ENGLISH

for

MODERN POLICING

A practical English language course for law-enforcement students and professionals

2nd edition

TEACHER’S BOOK

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| UNIT 15 | |
|---------||
| Mark Roberts, British Council, Romania |
UNIT 1

DESCRIPTIONS

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 1 Semester 1

Time required
4 hours to include monitoring and feedback on writing, reading, speaking and comprehension

Terminology area
Known: parts of the body; range of adjectives for description
Unfamiliar: police specialised terminology for description purposes

Objectives:
Introduce the topic as a highly-important element of modern policing, requiring a high level of accuracy and responsibility.
Familiarise learners with new specialist terminology and reinforce other core items regarding the issue of descriptions.
Introduce learners through activities to various patterns of classroom interaction

Materials:
Text 1 Translation
Text 2 Operation Granger
Text 3 Personal description
Text 4 Personal description
Text 5 Search
Text 6 Parts of the body and injuries
Text 7 Missing Father and son
Text 8 Poliţist ucis cu mitraliera la Timişoara
Text 9 Police Report

Activity 1
Focus on speaking. Get students involved in discussing the need for accuracy and detail. Lay stress on the idea of developing their skills in description which will mean articulating their observations, not merely learning expressions passively.

Use visual materials from textbooks, magazine pictures of prominent (and unknown) people. Try to make the students see these as serious activities.

When describing their colleagues, the teacher should monitor the pair work and intervene when necessary.
Activity 2  Developing Language
This is an exercise which reinforces the idea of accuracy and completeness. Although, these are general rules, the teacher should warn against over-rigidity. It is better to get a full description which is meaningful than one that is trying to follow “rules”. Encourage paraphrase and rephrasing. Draw the students’ attention to -ish with the meaning of “not so ...” e.g. longish, reddish etc.

a) short straight grey hair
b) large round brown eyes
c) long grey woollen sweater
d) short floral silk dress
e) short-sleeved striped cotton blouse
f) four-door dark blue saloon (dark blue four-door saloon)

Activity 3
Encourage the students to suggest alternatives if appropriate.

The witness to the incident told the investigating officer/ the officer in charge of the investigation that he saw/had seen the man who fired two shots at the victim. He described the suspect as follows:

“The suspect was a white man of medium height, aged approximately 30/ approximately 30 years of age. He had short dark hair and a moustache. He was wearing a light coloured T-shirt and black trousers. After the attack he got into a white Japanese car, I think, and drove off from the scene at high speed. That’s all I can remember.”

Exercise 1
Make sure that the reading aspect of the text is exploited fully and deal with any vocabulary of a general nature – verbs of “action” (grab, drag, struggle, frighten off).


Exercise 2
Give consideration to alternative answers wherever applicable. Do not be satisfied with merely getting the right answers. Re-read the correct version or ask students to do the full text in pairs.

1. locating  2. wanted  3. building up  4. given  5. mugshots

Exercise 3
Ideally, this should be done in pairs with a brief round-up at the end.
Investigate crimes;
Conduct - a crime scene examination
- an investigation
- an identification parade
Collect - evidence
- information
Take - prints / samples
- suspects to (police station)
Attend an emergency call
Give evidence / information
Arrange an identification parade
Search - suspects / a building
- for prints
Check - prints
- information
- police files
Interview witnesses (victims)
Describe suspects

Exercise 4 Put in the Correct Prepositions
Again, ask students to work together to solve this exercise. Do not be satisfied with merely getting the correct answers. Make sure students are happy with the choice of prepositions.

1. of 2. of 3. on 4. of 5. in 6. to
7. of 8. with 9. of 10. in 11. from 12. in
13. from 14. in 15. on 16. in 17. in 18. to
19. of 20. from 21. at 22. in 23. for 24. to

Encourage students to put the information into the Police report form

Activity 7 Missing Father and Son

Listening
As with all listening activities, there should be a pre-listening focus, however brief. This could be in the form of
“Why would a father and baby son be the subject of a police missing persons report or an APB – All Points Bulletin?”
1. 15 months old (N.B. He is a fifteen-month old child)
2. August 3rd
3. the welfare of the youngster
4. 5ft. 11in. tall (“... five feet eleven inches tall”)
5. distinctive mole on his right cheek
6. white T-shirt and blue and white striped dungarees
7. white Renault Master hire van or Simon’s red Vauxhall Cavalier
8. in shopping centres, other public places, ports and airports
9. scuba diving
10. contact officers, family or friends (to let them know they’re OK)
N.B. The request to the father to contact the police or family is repeated.
**Listening Transcript**

**Missing Father and Son**

Havant detectives are keen to trace a man who snatched his 15-month-old son from his estranged wife. The pair have now been missing since August 3rd. Simon Price, 34, failed to return his young son, also called Simon, after collecting him for an afternoon visit from his home in Havant.

Police say their prime concern is for the welfare of the youngster and have urged his father to contact officers, family or friends to let them know he and his son are safe and well.

Simon is described as follows:
- White
- 5ft 11ins tall
- Short dark auburn receding hair
- Distinctive mole on his right cheek

His son is described as:
- White
- Blond hair
- Last seen wearing a white T-shirt and blue and white striped dungarees.

The pair could be travelling in a white Renault Master hire van, registration number W945 MCD with *Thrifty Car Rental* painted in blue along the side, which has not been returned to the hire company.

They could also be using Simon’s red Vauxhall Cavalier, registration number H906 EWD which has not been traced.

There have been no positive sightings of the pair since they were circulated as missing and it is believed that Simon could have been planning to leave the country with his son.

Eye-catching posters have also been issued featuring colour photographs of the pair and carry the phone number for Havant police station, where officers are co-ordinating the investigation into their whereabouts. Officers have displayed the posters in Havant shopping centre and other public places as well as ports and airports.

Simon is a keen scuba diver and police want holidays makers leaving or returning to this country to take a good look at his and young Simon’s photographs in case they recognise them while they are away or believe they have already spotted them when abroad.

Police say their prime concern is for the welfare of the youngsters and urge his father to contact officers, family or friends to let them know he and his son are safe and well.

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**Activity 8**

**Translation**

**POLICEMAN KILLED BY MACHINE GUN IN TIMISOARA**

A policeman was killed by machine gun and another hit by a car while pursuing a stolen vehicle. It is the first time that thieves confronted by authorities have used a machine gun.
On Sunday, March 4, 2000, at dawn (In the early hours of/ on March 4, 2000 at day break) a policeman in Timisoara was killed by machine gun shots while pursuing a stolen vehicle. Another policeman engaged in the pursuit was hit/struck by a car. On Saturday evening the police in Timisoara were informed that a Mercedes vehicle had been stolen from a street in the town. (a Mercedes was reported stolen from …/ it was reported to the police that a M. vehicle had been stolen). The vehicle was put on local surveillance and shortly after identified by a mobile police patrol (On the local wanted list, the vehicle was identified in a short time…) who signalled the driver to stop the car. The person behind the wheel initially cut his speed (reduced speed) but afterwards ran straight into Ioan Mateescu, one of the warrant officers, throwing him 2 m. farther away on the road.

The other officer (… member of the patrol team ) warrant officer Sasa Disici, got into his own car and drove off in pursuit. He called his wounded/injured partner by phone, telling him that there were three people in the chased car who had started firing at him with a machine gun. „They’re using a machine gun. I’m being riddled with bullets!” - these were his last words. Mateescu set off in search of his colleague/partner whom he found shot in the chest, his duty gun in his left hand, lying by the side of the road.

The police have built up a picture of one of the men involved in the killing of a police officer in the line of duty (while performing his lawful duties). They say he has long dark hair, oval face, long nose, large brown eyes and narrow forehead. Police think the man is about 30 years old, approximately 1.80m tall, wearing (dressed in) a brown leather coat.

**Activity 9**

Although the pictures are not so clear, there are enough points to be observed.

**Example (ideal) description**

She is about 25-30. She has long (unkempt) rather untidy) blonde hair, probably dyed. She has a pale complexion, large eyes and a longish pointed nose. She does not wear glasses.

He is around 40-45, has a round face with prominent (sticking-out) ears. He is virtually bald but has some hair at the sides but his forehead is very high (but he has a very high forehead)
He is wearing a round-necked jacket without a collar. (collar-less jacket)

**Activity 10**

This is a relatively easy exercise but should be done by students in pairs before checking in class.

1. He has long brown hair. 6. He has a tattoo on his right forearm
2. She has a fresh complexion. 7. The suspect was casually dressed
3. He is of average height. 8. He is known to associate with drug addicts
4. She has dark brown dyed hair. 9. The suspect uses heavy make-up
5. He has blue eyes. 10. He is a white European
UNIT 2

CRIME AND PUNISHMENT

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 1 Semester 1

Time required
4 – 6 hours to include monitoring and feedback on writing, reading, speaking and comprehension

Terminology area
Known: Some general awareness of legal and judicial language
Unfamiliar: specialised terminology for crime, criminals, punishments

Objectives:
Introduce the topic as a highly important element of modern policing, requiring a high level of accuracy and responsibility.
Familiarise learners with new specialist terminology and reinforce other core items regarding perceptions of the criminal, crime and retribution in society.
Introduce learners through activities to various patterns of classroom interaction, putting emphasis on role-play and free speaking

Materials:
Text 1 Crimes
Text 2 Crimes against the person
Text 3 Crimes against property
Text 4 Crime and the media
Text 5 Perceptions of crime
Text 6 Punishment
Text 7 Sentencing
Text 8 Role play
Text 9 Drink-driving
Text 10 Criminals
Text 11 Slang
Text 12 Crossword

There is a lot of general discussion in the early part of this unit.
It is obvious that most students (in the early phase of their studies) will only have an approximate idea about many English definitions and terminology. It is NOT important for students to learn everything. They are NOT students of English law and as a teacher of English, you are not expected to provide learners with legal background. The activities help students to practice the language of the law and to use the terminology correctly.
Even a word such as “theft” has legal connotations and a word such as “mugger” has none! “Shoplifting” is not a legal definition. So, always keep this in mind!

Similarly, the exercises in the unit allow students to practice the “general” language of describing legal procedures. This is reinforced in UNIT 4.

Some notes to help teachers.
These can be used to stimulate discussion if it ‘drags” a little. They are not meant as dictation practice!

A crime is an offence punishable in a criminal court.

Not all offences are crimes. English law divides offences into “arrestable” and ‘non-arrestable” offences. Another division is into “indictable” and “non-indictable” offences. Sometimes the word “summary” is found in English law to describe the legal procedure for less serious cases (“summary or non-indictable” offences) which will be dealt with by a magistrate in a Magistrate’s Court. There may be no exact Romanian parallels with these divisions.

In American law, Misdemeanors are less serious offences. Felonies are serious offences. A felony is a crime that is punishable by imprisonment for longer than one year. A misdemeanor is a crime that is punishable by imprisonment for a year or less.

One way to combat crime would be to provide more job opportunities for the poor and unemployed. The result of this would be the eradication of poverty, which is a major cause of crime.

Furthermore, if the prison sentences received for certain crimes were made longer, it would (or might) make criminals afraid of the consequences of being caught. This is the so-called “deterrent” effect. However, the rising statistics for crimes such as burglary, stealing mobile phones (“theft”) and robbery suggest that there is no direct correlation between severity of punishment and falling crime figures.

It would certainly be a good idea if police patrols were increased in high crime areas, especially at night. Immediate police presence will often discourage criminals. Establishing recreational facilities, such as sports centres, would keep idle youths off the streets and away from the temptation of committing crime.

➤ Activity 5 Preliminary Acts as Crimes

1. a) commission
2. d) themselves
3. b) harm
4. a) it
5. b) both
6. c) step
7. d) mere
8. c) whether
9. a) actual
10. d) shot
11. b) liable
12. a) striking
13. c) however
Activity 6  Crimes Against the Person

Assault is acting in such a way as to make someone believe he or she will be hurt.

Battery is the actual hitting or kicking of someone.

Homicide – the killing of one human being by another – is the most serious of all acts. Homicides may be either non-criminal or criminal.

Some homicides are not crimes at all. Non-criminal homicide is a killing that is justifiable or excusable and for which the killer is deemed faultless, such as the killing of an enemy soldier in wartime, the killing of a condemned criminal by an executioner, the killing by a police officer of a person who is committing a serious crime and who poses a threat of death or serious harm, and killing in self-defence.

Murder, the most serious form of criminal homicide, is a killing that is done with malice, i.e. with intent to kill or seriously harm. To reduce the punishment for less grievous homicides, most states now have statutes that classify murder according to the killer’s state of mind or the circumstances surrounding the crime.

First-degree murder is a killing that is premeditated, deliberate and done with malice.

Second-degree murder is a killing that is done with malice but without premeditation (i.e., the intent to kill did not exist until just before the murder itself).

Voluntary manslaughter is an intentional killing committed under circumstances that mitigate (lessen), but do not justify or excuse the killing. Manslaughter is based on the idea that even “the reasonable person” may lose self-control and act rashly if sufficiently provoked.

Involuntary manslaughter is an unintentional killing resulting from conduct so reckless that it causes extreme danger of death or bodily injury. An example would be a killing that results from playing with a gun known to be loaded.

Grievous Bodily Harm (GBH) is causing serious physical harm to another person with intent. It constitutes “assault and battery” both of which are separate offences, the former involving threatening bodily harm to another person and the latter actually carrying out the threat and causing physical harm to that person. Words alone do not constitute assault, but holding an umbrella in an aggressive way and shouting at someone probably does!

Slander is saying something which provenly damages someone’s character. When such a statement is written, published or broadcast, it is called a libel. Technically these are not criminal offences and civil action for “defamation of character” is required. There have been cases in England of criminal libel where it was claimed that the person spreading the libel had done so with what was, in fact, criminal intent. This is a difficult thing to prove and although the Defamation Act (1996) makes it easier for those defamed to take action, generally these proceedings take place in civil courts.

Abduction in English law relates to the taking away of a minor (under 16) and is a different crime than the common-law crime of kidnapping and very different from hostage taking.

Activity 7  Crimes against Property

a) arson  b) vandalism  c) theft  d) shoplifting  
e) embezzlement  f) robbery  g) extortion  h) burglary  
i) forgery  j) receiving stolen goods  
k) taking a vehicle without consent  l) computer crime (‘hacking’)

mugging
Activity 8
A “Thief” May Be …
a shoplifter, robber, burglar, pick-pocket, embezzler, mugger, embezzler, fraudster, joy-rider, con-man, fence or hacker!

Activity 9
1) marking valuable goods
2) security devices (e.g. burglar alarms)
3) break-ins
4) 1988
5) ten times higher
6) the purchase of firearms
7) breath tests
8) direct harassment
9) acts of vandalism

Listening Transcript

Crime
Crime in both Britain and USA is a cause of constant and serious concern, and increasing attention is being paid to methods of preventing it. The majority of crime is directed against property, with car theft accounting for a quarter of all crimes, and in Britain local crime prevention panels operate in conjunction with the police to discuss ways of tackling this type of crime. Methods include marking valuable goods and equipment and installing security devices such as burglar alarms. The setting-up of ‘Neighbourhood Watch’ schemes has been a practical move towards the prevention of break-ins and thefts from private houses, and in 1988 an independent crime prevention organization, Crime Concern, was established to encourage further schemes of this type. The risk of burglary is ten times higher in inner city areas than in rural areas.

In the USA there has been a marked rise in violent crime among young people, with murder, rape and assault all on the increase. In both countries there have been incidents of mass shootings, which have resulted in a review of the regulations controlling the purchase of firearms.

A different sort of offence, also increasingly frequent, is ‘drinking and driving’. Government ‘drink-drive’ campaigns have been mounted, with some success, and police have introduced such measures as breath tests to combat the problem, which is especially acute during the Christmas holiday period.

In Britain, the police have not always effectively combated the problem of racial violence. There continue to be incidents of assault on members of ethnic minority groups, either by direct harassment in their homes or by acts of vandalism in shops run by them. A similar situation exists in the USA, where there have been cases of racial harassment on college campuses and of the mailing of letter bombs.
Activity 10  (suggested answers – for discussion)
Four bodies have been found in a Camden County house; six people have been arrested in a drug raid nearby
The student kidnap case against a bus driver is on hold pending a mental review
Two people have been arrested for the slaying of a woman
The search is on for the gunman in the triple killing
A robbery suspect has taken hostages at a Californian bank
A gunman kills two men; A mother an unborn baby are shot
(Newspaper) Articles are hurting the search for Yates’ Jurors
Will it be life or death for the killer of the Deputy?
Five people have been killed in the murder or suicide incident

Activity 11  QUIZ
• true
• sharp instrument – available in the home; “strangulation” gives the perpetrator time to think again, especially in family violence cases
• most likely: a friend or acquaintance
  least likely: a stranger
  highly improbable: a terrorist
• false- although frequently associated with “housewives” and “confused, little old ladies” it is more committed by gangs of pre-teen or teenage boys

Activity 12  Sentences
1. life in prison without parole.  2. 15 years in prison.
3. 15 years in prison  4. 18 years in prison
5. the death penalty   6. 12 years
7. nine years      8. 1,500 years in prison
9. three years in jail

Activity 19
If you are convicted of: | The maximum penalty is:
---|---
Causing death by careless driving whilst under the influence of drink or drugs | 10 years imprisonment and banned for at least 2 years
Driving or attempting to drive whilst above the legal limit or unfit through drink | 6 months imprisonment plus a fine of £5,000 and banned for at least 12 months (3 years if you’re convicted twice in 10 years)
In charge of a vehicle whilst above the legal limit or unfit through drink | 3 months imprisonment plus a fine of £2,500 and a ban
Refusing to provide a specimen | 6 months imprisonment plus a fine of £5,000 and banned for at least 12 months

1. careless driving   2. 10 years   3. unfit   4. 12 months   5. twice
6. in charge   7. 3 months   8. £2,500   9. specimen   10. £5,000
Son of Sam  (Parts 1, 2 and 3)
This reading text is rather long. It is suggested that the text should be given (with the activity) as a homework task. The whole text can then be read through in class and the discussion points considered in detail.

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➤ Activity 20

Synonyms

crouched - squatted,  
meaningless - senseless,  
hardly - barely,  
happened - occurred,  
walked slowly - strolled,  
unsuccesfully - to no avail,  
guess - hunch,  
without method - randomly,  
became larger - expanded,  
extraordinary - tremendous,  
tiring task - tremendous,  
false - chore,  
ex - former,  
encouraged - emboldened,  
saved - salvaged,  
weird - odd,  
shortly - briefly,  
questioned - queried,  
went on - pursued,  
little pieces - bits,  
favourable - auspicious,  
people of the same age - peers,  
hindered - hampered,

➤ Activity 21

1. To be alleged to have killed someone  
2. To break a law  
3. To be arrested for stealing a diamond ring  
4. To be convicted of theft  
5. To commit a crime or an offence  
6. To go on the run  
7. To have a criminal record  
8. To restrain a violent suspect  
9. To serve a sentence  
10. To be sought for questioning

➤ Activity 22

(Suggestions)
1. has been convicted of theft / has a criminal record  
2. are breaking the law  
3. alleged to have killed someone / gone on the run  
4. have just restrained a violent suspect  
5. is being sought for questioning  
6. committed a crime / has been serving the sentence  
7. was arrested for stealing a diamond ring
Activity 23

1 a buyer of stolen property = a fence
2 a lawyer = a brief
3 a person who is easily deceived = a mug
4 a prison guard = a screw
5 a trick = a scam
6 an informer = a nark
7 in prison = inside
8 stolen = hot
9 to arrest = to nick
10 to hold up, to rob using weapons = to blag
11 to inform the police = to grass

Activity 24

Crossword – name the crime

A

1 BLACk mAIL

2 B I G A M Y

T R E A S O N

4 S L A N D E R

T R E A S O N

5 A S S A U L T

6 A R S O N

7 S M U G G L I N G

8 F O R G E R Y

9 T H E F T

10 E X T O R T I O N

B

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1 2 M U R D E R
CRIMINAL INVESTIGATIONS

METHODODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 1    Semester 1

Time required
4-6 hours to include discussion

Terminology area:
Known: denomination of crimes and criminals
Unfamiliar: specific police terminology

Objectives
Introduce the problems and encourage expression of personal opinions.
Encourage discussion based on professional expertise/ good police conduct related to the steps to be taken during an investigation
Raise awareness of the police professionalism required

Materials
Text 1: Principles of Police Investigations
Text 2: Operation Magician
Text 3: Forensic services

Methodology:
Type: learner-centred, discussion
Characteristics: interactive, participatory
Skills: speaking, reading, writing, listening for specific details
Role of learners: active, creative and (although inexperienced) they should express ideas and opinions on procedural issues

Patterns of interaction: teacher-led discussion; individual activities;
Language: considerable amount known, but some specific terminology unknown;
reinforcement of modal verbs

and from various newspaper sources

Exercises: matching, gap-filling, rephrasing, grammar focus, translation
Teacher role: encouraging participation and opinion-sharing, introducing text-based activities and exercise–based activities, reinforcing vocabulary, grammar focus
Exercise 1: The Principles of Police Investigations
Do not be satisfied with merely getting the correct answers. The content matter is important, too. Therefore the exercise should be done in pairs and then checked as a class.
1. of 2. to 3. in 4. of 5. at
6. in (during) 7. on (at) 8. to 9. of

Exercise 2: Interviews and Interrogations
Again, do not be satisfied with merely getting the correct answers. This text has a clear Human Rights focus and should be taken as a whole after the exercise has been done.
1. presumed 2. subjected 3. exerted 4. prohibited
5. treated 6. exercised 7. compelled
8. conducted 9. permitted

Reading Text: “Operation Magician”
Use the pre-reading activity.
Keep the reading text as an active exercise. Use the inter-spaced questions to break up the rather long text and encourage discussion about the procedures during the operation.
If given as a homework activity, encourage students to write down their thoughts in answer to the questions/discussion points.

Activity 1: The Day of the Robbery
7. E 8. D

Exercise 3: Conviction and Sentence
Listening
1. conspiracy to steal 2. 18 years 3. having pleaded guilty
4. In addition 5. have been dropped

As follow-up discussion, the teacher can ask students whether, in such spectacular cases, the general public is sometimes “on the side of the crooks”

Exercise 4
A relatively easy multiple choice exercise which allows a “summary” of the whole operation.
1. b 2. a 3. b 4. c 5. c 6. d
7. b 8. d 9. b 10. c

Activity 2 Make sure you give this writing task to the students.
Activity 3

Investigating Officer = (IO)  Victim=(V)  Witness= (W)  Offender= (O)
(CPS) = Crown Prosecution Service  Court = (C)

to detect a crime (IO), to report a crime(V) (W) (O), to commit a crime(O), to catch a criminal(IO), to arrest a suspect(IO), to interrogate(IO), to make a confession(O), to break the law(O), to put an APB on a criminal(CPS), to take into custody(IO), to browse a mug book(V) (W), to gather evidence(IO), to prosecute (CPS), to send to prison (C), to handcuff a suspect(IO), to commit to trial(CPS), to send to court(CPS), to take a statement(IO), to give a statement(V) (W) (O), to release on parole(CPS), to release on probation(CPS), to plead guilty(O), to charge(CPS), to execute a search warrant(IO), to press charges(V) (CPS), to drop charges(V) (CPS), to issue an warrant(CPS), to be on call(IO), to perpetrate a crime(O), to conduct a crime scene examination(IO), to report to duty(IO), to follow a lead(IO), to shadow a suspect(IO), to apprehend a criminal(IO), to be served with a subpoena(W), to admit an offence(O), to perform a ballistics match(IO), to resort to the polygraph(IO), to conceal facts(V) (O) (W), to combat crime(IO) (CPS) (C), to conduct an interview(IO), to exercise their right to silence(O), to elicit information from a suspect(IO), to deny involvement(O), to establish the identity of a suspect(IO), to withhold information(V) (W) (O), to request legal advice(O), to locate a crime(IO), to check an alibi(IO), to do the fingerprints’ match(IO), to handle exhibits and evidence(IO), to obtain a confession(IO), to record an interview(IO), to prove an offence(IO)(CPS), to caution a suspect(IO), to act in cahoots with somebody(O), to view an identification parade(V) (W), to accuse(CPS), to carry out an intimate search(IO), to detain a suspect(IO), to witness an offence(W) , to have the power to stop and search(IO), to be assigned to a case(IO), to be put on a case(IO), to question a suspect(IO), to pass a sentence(C), to be under subpoena(W), to do a positive ID on somebody(V), to violate the law(O), to find guilty on all counts(C), to find guilty as charged(C), to bring charges against(CPS), to invalidate a confession(C), to dismiss a case(C), to hear a case(C), to disclose evidence(IO), to arrest in anticipation of violent behaviour(IO), to reach a verdict(C), to return a verdict(C), to sign a restraining order(CPS), to institute criminal proceedings(CPS), to testify(W), to arrest on suspicion of murder(IO)

Activity 4: Word Association
1. search,  2. officer  3. offender  4. warrant  5. case

Activity 5: What’s in a Name?

Best answer (according to English law!) is probably…
suspect, arrestee, accused, detainee, chargee, defendant, convict

Other “statuses” might be “trustee” (slang for prisoner who works openly with prison officers)
“parolee” (prisoner on parole) and possibly, “dischargee”.

Students should be warned about adding –ee to words in English. It doesn’t always work! Those underlined are non-standard forms.
Exercise 6
1. The confession may be unreliable.
2. The action employed by the police may have been unfair.
3. The interviewing officers can’t have bullied the suspect.
4. The judge may direct the jury to ignore the evidence.
5. The defendant must have been drinking with the victim on the night of the mugging.
6. The judge must have taken into consideration the defendant’s mental condition when passing such a light sentence.
7. The defendant may have benefited from mitigating circumstances.
8. The suspect must have had previous experience of being interviewed at a police station.
9. The police may have made more limited disclosure of evidence than is normal.
10. The witness couldn’t have seen as much as he claimed he had / (to have seen).

Exercise 7
When (1) investigating crime, the police choose between reactive and proactive policing. The reactive approach involving the police in (2) responding to public calls for help. It has the advantages that the police operate openly and in response to real public demand and with the consent of the public. When (3) not answering calls, the police are expected (4) to be patrolling openly (5) to deter wrongdoing – but it has been pointed out that the strategy, especially patrolling, is very inefficient – the police rarely bump into criminals who are on their way home from a burglary.

The proactive approach involves (6) building up pictures of threats to the law and order and potential criminality through the targeting of potential criminals and surveillance. Intelligence is vital so that threats (7) can be identified and appropriate counter-measures (8) taken. This form of policing tends (9) to involve specialist squads who are reliant on the analysis of crime patterns and information from the informants.

Activity 6 DNA
Before reading the FAQs about DNA testing, students should be asked to state what they know about this procedure. Activity 9 gives some more information about SALIVA testing.

Activity 7 Saliva
UNIT 4

CRIME, INVESTIGATION AND SOCIAL RELEVANCE

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 1 Semester 2

Time required
4-6 hours to include discussion

Terminology area:
Known: denomination of crimes and criminals
Unfamiliar: specific police terminology

Objectives
Introduce the problems and encourage expression of personal opinions.
Encourage discussion based on professional expertise/ good police conduct related to the steps to be taken during an investigation
Raise awareness of the police professionalism required

Materials
Text 1: Procedures for criminal investigation
Text 2: Racial Killing in Norway
Text 3: The Damilola Taylor case
Text 4: Police action in Damilola Taylor case
Text 5: The Temple Bombing from the book of the same name by Melissa Fay Greene
Text 6: Church bombing case
Text 7: SIDS or murder?

Exercise 1 Procedures for Criminal Investigation and Prosecution
Complete the words to describe criminal investigation and prosecution procedures
1. First, the police make an arrest.
2. The police take the suspect to the police station.
3. Perhaps the police hold an identity parade
4. The witness may identify the suspect from an identity parade or from photographs in the data base – known as criminal records
5. To help identification of suspects, detectives use computers to construct “identity-kit” or “photo-kit” likenesses of the suspect.
6. In serious crimes, these photographic likenesses may appear on posters which are displayed outside police stations or in public places.

7. They always interview the suspect.

8. The police take samples – fingerprints, head-hair, dirt from clothes, fibres etc.

9. The police lay a charge as soon as possible.

10. The suspect has the right to contact a lawyer.

11. The police either release the defendant on bail or, in more serious cases, they take the defendant before a magistrate to hold the defendant on remand.

12. In the court proceedings, the magistrate hears the evidence alone in less serious cases.

13. In more serious cases, there is a judge who hears the evidence.

    Again, in more serious cases, there is a jury, usually consisting of 12 members. The jury reaches a verdict after hearing all the evidence.

14. In English law, there are only 2 possible verdicts - “Guilty” or “Not Guilty”.

15. If the verdict is guilty, the court (judge or magistrate) passes sentence.

16. The sentence for offenders is different according to the nature of the offence, summary or indictable (petty or serious) (USA; misdemeanor or felony).

17. The jurisdiction of the courts is different according to the nature of the offence, too.

18. Prisoners who are given custodial sentences may be sent to “open” or closed prisons.

19. The first category of prison is reserved for prisoners who have committed less serious offences.

20. “Closed” prisons are for criminals who have committed serious offences.

21. Some offenders may be held “solitary confinement” if they are at risk from attack by other prisoners. For example, offenders in child abuse or sex crimes involving children.

22. The death penalty or “capital punishment” does not exist in Britain but is still used in many states of the United States.

23. Many prisoners are entitled to apply for parole after having served a certain number of years of their sentence.

24. If the parole board (committee) considers the prisoner is not a risk or danger to the community, he may be released “on parole.”. He will have to report to a “parole” officer who is usually a “probation officer”.

Exercise 2 Sentence Transformations

1. My advice to you is to call the police.
   I think you should call the police.

2. The policeman told us to fit new locks on all our doors and windows.
   He suggested that we (should) fit new locks on all the doors and windows.

3. The thief didn’t wear gloves so he left a lot of fingerprints.
   If the thief had worn gloves he wouldn’t have left so many fingerprints.

4. Thieves broke into our house when we were on holiday.
   Our house was broken into when we were on holiday.

5. Please come to the conference!
   I’d be grateful if you’d come to the conference.
6. No, Jerry definitely didn’t steal the jewels. I had the only keys with me. 
   Jerry couldn’t have stolen the jewels.

7. The police informed the reporters that the number of crimes had decreased. 
   The reporters were informed by the police that the number of crimes had decreased.

8. Recruiting more police would mean a fall in crime rates! 
   If we recruited more police it would mean a fall in crime rates.

9. It was impossible for them to complete all the paperwork on time! 
   They were unable to complete all the paperwork on time.

10. If there is a road traffic accident causing injury the police are obliged to make a full report. 
    The police have to make a full report….

➢ Activity 1   Race Trial Pricks Norway’s Conscience
Ask students how shocking they find the facts of Norway’s first racially motivated killing. 
How seriously do they assess “neo-nazi” groups? 
Are there any parallels in Romania? Extremists? Ultra-Nationalists? 
Is there a “football hooligan: racist” factor present in Romanian society? 
N.B. UNIT 8: Policing the Multi-Cultural Society deals with this aspect further.

➢ Activity 2   Death of a Schoolboy
Nick Hopkins “The Guardian” 29 November 2000

Listening Transcript
Damilola Taylor collapsed on the concrete stairs in between the first and second floors of the bleak council block, less than five minutes’ walk from home. Lying in the cold and dark, the 10-year-old had no energy to go on. He may not have understood why he was being bullied at school or why some other children taunted him about being “gay”: - the word meant nothing to him.

Living on one of the toughest council estates in South London, he may not have appreciated why his family had moved from Nigeria to give him a “better life”. But Damilola probably knew his life was slipping away. He knew the sight of blood. And blood was pouring from a wound to his left leg, drenching his school trousers, maroon pullover and trainers. It was trickling down the stairwell to the ground floor. He was alone in the urine-stained stairwell when he died.

Six passers-by tried to stem the blood with their fingers and thumbs. Minutes later a team of paramedics began a futile effort to revive him.

Detectives piecing together what happened to Damilola as he walked home from Oliver Goldsmith Primary School in Southwark on Monday at 4:45 p.m. had one clue. A trail of blood which led them to a spot 100 metres away in Blakes Road. This is where they assume Damilola
was attacked, possibly by three youths, aged between 11 and 17, who were seen running away from the scene. Damilola was within sight of home when he was stabbed but the loss of blood was so severe he stumbled before he reached the first-floor shops of the North Hordle Promenade where he probably hoped to find help.

“His femoral artery was slashed” said one officer who is part of the murder inquiry. “It’s like the jugular vein. The blood would have come out like a fountain. He didn’t really stand a chance.”

Damilola came to London four months ago with his mother Gloria- who had lived in UK once before, his brother Tunde, 21, and his sister Beme, 23. His father is still in Nigeria. Southwark Council placed them in a flat on St. Braivel’s Court, part of the North Peckham Estate which was built in the late 1960s and is now being bulldozed. Only half of the homes on the estate are now occupied. Damilola seemed to settle well, but he had recently confided to his mother that he had been bullied at school. “He was being threatened by other students,” said Mrs Taylor,49. “Last Friday he said some boys had beaten him, boys from the school. I asked “did you fight with them?” And he said “No, mummy, I did not fight with them.” He said he was in pain.”

On one occasion, Damilola, who was normal, playful and boisterous, had asked his mother to explain the meaning of the word “gay”. “Boys were swearing at him, saying lots of horrible words. They were calling him names”. Mrs Taylor told teachers about the taunts and abuse but she felt they did not take her seriously.

On Monday, she walked her son to school in Southampton Way to make sure he was all right, and expected him home at 5 p.m. – Damilola wanted to stay behind for an extra computer class.

By the time he left it was already dark. As far as police know, he walked 100 metres into Diamond Street, then turned first left into Blakes Road, a corridor overlooked by an industrial park on the left and the back of the North Peckham Estate on the right. With poor street lighting and very few homes, it would have been the ideal place for a group of youths to attack him.

When Damilola failed to come home, his mother went looking for him. First she went to the school, where she bumped into the headmaster Mr Mark Parsons. He told her that Damilola was not there. “I told her to stop worrying,” he said. So Mrs Taylor headed home. The police however, had cordoned off the road. “I met the police and they told me a child was stabbed. I did not realise it was my child. Then I went to the hospital. It was Damilola.” The boy’s cousin, Jordan Fayemi, admitted the family could not be sure whether Damilola was stabbed by a pupil or not but said the school should have taken their worries more seriously.

Mr Parsons said he was deeply shocked by Damilola’s death and said he would do everything possible to help the police enquiry. “I would have been proud if he was my child. I feel dreadful for the mother and for him and I feel dreadful that I was standing here a few hundred metres away from where it was happening.” However, Mr Parsons was sure that the killers were not pupils at Oliver Goldsmith Primary School. I

“I don’t believe that this has anything to do with the children. We are immensely proud of the fact that we have virtually no violent bullying at all.”
Others on the estate said that the death, though tragic, was not a surprise. “I have been stabbed twice, dragged by my hair and given a black eye,” said Mr. Mohammed El-Nagdy, who runs a shop on the North Hordle Promenade. “The youths come here to steal from the till and they’ll stab you for peanuts.”

Maynard Cox-George, who runs the Peckham Positive Project, a community action group, said crime on the estate had actually fallen in recent years, but admitted the stairwells and walkways were ideal territory for criminals. “That’s one of the reasons why they are pulling the place down. I went outside when I heard what had happened. I saw the body. The poor boy. The ambulance men were working on him but I am sure he was already dead. There was blood everywhere. Teams of officers were sifting through the estate’s rubbish chutes yesterday looking for a murder weapon. The police also want to find three boys wearing dark hooded tops who were seen close to where Damilola collapsed. Detective Superintendent David Dillnut, who is leading the investigation, said: “We believe he was trying to get away from his attackers. WE are appealing for more witnesses to come forward.”

Superintendent Rob Jarman, the commander of South London Police, added: “I immediately thought of my own children when I heard about this. We will do everything we can to find out what happened.

Exercise 3
Some answers are open to discussion but the following are probably the best solutions.

1) F  2) T  3) NCS  4) F  5) F
6) F  7) T  8) NCS / F  9) NCS  10) T
11) F  12) T

Exercise 4
After completing the exercise, do it again in reverse focusing on synonyms or closely related meanings.

A: blow  B: entice  C: high-profile  D: ambushed
E: adverse  F: put the spotlight on  G: rockets  H: soul-searching
I: lashed  J: inducements  K: run-down  L: bungled  M: to be relied on

Group Reading

Text A  The Atlanta Police Force

Text B  The Main Suspects

Text C  One Suspect Apprehended

Text D  Another Suspect: Walter Allen
METHODOLOGY RELATED TO THE TEMPLE BOMBING
The teacher should try to use this as a classroom activity, however much he/she may be tempted to give the students all the text to read as a homework task.
The entire text can be given as a follow-up reading task!
The teacher’s role as monitor, provider of vocabulary, support person and facilitator (timing, focus, order and gaining the maximum from this activity) is very important.
The activity is student-centred not teacher-led.

Depending on the group, timing should be approximately as follows:
TOTAL: Approximately 55 MINUTES
INSTRUCTIONS/ DIVIDING UP: 3 minutes
FIRST READING AND ANSWERING QUESTIONS: 10-12 minutes
REORGANISATION AND INFO-SHARING: 12 minutes
CLARIFICATION: 3 minutes
WHOLE CLASS TEXT: 3 minutes
FOCUS ON GRAMMAR : 2 minutes
CLASS –BASED GRAMMAR EXERCISE: (Exercise 6) 10 minutes
CHECKING: 7 minutes
FINAL READING: 3 minutes

Exercise 5
(Some discussion possible!)
1. … would have recovered
2. … would have known
3. … should have found out / might have found out
4. … might have been transported
5. … would have known
6. … could have checked
7. … would have known
8. … would have revealed
9. … might have been imprinted
10. … would have caused / should have caused
11. … could have been airlifted
12. … might have been altered
13. … would have been
14. … would have been
15. … would have been identified
16. … might have been imprisoned
17. … would have sounded

Activity 8
1. d  2. a  3. b  4. a  5. b  6. b
7. b  8. d  9. b  10. a  11. a  12. d
13. c  14. c  15. c
UNIT 5

CRIME IN SOCIETY: DOMESTIC VIOLENCE AND VIOLENCE AGAINST WOMEN

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 1 Semester 2

Time required: 4 hours to include discussion

Terminology area:
Known: crimes against the person
Unfamiliar: types of domestic violence, description of situations, divorce procedures

Objectives: Introduce the problems and encourage expression of personal opinions based on professional assessment and experience related to procedures and problems. Raise awareness of the importance of the issue and the impact it has on families and the society in general

Materials:
Text 1: Domestic Violence
Text 2: A Case of Domestic Violence
Text 3: Cercul vicios – Adevărul despre violența domestică – un fenomen care ia amploare
Text 4: Domestic Violence Safety Plan

Methodology:
Type: learner-centred, debates
Characteristics: interactive, participatory
Skills: speaking, reading, listening, project writing
Role of learners: active, creative
Patterns of interaction: teacher-led discussion; individual and pair activities
Language: considerable amount known, but some specific terminology unknown; reinforcement of adverbs and linking words
Materials: Internet, Police victim support brochures, ‘România liberă’ newspaper (November 06 2000) (Fără protecție: Violența în familie, un fenomen care ia amploare, de Valentin Băeșu)
Exercises: collocations, matching, gap-filling, listening, grammar focus, translation
Teacher role: encouraging participation and opinion-sharing, introducing text-based activities and exercise–based activities, reinforcing vocabulary, grammar focus.
SKILLS / ACTIVITIES

SPEAKING
Pre-reading discussions on the nature of domestic violence and on its extent in Romania

What is domestic violence? What forms can domestic violence take?
What are the most common causes for domestic violence? (Comment on the following: alcoholism, adultery, jealousy, untreated mental illnesses (depressions), poverty (lack of financial means and security), unemployment, lack of own residence (living with the parents-in-law), lack of social education, unavailability to take responsibility, traditional belief that a woman should obey her husband unconditionally)
Who are the victims of domestic violence?
How do you think the victims feel?

Why is it difficult for them to break the relationship with their abusive partner?
What should a victim of domestic violence do in your opinion?
What are the alternatives?
How to deal with domestic violence from the official point of view?
Who can help?

➢ Activity 1
This is quite a difficult exercise and students should have enough time to do it. They should ideally work in pairs.

A1-B1-C5  A2-B4-C7  A3-B10-C6
A4-B8-C9  A5-B11-C10  A6-B9-C11
A7-B5-C8  A8-B6-C3
A9-B7-C4  A10-B3-C2  A11-B2-C1

➢ Activity 2
A. physically, sexually, emotionally  B. in silence, in fear
C. sympathetically  D. completely  E. effectively
F. aggressively  G. often  H. necessarily
I. specially  J. financially  K. alone
L. directly

Discussion points on Text B
How did this happen?
Who is responsible?
Social services – any measures?
What about the neighbours? The family?
Lessons? Repercussions? Romanian parallel?


Activity 3

<table>
<thead>
<tr>
<th>Marriage certificate</th>
<th>To produce evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent form</td>
<td>To grant a divorce</td>
</tr>
<tr>
<td>Evidence of adultery</td>
<td>To seek help</td>
</tr>
<tr>
<td>Extra marital relations</td>
<td>To take a decision</td>
</tr>
<tr>
<td>Domestic violence</td>
<td>To experience abuse</td>
</tr>
<tr>
<td>Change in policy</td>
<td>To run an organisation</td>
</tr>
<tr>
<td>Patrol officer</td>
<td>To express concern</td>
</tr>
<tr>
<td>Police service</td>
<td>To take action</td>
</tr>
</tbody>
</table>

Exercise 1

- Called names
- Given no money
- Raped
- Stopped from seeing family and friends
- Punched
- Told what to wear
- Threatened with worse
- Strangled or choked almost to death
- Humiliated
- Not allowed to go out alone
- Degraded

Exercise 2

- Connected
- Shifted
- Concerned
- Scenes
- Offence
- Irrespective
- Arresting
- Own
- Insufficient
- Anticipation
- Peace
- Danger
- Discuss
- Out
- Complaints
- Relating
- Job
- Grounds
- Statements
- Allowed
- Pass
- Perpetrator
- Strategies
- Incentives
- Hard

Activity 4 Project Work

Choose a topic from the following and make a project about domestic violence crimes and consequent punishment giving as many details as possible. Use charts, pictures, photographs and other materials on the internet or in the media:

- Watch the news on TV and read newspapers to find out which crimes are reported and how many of them relate to domestic violence in a week.
- Retell a case of domestic violence that you know or have heard of, either recently or in the past.
- Is punishment for domestic violence effective or should it be changed?
- Conduct a survey on how people feel about domestic violence (is it necessary, good, not a case of concern?)
- Responsibility in the case of domestic violence
- The role of the police in preventing, detecting and solving DV cases
Activity 5
1. was arrested    2. in the act    3. spend so much    4. help
5. take by car    6. inform    7. remind of something (smb)    8- manage
9. warm the atmosphere    10- can hardly manage.

Activity 6
attentively, cautiously, comfortably, cowardly, early, efficiently, equally, fast, fatally, fearlessly, friendly, well, hard, hopefully, immediately, kindly, late, lively, luckily, mentally, near, noisily, poorly, proudly, simply, skilfully, suddenly, terribly, wrongly.

Exercise 3
5. mercilessly    6. proudly
7. peacefully    8. easily
9. mentally    10. hopefully

Activity 7
I work late. (adv) I work late hours. (adj)
These are hard times. (adj)
She tried hard to compile the weekly report. (adv, adj)
I can hardly walk. (adv)
They could hardly see a friendly face. (adv; adj)
Why do you drive so fast? (adv)
That was a fast movement. (adj)
He came home terribly early. (adv; adv)
There was a terrible storm outside. (adj)
He speaks English well. (adv)
Get well soon! (adj)
That’s very kind of you! (adj)
We kindly ask you to send us your offer. (adv)
The report was extremely badly written (adv adv)
The increase in crime is surprisingly easily explained. (adv adv adj)

Exercise 4
1. The policeman remained calm in spite of the harsh criticism.
2. The officers gathered evidence cautiously.
3. The doctor felt the victim carefully.
4. All is well that ends well.
5. The witness seemed happy to see the victim alive.
6. “These doughnuts taste delicious”, said the policeman.
7. It’s getting late.
8. This body looks heavy.
9. The fire officer looked fearlessly through the dense smoke.
10. They could hardly smell the cigarette smoke in the hall.
Activity 8
The Vicious Circle
The Truth about Domestic Violence – A Phenomenon on the Increase

Domestic violence refers to the violence or abuse inflicted on a family member by any person who lives with them. In most cases, the victims are women and children, but sometimes old people and husbands, too. Physical violence, threats and sexual abuse, rape or emotional/psychological abuse, humiliation and murder are domestic acts when they are committed within the home. Normally all complaints go to the police. “There has been an increase of this type of crimes in Bucharest in the last 10 years. They account for more than half of the violent crimes, said col. G.R., with the Public Order Department within the Bucharest Police.

According to a survey conducted by the Victims’ Support and Protection Centre, on an average, married women are beaten 35 times before they ask the police for help. The risk of violent assault in their own homes is greater than the risk women face when walking alone in the streets at night.

Physical violence and mental cruelty within the home are prime causes of criminal and violent tendencies in the young who have witnessed such assaults.

Exercise 5 Domestic Violence Safety Plan
1. seems  2. would be best  3. Have  4. hear
5. need ( might need) 6. will go / leave/ do not think / will need to.
7. is (becomes)

Activity 9
The dialogue could run approximately like this:
V: Why can’t you lock him up straight away?
P: You have to file a criminal complaint first….
V: But my husband is at home and will beat me again!
P: Then you have to file a petition to make him leave the household.
V: How long will all of this take?
P: Well, first you have this appointment with the Assistant State Attorney then you can file the petition and get an injunction to stop him entering your house.
V: So with this injunction you can lock him up?
P: No, but he must keep away from your home and place of work.
V: But he works in the same factory as me.
P: Then the injunction will order him not to approach you.
V: And what about money? I can’t support my 3 children on my salary alone.
P: The injunction will force him to pay for the upkeep of the children and pay support to you, too.
V: How exactly will you do that?
P: The injunction will instruct the employer to stop the amount from his wages or salary.
V: But we are paid cash and we have no social security card.
P: Oh …..!!!!!!!!!!!!!
Exercise 6
Listening transcript

Only one woman in 13 reporting a rape will see her assailant convicted according to the first study to look at the investigation and prosecution of rape cases from start to finish. The report, produced jointly by the inspectorates for the police and the CPS, the Crown Prosecution Service, finds failures throughout the system and calls for a package of measures to bring more rapists to justice.

Among key recommendations are more sensitive treatment of rape complainants to increase their confidence in the system and specialist prosecutors to handle rape cases.

The report found that 7.35% of all cases reported to the police ended up with a conviction. Home Office statistics show that the rate of conviction for rape has fallen from 33% of reported cases in 1977 to 7.5% in 1999.

The study of 10 police forces and CPS areas found that only 28.3% of cases reported to the police resulted in criminal proceedings or caution and only 42.2% of cases referred to the CPS reached court.

When cases reached court, the conviction rate (including guilty pleas) was 60.8% but seven out of ten defendants who pleaded not guilty were acquitted.

Key findings include:

- the sensitive treatment of victims is the key to securing a conviction
- better training and guidance are needed for police, forensic medical examiners and prosecutors
- all allegations of rape should be reviewed by prosecutors with specialist training
- case review decisions by CPS lawyers, such as dropping a case or reducing a charge should be discussed with another specialist lawyer
- prosecuting counsel should be more robust to ensure that victims are not forced to endure inappropriate questioning in court

Activity 10
Discuss the issues involved and who is/might be to blame.
UNIT 6

CRIME IN SOCIETY: CHILD ABUSE

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 1 Semester 2

Time required
4 hours to include monitoring and feedback on writing

Terminology area
Known: criminal procedures
Unfamiliar: child abuse; welfare categories

Objectives
Introduce the problem and encourage discussion on parallels between Britain and Romania
Introduce or reinforce idea of students taking charge of their own vocabulary learning while emphasizing the idea of “Central Core items”
Familiarise learners with new specialist terminology and reinforce other core items.
Raise awareness of the Human Rights issues and the responsibilities of a society.

Materials:
Text 1: Refugee Children in Britain
Text 2: Father who left baby faces jail
Text 3: Father and “evil” stepmother guilty of killing Lauren, 6

METHODOLOGY

Type: Learner-centred; activity-based
Characteristics: Interactive; participatory;
Skills: Variation but with strong focus on speaking and reading
Role of learners: productive, active, creative
Patterns of interaction: teacher-led discussion; group or pair activities- info-gap; comparing lists, problem-solving, interviewing; individual writing and presentation
Language: considerable amount known; some terminology unknown; some general language important; some “genre-specific” language less important
Reinforcement of more complex structures; conditionality.
Materials: varied text types – newspaper, Internet, official report, legal cases, interview
Exercises: collocations; matching; gap-filling; lexical or semantic field activities; grammar focus; translation if appropriate Romanian text available
Teacher-role: contextualising; encouraging participation and opinion-sharing; introducing text-based and exercise-based activities; reinforcing vocabulary through exercises and contexts; grammar focus appropriately “weighted”.
SKILLS/ ACTIVITIES

SPEAKING

TEXT 1 Illustrative of the ‘double standards” and hypocrisy surrounding the issue of the treatment of children Consider the issue of refugee children generally

TEXT 2 Discussion on reasons why child abuse occurs. Discussion on nature and extent of problem in Romania Discussion (post-reading) of seriousness of offence - appropriate punishment; needs of the family, responsibilities of social services; legal aspects (definition) - refer to the Romanian law?

TEXT 3 How could this kind of case ever happen? Who is responsible? Social services – did they fail? What about the neighbours? The family? Lessons? Repercussions? Romanian parallels?

TEXT 4 Discussion on extent of problem in UK and parallels

READING TEXT 1 for follow-up discussion TEXT 2 for follow-up discussion TEXT 4 (Activity)- classification of “Children in Need” Listening for detail (Information/ terminology) TEXT 2 for stylistic analysis TEXT 4 for practice with statistics ALL TEXTS for comprehension (general and specific)

WRITING Grammar reinforcement using modals + perfect infinitive e.g. Social services should have observed the family Neighbours ought to have noticed the signs of abuse. Grammar reinforcement using TYPE III Conditionals

Composition: The Problems of Child Abuse and Some Suggested Solutions
Interview: Write out the questions you would want to ask social services, the police, the neighbours, the family. Suggest answers the various parties are likely to give.

VOCABULARY A. Collocations; gap filling; B. Known Core1 vocabulary reinforced C. New Core 1 vocabulary emphasised D. Core 1 non-specialist terminology emphasised E. Cores 2/3 vocabulary contextualised
Activity 1  
Decide on Appropriate Collocations
(…) = possible but not generally encountered and therefore not essential
(italics) = additional, common items

tragic   event/ circumstances  (results/outcome/ effects)
sadistic conduct/treatment/attack/assault/behaviour / (injuries)
careless conduct/treatment/ behaviour/ driving
vicious attack/treatment/assault/behaviour/ (cruelty)
negligent driving/conduct/treatment/injuries/behaviour ( N.B. circumstances of negligence)
wilful conduct/cruelty/attack/assault/behaviour (damage)
habitual conduct/cruelty/treatment/drunkenness/need/behaviour
acute stress/disability/drunkenness/injuries/need
severe disability/treatment/injuries/need
serious event/ disability/ attack/injuries/assault/ circumstances/need/behaviour (N.B. serious misconduct)

Exercise 1  
Rephrasing
A) faces B) raised the alarm C) would do any harm
D) was exposed to danger E) prosecuting

Exercise 2  
Prepositions
A. to  B. despite  C. of  D. for  E. into
F. for  G. for  H. to  I. to

Exercise 3 Phrases and Collocations
A. to be fast asleep B. to drop off C. a nap (an afternoon nap)
D. mounting troubles E. in distress F. exposed to (danger)

Exercise 4 Location of vocabulary
Suggested CORE location

1. peace and quiet (1) 2. nap (2) 3. drop off (2) 4. get going (2)
5. in distress (1) 6. magistrate’s (1) 7. court (1) 8. prosecuting (1)
9. accused of (1) 10. plead guilty (1) 11. adjourn (1) 12. face (1)
13. jail (1) 14. sentence (1) 15. mounting (2) 16. a couple of … (1)
17. mercury rising (3) 18. (time) grows into (time) (3) 19. willfully (1)
20. neglected (1) 21. assaulted (1) 22. ill-treated (1) 23. fractious (3)
24. raise the alarm (1) 25. after all (1) 26. cot (2)
Exercise 5
A. F  B. T  C. T  D. N.E.I.  E. N.E.I.
F. N.E.I.  G. T  H. F  I. N.E.I.

Exercise 6  Text Analysis
A. The text doesn’t specify immediately what has happened. The information only comes in the third section and the reader must picture the situation.
B. No. There is a clear journalistic emphasis and dramatisation of the events.
C. “The baby had been fractious.” (Why? For how long?)
   “Impatient to get going…” (Where?)
   “… a holiday to help a family (Where was Mrs MacDonald?) to forget its mounting troubles (Which?)
D. “rising temperatures” “the mercury rose”
E. “its mounting troubles”
F. No. These are the official terms the court would use as this is the legal basis for the offence. It is a general English text but with this one set of legal terminology and a few more items of everyday legal terminology – prosecuting, magistrates, pleaded guilty, sentence, adjourned, for reports.

Exercise 7  Grammar: Third Form Conditional
1. If the window hadn’t been open the baby might (could) have died.
2. If the special constable hadn’t called the police the father wouldn’t have been charged with cruelty.
3. If the family hadn’t had problems perhaps the father wouldn’t have acted in this way.
4. If the father had been alone he might have come back earlier.
5. If the village people had intervened the little girl Lauren might have been saved.
6. If the local social services had been more observant they would (could) (N.B. should- not so acceptable in this specific sentence) have noticed the signs of child abuse.
   Cf. If the social services had visited the house more frequently they should have noticed the signs of child abuse. (This would have been reasonable to expect)
7. If the father had cared about his own daughter he would have prevented …
8. A public enquiry would (probably) have been held if there had not been another child abuse hearing.
9. If social workers hadn’t had such a heavy workload they would (might) have been able to help cases like Lauren’s. (N.B. Again, in this sentence, should is not acceptable as the “if” part of the sentence excludes any aspect of “reasonable behaviour” or “desirable conduct”)
   Cf. If the social workers had suspected there was any abuse going on they should have followed up their suspicions with concrete action.

Exercise 8  “Children in Need” – categories
The teacher should not merely be satisfied with getting the right answers. Discuss the implications of the categories so they are really understood.

1. ABUSE OR NEGLECT
2. DISABILITY
3. PARENTAL ILLNESS/DISABILITY
4. FAMILY IN ACUTE STRESS
5. FAMILY DYSFUNCTION (“DISFUNCTION” in textbook)
6. SOCIALLY UNACCEPTABLE BEHAVIOUR
7. LOW INCOME
8. ABSENT PARENTING

➢ Activity 5  Children in Need
Listening Transcript for Text 3
MAIN RESULTS
Numbers of Children in Need
• There were just under (1) 400,000 Children in Need in England in February 2002
  (2) 64,000 of them were “Children looked after” and the remaining 317,000 were other Children in Need
• Social Services are providing services for nearly (3) a quarter of a million Children in Need in a typical week
• (4) 92% of Children Looked After and 54% of other Children in Need receive a service or have money spent on their behalf in a typical week (either in terms of (5) staff/centre time or in terms of the Local Authority paying for facilities (e.g. accommodation/residential costs)

Characteristics of Children in Need
♦ The main need for social service intervention is cases of “abuse and neglect” which account for (6) just over half (56%) of all Children Looked After and 28% of other Children in Need
♦ About 12% of the Children in Need population are (7) disabled, and they received 14% of the gross expenditure on Children in Need
♦ At least 16% of Children in Need are from (8) ethnic minorities (which is about one and a half times the figure for the under 18 population as a whole)

Costs and Resources
• Services for Children in Need cost Social Services on average about £41 million a week £26 million per week on Children Looked After and £15 million on other Children in Need.
• About half of these costs are accounted for by regular payments (on residential/fostering/adoption costs) for Children Looked After
• The average Child Looked After costs Social Services (9) £435 per week and other Children in Need cost £85 per week.

Time Factors Involved
• The average Child Looked After receives 4.3 hours per week of service from Social Work staff, either (10) in teams or in centres
• Other Children in Need receive on average about 2.9 hours per week of staff or centre time

Exercise 9  Adverbs in official texts
A. mainly/primarily/(fundamentally)  E. detrimentally
B. unacceptably  F. primarily/mainly
C. chronically/ inadequately  inadequately
D. chronically/ fundamentally

Exercise 10
A. 4.3 = the number of hours the average Child Looked After receives from social services
B. 56% = the number of ‘abuse and neglect’ cases where Social Services have intervened
C. 16% = the number of Children in Need who are from ethnic minorities
D. 64,000 = the number of Children in Need looked after
E. 14% = the amount of gross expenditure on Children in Need that disabled children received
F. 435 pounds = the cost to Social Services of each Child Looked After
G. 41 million pounds /week = cost to Social Services for Children in Need

Exercise 11  Vocabulary Round-up
1. as the need arises
2. said to be impaired
3. has an impact
4. welfare benefit payments
5. to maintain the children
UNIT 7

WOMEN: FOR BETTER AND FOR WORSE

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 1 Semester 2

Time required
4 hours to include monitoring, debates, feedback on writing

Terminology area
Known: women as victims and vulnerability of women to organised crime
Unknown: specific terminology concerned with trafficking; exploitation and abuse of basic rights

Objectives
Encourage students to develop a sense of serious and mature discussion in a male-dominated environment
Accentuate those specific areas of trafficking which affect Romania
Focus on the role of women in society generally and in the police service in particular

Materials
Text 1 Law on sex crimes to be tightened
Text 2 Stereotyping “Battered Women”
Text 3 Forced marriages
Text 4 Serbs clamp down on sex slave trade
Text 5 “Trafic de carne vie” (translation)
Text 6 Women’s Liberation: Background reading
Text 7 Women in Afghanistan
Text 8 Prostitution (listening)
Text 9 Career development for women in the modern police

This is a very sensitive subject and although some of the focus on women is also included in Unit 5: Domestic Violence and Unit 9: Trafficking in Human Beings, there is enough specific consideration of the status of women in several societies.
Activity 1
The teacher should be able to help students deal with this sensitive topic in a mature and professional manner. Sex crime is not a joke, no matter what!
A pre-reading discussion, brainstorming on sexually-related crimes should be conducted in an adult and controlled manner.
Students need not be familiar with all categories but should know
- rape - statutory/unlawful intercourse
- indecency (indecent exposure) (indecent conduct)
- child abuse/ pedophilia
The text should also be understood as its legal argumentation is important.

Solution

Exercise 1
1. entrepreneur 2. involved 3. directors 4. of
5. Patriarch 6. nation 7. advertisements 8. Ukraine
9. romantic 10. southern 11. personal 12. condemn
13. difficult 14. fate 15. effort 16. able
17. clutches 18. director 19. threatens 20. with
21. contract 22. across 23. end 24. streets

Exercise 2
a) unleash  b) to house  c) to crack down
 d) range from  e) to trick into  f) to mount

Activity 4
Translation

Activity 8
Listening text: Transcript
From a taped discussion with Jane, Sam, Moira, Susan and Mary 30th September 1992)

Sam
Sam "there is all different reasons why you go into prostitution..I went into it through choice and if I decide to stop it might happen this year or the next but I can't see it because I am not ready to I have good clients and I am not prepared to give up them dollars for love or money..I have always known I have high self esteem because I have other skills and I think don't think every prostitute has got low self esteem because every prostitute hasn't..once you start stigmatising prostitution girls start having low self esteem once a woman starts believing in herself she can
decide for herself...go back to college or work in the co-op...how may women prostitute themselves in relationships they don't want to be in but stay in a marriage for financial gain...if it wasn't for financial gain how many women would walk out of that relationship."

**Moira**
Moira "I have lost friends...they look at you totally different...it bothered me...I thought hell, I am a prostitute...I am but I'm not...I have two different lives...work and me...my boyfriend's friend sat watching the telly and said look at them dirty prostitutes...and I said just remember I am a prostitute and this is my settee paid for by prostitution and my tv and my carpet and everybody looked at me horrified......I was so frightened (in the beginning)...the first punter just wanted to look...I had this durex and I wasn't even too sure how to put it on properly...I had real horrible nightmares that night...and I just counted my money that was my comfort.

**Fran**
Fran "I used to have hang ups about my body but not any more...I don't care a damn...what they want is my body...it's not what is there on your body...but the clutching and the holding....I said hang on you're right because when I wasn't in control of my body he was in control of me...and from that day...I'm a working girl...I work with my body...I love the sauna work.

➢ **Activity 8a**
Ask students to write their account.
They should plan their written work by brainstorming with a partner.
Look for …

- Why this sex /slave trade exists
- Victims and villains? Who are they?
- Solving the root causes - an impossibility?
- After 2007 – predictions?

➢ **Activity 9 and 10**
These texts focus on discussion of the place of women in police work and should be treated seriously to try to break down prejudices and achieve a sense of tolerance and balance.

➢ **Exercise 3 Rephrasing**
1. This appears to be the hotel we’re looking for.
2. They invited me to come with them on the trip.
3. I regret not having seen the movie.
4. The evidence led the police to believe that he was the criminal
5. Would I have to pay a lot to use the hotel sauna? (How much ..?)
6. Our victory in the race (Coming first) enabled us to buy a new car.
7. All students are required to attend all the lectures.
8. There’s a risk she might fail her driving test again.
9. Susy managed to finish the assignment in time.
10. It’s no use calling Bob. His phone is out of order.
Exercise 4
1: a (N.B. In some parts of Britain b) and d) are used!)
2: a and b
3: b
4: c
5: c
6: a
7: c
8: b
9: c (theoretically b) is also acceptable but unlikely in this context).
UNIT 8

POLICING THE MULTICULTURAL SOCIETY

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 2 Semester 1

Time required
4 hours to include monitoring, debates, feedback on writing

Terminology area
Known: police background; arguments and problems related to own cultural environment; theoretical position (e.g. UN/ European Human Rights Declaration; legal requirements)
Unknown: specific terminology concerned with multi-ethnicity; specific problems related to UK

Objectives
Encourage students to develop a sense of serious and mature discussion in a culturally-sensitive environment
Accentuate those specific areas of multi-ethnicity which affect Romania
Focus on the role of the police as “caught in the middle” of ethnic tension and the police responsibility for upholding the law and good community relations.

Materials
Text 1 “Letting the side down” – football and racism
Text 2 Metropolitan Police campaign poster – “Cut out racial abuse”
Text 3 “Keeping the shop open” – a Rotterdam Police perspective
Text 4 Fault lines in Community Relations
Text 5 Drug Mules: the Jamaican Connection (Listening activity)
Text 6 “Dismantling barriers”: campaign for more ethnic minority officers in England and Wales
Text 7 More black people stopped and searched

Again this is a potentially sensitive topic. However, it is important to discuss the many dimensions of multi-cultural or multi-ethnic life, especially with European accession a not-too-distant reality for Romania. The multi-ethnicity of life in most West European cities may surprise some students but it is a matter not merely of political correctness (“being PC”) but of a conscious effort to promote multi-culturism. The realities show the still-present gap between theory and practice.
Activity 1  Letting the Side Down

1) Why “ritual”? 2) to rule out = to exclude  3) came as a blow = was a shock
4) he was almost killed  5) began to deny (everything)
6) in the dock = subject to accusation/ being accused (The defendant/ prisoner stand in the dock in court to hear the accusations against him.)
7) “contempt” – a criminal offence of not cooperating fully with the processes of the law, for example, refusing to answer questions as a witness in court, withholding information. However, students should consider whether the father’s action in talking to the newspapers was really that bad or whether the judge himself is guilty of some racial prejudice.
8) to disassociate itself from
9) to distribute (hand out) leaflets

N.B. At football stadia in Britain, the spectators sit in the “stands”. They stand on the terraces, but these are quite rare now after the Hillsborough Stadium disaster in 1987. Some people argue that the reduction in racism has more to do with the fact that there are many black footballers playing in all divisions and also that it is somehow more difficult to become abusive from a sitting position!

Activity 2  Keeping the Shop Open

Exercise 1
As with all exercises of this type, it is not merely a question of getting the correct answer. Understanding the text as a whole is important, too.

1. enforced  2. enforcement  3. force  4. public  5. image
6. to observe  7. embodies  8. probation  9. warden  10. uniform
11. out

Exercise 2

Activity 3  Role Play

This is potentially a very creative and useful activity. Insist on students writing out the questions and trying to think of appropriate answers. You will see from the statistics later in the unit how difficult it is to recruit ethnic minority officers in Britain. One term of abuse for a black police officer used by some of the black community in Britain is “coconut”- someone who is brown on the outside but white on the inside!

Exercise 3
1. have been taken
2. had been accelerated (will be accelerated)
3. was passed  
4. have been transmitted  
5. has been decided  
6. has been issued  
7. is being discussed  
8. will be implemented  
9. was caused  

**Exercise 4**

1. by  
2. by  
3. with  
4. with  
5. in  

**Exercise 5**

1. of  
2. to  
3. in  
4. out (up is generally for war situations = to conscript)  
5. into  
6. Up  
7. off  

**Exercise 6**

1. Professionalising the Organisation  
2. Police as a Mirror of Society  
3. Transparent Procedures  
4. Cultural Added Value  

**Exercise 7**

Some solutions  
sexist behaviour statutory authority  
racist behaviour to enforce legislation  
undercover officer rule of law  
undercover operation liaison officer  
to take action community ombudsman  
code of practice ethnic minority  

**Exercise 8**

worries: concerns  
outburst: outbreak  
unashamed, obvious: blatant  
jump on violently: to pounce  
conflict, confrontation: clash  
produce, cause tension: breed  
establishment: setting up  
weaknesses, deficiencies: shortcomings
Background information
*The Scarman Commission*

In 1981, after a routine drugs warrant raid on a small cafe, the “Black and White Cafe”, in the St. Pauls area of Bristol, there was major public disorder, culminating in three days and nights of riots. The St. Pauls riot was the first of many inner city riots throughout the country. They resulted in heavy criticism of the police and its racial bias. Subsequently the Scarman Report, which criticised policing methods, acted as a “turning-point” in police: ethnic community relations.

**Activity 5  Translation**
- The importance of establishing better links between ethnic communities and their leaders on the one hand and local authorities on the other.
- The need for closer co-operation between Mosques and Islamic Centres to make better use of their facilities through the establishment of Consultative Committees.
- Mosques and Islamic Centres can assist immensely in combating drug abuse and criminal behaviour through the proper allocation of resources.
- The need for co-operation between authorities (government, local authorities, police and faith community leaders) to prevent acts of violence (violent acts)

**Activity 6  Drug Mules – the Jamaican Connection**

*Listening Transcript: Operation Trident – A Joint Customs and Police Operation to Tackle Jamaican ‘Yardie’ Gangs*

1) On December 14 2001, British police charged 13 *Jamaicans with smuggling cocaine* into London’s Gatwick Airport, just over a week after another 23 *Jamaicans were charged with smuggling cocaine* into Heathrow Airport.

2) The Jamaicans charged included *four women* and all were believed to have *swallowed small packages of the drug*. They could all face *up to 10 years in jail*.

3) Another seven people of unknown nationality were arrested after police allowed a “mule” on the same flight to *carry a large package of cocaine through the airport* and *followed the courier to the point* where he was delivering the drugs.

4) It is not clear if the smugglers were *part of an organised ring* or acting separately. A British Customs and Excise spokeswoman said the arrests underlined the fact that the British authorities would not tolerate drug smuggling and those who swallowed drugs were likely to get caught.

5) According to the spokeswoman, airlines *often notified British airports* when passengers’ behaviour was suspicious. For example, if passengers *refused to eat or drink*, typical behaviour of those who have swallowed drugs.
6) Customs officers have stressed that concealing drugs inside the body is extremely dangerous. In October, a woman coming from Kingston died during a flight.

7) A post-mortem found that she had swallowed 55 pellets of cocaine.

8) More than 30 other people were rushed to hospital from Heathrow this year after packages of drugs burst inside them.

9) The latest arrests and severe penalties recently passed on several Jamaicans should deter people from drugs smuggling.

10) A spokeswoman admitted that there was also a problem with keeping a sense of reality and there is certainly no assumption that anyone and everyone coming from Jamaica is carrying drugs.

11. The spokeswoman added that people in the UK do not automatically think of drug smuggling in association with Jamaica. They think of sunshine, golden beaches and holidays. Jamaica has its problems but so does everywhere else.

12. Senior Superintendent Carl Williams of the Jamaican Police Force Narcotics Division stated that, since the beginning of 2001, more than 150 people who have ingested cocaine in an attempt to smuggle it out have been caught and at least 10 of them have died.

➢ Activity 7  Dismantling Barriers

Students should be encouraged to discuss this campaign to recruit more ethnic minority officers in England and Wales. They should also be expected to articulate the situation as shown in the example.

1. Difficult to say precisely, but Nottinghamshire, Merseyside and Staffordshire are making good progress.

2. “Confident” I would suggest. They need 14 new officers and already have 73.

3. Also “Confident” although it means an increase of EMO of 25%.

4. Rather worried, I should imagine! (This area covers Burnley and Oldham – locations for serious public order breakdowns in 2001.)

5. Not very successful – this area covers e.g. Leeds, Bradford, and Wakefield, all racially problematic areas.

6. Oh dear!

➢ Activity 8  Stop and Search

A constant problem with racial overtones. Police have “stop and search” powers if they suspect the person may be carrying drugs or weapons. Black communities, especially in London and Birmingham, say the police abuse this power and “pick on” black youths. This increases racial tension. The police point to the incidence of drug dealing and drug use amongst the black community (See the earlier article on Jamaican drug-mules and “yardie” gangs operating in and around London).
1. False. The police have not actually made any announcement about their policy. The fact that they were sensitive to black community pressures doesn’t seem borne out by the evidence.
3. True. Overall, they fell.
4. Impossible to say. He hasn’t published them yet.
5. Impossible to say.
6. True. A hand-held computer is progress!
7. True. In the text it says “the figures dispel the claim” which means people believed the situation had changed for the better but statistics prove otherwise!
UNIT 9

TRAFFICKING IN HUMAN BEINGS

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 2 Semester 1

Time required
4 hours to include monitoring and feedback on writing, reading, speaking and comprehension

Terminology area
Known: the issue of “following orders”.
Unfamiliar: children and women trafficking; trafficking techniques

Objectives:
Introduce the problem and encourage discussion on parallels with their partners and as whole-class activity.
Familiarise learners with new specialist terminology and reinforce other core items regarding the issue of trafficking in human beings.
Raise awareness of Human Rights’ issues and of the risks and responsibilities of the police and, especially, of the border police.

Materials:
Text 1 Trafficking in a general European context.
Text 2 Trafficking in children and adults
Text 3 Some trafficking techniques
Text 4 Implementation of human rights
Text 5 Violence Erupts in Refugee “Hell”
Text 6 Sex, drugs and illegal migrants: Sarajevo’s export trade to Britain
Text 7 Canada and the U.S.A. sign Smart Border Declaration
Text 8 Inter-ethnic “marriage”
Text 9 Women in Kosovo
Text 10 Sea of Promise: Immigrants and European needs
Text 11 Closure of Sangatte Camp

METHODOLOGY
Patterns of interaction
You should try to put emphasis on group or pair activities as well as teacher-led discussion.
Use the opportunities for students to work cooperatively in info-gap; comparing lists, problem-solving, interviewing, writing and presentation, group discussion. You could try pair or group projects on newspaper article collections or country profiles (Ukraine, Moldova, Russia, Belorussia, Hungary (centre of pornographic film industry) etc.)
Teacher-role: monitoring; contextualising; encouraging participation and opinion-sharing; introducing text and exercise-based activities; reinforcing vocabulary through exercise and contexts; grammar focus; information-sharing activity.

Exercise 1
The following definition of trafficking in human beings is widely used:
1. a  2. b  3. c  4. d  5. a  6. b
Ask students to read through the whole definition after completing the text.

Exercise 2  Women and Children … Trafficked for What Reasons?

- Prostitution
- The entertainment industry
- Illegal adoption of children
- Organ transplants
- Forced marriages
- Mail-order brides
- Domestic work
- Forced labour
- Drug trafficking
- Begging
- Pornographic activities

Exercise 3
This exercise mainly focuses on verb: noun relationships and utilises the following text for some examples:
The policeman cautioned the suspects.
We must proceed with caution.
There has been an unwelcome boom in on-the-street drug prices.
The economy must really boom before unemployment can be reduced.
They struck a deal.
They were dealing in class A drugs and were arrested.
Some illegal immigrants were seized in the harbour.
The community does not seem to harbour a grudge against the police despite the incident.
He was accused of harbouring a wanted criminal and providing him with a false passport.

Exercise 4 Trafficking in Children and Adults
1. recruitment  2. use  3. purpose  4. slavery  5. lived

Exercise 5 Some Trafficking Techniques

<table>
<thead>
<tr>
<th>A</th>
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<th>C</th>
<th>D</th>
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Exercise 6

Exercise 7
Solutions (other answers are possible!)
1. United Nations reports are based on documents, articles and other sources of information.
2. These are duly acknowledged with gratitude.
3. It is hoped that this material will serve as a catalyst for further action.
4. Thousands of women and children are trafficked from their own countries.
5. If left unchecked, trafficking will gain momentum in the current economic climate in Asia.

Activity 6 Canada and the U.S. Sign Smart Border Declaration
Listening
John Manley Minister of Foreign Affair and Chairman of the Ad Hoc Cabinet Committee on Public Security and Anti-Terrorism, and Governor Tom Ridge, Director of the Office of Homeland Security in the U.S., today signed a declaration for the creation of a Smart Border for the 21st century between U.S. and Canada.

The Smart Border Declaration outlines the 30-point Action Plan based on four pillars, to collaborate in identifying and addressing security risks while efficiently and effectively expediting the legitimate flow of people and goods back and forth across the Canada – U.S. border. The Declaration includes 21 new objectives and builds on nine other recent Canada-U.S. initiatives set out in the eight-point, December 3 Joint Statement of Cooperation on Border Security and Regional Migration Issues and in the RCMP-FBI agreement to improve the exchange of fingerprint data of the same date.

“We have agreed to an aggressive action plan that will allow the safest, most efficient passage of people and goods between our two countries, as part of our ongoing commitment to the creation of a Smart Border,” said Minister Manly. “This action plan will enhance the technology, coordination and information sharing that are essential to safeguard our mutual security and strengthen cross-border commerce for the world’s largest bi-national trading relationship.”

“On behalf of President Bush, I was pleased to visit Canada to meet with Minister Manly and senior Canadian officials to discuss how to build and secure border that allows the free flow of people and goods between our two countries. We look forward to working together to achieve real-time solutions as quickly as possible,” said Governor Ridge.

Exercise 8

to achieve – achievement
It was a considerable achievement to (come to) (reach) (arrive at) (finalise) this agreement

to improve – improvement
There has been a notable improvement in the number of drugs seizures at the border

to sign: signature
A border police officer should compare signatures on different documents if he/she suspects possible falsification.
The police force is acting with other regional forces in a unique example of trans-national collaboration.

It is hoped that the parties will reach an agreement before the end of the day.

Another meeting has been arranged to conclude the negotiations.

(N.B. to meet expectations/ a deadline/ opposition)

Activity 8
Sea of Promise
A: slash  B: thrive  C: prod  D: ease
E: turn back the tide  F: crack down  G: parsimony  H: meagre
I: replenish  J: downsized  K: are racing to the bottom
L: flung out  M: vowing

Activity 9
Women in Kosovo
Listening
The options for trafficked women are limited. If they get out of the environment in which they are held - either because the premises have been raided by the police or because they have escaped - they are in unknown and often hostile territory. If they have escaped, there is often the question of where to go; whether they have the courage to go to the police and ask for help, or whether, by chance, they have heard about the IOM repatriation programme and that there is an OSCE-sponsored safe house. The OSCE Mission in Kosovo has been supporting this safe house run by an international NGO, for some of the women who do succeed in breaking out of the trafficking ring. But is only for those who have chosen to be repatriated. It provides temporary shelter for 15 people. At present, more than 20 are there, with some women sleeping on the floor. The only alternative place to house them is the women’s prison in Lipljane near Pristina and this is a very limited option.

If the place they have been working has been raided, the women are still vulnerable, possibly facing charges of prostitution and having entered Kosovo illegally. Their papers have been taken by those who trafficked them and in cases involving trafficking the women have to have the courage to face their former captors in the courtroom and accuse them of kidnapping, or trafficking and of human exploitation.

One of the priorities of the OSCE mission in Kosovo is to develop a witness protection programme for trafficked women. Under the present system, there is almost no protection for women who do go to court or for those who return home. The main problem is the huge role played by organised crime in trafficking of women. Women who testify in open court are accusing those criminals. If they return home, they could face the very same men who organised their move in the first place. But such programmes are expensive and complicated and, at the moment, those who qualify are usually under protection for political reasons, not in cases where people have been trafficked.
UNIT 10

DEALING WITH VEHICLE CRIME

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 2              Semester 1

Time required
4 hours to include monitoring and feedback on writing, reading, speaking and listening comprehension

Terminology area
Known: criminal procedures  Unfamiliar: smuggling stolen cars

Objectives:
Introduce the problem and encourage discussion in groups and as a whole-class activity
Familiarise learners with new specialist terminology and reinforce other core items.
Raise awareness of the issues and the responsibilities of the police and border police

Materials:
Text 1 Information-sharing on vehicle crime in Estonia
Text 2 In Montenegro, stolen cars worth their weight in meat.
Text 3 Estonian cars smugglers
Text 4 International vehicle registration
Text 5 Motorcycle theft in the UK

RELATIONSHIP OF ACTIVITIES TO SKILLS (Exemplified)

<table>
<thead>
<tr>
<th>SPEAKING</th>
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</thead>
<tbody>
<tr>
<td>TEXT 1</td>
<td>Sharing information about smugglers and smuggling.</td>
<td>Why smuggling is a crime against society?</td>
</tr>
<tr>
<td>TEXT 2</td>
<td>Discussion on nature and extent of problem in Romania.</td>
<td>Discussion (post reading) of seriousness of offence – appropriate</td>
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<tr>
<td></td>
<td></td>
<td>punishment, responsibilities of the officials;</td>
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<tr>
<td>TEXT 4</td>
<td>Legal aspects (definition); refer to the Romanian law.</td>
<td>Lessons? Repercussions? Romanian parallels?</td>
</tr>
<tr>
<td>TEXT 5</td>
<td>Discussion on extent of problem in Romania and parallels.</td>
<td>Why is this issue so important for the authorities?</td>
</tr>
</tbody>
</table>
Exercise 1  Organised Crime
1. profit  2. diverse  3. force  4. corruption  5. union … offences

Exercise 2
Match the two parts of the sentences

| 1) | D |
| 2) | F |
| 3) | E |
| 4) | G |
| 5) | B |
| 6) | C |
| 7) | A |

Exercise 3  Re-arrange the words to make sentences
1. The theft of automobiles is a serious problem world-wide.
2. Profits from vehicle crime can support terrorist organisations.
3. Trafficking in vehicles is mainly the work of structured and sophisticated criminal groups.
4. South Africa is used by criminal groups as a transit area to export stolen luxury vehicles.
5. Germany is facing an increase in thefts of rental cars by African nationals.
6. Italy and Greece are concerned at Albanian criminal groups who are actively engaged in car smuggling.
7. Violence is an increasingly common “modus operandi” to achieve the exportation of luxury cars.

Exercise 4  In Montenegro, Stolen Cars Are Worth Their Weight in Meat!
At a time when Montenegro’s political situation is (1) tenuous, Western countries are inclined to look the other way at Montenegro’s (2) dirty little secret.
Montenegro is a key part of the West’s effort to (3) isolate Yugoslav President Slobodan Milosevic, indicted for war crimes last year by the Hague Tribunal. Montenegro’s President Milo Djukanovic has (4) allied himself with the West and has consequently received financial and (5) diplomatic blessings from the European Union.

Though Montenegro is (6) notorious as a place teeming with stolen goods, Western countries are (7) anxious to protect the republic’s image. While the Milosevic regime often categorizes the Djukanovic administration as a (8) bunch of criminals and smugglers, the West points to the Djukanovic government as an example of ethnic tolerance that is a model for the Balkans.

Meanwhile, Montenegrins are reaping the fruits of a shady trade. The deals don’t stop at cars. Podgorica’s (9) main street, Sloboda Ulica (Freedom street), is filled with people dressed in Italy’s latest fashions, their (10) luxury cars parked in front of busy cafes, where mobile phones lie next to cups of expresso and over-full ashtrays.

A visitor would never guess that Montenegro’s average monthly (11) salary is less than $ 100 per month. Montenegrins have a reputation in the Balkans for valuing the good (12) life.
“Visitors often say that it seems nobody does anything in Podgorica, That the cafes are filled with well-dressed people sipping coffee all day,” says a cosmetics “importer” named Milos.
Yet there is hardly any industry to provide jobs for Montenegro’s 600,000 citizens, aside from a smattering of fishing, textile and tourism. Factories are shut down. The republic imports much of its food.

The stolen car trade could be seen as a legacy of Montenegro’s geographical location and history. With wealthy Italy to the West, and Balkan mayhem in other directions, Montenegro is a natural transit point for goods across the Balkans.

In their defence, Montenegrins say they’re only doing what they’ve done for hundred of years. This independent people eeked out a living for centuries on one of the most inhospitable pieces of European territory while surrounded by Ottoman Turks. The land is so undesirable that the Turks simply gave up trying to conquer what was then a much smaller Montenegro.

Just as they receive Western patronage today for their role as a buffer state, in the 19th-century Russia supported Montenegro for similar political reasons. In this context, Montenegrins spent centuries raiding and smuggling to survive. Hot cars can be seen as part of that tradition.

**Exercise 5**
Match part A with the correct part B

| 1 – D | 6 - G |
| 2 – C | 7 – J/F |
| 3 - B | 8 - I |
| 4 - E | 9 - A |
| 5 - F/J | 10 - H |

**Exercise 6**

| SHOW | b) display | e) exhibit |
| SERIOUS | a) grave | b) solemn |
| FOREIGN | c) alien |
| HIDE | a) mask | c) cover | e) conceal |
| ABROAD | b) overseas |

**Exercise 7**

| 1. T | 2. NOT STATED | 3. F | 4. T |

**Activities 5 and 6**

Encourage students to do these activities together and to take them seriously!
## Activity 7

### INTERNATIONAL VEHICLE REGISTRATION

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<tr>
<th></th>
<th>Country / City</th>
<th>Code</th>
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<tbody>
<tr>
<td>1</td>
<td>ALBANIA / TIRANA</td>
<td>ALB</td>
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<tr>
<td>2</td>
<td>ANDORRA / ANDORRA LA VELLA</td>
<td>AND</td>
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<td>3</td>
<td>AUSTRIA / VIENNA</td>
<td>A</td>
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<td>4</td>
<td>BELGIUM / BRUSSELS</td>
<td>B</td>
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<td>5</td>
<td>BULGARIA / SOFIA</td>
<td>BG</td>
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<td>6</td>
<td>BOSNIA –HERZEGOVINA / SARAJEVO</td>
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<td>7</td>
<td>BELARUS / MINSK</td>
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<td>8</td>
<td>CZECH REPUBLIC / PRAGUE</td>
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<td>SLOVENIA / LJUBLJANA</td>
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<td>SPAIN / MADRID</td>
<td>ESP</td>
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<td>SWEDEN / STOCKHOLM</td>
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<td>41</td>
<td>SWITZERLAND / BERN</td>
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<td>42</td>
<td>TURKEY / ANKARA</td>
<td>TR</td>
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<tr>
<td>43</td>
<td>UKRAINE / KIEV</td>
<td>UA</td>
</tr>
<tr>
<td>44</td>
<td>UNITED KINGDOM / LONDON</td>
<td>GB</td>
</tr>
</tbody>
</table>
Activity 8  Motorcycle Theft in UK

Before listening, discuss the motorbike “cult” in the west and how it compares with Romania. Why are high-powered bikes so rare, even in Bucharest?
Do students know about “Harleys”, Hells Angels and other “biker” gangs?
In some countries, e.g. Denmark, “bikers” are heavily involved in drug pushing and other organised crime.

1. £3 million
2. A motorcycle register
3. large urban areas
4. 25%
5. Not really, according to population density.
6. Commuting. This relates to motorbike commuters who either ride their bike to work and leave it parked in the street or leave it parked at a railway station before continuing into the city by train. Either way, it gives the gangs time to identify a bike and make the necessary “arrangements” to steal it.
7. 85% (Honda, Kawasaki, Yamaha, Suzuki)
8. Much lower than for cars. Only 16% of bikes are recovered.
9. Van drives up, iron scaffolding poles are put through the wheels and lift the bike into the vehicle. (This method obviously breaks a few spokes but these are relatively easy to replace in a workshop.)
10. 600
11. a) rung  b) raced  c) exported  d) split for spare parts
12. Use stolen spare parts
13. Ground anchors (Metal hoops which the bike can be chained into more effectively)
14. Everyone with the best interests of motorcycling at heart!
15. Crimestoppers

Listening: Transcript

20 SECONDS TO STEAL A MOTORCYCLE WORTH £10,000, REVEALS NCIS REPORT, WHICH SHOWS UK BIKE CRIME HOTSPOTS FOR FIRST TIME

An NCIS report from November 2001

A motorbike worth £10,000 can disappear off the street in 20 seconds, allowing criminal groups to steal £3 million worth of motorbikes from UK streets every month, according to a report released today by the National Criminal Intelligence Service (NCIS), which reveals the UK's danger spots for motorcycle crime for the first time.
The report is the first of its kind and will go to police forces around the country. Based on the latest police figures on vehicle crime, it deals with performance bikes (500cc and above). Seen as the prelude to a motorcycle register similar to the car register issued by the Home Office, the report is part of Project Contra il, which targets the organised theft of high-powered motorcycles.
NCIS's strategy for reducing the level of motorcycle theft includes working with UK police forces to target the organised criminal groups responsible. Recent operations against known motorcycle thieves, particularly at major national motorcycle shows, have resulted in a number of arrests and disruptions.
Key findings in the report:

- More thefts occur in large urban areas
- The Metropolitan Police area accounts for over 25 per cent of thefts, roughly proportionate to population density. Thefts were concentrated around Central London, probably linked to patterns of commuting
- The top five areas for theft include West Yorkshire, West Midlands and Greater Manchester
- Northern Ireland suffered only 0.2 per cent of thefts. 93.6 per cent of thefts occurred within England, with 3.2 per cent in Scotland and 3 per cent in Wales
- The top four makes of motorcycle account for over 85 per cent of thefts

Steven Powell, Head of the Project Team for NCIS's Organised Vehicle Crime Section, said: "The motorcycle rider has changed dramatically over recent years, moving from young people on older machines to older, professional people with high-powered, expensive bikes. It is a lucrative market and OVCS has discovered extensive networks of thieves operating regionally, nationally and internationally. Recovery rates are much lower than for cars, yet motorcycle crime commands much less attention from law enforcement."

Steven Powell continued: "Our confirmation that bikers lose many hundreds of valuable bikes each month will make depressing reading for police officers and motorcycle enthusiasts, but it will also help them make informed decisions on bike security.

"Urban centres are worst hit, due to the ease with which criminal groups can clear motorcycles from designated stands. One modus operandi is simple but effective. The criminals drive a large van up to a motorcycle. Accomplices open the van door, thrust scaffolding poles through the wheels, and lift the bike into their vehicle. It takes as little as 20 seconds to steal a bike worth £10,000, and only 16 per cent of stolen bikes are recovered.

"More research is needed to build the definitive picture of motorcycle crime, but NCIS's intelligence suggests that, while the 600 bikes stolen each month may be rung, raced or exported, the majority are split for parts to feed the thriving black market in spares. "We hope that this report will increase awareness of motorcycle crime hotspots and encourage increased security at all levels. As part of Project Contrail, NCIS is working with UK police forces at major motorcycle shows, not only targeting criminal groups, but also those who knowingly use stolen parts in their machines.

"We believe that targeted intelligence-led operations will deal with high volume thieves and handlers and take away their ability to continue their business.

"In their turn, bikers should, where possible, be wary about leaving their machines unsecured at the roadside, and councils should invest in ground anchors, which have been shown to decrease motorcycle crime.

"In addition, everyone with the best interests of biking at heart should keep an eye out for the criminal groups behind this, and report them to Crimestoppers, who pass vital intelligence to NCIS."
UNIT 11

COUNTERING TERRORISM

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 2 Semester 1

Time required
4 hours to include reading comprehension, discussion, writing activity and monitoring.

Objectives
Stimulate discussion on the background and implications of present-day terrorism
Add awareness of multi-faceted nature of terrorism
Consider the measures against terrorism in democratic societies

Language development
Known vocabulary: much from this field is known, at least as passive awareness
Unknown vocabulary: related to intelligence gathering

Materials
Text 1 Combatting Terrorism
Text 2 Terrorism defined
Text 3 Some historical perspective
Text 4 Chomsky on September 11
Text 5 Former officer on trial for justifying torture in the Algerian war
Text 6 Terrorism and the Media
Text 7 New laws on eavesdropping
Text 8 Terrorism did not start on September 11
Text 9 International Crime Alert – Listening

Introduction
Use “brainstorming” techniques and/or student awareness to try to explore the more subtle aspects of this complex issue.
Use students’ awareness of terrorist groups and point to lesser-known conflicts such as Corsican nationalists, Algerian Islamic extremists, the PKK in Turkey, East Timor (now independent from Indonesia after many years of suppression), terrorist groups in Colombia, Peru (adding a Marxist terrorist angle to countries already deeply involved in drug-related terrorism!)
The Chechen problem is also highly topical after the Moscow Theatre siege and the first case of a Russian officer going on trial in December 2002 for torture in Chechnya. Germany through the Baader-Meinhof anti-capitalism gang and Rote Armee Faktion (Red Army Faction), active in the
1970s, had its own brand of terrorism with international dimensions. How much this was influenced/sponsored by the German Democratic Republic at the time may never be known. Certainly some of the Rote Armee group took refuge in East Germany and the group always seemed to find the resources for their acts of terrorism against big business, banking and politicians. Similarly, Italy with the Red Brigade, another version of anti-capitalist activists, France “Action Directe”, Spain through ETA, the Basque-separatist movement, all illustrate that terrorism can take a variety of shapes and forms. Irish terrorism is usually associated with the IRA but a more differentiated view is necessary to illustrate the “sectarian” nature of the Protestant: Catholic struggle. American money for the IRA came virtually unhindered from the East coast cities of Boston, New Jersey and New York until Clinton tried to stem the flow. It could be argued that, for example, the white supremacist group in the southern states of the USA, the Ku Klux Klan, committed acts of terror in the black Americans’ “Civil Rights” struggle in the late 1950s and 1960s.

The CIA has been active in supporting various groups in South and Central America for decades to prevent the spread of Castro-style communism. If not openly sponsoring terrorism then this, at least, is “turning a blind eye” to it? Similarly (?), the American arming of Kurds in late 2002 to act as a force against Saddam Hussein could be considered a form of terrorism-sponsorship?

All these are issues which students should be encouraged to discuss.
The teacher should read GLOBAL ISSUES: Terrorism (2001)- mostly compiled before September 11- for essential background.
www.global-issues.co.uk

Some good movies exist showing the ambiguous aspect of terrorism – white supremacists and racists in “To Kill a Mocking Bird”, “Mississippi Burning” etc. while modern-day counter-terrorism has already received the Hollywood “touch” making Discovery Channel a much better option than movies. There have been features on, for example, the CIA’s secret war against Fidel Castro or fundamentalist groups, Islamic and Zionist, as well as documentaries on such terrorist incidents as the 1972 Munich Olympics hostage drama, the 1972 Entebbe or the Mogadishu hijacking and ant-terror intervention.

NOTES AND KEY TO EXERCISES
The man in the photograph is a Libyan national, ELAMIN, Abdullah, wanted for the bombing of a nightclub in Berlin in 1986 (sic!). It is still present on the BundesKriminalAmt (BKA) web-pages www.bka.de
See, too,
www.state.gov - US Department of State
www.cia.gov
www.fbi.gov
www.mfa.gov.il - Israel’s Ministry of Foreign Affairs
www.palestine-info.com – Palestinian information centre
www.csis.org – Centre for Strategic and International Studies
www.st-and.ac.uk/academic/intrel/research/cstpv - University of St.Andrews, Scotland Centre for the Study of Terrorism and Political Violence
www.fco.gov.uk – the British Foreign and Commonwealth Office
www.un.org/Depts/oip - The United Nation’s Office for Iraq programme
www.iraqwatch.org – University of Wisconsin’s arms monitoring programme
UNIT 11 – Countering Terrorism

Exercise 1 Terrorism Defined
N.B. There are some other possibilities. This is the book version from the American source given.
1. calculated  2. induce  3. coerce  4. pursuance
5. religious  6. ideological  7. distinguish

Exercise 2
Do not merely get the correct answers. Read through the text again to ensure students understand the arguments.
A: 2  B: 6  C: 1  D: 5  E: 3  F: 4

Exercise 3 Some Historical Perspectives
Again, read through the text after completion.
1) compel  2) incidental  3) granted  4) aborted  5) profound
6) sought  7) undermine  8) unpredictability  9) virtually  10) concessions

Activity 2 The Terrorists
Solutions, although there is a lot of room for discussion and the “answers” are less important than the debate!
a) R  b) P  c) P  d) P/C  e) C  f) R/C/P
g) P  h) C  i) P  j) C

Activity 3
The underlined sections show Chomsky’s own polemical position.
- Clinton’s bombing
- How can the US block an enquiry if other nations demand it, too?
- “Not to speak of much worse cases which easily come to mind”
  (Really? Perpetrated by whom? America? In Viet-Nam?
  Iraq – bombing of the Kurds with poison gas?
  Israel – allowing the massacre of Palestinians in refugee camps in Lebanon?
  UK – bombing of Dresden in 1944?
  Ethnic cleansing in Bosnia? The Holocaust?
  What are Chomsky’s defining terms?
- Do his arguments make logical sense? Does vulnerability to terrorist attacks like September 11 mean that missile defence is automatically a foolishness?
  Are the two threats the same?
- “… the crime is a gift to the hard jingoist right those who hope to use force to control their domain”
  Why is he not more specific? What are these domains? (Intelligence? Military hardware? Financial controls? Oil prices and supply?)
- “the prospects ahead” (I would have thought prospects were always “ahead”. A strange phrase for a semanticist!)
However, it is perhaps indicative of a democratic state that a “dissenting” voice can be heard only hours after the September 11 events?

**Vocabulary**
1. Countless = innumerable
2. Repercussions = ramifications
3. Set off/initiate a response = trigger
4. Without any real justification = with no credible pretext

**Exercise 4**
1: F  2: F  
3: T  4: F  
5: T  6: F  
7: F (tried in camera)
8. F He saw it as the trial of a book not how the Prosecution (charging the General with complicity in justifying war crimes) saw it, nor as the Defence (the General’s right to freedom of expression). Is this a valid stance?
9. F He did not make such a statement although it is implicit in his testimony.
10. T They were mostly on the General’s side.

**Activity 4**
This is a worthwhile essay for students to write. They might be encouraged to find out about the Algerian war of independence/counter-terrorism struggle, the activities of extreme nationalist groups in France who opposed de Gaulle’s decision to grant independence to Algeria and the writings of Franz Fanon or even Albert Camus or Jean-Paul Sartre on the Algerian war and its repercussions. Even the original movie (1972) “The Day of the Jackal” is worth seeing!

**Exercise 5**
One issue in this exercise is whether the main clause should have “would” or another modal form. Use as a FLUENCY PRACTICE activity.

a) .. would have been at risk  
b) .. would / might have been killed  
c) .. might have become ..  
d) .. would not have obtained  
e) .. might/ could have been prolonged  
f) .. might/ would have increased  
g) .. would have interpret it as a sign of weakness  
h) .. would/ might have lost confidence

**Exercise 6 New Law Allows Eavesdropping on Internet Users**
Listen to the recording and complete the table below.
Tapescript on page 143 in Student’s Book
UNIT 11 – Countering Terrorism

A

New investigative, surveillance and legal powers

1. Make ………searches………
2. detain.. or …deport suspects
3. ……eavesdrop on Internet communication
4. monitor …financial transactions
5. obtain electronic records for individuals
6. reduce the need for …subpoenas and court …orders……………………..

B

Technology developments

1. portable …polygraph machines
2. systems that can … see through walls at night…………………………………….

C

Access to personal data held by …

1. Banks
2. …Internet service providers
3. … credit bureaus…..

D

Examples of past suppression of civil liberties

1. Alien and…..Sedition Act
2. Suspension of ……Habeas Corpus
3. Internment of …Japanese, German, Italian Americans during World War II
4. Blacklisting of ……communist sympathisers during the McCarthy era
5. Surveillance and harassment of Civil Rights leaders and protesters

Encourage students to find out more about the historical references here.

➢ Activity 7 and Activity 8

The teacher should use this activity as a FLUENCY exercise for as many students as possible, They can do Activity 8 in pairs before the teacher does a whole class check.

Activity 9 is relatively simple but some verbs need attention –

to intrude into
to interfere in
to reduce
to encrypt

➢ Activity 9  Terrorism Did Not Start on September 11

Pre-reading. Ask students their opinion about the intelligence aspects of September 11 before reading the text.

Solution – some discussion may occur.
1: A  2: B (probably better than A)  3: D  4: C  5: B
Activity 10  International Crime Alert

Transcript

Description:
Is a white male born in Kherson in the former Soviet Union on February 27, 1952. He is one meter, seventy-five centimeters in height, weighs ninety-two kilograms, and has brown hair and blue eyes.

Case details:
Between 1989 and 1993 he was the executive of the U.S. based King Motor Oil Company. Acting with at least twenty-five others in an organized crime group, Relish used fictitious companies and fraudulent bank accounts to defraud the U.S. government and the state of New Jersey of one hundred forty million dollars in fuel excise taxes. Erlikh used threats and violence to collect money from others involved in the conspiracy. He also laundered eleven million dollars in profits through Switzerland and other countries. He is charged with conspiracy, wire fraud, money laundering, tax evasion, and other crimes.

Description:
Is a white male, born in Santa Cruz, Chile, on May 1, 1942. He is 180 centimeters in height, weighs 77 kilograms, and has brown-grey hair and brown eyes. He wears reading glasses and business attire. He speaks English and Spanish.

Case details:
Cluster bombs are metal canisters containing up to 240 small ‘bomblets’. The bomblets are packed with high explosives and shrapnel. Dropped from aircraft, they cover a wide area with deadly metal fragments, some of which are powerful enough to pierce armored plate. Iraqi dictator Saddam Hussein used cluster bombs with terrible effect. A major supplier of these deadly munitions is now an international fugitive. Carlos sold over 150 million dollars worth of cluster bombs to the Saddam Hussein regime during the 1980s. The bombs were manufactured in Chile with zirconium that was obtained illegally in the U.S.A. A U.S. arrest warrant was issued on May 27 1993. Cardoen is charged with illegally exporting zirconium and U.S.-made parts and moulds for bomb fuses through his U.S.-based company. The U.S. is seeking Cardoen’s extradition to the United States. If you have information concerning Cardoen, you should contact the nearest U.S. embassy or consulate. The U.S. will pay a reward for information that leads to Cardoens’s arrest. The U.S. guarantees that all reports will be investigated and information will be kept confidential.
UNIT 12

COMPUTER CRIME, FRAUD AND FINANCIAL CRIME

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 2 Semester 2

Time required

4 hours to include reading comprehension, discussion, writing activity and monitoring.

Objectives
Stimulate discussion on the background and implications of present-day cyber-crime
Add awareness of nature of this type of crime and its relationships to organised crime.
Consider the measures against computer-based crime in democratic societies
Stimulate discussion on how this crime phenomenon may grow in Romania

Language development
Known vocabulary: much from this field is known, at least as passive awareness
Unknown vocabulary: related to specific terms and concepts in this area

Materials
Text 1: Crime sometimes pays!
Text 2: Credit card fraud as organised crime
Text 3: Card fraudsters prey on high-class diners
Text 4: Common Internet fraud schemes
Text 5: Money laundering
Text 6: Money laundering and international efforts to fight it
Text 7: STOP Money Laundering seminar communiqué
   (Pronunciation - COM – YOON – I – KAY)
Text 8: Cybercrime; a glossary of useful terms
Text 9: Crime on the information highway

This unit introduces students to some of the complexities of this growing area of criminality. The "Internet" generation may know more about the intricacies of computers and the possibilities for learning, communication and fun associated with information technology. However, this unit provides background of a different type, with which most students may not be familiar. Credit cards, even bank accounts may be "unknown territory" for many young Romanians. Bank transfers, bank integrity, financial instruments like bonds, unit trusts or shares, savings schemes, credit applications, privatisation processes etc. etc. are areas where, in less than 15 years since 1989, Romanians have found out "the hard way". With Caritas, SAFI, FNI, BancoRex, Discount
Bank, Dacia Felix, Turkish-Romanian Bank and several privatisation agencies to name just the best-known. The unknown customer has been outwitted by the unscrupulous machinations of those who exploit capitalism for their own selfish gain.

In this unit, the teacher may sometimes find him/herself at a loss for explanations. It is certainly an area where there is ample opportunity for the person who has the knowledge to exploit and take advantage of those who do not. A good MODERN dictionary of "Banking and Finance" such as that published by Oxford University Press is essential.

The objectives of the unit are simply to give the overview. Students will study the relevant areas of financial law in their own language. There is no requirement for them to study what accountancy, auditing, taxation law, banking or company law and other fields entail in English. However, familiarity with the broad aspects of financial crime, including money laundering, seems essential. This 'core' vocabulary is prominent in the texts. Students should be encouraged to do their own research into other areas of "legal English".

Exercises and activities include both 'new' and 're-cycling' approaches and, as always, the implications of texts, not merely getting the correct answers should be emphasised!

➢ Activity 1
This seems to be an issue of "crime does pay". As well as discussing the details of this case, students should be encouraged to discuss cases they are familiar with from Romanian financial scandals and how these arose, the persons involved and the legal basis. A 'case study' such as the ENRON scandal in the USA, the Robert Maxwell scandal in Britain or the Schneider scandal in Germany in the 1990s or the collapse of the Kirch media empire in Germany recently could be the subject of a 'research project' for students.

➢ Exercise 1 Leeson Paid 61,000 Pounds for Speech
1. bail out  2. allowance  3. creditors  4. derivatives
5. brokers  6. buy out  7. on the run  8. endorse
9. hanging round (his) neck  10. assets

➢ Exercise 2 Credit Card Fraud as Organised Crime
Some answers MUST be as given. There is some flexibility with others.
1. by  2. to  3. of  4. from  5. stores/enterprises/companies
6. as  7. in  8. the  9. only/merely  10. show/indicate
11. There  12. (well) – established/ (well-) known
13. been  14. on  15. groups/chains  16. on
17. network/ communication  18. activity/use/business
19. to  20. that  21. due  22. organisations'
23. become ( NOT been)  24. outside  25. for

➢ Exercise 3 Front-line Fraud
1: F  2: C  3: D  4: A
5: B  6: H  7: G  8: E
This is probably the best answer. You might consider other possibilities but keep the discourse markers (pronouns / this) and information clues in mind when trying out other possibilities.

**Exercise 4**  
**Card Fraudsters Prey on High Class Diners**  
These are the best correct possibilities. Be open to other answers, but circumspect!

1. has jumped  
2. could reach  
3. existed  
4. was taken  
5. were  
6. sells  
7. use  
8. arrives  
9. have not made / did not make  
10. have begun  
11. are removed  
12. introduced  
13. will be issued  
14. are coordinated  
15. will have replaced

**Activity 2**  
**Dialogues**  
Encourage students to work out the dialogues, not merely the ideas  
Even a XEROX copy of someone's signature and card details can be sufficient for subsequent fraud.  
You can even imagine a well-organised gang switching cards as most people don't check their card when it is given back and it would not take a lot to stamp the basic info onto a blank plastic card.

Some credit card payments require the cardholder to swipe the card through a machine which prints out the receipt. Merely, saying "Sorry, it didn't work. Could you do it again, please?" gives the crook a chance to get a second payment authorisation. Older credit card systems, included placing the card on a special machine which printed the card details onto two (or three) carbon paper receipts. The customer would sign all and the signature would go through onto the other two. However, unless the printing was done in front of the customer "I'll just have to check the details with the central credit agency computer" gives the crook the chance to make several copies and then with the one signed copy, he can forge the signature and fill in the amounts for goods which the customer did not receive. This was the "back-room of the restaurant" scam!

As for stealing the card, the "shop assistant"/crook needs an accomplice who can steal it either by subterfuge or by robbery. This, however, gives the card holder the chance to call the credit card company – but most persons, especially at week-ends, or overseas don't keep the telephone number handy nor do they have their credit card number handy, either!

Each credit card has a PIN (Personal Identification Number) but because this number is only necessary if you are using a credit card to get money from an ATM AND it is more expensive to use a credit card than a bank card (with MAESTRO, CIRRUS etc.) many people don't know their credit card PIN!! Each time you use an ATM, your own bank (where you have that account) will charge you a commission, usually 1.5% of the transaction with a minimum charge. Credit cards (VISA, MASTERCARD etc.) have a CREDIT RATING and CREDIT LIMIT and there is no charge if you do not exceed that limit in a given month. So, anybody can use it – to buy items up to the limit- unless the card is "stopped".

**Exercise 5**  
**Common Internet Fraud Schemes**  
1: D  
2: G  
3: C  
4: F  
5: A  
6: B  
7: E
Activity 3  The ‘Casablanca Sting’
1. pretend to be false
2. gains/profits exchange
3. false, fake, artificial, invented (depending on context)
4. receive money for
7. entice someone into a trap

Activity 4
A: 2   B: 1   C: 4   D: 3

Exercise 6
1. bust root out assets counterparts lure
2. scandal-plagued red-tape hadn't breathed a word slick on (Mexican) soil stern
3. the primary concern in the employ of briefing
4. probing point the finger at run as high as

Activity 5 and 6  Money Laundering
This is quite a tricky activity!
1. Integration 2. Layering 3. Audit trail 4. Shell companies
8. Over-invoicing

Activity 7
This is also quite difficult. Best solution appears to be …
4: C   7: E   9: D   12: A   16: B
Be sure to read through the entire text for better understanding.

Exercise 7 Cybercrime : Glossary of Useful Terms

Activity 8  Crime on the Information Highways
A: 8   B: 7   C: 5   D: 4   E: 2   F: 6   G: 3   H: 9   I: 1
UNIT 13

COMBATTING ORGANISED CRIME

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 2 Semester 2

Time required
4 hours to include reading comprehension, discussion, writing activity and monitoring.

Objectives
Stimulate discussion on the background and implications of present-day organised crime
Add awareness of multi-faceted nature of this phenomenon
Consider the vulnerability of Romania and the measures against organised crime

Language development
Known vocabulary: much from this field is known, at least as passive awareness
Unknown vocabulary: related specialised groups, concepts and fields (e.g. precursors)

Materials
Text 1 Fighting Global Crime
Text 2 The Mafia
Text 3 Features of organised crime
Text 4 The Borderless World
Text 5 SECI
Text 6 Cocaine traffickers- Timisoara court ruling
Text 7 Drugs raid
Text 8 Drugs factory
Text 9 Precursors (Listening)

TEACHER’S NOTES AND BACKGROUND INFORMATION
Useful for the opening discussion activity and for further clarification and discussion.

1) Organised crime = criminal activities that are carefully planned and controlled by a large powerful secret organization (Macmillan English Dictionary for Advanced Learners, 2002)
2) Organised crime has become an important concern of national security agencies, it was metaphorically compared with the "3 rd World War", a global threat gaining a strong foothold in modern societies. Never has there been a more favourable global climate for organised crime.
3) There are a number of areas that demand the attention of Governments. These are (a) the organised crime – corruption nexus (b) the use of off-shore banks for the purpose of laundering money, (c) illicit business contributions to political campaign funds; (d) jurisdictional problems arising in the investigation and prosecution of transnational corruption schemes, and (e) the development of expertise in the investigation and prosecution of complex corruption cases.

4) Main activities of OC as listed by Interpol
- Racketeering (Running rackets)
- Fraud
- Car theft
- Armed assault
- Drug dealing
- Trafficking in weapons and radioactive material
- Trafficking in human beings and exploitation through prostitution
- Counterfeiting (banknotes, documents, goods etc.)
- Alien smuggling
- Extortion for protection money
- Embezzling from industries and financial institution up to infiltration and control of private and commercial banks
- Control of black markets

And the list is not exhaustive!!

**The factors behind transnational crime include**

a) disparity of income between rich and poor nations  
b) civil war (e.g. Yugoslavia, African states leading to illegal migration, trafficking etc.)  
c) global trade and computerisation, coupled with wide differences in national regulations and taxes  
d) provides lucrative smuggling opportunities (e.g. from Latin America to the wealthy consumer markets of the US, or from Eastern Europe to Western Europe).  
e) provides a breeding ground for black marketeers and gun runners.  
f) offers opportunities to “launder” the profits of crime.

**Groups involved include**

Some of the best-known ethnically-based gangs are: Mafia, Colombian Cartels, Mexican cartels, Chinese Triads, Japanese Yakuza (Boryo Kudan), Russian and East European mafia, Jamaican posses (or yardies), Nigerian gangs, two large motorcycle gangs (the Outlaws and the Hell’s Angels), the Turko-Kurdish gangs, Albanian gangs etc.

**The illicit drug trade**

Main illicit drugs are: cannabis (marijuana, hashish), cocaine (including crack), opium (including morphine and heroin) synthetics (amphetamines, metampetamines, ecstasy), LSD, methcathinone etc.
President Marcos of the Philippines, Saddam in Iraq and the Suharto family in Indonesia have been accused of plundering national wealth and depositing vast sums in foreign bank accounts. Former President Mobutu of Zaire was reported to have “re-located” several billion dollars and several Central and South American presidents have been accused (and sometimes convicted) of plundering their countries’ wealth.

In December 1998, the former Ukrainian prime minister Pavlo Lazarenko was arrested in Switzerland on charges of money laundering. Other Eastern European politicians have been strongly implicated in organised crime activities.

There might be four areas for governments to focus on in combatting corruption:
(a) economic development (b) democratic reform (c) a strong civil society with access to information and a mandate to make the State act in an accountable manner (d) the presence of the rule of law. Measures to prevent corruption, in the form of codes of conduct and training in ethics must focus on various sectors and all levels within society to include local institutions in the public and private sectors, including public administration, political office and corporations at the local national and international levels.

There are a number of areas that demand the attention of Governments such as: (a) the organized crime – corruption nexus (b) the use of off-shore banks for the purpose of laundering money (c) illicit business contributions to political campaign funds, (d) jurisdictional problems arising in the investigation and prosecution of transnational corruption schemes, and (e) the development of expertise in the investigation and prosecution of complex corruption cases.

Methodology note
In all of the exercises, make sure that the content is discussed and understood. It is not merely a matter of getting the correct answers! One approach is to ask students to work in PAIRS to do all the sentences with a partner before moving into a whole-class round-up. Don’t jump into the exercises COLD and simply do them item by item.
closely associated with organised and violent crime. In fact, the term “mafia” formerly referred only to Sicilian groups but has now entered the lexicon as a general term for all forms of organised gangsterism. So, for example, the Moscow or St.Petersburg gangs are commonly called ‘mafiya’ – the Russian mafia.

The Italian gangs- La Cosa Nostra in Sicily, Camorra in Campania and ‘Ndrangheta in Calabria- were almost wiped out in the 1930s when Mussolini’s Fascist regime rounded up and imprisoned all known leaders. Meanwhile, ‘prohibition’ in the United States had provided criminal gangs with an opportunity of making large fortunes in ‘bootlegged’ alcohol. During this period, the US-based Italian gangs began to cooperate in the formation of a smooth-running, nation-wide organisation, making money not only from gambling, prostitution and loan-sharking, but also from protection rackets, freight-handling, labour racket, garbage-disposal, supermarkets, the clothing industry and other rackets or ‘scams’.

Mafia power penetrated American society through its many direct links with judges, politicians, trade union leaders and policemen. At that time, before drugs had become a major social problem, the gangsters (mobsters) were not seen as too serious a threat to civilised society. They somehow functioned as the “rogue elements” of the vibrant American entrepreneurial spirit and its illicit economy. Even the FBI, under its eccentric Director, J. Edgar Hoover, refused to accept the reality of organised crime until the 1960s when Robert Kennedy became Attorney-General.

The Mafia’s shift from localised rackets to sophisticated organised crime and its entrance into the lucrative world of drug-smuggling, dealing and its associated money-laundering, owed much to the Jewish crime boss Meyer Lansky and his partnership with the Sicilian-born Lucky Luciano. This collaboration broke through the ethnic divide, enabling gangs to share information and resources instead of warring with each other. Luciano was recently listed by Time magazine as one of the most influential business ‘geniuses’ of the 20th Century. Hardly good company for Bill Gates to keep!

**Exercise 4**
Make sure that you read through the completed sentences to ensure understanding of the issues! Do not be satisfied with merely getting the correct answers!


**Exercise 5**
These texts are quite complex so be sure to spend enough time on the issues involved.


**Exercise 6**
Exercise 7  The Main Focus of the SECI Centre
Read through the completed text after doing the exercise.
Students are given a lot of help in order for there to be no ambiguities and for the teacher to concentrate on discussing the text and its implications.

1: seconded  2: supported  3: called  4: harmonized  5: filtered
6: realized  7: composed of  8: coordinated  9: mounted  10: initiated
11: trafficked

Activity 4  Translation activity
Allow time for discussion of alternatives and adding to students' range of language.
1. ... the fact that the law represents nothing but an object from which an abstraction/ (a mere abstraction) can be made when interests require/demand it
2. ... The Timisoara Court has passed sentence
3. ... a sizeable operation/ a substantial operation
4. ... whose market value is
5. ... the fifth was placed /put on an international 'wanted' list
6. ... At the final hearing
7. ... the judge acquitted the (proven) ringleader /leader of the gang/network
8. ... Alexa was detained by the police anti-drug unit
9. ... giving him the possibility/opportunity of making himself scarce/ evading justice/ getting away
10. ... undermining/ devaluing/ rendering (virtually) worthless the work put in by /done by prosecutors and police over a period of several months/ for several months
11. ... Urcan was re-arrested / re-incarcerated as a result of / as a consequence of a decision by the Timisoara Court of Appeal
12. ... against those who are trying to stop the scourge of white death to Sibiu

Exercise 8  NCIS Drugs seizure
(Tapescript also on page 170 in Student’s Book)
National Criminal Intelligence Service intelligence today (3 October) helped jail four Lincolnshire men and a Leeds man for a total of 55.5 years for their part in the supply of £2.5 million worth of heroin and cannabis which was seized in a joint operation between the National Crime Squad and Lincolnshire Police. The men were sentenced at Lincoln Crown Court after three had pleaded guilty and two were found guilty after trial. The arrests followed a protracted surveillance operation which originated in March 2001 in work carried out by NCIS in their North East and South East regions. The package was then passed to the National Crime Squad for action. On 19 May 2001 the men were arrested when two articulated lorries were stopped in Spalding and Leeds. Searches revealed 18 kilos of heroin in the lorry in Spalding and 110 kilos of cannabis in one in Leeds - the total estimated street value of the drugs was £2.5 million. Three men were arrested on the A52 at the Roman Café near Grantham, and the other two were arrested in Leeds. Both vehicles had recently arrived in the UK from mainland Europe. The operation to seize the drugs and make the arrests was carried out by the National Crime Squad's Calder branch and Lincolnshire Police,
with assistance from NCIS. Armed National Crime Squad officers were present when the lorry was stopped in Spalding, but no shots were fired.

Details of the defendants are as follows:
Nicholas HOWARTH, aged 34, of Queens Road, Spalding, Lincs. - Possession with Intent to Supply Heroin - pleaded guilty - sentenced to 19 years.
Martin WILKINSON, aged 35, also of Queens Road, Spalding - Possession with Intent to Supply Heroin - was found guilty - sentenced to 8 years.
Richard THORNLEY, aged 29, of Main Road, Wigtoft, Lincs - Possession with Intent to Supply Heroin - was found guilty - sentenced to 18 years.
Simon FAGG, aged 34, of Amberton Crescent, Gipton, Leeds - Possession with Intent to Supply Cannabis - pleaded guilty - sentenced to 6 years.
William LAMBERT, aged 30, of Neville Avenue, Spalding - Possession with intent to Supply Heroin - pleaded guilty part way through the trial - sentenced to 4 years.

Detective Superintendent Graham WHITE, of Lincolnshire Police, said: "We work closely with the National Crime Squad and other agencies to target and arrest offenders like these. People like them are a high priority for Lincolnshire Police. They peddle misery and grief and we are proud to be part of this operation which has taken them off the streets.
Detective Chief Inspector Gerry SMYTH, of the National Crime Squad, said: "This operation was a good example of how partnership working within the police service can have a real impact on serious and organised crime. The drugs seized were on their way to dealers who would have fuelled the miserable trade in drugs to the tune of £2.5 million worth of heroin and cannabis. Putting this network in prison disrupted the supply of those drugs and sent a clear warning to others."

**Exercise 9**
1: a supply of  
4: to package (to pack)  
7: target  
2: to survey  
5: a seizure of  
8: to intend  
3: plea  
6: origin  
9: disruption  
10. fuel

**Exercise 10**
1) is believed  
4) were arrested  
7) is (being) used  
9) are being interviewed / have been interviewed (N.B. not were interviewed as the action could continue)
2) had been produced  
5) has been made safe  
8) was carried out  
3) were arrested  
6) have been caught

**Activity 6**
**Precursors**
The most appropriate order is given although there are some possible differences. You can suggest this as probably the most logical sequence.

1: X  
1) X  
2: G  
3: B  
4: E  
5: A  
6: H  
6: H  
7: F  
8: C (D)  
9: D (C)  
9: D (C)
Activity 7  Chemical Precursors: Which Chemicals are Controlled?

Listening : Transcript

In deciding which chemicals to control a balance has to be struck between control needs and the needs of legitimate commerce.

Many substances used in illicit drug production are also used in the chemical industry. The 22 substances under control are commonly used in illicit drug production as precursors, solvents or reagents. They are controlled at both the international level and at community level.

The chemicals are placed in three categories, attracting different levels of control. For instance, category 1 contains chemicals with few or limited legitimate uses such as 1-phenyl-2-propanone which is rarely used for licit purposes, and Ephedrine, which is used in the manufacturing of pharmaceutical products. These substances are used in the illicit manufacturing of synthetic drugs and have the tightest controls.

Categories 2 and 3 contain chemicals which are in much more common use, such as Acetone and Hydrochloric Acid. The chemicals are often traded in large quantities and controls are correspondingly lighter.

Full details of the chemicals and controls can be found in the Guidelines for Industry produced by the European Commission.

Exercise 11

Match the word with its definition

1. to fuel  (C)  A. to focus on/ aim at
2. to the tune of … (D)  B. collaboration; cooperation
3. to peddle  (E)  C. to make something worse by providing more
4. partnership  (B)  D. to the quantity (amount/sum) of …
5. to target  (A)  E. to sell (usually illegally)

Activity 9  Drug Slang

an addict: JUNKIE  heroin: HORSE (also "H")
L.S.D.: ACID  to buy drugs: to SCORE
to inject drugs: to FIX  drug dealer: PUSHER
amphetamines: "Uppers and DOWNERS"
marijuana: WEED / GRASS  to overdose: OD
cocaine:SNOw  crystallised cocaine: CRACK
taking LSD: (go on a TRIP/ take a TRIP)
to be addicted: to have a MONKEY on your back
to come off drugs: to go COLD TURKEY
no longer using drugs: CLEAN
to be under the influence of drugs at that time: HIGH or STONED
UNIT 14

CRIMINOLOGY

METHODOLOGY AND KEY TO EXERCISES AND ACTIVITIES

Year 2 Semester 2

Time required: 4 hours to include reading comprehension, discussion, writing activity and monitoring.

Objectives: Stimulate discussion on the background, concepts and applications of criminology in combatting crime
Add awareness of specialised field of study
Consider the role of the police officer in his/her relationship to the social aspects of criminality.

Language development
Known vocabulary: much from this field is known, at least as passive awareness
Unknown vocabulary: related specialised terminology, concepts and fields (e.g. profiling)

Materials
Text 1 Man Jailed for Killing Burglar
Text 2 Tagging
Text 3 Concepts and relativity of crime
Text 4 What is criminology?
Text 5 An outdated theory
Text 6 The Sociological Approach
Text 7 Career Criminals and their Victims
Text 8 Victimology and profiling
Text 9 Strangeways Prison Riot
Text 10 Penal Issues
Text 11 Lay visitors

This unit introduces some complex concepts with outlines of philosophical, psychological and social factors which should be of interest to the student. In recent years, more emphasis has been placed in the media (especially on 'Discovery Channel') on aspects such as the psychology of the criminal mind, 'profiling' and a sort of inter-disciplinary approach to solving crime. This unit should give students the opportunity of consolidating their general awareness with more specific language.
➤ Activity 1
Students should be encouraged to discuss these issues in depth based on the case itself.

➤ Exercise 1
1e  2d  3f  4a  5b  6c

➤ Exercise 2  Prejudice and Fact
a. considered  b. inclined  c. viewed
d. mistrusted  e. accused  f. reflected

➤ Exercise 3  Historical Hints
1) influential  2. living  3) against  4) products  5) criminality  
6) claims  7) to account for  8) with  9) even so  10) over time  
11) at least  12) far  13) leading  14) at  15) critical  
16) lay  17) innate

➤ Activity 7  Lombroso’s Biological Theories of Deviance
His theory states that the origins of criminal behavior are biological, citing physical deviations noted in criminals. He believed in the concept of the atavistic, or the "born" criminal. This exercise contains a checklist of the physiognomic features Lombroso believed to indicate a criminal personality.

➤ Activity 8  Victims and Perpetrators: A Sociological Approach
These activities can be done first in pairs, then as a whole-class round-up.
Ask students to speculate on the background, profession, age, category and degree of guilt of the six persons described. Do not give the solutions too soon!
For copyright reasons, these photographs cannot be included in the Student’s Book. The teacher might pass around the photos or have a single enlarged version for students to come and look at. The photos are not absolutely essential to the activity, although ideally they may be used to enable students to examine pre-conceptions of perpetrator and victim!

Do you have a knack for discovering a criminal? Imagine you are an ordinary policeman— which of the following look suspicious, and which, harmless, to you?
Activity 11
Although this may seem like a fun activity, "money talks" and one can imagine that psychiatrists are sometimes confronted with clients who are engaged in illegal activities. The Robert de Niro/ Billy Crystal movies exploit this idea!

Activity 12
The Slang Lesson
Students should be encouraged to look for other examples of "criminal slang"

Activity 14
Career Criminals
Encourage students to ask about unknown vocabulary in the texts and be prepared to answer any queries.
Exercise 4
1. T 2. T 3. F (Karpis only) 4. T 5. T
6. F (not available) 7. T (on Barker and Karpis, others not specifically stated)

Exercise 5
1. b) to commit a crime
2. c) to remember something spontaneously
3. b) minor
4. b) aka
5. c) to steal ("to knock off" is slang)
6. b) written note
7. c) agent of vengeance
8. c) to charge someone with or to accuse somebody of
9. b) to travel between A and B / to travel back and forth

Activity 16 (possible answers)
a) regular habits / known personality / probably trusting / perhaps complacent because the town is quiet and law-abiding
b) obvious dangers/ "company he keeps" / drugs: illicit money connection
c) vulnerable to violence especially from "out-of-towners" / known to restricted circle
d) depends on time of day/location etc. even on dress ("sexy jogging gear" or normal functional clothes) and her fitness
e) similar to b) but may vary from place to place (e.g. such a person is less vulnerable in, for example, Amsterdam or Berlin, than in, e.g. Warsaw, Prague or Sofia)
f) depends on function / does he carry money or not? / are people (potential clients) "vetted" = checked before he pays them a visit at home / depends on personality (pushy? / aggressive?)
g) depends on locality / working hours / type of station / location of till = cash box / depends on cash sales versus credit card use etc.

Exercise 6 Profiling
Read through the completed text after doing the exercise
A: 3  B: 6  C: 5
D: 2  E: 1  F: 4

Exercise 7 Strangeways Prison Riot (Listening)
1. a  2. c  3. a  4. a  5. b  6. c
7. a  8. a  9. a  10. c  11. c  12. a

Exercise 8 Lay Visitors
1. serious  2. reforms  3. detention  4. advocated
5. consent  6. detainee  7. unannounced  8. welfare
9. variety  10. upper  11. involvement  12. excluded
Exercise 9  What Happens When a Lay Visit is Made?

1. is told / said
2. are taken / shown / escorted
3. are addressed / known / identified / referred to
4. are held / conducted
5. are refused / denied
6. is prepared / compiled / written - are provided
7. is obtained / acquired / collected / found

is seen - be treated - are obliged / required

Strangeways Prison Riot

Listening
Reports have been coming in of further deaths in the worst prison riot in Britain in the last hundred and fifty years at Strangeways Prison, Manchester. Far from being under control, the situation at the prison seems to be escalating and, now in its second day, the police and prison authorities seem to have failed to curb the violence and chaos which started yesterday. It appears that several parts of the building are still on fire, with smoke billowing out but the actual location of the fires is still not known.

There are large groups of prisoners on the roof of the chapel and, at the moment, the whole situation inside the prison is unclear. This morning a police intervention squad managed to enter the prison followed by firemen who succeeded in controlling a fire in the gymnasium block. Dozens of ambulances and other vehicles have been seen entering and leaving the prison but the Home Office has refused to confirm or deny reports that there are at least 11 dead and 50 wounded.

It seems that at least half of the 1600 prisoners in Strangeways are loose in the prison, while an estimated 700 have surrendered and have either been transferred to other prisons or are being held in one secured area of the prison. According to reports, the remaining prisoners have barricaded themselves into two cellblocks which are under the complete control of the rioters. These prisoners are resisting all attempts to remove them and, apparently, no communication is possible with them at the moment.

The riot started during the Sunday morning service in the prison chapel. This is one of the very few occasions when many prisoners are gathered in the same area. One prison officer said in an unofficial statement that trouble had been brewing for several months, mainly due to overcrowding and restrictions or reductions in exercise and visiting hours. In some cases, three prisoners are sharing a cell designed for one prisoner.

Journalists report having seen heavy police reinforcements in vans close to the prison including canisters of tear gas and rifles. This indicates how serious the situation has become and how the police might need to resort to the most extreme measures to get this riot under control. An official spokesperson for Greater Manchester police told the press that all forms of intervention were being considered but that negotiations would continue as far as possible.