

# Advances in Forensics

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It wasn't until the early nineteenth century that hair, blood and fingerprints were used as evidence to pinpoint the whereabouts of a criminal. Despite the late birth of forensic science, technology is now moving so swiftly that it is becoming difficult for legislation to keep up.

Detectives will soon be solving gun crimes and murder cases far faster by using a simple handheld device that instantly confirms whether a suspect has fired a gun. Lab delays mean suspects often get away.

This handheld forensic tool could take X-ray fluorescence (XRF) readings at the crime scene and send them to a computer for instant analysis, without destroying physical evidence. It should take a few minutes and give crime teams enough feedback to arrest a suspect – or not. The technology was developed by NASA to measure the wavelengths emitted by different substances. Jacob Trombka, a NASA physicist, says, '...by 2003, we should be testing it in real life situations'.

Murder detectives should also soon be able to determine how long a person has been dead for, and also discover information about where the person lived. For example, Stuart Black, an environmental geologist at the University of Reading, determined that a man who had been repeatedly stabbed and then set on fire, was probably from the former Soviet Union and had been dead for about a week.

Forensic scientists normally rely on studies of how bodies decay in different climates. However the temperature and moisture conditions make these methods imprecise. Instead, Black looks at the decay of radioactive isotopes. This technique is similar to carbon dating but focuses on isotopes with shorter half lives than carbon 14. Police are so impressed with his work that Black's lab are already working on two other murder cases and three more are awaiting analysis.

The Forensic Science Service (FSS) in Birmingham has the biggest DNA database in the world. Police have recorded a 40 per cent success rate in matching DNA clues at the crime scene to samples held on the database. It is a technically challenging time for a criminal. However hard they try, they can't avoid leaving those devastating biological clues behind that reveal everything about them.

Until now, a DNA fingerprint has required between 200 and 500 cells to be effective. Now a single cell may be enough. What's more, forensic scientists may be able to build a perfect 3D photofit of a suspect from that same cell as well as an in-depth personality profile.

But what if this information falls into the wrong hands? Are DNA databases vital weapons in proving guilt and innocence or a major violation of civil liberties?

# Advances in Forensics

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- A:** Working in pairs, write down the different stages involved in the initial crime scene examination.
- B:** Read the text and discuss your reaction to it with a partner.
- C:** Look again at the questions raised at the end of the text and note arguments for and against DNA databases.

For DNA databases	Against DNA databases

**D: Fact Box:**

The state-of-the-art Forensic Science Laboratory in Birmingham is the biggest in the world. There are currently 1.8 million criminal justice profiles on the database, as well as 188,000 DNA samples from unsolved crimes. The samples are identified by barcodes, so no one in the lab knows the names or backgrounds of the samples being tested. The people who work in the lab never cross, in case you were carrying DNA on you. Each lab is on a separate air conditioning system and automation has reduced the risk of contamination.

Are these standards maintained globally?  
What are the laboratories like in your country?  
Discuss the implications of differing standards in Forensic Science Laboratories.

# Advances in Forensics

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## Teacher's Notes

**Summary:** To develop Ss ability to read and understand complex texts in English; to focus on collocation and prepositions in context

## Procedure:

- 1) Ask Ss some leading questions:  
What is evidence? (Facts which help prove something at a trial). Where is evidence found? Who is responsible for Crime Scene Investigations in your country? Does it differ with different crimes? Who is responsible for specialist forensic examinations?
- 2) Refer Ss to the instructions for section A. In pairs, Ss write down the different stages involved in the initial crime scene examination. Hold short feedback stage.
- 3) Ask Ss when the science of forensics was first used as evidence (early 19<sup>th</sup> Century). What changes have been made since the birth of forensics? What stage of technological advancement is your country at?
- 4) Refer the Ss to instructions for section B. Ss read the text and discuss their reaction.
- 5) Refer the Ss to instructions for section C. In pairs, Ss discuss the questions raised at the end of the text and note arguments for and against DNA databases. Hold feedback stage:

For	Against
<ul style="list-style-type: none"><li>• Fairer to have database for all</li><li>• Vital and comprehensive weapon in fight against crime</li><li>• Open up possibility for international databases fighting terrorism and crime</li></ul>	<ul style="list-style-type: none"><li>• Invasion of civil liberties</li><li>• Dangerously valuable database</li><li>• It may fall into the wrong hands</li><li>• Dilute effective of criminal community specific database</li></ul>

- 6) Cite examples of countries which have or aspire to have databases for the whole population (Iceland ✓, Britain, Estonia). What do you know about the situation in your country? How do you feel about this?
- 7) Optional language focus: The text is rich in dependent prepositions (surprised to) and collocations (noun + noun - murder detectives; adj + noun - physical evidence). Ss go through text and find examples.
- 8) Refer Ss to the fact box (section D). Discuss implications of differing standards in Forensic Science Laboratories.

# Asylum and Migration

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An increasing number of people in recent years have wanted to migrate to Europe either temporarily or permanently. These include asylum seekers, refugees, family members coming to join migrants already settled in the EU and labour migrant

International migration movements affect all member states. Many are also transit countries.

A pressing issue facing EU countries today is how to cope with large number of immigrants when there are no internal borders. Methods for dealing with migrants differ considerably from one European Union country to another. They can decide themselves whether to give asylum to people who claim to be persecuted in their home countries but the European Union has decided to have one overall asylum policy: to share the quotas across Europe and to put to an end to any cross-border disputes. The cornerstone of this policy will remain the right of third-country nationals to seek asylum.

There has been intensive co-operation and information sharing between Baltic Sea countries in the area of illegal immigration since 1997. An international expert group from Baltic Sea region border control co-operation countries meets regularly to decide on illegal immigration issues.

The tasks of this expert group are:

- consideration of joint operational measures in combating illegal immigration,
- organising exchange programs between the Baltic Sea countries.

Baltic countries are not interesting for illegal immigrants but they are used for transit on the way to Western Europe.

One of the most attractive countries for refugees is Britain but now Afghans and Iraqis applications are being rejected. The British government has already agreed with the Afghan government that they will start enforced returns of failed asylum seekers. But most failed asylum seekers don't leave the country because they are left to their own devices and disappear into the black economy. Some people think that they should not send the asylum seekers back, because the situation in their country is not safe.

## **B. Work in two groups.**

Group A prepares arguments for immigrants and asylum seekers, Group B prepares the arguments against them.

First discuss the arguments in your group and write your ideas in the table below. Then take turns to present your arguments to the other group. While group A presents, group B fills in the 'for' side of the table and vice versa.

**C HOME WORK** Search on the Internet and find statistics about the situation with immigration and asylum seekers in your and in neighbour countries and prepare a mini-presentation on the topic.

# Asylum and Migration

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## TEACHER'S NOTES

### Procedure:

1. Ask Ss questions

What different ethnic groups live in your country?

Where have they come from and why?

What are the countries you would like to live?

Is the immigration an issue in your country?

2. Give Ss the worksheet with the text and ask them to read it.

3. Ask Ss: What are the main issues raised in the text?  
What is your attitude to immigrants and asylum seekers?

4. Show the Ss the information about the values of Europeans on the transparency.

Ask Ss: Does the statistics contradict or support your ideas about immigrants and asylum seekers and the attitude of Europeans to them?

5. Divide the class into two groups and follow the instructions of the worksheet

Ss come to consensus on their attitudes, draft a presentation and choose a peer, who presents their arguments to the whole class.

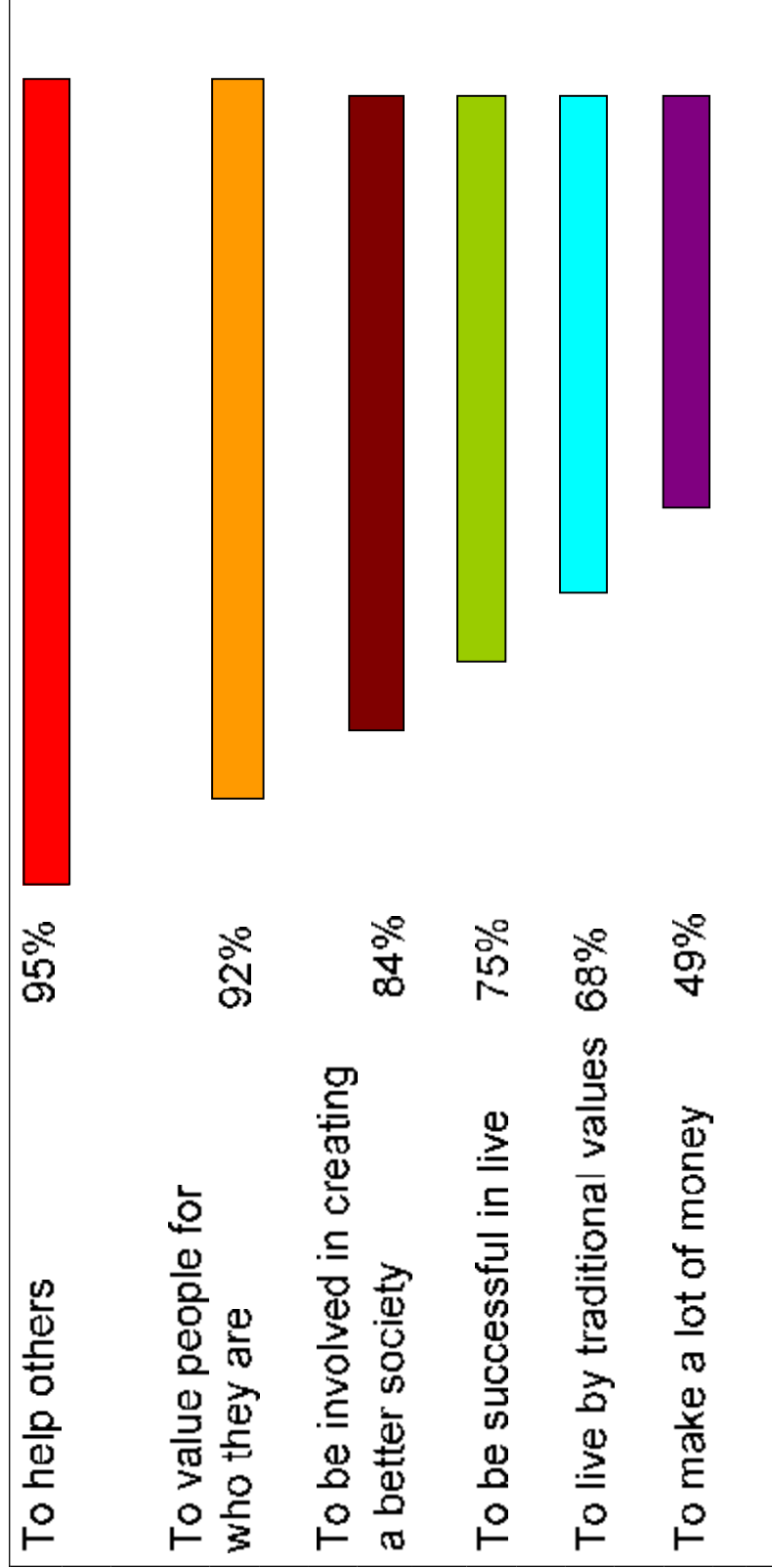
Ss take turns to present the arguments. While group A presents, group B fill in the 'for' side of the table or vice versa

6. HOME WORK: Ask Ss to search on the Internet and to find statistics about the situation with immigration and asylum seekers in their and in neighbour countries and prepare a mini-presentation.

# Asylum and Migration

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## VALUES OF EUROPEANS



(Taken from 'How Europeans see themselves', 2001)

# Colour

Which do you prefer: black and white or colour photographs? Why? Or black and white or colour movies? A grey PC or a colourful Macintosh computer?

Colour is a very powerful factor in how we behave and see things. Red fruit is ripe (or dangerous), blue meat is off and yellow and black insects sting people. Grey offices make us sleepy and bored, red carpets and natural wood desks, cream walls and green plants make us feel positive and motivated. In documents red means action is needed, greens and blues are friendly (and more and more official documents are in these colours in Britain). Deep blue is intellectual while pure white might even seem unfriendly.

Blue and Indigo: cerebral, efficient and accurate.

Red: active and stimulating, friendly and strong

Yellow: fun and uplifting, optimistic and creative.

Green: reassuring, balanced and restful

Orange: enjoyment

Purple: quality

**A: Do you agree or disagree with the information given in the text? Why?**

Is it an oversimplification or a reference to a wide-spread stereotype?

**B: Match the colour idioms with the definitions.**

1. Out of the blue	a) illegal trade in goods or foreign currency
2. Black look	b) too much bureaucracy
3. Once in a blue moon	c) wasting your energy on doing something useless
4. White lie	d) a special, happy and important day that you will always remember
5. Caught red-handed	e) to have no money left in your bank account
6. In black and white	f) very rarely
7. Until you are blue in the face	g) to be unhappy
8. The black market	h) a lie told not to hurt person's feelings
9. A red rag to the bull	i) business activity and income which people do not record in order to avoid paying tax on it
10. A red-letter day	j) in written form
11. White collar	k) something extremely irritating
12. Red tape	l) an angry look
13. Black economy	m) unexpectedly
14. To be in the red	n) relating to people who work in offices, doing work that needs mental rather than physical effort:
15. To feel blue	o) caught on the act of doing something. forbidden

**C: Do you know?**

What could the expression The Blue Curtain or The Blue Wall of Silence mean in the connection with police work?

Have you ever come across the phenomenon?

Is it connected only with the police work?

Can this phenomenon be found in other areas of life?



# Colour

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## Teacher's notes

### Procedure:

1. To create the right atmosphere for the class the teacher could switch on a nice and calming piece of music. While the music is playing the teacher should fix clouds of different colours to the wall.

2. Possible questions to lead into the topic:

What do you usually do when you are exhausted/irritated/calm/...  
What colours surround you in your everyday life?  
Give three examples of colours arousing different emotions in you?  
What colour car do you drive?  
What colour clothes do you prefer?

Don't allow students to copy their peers choices- encourage creativity!

3. Students read the text.
4. Task A -Open answers
5. Task B Matching exercise Key

**Out of the blue** –unexpectedly

**Black look**- an angry look

**Once in a blue moon**- very rarely

**White lie** – a lie told not to hurt person's feelings

**Caught red-handed**- caught on the act of doing something forbidden

**In black and white** – in a written form

**Until you are blue in the face**- wasting your energy on doing something useless

**The black market**- illegal trade in goods or foreign currency

**A red rag to the bull**- something extremely irritating

**A red-letter day**- a special, happy and important day that you will always remember

**White collar**- relating to people who work in offices, doing work that needs mental rather than physical effort:

**Red tape**- too much bureaucracy

**Black economy** - business activity and income which people do not record in order to avoid paying tax on it

**To be in the red** –to have no money left in your bank account

**To feel blue**- to be unhappy

6. Task C

The expression The Blue Curtain or The Blue Wall of Silence is used to describe the situation in which the police officers only trust other police officers and do not aid in the investigation of wrongdoing by other officers.

7. Pair work

Every student is given a card with a noun or a colour on it. The sts have to find another part of the expression moving around in the classroom. The T should check the results until they are in proper pairs. They have to explain the expression they have got and use it in their own professional context.

# Colour

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## Key

**red carpet:** meeting important people

**green light:** a permission to do something

**yellow card:** warning in football

**silver lining:** pleasant aspect of something something unpleasant

**ivory tower:** without connection to real life

**black sheep:** someone in your family who is not respectable

## Alternative:

Every pair can be given a set of cards. After matching them successfully every pair chooses one expression to fulfil the following task.

### 8. Follow-up or homework activities (oral or written)

You know the expression “ I feel blue”, meaning “ I am in a sSad mood or unhappy” or “think in black and white” meaning “having a simplified outlook, concentrating on good and bad only, ignoring half-tones”. As we all know mood will always affect our judgement and behaviour. Why shouldn't we (especially the police) allow this to happen?

Think of examples from your (professional) life, when not managing your feelings resulted in a failure.

What should one do not to repeat the mistake?

Discuss these ideas with your partner and make notes for writing an essay.

### 9. Additional possible task

Find any colour horoscope. Compare the information it gives (about you and the characters of the people you know very well) with the situation in real life.

## Colour

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red	carpet
green	light
yellow	card
silver	lining
ivory	tower
black	sheep
white	horse
pink	elephant
blue	blood

## Concordance 1

A: Read the concordance lines and guess the missing word.  
How many lines did you have to read before you were sure what it was?

1 to concentrate on fighting the very real threat of cyber  
2 addition to the crimes mentioned above, transnational  
3 this and have set up task forces to combat organised  
4 charge the suspect, depending on the seriousness of the  
5 to increase the ability of police organisations to fight  
6 arms, it results in the reduction of violent crime in high  
7 40 per cent success rate in matching DNA clues at the  
8 more guns mean less crime. Lott has studied the FBI's  
9 level and they will co-operate in a task culture way.  
10 principal weapons in tracing criminals. Specialist-led  
11 to carry firearms, it results in the reduction of violent  
12 will automatically go to the Crown Court while a minor  
13 and jury. The Magistrates' Courts hear cases of petty  
14 in jail since the tagging scheme began in 1999. The  
15 physical evidence. It should take a few minutes and give

+++++ rather than creating improbable theories about  
+++++ also embraces a variety of activities, such as  
+++++ but they are still not as free to act as criminals are  
+++++ Assuming the crime warrants further investigation  
+++++ we need to develop ways to make police officers  
+++++ urban areas and neighborhoods with large  
+++++ scene to samples held on the database. It is a  
+++++ figures for 18 years and has found that most  
+++++ groups are not clearly defined bureaucracies with  
+++++ teams are operating in Europe with the aim of  
+++++ in high crime urban areas and neighborhoods with  
+++++ can be tried in a magistrate's court. 6. Triablo-  
+++++ such as domestic violence and traffic offences.  
+++++ spree includes 229 violent offences, 6 sex crimes  
+++++ teams enough feedback to arrest a suspect

## Concordance 2

A: Read the concordance lines and guess the missing word.  
How many lines did you have to read before you were sure what it was?

1 sentence for the illegal possession of a firearm in the current  
2 I'm here today to talk about the structure of the  
3 and be overseen by a controlling authority. Flexible  
4 Interior in many other countries, deals with matters relating to  
5 at the end. As you can see from the diagram, the English  
6 a national framework set by the LCD. Crown Courts hear major  
7 the fact that there are three main bodies which control the  
8 consider prisons the main form of punishment available to the  
9 for their own advantage. Both of these show that the  
10 were used as evidence to pinpoint the whereabouts of a  
11 are currently two ways that police can most effectively fight  
12 Service, which is responsible for the prosecution of  
13 another or by a state to its people. Rights are not earned. A  
14 help on the database. It is a technically challenging time for a  
15 Introduction This report describes the prosecution process in the  
16 time the crime is reported to the successful prosecution of the  
17 A victim who resists with a gun is less likely to be injured by a  
18 20 000 pounds to come to the United Kingdom. Organized  
19 as a result, wasting time and money. The trial is a

+++++ justice bill. It has also been suggested that air guns or  
+++++ Justice System in England and Wales. I'm going to  
+++++ groups are the antithesis of rigid police organisations.  
+++++ law, the police, prisons and probation.  
+++++ Justice System is very complicated.  
+++++ case, where the defendant is tried by a judge and jury.  
+++++ Justice System: the Home Office. Lord Chancellor's  
+++++ justice system. But is the system as effective it is  
+++++ organisation is a very difficult enemy and is one the  
+++++ Despite the late birth of forensic science, technology is  
++-++++ networks. One is by risky undercover operations to  
+++++ cases. It is headed by the Director of Public Prosecution  
+++++ who has violated someone else's rights can still claim pro  
+++++ However hard they try, they can't avoid leaving those  
+++++ Justice System in England and Scotland.  
+++++ 3. The Crime Firstly the police either issue a caution  
+++++ than a passive victim.  
-+++++ gangs take advantage of the lack of possibilities for legal  
+++++ or civil court case heard before a judge. Obviously, if the

## Concordance 3

A: Read the concordance lines and guess the missing word.

How many lines did you have to read before you were sure what it was?

1 prosecution of the criminal. 3. The Crime Firstly the  
2 is designed and delivered in 43 forces and 7 National  
3 estimate that between 20 and 30 percent of all  
4 With no clear strategy and not enough co-ordination,  
5 age of training expertise and good practice outside the  
6 "As crime becomes increasingly international,  
7 or a heart attack. Studies also indicate that  
8 government departments of different states, involving  
9 Birmingham has the biggest DNA database in the world.  
10 organisation is a very difficult enemy and is one the  
11 over 40 years of age, with fifteen to twenty years of  
12 for detective foundation training as prescribed - The  
13 opinion, Dale Gulbrantson, executive director of Illinois  
14 as also general responsibility for internal security. The  
15 strict job descriptions and roles for employees to play.  
16 into 43 local forces which are overseen by Local

+++++ either issue a caution or charge the suspect,  
+++++ Training centres across the country. With no  
+++++ officers have an alcohol problem. The typical  
+++++ training has become fragmented and confused.  
+++++ organisation in co-operation with communities,  
+++++ forces around the globe are working together to  
+++++ have higher rates of divorce, suicide, and other  
+++++ customs and even military authorities. Interpol  
+++++ have recorded a 40 per cent success rate in  
+++++ will have to adapt to fight. Can everyone see?  
+++++ experience. Studies indicate that after killing  
+++++ Complaints Authority found differences in the  
+++++ Association states: "Lott destroys the  
+++++ service is organised into 43 local forces which a  
+++++ organisations are. This means that they are  
+++++ Authorities. These bodies are responsible to

# Concordances

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## Teacher's Notes

**Summary:** To exploit concordances of three common words (crime, criminal and police) from the Police Materials developed by the Haapsalu Writing Team, 2003; to offer practical ideas for teachers wishing to assemble and exploit concordances in the classroom without a computer

## Procedure:

- 1) Ask Ss to cover up the lines with a piece of paper and then read them one by one. Ask them how many they have to read before they are sure of what the missing word is.
- 2) Hold feedback session

## Exploiting Concordances

Performing different kinds of analysis activities and holding feedback sessions based on concordance lines for frequent words can highlight a rich array of language features. Ss can practice recognition of memorisation of useful chunks, as well as make useful generalisations about grammar. The key word list in these materials offers a manageable list of frequent words from the texts in these materials for Ss to study and for teachers to exploit.

## Activities

### Consciousness-raising

- 1) Ss identify actual chunks containing the word (ie crime) – where the chunks begin and end. Ss must justify decisions.
- 2) Ss classify the uses and meanings of the phrases with the word and find as many ways as possible of classifying them (what does the phrase refer to? What is the word pattern/collocation? What does the phrase express? Are there any unclassifiable phrases? Why?)
- 3) Ss consult a dictionary and compare their findings.
- 4) Ss look at other words and phrases in the concordance lines. Ss identify and explore the structure and meaning of (for example) noun+noun phrases.
- 5) Ss keep a record of useful phrases and collocations that they would use themselves (in ESP this will be the majority of them)

### Assembling

If you do not have access to a computer program, data can easily be assembled and exploited by hand.

- 1) Select the same number of common words as you have Ss. Give one or two words to each pair. Ask Ss to assemble (on OHT) concordance lines for their word from the texts used. Ss become 'experts' for that word and set analysis activities.
- 2) Write the lines with a gap for the word (as in printed task)

With experience, the techniques suggested here can be applied to concordance lines from any text, although specific language questions will vary according to the range of meanings, uses and patterns of the actual word being focused on.

# Cyber Crime

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## **E-commerce, e-learning but e-terrorism?**

What with media scaremongering, crusading politicians and global paranoia concerning the capabilities of Osama bin Laden and his al Qaeda network, it is hardly surprising that a new wave of terrorism has recently hit the headlines.

The idea of terrorists hacking into systems to gain access to specific targets is an old concept. However the Western world is now under threat from a new form of 'e-terrorism' according to experts in the USA. A 'worrying' new report suggests that terrorists could target important internet hubs with explosives, potentially bringing down large portions of the web.

Tony Grubestic and Morton O'Kelly, researchers at Ohio State University, simulated the effect of closing down 14 major internet nodes, and studied the effect on the rest of the network. They found that whilst larger cities would generally retain their access, smaller cities and towns could be completely disconnected. Considering the degree to which Western communities now rely on the internet, the potential for terrorists to exploit the confusion this would cause is huge.

However O'Kelly goes on to say that the likelihood of anybody actually being able to destroy the key nodes is 'extremely small'. As is the chance of Osama recording a single with Westlife, targeting the Christmas market and gaining maximum exposure to a new audience.

It seems that researchers are more concerned with generating alarming headlines than investigating the very real cyber crimes that occur on a daily basis. Is this wild speculation really more important than controlling on-line paedophile rings? Or credit card fraud? The 223 companies who lost a staggering \$455.8 million in losses attributable to cyber crime in 2002 would probably say no.

The European Union wants to throw the book at cyber criminals and is giving its member nations 20 months to get everything in order to accommodate the necessary changes. Perhaps it would be a better idea to concentrate on fighting the very real threat of cyber crime rather than creating improbable theories about cyber terrorism.



# Cyber Crime

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**A:** Discuss the questions below in pairs:

- 1) How do you feel when the subject of terrorism comes into conversation?
- 2) To what extent does the media in your country exaggerate?
- 3) How much does e-terrorism worry you?
- 4) Which cyber crimes do you feel should be urgently addressed?

**B:** Here are four cases of cyber crimes. Read the information below. As you read, consider the following questions:

- Which has the greatest impact on society?
- What punishment fits the crime?
- Which is the most widespread in your country?

1)

Child pornography is a global problem. Finding the suspects and the machines they are using to distribute child pornography is often the easiest part. It is difficult to track down the suspect's physical identity. The job of the police is to seize the computer and prove that the suspect deliberately surfed to illegal pornography and stored it.

2)

Identity theft – the practice of credit card fraud – topped a list compiled by the Federal Trade Commission, accounting for 43 percent of the 380,000 complaints logged by the agency and other consumer-protection organisations.

3)

Hacking into databases can cause chaos for people with internet bank accounts, credit accounts or utility billing. By the time an initial breach has been spotted, money may have already been debited from an account.

4)

Datasec, an English company which assists the police in dealing with cyber crime, is increasingly being used by corporate clients to combat e-mail fraud. Complaints range from misuse of company internet and e-mail facilities to leaking of confidential information and interception of e-mail from board members.

**C: Discussion Box:**

The British Government has been accused of internet snooping by a lobby group, Privacy International. Police and other officers are allegedly making around a million requests for access to data each year. Despite this, the government is keen to extend the number of public authorities with access to such information. Lawyers suggest that this contradicts the European Human Rights Act which states that there must be a good reason to interfere with personal data.

**D:** Prepare a mini-presentation to show how you would implement a cyber crime policy in your country.

# Cyber Crime

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## Teacher's Notes

**Summary:** To provide Ss with the opportunity to read and understand a complex text in English; to prepare a mini-presentation

## Procedure:

- 1) Show Ss transparency with words lifted from the text for one minute (see supplementary materials). Remove the transparency and ask the Ss to write down all the words they can remember. Then ask Ss to work in pairs and predict what they think the text will be about.
- 2) Hold short feedback session.
- 3) Ask Ss to read the text.
- 4) Ss re-read the text and mark any unknown vocabulary using the following code: red for unknown words, green for unfamiliar words. Ss then regroup (pairs or small groups) and ask them to compare and discuss their lists.
- 5) Hold short feedback session.
- 6) Give out worksheet and refer Ss to questions in section A. Ss discuss. T circulates and prompts discussion.
- 7) Refer Ss to instructions for section B. Ss read the four cases of cyber crime whilst considering the questions raised.  
**Note:** different crimes affect different sections of society – an issue which the teacher can raise
- 8) Discussion Box – an interesting issue of privacy which may stimulate discussion. To be used at the teacher's discretion and related to Ss country of residence
- 9) Homework – prepare a mini-presentation

**Supplementary text:** The supplementary text is an authentic letter that can be used to provoke discussion ie why do people write such letters? What sort of person would write such letters? Who would fall for schemes such as these?

# Cyber Crime

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Supplementary material for OHT

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**terrorism**

**cyber crime**

**speculation**

**global paranoia**

**hacking**

**headlines**

**threat**

**explosives**

**exploit**

**researchers**

**confusion**

**destroy**

**experts**

**alarming**

# Cyber Crime

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## Supplementary Text

From: (Name Deleted) Sent: 15 March 2002 06:33 To: (Name Deleted)  
Subject: Urgent Management (Address Deleted) (Name Deleted) (URGENT AND CONFIDENTIAL)  
(RE: TRANSFER OF (\$ 152,000.000.00 USD ONE HUNDRED AND FIFTY TWO MILLION DOLLARS

Dear Sir,

We want to transfer to overseas (\$ 152,000.000.00 USD) One hundred and Fifty two million United States Dollars) from a Prime Bank in Africa, I want to ask you to quietly look for a reliable and honest person who will be capable and fit to provide either an existing bank account or to set up a new Bank a/c immediately to receive this money, even an empty a/c can serve to receive this money, as long as you will remain honest to me till the end for this important business trusting in you and believing in God that you will never let me down either now or in future.

I am Mr (Name Deleted), the Auditor General of prime banks, during the course of our auditing I discovered a floating fund in an account opened in the bank in 1990 and since 1993 nobody has operated on this account again, after going through some old files in the records I discovered that the owner of the account died without a [heir] hence the money is floating and if I do not remit this money out urgently it will be forfeited for nothing. the owner of this account is Mr (Name Deleted), a foreigner, and an industrialist, and he died, since 1993. and no other person knows about this account or any thing concerning it, the account has no other beneficiary and my investigation proved to me as well that Mr (Name Deleted) until his death was the manager of (Name Deleted).

We will start the first transfer with fifty two million [\$52,000.000] upon successful transaction without any disappointment from your side, we shall re-apply for the payment of the remaining rest amount to your account, The amount involved is (USD 152M) One hundred and Fifty two million United States Dollars, only I want to first transfer \$52,000.000 [fifty two million United States Dollar from this money into a safe foreigners account abroad before the rest, but I don't know any foreigner, I am only contacting you as a foreigner because this money can not be approved to a local person here, without valid international foreign passport, but can only be approved to any foreigner with valid international passport or drivers license and foreign a/c because the money is in us dollars and the former owner of the a/c Mr (Name Deleted) is a foreigner too, [and the money can only be approved into a foreign a/c

However, we will sign a binding agreement, to bind us together. I got your contact address from the girl who operates computer, I am revealing this to you with believe in God that you will never let me down in this business, you are the first and the only person that I am contacting for this business, so please reply urgently so that I will inform you the next step to take urgently. Send also your private telephone and fax number including the full details of the account to be used for the deposit. I want us to meet face to face to build confidence and to sign a binding agreement that will bind us together before transferring the money to any account of your choice where the fund will be safe. Before we fly to your country for withdrawal, sharing and investments.

I need your full co-operation to make this work fine. because the management is ready to approve this payment to any foreigner who has correct information of this account, which I will give to you, upon your positive response and once I am convinced that you are capable and will meet up with instruction of a key bank official who is deeply involved with me in this business. I need your strong assurance that you will never, never let me down. With my influence and the position of the bank official we can transfer this money to any foreigner's reliable account which you can provide with assurance that this money will be intact pending our physical arrival in your country for sharing. The bank official will destroy all documents of transaction immediately we receive this money leaving no trace to any place and to build confidence you can come immediately to discuss with me face to face after which I will make this remittance in your presence and three of us will fly to your country at least two days ahead of the money going into the account.

I will apply for annual leave to get visa immediately I hear from you that you are ready to act and receive this fund in your account. I will use my position and influence to obtain all legal approvals for onward transfer of this money to your account with appropriate clearance from the relevant ministries and foreign exchange departments. At the conclusion of this business, you will be given 35% of the total amount, 60% will be for me, while 5% will be for expenses both parties might have incurred during the process of transferring.

I look forward to your earliest reply through my privet email address (Deleted)

Yours truly, (Name Deleted)

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# How to work

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'A tidy desk is the sign of a tidy mind' so the saying goes. Many organisations have a 'clean-desk' policy which requires employees to remove everything from their desks at the end of the day. Managers say that 'clutter' – all those papers, files, pens, books, notes, post-its and coffee cups - is bad and an obstacle to work.

Management consultants write books with titles like 'Winning the fight between You and Your Desk' (Jeffrey Mayer) and claim that studies (which studies?) show that messy desks waste time. This is all very similar to the 'paper-less office' predictions – absolute nonsense.

Attempts to impose paper-less offices have failed because most people like paper and need it to work. Paper is more flexible than computer windows. People like to spread multiple sources of information around on a desk and work with the materials in order to do the task efficiently. On a computer screen only one window is active at any one time and navigating between them is slow and annoying.

People who like clutter organise it a systematic way, which makes sense to them and is in fact a representation of what is happening in their heads as they work. It seems to be organised in concentric circles from the centre where the person is: stuff near them is more important, stuff further away is less important. When the job is finished then the important stuff is filed away.

Other people like to quickly file things away into complex filing systems with difficulty to remember categories which can cause problems when things need to be retrieved quickly.

Technology can get in the way in other ways too. Some police forces in Britain tried giving laptops to constables. They found that witness statements written into the computers were not as good as those taken and noted down in notebooks because the computers got in the way of communicating with people.

## **A: Think of someone you know, who:**

- is hard- working
- is capable
- is dynamic
- is creative
- is a well-organised person
- is messy
- is mean
- is very helpful
- distracting
- is workaholic

What kind of person are you?

# How to work

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**B: Find workaholics in the group by asking the group mates the following questions.**

- a. Do you arrive at work 10-20 minutes earlier?
- b. Do you leave work later / Do you work overtime?
- c. Do you take work home at weekends?
- d. Do you think about work when you are alone or at home?
- e. Is your desk always full of different useful things for your work?
- f. Do you use your personal computer at home in professional purposes?

Be ready to discuss the results.

**C: You will be working in two groups and your teacher will give you a role card.**

You will be discussing a work issue with two colleagues. Read your role card and prepare what you will say.

**D: After presenting your role-plays discuss in what happened in your groups and prepare the first draft of guidelines 'How desks should be organised' or 'Office Rules'**

Also consider these things

- having coffee with colleagues while working
- using mobile phone while you or others are writing something important
- socialising with somebody in the room where other people are working
- listening to background music

How can you improve your ability of using different skills (computers, taking notes, being tolerant...)?

**E: In the next lesson you will present your briefing to the class and then agree on the final draft of the office guidelines for the whole group.**

# How to work

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## Role cards to copy

### Situation 1.

The action takes place in an office.

**Student A** You are the boss who wants his employees to be workaholics and who promotes “clean desks policy”. You are against coffee breaks and private calls. You don’t want people to listen to any background music. You will be talking to the Chief of the Personnel Department and an employee.

The action takes place in an office.

**Student B** You are the employee who doesn’t like order on his desk or has another point of view on the style of work. You like listening to music while working. You can’t imagine your work without drinking coffee. Talking helps you much to find the best solution. You will be talking to your boss and the Chief of the Personnel Department.

The action takes place in an office.

**Student C** You are the Chief of the Personnel Department who is responsible for the situation in the whole office and are faced with this issue therefore you decide to draw up some guidelines. Listen to A and B talking and take notes to produce the first draft of guidelines for “How the desk should be organised”. /”Office rules”. You will be talking to an employee and the boss.

### SITUATION 2.

The action takes place in an office.

**Student A** You are the boss who doesn’t care much about the process happening in the office. The only thing you need is the result. You prefer flexible office hours. You give your employees much freedom. You will be talking to your boss and the Chief of the Personnel Department.

The action takes place in an office.

**Student B** You are the employee who would like to fish for a compliment from his boss about how well you organise the office and how accurate you are. You prefer working exact hours and you need constant instructions from your boss. You will be talking to your boss and the Chief of the Personnel Department.

The action takes place in the office.

**Student C** You are the Chief of the Personnel Department who is responsible for the situation in the whole office and are faced with this issue therefore you decide to draw up some guidelines. Listen to A and B talking and take notes to produce the first draft of guidelines for “How the desk should be organised”. /”Office rules”. You will be talking to an employee and the boss.

# How to work

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## Teacher's notes.

### Procedure:

1. The teacher turns on a recording of different noises, recorded in an office or police station. (The telephone is ringing, people are talking, the door is opening....)

2. The teacher asks: Where are you? What is happening?

The teacher brings the topic for the discussion to work.

3. The teacher describes three different kinds of desks. The students may draw any of the descriptions if they feel like doing this.

a). You can see a massive oak desk with a very expensive and modern computer, all possible technical things are in the drawers, different kinds of telephones are standing neatly in one line waiting for somebody to call. There is a photo of a very beautiful woman with a teenager son standing on the embankment in front of the yacht.

b). This desk is in quite a dark room. There are a lot of books and an Oxford dictionary on the desk next to three cups of coffee. A pile of exercise books mountains between a pen with red colour ink and a diskette.

c). On this desk you can see a lot of scrap paper, various open and closed books with book markers everywhere. You can see a mobile phone that poking out from under the newspaper and a bag standing on the corner of the desk.

The teacher asks the students to give their opinions whose desks are these what do the people do for the living and what can the desks tell about the people working at them.

4. The teacher asks those students who have drawn any pictures to show them with any comment they would like to give. The discussion might lead to the conclusion that:

**Different people organise themselves and their working place differently.**

5. Before giving the sts the text it is advisable to read the title and to ask a question like

What do you suppose the text is going to be about?

6. Ask students to compare their predictions with the impression after they have read the text.

7. Ask the sts what the text is about?



# How to work

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8. The teacher repeats the statement:

**Different people organise themselves and their working place differently**

and encourages students to think about their colleagues, friends, partners etc in **A**.

9. The teacher suggests that a lot of time is spent at work and suggests there might be some workaholics in the group and suggests that the sts find out by asking the group mates the questions in **B**.

10. The teacher divides the class into groups of three and gives the roles to students A, B and C. A and B should negotiate while C observes and makes notes.

11. After the role play, the sts stay in their groups and discuss what happened the issues mentioned on the worksheet to prepare a first draft of the first draft of guidelines 'How desks should be organised' or 'Office Rules'

12. Homework is to prepare a briefing for their group on the guidelines and prepare a final draft of the office guidelines to share with the other groups.

# Human Rights

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Human rights and human right laws are of growing importance to our societies. Everyone agrees that human rights are important and need to be defended. But do they? Does everyone agree that human rights are fundamental and that they should be defended?

The Universal Declaration of Human Rights was adopted and proclaimed by General Assembly resolution 217 A(III) of 10 Dec.1948. It came out of a feeling of revulsion after World War 2 and was championed by the late President Roosevelt's wife Eleanor. The declaration was rooted in the feelings of the French Revolution's Declaration of the Rights of Man and the American Declaration of Independence.

The American declaration of Independence contained these ringing sentences:

*'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.'*

Yet this did not apply to slaves. And the French Revolutions' Declaration of the Rights of Man approved by the National Assembly of France, August 26, 1789, was just that, a Declaration of the Rights of Man, not women. The first article states that:

*1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.*

Olympe de Gouges, a butcher's daughter and revolutionary wrote a Declaration of the Rights of Women in 1791 to directly challenge the inferiority presumed of women by the Declaration of the Rights of Man.

Both of these declarations sounded noble but were not universal, hence the third attempt. So with a Universal Declaration all should be well, but if you look closely at the signatory nations to the Declaration we seem the same hypocrisy at work. Few of the world's nations respect their citizen's rights yet they still belong to the United Nations. They pay lip-service to the ideals of the Declaration and hide behind the prohibition in the United Nations charter for other nations to interfere with their internal affairs.

It seems clear that not everyone up-holds the ideals of human rights. But what of the idea of rights themselves – is there an alternative view?

Rights are given or conferred by someone to another or by a state to its people. Rights are not earned. A criminal who has violated someone else's rights can still claim protection of their rights. There is no morality to human rights. Morality involves choices, choices to do things, to live a certain way. Human rights are outside morality and merely something to be defended.

A better concept for society would not be the system of rights that you get no matter what and can only be violated but a system of mutual obligations. Instead of a person having a right to privacy, you would have an obligation to not disturb that person's privacy. As you can see obligations are the other side of the coin from rights but they are the **moral** side.

Imagine the government violates your rights, then you have to take them to court (if you can) to defend your rights. The government did wrong but you have to defend yourself. Imagine instead that the government did not meet its obligations, then it would have to defend its conduct.

It is a subtle distinction but one that has major implications and reflects the reality of society. In the beginning there were not rights, but in the beginning there was society and society works on co-operation and contracts which are really obligations. Rights are an abstract concept. Obligations (and meeting them) are crucial for society. Everyone has obligations and if we all met them society would be a better place. Not everyone deserves their rights.

# Human Rights

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- A:** *'Do not confine your children to your own learning, for they were born in another time.'* Hebrew Proverb

In pairs, discuss to what extent you agree or disagree with this statement. How has society changed since your childhood? Write your ideas below.

Childhood	Now

- B:** Here are definitions of ideas connected with Human Rights. Do you know the words?

- 1) S \_\_\_\_\_ a belief that people have about a person, group or custom which may not be true in reality
- 2) R \_\_\_\_\_ an attitude of treating people in ways which are not rude or harmful
- 3) F \_\_\_\_\_ the quality of being impartial and correct
- 4) P \_\_\_\_\_ an unreasonable dislike of or preference for a person, group or custom, especially based on race, religion or sex
- 5) J \_\_\_\_\_ a position or situation where people have the same rights and advantages
- 6) L \_\_\_\_\_ attributing labels that obscure all other thinking about a person
- 7) D \_\_\_\_\_ the practice of treating somebody or a group in society less fairly than others
- 8) E \_\_\_\_\_ the quality of treating people equally or in a way that is reasonable

- C:** Human Rights are fundamental and should be defended. To what extent is this the case?

- D:** Now read the text on Human Rights. What is your reaction?

- E:** 'Human Rights are fundamental to society'. In two groups, prepare arguments for or against this statement.

# Human Rights

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## Teacher's Notes

**Summary:** To provide Ss with opportunities for developing language of discussion and giving/asking for opinions.

## Procedure:

1. Read out the quote to the class. Ask the class to discuss in pairs to what extent they agree or disagree.
2. Give out a copy of the worksheet and hold a short feedback slot. Refer to the instructions for section A. Ss discuss changes (positive and negative) in society in pairs and make notes. Circulate and help with vocabulary.
3. Hold longer feedback slot. Ideas which Ss may suggest:  
*freedom of speech, tolerance, sexual discrimination, racism, violence etc*
4. Refer to instructions for section B. Ss work in pairs to complete the words.  
Key: **stereotyping, respect, fairness, prejudice, justice, labelling, discrimination, equality**
5. Refer to instructions for section C. The text questions the fundamental importance of Human Rights. Encourage Ss to discuss this statement with reference to both global and local situation.
6. Ss read the text and consider their reactions either silently or with a partner.
7. **Discussion:**
  - a) Divide the class into two even groups and refer Ss to the topic of discussion in section E – 'Human Rights are fundamental to society'.
  - b) Group A thinks of arguments for and group B against. Each member of the group should write down all of the arguments that come up.
  - c) When each group have 6 or 7 arguments, bring everyone together.
  - d) Elicit ways of agreeing and disagreeing with regard to language and context (consider politeness, turn taking etc):  
*May I come in here? Basically..., I reckon..., Could I say something? Actually..., Well, from my point of view..., Wait a minute..., Don't you think that..., What about you? What's your reaction? I tend to feel that...*
  - e) Pair off Ss so each pair consists of a student from group A and one from group B. Ss face each other across the table.
  - f) Ss conduct a debate taking in turns to raise a point from their notes
  - g) *Optional: Put pairs into groups of 4, then 8 then whole class if debates are developing well.*

# Jokes

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**A:** Listen to three jokes and choose the one you liked best.

What made your favourite funnier than the other two?  
Discuss with a partner.

**B:** Listen to the way the following joke is told.

- The **judge** said to his **dentist**: /            / **Pull my tooth** /            / the **whole** tooth and nothing **but** the tooth /

Listen to the next joke and mark the pauses.

- A policeman comes up to a drunk on a bench and says:  
'What's this, a hotel?'  
The drunk replies, 'What's this, information?'

Now listen again and underline the stressed words.

**C:** Practice only **one** joke. Mark the pauses and the stress.

**Student A:** What do you call 500 lawyers at the bottom of the sea?  
A good start!

**Student B:** How many judges does it take to change a light bulb?  
Just one; he holds it still while the whole world revolves around  
him.

Tell your joke to your partner. Mark the pauses and stressed words.

**D:** Read the following joke. The punch-line is missing. In pairs, try to think of a funny ending. Practice the joke with your partner.

A junior partner in a law firm was sent to a faraway country to represent a long-term client accused of robbery. After days of trial, the case was won, the client acquitted and released.

Excited about his success, the attorney e-mailed the firm: 'Justice prevailed'.

The senior partner replied in haste: \_\_\_\_\_

**Homework:** Go to [www.workjoke.com](http://www.workjoke.com) and choose a joke to rehearse. You will tell the class your joke in the next lesson.

# Jokes

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## Teacher's Notes

**Summary:** This worksheet practices the skill of delivering jokes in an interesting and entertaining manner focussing on stress, pausing and intonation.

**Preparation:** Record three friends/colleagues telling three jokes. One should be told in a monotone, one with poor timing and one told well. The jokes should be short and punchy.

## Procedure:

1. Say to the class '*I just heard a really good joke*' and read the following:

A convict spends his first night in prison. All of a sudden, another convict jumps to his feet and shouts '63'. Hearing this, all the other prisoners burst out laughing. Later, another convict shouts, '111'. Hysterical laughter all round.

'What's going on?' says the new convict to his cellmate, who is sitting next to him.

'Thing is we only have one joke book in the prison and everyone knows all the jokes off by heart. So we needn't tell the whole joke, you know. We just stand up and shout a number.'

A few days later, the new convict decides that it's time for him to try it out. So he stands up and shouts '81'.

Silence.

Turning to his cellmate, he asks, 'What went wrong?'

'It was the way you said it, I guess!'

Ask what the joke illustrates: *It's not enough for a joke to just be funny – it's all about the delivery.*

2. Give out a copy of the worksheet to every student and refer to instructions for section A. Play pre-recorded tape to Ss. Refer to instructions and develop class discussion highlighting how a joke is told well. Elicit following: *stress, pausing, intonation, timing, voice quality, speed, acting talent*
3. Refer to instructions for section B. Divide class into pairs. T reads joke and notices characteristics (pausing/stress). Using model, Ss listen to second joke and complete task.
4. Refer to the instructions for section C. Start the activity and circulate.
5. Refer to the instructions for section D. Suggested punch line: '*Appeal immediately*'.
6. Homework: Highlight website to Ss. Encourage further search for other appropriate sources of jokes (other websites, books, friends, magazines like FHM) and ask Ss to prepare their favourite joke for the next lesson.

# More Guns, Less Crime?

## Worksheet A

### 1. In which of the following situations would you expect somebody to use a gun?

- To defend oneself against an intruder in the house.
- In self-defence against an attacker on the street.
- To protect a child from a kidnapper.
- To hunt animals
- To show that he/she is not afraid of the law
- For sport

### 2. Read the text and prepare a summary to read to your partner.

Does allowing people to carry guns lead to more gun-related crimes and accidents? University of Chicago law professor John Lott has come to a firm conclusion: more guns mean less crime. Lott has studied the FBI's crime figures for 18 years and has found that most popular assumptions about gun control are wrong. Here are five arguments he uses to support his theory:

1. Laws that allow people to carry guns are very cost-effective methods for reducing crime.
2. A victim who resists with a gun is less likely to be injured by a criminal than a passive victim.
3. Road accidents, fire and drowning result in more child deaths than gun-related incidents.
4. When law-abiding citizens are allowed to carry firearms, it results in the reduction of violent crime in high crime urban areas and neighborhoods with large minority populations.
5. Laws permitting guns cause a significant decrease in murders, robberies and rapes.

### 3. Summarise your part of the text to your partner who will be taking notes.

### 4. Listen to your partner's part of the text and take notes.

### 5. Decide what idea you are going to support and fill in the chart.

Guns allowed		Guns banned	
For policemen	For others	For policemen	For others

Share your ideas with the class.

### 6. Agree or disagree with the following statements.

- Guns and too much violence on TV have direct influence on gun-related crimes.
- Rap music lyrics spread the idea that it is "cool" to carry guns.
- Computer games stimulate aggression and encourage people to use real guns.
- Air guns, toy guns and any replicas should be banned completely.

# More Guns, Less Crime?

## Worksheet B.

### 1. In which of the following situations would you expect somebody to use a gun?

- To defend oneself against an intruder in the house.
- In self-defence against an attacker on the street.
- To protect a child from a kidnapper.
- To hunt animals
- To show that he/she is not afraid of the law
- For sport

### 2. Read the text and prepare a summary to read to your partner.

Contradicting Lott's opinion, Dale Gulbrantson, executive director of Illinois Police Association states: "Lott destroys the politically correct argument that arming law abiding citizens will have a harmful effect on their society".

The following examples speak for themselves.

In 1996, Dunblane, Scotland, UK, a madman killed a whole class of primary school children and their teacher.

In 1999, two teenagers in Colorado, USA killed 12 of their fellow students before taking their own lives.

In 2002 in Germany, an expelled schoolboy killed several of his former teachers and classmates

On New Year's Eve, 2002, in the UK, two teenage girls were killed in a suspected gang shooting after they stepped outside for a breath of air during a party.

Although there are tough laws controlling guns in Great Britain, the number of crimes where guns are carried has increased (from 4,900 in 1997-98 to 7,400 in 2001). The current average sentence for carrying an illegal gun is 18 months. There are plans to include a five-year minimum sentence for the illegal possession of a firearm in the current criminal justice bill. It has also been suggested that air guns or any replicas that can be converted into a lethal weapon should be banned, as 75% of the weapons Scotland seizes on the streets are adapted air guns.

On the other hand, the sentence could add between 5,000 and 10,000 to the present prison population of 72,000 in Britain.

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# More Guns, Less Crime?

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## **Teacher's notes.**

### **Procedure:**

1. Start with the following statement:

In Britain it is illegal to have a gun without a license; even most police officers don't carry guns.

2. Ask the questions:

Are guns legal in your country? Are they easy to get? What is the maximum sentence for carrying an illegal gun?

3. Ask Ss to comment, after group discussion:

4. Give every member of the pair text A or B and ask Ss to read the text and prepare a summary for their partner. While listening to the summary, student B takes notes and vice versa.

5. After looking through their notes Ss choose the opinion they are going to support then ask Ss to put their ideas into the corresponding column of the table and then Ss share ideas comparing results.

6. Discuss the statements with the class or in pairs or groups.

### **Follow-up writing activity.**

Ask the students to write a letter to either Professor John Lott or Dale Gulbrantson, executive director of Illinois Police Association, giving your opinion and presenting your arguments.

# More Guns, Less Crime?

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## (Complete text for teacher)

Does allowing people to carry guns lead to more gun-related crimes and accidents? University of Chicago law professor John Lott has come to a firm conclusion: more guns mean less crime. Lott has studied the FBI's crime figures for 18 years and has found that most popular assumptions about gun control are wrong. Here are five arguments he uses to support his theory:

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Contradicting Lott's opinion, Dale Gulbrantson, executive director of Illinois Police Association states: "Lott destroys the politically correct argument that arming law abiding citizens will have a harmful effect on their society".

The following examples speak for themselves.

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Although there are tough laws controlling guns in Great Britain, the number of crimes where guns are carried has increased (from 4,900 in 1997-98 to 7,400 in 2001). The current average sentence for carrying an illegal gun is 18 months. There are plans to include a five-year minimum sentence for the illegal possession of a firearm in the current criminal justice bill. It has also been suggested that air guns or any replicas that can be converted into a lethal weapon should be banned, as 75% of the weapons Scotland seizes on the streets are adapted air guns.

On the other hand, the sentence could add between 5,000 and 10,000 to the present prison population of 72,000 in Britain.

What is the way out?

## Organisational Culture and The Fight Against Crime

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There's an old saying which goes: 'Set a thief to catch a thief.' Which, as long as we have police officers, we don't have to do. However, it is good to know how the other side operates.

Charles Handy, the management guru, suggested that there were four different organisational cultures: club culture, role culture, task culture and person culture.

Role culture is found in large bureaucracies, like the civil service, and companies where roles are clearly defined and there is a career ladder, clear seniority and the person matters less than the job description.

Club culture is like a spider's web with a spider in the centre controlling the rewards, which are recognition by the spider.

Task culture is where teams of experts form and reform to do different projects.

Person Culture is found in such professions as lawyers and doctors where the high status professional stars are helped by support staff.

Different parts of organisations can show different cultures. Organised crime groups can be very hierarchical from the family head down to the lowest foot soldier. The head of the family can also behave like the spider in the club culture and reward success or failure with recognition or punishment. Individual members might also act in small teams. Relations between other groups will be at a personal level and they will co-operate in a task culture way.

Crime groups are not clearly defined bureaucracies with strict job descriptions and roles for employees to play. Police organisations are. This means that they are inflexible and have to follow correct procedure, complete lots of paperwork and be overseen by a controlling authority.

Flexible criminal groups are the antithesis of rigid police organisations. Some police forces recognise this and have set up task forces to combat organised crime but they are still not as free to act as criminals are.

In order to increase the ability of police organisations to fight crime we need to develop ways to make police officers and organisations more responsive, flexible and able to operate in a wider jurisdiction than they can now operate in. They need to be able to develop personal contacts and create teams with officers wherever criminals operate, with something approaching the same degree of flexibility that networks of criminals have. Criminals owe loyalty to themselves, not a state and are not limited by geography in the same way as police organisations are.

There are currently two ways that police can most effectively fight criminal networks. One is by risky undercover operations to penetrate the network. The other is by betrayal when either an outside informer (grass or snitch) supplies information to the police or an insider becomes a supergrass and betrays the organisation for their own advantage. Both of these show that the criminal organisation is a very difficult enemy and is one the police will have to adapt to fight.

## Organisational Culture and The Fight Against Crime

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**A:** What is 'culture' for you? Use the space provided to give your ideas:

**B:** Where do you come from? Discuss with a partner.

Try to cover these points:

**Nature** – personal characteristics

**Nurture** – early life: family atmosphere, friends, school

**Nationality** – including regional features

**Organisation** – culture of the police force

**Social life** – social groups, sport and entertainment

**C:** Working in pairs or small groups, discuss how you would complete the following sentence:

*'In order to increase the ability of police organisations to fight crime, we need to...'*

**D:** What does the title 'Organisational Culture and the Fight Against Crime' make you think of? What will the text be about?

**E:** Read the article and compare it with your predictions.

### Homework:

Write a short report for your commandant giving recommendations for changes necessary to effectively fight criminal networks.

# Organisational Culture and The Fight Against Crime

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## Teacher's Notes

**Summary:** This worksheet will give Sts the stimulus to write a report on recommendations for change within the police force.

## Procedure:

1. Write up on the board '*What is culture for you?*' Elicit and discuss responses in the form of a mind map, spidergram, bullet points etc.
2. Give out a copy of the worksheet and refer Sts to section A. Encourage Sts to note down ideas generated.
3. Refer Sts to section B. It may be necessary to pre-teach *nature vs nurture* (*characteristics inherited at birth vs those shaped by other factors*).  
  
Circulate and listen to discussions.
4. Refer Sts to section C. Allow plenty of time for discussion.
5. Refer Sts to section D. This will encourage Sts to reflect upon their own ideas and predict the content of the text.
6. Hold a short feedback slot before Sts read the text.
7. Sts read the text.
8. Hold a post-reading feedback slot. Were the Sts surprised? How did they react? Were any predictions true?
9. Homework for next lesson.

# Police Training in England and Wales

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Entrance Examinations				
7 element physical fitness test: grip strength, press ups, flexibility, running etc	Written test 5 sub tests: verbal usage, checking information quickly, solving numerical problems, reasoning logically etc	Written and verbal tests	Medical checks	Interview at police headquarters

## Two Years Probation Period 6 Modules of the Foundation Phase and the Post-foundation Phase

Module 1
4 weeks in the force under close supervision <ul style="list-style-type: none"><li>■ observe practical policing</li><li>● first steps in police work</li><li>■ sworn in</li><li>● equipped with uniform</li></ul>
Module 2
10 weeks at District Training Centre case studies develop knowledge and skills
Module 3
5 weeks in force work on one-to-one basis practise skills and knowledge
Module 4
4 weeks in Training Centre analyse policing problems
1 week annual leave
Module 5
5 weeks in force deal with more complex issues prepare to take independent patrol
Module 6
1 week in force assessment module
Post-foundation phase
Minimum 30 days of formal training in six phases, each with case study

# Police Training in England and Wales

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At present, police training is designed and delivered in 43 forces and 7 National Police Training centres across the country. With no clear strategy and not enough co-ordination, police training has become fragmented and confused.

- 14 forces do not implement the National Sergeant Development Programme
- 7 forces do not implement the national course for detective foundation training as prescribed
- The Police Complaints Authority found differences in the lengths of national custody officer training

## **The time has come for major changes.**

There is a need for a national strategy to put police training forward. It must develop a dynamic and best value approach in order to provide proactive and competitive environment. Three things must happen:

- Police officers must be encouraged to take greater responsibility for their own lifelong learning
- More emphasis should be given to professional development and multi-skilling
- The service must take advantage of training expertise and good practice outside the police organisation in co-operation with communities, business and academic institutions
- The service should draw on building partnerships in the wider world of training

## **Useful Phrases for comparing things**

Comparing the two systems .....  
An important thing is .....  
The difference between ..... and ..... is  
.....vary in length  
The length of ..... varies depending on .....  
What is interested/ striking is that .....  
Contrary to .....  
....., whereas .....  
There are exceptions of course.  
As a rule,.....  
In most cases .....  
In addition .....  
In general ....., although .....

## **Homework**

Prepare a presentation on one of these suggested topics for the next class

- Police training system in your country
- Suggestions for changes to improve the existing police training system
- Police training system in a country you have visited

## Police Training in England and Wales

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Police training in my country Qualification received, courses/schools attended	Inefficiencies of the present police training	Suggested changes



# Police Training in England and Wales

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## Teacher's notes

### Procedure:

#### 1. Ask Ss questions:

What qualities are demanded from candidates who want to join the police?

What examinations did you have to take to enter the course/academy?

How many various police training courses had you done before you came here?

#### 2. Reading

A. Divide Ss into 4 groups. Distribute worksheets and refer Ss to the text presenting entrance examinations and basic police training in England and Wales. Ask them to compare the police training systems in the diagram and in their own country reflecting on their own experience. Draw their attention to the vocabulary box they may need. Ask them to fill in the first column of the table

B. Debrief in two groups. Encourage Ss to add notes to the first column if necessary

C. Ask Ss to read text about the inefficiencies of the police training in England and Wales. Ask them to fill in the second column of the table about the inefficiencies in their country

D. Ask Ss to decide in groups what changes need to be introduced into the police training in their country in order to improve the present training system. Encourage them to fill in the third column of the table.

E. Debrief in the class.

F. Ask Ss to take the notes on the suggested changes.

#### 3. Homework

Ss prepare a presentation on one of the suggested topics for the next class

# Reports

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**A: Look at the report extract.**

**What are the conventions of report writing?**

## **2 Victims and witnesses**

### **2.1 The Victims Charter**

The Victims Charter sets out what sort of service victims of crime should expect.

### **2.2 The Courts' Charter**

The Courts' Charter ensures that all users of the Crown Court know what to expect from their dealings with the court.

### **2.3 Witnesses**

The witness service offers information on court procedures and practical help when appearing in court.

## **B: Useful phrases for report writing**

<b>sequence</b>	first, secondly, ....., finally
<b>talking generally</b>	in general, typically
<b>making a contrast</b>	on the other hand, nevertheless
<b>additions</b>	in addition to this, moreover
<b>examples</b>	for example, e.g.
<b>making a statement</b>	it is possible/probable that ... It seems/appears that ..... ..... tends to be ..... .... is likely to/is expected to/will probably/ might.... ....probably will not/is not expected to/ is unlikely to ...
<b>rephrasing in a different way</b>	In other words
<b>giving a result/consequence</b>	For this reason.....
<b>Concluding</b>	On balance, ..... Taking everything into consideration,.. In conclusion, .....

## **C: Remember when writing a report you should:**

- ✓ put topic sentences first, each one introducing and summarizing a new idea;
- ✓ expand each topic sentence into a full paragraph by adding another sentence or two, keep sentences brief and use simple grammatical structures;
- ✓ use linking words to help the reader to see how your argument is developing;
- ✓ use an impersonal style;
- ✓ keep the reader in mind

# Reports

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## Teacher's Notes

**Summary:** This worksheet practices the skills of writing a short report.

**Preparation:** Print the jumbled exercise attached in the required number and cut it

## Procedure:

1. Ask students the following questions:

Have you ever written a report?

What do you think are the features of a good report?

What reports might you be asked to write?

Who would ask you to write a report and why?

Who would read the report?

Make a list of principles to be followed when writing a report, i.e.

- ordered structure
- formal language
- clear layout

2. Distribute the jumbled parts of the report and their descriptions and ask Ss first to match and then to arrange them in a logical order. Use enclosed sheet.

3. Check

4. Students look at the report extract and decide what the conventions of the report and paragraphing in the report are.

- a. Each section of the report has a number and a heading

Eg 2 **Victims and witnesses**

- b. Each paragraph has a number and a heading

Eg 2.2 **The Courts' Charter**

- c. Each paragraph has only one topic

5. Focus Ss attention on the box of report language.

# Reports

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<b>Descriptions of parts of the report</b>	<b>Parts of a report</b>
What the report is about	<b>Title</b>
What you were asked to investigate, who instructed you and when the report is required	<b>Introduction</b>
The information or facts	<b>Proceedings/Findings or Main Body of the Report</b>
What you think about the information	<b>Conclusions</b>
What you think should be done	<b>Recommendations</b>
Supporting information not included in the main body of the report	<b>Annexes</b>
	<b>Executive Summary</b>

# Stress

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Stress has a considerable impact on officers and work in law enforcement is widely regarded as highly stressful. Police officers are often faced with stressful situations during a routine tour of duty. Their bodies' response to these stressful situations is good since it prepares them for an emergency but the stress response takes its toll on the officers' physical and mental states.

## **What is stress?**

Stress is the body's reaction to stressors that upset the body's normal state. Stressors can be physical, mental, or emotional. Some experts say that stress alone probably does not cause illness, but it contributes to circumstances in which diseases may develop. Stress weakens and disturbs the body's defense mechanisms.

## **Factors Causing Stress in Policing**

Although most people have stress in their careers or lives, studies have found evidence of particularly high rates of stress in certain professions. Some have called policing the most stressful of all professions.

According to researchers, factors leading to stress in police work include

- Inadequate training
- Poor pay, equipment and working conditions
- Frequent exposure to brutality
- Fear about job competence and safety
- Lack of job satisfaction
- Public's lack of support
- Negative or distorted media coverage
- Work overload

This list covers both external and internal stressors, stressors in law enforcement work itself, and stressors confronting the individual officer.

## **Effects of Stress on Police Officers**

Too much stress affects health and may eventually lead to such serious health problems as hypertension or a heart attack. Studies also indicate that police have higher rates of divorce, suicide, and other manifestations of stress than other professions. One study of 2,300 police officers in the US revealed that:

- 37 percent had serious marital problems;
- 36 percent had health problems;
- 23 percent had problems with alcohol;
- 20 percent had problems with their children, and
- 10 percent had drug problems.

Other researchers estimate that between 20 and 30 percent of all police officers have an alcohol problem. The typical drinker is single, over 40 years of age, with fifteen to twenty years of police experience. Studies indicate that after killing someone in the line of duty police officers suffer post-shooting trauma that may lead to severe problems, including the ruin of their careers. 70 percent of these officers leave the police force within seven years after the shooting incident. There is a growing trend of officers committing suicide. Statistics tell us that twice as many officers die in New York "by their own hand" as those that are killed in the line of duty.

# Stress

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## Teacher's Notes

! The topic is not supplemented with student's worksheet.

1. Ask Ss the questions:

- Describe the most successful situation at work.
- What was the most difficult situation in your police career?
- What made it hard to handle?
- How did you manage?
- What did you feel then?
- Which events do you usually remember better, the good ones or the bad ones?
- Why?
- Are you more of an optimist or a pessimist?
- Which people are more likely to suffer stress, optimists or pessimists / extraverts or introverts?

2. Tell Ss the joke:

*If you wake up and you do not feel stressed,  
You are probably dead.*

Help students to conclude that stress is part and parcel of our daily life.

3. Ss read the text.

4. Ask Ss if they agree with the list of stressors given in the text.  
Point out that the research was carried out in America.  
Ask if they share the problems in their own work environment.  
Encourage students to discuss the issue.
5. Say that we cannot avoid stress. Still, we can develop ways to manage it.  
Divide Ss into two teams. Team A works on ways of managing stress by individuals, team B works on solution on police authorities' level.
6. Teams report findings; followed by discussion
7. Ss put down their ideas on a poster. Stick the poster to the wall/board.  
Encourage Ss to complete it with new ideas whenever they feel like it.
8. After 2 weeks you may ask Ss to write a concluding memo/leaflet on ways of managing stress.

*! (This is a good awareness-building exercise that may help students cope with stress-related problems.)*

# The Seven Deadly Sins

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## The Seven Deadly Sins

What are the seven deadly sins? They are wrath (or anger), sloth (laziness), envy, greed, gluttony (eating too much for pleasure), pride and lust. And they are very bad for you.

They are also the flavours of a new version of Magnum ice-creams recently brought out by Unilever. Some European church leaders have even been getting angry about the new ice-creams (even though that is a deadly sin). They claim that sins are a serious matter and that eating the ice-creams with these names will encourage people to turn away from the church. Others, outside the churches, believe that it will be good publicity for the churches on the basis that there is no such thing as bad publicity. Certainly the manufacturers must be happy about the free publicity caused by the churches' complaints.

More seriously, a few years ago Fred Pryor Seminars drew up a classification of people, who were difficult to work with, based on the seven deadly sins. They identified seven classic types of deadly sinners. The **Autocratic Dictator** keeps others down and is quickly angered and unpredictable. The **Critical Advice Giver** thinks they are the world expert of everything and looks down on everyone else. The **Tight Lip** doesn't communicate except in angry monosyllables. The **Back Stabber** spreads nasty rumours about people and then acts all innocent. The **Fault Finder** finds problems with everything and blames everyone else. The **Soothing Delayer** pleasantly refuses to do things and tells people not to worry.. The **Downer** thinks that everything is going to get worse and depresses everyone.

### A: Now answer these questions

1. How did Unilever use the names of sins in its business?
2. What flavour (sin) ice-cream is your favourite?
3. What other sins would you add to the list?

**B: With a partner create a situation describing a sin without mentioning it by name, the others guess the sin described.**

**C: Which adjectives relate to the types of people in Fred Pryor Seminars classification? Write three features for each type in the middle column.**

The Autocratic Dictator		reserved	easy-going
The Critical Advice Giver		snobbish	irresponsible
The Tight Lip		shy	gloomy
The Back Stabber		aggressive	lazy
The Fault Finder		pessimistic	ambitious
The Soothing Delayer		moody	nosey
The Downer		critical	grudging
		cowardly	distrustful
		bossy	intolerant
		self-confident	closed
		big-headed	

# The Seven Deadly Sins

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## D. Vocabulary and Speaking

1. What kind of people is it easy/difficult to work with?  
Use the list of the adjectives given below.

unreliable  
unfriendly  
enthusiastic

flexible  
cautious  
selfish

spontaneous  
insensitive  
co-operative

dishonest  
consistent  
creative

extrovert  
indecisive

2. Which features of character do you think are required to be a police officer? (eg. tolerance, ability to listen). Which of the mentioned features do you yourself have?
3. Describe the work style, behaviour and character of a person in the room without mentioning his name. Others guess who the person is.
4. Which sins are the motives for these crimes and behaviours?

murder  
adultery  
rape

theft  
vandalism  
treason

arson  
pickpocketing

speeding  
fraud



# The Seven Deadly Sins

---

## Teacher's Notes

### Procedure:

1. Before reading the text ask the students the following questions:
  1. When did you last read the Bible?
  2. When did you last confess?
  3. What are deadly sins?
  4. What do you think the text "The Seven Deadly Sins" is about?
2. Give out a copy of the worksheet. Ask the students to cover the questions beneath the text. Students read and react to the text.
3. Ask the students whether their predictions were correct.
4. Then students answer the questions under the text.
5. Ask the Ss to create a situation, describing a sin, without mentioning it by name, the others guess the sin described.
6. Adjectives - suggested answers:

The Autocratic Dictator	bossy, aggressive, ambitious
The Critical Advice Giver	snobbish, big-headed, self-confident
The Tight Lip	reserved, closed, shy
The Back Stabber	cowardly, nosy, distrustful
The Fault Finder	grudging, critical, intolerant
The Soothing Delayer	lazy, easy-going, irresponsible
The Downer	moody, pessimistic, gloomy

7. Allow students enough time for discussion.

If you feel the group can cope, offer the following for discussion:

**Is there a difference between the morality the church advocates and the morality of ordinary life?**

# Corruption

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## **A: Is the EU corrupt? Have you heard of any corruption cases in the EU? What happens to people who are corrupt?**

The NGO Transparency International (TI) (<http://www.transparency.org>) regularly announces a Corruption Perception Index (CPI) of countries. In 2002 Peter Eigen, Chairman of Transparency International said that:

'Politicians increasingly pay lip-service to the fight against corruption but they fail to act on the clear message of TI's CPI: that they must clamp down on corruption to break the vicious circle of poverty and graft. Seven out of ten countries score less than 5 out of a clean score of 10 in the CPI 2002, which reflects perceived levels of corruption among politicians and public officials.'

There were some surprises in the figures when for example some ex-communist countries were ranked as less corrupt than some EU countries like Italy and Greece.

The fight against corruption has been a big issue during EU Accession negotiations with the EU concerned about corruption penetrating the EU. The TI survey suggests that the EU should also concern itself more with existing corruption in existing member countries.

But where is the EU itself in the figures? In 1999 complaints about corruption, cronyism and abuse of power led to the resignation of the entire commission and investigations by the European parliament. In fact the cause of the resignation was not the corruption allegations themselves but the fact that the whistleblower, Paul van Buitenen, was suspended from his job on half pay while the accused commissioners were suspended on full pay. Buitenen eventually resigned in April 2003 saying that nothing had changed and that there had been no reform. No charges have been brought against those accused.

A report by the European Commission's anti-fraud unit says that the EU lost a billion dollars in 2002 due to crime and corruption.

The EU Commissioner for Reform and Vice-President, Neil Kinnock, has published a 'whistleblowers' charter' to protect whistleblowers careers and said that 'I have long held the view that conscientious and responsible whistleblowing in public and private sector organisations is necessary and justified.'

Yet in May 2003 the EU's chief accountant, Marta Andreasen, was sacked after she went public with allegations that the EU accounting system was full of loopholes and that people could take money without leaving any traces in the computer systems. Mr Kinnock said that she was sacked because she had not followed correct procedures. She said Mr Kinnock and Romano Prodi both ignored her complaints but that she had really been forced out by fonctionnaires determined to protect the system run by a French Director General.

While there seem to be problems with the EU bureaucracy itself, with individual member states' attitudes towards alleged corruption vary. In the south, in Italy, the Prime Minister, Silvio Berlusconi is on trial accused of trying to bribe a judge (May 2003) and the French President Jacques Chirac has only escaped prosecution because of immunity. In the north, in Sweden, Mona Sahlin's career as an MP came to an end when she charged some nappies, chocolate and perfume worth 70 Euros to a government credit card in 1995.

A good question to ask is - who will the new member states align themselves with – the more 'relaxed' Catholic south or the 'stricter' Protestant north?

# Corruption

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## B: Answer the questions

1. What does TI's survey say about corruption?
2. What were the complaints about corruption in 1999? Where did this lead to?
3. What does the report by the European Commission's anti-fraud unit say?
4. Why was the EU's chief accountant sacked?
5. What is the difference between attitudes towards corruption in northern and southern countries?

## C: Vocabulary

Find the words in the text which match the following definitions:

1. to fight/combat
2. to move into or through (something)
3. giving your friends a job
4. wrong use of power
5. accusing somebody of doing something that is wrong or illegal
6. a person who informs people in authority or the public that the company they work for is doing something wrong or illegal
7. a mistake which people can take advantage of
8. to ally with

## D: Write an essay: 'Police are losing the fight against corruption' Discuss.

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Rank	Country	CPI 2002 score	Rank	Country	CPI 2002 score
1	Finland	9.7	33	Hungary	4.9
2	Denmark	9.5	36	Belarus	4.8
5	Sweden	9.3		Lithuania	4.8
7	Luxembourg	9.0	44	Greece	4.2
	Netherlands	9.0	45	Bulgaria	4.0
10	United Kingdom	8.7		Poland	4.0
12	Norway	8.5	51	Croatia	3.8
	Switzerland	8.5	52	Czech Republic	3.7
15	Austria	7.8		Latvia	3.7
18	Germany	7.3		Slovak Republic	3.7
20	Belgium	7.1	68	Uzbekistan	2.9
	Spain	7.1	71	Russia	2.7
23	Ireland	6.9	77	Romania	2.6
25	France	6.3	81	Albania	2.5
	Portugal	6.3	85	Georgia	2.4
27	Slovenia	6.0		Ukraine	2.4
29	Estonia	5.6	93	Moldova	2.1
31	Italy	5.2	95	Azerbaijan	2.0

(Information from Transparency International CPI 2002)

# Corruption

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## Teacher's Notes

### Procedure:

1. Ask the students: Is corruption a problem in your country?  
Discuss with students.
2. Further discussion
  - a) Write a list of countries on the board. Estonia, Italy, Finland, Latvia, Russia, Germany, Norway, Lithuania, Azerbaijan, France
  - b) Ask the students to put them in order starting with the least corrupted country, the students compare their lists
  - c) Give the students the CPI 2002 score list, the students compare their lists with the CPI list.
3. Follow -up questions:

Is your country corrupt?  
Which countries are more corrupt, northern or southern countries?  
What could be the reasons?
4. Ask students to discuss **A** on the worksheet before reading the text.  
Check answers to question after reading.
5. Discuss final question **in the text**.
6. Check questions in **B**.
7. Vocabulary Key
  1. to clamp down on
  2. to penetrate
  3. cronyism
  4. abuse of power
  5. allegations
  6. whistleblower
  7. a loophole
  8. to align with

# Criminal Justice System

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## Teacher 's notes

**Summary:** This worksheet practices the skill of preparing and delivering a short presentation.

## Preparation:

Prepare a transparency with the structure of the Criminal Justice System in England and Wales which was taken from a UK Home Office report.

## Procedure:

1. Ask Sts to make notes while they are listening to the teacher's presentation.
2. Read the following presentation.

Can everyone see? Well, good morning ladies and gentlemen. Thank you for coming. Before we start, I'd like to introduce myself.

My name is..... and I am the .....(position) of .....(agency/ unit).

I'm here today to talk about the structure of the Criminal Justice System in England and Wales.

I'm going to look at three main areas.

First, I'll talk about the Home Office.

After that I will describe the responsibilities of the Lord Chancellor's Department.

And finally, I will move to the Attorney General's Office.

My presentation will take around ..... minutes. There will be time for questions at the end.

As you can see from the diagram, the English Criminal Justice System is very complicated. It consists of three elements. The Home Office, Lord Chancellor's Department and Attorney General's Office are the three main government departments with responsibility for the CJS, providing the policy framework, objectives and targets, funding development and support functions.

First of all, I'd like to talk about the Home Office, which is the equivalent of the Ministry of the Interior in many other countries, deals with matters relating to criminal law, the police, prisons and probation. The Home Secretary also has general responsibility for internal security. The police service is organised into 43 local forces which are overseen by Local Police Authorities. These bodies are responsible to the local authorities and the Home Office. The Home Office is also in charge of various prison institutions ranging from open prisons to high security establishments.

Secondly, I'd like to look at the Lord Chancellor's Department which deals with matters relating to the judiciary and administers the Higher Courts by means of the Court Service. The Lord Chancellor is the head of the Judiciary. Magistrates' Courts are administered through local Committees within a national framework set by the LCD. Crown Courts hear major criminal cases, where the defendant is tried by a judge and jury. The Magistrates' Courts hear cases of petty crime, such as domestic violence and traffic offences. Magistrates are unpaid officials who have no legal qualifications.

Finally, moving to the Attorney General's Office. This body supervises the Crown Prosecution Service, which is responsible for the prosecution of criminal cases. It is headed by the Director of Public Prosecutions, and the CPS decides whether to prosecute a case or not.

In conclusion, I'd like to highlight the fact that there are three main bodies which control the Criminal Justice System: the Home Office, Lord Chancellor's Department and Attorney General's Office. Right, I think that's everything. Let me finish by thanking you very much for your attention. And now, if you have any questions, I'll be happy to answer them.

# Criminal Justice System

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3. Check the Sts' notes.
4. Distribute gapped copies of the presentation and ask Sts to fill them in while listening to the presentation for the second time.
5. Check the answers.
6. Depending on how much time you have and what your Sts know about the topic, either ask them to prepare similar presentations on their CJS in class, or assign it as homework. It would be a good idea to encourage the Ss to give the presentation using only notes prepared from a script.

**Optional exercise:**

You may ask your Ss to prepare a similar presentation on CJS of other countries.

# Criminal Justice System

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Can everyone see? Well, good morning ladies and gentlemen. Thank you for coming.

\_\_\_\_\_ we start, I'd like to introduce myself.

My name is \_\_\_\_\_ and I am the \_\_\_\_\_ (position) of \_\_\_\_\_ (agency/unit).

I'm here today to talk about the structure of the Criminal Justice System in England and Wales.

I'm going to look at three main areas.

First, I'll talk about the Home Office.

\_\_\_\_\_ I will describe the responsibilities of the Lord Chancellor's Department.

And finally, I will move to the Attorney General's Office.

My presentation will take around \_\_\_\_\_ minutes. There will be time for questions at the end.

\_\_\_\_\_ from the diagram, the English Criminal Justice System is very complicated. It consists of three elements. The Home Office, Lord Chancellor's Department and Attorney General's Office are the \_\_\_\_\_ main government departments with responsibility for the CJS, providing the policy framework, objectives and targets, funding development and support functions.

\_\_\_\_\_, I'd like to talk about the Home Office, which is the equivalent of the Ministry of the Interior in many other countries, deals with matters relating to criminal law, the police, prisons and probation. The Home Secretary also has general responsibility for internal security. The police service is organised into 43 local forces, which are \_\_\_\_\_ by Local Police Authorities. These bodies are responsible to the local authorities and the Home Office. The Home Office is also in charge of various prison institutions ranging from open prisons to high \_\_\_\_\_ establishments.

\_\_\_\_\_, I'd like to look at the Lord Chancellor's Department which deals with matters relating to the judiciary and administers the Higher Courts by means of the Court Service. The Lord Chancellor is the head of the Judiciary. \_\_\_\_\_ Courts are administered through local Committees within a national framework set by the LCD. Crown Courts hear major criminal case, where the defendant is tried by a judge and jury. The Magistrates' Courts hear cases of petty crime, \_\_\_\_\_ domestic violence and traffic offences. Magistrates are unpaid officials who have no legal qualifications.

\_\_\_\_\_, moving to the Attorney General's Office. This body supervises the Crown Prosecution Service, which is responsible for the prosecution of \_\_\_\_\_ cases. It is headed by the Director of Public Prosecutions, and the CPS decides whether to prosecute a case or not.

\_\_\_\_\_, I'd like to highlight the fact that there are three main bodies which control the Criminal Justice System: the Home Office, Lord Chancellor's Department and Attorney General's Office.

Right, I think that's everything. \_\_\_\_\_ by thanking you very much for your attention. And now, if you have any questions, I'll be happy to answer them.

[illegible]



# Police and Criminal Slang

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These slang words and phrases are used by criminals and police officers in the UK. Are there similar slang words and phrases for these things in your language?

**Angler:** a thief who uses a rod or pole to steal from ground-floor windows.  
**Bamber, to do a:** UK police expression which means to make a mistake.  
**Blag:** a violent robbery or raid; the act of using clever talk or lying to get something  
**Brief:** a solicitor or barrister  
**C.P.S.:** Crown Prosecution Service  
**Con:** convict, confidence trick  
**Cush:** savings to fall back on. From cushion.  
**Datastreaming:** a growing crime where a hacker obtains credit card details to create counterfeit cards.  
**Down, going:** to be sent to prison  
**End:** share proceeds from a crime.  
**Front:** a person with a clean criminal record who provides an acceptable face for a known criminal who is the real owner of a club or business.  
**Gate fever:** the emotion shown by a prisoner nearing the end of his sentence.  
**Grass:** an informer  
**Hobbit:** a prisoner who complies with the system.  
**Icecream:** a narcotic.  
**Jumper:** a thief who steals from offices.  
**Kremlin:** New Scotland Yard.  
**Lag:** a person who has been frequently convicted and sent to prison. Often 'old lag'.  
**Local nick:** police station  
**Lump, The:** building site fraud to avoid payment of income tax.  
**M.O.:** modus operandi. The way in which a criminal commits a crime.  
**Nick:** to arrest someone  
**Nut:** the expenses incurred by a thief setting up a robbery or theft.  
**Obbo:** police observation on criminals.  
**Padding:** unscrupulous police practice of adding to a drugs haul to upgrade an arrest and ensure a conviction.  
**Q.E.:** Queen's evidence. An accomplice in a crime giving evidence in the hope of a lighter sentences.  
**Ramp:** a police search or a criminal swindle.  
**Shoulder-surfing:** stealing pin numbers at cashpoints for use later with copied cards.  
**Slammer, the:** prison.  
**Snitch:** informer  
**Sorted:** everything is organised eg: 'It's sorted.'  
**Supergrass:** a very important Mafia informer  
**Time, to do:** to serve a prison sentence  
**TWOC:** to take without the owners consent. A Twocer is someone who steals vehicles etc.  
**Upstairs:** to be convicted at the crown court. The dock is reached by climbing the stairs from the cells.  
**VPU:** Vulnerable prisoner unit, used to keep prisoners likely to be victimised away from other prisoners.  
**Window warrior:** a prisoner who constantly shouts from his cell window.  
**YOIs:** Young offenders institute.  
**Zombie:** a particularly nasty prison officer - more dead than alive.

## Professional English for International Communication (Police)

### **Introduction**

These materials are the product of the Police Materials and Professional Development Course which was held in Haapsalu and Tallinn, Estonia in June 2003. The course was part of the Peacekeeping English Project which is funded by the British government and managed by the British Council.

The course was aimed at training the teachers in materials development by engaging them in a constructive and reflective dialogue during the actual professional practice of materials development.

### **The Writing Team**

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## Professional English for International Communication (Police)

### **Professional English for International Co-operation (Police)**

Professional English for International Co-operation (Police) can be characterised as the English and skills that serving Police Officers and Police Department personnel need in order to engage with counterparts and counterpart institutions in other countries. The topic areas and language focus is on policework and the criminal justice system but similar registers could be devised for other Ministry of Internal Affairs personnel eg Border Guards and civil servants engaged in EU accession and co-operation.

#### **Target Audience:**

- Serving police officers (including specialists involved in Forensics) involved in co-operation with counterpart institutions from other countries and multinational institutions like Interpol.
- They will be engaged in formal and informal communication with these counterparts.

#### **These police officers are likely to have to:**

- communicate by telephone, fax, e-mail and formal letter on a routine basis
- attend and actively participate in conferences on general law enforcement matters
- attend and actively participate in conferences on their areas of specialisation
- present at above conferences
- attend and actively participate in training session in their own country given by outside agencies
- attend and actively participate in training sessions held outside their country by outside agencies
- attend and participate in meetings with counterparts
- participate in social events and maintain relationships with contacts using English
- make and respond to queries for specific information and help
- respond to questionnaires
- read and understand complex reports and academic articles in their field in English
- negotiate on a variety of issues
- explain complex procedures and legal requirements
- give and support their opinion and express their personal and professional attitude towards issues of interest

#### **They will need to talk about**

- themselves and their family
- their interests etc
- their work
- their country

## Professional English for International Communication (Police)

- their institution in general and their department in particular
- the criminal justice system in their own country
- regional security issues such as cross-border crime, drug-smuggling, people trafficking, illegal migration, international co-operation in the region
- human rights
- past events and the current situation
- arrangements and future meetings and co-operation

### **They will need to:**

- expand their knowledge of criminal justice system vocabulary
- expand their knowledge of the criminal justice systems in other countries
- develop their general grammatical and vocabulary knowledge (on top of their already existing General English knowledge)
- develop their speaking and listening skills for a variety of domains (as suggested above)
- develop their reading and writing skills

Students for this type of course should be of at least intermediate level (Council of Europe Level B1) because in their work they will need a sound basis of General English in addition to this specialised English. Their General English is best developed by an outside agency, eg a private language school, if such general courses are not already available in-house.

### **The Approach of the Materials**

The basic approach of the materials is to provide an interesting text on a relevant topic on which to base language and skills work. One noticeable feature of the worksheets is that there are no grammar exercises. This was not a deliberate policy and the writing team decided this themselves. Obviously for a balanced course additional texts and topics and grammar work will need to be added.

The aim was to produce texts which could either act as a core of a course or be used to supplement other courses.

### **The Attitude of the Texts**

The texts were written from multiple sources to avoid copyright problems. Most of the texts try to present an unusual slant on a topic eg human rights, to avoid the situation of everyone agreeing with the text.

### **The Level**

Level is a difficult thing to define as so you, as teacher, should work through the material and decide if it is suitable for your students. As a rough guide upper-intermediate students should be able to cope with the materials.

## Professional English for International Communication (Police)

### **Timing**

Timing is another issue which we have not addressed as it depends on the students and your context. Again, look through the material and decide how you want to use it.

### **'Copyright Free'**

The materials are 'Copyright Free' and may be freely copied and used in their original form, as long as the 'Copyright Free' label and credit to the Haapsalu Writing Team are clearly seen.

**Tallinn, Estonia 7<sup>th</sup> June 2003**

# Presentations

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**A:** Find someone who...

	Name
...has listened to a presentation recently.	
...is confident when they deliver a presentation.	
...has delivered a presentation recently.	
...is unfamiliar with presentation skills.	
...is embarrassed when they speak in public.	

**B: Getting started:** What makes a good presentation? Discuss in groups.

**C: Stages:** What are the different stages of a presentation?

**D:** Below you will find two alternative ways of expressing yourself appropriately in a presentation. One is formal, and the other is less formal. Work in pairs to place the expressions into the correct categories. Can you add to them?

## Introduction:

Good morning, Ladies and Gentlemen; Morning everyone; My name is...; I'm responsible for...; I want to tell you about...; I'm...; If you have any questions, I'll be happy to answer them.	
<b>Formal</b>	<b>Less formal</b>

## Main Part:

Finally; First of all; I'd like to look at...; That brings me to the last point which is...; As you know...; Now let's move on to the question of...; Moving on quickly to...;	
<b>Formal</b>	<b>Less formal</b>

## Conclusion:

In conclusion let me briefly summarise the main points; I think that's everything; That's all for now;	
<b>Formal</b>	<b>Less formal</b>

## Questions:

Any questions Could you be more specific? Do you have any questions? You've raised an important point there; I'll get back to you at the end of the presentation if you don't mind. Do you agree?	
<b>Formal</b>	<b>Less formal</b>

**E:** Prepare the introduction of a presentation.

# Presentations

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## Teacher's Notes

**Summary:** To provide a framework for the duration of the course with regard to effective presentation skills.

**Preparation:** Photocopy text (one copy per student) – supplementary materials; make sets for 4/5 groups of stages of presentation – cut and laminate if possible

## Procedure:

- 1) Ss circulate and ask questions to as many other members of the group as possible. The objective is to 'find someone who...' and to get a different name in each box. Refer Ss to the instructions for section A. Short discussion at teacher's discretion.
- 2) Ask Ss what makes a good presentation. This could be in the form of a whole class debate or in small groups. At this stage, do not be judgmental.
- 3) Now tell Ss that you are going to give them some advice written by an expert. Ask them to read the text carefully. The text has been written to describe how **not** to do it, but do not tell the Ss this. Let them discover it. Hopefully a bright student will question the content early on.
- 4) Hold short feedback slot. What is the class opinion of the advice?
- 5) Ss work in groups. Give out OHT's and pens (if possible). Groups make a list of **good** advice based on the text (ie the opposite). One member of each group talks the Ss through their ideas in front of the class. Hold short feedback slot and give out copies of reference sheet (supps)
- 6) Refer to instructions for section C. Ask Ss what the different stages of a presentation are.
- 7) Give out sets of cut-up stages to each group. Ss put stages in order. Suggested order: *greeting, your name, your position, reference to audience, topic, brief overview, timing, when to ask questions, first item on agenda, next item, final item on agenda, conclusion, summary, thanking the audience*. Note – *questions* and *personal input* are subjective and open to discussion.
- 8) Refer to instructions for section D. Ss complete tables.
- 9) Ss prepare the introduction to a presentation (greeting – when to ask questions)

# Presentations

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**Teacher's Notes – supplementary materials**

**Text for section B – one for each group**

## **What makes a good presentation?**

Make sure you don't get up too early on the morning of your presentation. The evening before will have been busy, having dinner and drinks with people, so you need as much time as possible in bed to compose your thoughts. Don't worry about checking your equipment. Someone less important will be doing this for you.

Your audience is interested in you, so make sure you tell them about all your accomplishments during the introduction. It doesn't matter if you haven't prepared the first minute. After all, they are here to listen to you – the expert – so anything goes at the beginning.

Don't simplify your presentation too much. Show your superior intelligence by using long words, expressions and jargon. It is of no consequence if you pause or mumble – all the best university lecturers speak in this way. Your audience will be hanging on to your every word anyway.

Remember that humour is important, so you should prepare a few jokes. Anticipate much laughter – pause for applause! This will compensate for your lack of visual aids.

Last of all, make sure you have planned your exit strategy. The last thing you want is to have to answer questions from people who will never truly understand your point of view.



# Presentations

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## Teacher's Notes – supplementary materials

**Mark Powell's excellent book 'Presenting in English' (ISBN 1899396306) has a list of tips extracted below. The book contains explanations of these points and lots more.**

### How to become a good presenter

- 1) Leave nothing to chance
- 2) Know exactly how to start
- 3) Get straight to the point
- 4) Talk to your audience
- 5) Know what works
- 6) Remember the 4 C's – be clear, concise, calm and confident
- 7) Speak naturally
- 8) Know your audience
- 9) Treat your audience as equals
- 10) Be yourself
- 11) Take your time
- 12) Don't make a special effort to be funny
- 13) Let your visual aids speak for themselves
- 14) Never compete with your visuals
- 15) Develop your own style
- 16) Enjoy the experience
- 17) Welcome questions from your audience
- 18) Finish strongly

# Presentations

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Teacher's Notes – supplementary materials

Cards for section C

<b>Greeting</b>	<b>Your name</b>
<b>Your position</b>	<b>Reference to audience</b>
<b>Topic</b>	<b>Brief overview</b>
<b>Timing</b>	<b>When to ask questions</b>
<b>First point</b>	<b>Next point</b>
<b>Final point</b>	<b>Conclusion</b>
<b>Summary</b>	<b>Thanking the audience</b>
<b>Questions</b>	<b>Personal input/hook</b>

# Imprisonment and Early Release

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Governments consider prisons the main form of punishment available to the criminal justice system. But is the system as effective it is supposed to be?

One objectives of imprisonment is to rehabilitate offenders, to correct their attitudes and anti-social behaviour. The second important aspect is to provide public safety by isolating them. It also functions as a warning to the rest of the society to deter others from committing crimes.

On the one hand the system satisfies society and victims' need for retribution. On the other hand this leads to further problems because the victims are interested in longer prison terms. This makes prisons overcrowded and consumes more and more tax-payers' money.

Research carried out in America shows that prisoners serve only a fraction of their sentences

- Average sentence for murder was 15 years imprisonment, but the actually served was 5,5 years.
- The figures for rape were 8 years in prison and 3 years served.

To avoid prisons being overcrowded and to relieve the tax payers burden Great Britain introduced a system of electronic tagging. Apart from being expensive it also turned out to be ineffective as these figures show:

- 1,638 crimes have been committed by prisoners who would have otherwise been in jail since the tagging scheme began in 1999.
- The crime spree includes 229 violent offences, 6 sex crimes and more than 500 cases of theft and fraud.

Under the home detention curfew scheme, which was introduced to ease overcrowding in jails, about 3000 prisoners a year are allowed to serve out the last 3 months of their sentences at home under electronic surveillance. Many prisoners simply took off their tags and were 'unlawfully at large'.

# Imprisonment and Early Release

## A Put the jumbled words into the five categories below.

steal	theft	burglar	minor	
confess	slammer	burgle	manslaughter	
battery	interrogate	abusive	arsonist	
assassin	penitentiary	rapist	detention centre	
prison	money laundering	jail	hijacker	
violent	hired	serious	fraud	batter

Crimes	Criminals	Custodial institutions	Crime related verbs	Crime related adjectives

## B What is the difference between the following words?

1. prison                      jail
2. murder                      manslaughter                      assassination
3. murder                      homicide
4. burglary                      theft

## C Discuss first in pairs and then as a class why all prisoners can't be released on parole.

## D Discussion.

Work in two groups. One group prepares arguments in support of short time prison sentences. The other group prepares arguments for long term sentences. When you are finished work in pairs with a partner from the other group. Take turns to present your group's arguments as your partner tries to interrupt you using the expressions below and vice versa.

Sorry, but...  
Excuse me,...  
If you don't mind, I would like to mention....  
I see your point, but ...

May I explain my point ...  
I totally disagree with you ...  
With respect ...  
You are completely mistaken ...

# Imprisonment and Early Release

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## Teacher's notes.

### Procedure:

#### 1. Ask Ss:

If they have ever been in prison  
What they would lack most while in prison  
To describe a perfect cell,  
What would cause more discomfort while in prison- physical or mental environment  
What their attitude to prisons and sentencing is

#### 2. Ss read the text. Discuss reactions to text.

#### 3. Students do vocabulary exercise putting jumbled words into the five categories.

### Key

Crimes - battery, manslaughter, fraud, money laundering, theft  
Criminals - hijacker, rapist, burglar, assassin, arsonist  
Custodial institutions - prison, jail, detention centre, slammer, penitentiary  
Crime related verbs - interrogate, confess, steal, burgle, batter  
Crime related adjectives - hired, violent, abusive, minor, serious

#### 4. Ask Ss to find the difference between the words.

### Key

Prison - an institution of maximum security  
Jail - an institution of medium security  
Murder - killing somebody intentionally  
Manslaughter - accidental killing  
Assassination - killing for political reasons or for money  
Murder - BrE  
Homicide - AmE  
Burglary - going into a building by force to steal  
Theft - taking somebody's property

#### 5. Ask Ss to discuss first in pairs and then as a class why all prisoners can't be released on parole. As a support use the box on the worksheet.

#### 6. Discussion

One group has to support short time prison sentences, while the other group supports long term sentences. Then divide Ss in pairs. One presents their team's arguments while their partner tries to interrupt him using the expressions from the worksheet.

#### 7. Homework.

Ask the students to imagine themselves in the shoes of a prison director. Write a formal letter to the Ministry of Justice explaining the prison's needs and supporting them with arguments to get the money.

**or**

Ask the students to write a letter to the Minister of Justice complaining about short sentences and early release of prisoners.

# The Prosecution Process

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**A:** Linking words join one idea to another and help the reader see how your report is organised. Read this report about the CJS in England and Wales and underline linking words or phrases as you go e.g. *firstly*.

## 1. Introduction

This report describes the prosecution process in the Criminal Justice System in England and Scotland.

## 2. The Prosecution Process

Figure 1.2 shows the whole process from the time the crime is reported to the successful prosecution of the criminal.

### 2.1 The Crime

**Firstly** the police either issue a caution or charge the suspect, depending on the seriousness of the crime. Assuming the crime warrants further investigation, the case will typically proceed to the Crown Prosecution Service.

### 2.2 CPS

After that, it is the responsibility of the CPS to decide if it is necessary to proceed with the prosecution. Two factors must be considered – is it ‘in the public interest’ to continue and is there enough evidence? For example victims of rape are often unwilling to testify and hence the case will be dropped.

### 2.3 Magistrate’s Court Hearing

The final hearing is in the magistrate’s court. Magistrates are actually lay-people who listen to opposing presentations of the case and decide on the seriousness of the offence. However the Court Clerk advises on legal questions. A serious offence will automatically go to the Crown Court while a minor crime can be tried in a magistrate’s court.

### 2.4 Triable-either-way offences

For some offences the accused can choose trial by jury. Often these cases get to the first day in the Crown Court but the accused change their plea from not guilty to guilty as a result, wasting time and money.

### 2.5 Trial

The trial is a criminal or civil court case heard before a judge. Obviously, if the accused is found guilty, they are free to go home. If found not guilty, a legal punishment will be given by the court in the form of a sentence. The jury decides if the person is guilty or not guilty based on evidence heard in court while the judge decides upon the sentence.

# The Prosecution Process

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**B:** Now complete the table with the words you underlined. Can you think of other linking words or phrases?

<b>Showing a sequence</b>	<i>Firstly</i>
<b>Talking generally</b>	<i>In general</i>
<b>Making a contrast</b>	<i>Nevertheless</i>
<b>Adding another point</b>	
<b>Giving an example</b>	

**C:** Match each word or phrase from the left with one from the right.

- |                 |                       |
|-----------------|-----------------------|
| • In fact       | <i>Therefore</i>      |
| • i.e.          | <i>Actually</i>       |
| • As a result   | <i>That is to say</i> |
| • In particular | <i>Of course</i>      |
| • Obviously     | <i>Above all</i>      |

Now complete the table by adding the ten words.

<b>Giving real/true/surprising info</b>	<i>As a matter of fact</i>
<b>Saying something is obvious</b>	<i>Clearly</i>
<b>Giving the most important example</b>	<i>Especially</i>
<b>Rephrasing in a different way</b>	<i>In other words</i>
<b>Giving a result/consequence</b>	<i>For this reason</i>

**D:** Work with a partner and develop a diagram representing the prosecution process in your country.

**Homework:** Write a report supporting your diagram using the above text as a model.

# The Prosecution Process

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## Teacher's Notes

**Summary:** To provide a template for writing a report with specific language focus on linking words in order to provide structure and guidance.

**Preparation:** Photocopy and cut up enough copies of stages of the prosecution process in England and Wales for Sts (working in pairs).  
Copy Figure 1.2 which is taken from a UK Home Office Report 'A Guide to the Criminal Justice System of England and Wales'.

### Procedure:

1. Ask Sts what happens in their country from the moment a crime is reported. Elicit stages in prosecution process.
2. Give out cut up copies of diagram. Ask Sts to reconstruct. Circulate and provide assistance.
3. Compare with original text on OHT. Hold feedback stage.
4. Sts read text. There are **3** deliberate mistakes: 1) line 2 - ...England and **Scotland**; 2) line 17 ...the **initial** hearing; 3) ...if **not guilty** they are free to go home...if **guilty**, a legal punishment will be given...
5. Give out worksheet. Refer to instructions for section A. Sts read text and underline any examples of linking words and phrases from the report.
6. Refer Sts to instructions for section B. Sts compare texts in pairs and complete subsequent diagram. Suggested answers:

<b>Showing a sequence</b>	<i>Firstly Secondly Next After that</i>
<b>Talking generally</b>	<i>In general Typically</i>
<b>Making a contrast</b>	<i>Nevertheless On the other hand</i>
<b>Adding another point</b>	<i>In addition Furthermore</i>
<b>Giving an example</b>	<i>For example e.g. For instance</i>

7. Refer Sts to instructions for section C. Sts match words and phrases and add to table. Suggested answers:  
Matching task: *In fact=Actually; i.e.=That is to say; As a result=Therefore; In particular=Above all; Obviously=Of course*

<b>Giving real/true/surprising info</b>	<i>As a matter of fact In fact/Actually</i>
<b>Saying something is obvious</b>	<i>Clearly Obviously/Of course</i>
<b>Giving the most important example</b>	<i>Especially In particular/Above all</i>
<b>Rephrasing in a different way</b>	<i>In other words i.e./ That is to say</i>
<b>Giving a result/consequence</b>	<i>For this reason As a result/Therefore</i>

8. Refer Sts to instructions for section D. In pairs or groups, Sts attempt to develop a diagram of the prosecution process in their country. This is a complex task which may overrun. Also specialist knowledge is required.
9. Sts develop a report based on the model provided.



# The Prosecution Process

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## Cards for stage 2 of lesson

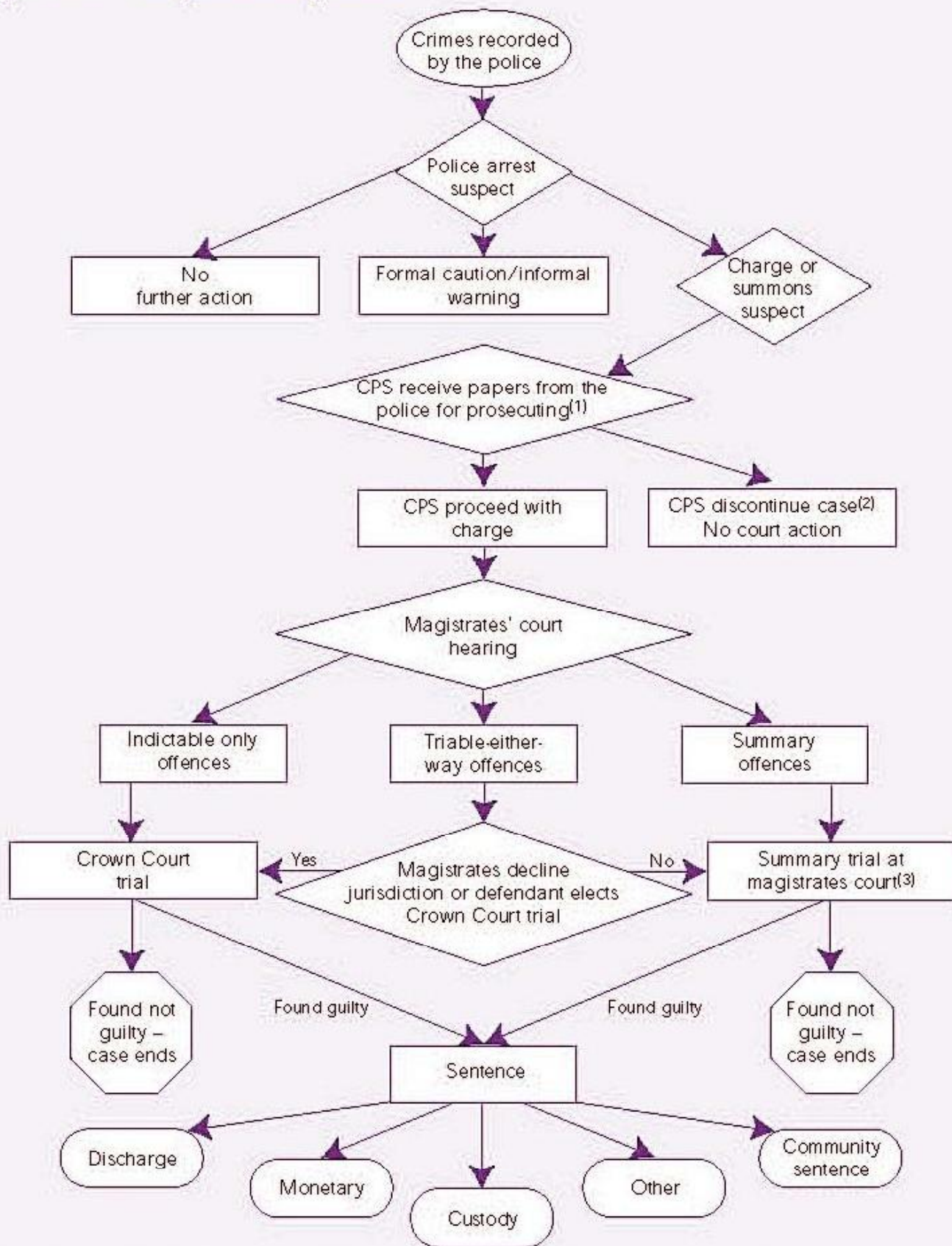
<b>Crimes recorded by the police</b>	<b>Police arrest suspect</b>
<b>No further action</b>	<b>Formal caution/ Informal warning</b>
<b>Charge or summons suspect</b>	<b>CPS receive papers from the police for prosecuting</b>
<b>CPS proceed with charge</b>	<b>CPS discontinue case. No court action</b>
<b>Magistrate's Court hearing</b>	<b>Indictable only offences</b>
<b>Triable-either way offences</b>	<b>Summary offences</b>

# The Prosecution Process

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<b>Crown Court trial</b>	<b>Magistrates decline jurisdiction or defendant elects Crown Court trial</b>
<b>Summary trial at magistrate's court</b>	<b>Found not guilty – case ends</b>
<b>Discharge</b>	<b>Monetary</b>
<b>Custody</b>	<b>Other</b>
<b>Community Service</b>	<b>Sentence</b>
<b>Found not guilty – case ends</b>	

**Figure 1.2: The prosecution process**



# The Prosecution Process

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# The Prosecution Process

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# Transnational Crime

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**A. Here are some definitions of words and phrases connected with transnational crime. Do you know them?**

- |            |   |
|------------|---|
| 1. d _____ | - buying and selling drugs illegally  |
| 2. c _____ | - the crime of making imitation bank notes, coins, jewellery, perfume, footwear, clothing                             |
| 3. m _____ | - transferring illegal or stolen money into an ordinary bank account, usually by a complex process to avoid detection |
| 4. f _____ | - the crime of copying money, documents in order to deceive people  |
| 5. p _____ | - the condition of being sexually interested in children: sexual activity with children                               |
| 6. s _____ | - offence of taking goods illegally in or out of a country, without paying any tax                                    |
| 7. c _____ | - paying money or giving your favour to someone, usually an official, so that he does what you want                   |
| 8. m _____ | - a secret organisation of criminals that originates in Sicily  |

**B. Put the paragraphs of the jumbled text "Transnational Crime" in correct order according to this plan:**

- |   |  |
|---|--|
| 1. Introduction                                 | 4. Development of the world gangs.               |
| 2. Examples of transnational crimes             | 5. Situation in Russia.                          |
| 3. Factors that facilitate transnational crime. | 6. What makes transnational crime so attractive. |

**C. Complete the following sentences, using the ideas from the text.**

- Transnational crime involves several criminal activities, such as \_\_\_\_\_
- The factors that contribute to transnational crime are \_\_\_\_\_
- The most infamous organised crime groups are \_\_\_\_\_
- People think that they can go unpunished when \_\_\_\_\_
- The illegal drugs trade makes up 8 per cent of \_\_\_\_\_ and guarantees \_\_\_\_\_ everywhere.
- To tackle transnational crime effectively, it is necessary to \_\_\_\_\_
- \_\_\_\_\_ are becoming very important weapons in tracing criminals.

# Transnational Crime

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## Teacher's notes

### 1. Ss discuss the following questions in groups.

- What facilitates cross-border crimes?
- What are the reasons that make transnational crime difficult to tackle?
- Are criminals better organised and equipped than police? In which ways?

### 2. Ss do Exercise A.

#### Key

- |                     |                |
|---------------------|----------------|
| 1. drug trafficking | 5. paedophilia |
| 2. counterfeiting   | 6. smuggling   |
| 3. money laundering | 7. corruption  |
| 4. forgery          | 8. the mafia   |

### 3. Ss work in pairs and do Exercise B. They are given the jumbled text (see below) and put the paragraphs in correct order. Then give them the complete text (below)

**Key:** 1D; 2C; 3F; 4E; 5A; 6G; 7B

### 4. Ss complete the sentences from the text (Exercise C)

#### Key

- murder, paedophilia, drug trafficking, money laundering, tobacco smuggling, arms trafficking, credit card fraud, forgery, counterfeiting and people smuggling.
- globalisation and political instability.
- are the US Mafia, the Chinese Triads, the gangsters from the former Yugoslavia and the former Soviet Union.
- the law is inadequately enforced.
- world trade, big profit
- coordinate action between different states, involving police, customs and military authorities.
- DNA profiling and fingerprinting

### 4. Story telling.

**Topics:** Tobacco smuggling, corruption, hijack, car theft

**Time:** 35 minutes

Ss work in groups of 4. Teacher gives each group a topic of a cross-border crime. They elect a secretary of the group who writes down the story. Student 1 begins the story of a cross-border crime beginning with the first sentence. Student 2 adds a sentence etc. Then the group writes a short incident report and presents it to the class.

# Transnational Crime

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## Complete text for students

"As crime becomes increasingly international, police forces around the globe are working together to stem a rising tide of murder, paedophilia, drug trafficking and money laundering" (BBC correspondents Jonathan Marcus and Stephen Eke).

In addition to the crimes mentioned above, transnational crime also embraces a variety of activities, such as tobacco smuggling, arms trafficking, credit card fraud, forgery, counterfeiting and people smuggling.

Experts believe that the rise of transnational crime has been facilitated by two sets of factors. Firstly, globalisation. Freer border controls, the internet, e-mail etc provide new opportunities for criminals. Secondly, economic and technological change go hand-in-hand with political instability. The end of the cold war increased cross-border movements, old systems collapsed and new governments struggled with immature legal systems. As a result, transnational crime is fast becoming a key factor threatening both the economic integrity and political stability of a number of strategically significant states and regions.

Although the world has long known of the US Mafia and the Chinese Triads, the gangsters of the former Yugoslavia and former Soviet Union have only become globally infamous in the last decade or so. There has been a huge explosion in crime because the gangsters have mutated into global players.

The collapse of the Soviet Union has caused the spread of the Russian diaspora to Israel, the USA and elsewhere, which has increased the Russian Mafia's sphere of activities. The situation is really particularly threatening in Russia because of the close relationship of state structures with organised crime. Official corruption reflects only part of the situation. When the law is inadequately enforced, people feel that they can go unpunished. Russia isn't an anomaly. Territory borders have come to represent challenges rather than permanent barriers to the international gangsters.

The global narcotics industry makes enough money and employs enough people to whet the appetite of the most industrialist or management consultant. It is an industry that does not advertise and guarantees a big profit everywhere. Illegal drugs make up 8 per cent of world trade, which is worth more than the combined global market for textiles, clothing, iron and steel.

Transnational crime is clearly a difficult phenomenon to pin down, but a solution may be found in a successful union of strategic intelligence and a joined-up approach to law and policing. It often requires co-ordinated action between government departments of different states, involving police, customs and even military authorities. Interpol keeps a database of the world's most wanted criminals, physical evidence is becoming increasingly important with DNA profiles and fingerprinting as principal weapons in tracing criminals. Specialist-led crime teams are operating in Europe with the aim of tackling drug trafficking and organised crime. Intelligence from these teams has helped officers to investigate paedophilia, pornography, firearms and drug offences.



# Transnational Crime

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## Cut up text and give to students

**A)** The collapse of the Soviet Union has caused the spread of the Russian diaspora to Israel, the USA and elsewhere, which has increased the Russian Mafia's sphere of activities. The situation is really particularly threatening in Russia because of the close relationship of state structures with organised crime. Official corruption reflects only part of the situation. When the law is inadequately enforced, people feel that they can go unpunished. Russia isn't an anomaly. Territory borders have come to represent challenges rather than permanent barriers to the international gangsters.

**B)** Transnational crime is clearly a difficult phenomenon to pin down, but a solution may be found in a successful union of strategic intelligence and a joined-up approach to law and policing. It often requires co-ordinated action between government departments of different states, involving police, customs and even military authorities. Interpol keeps a database of the world's most wanted criminals, physical evidence is becoming increasingly important with DNA profiles and fingerprinting as principal weapons in tracing criminals. Specialist-led crime teams are operating in Europe with the aim of tackling drug trafficking and organised crime. Intelligence from these teams has helped officers to investigate paedophilia, pornography, firearms and drug offences.

**C)** In addition to the crimes mentioned above, transnational crime also embraces a variety of activities, such as tobacco smuggling, arms trafficking, credit card fraud, forgery, counterfeiting and people smuggling.

**D)** As crime becomes increasingly international, police forces around the globe are working together to stem a rising tide of murder, paedophilia, drug trafficking and money laundering" (BBC correspondents Jonathan Marcus and Stephen Eke).

**E)** Although the world has long known of the US Mafia and the Chinese Triads, the gangsters of the former Yugoslavia and former Soviet Union have only become globally infamous in the last decade or so. There has been a huge explosion in crime because the gangsters have mutated into global players.

**F)** Experts believe that the rise of transnational crime has been facilitated by two sets of factors. Firstly, globalisation. Freer border controls, the internet, e-mail etc provide new opportunities for criminals. Secondly, economic and technological change go hand-in-hand with political instability. The end of the cold war increased cross-border movements, old systems collapsed and new governments struggled with immature legal systems. As a result, transnational crime is fast becoming a key factor threatening both the economic integrity and political stability of a number of strategically significant states and regions.

**G)** The global narcotics industry makes enough money and employs enough people to whet the appetite of the most industrialist or management consultant. It is an industry that does not advertise and guarantees a big profit everywhere. Illegal drugs make up 8 per cent of world trade, which is worth more than the combined global market for textiles, clothing, iron and steel.

# Key Word List

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ACCOUNT  
ACCUSED  
ATTORNEY  
BODY  
CHANCELLOR  
COMPLAINT  
CORRUPTION  
COUNTRY  
COURT  
CPI  
CPS  
CRIME  
CRIMES  
CRIMINAL  
CULTURE  
CYBER  
DEADLY  
DECLARATION  
DNA  
EU  
FOREIGNER  
FORENSIC  
FRAUD  
GANGSTER  
GUILTY  
GUN  
ILLEGAL  
MAGISTRATE  
MONEY  
OBLIGATION  
OFFENCE  
OFFICE  
OFFICER  
ORGANISATION  
PERCENT  
PERSON  
POLICE  
POLICING  
PRISON  
PROFESSION  
PROSECUTION  
RIGHTS  
SENTENCE  
SINS  
STATES  
STRESS  
STRESSFUL  
STRESSOR  
TEAM  
TRAFFICKED  
TRAFFICKING  
TRANSNATIONAL  
TRANSPARENCY