: further study.

The passive: use of the passive with modal verbs (must, should, may, etc.).

Unit 6: The Judicial System

(pp. 100–115)

■ Themes and materials

Reading works of legal reference and a House of Lords statement.

Section One. The Courts: the hierarchy and jurisdiction of civil and criminal courts in England and Wales.

Extract from:

David M. Walker, *The Oxford Companion to Law*.

Section Two. Judicial Precedent: the nature and operation of the doctrine of precedent in English law, with regard to decisions of courts in the UK and in other common-law jurisdictions and including the notions of *ratio decidendi* and *dicta*.

House of Lords 1966 Practice Statement, All England Law Reports, and extracts from:

Lord Hailsham of St Marylebone, *Halsbury's Laws of England*, 4th edition.

■ Skills

Understanding the organisation and contents of the text; reading for general understanding; reading for specific information; reading for detailed understanding.

Personal reading comprehension: making predictions and formulating personal questions on the text.

Reformulation of text information in diagram form: completing and designing diagrams; taking notes.

Legal reasoning: applying legal principles in the text to solve practical problems.

■ Vocabulary

Cognates: distinguishing true cognates and false friends.

Dictionary use: using a dictionary efficiently and selecting the correct definition from a mono- or bilingual dictionary.

Word families: the prefix mis-; related verb and noun forms; related adjective and noun forms.

Remembering vocabulary: completing and creating vocabulary networks to store and recall words.

Themes: The courts and judiciary. Legal phrases in Latin (*stare decisis*, *per incuriam* . . .)

■ Language

Obligation: phrases with 'bind', 'bound' and 'binding'; modal verbs – should and ought to.

■ Themes and materials

Reading the judgment of an English court case.

The formation of a contract: agreement.

Section One. The Facts of the Case; the Defence: presentation of the facts and arguments for the defence.

Extracts from:

Carlill v. Carbolic Smoke Ball Co. [1893] 1 Q. B. 256

Section Two. The Decision: analysis of the facts and decision from Bowen L.J's judgment.

Ibid.

■ Skills

Understanding the organisation of material in the text; reading for general understanding; reading to find specific information; reading for very detailed understanding.

Unit 7: Private Law – Contract

(pp. 116–32)

**Unit 8:
Revision and
Consolidation, Units
5–7**
(pp. 133–42)

Reformulation: summarising the main points of the text briefly in your own words.
Using prediction while reading to understand the organisation and development of ideas in the text.

Comparing English substantive law with the reader's own system.

Legal reasoning: applying legal principles from the text to solve example cases;
presentation of legal arguments: a moot.

■ **Vocabulary**

Predicting vocabulary before reading a text to encourage active vocabulary research and as an aid to understanding.

Contextual deduction – context clues: finding and using specific clues in the text that indicate the meaning of unknown words.

Word families: the suffixes -er and -or.

Themes: The language of a court case. People in private law. Abbreviations.

■ **Language and structure**

Understanding very complex sentences. Learning the technique of analysing a sentence phrase by phrase to understand its overall meaning.

■ **Themes and materials**

Reading an offer and the terms and conditions of a contract.

Contract: Invitation to treat, offer and acceptance; the terms of the agreement.

Extract from:

The Rolls Royce share offer, 1987.

Factual quiz on English law, Units 5–7.

■ **Skills**

Reading for specific information

Reading to understand the themes and organisation of material in the text.

Reading for detail and using text information to solve legal problems.

■ **Vocabulary**

Dictionary use: selecting the correct definition of words with more than one meaning from a mono-lingual dictionary.

Contextual deduction: using specific context clues and the general context to deduce the meaning of new words in the text.

Word families: using root words and word families to work out the meaning of new words.

Testing key words and expressions from Units 5–7.

■ **Language and structure**

Expressing obligation, possibility, necessity and duty.

■ **Themes and materials**

Reading a European Court of Human Rights case; reading a statute; reading newspaper crime reports.

**Unit 9:
Public Law –
Criminal Law**
(pp. 143–59)

Crime and Punishment

Section One. The Facts of the Case: conviction and punishment for a crime of violence under Isle of Man law.

Extracts from:

European Court of Human Rights, *Tyrer case*, judgment of 25 April 1978, Series A, No. 26, including extracts from the Petty Sessions and Summary Jurisdiction Act 1927 and the Summary Jurisdiction Act 1960.

Section Two. The Background to the Case: the constitutional position of the Isle of Man in relation to the UK as regards domestic legislation and International Law; the use and legal status of judicial corporal punishment in the UK and Isle of Man.

Ibid.

Section Three. Reading Newspaper Crime Reports: reports of arrests and charges; trial, conviction and sentencing of offenders.

Articles from the *Independent*, *Guardian*, and *The Sunday Times* newspapers.

■ Skills

Finding out as much as possible about a text from external information, skimming and scanning: using the title, subtitles, publication information, key words and gist. Reading for detailed understanding.

Reformulation: guided summary: method for creating a personal summary independently; checking the quality of a summary.

Independent personal study of a text: creating and correcting personal comprehension questions on the text.

■ Vocabulary

Selective vocabulary study: choosing which unknown words are necessary to understand the main points of the text; studying vocabulary of personal interest.

Independent dictionary use.

Independent contextual deduction.

Independent use of word families and root words to understand new vocabulary.

Storing and processing vocabulary on a word-ladder.

Theme: Crime, the criminal process and punishment.

■ Language and structure

'Unless'. 'So' and 'Such'.

Independent selection and study of language points of interest in a text.

■ Themes and materials

Reading a European Court of Human Rights judgment.

Section One. Proceedings before the Commission: case against the UK for the use of corporal punishment; decision of the European Commission of Human Rights.

Extract from:

European Court of Human Rights, *Tyrer case*, *idem*.

Unit 10: International Law – Human Rights

(pp. 160–75)

Section Two. Judgment and Decision: the Court's judgement on Article 3 of the European Convention on Human Rights (regarding torture, inhuman or degrading treatment or punishment) and its decision on the whole case.

Extracts from *ibid.*

■ Skills

Reformulation: completing and designing a chart.

Introduction to an independent reading strategy, bringing together the skills of: using previous knowledge and all available information about the text before reading, prediction, skimming, scanning, creating personal questions on a text, reading for confirmation, identifying and reformulating the main points of the text, detailed understanding.

Using prediction while reading to understand the development of a text.

Reading to understand the general themes of a text; reading for specific information.

Understanding the writer's attitude to information in the text.

■ Vocabulary

Identifying law terms: International Law and domestic law.

Cognates: distinguishing false friends from true cognates.

Selective vocabulary study: deciding which words it is necessary to understand for a particular reading purpose; choosing which vocabulary skills to apply to understand key words from the text.

Word-building: verb and noun relationships, including nouns in -tion, -ation, -ication and -ment.

Themes: International Law terms. The violation or respect of legal rules (e.g. in breach of Art. 3, pursuant to . . .). Verbs in legal proceedings.

■ Language and structure

Connectives: using connectives to predict and understand the development of the text and as context clues; recognising the function of connectives and using them to understand the writer's attitude (nevertheless, accordingly, indeed, furthermore, admittedly, etc.).

'Shall' for obligation.

■ Themes and materials

Reading a law review article.

The Rainbow Warrior Affair

Section One. The Facts: the full facts of the *Rainbow Warrior* affair.

Extracts from:

Michael Pugh, 'Legal Aspects of the *Rainbow Warrior* Affair', *International and Comparative Law Quarterly*, Volume 36, July 1987, Part 3.

Section Two. The Law: an analysis of the principles of International Law governing individual and State responsibility for criminal acts of agents abroad.

Ibid.

Unit 11: International Law – Use of Force and Espionage

(pp. 176–191)

■ Skills

Analysing the development of themes in the text.

Independent summary of the text in a personally designed format.

Completely independent application of the reading strategy brought together and presented in Unit 10.

Distinguishing statements of fact and opinion.

Applying legal principles from the text to practical cases; presenting legal arguments: a moot.

■ Vocabulary

Independent vocabulary study; personal selection of words to study from the text; selection and application of all vocabulary skills (cognates; root words and word families; logical reasoning and contextual deduction; dictionary use) to understand words in context.

Understanding words that remain unchanged as different parts of speech.

Independent vocabulary consolidation: storing vocabulary in a format of your choice and personalised vocabulary consolidation activities.

Themes: Holders of high office in the UK and international organisations.

Abbreviations in International Law (ICJ, POW, UN, etc.). The language of war and force.

■ Language and structure

Understanding descriptive phrases: noun/noun and adjective/noun combinations; noun + 's or s'; clauses; prepositional phrases.

Unit 12: Revision and Consolidation, Units 9–11

(pp. 192–202)

■ Themes and materials

Reading an International Court of Justice judgment.

Diplomatic relations: responsibility for the protection of diplomatic and consular staff and premises and the use of force to remedy breaches of International Law.

Extracts from:

United States of America v. Iran, International Court of Justice, judgment in the case concerning United States diplomatic and consular staff in Tehran, 24 May 1980.

Factual quiz on English and International Law, Units 9–11.

■ Skills

Reading for gist and understanding the development of themes in a text.

Reading for general understanding.

Reformulation: identifying and summarising the main points of a text.

Reading for detailed understanding.

Understanding the author's attitude to information presented in a text.

■ Vocabulary

Selecting which unknown vocabulary to study for a particular reading purpose.

Contextual deduction: using the context to work out the probable meaning of unknown words in a text.

Word families: using root words and word families to work out the meaning of new words in a text.

Testing key words and expressions from Units 9–11.

■ Language and structure

Understanding the logical development of arguments in a text and interpreting connectives.

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