

**University of Cambridge ESOL Examinations**

**ILEC Guidelines**  
**How to Design a Teaching Course for ILEC Examination**  
**Preparation**



**UNIVERSITY *of* CAMBRIDGE**  
**ESOL Examinations**

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

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# ILEC Guidelines

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### Workshop Aim

- to familiarise trainers with the **content and skills required** to be successful in the Cambridge International Legal English Certificate (ILEC)
- to explore **course design principles** for an ILEC preparation course
- to work through **content-specific elements and relevant language skills** as outlined in the ILEC Course Design Manual
- to set up the **framework of a training session** for providers who wish to offer preparation courses for ILEC
- to ensure trainers are aware of their roles and responsibilities when representing Cambridge ESOL in this ILEC programme

### Introduction

#### What is ILEC?

The Cambridge ESOL International Legal English Certificate (ILEC) is an examination set at Levels B2 and C1 of the Common European Framework of Reference for Languages. It assesses language skills in the context of International commercial law.

ILEC assesses whether candidates whose first language is not English have an adequate level of English to function effectively in the international commercial law environment.

ILEC is a Cambridge ESOL examination, produced and assessed by University of Cambridge ESOL Examinations in collaboration with TransLegal, a European firm of lawyer-linguists. It has four papers: Reading, Writing, Listening and Speaking.

ILEC examinations are held each year in May and November.

Further detailed information about the background to ILEC can be found in the ILEC Handbook for Teachers pp 4-6. The Handbook is also available online at the ILEC website: [www.legalenglishtest.org](http://www.legalenglishtest.org)

**These guidelines have been written by an independent consultant to help tuition providers to prepare courses for candidates who are preparing for ILEC. Nothing in this document constitutes official advice or instruction on behalf of University of Cambridge ESOL Examinations or TransLegal. This document is provided for information only and neither University of Cambridge ESOL Examinations nor TransLegal can be held liable for any consequences arising from its use.**

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### 1. CONTENT

ILEC tests language skills in the context of international commercial law. It does not assess candidates' knowledge of this subject area but their *language skills* in an international legal environment. Clearly a sound knowledge of legal topics will support learners' as they work on the skills tested in ILEC.

These Guidelines make the following assumptions where preparing for ILEC is concerned:

Learners:

Learners will be studying law or practising law or in some other way involved with the law in practice so the topics will be familiar to them. They may not yet, however, have the language skills to work effectively in this field and this is what the preparation course must focus on for them.

Some learners may be unfamiliar with some legal topics and will need support in learning more about them as well as developing their language knowledge and skills in this subject area.

Teachers:

Teachers experienced in teaching legal English will need support in ILEC-specific skills.

There may be numbers of language teachers approaching this professional area for the first time. They will need additional support in finding out about the topic areas and specialist terminology.

There is, therefore, *no one model that fits all*. These Guidelines do not constitute the basis for a ready-made course. Teachers will need to select from and develop further the materials and course ideas in these Guidelines to suit individual situations.

#### 1.1 Subject Content

A list of the main areas of law which feature in ILEC can be found on page 4 of the ILEC Handbook.

In **Appendix A** there is a check-list *which is not exhaustive* but which gives an overview of the main areas within each topic which it is useful to cover in an ILEC preparation course.

The topics have been grouped in terms of how easily they might be dealt with in a preparation course. Each ILEC examination tests any number of these topics and no reference is made to any grouping of topics under headings such as those in these Guidelines.

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### 1.2 Language content

#### 1.2.1 Language level

On completion of the exam, successful candidates are awarded either a B2 or C1 grade.

ILEC candidates need to reach a language level of at least B2 (upper intermediate) to be successful in ILEC. For a summary of what successful ILEC candidates can do at levels B2 and C1, please refer to the Can Do statements in **Appendix B, page 26**.

Starting level: the suggestions for course work in these Guidelines assume a minimum starting language level of good intermediate i.e. the start of level B2. This is equivalent to the start of a general English course leading to the Cambridge First Certificate in English examination.

#### 1.2.2 Language syllabus

There is no ILEC paper testing grammar or knowledge of the language systems in English but candidates need a sound grasp of the basic verb tenses including passives and conditionals, modals, quantifiers and determiners (e.g. *each, every, some, none, several*) and linking words.

*Vocabulary:* in addition to law-specific vocabulary and terminology, candidates will need a good knowledge of work-related vocabulary. Collocations are very important and are tested across the 4 ILEC papers.

### 1.3 Language skills

Whenever possible, it will be useful to practise the key skill of *paraphrasing* to ensure that candidates can describe and explain ideas clearly as well as being able to understand paraphrase in texts and when used by others in speaking situations.

ILEC tests receptive skills (reading and listening) and productive skills (writing and speaking) in the context of international commercial law. The following outlines the skills tested in ILEC.

#### 1.3.1 Receptive skills

Learners need to develop skills in purposeful reading i.e. knowing the purpose of reading a text before reading it and employing relevant reading skills. This reflects what readers do in the real world; it is also important in ILEC since the timing of the Reading Test does not allow for detailed reading of all the texts in full.

#### Reading (Paper 1)

- Detailed reading and understanding: precision of use of vocabulary, collocations, fixed phrases, phrasal verbs, linking words and shades of meaning. (Focus on vocabulary and linking words/phrases).

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- Detailed reading and understanding: awareness and control of structural items such as conjunctions, prepositions, auxiliaries etc  
  
(Focus on structure).
- Detailed reading and understanding: supplying an appropriate word formed from a given base word e.g. *oblige* → *obligation*.  
  
(Focus on vocabulary)
- Reading for general meaning and scanning to locate specific information.
- Reading for general meaning and detail: how texts are structured, following meaning and argument in texts.
- Intensive reading: understanding the detailed meaning of a text including opinions, implication and referencing.

### Listening (Paper 3)

- Listening for gist, detail, function, purpose, topic, attitude, feelings and opinions. (Focus on short monologues or dialogues / interacting speakers).
- Listening to identify gist in a number of texts on a theme and identifying speakers, topics, functions and opinions.
- Listening for development of main points in a text and retrieving specific information.

(Focus on sentence completion)

These skills need to be developed by listening to examples of formal and informal situations e.g. a lecture (formal) or two lawyers chatting about an aspect of their current workload (informal). Candidates also need to be familiar with varieties of English (UK, North American, Australian etc).

### 1.3.2 Productive skills

#### Writing (Paper 2)

- Writing a concise and clear formal *letter* based on input text and covering five specific content points: explaining, refuting, presenting and developing arguments, suggesting etc  
120-180 words
- Writing a clear and well-structured *memorandum* developing four specific content points: presenting and developing arguments, expressing and supporting opinions, evaluating ideas, describing, recommending, persuading etc

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200-250 words

### **Speaking (Paper 4)**

- Responding to questions about studies / work experience in law.
- Sustaining a 'long turn': preparing and then giving information, expressing and justifying opinions.
- Taking part in a two-way conversation (with the second candidate) to work on a collaborative task: turn-taking, negotiating, exchanging information, justifying opinions, agreeing/disagreeing etc.
- Taking part in a discussion: responding appropriately to questions, developing the topic, expressing and justifying opinions etc.

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### 2. MATERIALS

#### 2.1 Subject-based Materials

This section is about authentic materials on law-related topics and issues. These materials are not designed for teaching English language purposes so the language is ungraded (though always clear). Use of these materials brings variety to the classroom but they must be selected and used judiciously, particularly with reference to level and length.

##### 2.1.1 Specialist text-books

*Contract Law* – Elliott & Quinn, Longman (2007)

*Contract Law* – E McKendrick, Palgrave Macmillan (2007)

*Company Law* – B Hannigan, LexisNexis (2003)

*International Commercial Law for Business* – B. Zeller, Federation Press (1999)

**Useful for:** Explanations of relevant law and essential concepts suitable for ILEC candidates already working in the field or studying at postgraduate level.

##### 2.1.2 Text-books for non-specialists

*Learning the Law* – G Williams, Sweet & Maxwell (2006)

*Smith & Keenan's Law for Business* – D Keenan, Longman (2006)

*Business Law* – Kelly, Holmes & Hayward, Routledge Cavendish (2005)

**Useful for:** Clear and relatively non-technical introductions to basic principles of law for students (and teachers) relatively inexperienced in the topic area. Good practical examples to illustrate concepts and clear language of explanation.

NB ILEC does not test knowledge of any specific legal jurisdictions. Many books introducing legal concepts also describe the English legal system. This may be of interest but ILEC candidates do not need knowledge of law as applied in a specific country.

Speaking skills: when preparing to discuss a topic, these texts serve students as a useful reference point for collecting main points on a topic e.g. liability when buying and selling goods (summarised in *Business Law* pp. 223-224). Relevant for Speaking Test Part 4.

Writing skills: useful as sources for collecting content for writing a memorandum. Relevant for Writing Test Part 2.  
Also good practice in reading for main points and note-taking.

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### 2.1.3 Law-related websites

There are many websites with content related to international commercial law. The following attempts to categorise and evaluate different types of websites in terms of their usefulness for an ILEC preparation course.

#### Job sites

Large Job websites have sections relating to employment in their particular firms. Websites for graduates and professionals looking for employment also contain job descriptions in the legal sector. For example:

[www.prospects.ac.uk](http://www.prospects.ac.uk)  
[jobprofiles.monster.com](http://jobprofiles.monster.com)  
[www.lawgazettejobs.co.uk](http://www.lawgazettejobs.co.uk)

**Useful for:** Concise and relatively simple descriptions of job responsibilities, skills and qualifications required. [jobprofiles.monster.com](http://jobprofiles.monster.com) contains information on job profiles for lawyer, arbitrator, counsel, patent agent. Useful for understanding different roles in the sector and for US terminology.

Speaking skills: preparing to answer questions about studies, work experience, career ambitions etc. Relevant for Speaking Test Part 1.

Listening skills: acquiring this vocabulary / terminology helps in understanding conversation / discussion between lawyers describing aspects of their work, training courses needed or attended, new applicants for posts etc. Relevant for Listening Test Parts 1 & 4.

#### Large law firm websites

Large law firm websites also have information about careers and profiles of lawyers who work for them. For example:

[www.slaughterandmay.com](http://www.slaughterandmay.com)

Under 'Careers' this firm has information for Work Experience, Trainee Solicitors, Paralegals and Qualified Lawyers. Each section has information about working in London or Hong Kong.

**Useful for:** Reading skills: scanning for specific information.  
Speaking skills: developing language of comparison.

[www.simmons-simmons.com](http://www.simmons-simmons.com)

There are 10 profiles of international lawyers with their typical days (on a timeline).

**Useful for:** The texts are quite short and categories of words can be gapped. e.g. Verena Braeckeler's text contains a number of time words (*first, when, during, while, never, always, now, already, sooner*). These words can be removed and put under the text in a different order. The text is B2 level. Relevant for Reading Test Parts 2 & 3.

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Each lawyer's day is divided into hours. Clicking on a specific time reveals what the lawyer's workday involved. This information can be used to practise comparative language, comparing what the 10 different lawyers were doing at certain times of the day.

Speaking skills: useful for oral practice (agreeing / disagreeing / comparing).

Relevant for Speaking Test Parts 1 & 2 and Listening Test Part 1.

### Professional legal bodies

[www.lawsociety.org.uk](http://www.lawsociety.org.uk)

The Law Society is a good source of information about the profession of solicitor with links to practical information ([www.juniorlawyers.lawsociety.org.uk](http://www.juniorlawyers.lawsociety.org.uk)) about qualifying, training and finding a job. Its international division has news about legal issues and developments in other countries.

[www.ibanet.org](http://www.ibanet.org)

The International Bar Association has shorter texts about legal practice worldwide. It has a section on conferences which could be used for scanning practice (*find a conference about .. which takes place in .. etc*)

[www.barcouncil.org.uk](http://www.barcouncil.org.uk)

The Bar Council is a good source of information about the profession of barrister and has a number of profiles of barristers (typical day, what would they change in the law etc).

**Useful for:** Texts expressing opinions which can be gapped.

e.g. the Chairman's Column from January 2007

This text contains the Chairman's 6 objectives for 2007.

Reading skills: the 6 headings can be removed and listed under the text.

Useful for skimming practice and then more intensive reading,

understanding the main points and coherence of the text.

The text is C1 level. Relevant for Reading Test Parts 4, 5 and 6.

### 2.1.4 Journals / legal information websites

A number of legal journals and websites for lawyers are available online.

[www.solicitorsjournal.com](http://www.solicitorsjournal.com)

This site has an archive of articles on aspects of commercial law relevant to ILEC e.g. Intellectual Property, Sale of Goods, Insolvency, Taxation etc.

**Useful for:** extended discussion of current issues, extending vocabulary.

Reading skills: understanding main points, detail.

Many of the texts are B2 level.

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[www.thelawyer.com](http://www.thelawyer.com)

This site is a rich source of information and news about all aspects of the legal profession. It has a section on Education and Training with outlines of courses available.

**Useful for:** Course outlines highlight issues related to different topics relevant to ILEC (tax, insolvency law, insurance, employment, intellectual property, real property etc).

Writing skills: good input for memorandum writing on seminars attended.  
Relevant for Writing Test Part 2.

Speaking skills: useful material for collaborative task, discussing training needed for your firm, deciding which course to take / organise.  
Relevant for Speaking Test Part 3.

This site also has useful **podcasts** (see below).

[www.legalweek.com](http://www.legalweek.com)

This site has a good range of legal news and issues, including 'News by Region' covering different international areas. In the Corporate Counsel section there are interviews with leading lawyers (good for language of opinion) as well as longer texts e.g. a profile of the legal team at O2. Most of these texts are B2 level.

[www.bailii.org](http://www.bailii.org)

This is the British and Irish Legal Information Institute with free access to case law and legislation.

Some other publications may have relevant texts on legal issues in their business pages:

The Financial Times [www.ft.com](http://www.ft.com)

The Economist [www.economist.com](http://www.economist.com)

Management Today [www.managementtoday.co.uk](http://www.managementtoday.co.uk)

Business Week [www.businessweek.com](http://www.businessweek.com)

### 2.1.5 Podcasts

There are a number of sources for free law-related podcasts on the internet. Some podcasts are a convenient length for use in class (under 5 minutes) but others need to be used only in part.

[www.thelawyer.com](http://www.thelawyer.com)

The Lawyer Podcast is a monthly radio-style programme with interviews with key figures in the legal world and reports from seminars and events. Each edition is about 15 minutes in total but can easily be used in parts as there are a number of people interviewed in each edition. Examples include describing management changes in a law firm, a law firm's merger with an American law firm, law firm strategy etc

Clear and accessible to B2 level learners.

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[www.podcasts.sweetandmaxwell.co.uk](http://www.podcasts.sweetandmaxwell.co.uk)

This publisher's site has a small number of podcasts suitable for ILEC including:

2007 series: intellectual property

Archive 1: intellectual property and contract (legal concepts and study hints)

[www.thelawreport.co.uk](http://www.thelawreport.co.uk)

A small number of suitable podcasts including:

Episode 17: limited liability partnerships

Episode 22: directors' duties under Companies Act 2006

[www.njlawblog.com](http://www.njlawblog.com)

This is a US site for Stark & Stark law firm with weekly podcasts containing updates on legal issues such as franchising, trade, bankruptcy code etc. Clear American English speakers, well structured talks.

**Useful for:** An alternative way of introducing a topic or new lexical items (rather than using text). Useful for developing a range of listening skills and note-taking skills.

Listening skills: listening for gist, main points, detailed information, attitude and opinion. Understanding agreement/disagreement, understanding facts & figures. Listening to interviews, monologues, telephone interviews. Relevant for all 4 parts of the Listening Test.

### 2.1.6 Videos

Videos or DVD footage can be useful to ILEC students. For example:

[www.venables.co.uk](http://www.venables.co.uk)

This site has links to a number of sites useful for students of legal English. One link to

[www.lawbore.net](http://www.lawbore.net)

(City University Law School) gives access to short videos showing students presenting legal argument in effective / less effective ways.

[www.consilio.tv/video.asp](http://www.consilio.tv/video.asp)

This site contains lawinabox.tv which is a daily online law magazine. It contains a number of short video interviews on aspects of legal training and legal practice.

**Useful for:** An alternative way of introducing a topic or new lexical items (rather than using text).

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### 2.2 Language materials

#### 2.2.1 Law-related language text-books

*International Legal English* – Amy Krois-Lindner, CUP (2006)

*International Legal English Teacher's Book* – Jeremy Day, CUP (2007)

**Useful for:** Suitable as a core text, this covers all ILEC legal topics and develops the full range of skills tested in ILEC using authentic texts and case studies. This book was written with preparation for ILEC in mind and contains practice tasks and examination tips. It also has audio CDs.

The Teacher's Book has very useful background information on the law topics, guidance for using the course-book and additional activities such as role-plays. On the Cambridge University Press website there is a Legal English Vocabulary Trainer with exercises at [www.cambridge.org/elt/legalenglish](http://www.cambridge.org/elt/legalenglish)

*Professional English in Use: Law* – Brown & Rice, CUP (2007)

**Useful for:** This covers a number of basic ILEC topics. The early units (1-13) are very UK-focused but the subsequent units have a more international feel. Emphasis is on developing legal vocabulary. New vocabulary is introduced with texts and there are exercises to practise the items learnt. The exercises include gap-fill, matching exercises and word formation (all relevant for the Reading Test) as well as sentence completion, word combinations, completing tables and true/false questions.

This book *does not* develop listening, writing or speaking skills (though there are some questions useful for discussion). Some units have links to useful websites.

Other books to consider:

- *Introduction to International Legal English* – M Firth, A Krois-Lindner, CUP (2008)
- *Legal English* – R Haigh, OUP (2004)
- *Oxford Handbook of Legal Correspondence* – R Haigh, OUP (2006)
- *Check your English Vocabulary for Law* – D Riley, A & C Black (2006)
- *Legal English: How to Understand and Master the Language of Law* – McKay & Charlton, Longman (2005)

#### 2.2.2 English language teaching websites

Websites with teaching resources relevant to ILEC preparation include:

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

British Council/BBC

A wide range of resources including articles for teachers on classroom ideas (e.g. *webquests, using authentic materials, using the internet*) as well as teaching ideas and lesson plans. Useful pronunciation activities with audio files.

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[www.onestopenglish.com](http://www.onestopenglish.com)

Macmillan

A wide range of support material including an ESP Bank with sections on English contracts and Legal Profession overviews and a Skills section with worksheets (and audio files for pronunciation exercises) for the classroom.

[www.legalenglishtest.org](http://www.legalenglishtest.org)

Cambridge ESOL/Translegal

The ILEC website has a download section where Past ILEC Examination papers can be downloaded as well as examination reports and the ILEC Handbook.

### 2.2.3 English language materials

#### Grammar reference / practice

It is useful for students to have a grammar reference / practice book to supplement their ILEC preparation. Additional homework exercises can be given and individual students' weaknesses targeted.

Books to consider:

- *Practical English Usage* – M Swan, OUP (2005)
- *English Grammar in Use* – R Murphy, CUP (2004)

#### Skills development

There are skills books available from all the major ELT publishers. Most are business-related rather than specifically legal English but they provide useful language practice in work situations.

A small selection from the wide range on offer:

- |  |                            |
|--|----------------------------|
| - <i>Business Reports in English</i>             | Cambridge University Press |
| - <i>English for International Negotiations</i>  | CUP                        |
| - <i>Essential Telephoning in English</i>        | CUP                        |
| - <i>Business Opportunities</i>                  | Oxford University Press    |
| - <i>Reward Business Resource Packs</i>          | Macmillan                  |
| - <i>Negotiating / Meetings / Writing Skills</i> | Summertown                 |

### 2.2.4 Dictionaries

*Longman Dictionary of Law* – Curzon & Richards, Longman (2007)

*A Dictionary of Law* – Martin & Law, OUP (2006)

*Blacks Law Dictionary* – B A Garner, West Group (2004)

#### Online learner dictionaries

Cambridge University Press

[www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)

Oxford University Press

[www.oup.com/elt/catalogue/oald](http://www.oup.com/elt/catalogue/oald)

Law Dictionaries

[www.lawdictionaries.com](http://www.lawdictionaries.com)

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### 3. COURSE DESIGN

#### 3.1 Hours

These Guidelines contain ideas for a course of approximately 45 hours. It could be delivered in extensive mode (15 weeks x 3 or 30 weeks x 1.5 etc) or as an intensive module.

#### 3.2 Course Structure

At the end of an ILEC Preparation course, the learners should be able to:

- understand and use legal concepts and terminology in English;
- use a range of reading skills to understand different types of texts on legal topics;
- write clear, well-structured letters and memoranda in a range of legal contexts;
- understand conversations, discussions, interviews etc on legal topics;
- participate effectively in discussions on legal topics and issues related to working in this field;
- perform well in examination tasks specific to ILEC, and have a good grasp of appropriate examination techniques.

Each session includes:

- work on legal concepts and terminology i.e. introducing new language in context, working with texts or listening material;
- language skills development i.e. practising the use of new and familiar language in reading texts, written tasks and speaking situations;
- examination focus : working on an examination-specific skill or task;
- some suggested follow-up work.

Each numbered session contains approximately 3 hours' work. The outline is intended as an indication – not a fixed programme - of how ILEC topics might be covered and how authentic and teaching materials might be combined to cover the skills required in the examination.

#### 3.3 Sample Lesson Plan

##### Timetable

|                  |  |
|------------------|--|
| <b>Aims</b>      | To practise talking about job/studies and ambitions<br>To develop reading skills (scanning)<br>To practise listening for main points and note-taking |
| <b>Materials</b> | Unit 3, <i>International Legal English</i> – A Krois, Lindner<br>3 x course descriptions from internet<br>ESOL web activity worksheet etc            |

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| Timing  | Procedure / Material(s)   | Interaction   |
|---------|---|---|
| 5 mins  | Outline aims of session. List stages on board. Explain how aims link to exam.   | Teacher → whole class                               |
| 15 mins | Elicit from class information about their jobs/studies<br>Write job titles (lawyer, solicitor, barrister, counsel, paralegal, partner, legal executive) on board & elicit job responsibilities.<br>Check knowledge of basic terminology from <i>International Legal English</i> p. 14 Q. 21 & 22.   |   |
| 10 mins | Students ask each other about: <ul style="list-style-type: none"> <li>• what they enjoy about their work/studies</li> <li>• ways of qualifying as lawyers in their countries</li> <li>• their experience of legal training</li> </ul>   | Pairwork  |
| 5 mins  | Feedback  | Teacher → whole class                               |
| 15 mins | Students read <i>Professional English in Use – Law</i> Unit 9 p. 24<br><br>Gapped exercise 9.1 in pairs<br>Check answers<br>Word formation and word stress 9.2  | Individual<br><br>Pairwork<br>Teacher → whole class |
| 20 mins | How important is further training for lawyers?<br>Ambitions: what do you hope to do in the future / in 5 years' time etc?<br>Revise use of 1 <sup>st</sup> / 2 <sup>nd</sup> conditionals + future tenses<br><br>Give out course descriptions to each group. Group discusses advantages/disadvantages/usefulness etc and then ranks 3 in order of usefulness. | Small groups  |
| 10 mins | Feedback<br>Scanning exercise: which course lasts one day? etc  | Teacher → whole class                               |

#### Break

|         |   |   |
|---------|---|---|
| 20 mins | Listening skills: elicit what lawyers have to listen to (meetings, court proceedings, conference presentations, lectures, debates etc)<br><br>Why is prediction important?<br><br>ESOL web activity: <i>Focus on Predicting</i><br>Students check answers in pairs<br>Give correct answers. Did predicting help? Useful in reading? | Teacher → whole class<br><br><br>Pairwork                                   |
| 25 mins | Law firm structure<br>International Legal English Unit 1 p.17 Interview for position in law firm.<br>Students take notes to answer Q 1 & 2 (with books closed).<br><br>Feedback and answers. Did prediction help?<br><br>Students complete diagram on p. 17 and do Q 29 in pairs.<br>Feedback and answers.                          | Small groups<br><br>Teacher → whole class<br>Pairs<br>Teacher → whole class |

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|         |  |                       |
|---------|--|-----------------------|
| 15 mins | Discussion: would you rather work in a small law firm or a large one?<br>Outline advantages of each. Compare ideas with those in International Legal English Unit 1 p. 19 Q 35. Play audio if time.  | Small groups          |
| 10 mins | Setting homework<br>Long texts: how to read them, dealing with unknown words, using highlighter/underlining etc.<br>Ask students to read <i>Professional English in Use – Law</i> Unit 14 text on p. 34 and complete exercise 14.2.<br><br>Feedback in next session. | Teacher → whole class |

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

This is a blank timetable you might like to use for lesson planning:

|             |  |
|-------------|--|
| <b>Aims</b> |  |
|-------------|--|

|                  |  |
|------------------|--|
| <b>Materials</b> |  |
|------------------|--|

| <b>Timing</b> | <b>Procedure / Material(s)</b> | <b>Interaction</b> |
|---------------|--------------------------------|--------------------|
|               |                                |                    |
|               |                                |                    |
|               |                                |                    |
|               |                                |                    |
|               |                                |                    |

# **ILEC Guidelines**

## **How to design a teaching course for ILEC Examination Preparation**

### **POSSIBLE EXTENSIONS to workshop:**

1. Take another topic area and groups draw up session components.
2. Give out another unit of the course programme and groups draw up lesson plans.
3. Focus on writing tasks (since level and assessment will be of interest) with letter and/or memorandum and sample answers from Handbook. Work on improving a weak answer / explaining what assessment criteria are in play etc.

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

### 4. EXAMINATION PREPARATION TIPS

#### 4.1 General

Teachers should refer to the ILEC Handbook and the ILEC examination training material in *International Legal English* (ref. p. 13) for further ideas on examination preparation.

The most important advice of all: **be prepared!**

Candidates should:

- know the format of ILEC (how many papers, how much time)
- be familiar with the task types in ILEC
- understand the marking system (e.g. more marks for Writing Part 2 means allow more time to spend working on Part 2)
- read every question **carefully**

If candidates are unfamiliar with the practical aspects of the examination, they are likely to be distracted and not use the time profitably.

There is a set of DOs and DON'Ts on the ILEC Teaching Resource website. Here are a few more hints:

#### 4.2 Reading

- Think about the time. You might prefer to work on the longer texts first but be careful to leave time for Parts 1-3
- In Parts 1-3 read the text through first for general meaning. You may get a few of the answers as you read and that is a good start
- In Parts 1-3 read carefully around the gap – what comes before and after can impact on the word required e.g. whether it is negative or past tense
- In Part 4 use the technique that works well for you – some prefer to read each question and then scan the text, some prefer to read the first text and scan the questions
- In Part 5 read the text carefully paragraph by paragraph. Check the construction of sentences, especially words like 'however' (which impacts on meaning) and 'such' (which refers back to something)
- Cross out each sentence as you select it but remember you may have to reconsider an answer and change it
- In Part 6 read the text systematically - the answers to the questions appear chronologically in the text
- In Part 6 read the stem of the question and look for the answer in the text - when you find a possible answer, see if it matches any of the options (A, B, C or D)

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

- If you have any gaps at the end, guess as there are no marks deducted for incorrect answers

### 4.3 Writing

- Allocate time carefully - Part 1 has 40% of the marks and Part 2 60% so you need to spend more time planning and writing the Part 2 task
- In Part 1 check the 5 content points and highlight or underline the functional verb or expression (e.g. *explain* or *give details*) - as you write, remember to check that you have addressed the function - is there an explanation in your answer?
- Be sure of the correct ways to begin and end formal letters
- In Part 2 check the 4 content points - make a plan of what you will include in each point and remember, they do not have to be developed equally but each must be addressed
- When you have finished, read through your work and check it carefully especially for spelling and singular/plural agreements - also check that any long sentences are punctuated correctly to help the reader follow your answer

### 4.4 Listening

- Remember you will hear everything twice so don't worry if you do not get the answer first time - move to the next question and use the second listening to find the missing answer
- In Part 3 there is time to write your answers while you listen - remember to read the sentence through after you have written your answer to make sure it is grammatically correct and that you have not included any words in your answer that are already on the page
- In Part 4 there are two questions for each speaker
- Copy your answers carefully onto the answer sheet at the end and make sure that you have kept the correct numbering
- If you have any gaps at the end, guess as there are no marks deducted for incorrect answers

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

### 4.5 Speaking

- Be ready to speak – but be sensitive to your partner when you are working together
- In Part 1 make sure you are ready to describe your work or studies clearly – add some information but don't produce a long rehearsed answer
- In Part 2 indicate how you have planned your talk – say how many points you are going to make and refer to them during your talk
- In Part 3 involve your partner but don't ask him/her questions all the time – say what you think first and then let your partner speak – be sure to take turns
- In Part 4 develop your answers with examples, if possible – using examples gives you the opportunity to describe or explain something
- It is important to look interested – it gives you and your partner confidence

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

### Appendix A

#### Areas of Law in ILEC

ILEC tests candidates' English in the context of international commercial law and includes topics such as those in the list below.

NB The list is *not* exhaustive.

|                              |   |
|------------------------------|---|
| <b>Legal Practice</b>        | <p><i>Legal education and training</i><br/> <i>Structure of law firms</i><br/> <i>Areas lawyers practise in</i><br/> <i>Client care procedures including correspondence (letters of advice, legal opinion)</i></p> <p><i>Civil court systems and types of law</i><br/> <i>Persons in court</i><br/> <i>Documents in court</i><br/> <i>Lawyer – client privilege and matters of confidentiality</i></p>  |
| <b>Corporate</b>             | <p><i>Corporate governance: rights and responsibilities of company directors; board of directors; shareholders</i></p>  |
| <b>Business Associations</b> | <p><i>Types of business organisations e.g. limited companies, PLCs, partnerships etc; liabilities of owners and management</i></p> <p><i>How companies are formed e.g. incorporation, memoranda and articles of association</i></p> <p><i>Internal management of companies: AGM, EGM, board of directors etc.</i></p> <p><i>Raising capital; shares and dividends</i></p> <p><i>Ways of resolving disputes: arbitration, mediation, adjudication</i></p> <p><i>Mergers and acquisitions; friendly / hostile take-overs</i></p> <p><i>Insolvency and winding up companies; bankruptcy and liquidation procedures</i></p> |
| <b>Competition</b>           | <p><i>Competition law and regulation of business activities which are anti-competitive e.g. monopolies, cartels; price-fixing</i></p> <p><i>Regulation of mergers: horizontal and vertical</i></p>  |

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

|                               |   |
|-------------------------------|---|
| <b>Contract</b>               | <p><i>Basic principles</i></p> <p><i>Formation of a contract – offer, acceptance, consideration, intention</i></p> <p><i>Drafting and negotiating contracts; form of a contract – essential terms; express and implied terms; standard clauses; exclusion and limitation clauses;</i></p> <p><i>Assignment and third-party rights</i></p> <p><i>Commercial contracts: structure</i></p> <p><i>Licensing agreements; commercial leases</i></p> <p><i>e-contracts</i></p> <p><i>Breach of contract and remedies; types of damages</i></p> <p><i>Void or unenforceable contracts</i></p> |
| <b>Sale of Goods</b>          | <p><i>Standard terms and conditions in sale of goods contracts</i></p> <p><i>Transfer / retention of title</i></p> <p><i>Warranties and breach of warranty e.g. fitness for purpose</i></p>   |
| <b>Debtor-creditor</b>        | <p><i>Rights and obligations of debtors and creditors</i></p> <p><i>Protecting assets</i></p>   |
| <b>Negotiable instruments</b> | <p><i>Documents representing right to credit or payment: promissory notes, cheques, letter of credit, bills of exchange etc.</i></p> <p><i>Impact of e-commerce: electronic negotiable instruments</i></p>  |
| <b>Secured transactions</b>   | <p><i>Law relating to measures giving credit to borrowers and security to lenders as in e.g. loans</i></p>  |
| <b>Real Property</b>          | <p><i>Buying and selling commercial property – freehold, leasehold</i></p> <p><i>Rights and obligations of tenants and landlords</i></p>  |

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

|                              |  |
|------------------------------|--|
| <b>Intellectual property</b> | <i>Copyright and patents; design rights; trade marks and domain names' branding</i><br><br><i>Licensing</i><br><br><i>Remedies for infringement of intellectual property rights (damages, injunctions)</i>       |
| <b>Employment law</b>        | <i>Contracts of employment; terms and conditions of employment</i><br><br><i>Dismissal: unfair, discriminatory, redundancy</i>   |
| <b>Environmental law</b>     | <i>Protecting the environment – legal frameworks (implementation, monitoring, compliance and enforcement)</i><br><br><i>International treaties and conventions</i><br><br><i>Sanctions, damages, injunctions</i> |

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

### Appendix B

#### Can Do Summary levels C1

| <b>Listening and Speaking</b>   | <b>Reading and Writing</b>   |
|---|--|
| Can follow discussion with only occasional need for clarification   | Can understand the general meaning of more complex reports                                       |
| Can deal with unpredictable questions   | Can, within a reasonably short time, understand most reports that they are likely to come across |
| Can argue their case effectively and specify needs precisely  | Can, given enough time, write a report that communicates the desired message                     |
| Can engage in an extended conversation with colleagues and clients on matters within their authority/competence | Can write most correspondence he / she is likely to be required to do                            |

#### Can Do Summary levels B2

| <b>Listening and Speaking</b>   | <b>Reading and Writing</b>  |
|---|---|
| Can ask for factual information and understand the answer   | Can understand the general meaning of non-routine correspondence                    |
| Can ask questions, for example for clarification, while following a lecture, talk or presentation | Can understand the general meaning of a report even if the topic is not predictable |
| Can express own opinion, and present arguments to a limited extent                                | Can write a simple report of a factual nature and begin to evaluate, advise, etc.   |
| Can give a simple, prepared presentation on a familiar topic                                      | Can write non-routine correspondence where this is restricted to matters of fact    |

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

### Appendix C

#### Ideas for an ILEC Preparation Course

\*\* *International Legal English, A Krois- Lindner, CUP*

\* *Professional English in Use – Law, Brown & Rice, CUP*

|   | ILEC topic(s)  | Language   | Skills  |
|---|--|--|---|
| 1 | <p>The legal profession</p> <p>Roles in profession<br/>Qualifications<br/>Study and training opportunities<br/>Differences internationally</p> <p>Dealing with clients</p> | <p><i>I'm a ... responsible for ..</i><br/><i>After –ing .. I ....</i></p> <p><i>In the past I used to .. but now ..</i><br/><i>In the future I'd like to .. hope to .. have plans to ..</i></p> <p>Language of comparison:<br/><i>.. not as good / challenging as</i><br/><i>.. better than ... etc</i></p> | <p>Speaking: answering questions &amp; talking about job / professional studies including training opportunities</p> <p>Reading: gapped exercise &amp; word formation in * Unit 9.</p> <p>Reading: skimming &amp; scanning</p> <p>Reading: longer text for main points and opinions</p> <p>Listening: for main points</p> |
|   | <p>** Unit 1<br/>* Unit 3<br/>Descriptions of courses &amp; seminars (internet – law firm sites)</p>   |  | <p>ESOL web Listening Activity<br/><i>Focus on Predicting</i></p>   |

Follow-up work: Reading text about client care procedures  
Students to source a contract for the next session

|   | ILEC topic(s)  | Language   | Skills  |
|---|--|--|---|
| 2 | <p>Contracts:<br/>basic principles</p> <p>Form of contract: terms and types of clauses</p> <p>Advising clients on contract negotiations (ref reading text for HW previous session)</p> | <p>Key vocabulary &amp; terms</p> <p>Language of negotiating</p> <p>Language of emphasis</p> <p>Formal letter language</p> | <p>Reading: word combinations; word building (prefixes, suffixes)<br/>How to record vocabulary effectively</p> <p>Speaking: expressing opinion, explaining, emphasising (also in writing)</p> <p>Writing: structure of formal letters and formulaic expressions</p> |
|   | <p>** Unit 5<br/>* Unit 33<br/>Sample contracts</p>  |  | <p>ESOL web Reading Activity<br/><i>Legal Word Building</i><br/>ESOL web Speaking Activity<br/><i>Review of Language of Contracts</i></p>   |

Follow-up work: \* Unit 35 Exclusion clauses  
ILEC Sample Reading paper Parts 1 1-12 (use key to check)

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

|   | ILEC topic(s)  | Language  | Skills  |
|---|--|---|---|
| 3 | Breach of contract – types<br><br>Remedies<br><br>A specific example<br><br>Interaction with client:<br>interview and letter-writing<br><br>e-contracts: impact on<br>business, legal issues | Key vocabulary & terms<br><br>Giving opinion, explaining<br><br>Describing and assessing<br><br>Language for turntaking /<br>initiating / asking for opinion /<br>agreeing & disagreeing<br><br>Language for advising | Reading for main points; text<br>coherence / cohesion<br><br>Listening for specific<br>information, note-taking<br><br>Speaking & Reading:<br>evaluating & problem-<br>solving. Summarising<br>decisions taken.<br><br>Speaking & Listening:<br>working with a partner<br><br>Functions in writing:<br>advising, giving opinion |
|   | ** Units 5, 6, 7<br>* Unit 31, 36  |   | Roleplay re contract<br>negotiation e.g.<br>Decisionmaker (CUP) <i>Selling<br/>your Soul</i> (or similar)<br><br>ESOL web Writing Activities<br><i>Formulaic Expressions</i><br><i>Paragraphing a Text</i>  |

Follow-up work: Read article e-contracts Unit 5 and answer Q 24 & 25.  
Draft a letter giving advice about a contract offered (c. 150 words)

|   | ILEC topic(s)  | Language   | Skills  |
|---|--|--|---|
| 4 | Sale of Goods: terms and<br>conditions of sale;<br>understanding clauses<br><br>Retention of title<br><br>Warranties | Key vocabulary and terms<br><br>Presenting a case: introducing,<br>explaining, comparing,<br>referring, summarising<br><br>How to organise discourse<br><br>Assessing a case | Reading: gapped sentences,<br>gapped text, collocations<br><br>Listening: understanding<br>detail; understanding<br>technical terms<br><br>Speaking: preparing a long<br>turn<br><br>Writing a memorandum |
|   | ** Unit 9  |  | ESOL web Speaking Activity<br><i>Discourse Management<br/>Skills</i><br>Case Study from Unit 9  |

Follow-up work: ILEC Sample paper Reading Part 5 (Use key to check)  
ILEC Sample Paper Writing paper Part 2 (breach of contract)

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

|   | ILEC topic(s)   | Language   | Skills  |
|---|---|--|---|
| 5 | <p>Business Associations: how companies are formed</p> <p>Different types of business organisations; key roles in management</p> <p>Setting up a business – legal advice needed</p> <p>Corporate governance: shareholders' rights</p> | <p>Key vocabulary and terms</p> <p>Language of legal opinion: explaining, evaluating, advising</p> <p>Language for illustrating arguments &amp; opinions</p> <p>Language for structuring a report; linking words</p> | <p>Reading: matching definitions, understanding paraphrase; dealing with MC questions</p> <p>Writing: how to structure a legal opinion</p> <p>Speaking: describing a process, describing experience</p> <p>Speaking &amp; listening: working with a partner</p> <p>Writing: how to structure a memorandum; linking and developing ideas</p> |
|   | <p>** Unit 2<br/>* Unit 19</p> <p><a href="http://www.thelawreport.co.uk">www.thelawreport.co.uk</a><br/>episode 17 limited liability partnerships</p>  |  | <p>ESOL web speaking activity<br/><i>Business Associations and Good Legal Advice</i></p> <p>Plain English website:<br/>reports.doc<br/>Business Writing Basics on onestopenglish website</p>  |

Follow-up work: Language focus pp. 32-33 International Legal English

|   | ILEC topic(s)  | Language   | Skills   |
|---|--|--|--|
| 6 | <p>Competition law: anti-competitive activity</p> <p>Mergers &amp; Acquisitions: merger control &amp; regulation</p> <p>Warning clients of risks</p> | <p>Key vocabulary and terms</p> <p>Modals; language for assessing and warning</p> <p>Language of comparing and contrasting</p> | <p>Listening for main point &amp; specific information</p> <p>Listening: interpreting context, recognising function (handling matching tasks)</p> <p>Writing: drafting a memorandum; linking ideas</p> |
|   | <p>** Unit 15<br/>* Unit 27</p>  |  | <p>Roleplay p. 209 <i>International Legal English</i><br/>Macmillan Business Dilemma 'takeovers' with file &amp; MC questions<br/>Role of lawyer?</p>  |

Follow-up work: ILEC May 2007 Writing Part 2 (200-250 words) Mergers & Acquisitions  
Students to research company in financial difficulty (or give Northern Rock as example)

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

|   | ILEC topic(s)  | Language   | Skills   |
|---|--|--|--|
| 7 | Debtor – creditor rights & obligations<br><br>Insolvency: issues and outcomes; procedures when companies become insolvent & role of lawyer<br><br>Practising in insolvency profession: applying, being interviewed | Key vocabulary and terms<br><br>Language of paraphrase<br><br>Language of persuasion | Summarising texts<br><br>Reading for detailed understanding (strategies for handling long text + questions)<br><br>Handling difficult questions<br>Writing a letter of application |
|   | ** Unit 14<br>* Unit 22  |  | ESOL web Reading Activity<br><i>Why it's right</i><br><br>ILEC May 06 Reading Part 4 (Law firm strategies)<br><br>ESOL web Writing Activity<br><i>Punctuation</i>                  |

Follow-up work: Language Focus *International Legal English* p. 202-204  
ILEC sample paper Listening Part 4 (use key to check)

|   | ILEC topic(s)  | Language   | Skills  |
|---|--|--|---|
| 8 | Negotiable instruments: definition & types<br><br>Parties involved<br>Drafting a promissory note<br>Writing to client<br><br>Electronic negotiable instruments | Key vocabulary and terms<br><br>Making suggestions and recommendations | Listening for specific information and opinion<br><br>Writing: making notes and summarising<br><br>Reading: skimming for main ideas |
|   | ** Unit 12   |  | ESOL web Writing Activity<br><i>(Making notes)</i>  |

Follow-up work: Language Focus *International Legal English* p. 174-5

## ILEC Guidelines

### How to design a teaching course for ILEC Examination Preparation

|   | <b>ILEC topic(s)</b>   | <b>Language</b>   | <b>Skills</b>   |
|---|--|---|---|
| 9 | Secured transactions<br><br>Security agreements<br><br>Attending a seminar | Key vocabulary and terms<br><br>Asking & answering questions<br>Evaluating & explaining<br>Language of making arrangements<br><br>Language of accepting & declining, giving reasons | Reading for detailed information<br>Information gap activity – working with a partner<br><br>Writing emails: formality vs informality<br><br>Reading to follow an argument (Part 5 Reading paper) |
|   | **Unit 13<br>* Unit 22   |   | ESOL web reading activity<br><i>Making Connections</i>  |

Follow-up work: Complete language exercises in *Professional English in Use –Law Unit 22*

|    | <b>ILEC topic(s)</b>  | <b>Language</b>  | <b>Skills</b>  |
|----|---|--|--|
| 10 | Real Property<br><br>Buying commercial property<br>Terms of commercial leases<br>Understanding leases<br><br>Choosing a law firm                        | Key vocabulary and terms<br><br>Discourse markers, phrases marking transition<br>Factual vs descriptive language | Listening for specific information<br><br>Planning & giving a presentation: structuring, reviewing content |
|    | ** Unit 10<br>* Unit 39<br><a href="http://www.leasingbusinesspremises.co.uk">www.leasingbusinesspremises.co.uk</a> (further reading, sample lease etc) |  | Role Play in Executive Decisions (Longman)<br><i>Preserving Paradise</i>                                   |

Follow-up work: ILEC Reading May 2006 Part 1 (Leasing) Use key to check.  
Web research: find two law firms specialising in real property cases, prepare 2 minute talk.

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

|    | ILEC topic(s)  | Language  | Skills   |
|----|--|---|--|
| 11 | <p>Real property: presentations from previous session. Rank law firms.</p> <p>Buying property abroad</p> <p>Environmental Law: international and national issues</p> <p>Environmental law firms: choosing one / working in one</p> | <p>Language of presentations</p> <p>Comparatives, superlatives.<br/>Language of persuasion.</p> <p>Agreeing &amp; disagreeing</p> | <p>Listening for detailed information</p> <p>Reading for fact and opinion<br/>Ranking choices<br/>Exchanging opinions with partner</p> |
|    | <p>* Unit 45<br/>Environmental law firm website e.g. <a href="http://www.earthjustice.org">www.earthjustice.org</a> with analysis of issues and sample cases</p>   |   | <p>ILEC May 06 Listening Part 2<br/>Environmental Law</p>  |

Follow-up work: Language exercises in Professional English in Use – Law Unit 45  
Writing Part 2 task *International Legal English* p. 230

|    | ILEC topic(s)   | Language  | Skills  |
|----|---|---|---|
| 12 | <p>Employment law: terms &amp; conditions of employment</p> <p>An individual case</p> <p>Dismissal: reasons for dismissal and outcomes e.g tribunals in UK</p>  | <p>Key vocabulary and terms</p> <p>Language of questioning, refuting, suggesting.</p> <p>Language of evaluation, comparing, highlighting advantages &amp; disadvantages</p> | <p>Drafting a letter to a client's lawyer</p> <p>Comparing systems</p> <p>Listening for specific information and understanding paraphrase</p> <p>Reading: scanning</p>  |
|    | <p>** Unit 8<br/>*Unit 41<br/>Contracts in UK context<br/><a href="http://www.directgov.uk">www.directgov.uk</a><br/>Working in UK – documents giving advice<br/><a href="http://www.berr.gov.uk">www.berr.gov.uk</a></p> |   | <p>ESOL web Reading Activity (<i>vocabulary brainstorm</i>)</p> <p>ILEC Sample paper Listening Part 2 (employment contract)</p> <p>ILEC Sample paper Writing Part 1</p> |

Follow-up work: Letter to client's lawyer ILEC Sample paper Writing Part 1 (120-180 words)

# ILEC Guidelines

## How to design a teaching course for ILEC Examination Preparation

|    | ILEC topic(s)  | Language  | Skills   |
|----|--|---|--|
| 13 | Intellectual Property rights: copyright, patents; design rights; trade marks & domain names; branding<br><br>Case study: preparing a memorandum<br><br>Impact of technology on IP issues | Key vocabulary and terms<br><br>Discourse markers<br><br>Language of giving opinion, agreeing & disagreeing, explaining, conceding, reiterating | Reading for main point; word formation<br><br>Listening for specific information<br><br>Planning a memorandum<br><br>Speaking: expressing opinion. |
|    | * *Unit 11<br>* Units 42 and 43  |   | <a href="http://www.ahds.ac.uk">www.ahds.ac.uk</a> as example for HW assignment  |

Follow-up work: Web research to find case(s) of IP infringement. Prepare 2 minute summary.  
ILEC May 06 Writing Part 2 (IP)

|    | ILEC topic(s)   | Language   | Skills  |
|----|---|--|---|
| 14 | Intellectual Property law<br><br>Summaries prepared for HW<br><br>Review of cases researched for HW | Key vocabulary and terms<br><br>Summarising; answering follow-up questions<br><br>Language of referring to cases, giving opinion, explaining<br><br>Revision of formal expressions, polite expressions | Speaking: interacting with partners to discuss, evaluate, agree & disagree<br><br>Redrafting contract terms<br><br>Writing: summarising |
|    | ** Unit 11 & Case Study 3   |  | Feedback on speaking skills: functions, accuracy, range   |

Follow-up work: Write summary of case study on [www.ahds.ac.uk](http://www.ahds.ac.uk) (200-250 words)

## ILEC Guidelines

### How to design a teaching course for ILEC Examination Preparation

|    | ILEC topic(s)   | Language  | Skills   |
|----|---|---|--|
| 15 | Revision session<br>Review ILEC papers and exam techniques<br><br>Current issues : discussion after listening to podcast<br><br>Writing letters | Revise collocations<br><br>Language of opinion.<br><br>Language of correcting, refuting, explaining | Reading: scanning for information<br><br>Listening for main points<br><br>Revise writing formal letters  |
|    | ** Unit 4 Reading p. 56<br>Unit 15 Reading p. 206<br>Writing Part 1 task<br><i>International Legal English</i><br>p. 229                        |   | ESOL web Reading Activity<br><i>Reading faster</i><br>ESOL web Writing Activity<br><i>(error correction activity)</i><br>ESOL web Speaking Activity<br><i>(Legal Word Association)</i><br><br><a href="http://www.thelawyer.com">www.thelawyer.com</a><br>weekly podcast |

Pronunciation practice needs to be targeted at specific issues of individual nationalities. Useful sites include:

[www.onestopenglish.com](http://www.onestopenglish.com)  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

Skills – Pronunciation (worksheets and audio files)  
 Audio bank (audio dialogues and stress patterns etc)