

European Cross-Border Civil Procedures: Legal English for Court Staff and Bailiffs Instructions

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INSTRUCTIONS TO USE THE MANUAL

Although **we strongly recommend following the order of the four skills and the corresponding exercises for each of those skills** in the manual, potential trainers/users may choose the order they would like to follow depending either on (1) the level of the group as a whole (both in English and in the topic of the course) in the case of trainers, or (2) the personal level in English and in the topic in the case of individual users.

As for the **order to be followed by trainers when teaching groups**, individual group characteristics may call for a slightly different order. One group may be relatively fluent in English, but this does not necessarily mean that they will be acquainted with legal vocabulary; contrariwise, a particular group may be familiar with the terminology of the topic because a few of them may have experience in the field; this does not imply, however, that they may be able to speak English fluently when it comes to giving their opinion, disagreeing, etc. on matters that have to do with the topic. Consequently, trainers will have to assess on the first day what level trainees seem to have both in English and in the topic of the course, and act accordingly. Additionally, as mentioned earlier, trainers may choose to skip an exercise which demands more attention or concentration because at that point trainees seem to be tired; in that case, a more engaging exercise may be found in the manual.

Independent users of the manual may also choose the order they would like to follow in doing the exercises depending on their level both in English and in the topic of the course. We recommend following the order of the manual, but some users may need a slightly different order. If users are not familiar with the topic of the manual, we suggest starting from the very beginning; if they already have some experience in dealing with the topic in English, they could start directly with the listening skills, but from there on they may also skip the order depending on personal factors such as tiredness, available time, etc.

In view of the fact that **this manual has a two-fold role, i.e., (a) a tool to be used in training events and (b) a stand-alone tool to be used by individual users**, we include below a double recommendation for each exercise: (1) for trainers, on how to best exploit each exercise (under “Trainers’ instructions”) and (2) for end users, on how to tackle and make the most of each exercise (under “Individual Users’ instructions”).

Unless the level of the whole group is exceptionally good, in the actual teaching of the course it will be difficult to cover more than one or two exercises for each skill given the short nature of the course and the fact that part of it has to be devoted to legal issues. However, this was taken into account in the making of the manual, and additional materials were intentionally

included so that trainees could have extra activities to do after the course if they wished to do so.

A tip which will be applicable to all exercises done in an actual course is the following: trainers should try not to follow at all times the order in which trainees are sitting (jumping the order/sequence keeps them alert) and if possible, it is a good idea to learn trainees' names and to call them by their first name as this diminishes any remoteness that trainees may feel from the teacher(s).

Trainers' instructions

Introductory session

This is only applicable when the manual is used in training events.

It is essential to "break the ice" in the first session. Trainees are normally not used to speaking English for so long (and about specialised legal topics), do not know one another, come from different countries, may be exhausted after a long trip, etc. Thus, the first session should be as relaxed and easy-going as circumstances will allow.

Ask trainees to arrange themselves in pairs. Then give them 10 minutes (5 each) to find out relevant information about their partner (country of origin/nationality; professional background; past and present position(s) held, experience, interest in the course, expertise in the topic, etc.). Then ask them, one by one, to introduce their partner. In order to prevent this activity from being boring or repetitive, introduce unpredictability into it, such as asking them unexpected questions (or, even better, requesting them to ask their partner questions), either of a purely professional nature (such as what their main tasks are), or questions that are more personal (without ever trespassing the sphere of the most absolute discretion and respect), such as why they chose this career path, what they like to do in their free time, etc. Interspersing more specialised questions with general ones relaxes the atmosphere considerably. It is also important to start introducing in this session some pronunciation issues, as there will inevitably be some mispronunciations of legal terms. Fun examples of mispronunciations which may cause misunderstandings in English may be used.

INTRODUCTION TO VOCABULARY FOR COURT STAFF

EXERCISE 1: Terminology

Give trainees a few minutes to read the tables of expressions used in English to formulate an opinion and to agree or disagree with something or someone.

Then arrange them in pairs ask them to discuss Question 1 (and to agree or disagree on it) on the difference (if any) between all the terms used across the EU for “court officer”. Give them about 10 minutes. Choose one pair and ask them to explain their conclusions and what they agreed or disagreed on. At the end of their explanation the rest of the group may intervene and say whether their opinion was different or not and in what sense.

The really interesting part of this exercise (and its main purpose) is that trainees realise the different terminological options across the EU for their profession.

Emphasis should also be placed on the nuances of meaning for terms such as “clerk”, “agent”, “secretary”, “assistant”, “officer”, etc.

EXERCISE 2: Types of court staff

(i) Choose trainees with different nationalities and ask to explain to the rest of the group the differences (if any) between the types of court staff that they have in their Member State. If there is more than one trainee for a specific Member State, pick one of them to explain and then ask the other one to say if he or she agrees with what has been said.

(ii) Ask trainees to say whether a legal background is necessary or not in their MS to have access to their profession and whether they think that it is useful.

(iii) Give trainees a few minutes to read through the list of possible functions, responsibilities and powers of court staff. Again, choose different Member States to say which of those items on the list correspond to their responsibilities. Then ask them to compare their list and to discuss differences. Highlight any functions that none of them have in any MS and ask them what type of personnel take on those functions.

EXERCISE 3: Expressing an opinion

Ask trainees to say whether they think that they should have more or less responsibilities in EU civil and commercial cross-border litigation, cooperation and procedures and why.

EXERCISE 4: Basic legal vocabulary

Give trainees a few minutes to read the questions to themselves. Then ask them in turns to read out one question and to suggest an answer. They may discuss it with other colleagues in the group.

Trainers should try to elicit the answer from trainees using the Socratic method rather than simply providing the answer to the question.

The really interesting part of this exercise (and its main purpose) is that trainees realise the differences between the terminology that national systems use, and this is what the trainer(s) should exploit. As way of an example, emphasis could be placed on the differences between the terms “The Judiciary” and “The Magistracy” in different Member States (e.g. what “The Magistracy” means in France, Romania, Italy, The Netherlands, Belgium or Portugal), or on the different meanings of “judge” as against “magistrate”, or “court” against “tribunal” at the national and international levels.

Emphasis should also be placed on the nuances of meaning for terms such as “lawyer”, “advocate”, “barrister”, “solicitor”, “attorney-at-law”, “counsel”, etc.

EXERCISE 5: Definitions

Trainees are provided with a clue or prompt which is part of the correct term (initial letter(s), final letter(s), etc.). Ask trainees to read out one definition and to provide the appropriate term. At the end of the exercise, ask them if they disagree with any of the definitions and why.

Tip 1: Where possible, provide additional information that supplements a simple answer. For example, the answer to (a) is “party”: ask them what preposition would be correct (parties *in* the proceedings, *of* the proceedings, *to* the proceedings...).

Tip 2: Explain differences between seemingly similar alternatives (“settlement” and “agreement”; “damages” and “damage”; “trial” and “hearing”, etc.); opposites like “legal person” and “natural person” could also be explained.

EXERCISE 6: Matching definitions and terms

Give trainees a few minutes to read the list of 15 definitions and terms/expressions. Then ask them each to read out one definition (correct any mispronunciations) and to match it to the correct term/expression from the list on the right-hand side.

Tip: Where possible, provide additional information that supplements a simple answer. For example, in “defence” explain the difference in spelling between British English and American English; for “grounds”, explain the meaning of this term in judgments (as well as the correct adjective “reasoned judgment”, not “grounded judgment”) and if appropriate, talk about “*ratio decidendi*” and “*obiter dicta*” if the group is interested; ask them for possible direct objects for “to lodge” (a complaint, an appeal, a counterclaim...).

LISTENING SKILLS

EXERCISE 1: The Brussels Ia Regulation

Ask trainees to read the text. Explain any terms or expressions that they do not understand.

Go to <https://www.youtube.com/watch?v=vcAYh5Ww3Qc>. Play the video three times to give them time to write the answers to the gaps.

Ask trainees to fill in the gaps, reminding them that the text indicates when there is more than one word missing.

Now ask them to highlight the bits that they still hadn’t caught after listening to the video. Ask them why they think they didn’t catch those bits (accent by the speaker, speed of speech, mispronunciation...).

Correct the exercise, explaining any relevant issues (one example would be the difference between “to enforce a judgment” and “to have a judgment enforced”).

EXERCISE 2: Service of Documents

Ask several trainees to read each one part of the text out loud. Explain any terms or expressions that they do not understand, but do not correct their pronunciation for the moment.

Ask trainees to fill in the gaps, reminding them that the text indicates when there is more than one word missing.

Now ask them to highlight the bits that they still hadn’t caught after listening to the text. Ask them why they think they didn’t catch those bits (accent by the speaker, speed of speech, mispronunciation...).

Correct the exercise, explaining any relevant issues.

EXERCISE 3: Taking of Evidence

Read the text twice. In this case, do not explain any terms or expressions, as some of them are intentionally wrong.

Correct the exercise. You can make the most of it by explaining the difference between terms like “trans-border” and “cross-border”, “permit” and “permission”, “evidence” and “evidences” (which is incorrect), etc.

EXERCISE 4: European Enforcement Order

Ask trainees to read the questions.

Go to <https://www.youtube.com/watch?v=2vklq5R-oqM>. Play the video three times to give trainees time to provide the answers.

Correct the exercise and ask trainees to try to account for wrong answers (if any) and to say what parts of the video they had difficulties with.

EXERCISE 5: European Payment Order

Ask trainees to read the questions.

Go to https://www.youtube.com/watch?v=5Y_NNhq37-Q. Play the video three times to give them time to choose the correct answer, reminding them that more than one answer may be correct.

Correct the exercise and discuss the cases where more than one answer was correct and why.

EXERCISE 6: European Small Claims Procedure

Ask trainees to read the questions.

Go to <https://www.youtube.com/watch?v=tr2TF-b4urQ>. Play the video three times to give them time to write down the missing parts of the sentences.

Correct the exercise and discuss incorrect answers.

SPEAKING SKILLS

EXERCISE 1: Pronunciation

In this exercise trainees will find a selection of some of the most frequent (1) terms from all the Regulations in the project and (2) word combinations from the same Regulations.

There are 60 terms and 100 word combinations, so trainers should work out how many words each trainee will have to pronounce.

Trainers should try to find out about some of the most frequent pronunciation pitfalls in English for the European Union languages represented in the classroom (voiced “s” or the pronunciation of letter “y” for speakers of Spanish; making a difference between “v” and “f” for speakers of Dutch; making a difference between “v” and “w” for speakers of Lithuanian; silent “h” for speakers of French; doubling the pronunciation of final consonants for speakers of Italian, etc.).

Briefly explain some pronunciation differences between the main variants of English; it is recommendable to stick to two standard varieties: British English (RP –Received Pronunciation- or ‘BBC English’) and American English (GA -General American- or ‘Boston English’). It might be a good idea to play with the different pronunciations of the same word in either variant if the group lends itself to it (e.g., “legislative”).

Ask trainees to read out either one item each from sections (a) and (b), or several items in a row from each list; correct pronunciation mistakes (if any) and ask them to pronounce the term/expression again.

Ask trainees to take down all the terms/expressions whose pronunciation they were not aware of (or mispronounced), and ask 5 trainees to pronounce once more the items they had difficulties with.

EXERCISE 2: Service of Documents

In this exercise trainees have to be split into four groups, all members of which have to take part in the activity. Try to separate languages, legal background and nationalities (if possible). Each group will be assigned one excerpt with underlined bits.

First all trainees have to read to themselves the assigned excerpt, focusing on the underlined bits and subsequently read the novelties of the new Regulation. Then give them 15 minutes to agree on the corresponding point assigned to them that matches each excerpt. Finally, they have to present the issue they have been assigned, their opinion and the likelihood -or not- that the underlined bits may pose difficulties.

Remind them that they have to use their own words rather than simply reproduce the text given, but they should also use legal vocabulary rather than (near)-synonymous terms.

Ask the rest of the group to take notes on what aspect(s) could be improved in each of the three presentations. After that, give them feedback yourself.

EXERCISE 3: Taking of Evidence

Make up four groups in the class. Within each group, different participants have to answer the different questions that have been asked in the exercise (which have in turn been divided into 4 issues), justifying their answer.

Depending on the nature of the group and the amount of mistakes, give them feedback either as they intervene or at the end of their intervention.

EXERCISE 4: European Enforcement Order

a. In this exercise, trainees have to give their opinion without actually reading the text of the Regulation. Choose trainees at random to answer the question after giving them a couple of minutes to read them. Try to encourage them not to write their answers but rather to simply answer them. Ask the rest of the group, after each answer, if they agree with it.

b. Arrange trainees into pairs and ask them to take turns to explain to their partner the EEO procedure, using the Annex provided.

EXERCISE 5: European Payment Order

Ask trainees to work in pairs. Give them a maximum of 10 minutes to read Text 1 and Text 2 (one each trainee). Then each of them has to summarise it to their partner. Instruct them to ask one another to clarify issues that have not been sufficiently explained or that were ambiguous.

EXERCISE 6: European Small Claims Procedure

Ask trainees to explain in their own words what each of the 20 terms/expressions mean. After each explanation, ask the rest of the group if they agree or not, and if there is something missing that they would add.

READING SKILLS

EXERCISE 1: Service of Documents

In this exercise trainees are given two or more options for each of the numbered items, and they not only have to identify the correct one, but they also have to try and explain why the other alternatives would not be correct. Remind them that in a few cases more than one answer might be acceptable, but only one is appropriate according to the original text. Do not give them time to prepare in advance.

This is a good chance to explain the difference (if any) between some pairs of terms (“application” and “request”; “establish” and “determined”, etc.).

EXERCISE 2: Taking of Evidence

In this exercise trainees have to choose the correct answer from three options. In some cases more than one answer may be acceptable or correct, but only one appears in the original text. Do not give trainees time to prepare in advance.

This is a good chance to explain relevant issues, such as the use of the preposition “for” when issuing requests; the difference between “proceedings”, “process” and “procedure”, etc.

EXERCISE 3: European Enforcement Order

Give trainees 15 minutes to read the text twice. Then ask some of them to provide the correct answer for questions 1-7 from the four options that they are given.

EXERCISE 4: European Payment Order

Trainees have to provide the missing prepositions from the Opinion of the Advocate General in Case C-94/14. If there are doubtful cases (“of” and “from”; “on”, “at”, “in”; “against” and “to” etc.), try to explain the difference between them. Do not give them time to prepare in advance.

EXERCISE 5: European Small Claims Procedure

Explain the concept of “collocation”, providing examples. Some useful references are: <https://ieltonlinetests.com/what-collocation>; <https://www.thoughtco.com/collocation-examples-1210325>; <https://ielts-jonathan.com/improving-your-collocations-for-ielts/> or <http://www.eltconcourse.com/training/in-service/lexicogrammar/collocation.html>.

Ask trainees to match the verbs in Column 1 to the items in Column 2, reminding them that more than one option may be possible. Do not give them time to prepare in advance.

WRITING SKILLS

EXERCISE 1: Word Formation (all Regulations)

In this exercise trainees are given a table with three columns: “verb”, “noun” and “adjective”. They are provided only with one of the three word categories and they have to give the correct form(s) for the other columns. Remind them that there may be more than a noun form or an adjectival form. Give trainees 15 minutes to fill in the columns.

You can explain word formation using the following links (among others):

<http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/word-formation>;

<https://dictionary.cambridge.org/grammar/british-grammar/about-nouns/nouns-forming-nouns-from-other-words>;

<https://keepsmilingleish.com/2015/04/word-transformation-1-nouns-suffixes/>;

<https://keepsmilingleish.com/2015/06/word-transformation-2-adjectives-suffixes/>;

If necessary (depending on the level of the group), you can first do some online exercises as practice on:

<http://www.esl-lounge.com/student/advanced-word-formation.php>;

https://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm or

<http://www.esl-lounge.com/student/first-certificate-word-formation.php>.

Focus on cases where the formation requires considerable change, such as no.5 (“admit”-“admission”), no.14 (“bind”-“bound”), no.19 (“comply”-“compliance”), no. 28 (“provide”/“provision”), etc.

Depart from the exercise to explain possible contexts in which some of these words might be used (e.g. “defence”: argument or explanation to prove your innocence; person/people in a civil or criminal case who is/are one of the parties to the proceedings).

EXERCISE 2: The Brussels Ia Regulation

In this exercise trainees are given 21 sentences (or paragraphs in some cases) where there are gaps that have to be filled in. Trainees are provided with a clue, which is either a near-synonym or an explanation/definition/paraphrase.

Ask trainees to do each of the sentences or paragraphs (depending on the number of trainees, they may have to do more than two each). Do not give them time to prepare in advance.

This exercise can also be exploited by explaining interesting words/expressions, such as “to be seised of” (spelt with an “s”, not with a “z”); “to seek” (rather than “ask for”, “request” or

“want”); the difference between “in default of appearance” and “*in absentia*”; “of its own motion” as against “*ex parte*”, etc.

EXERCISE 3: Service of Documents

In this exercise you have gaps which you have to fill in by using the correct form of the term in square brackets.

Correct any mistakes with the answer key.

EXERCISE 4: Taking of evidence

In this exercise trainees have to re-write paragraphs using their own terms but using legal terminology; that is, the phrasing should be different, but they still have to show a good command of specific legal vocabulary and be able to decide when it can be replaced with a (near)synonym or not.

Correct any mistakes and provide the appropriate explanation

EXERCISE 5: European Enforcement Order

a. Gap-filling (adjectives): trainees are provided with the missing terms, so all they need to do is match the 5 gaps with the 5 adjectives. Do not give them time to prepare in advance.

b. Tense and verb form: trainees are given the bare infinitive of each verb (without “to”) and have to provide the appropriate verb form and tense. Do not give them time to prepare in advance.

c. Word form: trainees have to provide the missing word forms for the excerpt of a judgment. Clues are given in brackets. Do not give them time to prepare ahead.

EXERCISE 6: European Payment Order and European Small Claims Procedure

Give trainees time 5 minutes to read the information provided on premodification.

Then explain what premodification (*table leg*) and postmodification (*leg of a table*) are and briefly run through the main types (noun compounds, as in “war story”; adjectival premodification, as in “beautiful landscape” and mixed types, as in “a long, wandering forest path”). You may use internet resources, such as: <https://www.thoughtco.com/premodifier-grammar-1691527>; <https://english-grammarblog.blogspot.com/2016/12/premodifier.html>; <https://www.learngrammar.net/english-grammar/modifiers>, etc.

Trainees are provided only with the last term in a sequence of two or more words. Ask them to read out each item and to provide the correct answer. Do not give them time to prepare in advance. Correct the exercise while discussing possible alternatives (*post/postal code; registry/registration number; expiry/expiration date, etc.*).

Individual Users' instructions

INTRODUCTION TO VOCABULARY FOR COURT STAFF

EXERCISE 1: Terminology

Read the tables of expressions used in English to say an opinion and to agree or disagree with something or someone.

Try to prepare a short oral presentation on the difference (if any) between the terms used across the EU for “court officer”.

Look up any nuances of meaning for terms such as “clerk”, “agent”, “secretary”, “assistant”, “officer”, etc.

EXERCISE 2: Types of court staff

Try to find out information on the different types of court staff across the EU on https://e-justice.europa.eu/content_legal_professions-29-en.do.

Is a legal background required in your MS in order to be a court officer?

Read through the list of possible functions, responsibilities and powers of court staff. Choose the ones that you yourself have. Who takes on the responsibilities in the list that you do not have?

EXERCISE 3: Expressing an opinion

Try to find a colleague to discuss whether you should have more or less responsibilities in EU civil and commercial cross-border litigation, cooperation and procedures and why.

EXERCISE 4: Basic legal vocabulary

Try to answer questions a-j. You may use any sources you like.

The really interesting part of this exercise (and its main purpose) is to realise the differences between the terminology that national systems use. You could search information on the differences between the terms “The Judiciary” and “The Magistracy” in different Member

States (e.g. what “the Magistracy” means in France, Romania, Italy or Portugal), or on the different meanings of “judge” as against “magistrate”, or “court” against “tribunal”. It is also important to be aware of the nuances of meaning for terms such as “lawyer”, “advocate”, “barrister”, “solicitor”, “attorney-at-law”, “counsel”, etc.

EXERCISE 5: Definitions

Provide the appropriate term for the definitions.

Do you disagree with any of the definitions? Why?

EXERCISE 6: Matching definitions and terms

Read the list of 15 definitions and terms/expressions. Then match each definition to the correct term/expression from the list on the right-hand side.

LISTENING SKILLS

EXERCISE 1: The Brussels Ia Regulation

Read the text. Look up any terms or expressions that you do not understand.

Go to <https://www.youtube.com/watch?v=vcAYh5Ww3Qc>. Play the video three times to have time to write the answers to the gaps. Remember that the text indicates when there is more than one word missing.

What bits did you not get right after listening to the video? Why do you think you didn't catch those bits (accent by the speaker, speed of speech, mispronunciation...)?

EXERCISE 2: Service of Documents

Read the text twice, remembering that some terms or expressions are intentionally wrong.

Correct the exercise. You can make the most of it by searching up the difference between terms like “trans-border” and “cross-border”, “permit” and “permission”, “evidence” and “evidences” (which is incorrect), etc.

EXERCISE 3: Taking of Evidence

Read the text. In this case, do not look up any terms or expressions, as some of them are intentionally wrong.

Go to <https://www.youtube.com/watch?v=BGfUKMQM8FI>. Play the video three times to have time to identify the words that are wrong.

Now you may look up any terms you do not understand.

What word(s) did you not identify and why?

EXERCISE 4: European Enforcement Order

Read the questions.

Go to <https://www.youtube.com/watch?v=2vklg5R-oqM>. Play the video three times to have time to choose the correct answer.

Correct the exercise and try to account for wrong answers (if any).

EXERCISE 5: European Payment Order

Read the questions.

Go to https://www.youtube.com/watch?v=5Y_NNhq37-Q. Play the video three times to have time to choose the correct answer, remembering that more than one answer may be correct.

Correct the exercise and reflect on cases where more than one answer was correct.

EXERCISE 6: European Small Claims Procedure

Read the questions.

Go to <https://www.youtube.com/watch?v=tr2TF-b4urQ>. Play the video three times to have time to write down the missing parts of the sentences.

SPEAKING SKILLS

EXERCISE 1: Pronunciation

In this exercise you will find a selection of some of the most frequent (1) terms from all the Regulations in the project and (2) word combinations from the same Regulations.

There are 60 terms and 100 word combinations.

Pronounce each item and check it with the answer key.

Take down all the terms/expressions whose pronunciation you were not aware of (or mispronounced), and pronounce them once more.

If you would like to hear some terms pronounced in British English and in American English, go to <https://dictionary.cambridge.org/>. Try, for example, the difference pronunciations of the term “legislative”.

EXERCISE 2: Service of Documents

In this exercise there are four one excerpt with underlined bits.

First read them read to yourself, focusing on the underlined bits and subsequently read the novelties of the new Regulation. Then try to present each of the issuessaying your personal opinion, in particular on and the likelihood -or not- that the underlined bits may pose difficulties.

Please use your own words rather than simply reproduce the text given, but also use legal vocabulary rather that (near)-synonymous terms.

EXERCISE 3: Taking of Evidence

Read each part of the text out loud. Search up any terms or expressions that you do not understand or do not know how to pronounce.

Fill in the gaps, remembering that the text indicates when there is more than one word missing.

Correct the exercise with the answer key.

EXERCISE 4: European Enforcement Order

- a. In this exercise you have to give your opinion without actually reading the text of the Regulation.
- b. Explain to a colleague the EEO procedure, using the Annex provided.

EXERCISE 5: European Payment Order

Read Text 1 and Text 2 and choose one of them. Summarise it orally to a colleague and ask him/her to give you feedback.

EXERCISE 6: European Small Claims Procedure

Explain orally in your own words what each of the 20 terms/expressions mean. If possible, find a colleague to give you feedback.

READING SKILLS

EXERCISE 1: Service of Documents

In this exercise you are given two or more options for each of the numbered items, and you do not only have to identify the correct one, but you also have to try and explain why the other alternatives would not be correct.

In a few cases more than one answer might be acceptable, but only one is appropriate according to the original text.

Search up the difference (if any) between some pairs of terms (“application” and “request”; “establish” and “determined”, etc.).

EXERCISE 2: Taking of Evidence

In this exercise you have to choose the correct answer from three options. In some cases more than one answer may be correct, but only one appears in the original text.

Try to look for relevant issues, such as the use of the preposition “for” when issuing requests; the difference between “proceedings”, “process” and “procedure”, etc.

EXERCISE 3: European Enforcement Order

Read the text twice. Then provide the correct answer for questions 1-7 from the four options that you are given.

EXERCISE 4: European Payment Order

Provide the missing prepositions from the Opinion of the Advocate General in Case C-94/14. If there are doubtful cases (“of” and “from”; “on”, “at”, “in”; “against” and “to” etc.), try to find information on what words these prepositions usually combine with.

EXERCISE 5: European Small Claims Procedure

Read about the concept of “collocation” on the following links: <https://ieltonlinetests.com/what-collocation>; <https://www.thoughtco.com/collocation-examples-1210325>; <https://ielts-jonathan.com/improving-your-collocations-for-ielts/> or <http://www.eltconcourse.com/training/in-service/lexicogrammar/collocation.html>.

Match the verbs in Column 1 to the items in Column 2. Remember that more than one option may be possible.

WRITING SKILLS

EXERCISE 1: Word Formation (all Regulations)

In this exercise you are given a table with three columns: “verb”, “noun” and “adjective”. You are provided only with one of the three word categories and you have to give the correct form(s) for the other columns. Remember that there may be more than one noun or adjectival form.

You can read about word formation on the following links (among others):

[http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-](http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/word-formation)

[exams/word-formation;](http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/word-formation) [https://dictionary.cambridge.org/grammar/british-grammar/about-nouns/nouns-forming-nouns-from-other-words;](https://dictionary.cambridge.org/grammar/british-grammar/about-nouns/nouns-forming-nouns-from-other-words)

[https://keepsmilingenglish.com/2015/04/word-transformation-1-nouns-suffixes/;](https://keepsmilingenglish.com/2015/04/word-transformation-1-nouns-suffixes/)

[https://keepsmilingenglish.com/2015/06/word-transformation-2-adjectives-suffixes/;](https://keepsmilingenglish.com/2015/06/word-transformation-2-adjectives-suffixes/)

If necessary (depending on your level), you may first do some online exercises as practice on:

[http://www.esl-lounge.com/student/advanced-word-formation.php;](http://www.esl-lounge.com/student/advanced-word-formation.php)

[https://www.english-grammar.at/online_exercises/word-formation/word-formation-](https://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm)

[index.htm](https://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm) or <http://www.esl-lounge.com/student/first-certificate-word-formation.php>.

EXERCISE 2: The Brussels Ia Regulation

In this exercise you are given 21 sentences (or paragraphs in some cases) where there are gaps that have to be filled in. You are provided with a clue, which is either a near-synonym or as explanation/definition/paraphrase.

EXERCISE 3: Service of Documents

In this exercise you have 2 excerpts of a judgment by the CJEU. Summarise in writing Excerpt 1 and Excerpt 2.

Before you start, highlight in the texts: (1) essential vocabulary that will necessarily have to be used in the summary; (2) relevant information that will have to be included in the summary, even if different words are used.

EXERCISE 4: Taking of evidence

In this exercise you have to re-write paragraphs using your own terms but using legal terminology; that is, the phrasing should be different, but you still have to show a good command of specific legal vocabulary and be able to decide when it can be replaced with a (near)synonym or not.

Correct any mistakes with the help of a colleague.

EXERCISE 5: European Enforcement Order

a. Gap-filling (adjectives): you are provided with the missing terms, so all you need to do is match the 5 gaps with the 5 adjectives.

b. Tense and verb form: you are given the bare infinitive of each verb (without “to”) and have to provide the appropriate verb form and tense.

c. Word form: you have to provide the missing word forms for the excerpt of a judgment. Clues are given in brackets.

EXERCISE 6: European Payment Order and European Small Claims Procedure

Read the information provided on premodification.

Then read about premodification using internet resources, such as:
<https://www.thoughtco.com/premodifier-grammar-1691527>; <https://english-grammarblog.blogspot.com/2016/12/premodifier.html>;
<https://www.learngrammar.net/english-grammar/modifiers>, etc.

In the exercise you are provided only with the last term in a sequence of two or more words. Give the correct answer. Check the difference between possible alternatives (*post/postal code*; *registry/registration number*; *expiry/expiration date*, etc.).