English for Law Enforcement

Charles Boyle and Ileana Chersan

English for Law Enforcement is a language course designed to meet the communication needs of 21st century law enforcers, including customs officers, military police, security personnel and police officers. It equips students with the language they need to operate effectively in English in a range of standard law enforcement contexts.

English for Law Enforcement offers you:

- an accurate and up to date examination of current issues facing law enforcers and the language needed to deal with those issues.
- lively and stimulating language practice of the core vocabulary and functional language for the main branches of law enforcement activity.
- an integrated self-study CD-ROM including interactive language practice and consolidation of key language points.

Other components
Teacher's Book ISBN 978 0230 732 575
Class Audio CD ISBN 978 0230 123 123
Is this your vehicle?

Task 1  Listen and read the descriptions of the vehicles. Then match them with the pictures.

1  a white van ___  6  a silver grey moped ___
2  a metallic blue car ___  7  a beige and orange coach ___
3  a blue car ___  8  a light blue bicycle ___
4  a light blue HGV (Heavy Goods Vehicle) ___  9  a dark blue lorry ___
5  a big, black motorcycle ___  10  a small, red car ___

Task 2  Match the words with the colours.

1  ___  2  ___  3  ___  4  ___  5  ___  6  ___  7  ___

metallic green  light green  dark green  silver grey  bronze  beige  dark purple

Reading  Task 3  Look at the vehicle registration plates. Read the text on the opposite page and answer the questions.

1  Find a different expression for ‘registration plate’. l _____ p _____
2  Find a word which means ‘the size and style of printed letters’. t _____
3  Which of these is NOT a correct format for an EU registration plate?

a blue background  b yellow background  c white background
black letters  black letters  black letters

4  Why are German licence plates special?
REGISTRATION PLATES

IN THE EUROPEAN UNION, vehicles have white or yellow licence plates. The format is the same for all vehicles. There is blue strip on the left of the plate. On the blue strip is the EU symbol of 12 yellow stars and the country code of the state in which the vehicle was registered. The letters on the plate are black and the background is white or reflective yellow.

The typeface for registration plates in Germany is a special one. It is designed to be very difficult to change: for example, it is impossible to change the O to a Q, or the P to an R. It is very easy for a radar or license-plate reading machine to read this typeface. However, it is more difficult for the human eye to read it because the letters are so narrow.

Task 4 Label the registration plates in task 3 with these countries. Which registration plates are from vehicles NOT registered in the European Union?

1 Germany 3 Poland 5 Brazil 7 Russia
2 Romania 4 India 6 China 8 France

Pronunciation Task 5 Listen to the word stress for the names of the countries in task 4. Write them in the correct column.

Spain Japan Sudan China Italy America

Pronunciation Task 5 Listen to the word stress for the names of the countries in task 4. Write them in the correct column.

Spain Japan Sudan China Italy America

Listen and check.

Task 6 Law enforcers often use the international radiotelephony alphabet for international communication. Listen and repeat.

A Alpha G Golf M Mike S Sierra Y Yankee
B Bravo H Hotel N November T Tango Z Zulu
C Charlie I India O Oscar U Uniform
D Delta J Juliet P Papa V Victor
E Echo K Kilo Q Quebec W Whiskey
F Foxtrot L Lima R Romeo X X-Ray

Listening Task 7 Listen and write the vehicle registration plates.

1 ____________ 3 ____________ 5 ____________
2 ____________ 4 ____________ 6 ____________

Speaking Task 8 Work in pairs. Look at the vehicles in task 1. Take it in turns to choose a vehicle and say the registration plate to your partner.
IN T R O

INTERPOL’s ASF-SMV database

- In the UK, a vehicle is stolen every (1) ______ minutes. In the US, this happens every (2) ______ seconds.
- INTERPOL – the international criminal police organization – has an international database with details of stolen vehicles. This is the Automated Search Facility Stolen Motor Vehicle (ASF-SMV) database.
- At the end of 2007, the database had more than (3) ______ records of reported stolen motor vehicles.
- (4) ______ countries use the database regularly.
- In 2007, the ASF-SMV database helped police to recover more than (5) ______ motor vehicles worldwide.

[1.22] Now listen and check.

**Task 2** Look at the graph which shows vehicles stolen over the last 12 months. Answer the questions.

1. The most stolen make of car is ______.
2. The least stolen makes of car are ______ and ______.
3. Why do you think this is?
4. ______, the ______ and ______ are German cars.
5. ______ and ______ are French makes of car, and ______ is Italian.
6. The graph shows more ______ makes of car than any other.
7. The Lada is a ______ car and the _____ is American.

What is the most stolen make of car in your country?
Task 3  Listen to the word stress in these words. Write them in the correct column.

American  British  German  Swiss  Indian  Taiwanese  Romanian

French  Russian  Chinese  African  Italian  Japanese

Listen and check.

Task 4  Listen and complete the vehicle descriptions.

Make and model:  Colour:  Licence plate number:  Registered in:  Registered to:

Task 5  Work in pairs. Student A turn to File 5 on page 103. Student B turn to File 6 on page 104. Take it in turns to describe the vehicles.

Speaking

Task 6  A police helicopter is following a stolen car. Look at the map and write what they are saying to Control. Then read the passage aloud to a partner.

1 He / go / straight ahead. / He / leave / the town.
   He's going straight ahead. He's leaving the town.

2 He / drive / very fast / and / he / overtake / lots of vehicles. It's very dangerous.

3 Now / he / turn left. / I think / he / go / in the direction of the motorway.

4 Yes, / he / on the motorway. / He / go north / and he / not slow down.

5 Now / he / begin / to slow down.

6 The car / stop. / It has no more petrol.

7 The driver / open / the door and he / get out.

GRAMMAR  present continuous: positive and negative

We use the present continuous tense to describe what is happening now.

Positive

I am driving along the motorway at the moment. (I am = I’m)

He / she is overtaking the car in front. (he is = he’s, she is = she’s)

You / we / they are driving too fast! (you are = you’re, we are = we’re, they are = they’re)

Negative

I’m not driving too fast. The speed limit is 120 km per hour.

He / she isn’t slowing down!

You / we / they aren’t driving very well.
Objectives

- parts of a car
- vehicle offences
- must / mustn’t

World English

UK US
bonnet hood
boot trunk
windscreen windshield
indicator turn
lights light
tyre tire

driving driver’s
licence license

Task 1 Work in pairs. Tell your partner about the car you drive (colour, year, make, model). Does it have any problems?

Task 2 Label the car in the picture. Use these words.

- tyre
- bonnet
- windscreen
- steering wheel
- headlights
- fog lights
- mirror

Listen and check.

Task 3 What are the problems? Complete the sentences. Use these words.

- out of date
- don’t work
- flat
- cracked
- overloaded

1. Your driving licence is not valid. It is ______.
2. The lorry is too heavy because it’s ______.
3. The driver can’t see properly because his windscreen is ______.
4. The front right-hand tyre is completely ______.
5. This vehicle is dangerous. The headlights ______.

Grammar must / mustn’t

Must is the same in all persons.

I / you / he must wear a seatbelt.
We / you / they must have vehicle insurance.
I / you / he mustn’t exceed the speed limit.
We / you / they mustn’t drive without a seatbelt.

(= it’s the law; it’s compulsory)

(= it’s against the law; it’s illegal)
Task 4 Write positive (√) and negative (✗) sentences. Use must / mustn’t.

1. Drivers / drive / on the right-hand side of the road. ✓
   *Drivers must drive on the right-hand side of the road.*
2. You / drive / when you are drinking alcohol. ✗
4. Vehicles / have / child seats / for small children. ✓
5. Motorcycle drivers / and passengers / wear helmets. ✓
6. You / drive at more than 50 km per hour on this road. ✗
7. You / use a mobile phone when you are driving. ✗

Task 5 Work in pairs. Talk about what drivers must and mustn’t do in your country.

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 2</th>
<th>Conversation 3</th>
<th>Conversation 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are they?</td>
<td>on a motorway</td>
<td>at a b________ c________</td>
<td>on a motorway</td>
</tr>
<tr>
<td>What’s the problem?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[1.27] Listening Task 6 Listen to four conversations between law enforcers and drivers. Complete the table.

[1.28] Task 7 Listen and complete these sentences from the conversations.

**Conversation 1**
1. Can I see your _____ and ________, please?
2. Do you _____________ for children are compulsory in this country, madam?

**Conversation 2**
3. You must _____________ at all times.
4. It’s illegal to _____________.

**Conversation 3**
5. The _____________ isn’t working, sir.
6. Can you _____________ the car, please?

**Conversation 4**
7. I ___________ you for dangerous driving.

Speaking Task 8 Write a conversation between a police officer and a driver. Work in pairs and read your dialogues.
Traffic offences and penalties

Task 1 Look at the driving licence. Find the information.
1 Name and surname of the driver 4 Place of birth of the driver
2 Nationality of the driver 5 Date of expiry of the licence
3 Date of birth of the driver 6 Address of the driver

Task 2 Label the licence. Use these words.
identity photo signature date of birth issuing body address

Speaking Task 3 Write the questions you need to ask the driver to get the information in task 1.

Task 4 Work in pairs. Student A turn to File 7 on page 103, Student B turn to File 8 on page 104. Ask questions to complete your licences.

Task 5 Listen to a UK police officer talking about driving offences and penalties in the UK. Complete the table.

<table>
<thead>
<tr>
<th>Driving offences and penalties in Great Britain</th>
<th>Penalty</th>
<th>Fine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causing death by dangerous driving</td>
<td>up to (1) in prison</td>
<td>unlimited</td>
</tr>
<tr>
<td>Dangerous driving</td>
<td>lose (2)</td>
<td>(3)</td>
</tr>
<tr>
<td>Failure to stop or report an (4) accident</td>
<td>up to (5) in prison</td>
<td>up to £5,000</td>
</tr>
<tr>
<td>Speeding offences</td>
<td>penalty points</td>
<td>up to (6)</td>
</tr>
<tr>
<td>Drink driving</td>
<td>lose licence</td>
<td>up to (7)</td>
</tr>
<tr>
<td>Using a mobile phone (car)</td>
<td>penalty points</td>
<td>up to £1,000</td>
</tr>
<tr>
<td>Using a mobile phone (8) or bus</td>
<td>penalty points</td>
<td>up to (9)</td>
</tr>
</tbody>
</table>

World English

UK | USA
---|---
drink driving | drunk driving

OBJECTIVES
• driving licences
• penalties
• have to / don’t have to, may / might
We use *have to* to talk about rules or things that are necessary. It isn’t as strong as *must*.

I / you / we / they **have to** stop. He / she **has to** wait.

I / you / we / they **don’t have to** stop. He / she **doesn’t have to** wait.

**Do** I / you / we / they **have** to have insurance? Yes, they **do**. / No, they **don’t**.

**Does** he / she **have** to pay the fine? Yes, he **does**. / No, he **doesn’t**.

We use *may* / *might* for possibilities, or things that can happen.

If you drive too fast, *you may / might* have an accident.

If he doesn’t have a licence, he **might** be arrested.

**Task 6** Make true sentences about driving offences and penalties in your country.

*Use have to or may / might and these expressions.*

- pay a fine
- lose your licence (permanently / temporarily)
- go to prison
- get penalty points on your licence
- take a driving test
- wear seatbelts

1. If you park in a non-stopping area, you ______.
2. If you drink and drive, you ______.
3. If you exceed the speed limit, you ______.
4. If you want to drive, you ______.
5. All your passengers ______.
6. If you cause an accident by dangerous driving, you ______.

**Speaking Task 7** Work in pairs. Student A look at this text about unusual driving laws. Student B look at File 9 on page 102. Ask each other questions to complete your text. Use a dictionary and be prepared to explain difficult words to your partner in English!

*What do taxi drivers have to carry in Australia? What can’t drivers do in Alaska?*

---

**Unusual driving laws of the world**

*Some parts of the world have unusual driving laws. Some of these laws seem strange because they are very old – others just seem strange!*  

1. If taxi drivers in Finland play music in their cars while they are driving customers, they have to ______.
2. Luckily for dogs, in Alaska, it is illegal to tie a dog to the roof of the car.
3. Women, if you go for a drive in California, don’t forget that it is illegal to drive a car if you are wearing a housecoat. It is also useful to know that the speed limit for a vehicle without a driver is 60 miles / 80 km an hour!
4. If you take a taxi in Australia, ask the driver what is in the boot / trunk of the car. By law, it is compulsory for taxis to ______.
5. Drivers in New Jersey will be happy to know that it is illegal to plant trees in the middle of the road.
6. If you go to New York, make sure you are happy with what you are wearing before you drive into town. It is illegal to ______.
7. You have to think fast if you are driving in Oregon. In this American state, you can ______.
8. It is not illegal to drink beer in Rhode Island but it is illegal to drive with beer in your car. Even if the beer isn’t open, this is still an offence.