

Gyura Veronika

ENGLISH FOR LAW ENFORCEMENT THROUGH VIDEOS

PREFACE

The importance of visual aids and audio in language teaching is hardly debatable. Practice has long shown that the use of multiple channels enhances the classroom experience as well as contributes to student motivation. As early as the 1980's, studies have argued that "video is an innovation that is likely to have a major social impact on education at large"¹ and this prediction has proved correct. The past decades have seen a significant shift from page to screen² and an ever easier access to the technological requirements has facilitated a growing use of video materials in the classroom.

In the 21st century, while interactive resources have been gaining ground, videos continue to have a significant role in language teaching, including teaching the technical language of various fields. Teaching English for law enforcement (EFLE) is no exception. Integrating videos into the EFLE lesson not only provides a great way to improve listening comprehension and other skills but is also an opportunity to introduce authentic materials to students. News and informative videos for the public, as well as documentaries provide a convenient means of teaching technical vocabulary and improving various language skills.

This selection of video resources (all available on the internet) and worksheets aim at serving as an aid for revising and corroborating basic EFLE vocabulary and for introducing new terms specific to the law enforcement related topics covered. It can be used in EFLE classrooms as well as for self-study.

Most of the videos are short (2-5 minutes) and are mostly recordings of recent television news. Each worksheet contains preparatory (pre-watching) tasks as well as listening challenges (listening comprehension exercises). Some of the worksheets contain additional exercises focusing on specific language functions that are in some way connected to the video.

¹ Cullen, Peter and Marchetti, Lorena and Peter Cullen (2015): A Multimodal Approach in the Classroom for Creative Learning and Teaching. *CASALC Review 2015-2016*, Volume 5, Issue 1. 39-51

² Kress, Gunther (2010): *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London, Routledge. 6.

CONTENTS

A) Crimes against property

1. Burglary
2. Robbery
3. Theft
4. Vehicle theft
5. Arson



Source: dreamstime.com

B) Crimes against people

6. Murder
7. Homicide
8. Assault
9. Domestic Violence
10. Human Trafficking
11. Human Smuggling



Source: dnaindia.com

C) Crimes against society

12. Drug-related crimes
13. Smuggling
14. DUI
15. Environmental Crime
16. Counterfeiting
17. Public disorder



Source: Reuters

A. Crimes against property

1. Robbery

Breaking News. Bank Robbery Live at noon and PKG* at 5



<https://www.youtube.com/watch?v=PlxJbIKVXy4>

STEP 1: PREPARATION

Task 1. Let's revise some basic vocabulary. What are the English terms? You will come across these terms in the video.

1. taking something unlawfully from a person/ place by force or threat of force
2. the criminal who does #1
3. the place where something (e.g. a crime) happened
4. somebody who is thought to have committed a crime (but not for sure)
5. somebody who saw/ heard something (often a crime)

* News Package

➔ STEP 2: LISTENING CHALLENGE

Task 2. Watch part 1 (“Breaking News - Live”) of the video and answer the questions below.

1. What happened?
2. What was the target?
3. What are the police doing right now?
4. What does the suspect look like?

Task 3. Complete the sentences based on the video. One or more words are missing from each sentence.

1. Somebody around 11:20
2. Police officers arrived in cars and they are still on
3. The man went into the bank and showed a note,money.
4. Police are interviewing
5. They could the man, but right now he is not in
.....
6. Theis tall and a green sweatshirt.

Task 4. Gap filling. Read part 1 of the script, which has some gaps. Watch the video again and then fill in the missing parts.

Part 1. (Live)

(Studio:) We have some breaking news to tell you about right now. Police are the person who may have robbed the Chase Bank on Lower Huntington Road. News Channel 15's Alyssa Ivanson joins us live now with the Alyssa, what have you found out?

Alyssa: Well we got here just a few moments ago, not long after police, actually. The happened around 11:20 at the Chase Bank, here on Lower Huntington Road. As you can see, are still on the scene, really filling the parking lot.

Here's what we know so far. A man went inside the bank and showed a That note was money. He then took off out of the building, going toward

the east. He had an cash. Right now police are K-9 units did take off after the suspect and were able to him all across the street behind a McDonald's, but right now the suspect is not

Initial say he's about 5.10 to 6.1, a thin with a green hooded sweatshirt and jeans. Now, he has a unique hat. It's a blue and white hat with floppy ears. If you have seen anyone wearing clothes like this in the area of Lower Huntington Road and Bluffton Road, do call police. Right now they are still looking for the And this is the 14th robbery in Fort Wayne this year. Police, again, are still interviewing They hope to have some that can help in this search and of course we'll pass along the latest developments in this story as it becomes available. Level and Lower Huntington Road, Alyssa Ivanson, News Channel 15.

Task 5. Read the complete text at the end of the unit and check your answers.

➔ **Task 6. Watch part 2 of the video and answer the questions**

1. What new information was communicated in the Evening News?
2. What was different about the other crime mentioned?
3. What is good witness information like?

Task 7. Listen to part 2 again and find these words:

1. a piece of paper that contains a threat of what happens if you don't do something
2. an automobile used by criminals to leave the scene of a crime quickly
3. brightly colored tape used to surround a crime scene
4. a characteristic smell that police dogs can follow
5. an image taken by a CCTV camera
6. a person who earns his income through criminal activities
7. a kind of crime that is modeled on previous crimes

Task 8. Gap filling. The same expressions (answers for task 7) have been left out from the text below. Fill them in. Then listen again and check your answers.

PART 2 (Evening News)

(Studio:) Fort Wayne Police are searching for the man they say robbed a bank earlier this morning. News Channel 15's Alyssa Ivanson first brought us this story today at noon as breaking news and she continues our coverage tonight with the latest on the investigation. Alyssa?

(Alyssa :) The bank robbery happened around 11:20 at the Chase on Lower Huntington Road. We discovered it's nearly two months after another robbery right next door and tonight we have pictures of the suspect.

Less than 3 hours after opening the Chase Bank on Lower Huntington Road closed, surrounded by

This is 11:20 a.m. You've got an individual who walks in as if a customer and presents a note. A demanding cash.

No weapon was presented. Police say the suspect ran out the front doors and took off east. K9 units tracked him through the carwash parking lot for about 3 blocks. Then the disappeared. Police think he got into a

This is the second robbery at this corner in two months. In October the Chase bank drive-up building across the parking lot was robbed. Police say two men with guns forced employees inside when they got to work, one hitting an employee in the head with a gun. No one was hurt in today's robbery. There were customers inside the bank. Investigators are now hoping they'll make good witnesses.

(Investigator:) Tell me what you saw and we go from head to toe. You know we've always talked about good witness information -- from head to toe. Tell me about the hat. Tell me: was there facial hair? Tell me was there any earring or any tattoos?

(Alyssa :) Here's who police are looking for -- take a closer look at these The man's described as 5.10 to 6 foot tall with a thin build. He's wearing a green hooded sweatshirt, jeans and a unique hat. Check it out: it was blue and white with flap ears.

This is the 14th robbery of the year in Fort Wayne.

You will see repeated incidents. Sometimes by-- the same individuals
-- sometimes

Anyone with any information in this robbery should call for in police or crime stoppers at 436- STOP.

In studio 15 Alyssa Ivanson, News Channel 15.

➔ STEP 3. SPECIAL LANGUAGE POINT - DESCRIBING SUSPECTS OR OTHER PERSONS

Task 9. Describe any other student in your group using the expressions below. Look up any unknown words. The other students will try to find the person that matches your description.

Estimated age

He is **in his** thirties/ fifties.

He is **around** thirty/ forty.

He is a middle age man.

Height

He/she is average / normal / medium **height**.

He/she is **6 feet tall**.

He/she is **(about)** one hundred and seventy **centimetres**.

Build

He/she is thin/ slim/ muscular/ husky/ beefy/ overweight.

He **is of** thin/ medium/ heavy **build**.

Eyes

He/she **has** round/ slanting/ bloodshot eyes.

Complexion

He/she **has** pale/fair/lightly tanned/tanned skin.

Facial hair

He **is** clean shaven/ unshaven.

He **has** a beard/ a moustache/ a goatee/ sideburns.

Hair

He/she **has** medium-length/ shoulder-length/ close-cropped/ thick/ unkempt **hair**

He/she **is** balding/ bald.

Clothes and accessories

He **is wearing** .../ He **has** **on**.

Other

He/she **has** a scar/ freckles/ spots/ wrinkles/ a tattoo.

ANSWER KEY

Task 1.

1. robbery
2. robber
3. scene

4. suspect
5. witness

Task 2. (sample answers)

1. Somebody **robbed the Chase Bank** around 11:20
2. Police officers arrived in **squad** cars and they are still on **the scene**.
3. The man went into the bank and showed a note **demanding** money.
4. Police are interviewing **witnesses**.
5. They could **track** the man, but right now he is not in **custody**.
6. The **suspect** is tall and **wore** a green sweatshirt.

Task 3.

1. threatening note
2. getaway car
3. police tape
4. scent
5. surveillance photo/ surveillance image
6. career criminal (or :habitual offender; repeat offender)
7. a copycat (crime)

Task 6. (Sample answers)

1. Police now have an image of the suspect based on witness statements. There was another robbery in the street two months ago.
2. There were two offenders, who had weapons. One of the robbers hit a bank employee in the head with a gun.
This time there was just one offender and no weapon was presented. No one was hurt.
3. It goes from head to toe.

Task 7.

1. a piece of paper that contains a threat of what happens if you don't do something
→ **threatening note**
2. an automobile used by criminals to leave the scene of a crime quickly
→ **getaway car**
3. brightly colored tape used to surround a crime scene
→ **police tape**
4. a characteristic smell that police dogs can follow
→ **scent**
5. an image taken by a CCTV camera
→ **surveillance image**
6. a person who earns his income through criminal activities
→ **career criminal**
7. a kind of crime that is modeled on previous crimes

SCRIPT

Breaking News. Bank Robbery Live at noon and PKG at 5

PART 1: Breaking News

(Studio:) We have some breaking news to tell you about right now. Police are looking for the person who may have robbed the Chase Bank on Lower Huntington Road. News Channel 15's Alyssa Ivanson joins us live now with the details. Alyssa, what have you found out?

(Alyssa:) Well we got here just a few moments ago, not long after police, actually. The **robbery** happened around 11:20 at the Chase Bank, here on Lower Huntington Road. As you can see, police officers are still on the scene, squad cars really filling the parking lot.

Here's what we know so far. A man went inside the bank and showed a note. That note was demanding **money**. He then took off out of the building, going toward the east. He had an undisclosed **amount of cash**. Right now police **are interviewing witnesses**. K-9 units did take off after the suspect and were able to track him all across the street behind a McDonald's, but right now the **suspect is not in custody**.

Initial witness reports say **he's about 5.10 to 6.1**, a **thin build with a green hooded sweatshirt and jeans**. Now, he has a **unique hat. It's a blue and white hat with floppy ears**. If you have seen anyone wearing clothes like this in the area of Lower Huntington Road and Bluffton Road, do call police. Right now they are still looking for the suspect. And this is the 14th robbery in Fort Wayne this year. Police, again, are still interviewing witnesses. **They hope to have some surveillance images** that can help in this search and of course we'll pass along the latest developments in this story as it becomes available. Level and Lower Huntington Road, Alyssa Ivanson, News Channel 15.

PART 2: Evening News

(Studio:) Fort Wayne Police are searching for the man they say robbed a bank earlier this morning. News Channel 15's Alyssa Ivanson first brought us this story today at noon as breaking news and she continues our coverage tonight with the latest on the investigation. Alyssa?

(Alyssa:) The bank robbery happened around 11:20 at the Chase on Lower Huntington Road. We discovered it's nearly two months after another robbery right next door and tonight we have pictures of the suspect.

Less than 3 hours after opening the Chase Bank on Lower Huntington Road closed, surrounded by police tape.

This is 11:20 a.m. You've got an individual who walks in as if a customer and presents a note. A threatening note demanding cash.

No weapon was presented. Police say the suspect ran out the front doors and took off east. K9 units tracked him through the carwash parking lot for about 3 blocks. Then the scent disappeared. Police think he got into a getaway car.

This is the second robbery at this corner in two months. In October the Chase bank drive-up building across the parking lot was robbed. Police say **two men with guns forced employees** inside when they got to work, one hitting an employee in the head with a gun. No one was hurt in today's robbery. There were customers inside the bank. Investigators are now hoping they'll make good witnesses.

(Investigator:) Tell me what you saw and we go from head to toe. You know we've always talked about **good witness information -- from head to toe**. Tell me about the hat. Tell me: was there **facial hair? Tell me was there any earring or any tattoos?**

(Alyssa:) Here's who police are looking for -- take a closer look at these surveillance photos. The man's described as 5.10 to 6 foot tall with a thin build. He's wearing a green hooded sweatshirt, jeans and a unique hat. Check it out: it was blue and white with flap ears.

This is the 14th robbery of the year in Fort Wayne.

You will see repeated incidents. Sometimes by career criminals -- the same individuals -- sometimes copycats.

Anyone with any information in this robbery should call for in police or crime stoppers at 436- STOP.

In studio 15 Alyssa Ivanson, News Channel 15.

2. Burglary

Home burglars talk about how they choose targets



<https://www.youtube.com/watch?v=dwsxQYnLhYM>

STEP 1: PREPARATION

➔ **Task 1. Let's revise some basic vocabulary. Use one of these words in the sentences below. You might have to change the form of the word (singular/plural, tense, passive/active).**

burglarize – burglary – burglar – expert – break in – target

1. Please come home rightaway! Somebody and has stolen all my jewelry!
2. A house on Baker Street last night. Police are still on the scene.
3. Thieves often houses where they can simply climb in through an open window.
4. The left his footprints in the garden.
5. There have been a lot of on our street recently. I think I'll talk to a security about how to protect my home.

➔ STEP 2: BRAINSTORMING

Task 1. Collect ideas and check whether you know the English terms needed to express your points

- A: What can you do to protect your home from being burglarized?
- B: If you were a burglar, how would you choose your target?

➔ STEP 3: LISTENING CHALLENGE

Task 2. Watch the video and note down other ways of protecting your home/ other considerations when choosing a target for burglary.

Task 3. What is the English for the following? You have heard the words you need in the video.

1. Something that makes people decide not to do something. E.g. something that makes a burglar decide not to break into a home
2. Somebody who is serving a prison sentence
3. Consider something very carefully before you make a decision
4. A kind of crime that someone commits without planning, just because he/she sees a chance to commit it
5. Boast; speak too proudly about what you have or what you have done, often to make people jealous
6. In a place where people cannot touch it or grasp it
7. Try very hard to achieve something

Task 4. Gap filling. You will find the script for the video below. However, some parts describing safety measures have been removed. Fill in the gaps. Watch the video again to check your answers/ catch any information you missed on the first watching.

Home burglars talk about how they choose targets

(Katie:) A Safety Alert tonight about one of the crimes happening the most valley-wide* and that's home burglaries. How can you get ahead now to keep them away?

(Steven:) Yeah. No doubt, there are a lot of theories out there, but which safety methods are really your best bet? ABC 15's Stephanie Hockridge is live now, taking action to show us a few things.

And, Stephanie, who knows better than the burglars themselves?

(Stephanie:) Yeah, exactly, Steven and Katie. You guys probably so a burglar doesn't look in, and then when you leave your house, I'm guessing, you probably

* Valley-wide: throughout the East Valley, which is a multi-city region within the Phoenix metropolitan area of Arizona.

..... as well, in order to keep anyone from getting inside and another deterrent: keeping the outside of your house really But is it enough? With the help of our sister station Kansas City, we decided to go to the experts—and we’re talking about the burglars – to find out how they choose, which homes they hit and also, how they get inside!

We go to great lengths to prevent thieves from targeting our homes. But sometimes it doesn’t work. They’re looking for crimes of opportunity. “An hour or so, maybe more.”

Jeffrey Russel says he’d steal anything he could carry. From jewellery to small electronics.

(Jeffrey :) I didn’t take anybody’s feelings into consideration, but my own.

Along with speaking with police, questionnaires were sent to inmates, who are serving time in prison for burglary. And their response revealed tips that won’t cost you any money to put in place.

(Jeffrey? :) People need to really be careful, ‘cause I’m not the only one out there that’s doing this stuff.

In fact, he would be in and out in just a few minutes and mostly – he says – he struck at night. The’d be sitting there asleep, I’d go over to the nightstand, grab the purse or wallet, take it to an empty room, empty it, take it back...

If my experience might help someone else, great, you know, that’s all the better.

William Fitzpatrick is 10 years into a 30 year sentence.

(William :) Some people can’t help but brag on what they have.

His advice:He’s also learned a few things from fellow inmates. Such as, if you’re going to install a deadbolt lock,, made of steel. If you’re gonna buy a deadbolt, why would you pay 8 dollars for a deadbolt that’s no more (I mean it’s no more) protection than if you didn’t have it.

Experts say burglars can saw through an inferior lock quite easily and Russel added that would actually make them think twice about breaking into a home, but only if they were out of reach. cause I can’t count the times I people would have floodlights and I’d just walk up to them, unscrew the bolts and go about my business.

As for next to the house that provides cover for a guy to hide while he's prying the window open.

And almost every inmate said that did not deter them.

I'd walk up to dogs and they act like they know me.

Examples from the real experts now paying for what they've taken.

And another tip straight from the inmates: when you go to bed. We were talking to Russel and he said, you know, he never knew if someone was simply... You know, left their light on, so he would choose to skip that house.

Stephen and Katie, so just another tip to keep in mind.

(Stephen? :) Oh, the off-chance that they are still awake. So creepy!

(Katie? :) Yeah, pretty unusual. Thank you Stephanie!

STEP 4: SPECIAL LANGUAGE POINT

Giving advice

Write sentences giving advice to home owners on how to protect their properties. Here are a few examples of the grammar/ expressions you can use.

1. Lock your door. (**imperative**) *OR*: **Don't forget to** lock your door.
2. You **should** get a dog that is not friendly with strangers. *OR*: You'd **better** get a dog...
3. **It is a good idea to/ your best bet is to/ the best choice is to** install motion detection lights.

ANSWER KEY

Task 1.

- a. Please come home rightaway! Somebody **has broken in** and has stolen all my jewelry!
- b. A house on Baker Street **was burglarized** last night. Police are still on the scene.
- c. Thieves often **target** houses where they can simply climb in through an open window.
- d. The **burglar** left his footprints in the garden.
- e. There have been a lot of **burglaries** on our street recently. I think I'll talk to a security **expert** about how to protect my home.

Task 3.

1. deterrent
2. inmate

3. think twice
4. crime of opportunity
5. brag (about sg.)
6. out of reach
7. go to great lengths (to)

SCRIPT

Home burglars talk about how they choose targets

(Katie:) A Safety Alert tonight about one of the crimes happening the most valley-wide and that's home burglaries. How can you get ahead now to keep them away?

(Steven:) Yeah. No doubt, there are a lot of theories out there, but which safety methods are really your best bet? ABC 15's Stephanie Hockridge is live now, taking action to show us a few things.

And, Stephanie, who knows better than the burglars themselves?

(Stephanie:) Yeah, exactly, Steven and Katie. You guys probably close your blinds so a burglar doesn't look in, and then when you leave your house, I'm guessing, you probably lock it as well, in order to keep anyone from getting inside and another deterrent: keeping the outside of your house really well lit. But is it enough? With the help of our sister station Kansas City, we decided to go to the experts—and we're talking about the burglars – to find out how they choose, which homes they hit and also, how they get inside!

We go to great lengths to prevent thieves from targeting our homes. But sometimes it doesn't work. They're looking for crimes of opportunity. "An hour or so, maybe more."

Jeffrey Russel says he'd steal anything he could carry. From jewellery to small electronics.

(Jeffrey:) I didn't take anybody's feelings into consideration, but my own.

Along with speaking with police, questionnaires were sent to inmates, who are serving time in prison for burglary. And their response revealed tips that won't cost you any money to put in place.

(Jeffrey:) People need to really be careful, 'cause I'm not the only one out there that's doing this stuff.

In fact, he would be in and out in just a few minutes and mostly – he says – he struck at night. The'd be sitting there asleep, I'd go over to the nightstand, grab the purse or wallet, take it to an empty room, empty it, take it back...

If my experience might help someone else, great, you know, that's all the better.

William Fitzpatrick is 10 years into a 30 year sentence.

(William:) Some people can't help but brag on what they have.

His advice: be cautious about bragging about expensive purchases. He's also learned a few things from fellow inmates. Such as, if you're going to install a deadbolt lock, buy one that's of good quality, made of steel. If you're gonna buy a deadbolt, why would you pay 8 dollars for a deadbolt that's no more (I mean it's no more) protection than if you didn't have it.

Experts say burglars can saw through an inferior lock quite easily and Russel added that motion lights would actually make them think twice about breaking into a home, but only if they were out of reach. Raise them up cause I can't count the times I people would have floodlights and I'd just walk up to them, unscrew the bolts and go about my business.

As for tall bushes next to the house that provides cover for a guy to hide while he's prying the window open.

And almost every inmate said that dogs did not deter them.

I'd walk up to dogs and they act like they know me. Invest in a dog that doesn't like strangers.

Examples from the real experts now paying for what they've taken.

And another tip straight from the inmates: keep a light on inside the house when you go to bed. We were talking to Russel and he said, you know, he never knew if someone was simply... You know, left their light on, so he would choose to skip that house.

Stephen and Katie, so just another tip to keep in mind.

(Stephen:) Oh, the off-chance that they are still awake. So creepy!

(Katie:) Yeah, pretty unusual. Thank you Stephanie!

3. Theft

European Travel Skills: Avoiding Theft



<https://www.youtube.com/watch?v=IR6Mq55xFrU>

➔ STEP 1: PREPARATION

Task 1. Let's revise basic vocabulary. Find the pairs.

- | | |
|---|------------|
| 1. take something from another person without permission, often secretly | rob |
| 2. a person who steals another person's property, mostly without using violence | steal |
| 3. (all the) things that somebody owns | valuables |
| 4. the act of stealing something | thief |
| 5. take property unlawfully, using force or threat of force | theft |
| 6. the things that somebody owns, especially things that are small enough to be carried | pickpocket |
| 7. a person who steals things from people's pockets or bags | property |
| 8. things that are worth a lot of money | belongings |

Task 2. A bit of grammar. What are the past and past participle forms of these words? (See example in Row 1.)

do	did	done
rob		
steal		
travel		
spill		
feel		
mug		
wear		

➔ **STEP 2: BRAINSTORMING**

Task 3. When travelling, what can you do to protect your valuables? Collect ideas.

➔ **STEP 3: LISTENING CHALLENGE**

Task 4. Watch the video and answer these questions.

1. How is travelling in Europe dangerous?
2. Why is it difficult to guard yourself against thieves?
3. What's the best way to protect your belongings according to the video?
4. What types of theft are mentioned in the video? (3)
5. What valuables are mentioned? (5)

ANSWER KEY

Task 1. 1-b; 2-d; 3-g; 4-e; 5-a; 6-h; 7-f; 8-c

Task 2.

rob	robbed	robbed
steal	stole	stolen
travel	travelled (UK) / traveled (US)	travelled / traveled
spill	spilt	spilt
feel	felt	felt
mug	mugged	mugged
wear	wore	worn

Task 4. Sample answers

1. There are a lot of petty thefts.
2. Thieves are hard to spot (thieves don't dress like thieves) and they work to distract you.
3. To keep your valuables in a money belt.
4. purse snatching, pickpocketing, mugging
5. driver's licence, credit card, passport, money, train ticket

SCRIPT

European Travel Skills: Avoiding Theft

While Europe has little violent crime, it comes with plenty of petty purse snatchings and pickpocketings. European thieves target Americans. Not because they're mean but because they're smart. We're the ones with all the goodies in our day bags, wallets and purses.

There are all kinds of scams. Remember: thieves don't dress like thieves. Thieves can be mothers with babies in their arms and fast-fingered children at their sides. Thieves work to distract you. They'll spill something on you or shove a cardboard sign in your face and so on. You're not likely to get mugged, but if you are not careful, you could get pickpocketed or purse-snatched.

How can you foil thieves without feeling like you're constantly on guard?

A great way to handle this problem is to zip up and secure your valuables. I wear a money belt. It's a nylon pouch you tie around your waist and tuck in like your shirt tail. In it you carry just your essentials so that you can wear it comfortably all day long. For instance, I keep my driver's licence, a couple of credit cards, my passport, my big money and my train tickets. As an added precaution, before my trip I email myself all my important personal information.

4. Vehicle theft

→ Expensive Corvette stolen from dealership



<https://www.youtube.com/watch?v=VMki5yHUHIY>

STEP 1: PREPARATION

Task 1. Can you pronounce the word “vehicle” properly? Check it in any web dictionary with an audio function.
Task 2. What kinds of vehicles can you identify?



STEP 2: CONTEXT

Task 3. The following are all forms of vehicle theft. Try to explain each in English. Look up any unknown words in a dictionary.

1. Theft of unattended vehicle without a key
2. Opportunistic theft
3. Carjacking
4. Fraudulent theft

STEP 3: LISTENING CHALLENGE

Task 4. Watch the video. Does this case fit into any of the above categories? Discuss.

➔ **Task 5. What exactly happened? Summarize the events using the following hints. If necessary, watch the video again.**

1. The car that has been stolen...
2. Two days before the theft...
3. On the day of the incident...
4. Police are now...

Task 6. Watch the video again. Look for the expression(s) in the video that mean each of the following.

1. expensive
2. a sales agency or distributor
3. somebody who really loves sports
4. to draw someone's attention to something else
5. to stop something from working
6. a small object containing a remote-control device, used for locking and unlocking a car

Task 7. Find 3 expressions in the video telling us how the offenders "left the scene".

- 1.
- 2.
- 3.

ANSWER KEY

Task 2. (From left to right, top to bottom): RV (recreational vehicle); van; SUV (sport utility vehicle); tow truck; jeep; passenger car; truck/lorry

Task 5 (sample answers)

1. The car that has been stolen *is an expensive sports car.*

2. Two days before the theft *the thieves went to the dealership and switched the key fob to prepare for the theft.*
3. On the day of the incident *they approached the car unnoticed by anyone and sped away with the Corvette.*
4. Police are now *looking for the man and the woman, whose images have been captured by surveillance cameras.*

Task 6.

1. pricy
1. dealership
2. sports enthusiast
3. to distract
4. to disable
5. key fob

Task 7.

1. drove away
2. take off (with the car)
3. sped away

SCRIPT

Expensive Corvette stolen from dealership

(Studio:) Right now police are looking for two men who may have some information about a pricey sports car stolen from a St. Petersburg dealership. ABC Action News reporter Marisella Burgus is joining us live with details about who detectives are looking for tonight. Marisella?

(Marisella :) These are the two people detectives want to speak with about this case and apparently they stopped by this dealership twice.

Hot! Intimidating!

(M:) It's the kind of car that a sports enthusiast may want in his collection.

Uuuuh. You get a feeling of power.

(M:) The high-performance Corvette catches your attention.

0 to 60 in like 2.8 seconds.

Someone wanted the car badly enough to steal one from Maher Chevrolet in St Petersburg.

Nice and slow movement... that way he was unnoticeable. People didn't see him get into the car.

(M:) But surveillance cameras did. The more than 100 000 dollar car drove away and no one at the dealership could track it.

They went out and they knew what they were doing and they disabled the onStar**.

St. Petersburg detectives want to speak with the two people in the dealership surveillance video.

It's very frustrating.

James Hendon says the man and the woman were at their shop two days before the pricey Corvette disappeared and that's when they believe the key fob was switched.

* onStar: an in-vehicle safety and security system

It's not an uncommon thing that somebody will come in spend some time with the salesperson, get them distracted, switch keys and take off with the car.

(M:) Detectives are still looking for the thief that sped away.

5. Arson

Six arsons reported within 90 minutes overnight in downtown Longmont



<https://www.youtube.com/watch?v=9AfORE6Vj5g>

STEP 1: PREPARATION

Task 1. Let's revise basic vocabulary. Rewrite the following sentences. Rephrase the part in *italics* using the appropriate form of one of the terms in the text box.

arson -- catch fire – flame -- set fire to – blow up -- extinguish – arsonist – torch

6. Somebody *put the town hall on fire* during the night.
7. He has been charged with *the crime of intentionally starting a fire*.
8. All of a sudden the car *exploded*.
9. *The person who intentionally put the building on fire* was arrested.
10. The grass in the yard *started burning*.
11. *Hot bright burning gas* surrounded the building.
12. It took the firefighters several hours to *put out the fire* in the department store.
13. He was sentenced to 10 years in prison for *burning his boss's house intentionally*.

Task 2. Fill in the irregular verb forms. (Past and past participle forms: see example).

do	did	done
catch		
blow		
set		
put		

STEP 2. LISTENING CHALLENGE

Task 3. True or false? Watch the video and decide if the statements below are true. Correct the false ones.

1. Arsons were committed in six different towns during the same night.
2. The response of the firefighters was really quick.
3. Holly is the name of the arsonist, who left her namecard at each scene.
4. The police has already found the perpetrator.

Task 4. Take either of the following roles and tell a friend/ write a letter to a friend about last night's events.

- A. You are one of the firefighters who worked to put out the fires
- B. You are Tim Broderick, one of the victims whose car has been torched.

ANSWER KEY

Task 1.

1. Somebody **set fire to the town hall** during the night.
2. He has been charged with **arson**.
3. All of a sudden the car **blew up**.
4. **The arsonist** was arrested.
5. The grass in the yard **caught fire**.
6. **Flames** surrounded the building.
7. It took the firefighters several hours to **extinguish the fire** in the department store.
8. He was sentenced to 10 years in prison for **torching his boss's house**.

Task 2.

do	did	done
catch	caught	caught
blow	blew	blown
set	set	set
put	put	put

Task 3.

1. False. Six arsons were committed in the same town.
2. True.
3. False. Holly is an "arson canine" looking for clues.
4. False. They are asking for the public's help.

SCRIPT

Six arsons reported within 90 minutes overnight in downtown Longmont

You wake up, you look out your window and you see your car parked outside has been completely torched. That happened to six people in Longmont this morning and all six cases are now being investigated as arson.

Denver 7's Mark Boyle is live in Longmont tonight and, Mark, these were really big fires.

(Mark:) That's right. I updated just a little bit ago on those numbers. The fire was so big, flames were shooting twenty feet up into the air, torched the fence right here next to the car, broke the windows of the house next to the car and almost caught the house on fire itself.

Now police are using extra patrols to try to find the people or person responsible.

(Victim:) In the back we did have our golf clubs and lost?? a couple, there, you can see they are quite melted and all the seats are kind of gone, everything inside is just totally dead.

Imagine if this was your car and you were woken up to flames shooting up at the top of it!

(Victim:) I opened the door and you could just see the flames, you know touching the roof there and... we did what we could... we turned on the hose and started spraying it... of course it didn't do anything.

Glen Johnson wasn't the only one though who lost a vehicle. Longmont Police say another 5 were burnt in the early morning hours and all within a few blocks of each other.

Tim Broderick was inside his home with his pregnant wife sleeping when he heard the car alarm go off.

(Tim:) Kind of looked through the windows and just saw, you know, 15-21 foot flames coming off the car. Broderick says it was clear his car was not the only one that crews were trying to put out.

(Tim:) They were scrambling. There was definitely urgency, I mean, you know, the response was really quick, which was great, they were here, but there was urgency to take care of the situation and move on.

The fires were on Main, 6th Avenue, Long's Peak and Baker Street. He says at one point three of the cars were burning at once.

(Tim:) You know, you wake up in the middle of the night, you see your car on fire, that car on fire, another car down there on fire... you don't know what's going on at 3 AM.

You can see this token inside the burnt out cars, this is "Holly was here". Holly is an arson canine that's now going to every scene to try to figure out if they can find more clues.

If you have any information that could help police tactical you're asked to call crime stoppers or Longmont police.

We're live in Longmont, Mark Boyle, Denver 7.

B. Crimes Against the Person

6. Murder

Murder Murder Investigation | 9 News Perth



<https://www.youtube.com/watch?v=l6Ykiu45FAY>

STEP 1: PREPARATION

Task 1. Basic vocabulary. Pick the right word to complete each sentence. You might have to change some word forms.

kill – murder – shoot – stab – die – dead – death – deadly

1. My neighbour was ... in a car accident.
2. We can't do anything, he's already
3. The attacker, who had a weapon, was taken into custody.
4. Someone ... the police officer with his own gun.
5. The victim was in the chest. The knife is still lying beside the corpse.
6. The ... of the actress shook her fans around the world.
7. The headmaster ... of a heart attack.
8. The politician ... his rival while on a boat trip.

Task 2. Find the synonyms.

- | | |
|---------------|-----------------|
| 1. horrific | a) frightening |
| 2. brutal | b) depressing |
| 3. grim | c) terrible |
| 4. scary | d) questionable |
| 5. suspicious | e) inhuman |

STEP 2 – LISTENING CHALLENGE

Task 3. Watch the video and decide about each sentence: true (T), false (F) or we don't know (DK)?

1. The victim was shot.
2. The victim was 29 years old.
3. A 39-year-old man is suspected of the crime.
4. The suspect has been charged with murder.
5. Neighbours think the victim was renting the house together with the suspect.
6. The young families living in the street are shaken by the violence.

STEP 3: FOLLOW UP

Task 4. Read the article, which gives us an update on the murder case. What are the new findings? What has changed? List the most important differences compared to the TV news.

BALGA MURDER CHARGE

A 39-YEAR-OLD MAN HAS BEEN CHARGED WITH MURDERING A BALGA MAN.

UPDATE: A man has been charged with murder following the discovery of a body in a Balga home.

A 29-year-old man was found dead in the Balga Avenue rental property on Sunday afternoon. Dominic Calabro, 39, appeared in Perth Magistrate's Court this morning charged with murdering the victim on Saturday or Sunday.

The charge was read to him but he was not required to enter a plea.

Mr Calabro lived at the address, but police have not revealed how he knew the victim.

It is understood the dead man did not live at the house, but police have not revealed what they suspect happened or exactly when he died.

Detectives have also not revealed what led them to the property, but it is believed the body was found inside the house and that the man was dead when officers arrived.

Mr Calabro was remanded in custody and will appear in Stirling Gardens Magistrate's Court later this month.

The investigation is ongoing and police ask anyone with any information call Crime Stoppers on 1800 333 000 or make a report online at crimestopperswa.com.au

Source: The West Australian. <https://thewest.com.au/news/crime/balga-death-man-charged-with-murder-after-body-found-at-rental-property-ng-b88891535z>

Task 5. Speaking/ writing. The most common motives for murder include anger, thrill, attention or financial gain.³ What do you think can be behind this story? Form groups and come up with different versions. Present your version to the rest of the class. Or: write a short story detailing the background to the horrible crime.

ANSWER KEY

Task 1.

1. My neighbour was **killed** in a car accident.
2. We can't do anything, he's already **dead**.
3. The attacker, who had a **deadly** weapon, was taken into custody.

³ Ürmösné Simon, Gabriella (2018): The Portrayal and the Attributes of Serial Killers and Some of the Most Notorious Ones. *Internal Security*, Special Issue

4. Someone **shot** at the police officer with a gun.
5. The victim was **stabbed** in the chest. The knife is still lying beside the corpse.
6. The **death** of the actress shook her fans around the world.
7. The headmaster **died** of a heart attack.
8. The politician **murdered/killed/shot/stabbed** his rival while on a boat trip.

Task 2.

horrific – terrible; brutal – inhuman; grim – depressing; scary – frightening; suspicious – questionable

Task 3.

1. The victim was shot. **DK**
2. The victim was 29 years old. **T**
3. A 39-year-old man is suspected of the crime. **T**
4. The suspect has been charged with murder. **F**
5. Neighbours think the victim was renting the house together with the suspect. **F**
6. The young families living in the street are shaken by the violence. **T**

Task 4. Sample answers

- It has turned out that the dead man did not live in the house where he was found but the suspect did.
- The suspect has now been charged and has been remanded in custody.

SCRIPT

Murder Murder Investigation | 9 News Perth

A murder investigation is under way in a northern suburbs, after a brutal killing at a Balga (Avenue) home. It's understood the victim suffered horrific injuries

Annalise Bolt is there, and Annalise: one man is in custody.

Michael: a 39 year old man is being questioned by police over the suspected murder, but no charges have been laid. (lay-laid-lain)

Forensic officers will be working here into the night at the home on Balga Avenue, searching the property for clues into the suspicious death. Police are saying little about how the 29 year old died, but officers have told 9 News they are dealing with a horrific crime scene and say he suffered brutal injuries.

Officers were called to the house for a welfare check yesterday afternoon when they made the grim discovery.

Emergency services rushed to the scene but the 29 year old couldn't be saved.

Neighbours say the man had been renting the home for about nine months and lived there alone.

There are a number of young families living on this street and they say they're shaken by the violence.

(Woman:) Scared because I'm here, like, by myself with my kids over night time, so yeah pretty scary

Forensic officers have been searching the home here for about 24 hours trying to piece together exactly what happened. They want anyone who saw anything on Balga Avenue yesterday to contact police. Michael?

7. Homicide

48 Hours: Did A Reality Show Affect A Rape & Murder Investigation?



<https://www.youtube.com/watch?v=dzvNauLEKd0>

STEP 1: PREPARATION

Task 1: What is the difference between homicide, manslaughter and murder? Read the definitions (from www.merriam-webster.com). Then label each of the cases below as H (homicide), MS (manslaughter) or M (murder). You can use more than one label for each case.

1. Definitions

- Homicide: a killing of one human being by another
- Murder: the crime of unlawfully killing a person especially with malice aforethought
- Manslaughter: the unlawful killing of a human being without express or implied malice

2. Cases

1. A soldier kills other soldiers in a war.
2. A husband puts poison into his wife's food to kill her.
3. A young man drives drunk, fails to stop at a red traffic light and hits a woman who dies immediately.
4. Physician-assisted suicide – a doctor helps his terminally ill patient commit suicide
5. A police officer shoots an armed terrorist to prevent them from harming others.
6. Capital punishment.
7. A woman, whose life is at risk, shoots her attacker in self-defence.

8. A man finds his wife in bed with another man. They fight and the husband kills the other man.
9. A driver hits a child darting into the road. The child dies.

Task 2. Discuss your answers in pairs/ in the group.

Task 3. Basic vocabulary. Arrange the words into the categories below.

investigation; victim; murder; homicide; hair; forensic officers; footprint; shoot, manslaughter; fiber; murderer; stab; suspect; kill; witness; fingerprint

actions (verbs)	who? (persons)	what's going on? (nouns)	clues

STEP 2: LISTENING CHALLENGE

Task 4. What happened? Watch the video and complete the story. Write 1-3 sentences into each line.

1. The woman...
2. The lead detective...
3. The TV show...
4. This case raises the question of ...

Task 5. Watch the video again. Find the words that express the “main elements” of a trial.

1. The person accused of committing a crime is the
2. The person who presents the case in a criminal trial against the person accused of the crime is the
3. A member of the jury is called a
4. The legal department that is responsible for putting people on trial is the

FURTHER READING

Ürmösné Simon, Gabriella (2018): Crime Against the Person. *Technical English for Officers*. Budapest, Dialóg Campus. 123-133.

ANSWER KEY

Task 1.

1. A soldier kills other soldiers in a war. **H**
2. A husband puts poison into his wife's food to kill her. **M**
3. A young man drives drunk, fails to stop at a red traffic light and hits a woman who dies immediately. **MS**
4. Physician-assisted suicide – a doctor helps his terminally ill patient commit suicide **MS (H in countries where it is legal)**
5. A police officer shoots an armed terrorist to prevent them from harming others. **H**
6. Capital punishment. **H**
7. A woman, whose life is at risk, shoots her attacker in self-defence. **H**
8. A man finds his wife in bed with another man. They fight and the husband kills the other man. **MS**
9. A driver hits a child darting into the road. The child dies. **H**

Task 3. Basic vocabulary. Arrange the words into the categories below.

actions (verbs)	who? (persons)	what's going on? (nouns)	clues
shoot	witness	murder	fingerprint
stab	victim	homicide	footprint
kill	murderer	manslaughter	hair
murder	suspect	investigation	fiber
	forensic officers		

Task 4. Sample answers

1. The woman was raped and she shot her attacker in self-defence. She called the police.
2. The lead detective showed up with a cameraman who worked for a reality TV show.
3. The TV show was broadcasted before the trial and it presented inaccurate details of the crime, which might have affected the trial.
4. This case raises the question of pretrial publicity in our digital age.

Task 5.

1. The person accused of committing a crime is the **defendant**.
2. The person who presents the case in a criminal trial against the person accused of the crime is the **prosecutor**.
3. A member of the jury is called a **juror**.
4. The legal department that is responsible for putting people on trial is the **prosecutor's office**.

SCRIPT

48 Hours: Did A Reality Show Affect A Rape & Murder Investigation?

And now, tomorrow night on 48 hours: did a reality TV show influence the search for clues in a rape and murder in Atlanta?

It's a case that's raising questions about the way a detective investigated the case. 48 hours correspondent Erin Moriarty joins us live from New York to talk more about what she uncovered. And Erin, what happened in this case?

(Erin:) Hi Eli(ott). This really -- this case-- raises serious questions about pre-trial publicity in this digital age. A woman on September 13th of 2013 called in, said she had been raped and that she shot her rapist. What she didn't know is that the lead detective would show up at her house and being trailed by a cameraman who worked for a reality TV show called Inside Homicide. She didn't know a year later and before the trial this show airs and not only has details about her case but has inaccurate details. And so the real question that we look at is: did that affect this trial?

Eli: Well, Erin, wouldn't the cameras actually work the other way? Because everything that happened at the scene there is caught on the video, wouldn't the video be part of the evidence?

Erin: Well, it could work for her, absolutely, but not when the detective then talks about evidence and makes an opinion about the evidence which is incorrect. For instance mmm this is... the defendant said that she shot in self defence and then you have the detective telling the audience "Well she reloaded. This was clearly a tactical reload. And that's hard to believe ... that someone would have to reload in the middle of a shooting, trying to save your life. So the argument of the defence was that this was very prejudicial pretrial.

Eli: Did the detective violate any policy by having a camera there?

Erin: That's a really interesting question. Not, certainly not the police department regulation. But it's very interesting that there are American Bar Association recommendations that no prosecutor's office ever talk about evidence pretrial and the police department is considered an agent of the prosecution's office but of course of the prosecutor would say this didn't affect trial, cause the juror's said they didn't see it. But this is all online.

That's one of the questions. That this is a very digital world now. You could find out anything if you really want to.

Eli: It certainly is. Fascinating case, look forward to your report. Thank you very much for joining us from New York.

Erin: Thanks Elliot.

Eli: And Watch 48 hours "Reality Kills" tomorrow night at 10 followed by CBS4 news.

8. Assault

Assault -- Officers injured in shooting after confronting suspect



<https://www.youtube.com/watch?v=fJ375CTqbjw>

STEP 1: PREPARATION

Task 1. Form sentences by finding the matching pairs.

- | | |
|--------------------------|--|
| 1. He shot | a) at the police department caused total chaos. |
| 2. The assault | b) with gunfire. |
| 3. They fired | c) a passerby by accident. |
| 4. They attacked | d) the security guards after they were refused entry |
| 5. The terrorist was met | e) erupted in front of the Parliament building. |
| 6. A shooting | f) handguns but no one was hurt. |

STEP 2: LISTENING CHALLENGE

Task 2. Watch the video. Did you get it? Answer the questions.

1. Why did the police and the firefighters go to the scene?
2. Was anyone injured?
3. Where is the suspect now?
4. What caused the disturbance?

Task 3. Complete this summary of the events. All the nouns are missing from it.

1. were called to an, where a barricaded himself.
2. When they opened the, they were met with
3. A got trapped in one of the He had a
4. The are investigating what lead up to the

STEP 3. GRAMMAR

Task 4. The video has several fragments (incomplete sentences). Rewrite them to make them grammatical.

- 1) Two officers shot responding to a man barricaded inside an apartment complex.
- 2) Police and firefighters responding to a disturbance at an apartment complex met by gunfire.
- 3) Overnight gunfire erupting at this San Diego apartment complex.
- 4) Two officers hit in the hail of bullets now in the hospital.
- 5) Police initially responding to calls of violence and smoke.
- 6) One firefighter taking cover inside an apartment. Later rescued by the SWAT team.
- 7) The entire complex evacuated.
- 8) That suspect pronounced dead at the scene.

FURTHER READING

Ürmösné Simon, Gabriella (2018): Crime Against the Person. *Technical English for Officers*. Budapest, Dialóg Campus. 123-133.

ANSWER KEY

Task 1.

1. He shot a passerby by accident.
2. The assault at the police department caused total chaos.
3. They fired handguns but no one was hurt.
4. They attacked the security guards after they were refused entry
5. The terrorist was met with gunfire.
6. A shooting erupted in front of the Parliament building.

Task 2. (Sample answers)

1. Because they received calls reporting violence and smoke.
2. Yes, two police officers were hit in the gunfire and are now in hospital.
3. They think the suspect is dead.
4. We don't know yet. The police have been called to the scene several times in the past, but the reason for the calls is not yet clear.

Task 3. (Sample answers)

1. **Police and firefighters** were called to an **apartment complex**, where a **man** barricaded himself.
2. When they opened the **door**, they were met with **gunfire**.
3. A **firefighter** got trapped in one of the **apartments**. He had a **phone**.
4. The **police** are investigating what lead up to the **shooting**.

Task 4.

- 1) Two officers **were shot** responding to a man barricaded inside an apartment complex. (Or: Two officers **were shot while they were responding** to a man **who was barricaded** inside an apartment complex.)
- 2) Police and firefighters responding to a disturbance at an apartment complex **were met** by gunfire. (Or: Police and firefighters **who were responding** to a disturbance at an apartment complex **were met** by gunfire.)
- 3) Overnight gunfire **erupted** at this San Diego apartment complex.
- 4) Two officers **were hit** in the hail of bullets **and are now** in the hospital.
- 5) Police initially **responded** to calls of violence and smoke.
- 6) One firefighter **took cover** inside an apartment. Later **he was rescued** by the SWAT team.
- 7) The entire complex **was evacuated**.
- 8) The suspect **was pronounced** dead at the scene.

SCRIPT

Assault -- Officers injured in shooting after confronting suspect

Now to the tense standoff overnight in San Diego: two officers shot responding to a man barricaded inside an apartment complex. ABC's Erielle Reshef joins us with more. Eriell?

(Eriell:) Good morning guys. Just to give you some perspective: this happened less than 2 miles from San Diego State University.

Police and firefighters responding to a disturbance at an apartment complex met by gunfire.

"We all got shot through the wall."

*Overnight gunfire erupting at this San Diego apartment complex.
Two officers hit in the hail of bullets now in the hospital.*

"Are there officers down in the apartment building? I copy two officers injured."

Police initially responding to calls of violence and smoke. So they were worried about active fire inside the apartment where the call was and as soon as they opened the door they met with gunfire.

One firefighter taking cover inside an apartment and shots rain out. Later rescued by the SWAT team.

"The fireman has a phone. He's trapped in the hallway in apartment number 6. He can't move."
"We're going to coordinate how we can get him out."

The entire complex evacuated as police exchange fire with the alleged gunman.

"SWAT has the large robot inside clearing the room. At this point it does appear that the suspect is down."

That suspect pronounced dead at the scene.

And police are investigating what led up to the shooting. The chief says officers have responded to that apartment multiple times in the past but at this point it is unclear what those calls may have been for.

(Studio:) Dangerous situation...

(Eriell:) Yeah. Very tense.

(Studio:) Eriell, thanks so much.

9. Domestic abuse

Wife beaten by husband and his parents



<https://www.youtube.com/watch?v=NPAs92F-xwE>

Source: indianexpress.com

STEP 1: PREPARATION – REVISION OF BASIC VOCABULARY

Task 1. Check if you understand all of the expressions below.

- The girl was *beaten* / *punched in the face* / *kicked in the stomach*.
- The woman was *held prisoner* / *held against her will*.
- He has *serious injuries* / *bruises all over his body* / *a black eye* / *a cut on his left arm* / *a broken leg*.
- The child was *unharm*ed / *unscathed*.

STEP 2: PREPARATION – SOME MORE VOCABULARY THAT YOU’LL NEED

Task 2. What’s the meaning of these terms? Do some research on the internet.

- Welfare check
- Deputy
- Behind bars

STEP 3: LISTENING CHALLENGE

Task 3. Watch the video and answer the questions below.

1. What happened to the woman and her child?
2. How did they escape?
3. Where are the victims now? How about the abusers?

Task 4. Write a chronological summary of the incident using the hints below. Change word forms as needed.

1. for several years/ the woman/ beat/
2. the husband/ parents/ India /disobedient
3. the husband's parents/ the U.S.
4. hold/ prisoner
5. one day/ woman/ called
6. deputies/ welfare check
7. they / confront/ arrest
8. ...

Task 5. Gap filling. Complete the sentences based on the content of the video. You can use your own words or those in the video.

1. Deputies say the woman has been..... and has all over her body.
2. Her one year old daughter seems to
3. The woman's husband and his parents are now
4. The deputies have moved the woman and her child
5. The woman could have because she

FURTHER READING

Ürmösné Simon, Gabriella (2018): Crime Against the Person. *Technical English for Officers*. Budapest, Dialóg Campus. 123-133.

ANSWER KEY

Task 2

- (Police) welfare check (US): when you think a relative/ friend/ neighbour etc. is probably in danger, you can request the police to conduct a welfare check. They will go to the location, knock on the door and if they receive no response, they may enter the property to see if the person in question is safe.
- Deputy (US) = deputy sheriff: a peace officer subordinate to a sheriff
- Behind bars = in prison

Task 3. (Sample answers)

1. What happened to the woman and her child?
They were held prisoner by the woman's husband and later also by the husband's parents.
The woman was regularly beaten.
2. How did they escape?

The woman called her parents and told them about her situation. Her parents requested a welfare check. The deputies conducting the welfare check were confronted by the husband and his parents and finally arrested the abusers.

3. Where are the victims now? How about the abusers?

The woman and her child are in a safe place now. The abusers are in custody.

Task 4. (Sample answer)

1. For several years the woman was beaten by her husband.
2. The husband called his parents in India and told them his wife was disobedient.
3. The husband's parents came to the U.S.
4. The woman was held prisoner by the husband and his parents.
5. One day the woman called her family in India, who called the police and asked for a welfare check.
6. The deputies came to conduct a welfare check.
7. They were confronted by the husband and the parents but finally managed to arrest the three of them.

Task 5. (Sample answers)

1. Deputies say the woman has been **beaten for a long period** and has **bruises** all over her body.
2. Her one year old daughter seems to **be unharmed**.
3. The woman's husband and his parents are now **under arrest**.
4. The deputies have moved the woman and her child **to a safe place**.
5. The woman could have **suffered even worse consequences** because she **was trying to reach out for help**.

SCRIPT

Wife beaten by husband and his parents

A woman escapes beating and being held prisoner in her own home

(Studio:) New tonight: a woman escapes beating and being held prisoner in her own home. That woman's husband and his parents now behind bars.

ABC Action News reporter Ashley Yore's live in Riverview tonight. And: Ashley we understand deputies say that woman and her 1 year old child are now safe.

(Ashley:) Thankfully, John, that's right. This all started with a welfare check right here at this home. Deputies say the woman called her parents in India telling them her husband and his parents were beating her.

When deputies got to the home around 6:30 this morning they say no one came to the door.

One deputy continued to knock then says the woman tried to open the door screaming for the deputy to save her and her child.

That deputy forced his way in. That woman's husband Devbir Kalsi confronted him. Devbir's parents, and his parents, Jasvir Kalsi and Bhupinder Kalsi also confronted that deputy. All 3 now under arrest.

Deputies say the woman has bruises all over and has been badly beaten over an extended period of time. Her one year old daughter seems to have been unharmed.

(Neighbor:) She could have probably suffered even worse consequences because she was trying to reach out for help. So... absolutely... so brave... and I know she probably was protecting her baby more than she was even herself.

(Ashley:) Deputies say Devbir Kalsi told his parents his wife was being disobedient. Then they came here from India to discipline her.

The deputies say in addition to the beatings Devbir's parents held the the woman and her child against their will, held a knife to her throat and wouldn't let her call 911. Thankfully deputies have moved that woman and her child someplace safe.

The husband and his parents are in jail and ICE (U.S. Immigration and Customs Enforcement) has been notified since all 3 are foreign nationals of India. Well, neighbors here, shocked this happened in their quiet neighborhood. They're just thankful tonight that woman and her child are ok.

Reporting live in Riverview I'm Ashley Yore, ABC Action News.

(Studio:) Ashley, thank you. We want to remind you, ABC Action News is committed to taking action against domestic violence. If you or someone you know is in a domestic violence situation, you can call the statewide hotline at 18000-500-1119. We've also posted more information at abcactionnews.com/dv.

10. HUMAN TRAFFICKING

BBC News The dark reality of modern slavery in the UK



<https://www.youtube.com/watch?v=yymy6nBuX7E4>

Source: antislavery.com

STEP 1: PREPARATION

Task 1. Brainstorming. What is human trafficking about? What words are associated with it? Find some keywords associated with THB that fit into the frames below.

- | | |
|------------------------------|---------------------------|
| 1. s _ _ _ _ _ ry | 5. c _ _ _ d l _ _ _ _ r |
| 2. f _ _ _ _ e | 6. e _ _ _ _ _ _ _ _ ion |
| 3. p _ _ _ _ _ _ _ _ _ _ ion | 7. v _ _ _ _ _ _ _ _ able |
| 4. se _ _ _ _ _ _ _ de | |

STEP 2: LISTENING CHALLENGE

Task 2. Watch the video. Based on its content fill in any uncomplete words that you still have in exercise 1. You might not hear the words themselves in the video!

Task 3. What happened to Sarah? Write passive sentences using the hints. You will have to change some word forms.

1. Sarah/ force/ work/unpaid servant

2. She/ imprison/beat
3. She / treat/ a commodity
4. She / force/ stay outside / winter

Task 3. Answer the questions

1. What are Safe Houses?
2. How many slaves are there in the UK?
3. What does the British government plan to do about human trafficking?

Task 4. Based on the video, fill in the gaps with any suitable word or phrase. Watch the video to check your answers

1. Sarah came to England to Instead, she
.....
2. Women in the Safe Houses are safe now from the criminals who tricked
.....
3. This Safe House is just in
..... We can't of course tell you where, but
safe houses like this one have They're the
lucky ones.
4. It's estimated there are well over 4000 Yet
in 2012 there were just in England and
Wales.
5. The more people who are, the stronger the
message will be that the UK.....
6. Sarah endured two years of

7. She knows that even now behind closed doors the trade which
 her
others.
8. Human trafficking is often described

ANSWER KEY

Task 1.

- | | |
|-----------------|-----------------|
| 1. slavery | 5. child labour |
| 2. force | 6. exploitation |
| 3. prostitution | 7. vulnerable |
| 4. servitude | |

Task 2.

1. Sarah was forced to work as an unpaid servant.
2. She was imprisoned and beaten.
3. She was treated as a commodity.
4. She was forced to stay outside in winter.

Task 3. (Sample answers)

1. Safe Houses are ordinary houses in ordinary streets, where victims of human trafficking can stay.
2. It is estimated that there are over 4000 slaves today in the UK.
3. The government plans to appoint an anti-slavery commissioner to help tackle the problem of human trafficking. They want to increase prison sentences for human traffickers and the number of convictions. They want to convey the message that the UK is hostile to traffickers.

Task 4. (Sample answers)

1. Sarah came to England to **stay with relatives**. Instead, she **was imprisoned and forced to work as an unpaid servant**.
2. Women in the Safe Houses are safe now from the criminals who tricked **them into coming to the UK** then **forced them into prostitution or domestic servitude**..

3. This Safe House is just **an ordinary house** in **an ordinary street**. We can't of course tell you where, but safe houses like this one have **helped hundreds of people escape from slavery**. They're the lucky ones.
4. It's estimated there are well over 4000 **slaves in the UK** yet in 2012 there were just **34 convictions** in England and Wales.
5. The more people who are **convicted of human trafficking**, the stronger the message will be that the UK **is hostile to traffickers**.
6. Sarah endured two years of **abuse and deprivation**.
7. She knows that even now behind closed doors the trade which **exploited** her is **still exploiting** others.
8. Human trafficking is often described **as a modern day slave trade**.

SCRIPT

BBC News The dark reality of modern slavery in the UK

She came to England, she thought, to stay with relatives. Instead, Sarah was imprisoned, beaten and forced to work 17-hour days as an unpaid servant. She was fifteen.

(Sarah:) It was hell really. Every day was the same. I was cleaning and a glass broke. I was wearing pyjamas and it was winter and snowing outside. She pushed me outside in the garden while it was snowing and I wasn't wearing any shoes. From 9 in the morning to the next day I couldn't come inside the house. I wanted to run but I didn't know where to go. My English wasn't good.

In what's described as a modern day slave trade, these women are a valuable commodity. We met them in this Safe House run by a charity safe now from the criminals who tricked them into coming to the UK then forced them into prostitution and domestic servitude.

This young woman told us she thought she'd never escape.

(Woman:) I was really really scared. (Now) I have my independence my freedom, I'm happy and there's someone to help me when I need it. Someone to talk to.

It's just an ordinary house in an ordinary street. We can't of course tell you where, but safe houses like this one have helped hundreds of people over the last 3 years. They're the lucky ones. It's estimated there are well over 4000 slaves in the UK yet in 2012 there were just 34 convictions for human trafficking in England and Wales. The government plans to appoint an anti-slavery commissioner to help tackle the problem and increase prison sentences for human traffickers. The more people who are convicted for the crime of trafficking, the stronger the message will be that this country is hostile to traffickers. And I think it would be more likely that people when considering whether this was a crime that they think they could get away with will think again.

Sarah endured two years of abuse and deprivation. She's making plans for the future but knows even now behind closed doors the trade which exploited her is exploiting others.

Jenny Hill, BBC News.

11. Human Smuggling

Profiting from misery –how smugglers bring people to Europe



<https://www.youtube.com/watch?v=W7OsRz4Ubeg>

STEP 1—PREPARATION

Task 1. Brainstorming. What do people typically smuggle? Make a list of typical items then arrange them into categories using the table below.

Categories	Items

Task 2. Have you ever heard of FRONTEX? What is it? What is it responsible for? Summarize it in ONE sentence. If necessary, use Wikipedia or other internet resources.

STEP 2 – LISTENING CHALLENGE

Task 3. Watch the video and answer these questions.

1. What are the two most active human smuggling routes into the EU?
2. How do smugglers recruit migrants for their journeys?
3. What services do they offer?
4. What dangers are involved?
5. How much does crossing the Mediterranean cost?

Task 4. Phrase matching. Match the adjectives and the nouns (noun phrases) they describe in the video.

- | | |
|-------------------|----------------------|
| 1. ruthless | a) information |
| 2. well-organised | b) boats |
| 3. active | c) criminal networks |
| 4. huge | d) activities |
| 5. up-to-date | e) profits |
| 6. overcrowded | f) smugglers |
| 7. illegal | g) smuggling routes |

Task 5. Gap filling. Watch the video again and complete the text. See the script for sample answers.

Officers deployed by Frontex at EU's external collect intelligence about the people smugglers to assist the law authorities of member states.

In interviews with migrants Frontex gathers up-to-date information about the two most active smuggling: one leading through Libya and the other through Turkey.

Each route is managed by different networks that make huge from smuggling people.

The first most popular route leads through Turkey where is managed by well-organised criminal networks. They the migrants in the cities, direct them to the departure points and organise to the coast.

Smugglers use to advertise their services almost like travel agencies. The smugglers offer a variety of at different Customers can pay for a place on a rubber boat a larger one or even for a Smugglers can also offer fake or fraudulent

Usually the smugglers pack the onto small boats to make the crossing from Turkey to the Greek Islands. The journey is short but very The boats often begin to before making it to shore.

The second major route into the EU leads from Africa to Italy. In Africa the way people are smuggled is different depending on where migrants are coming from.

Other criminal groups in only getting people across the Mediterranean Sea while others facilitate within the EU.

The journey from Africa is fraught with danger and usually involves crossing a vast desert packed in the back of a speeding lorry. It is impossible to the number of migrants who have died on their way.

The ruthless smugglers force migrants onto even at gunpoint. Many migrants die because their boat capsizes or they below the deck stuck near the engine with no air circulation.

The fare for the varies between 800 and 2000 euros per person. In 2015 the smugglers made over 4 billion euros. Most of this money goes to fund other

STEP 3. SPECIAL LANGUAGE POINT

Task 6. The following terms are all related to the idea of „dying from lack of air or oxygen“. Match them with the definitions.

- | | |
|-------------------------|---|
| 1. choke | to kill someone by covering their face so that they cannot breathe |
| 2. drown | to die (or cause to die) from lack of air or inability to breathe |
| 3. smother | to die (or cause to die) by being unable to breathe underwater |
| 4. suffocate | to kill someone by pressing their throat so that they cannot breath |
| 5. strangle/strangulate | to stop breathing because something is blocking your throat |

Task 7. Complete the sentences with the right form of the most suitable term in Task 6.

1. The serial killer his victims with their pillows.
2. The migrants from the exhaust fumes.

3. He in the lake.
4. The injuries on the victims's neck clearly show that she
5. Help her quickly! She on a fish bone.

ANSWER KEY

Task 3. Sample answers

1. From Turkey through the Greek Islands and from Lybia through Italy.
2. In the cities and using social media.
3. Transportation (ticket for a rubber boat/ larger boat/ plane), fake documents.
4. Migrants fall off speeding lorries, they are often beaten and tortured, threatened, kidnapped for ransom or have to work as slaves to pay for their trip. Women are raped or kidnapped. Boats often sink, passengers stuck below the deck near the engine suffocate.
5. 800-2000 euros per person.

Task 4.

1. ruthless smugglers
2. well-organised criminal networks
3. active smuggling routes
4. huge profits
5. up-to-date information
6. overcrowded boats
7. illegal activities

Task 6.

- | | |
|-------------------------|---|
| 1. choke | to stop breathing because something is blocking your throat |
| 2. drown | to die (or cause to die) by being unable to breathe underwater |
| 3. smother | to kill someone by covering their face so that they cannot breathe |
| 4. suffocate | to die (or cause to die) from lack of air or inability to breathe |
| 5. strangle/strangulate | to kill someone by pressing their throat so that they cannot breath |

Task 7.

6. The serial killer **smothered** his victims with their pillows.
7. The migrants **suffocated** from the exhaust fumes.
8. He **drowned** in the lake.
9. The injuries on the victims's neck clearly show that she **has been strangled/ has been strangulated**.
10. Help her quickly! She **is choking** on a fish bone.

SCRIPT

Profiting from misery –how smugglers bring people to Europe

Officers deployed by Frontex at EU's external borders collect intelligence about the people smugglers to assist the law enforcement authorities of member states.

In interviews with migrants Frontex gathers up-to-date information about the two most active smuggling routes: one leading through Libya and the other through Turkey.

Each route is managed by different networks that make huge profits from smuggling people.

The first most popular route leads through Turkey where smuggling is managed by well-organised criminal networks. They recruit the migrants in the cities, direct them to the departure points and organise transportation to the coast. Those smugglers usually deal with people of a nationality that matches their own.

Smugglers use social media to advertise their services almost like travel agencies. The smugglers offer a variety of services at different prices. Customers can pay for a place on a rubber boat a larger one or even for a plane ticket. Smugglers can also offer fake or fraudulent documents.

Usually the smugglers pack the migrants onto small boats to make the crossing from Turkey to the Greek Islands. The journey is short but very dangerous. The boats often begin to sink before making it to shore.

The second major route into the EU leads from Africa to Italy. In Africa the way people are smuggled is different depending on where migrants are coming from. On the route from the horn of Africa migrants pay a highly organised criminal group for the entire trip through Sudan to Libya. People coming from sub-saharan Africa usually pay for each step of the journey that takes them through Niger to Libya.

Other criminal groups specialise in only getting people across the Mediterranean Sea while others facilitate travel within the EU.

The journey from Africa is fraught with danger and usually involves crossing a vast desert packed in the back of a speeding lorry. It is impossible to estimate the number of migrants who have died on their way. They are often beaten and tortured, threatened, kidnapped for ransom or have to work as slaves to pay for their trip. Many smugglers in Libya work with a local militiamen who frequently kidnap and rape the women.

The ruthless smugglers force migrants onto overcrowded boats even at gunpoint. Many migrants die because their boat capsizes or they suffocate below the deck stuck near the engine with no air circulation.

The fare for the sea crossing varies between 800 and 2000 euros per person. In 2015 the smugglers made over 4 billion euros. Most of this money goes to fund other illegal activities.

Information provided by Frontex to national authorities has led to many arrests of suspected smugglers.

C. Crimes against society

12. Drug-related crimes

Synthetic Drugs



<https://www.youtube.com/watch?v=Owxfr-3jXwc&t=44s>

STEP 1—PREPARATION

Task 1. What does *synthetic* mean? List a few things that can be *synthetic*.

Task 2. Revise vocabulary – verbs related to drugs. Use the appropriate form of the verbs below to complete the sentences.

manufacture – take – snort – inject – inhale – supply

1. Methamphetamine in clandestine chemical laboratories.
2. Dealers who drugs to young people should get a prison sentence.
3. Cocaine can through the nose.
4. Drug users who drugs intravenously and share needles risk getting infections like HIV.
5. Young people often substances like solvents to get high.
6. drugs at an early age involves a high risk of getting addicted to them.

STEP 2 – LISTENING CHALLENGE

Task 3. Watch the video and write a short article warning of the dangers of synthetic drugs.

Focus on the following topics:

1. What are synthetic drugs? Mention some examples.
2. What is misleading about them?

3. Why are they even more dangerous than traditional drugs?
4. What are the challenges facing the law enforcement authorities?

Task 4. Complete the sentences with names of drugs based on the video. If necessary, watch the video again.

1. Bath salts are synthetic
2. is synthetic marijuana.
3. In some cases people taking pills sold as are actually getting bath salts instead.
4. People taking synthetic drugs experience high levels of anxiety and paranoia, similar to what will do to you.

FURTHER READING

Ürmösné Simon, Gabriella (2018): Drug Abuse. *Technical English for Officers*. Budapest, Dialóg Campus. 33-51.

ANSWER KEY

Task 1. Sample answers

synthetic fiber, synthetic oil, synthetic detergents, synthetic music, etc.

Task 2.

1. Methamphetamine **is manufactured** in clandestine chemical laboratories.
2. Dealers who **supply** drugs to young people should get a prison sentence.
3. Cocaine can **be snorted** through the nose.
4. Drug users who **inject** drugs intravenously and share needles risk getting infections like HIV.
5. Young people often **inhale** substances like solvents to get high.
6. **Taking** drugs at an early age involves a high risk of getting addicted to them.

Task 4.

1. Bath salts are synthetic **cocaine**.
2. **Spice** is synthetic marijuana.
3. In some cases people taking pills sold as **Ecstasy** are actually getting bath salts instead.
4. People taking synthetic drugs experience high levels of anxiety and paranoia, similar to what **PCP** will do to you.

SCRIPT

Synthetic Drugs

As police officers, we have seen many disturbing things but the emergence of new synthetic drugs is truly alarming.

Bath salts. Spice. You've probably heard recent stories from around the country about bizarre and violent behaviour that results from taking these drugs and now Metro's⁴ narcotics team wants you to know exactly what's happening in our community.

⁴ Las Vegas Metropolitan Police Department.

These are dangerous new designer drugs that are being introduced into our communities that are sold under the titles of bath salts and spices. They're killing people.

Often they come in small packets and bottles designed to look totally harmless.

These have nothing to do with real bath salts that you'd find at reputable retailers. You're not gonna put this in your bathtub and get bubbles. And you ingest it just like cocaine. You can snort it, you can inject it through hypodermic needles

Bath salts are synthetic cocaine. Spice is synthetic marijuana.

And the chemicals being used are hard to detect. The problem is trying to catch up every time the chemist or manufacturer changes the compounds of the product.

So we're constantly playing catcher.

The compounds are usually developed and manufactured outside the U.S. and then labs will mix and package the illicit product right here in Clark County.

This is a picture of some spice product. This undercover narcotics officers shows us how the packaging is very misleading with phrases like plant feeder and bogus warnings like "not for human consumption".

Metro investigators say they're convinced the recent drug-related deaths and violent attacks are the result of synthetic drugs. In some cases people taking pills sold as Ecstasy are actually getting bath salts instead. What we're seeing is people actually take these drugs and are experiencing high levels of anxiety and paranoia, psychosis, similar to what we've seen or what most people think PCP will do to you. These drugs are ten or hundred times more powerful. We just can't control it and it takes 7 to 10 police officers in order to take this person into custody, because they actually become a deadly weapon themselves. Don't be fooled by the colourful packaging there is a dark and very dangerous side to synthetic drugs. Awareness of the problem is critical to keep our community safe. The chemist and the drugs dealers are not giving up and neither are we.

13. Smuggling

Keeping Up With Creative Smugglers



https://www.youtube.com/watch?v=b_eQarh-1tw

STEP 1—PREPARATION

Task 1. In Unit 11 (Human Smuggling), you were asked to think of things that are popular with smugglers. Expand your list now, but also arrange the items in categories. Use the table below.

STEP 2 – LISTENING CHALLENGE

Task 3. Watch the video. How many of these could you capture?

- tricky concealment methods
- detection methods
- things that make a passenger suspicious

Task 4. Look at the answers below. What would be the questions? Watch the video again if you need to.

1.?

Four pounds of heroin.

2.?

They do an x-ray.

3.?

There are none. Only variations to the old ones.

4.?

There's no way to tell.

5.?

It was cocaine paste.

STEP 3 – PRACTISE VOCABULARY

Task 5. Think of a synonym for each of the words below. If necessary, watch the video again.

1. confiscate, take away
2. intelligent, advanced or complex
3. arrests
4. grow
5. misleading, hiding the truth
6. defeat or do better than someone

ANSWER KEY

Task 3. (Sample answers)

- tricky concealment methods (6):
 - In Nintendo controller pads
 - In porcelain cats
 - In digital photo frames
 - Making cocaine paste look like crayon markings in a coloring book
 - In a lawn mower engine
 - Swallowing drug pellets
- detection methods (4)
 - Just watching people's behaviour
 - Sniffer dogs
 - Regular search
 - X-ray
- things that make a passenger suspicious (5)
 - Trying to dance around questions
 - Becoming very defensive

- Nervousness
- Sweating
- Bulging? carotid artery

Task 4.

1. What was found in a Nintendo controller pad? (Four pounds of heroin.)
2. What happens when a regular search fails to bring any result on a suspicious passenger? (They do an x-ray.)
3. What are the new trends in drug smuggling? (There are none. Only variations to the old ones.)
4. How many smugglers get through New York's three major airports without being detected? (There's no way to tell.)
5. What was the brown crayon marking in the colouring book? It was cocaine paste.

Task 5.

1. confiscate, take away → seize
2. intelligent, advanced or complex → sophisticated
3. arrests → busts
4. grow → increase
5. misleading, hiding the truth → deceptive
6. defeat or do better than someone → beat someone

SCRIPT

Keeping Up With Creative Smugglers

The Nintendo Wii is not just a hit with gamers, it's also popular with drug smugglers. This controller pad was seized recently at JFK airport with 4 pounds of heroin inside.

(CBP⁵ officer:) We try to stay ahead of the bad guys -- the bad guys try to stay ahead of us.

Here's another Wii controller pad seized at Newark airport a few weeks ago. This one stuffed with cocaine.

(CBP Officer) There are no new trends but new variations to the old ones.

These porcelain cats looked like nice gifts until agents discovered they were packed with opium. Same with this digital photo frame.

What we're seeing more than anything is an increase in the deep concealments... Much more sophisticated smuggling techniques...

Here's a child colouring book dedicated to Daddy. It was sent to an inmate at a New Jersey prison but it turns out the crayon markings were actually cocaine paste.

Dogs sniff out drugs but most busts come from simple people watching.

When it comes to trying to be deceptive, no matter where you come from, there is a... it's always the same! Trying to dance around a question, trying to become very defensive. Increased nervousness, the sweating, the carotid artery...

If agents do a regular search and don't find anything but are still suspicious then come X-rays.

These ones show pellets of heroin and cocaine swallowed by drug mules. They're intended to be excreted out once the smuggler leaves the airport. The bad guys simply try to rely on the numbers to beat us. And it's our job to stay ahead of them.

⁵ US Customs and Border Protection

A young woman from South America tried to enter New York with this lawn mower engine. Inside: brown powdered heroin.

There's no way of telling how many smugglers get through New York's three major airports without being caught.

(Officer:) Our seizure rate keeps going up year after year after year

As long as people in America buy drugs others will find ways to feed their addictions.

Ted Shaffrey, Associated Press, New York.

14. DUI

Beverly Hills woman sentenced to jail for driving drunk with 4-year-old son in car



<https://www.youtube.com/watch?v=Vm1sugjatPg>

STEP 1—PREPARATION

Task 1. Basic vocabulary

1. What does “DUI” stand for?
2. What other expressions can you use instead?
3. ??

Task 2. Brainstorming. What are the laws and penalties for drink driving in Hungary? Do you know laws of any other countries?

STEP 2 – LISTENING CHALLENGE

Task 3. What happened? The title summarizes the offence in 14 words. Can you make the summary a little more detailed? Write 3-4 sentences.

Task 4. What do the data refer to? Watch the video again and write sentences based on the news.

eg. 4 → The child is 4 years old.

1. 33.
2. Two years
3. 30 days

4. 90 days
5. 60 days

Task 5. Find the words in the video that express the same as the phrases in *italics*. (If necessary, watch the video again.)

1. A mother was *officially found guilty* of driving drunk with her child in the car.
2. She told the judge she was *feeling sad and guilty* for her actions.
3. We could *get* a video of the incident.
4. Although she is someone who has *committed the crime more than once*, she only got 30 days of house arrest.
5. She is on *a period of time when she must behave well and not commit any more crimes in order to avoid being sent to prison now*.
6. He *lost his balance and almost fell* and that's how the police officers knew that he was drunk.

STEP 3 – A BIT OF GRAMMAR

Task 6. Supply the missing prepositions.

1. She stood quietly the judge.
2. Prosecution was not happy the sentence.
3. He was convicted shoplifting.
4. When she was released jail, she promised never to drive while drunk again.
5. Everybody was opposed the recommendation.

STEP 4. – FOLLOW UP

Task 7. Reading and writing. Read the following passage about penal institutions and additional forms of punishment. What exactly do you think happened to the DUI offender woman? Write a letter in which she describes her life in prison and what happened afterwards to a relative.

"If someone is convicted and imprisoned, he is entitled to a programme of resocialization, which works towards the prevention of committing further crimes, maintaining his self-esteem, and the improvement of his social responsibility. Life imprisonment takes place in a high security prison. Maximum security prisons have the most secure facilities which typically hold prisoners considered dangerous. The prisoners have individual cells which are on lockdown for 23 hours a day. They are normally permitted no contact with other inmates and are under constant surveillance via closed-circuit television (Ürmösné, 2002).

Minimum security: Lower-security prisons are often designed with less restrictive features, which permits inmates free movement around the grounds to work or take part in activities during the day. Some countries also have "open" prisons where prisoners are allowed home-leave or part-time employment outside the prison.

Supplementary punishments comprise prohibition from public affairs, prohibition from their profession, prohibition from driving, confiscation of property, banishment, expulsion, and fines. (Lőrinc-Nagy, 1997).”⁶

ANSWER KEY

Task 1.

1. DUI= Driving under the influence (of alcohol or other drugs)
2. Drunk driving, drink driving (UK), driving while impaired/driving while intoxicated (DWI); impaired driving (Canada)

Task 2. (Sample answer)

Hungary has a zero-tolerance policy toward drinking and driving – if police pull you over and detect so much as a small trace of alcohol on your breath, you will be subject to expensive fines and the possible revocation of your Hungarian driver’s license. Police have the authority to pull over drivers even if they do not commit an infraction. ⁷

Task 4. (Sample answers)

1. **33**-year-old woman was found driving under the influence, with her child in the car.
2. First she was sentenced to **two years**’ probation.
3. She also got **30 days** of house arrest, but the sentence was later changed.
4. She has to spend **90 days** in jail.
5. After she is released from jail, she will have to complete **60 days** of community service.

Task 5.

1. A mother was **convicted** of driving drunk with her child.
2. She told the judge she was **remorseful** for her actions.
3. We could **obtain** a video of the incident.
4. Although she is someone who has **repeat offender**, she only got 30 days of house arrest.
5. She is on **probation** now.
6. He **stumbled** and that’s how the police officers knew that he was drunk.

Task 6.

1. She stood quietly **before** the judge.
2. Prosecution was not happy **about** the sentence.
3. He was convicted **of** shoplifting.
4. When she was released **from** jail, she promised never to drive while drunk again.
5. Everybody was opposed **to** the recommendation.

SCRIPT

Beverly Hills woman sentenced to jail for driving drunk with 4-year-old son in car

⁶ Ürmösné Simon, Gabriella (2018): Amazing Penal Institutions and the Dwelling Circumstances of Inmates. *Internal Security*. Special Issue

⁷ <https://welovebudapest.com/en/2015/04/16/survival-guide-driving-laws-in-hungary/>

Good evening to you, new at 5:30.

A mother convicted of driving drunk with her child in the car is headed to jail.

7 Action News reporter Tara Edwards was in the courtroom for sentencing today and she joins us live in The Newsroom with the latest developments. Tara?

(Tara:) Well, Glenda and Curtis, this is not the first time this woman has been convicted of drunk driving charges but today she said she regrets what she did before she learnt her punishment. 33 year old Holly Sidelle was quiet as she stood before Judge Martha Anderson in Oakland County Circuit Court, convicted of a list of crimes after she was driving drunk with her four-year-old son in the backseat.

In November Milford police found her driving her black Jeep all over the road.

(Police officer:) Are you sure you haven't had anything to drink tonight?

7 Action News obtained police DashCam video of the incident. You can see police asking her to stand on one leg but she stumbles and blames her shoes.

(Police officer:) (Do you think) you can do that?

She's caught on camera telling Milford officers she has a suspended licence and police found Redbull with alcohol inside

(Judge:) Did you get your 4-year-old child into the car with you? It's completely unforgivable.

At her sentencing, the probation department asked that Sidell, a repeat offender get only two years' probation and 30 days of house arrest -- something the prosecution was not happy about. "The recommendation of course is extremely generous from the probation department, I'm actually shocked. The people are opposed to the recommendation."

In the end she will be spending 90 days in jail. She told the judge she was remorseful for her actions. I'm more than sorry and I'm just happy to be sober for myself and my son.

And when Siddell is released from jail, she'll face hundreds of dollars in fines, must attend AA meetings and complete 60 days of community service and will have to take drug and alcohol testing every week. Live in the Newsroom, Tara Edwards 7 action news.

15. Environmental Crime

World Environment Day 2016: UNEP-INTERPOL Report on Environmental Crime



<https://www.youtube.com/watch?v=e-FFvUDygeQ>

STEP 1: PREPARATION – BRAINSTORMING

Task 1. Discuss the following. What aspects of the environment are endangered by environmental crime? Can you recall any recent news related to environmental crime?

Task 2. Vocabulary. Match the words and the meanings.

- | | |
|---------------------------|--|
| 1. resources | a) start to include many different types |
| 2. ivory | b) stopping to exist |
| 3. ranger | c) large in size/amount or importance |
| 4. substantial | d) becoming greater or more serious |
| 5. diversify | e) the thing that one has and can use to function properly |
| 6. frontline
elephants | f) a hard cream-coloured substance from the tusks of |
| 7. escalation | g) the part of an army that is closest to the enemy |
| 8. extinction | h) a person whose job is to protect a forest or natural park |

STEP 2: LISTENING CHALLENGE

Task 3. Watch the video about World Environment Day 2016. You will find that the video can be divided into 5 parts, each focusing on a specific topic. Think of 5 sentences to summarize each part, based on the hints below.

1. In recent years..... because
2. INTERPOL..... and has several....., such as....., and.....
3. World Wildlife Day is.....
4. Rangers.....and..... so it is important to.....
5. To tackle environmental crime,.....

Task 4. Several kinds of environmental crime are mentioned in the video. Make a list of them, adding any other that you can think of.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Task 5. What issues do the various INTERPOL projects mentioned in the video target?

1. Project Wisdom targets
2.
3.
4.
5.

Task 6. Do you know the meanings of the following terms? Explain them in English. If necessary, do some internet research.

- a low-risk crime
- conflict diamonds

- frontline law enforcement

ANSWER KEY

Task 2

resources: the things that one has and can use to function properly

ivory: a hard cream-coloured substance from the tusks of elephant

ranger: a person whose job is to protect a forest or natural park

substantial: large in size/amount or importance

diversify: start to include many different types

frontline: the part of an army that is closest to the enemy

escalation: becoming greater or more serious

extinction: stopping to exist

Task 3. Sample answers

1. In recent years **there has been a rise in the involvement of organized criminal groups in environmental crime** because **environmental crime is considered a no-risk crime**.
2. INTERPOL **has established a formal environmental crime programme** and has several projects to **tackle environmental crime**, such as **Project Wisdom, Project Predator** and **Project Leaf (Project Scale)**.
3. World Wildlife Day is **an opportunity to remind ourselves of the need to protect wildlife and tackle environmental crime**.
4. Rangers **risk their lives to protect wildlife** and **often have almost no resources available** so it is important to **support them**.
5. To tackle environmental crime, **we need to look at the entire chain of wildlife crime and tackle it through prosecution, customs and international networks**.

Task 4 (Sample answers)

- wildlife crime
- natural resources crime
- illicit trafficking of natural resources
- illegal logging
- illegal dumping of hazardous waste
- ...

Task 5. What issues do the various INTERPOL projects mentioned in the video target?

1. Project Wisdom targets **wildlife issues in Africa**.
2. Project Predator targets **wildlife issues in Asia**.
3. Project Leaf targets **forestry issues all over the world**.
4. Project Scale targets **fisheries issues**.

SCRIPT

World Environment Day 2016: UNEP-INTERPOL Report on Environmental Crime

In recent years we have seen a dramatic rise in the involvement of transnational organised criminal networks in wildlife crime and also natural resources crime and illicit trafficking of natural resources. Anything from conflict diamonds to gold, to trafficking in ivory from elephants or rhino horn or even fisheries. One of the reasons for this is that wild-life crime is considered not a "low-risk crime" but a "no risk crime", which means that with the opportunities of gaining substantial profits and very little chance of getting caught, the criminals have diversified and the criminal networks have engaged also in environmental crime.

INTERPOL has been working on environmental crime since 1992. In 2009 we established a formal environmental crime program. We've developed projects specifically targeting wildlife issues in Africa, called Project Wisdom. We've also developed a project specifically targeting wildlife in Asia called Project Predator. We have a number of other global projects: Project Leaf targeting forestry issues all over the world and fisheries issues in Project Scale which is also a global program.

World Wildlife Day is an opportunity to remind ourselves of the need to protect wildlife, to support frontline law enforcement, to work with law enforcement agencies around the world to tackle these global criminal syndicates and networks that are undermining government efforts, destroying the environment and driving species to extinction.

Over a thousand rangers have been killed frontline in defending wildlife. Very often they are paid low salaries, have virtually no resources available, little technical training and they're often confronted even with poachers comprised of militia groups or rebel groups heavily armed that were killing elephants or rhinos. These people are risking their lives frontline to protect wildlife and they need -- desperately need-- support. Not in terms of advanced weaponry, drones or technology but in form of basic needs from water bottles, gasoline, radio or simply good tactical training. So that they can conduct better crime scene management, so that they can conduct safer arrests, avoid escalation of violence and get criminals convicted.

More important is the fact that we need to engage in a much broader scale also looking at the entire chain of wildlife crime through prosecution, through customs and international networks.

16. Counterfeiting

Counterfeiting. Fake money - Counterfeit cash - Crimestoppers - Bank of England



<https://www.youtube.com/watch?v=BRK5TEtVPvA>

STEP 1 -- PREPARATION

Task 1. Basic vocabulary. Give the English for the definitions below.

1. ready money; a physical form of money that you can use for payment
2. a piece of paper money
3. fake, made to look like the original
4. the money that is used in a particular country at a particular time
5. the process in which something for example, money passes from one person to another

STEP 2. -- LISTENING CHALLENGE

Task 2. Watch the video and rewrite these statements to make them true.

1. Sophie sold some old books at a car boot fair and that's when she got the fake note.
2. Sophie checked the banknote when she received it but she didn't realize it was counterfeit.
3. The shop assistant didn't notice that the banknote was fake until Sophie had already left.
4. A great proportion of counterfeit banknotes is in circulation.

- There is no way for an average person to recognize a fake banknote.

Task 3. Find the opposites of these expressions in the video. If necessary, watch the video again.

- small time crooks
- genuine banknotes
- knowingly
- after a while
- guilty
- valuable

STEP 3. – SPECIAL LANGUAGE POINT

Task 4. *Fake, false, forged* or *counterfeit*? Which of these adjectives can the nouns below go together with? Fill the table. You can use one noun with more than one adjectives.

jewellery – teeth – passport – goods – money – information – painting -- signature

<i>Fake</i>	<i>False</i>	<i>Forged</i>	<i>Counterfeit</i>

FURTHER READING

Ürmösné Simon, Gabriella (2012): White Collar Crime. Angol szakmai témakörök a közép és felsőfokú nyelvvizsgára. Budapest, RTF.

ANSWER KEY

Task 1.

- ready money; a physical form of money that you can use for payment → **cash**
- a piece of paper money → **banknote, bill (AmE)**
- fake, made to look like the original → **counterfeit, forged**
- the money that is used in a particular country at a particular time → **currency**
- the process in which something for example, money passes from one person to another → **circulation**

Task 2.

1. Sophie sold some *clothes* at a car boot fair and that's when she got the fake note.
2. Sophie *didn't check* the banknote when she received it *that's why* she didn't realize it was counterfeit.
3. The shop assistant *immediately noticed* that the banknote was fake *when Sophie handed it to her*.
4. *Only a small* proportion of counterfeit banknotes is in circulation.
5. *An average person can recognize a fake banknote by checking the the watermarks, the feel of the paper and the raised print.*

Task 3. Find the opposites of these expressions in the video. If necessary, watch the video again.

1. small time crooks – serious organised criminals
2. genuine banknotes – counterfeit banknotes
3. knowingly – unknowingly
4. after a while – immediately
5. guilty – innocent
6. valuable – worthless

Task 4.

watch – teeth – passport – goods – money – information – painting -- signature

<i>Fake</i>	<i>False</i>	<i>Forged</i>	<i>Counterfeit</i>
watch	teeth	money	money
signature	information	passport	passport
passport		signature	goods
money		painting	watch
goods			
painting			

SCRIPT

Counterfeiting. Fake money - Counterfeit cash - Crimestoppers - Bank of England

Money makes the world go around. But occasionally it is not quite what it seems. Sometimes counterfeit notes are put into circulation -- the work not of small-time crooks but serious organised criminals. Sophie West talks about her experience of unknowingly receiving a counterfeit note and what happened when she tried to spend it.

(Sophie:) So one weekend I was with my mum trying to make some extra cash at a car boot fair and a girl approached me who wanted to buy an item of clothing I have for sale.

It was £5 and she gave me a £20 note. I took the money and didn't think anything about it until the following day when I went to the chemist. The shop assistant took the money and immediately told me that the £20 note I was handing her was actually fake. This was very embarrassing at the time as I mentioned it was a really busy chemist, it was lunch time. I felt like they thought the money I was handing over belonged to me when really I was the victim. I've been the one that had been had at the car boot. I've gone there to make more money and I ended up losing out. In hindsight it could

have been a lot worse. It could have been a cab journey home and that was the last £20 note I had but luckily it wasn't. So it wasn't as bad as it could have been but it's just made me a lot more aware. Now looking back I should have checked the money I received. I would appeal to anyone that knows anything about counterfeit money to come forward because it's innocent victims like me who are losing out.

The Bank of England wants action to eliminate counterfeiters so the innocent members of the public and businesses do not lose out.

Counterfeiting banknotes or making fake money is illegal. It is also really important to remember that it's not a victimless crime. Innocent people can end up with notes that are actually worthless and as we saw from Sophie's story that can be devastating for them. In 2009 there were about 560,000 counterfeit banknotes found. It may sound a large number but the proportion of notes in circulation is tiny. But in our view even that's too many. The Bank of England therefore works very closely with law enforcement agencies with the police with SOCA and Crimestoppers to try and prevent and catch these criminals. The Bank of England would encourage all members of the public to check the notes at the point that they received them. There are a number of things they can look out for: the watermarks, the feel of the paper and the raised print. The bank of England's website has more details about this as do our leaflets. We don't want innocent people to be caught out with notes that are worthless so we think that the role of Crimestoppers is playing in encouraging people to come forward and report those who might be passing on or making fake money is really important. SOCA is working with Crimestoppers to tackle organized crime, particularly in counterfeit currency, particularly in counterfeit goods and in producing fake DVDs. And we know the public can be the eyes and ears providing information through Crimestoppers to help us tackle organised criminality.

If you know someone who is dealing in fake goods, call the charity Crimestoppers anonymously on 0800 555 111.

17. Public Disorder

Riots, bullets, tear gas in Ferguson



<https://www.youtube.com/watch?v=5vF4si3hoRA&t=1s>

STEP 1 -- PREPARATION

Task 1. Basic vocabulary. Match the words and their definitions.

- | | |
|-------------|--|
| 1. mayhem | a) Go or cause to go in different directions |
| 2. loot | b) Suddenly fall down |
| 3. disorder | c) A violent disturbance of the peace by a crowd |
| 4. disperse | d) Chaos |
| 5. riot | e) Rob in a violent way |
| 6. collapse | f) confusion; a lack of organisation |

Task 2. Brainstorming. What are the typical situations when public disorder occurs?

STEP 2. -- LISTENING CHALLENGE

Task 3. Watch the video. What gave rise to the riot this time? Was it on your list (in Task 2).

Task 4. True (T), false (F) or we don't know (DK)? Correct the false statements.

1. The whole city is in a state of chaos.
2. Several buildings are burning.
3. The reporter was hit with a beanbag.

4. The rioters have a lost of the things they demand.
5. The riots started 2 days ago.

Task 5. Role play.

A: You are one of the news reporters who worked on the scene of the riots in Ferguson. After your chaotic workday, you tell your family about what you've gone through.

B: You are a worried family member, who wants to persuade "A" not to do this dangerous job any longer.

ANSWER KEY

Task 1.

- | | |
|-------------|---|
| 1. mayhem | Chaos |
| 2. loot | Rob in a violent way |
| 3. disorder | Confusion; a lack of organisation |
| 4. disperse | Go or cause to go in different directions |
| 5. riot | A violent disturbance of the peace by a crowd |
| 6. collapse | Suddenly fall down |

Task 3. (Sample answer)

A court decision. The grand jury decided not to indict an officer called "Wilson".

Task 4. True (T), false (F) or we don't know (DK)?

1. The whole city is in a state of chaos. **F**
2. Several buildings are burning. **T**
3. The reporter was hit with a beanbag. **F**
4. The rioters have a lost of the things they demand. **DK**
5. The riots started 2 days ago. **DK**

SCRIPT

Riots, bullets, tear gas in Ferguson

You are in a street, blocking the roadway. You weren't allowed to **reassemble**?? You need to disperse immediately or you will be subject to arrest. Do it now.

At the McDonalds the window is broken into again. We saw a couple of other stores broken into and looted.

Tear gas is being thrown... water bottles we witnessed being thrown at police.

Tear gas, tear gas. It's tear gas that's dropped right there. It's gonna get very bad here if we don't have masks.

They're throwing it back.

There are a lot of bean bags being thrown and tear gas.

R: What we're looking at is the aftermath of the the grand jury deciding not to indict Officer Wilson

That's one police cruiser that is fully engulfed now. And if you turn to your left – our photographer--- is gonna get you the other. That one is almost finished burning.

R: It was mayhem. We saw these buildings catch on fire. This was a beauty supply store and (it's...) we watched it just burn to the ground.

R: The AutoZone is on fire. This is the third building within two blocks and it is, you know, destroyed. The building has basically collapsed. You can hear that explosions are going on inside there from whatever is inside, whether it was...

Aah! Sorry I just got hit by a rock. I've been hit with much worse in my day.

And you're seeing the Title Max just up the street, right across. And that's another fire. And you're hearing the explosions from inside these semi-ghost places.

Just to give you context. I don't want to give you the sense that the entire city of Ferguson... that there's chaos. Lots of areas are calm, people are inside and that is really what we have been witnessing.

R: Not tear gas this time, just smoke. But you see another building here now on fire. Look over to my left to see some others that have been looted.

R: This is the New York Grill, another business here they've broken into.

R: Right now I'm standing outside the McDonalds. People are throwing stuff at me right now. In fact I'm not staying here right now.

Police still using tear gas, still moving through the area. It's heartbreaking. The Brown family, the governor, the President all speaking about non-violence and about peace.

Bibliography

Borszéki, Judit (2011): Crime and Justice: Student's book 1-3. Budapest, Rendőrtiszti Főiskola.

Cullen, Peter and Marchetti, Lorena and Peter Cullen (2015): A Multimodal Approach in the Classroom for Creative Learning and Teaching. *CASALC Review 2015-2016*, Volume 5, Issue 1, pp. 39-51

Kress, Gunther (2010): *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London, Routledge. 6.

Survival Guide: Driving Laws in Hungary. Available at:
<https://welovebudapest.com/en/2015/04/16/survival-guide-driving-laws-in-hungary/>

Ürmösné Simon, Gabriella (2012): White Collar Crime. *Angol szakmai témakörök a közép és felsőfokú nyelvvizsgára*. Budapest, RTF.

Ürmösné Simon, Gabriella (2018): Amazing Penal Institutions and the Dwelling Circumstances of Inmates. *Internal Security*. Special Issue

Ürmösné Simon, Gabriella (2018): *Technical English for Officers*. Budapest, Dialóg Campus.

Ürmösné Simon, Gabriella (2018): The Portrayal and the Attributes of Serial Killers and Some of the Most Notorious Ones. *Internal Security*, Special Issue

Ürmösné Simon, Gabriella (2015): The Traits and the Thrill of Serial Killers. *Internal Security*, Volume 7, Issue 2.

...