

# 12 Knowing the Law

Speakers	Web DVD	Video Summary	Page No.	E1	E2	E3	L1L2
Monira Khan	066	Monira talks about the role of parenting for the prevention of anti-social children.	2	x	✓	✓	✓
Burglary (anonymous)	067	A man talks about being arrested and the legal procedures of what must happen if you are arrested and charged.	14	x	x	x	✓
Helen Tremenheere	068	Helen talks about a burglary she experienced and how the police handled the matter. Small sections suitable for E2.	22	x	✓	✓	✓
Drugs (anonymous)	069	A young woman talks about sharing drugs and the potential consequences. Goes on to explain the different categories of drugs.	40	x	x	✓	✓
PC Carole Mumsey	070	Carole discusses her role as student liaison officer and the differences between the police and the 'bobbies on the beat'.	48	x	x	✓	✓
Car theft (anonymous)	071	A teenager talks about TWOC (Taking without Owner's Consent) and why he steals cars.	72	x	x	✓	✓
Claudia John	072	Claudia discusses a car accident she was involved in and her difficulties when contacting the police and insurance company. Small sections suitable for E2.	79	x	✓	✓	✓
					tutor selection		
Age and the law	073	Audio account detailing the different things you can legally do in the UK between the ages of 14 and 21.	102	✓	✓	✓	✓

To download videos, audio files and a Microsoft Word version of this teaching workbook please visit: [www.esoluk.co.uk/download.html](http://www.esoluk.co.uk/download.html). Answer key to multiple-choice questions: **page 109**

## 12 Knowing the Law

Speaker: 066 Monira Khan

Theme: Anti-social  
behaviour



Skill	Suggested Activities
Speaking:	Talk about their experiences as parents and how they discipline/correct their children. How do their experiences as parents compare to how they were brought up? Compare children and discipline within the UK with parenting in other countries.
Listening:	Listen to the video for informal/personal language use to describe anti-social behaviour and compare with formal news clips about the same topic. (Parents blame parents. Who do the media blame?) What is meant by new terms such as ASBO, Hoodie, Chav, etc.
Reading:	Look at local and national newspapers and some of the media articles which emphasise a growing problem with youths and anti-social problems. Is this media spotlighting representative or exaggerated, compared to students' experiences of where they live?
Writing:	Write a newspaper article reporting on anti-social behaviour in their area. Write about own experiences as a child. Compare teenagers in the UK with teenagers in native country.

### Transcript:

1. **Monira:** But it's true I strongly still believe, even with my children, when they do something minor I should be more careful as a parent. To make them a good citizen you have to at the beginning, I think, otherwise it's very difficult after.

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2. Sometimes I say, "Oh, my son is doing this", and that not only problem coming from outside, sometimes problem inside. The parents have to deal when start, beginning, or before it's happened.
3. **Wendy:** Right.
4. **Monira:** People have got to be careful. If, together, the whole neighbourhood thinks how you bring up your children, what understanding they should have, I'm sure the neighbour who caused me a little problem in the second house, if they knew me they wouldn't do it.
5. **Wendy:** They wouldn't do it, right.
6. **Monira:** So, sometimes I feel I should go, but next time I think, "Oh, I don't have time to do this."
7. **Wendy:** Right, right.
8. **Monira:** But part of me that I should be blamed as well, you know, not everybody else.
9. **Wendy:** So you say, partly parents need to make sure that they bring up their children strictly?
10. **Monira:** That's right, of course.
11. **Wendy:** Is that right? And that they are the small things. They say, "No, you don't do that." Yeah?
12. **Monira:** Hmm.
13. **Wendy:** But you're also saying that neighbours need to know one another, yeah?
14. **Monira:** Yeah and help.
15. **Wendy:** And help one another?
16. **Monira:** Hmm.
17. **Wendy:** And then those neighbours can collectively, if there's a problem, then they can try to address that?
18. **Monira:** Yeah. And one attitude we have. Say I saw a child breaking someone else's car.
19. **Wendy:** Right.
20. **Monira:** I'd just walk out. It's none of my business. That should stop.
21. **Wendy:** Yes.

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22. **Monira:** I should see if it's not my car, but who is doing it? How can he be punished and how can I stop him doing it? And if we all do that, eventually, probably, that child would stop doing it. And they do it for fun in the beginning, but the fun became a big problem at times, you see.
23. **Wendy:** Yes, yes, yes.
24. **Monira:** So, if we don't stop the crime ... and this is small crime, then we are in trouble.
25. **Wendy:** Okay.

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**066 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 1, doing something 'minor' means
  - a. children are always naughty
  - b. children are small
  - c. doing very bad things
  - d. making little mistakes
  
- 2) At number 1, being a good citizen means
  - a. doing good things
  - b. looking after other people
  - c. having naughty children
  - d. teaching your children right from wrong
  
- 3) At number 2, 'problem coming from outside' means
  - a. bad society
  - b. good friends
  - c. the child is influenced by people outside the house
  - d. outside the house
  
- 4) At number 2, 'sometimes problems inside' means
  - a. the child does bad things without any influence
  - b. in the city
  - c. in the College
  - d. in the street
  
- 5) At number 4, 'the whole neighbourhood' means
  - a. the nearby streets
  - b. all the people living in the city
  - c. all your friends in the college
  - d. all the people you know
  
- 6) At number 4, 'bring up your children' means
  - a. help your children to grow up as good children
  - b. older children
  - c. small children
  - d. bringing up children

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- 7) At number 4, 'caused little problems' means
- making small mistakes
  - being good
  - making big mistakes
  - being very bad
- 8) At number 8, 'should be blamed' means
- being accused
  - making trouble
  - being a good person
  - not responsible
- 9) At number 9, 'bring up children strictly' means
- making sure your children follow rules
  - feeding the children
  - taking them to the school
  - looking after them in the playground
- 10) At number 22, why are some children naughty in the beginning?
- because they think it is funny
  - because other people make them do it
  - because they are bad on the inside

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### 066 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/066.html](http://www.esoluk.co.uk/066.html)

**Words:** *bring careful child children crime doing parents stop*

1. **Monira:** But it's true I strongly still believe, even with my [1] \_\_\_\_\_, when they do something minor I should be more [2] \_\_\_\_\_ as a parent. To make them a good citizen you have to at the beginning, I think, otherwise it's very difficult after.

2. Sometimes I say, 'Oh, my son is [3] \_\_\_\_\_ this', and that not only problem coming from outside, sometimes problem inside. The [4] \_\_\_\_\_ have to deal when start, beginning, or before it's happened.

3. **Wendy:** Right.

4. **Monira:** People have got to be [5] \_\_\_\_\_. If, together, the whole neighbourhood thinks how you [6] \_\_\_\_\_ up your [7] \_\_\_\_\_, what understanding they should have, I'm sure the neighbour who caused me a little problem in the second house, if they knew me they wouldn't do it.

5. **Wendy:** They wouldn't do it, right.

6. **Monira:** So, sometimes I feel I should go, but next time I think, 'Oh, I don't have time to do this.'

7. **Wendy:** Right, right.

8. **Monira:** But part of me that I should be blamed as well, you know, not everybody else.

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9. **Wendy:** So you say, partly [8] \_\_\_\_\_ need to make sure that they [9] \_\_\_\_\_ up their [10] \_\_\_\_\_ strictly?

10. **Monira:** That's right, of course.

11. **Wendy:** Is that right? And that they are the small things. They say, 'No, you don't do that.' Yeah?

12. **Monira:** Hmm.

13. **Wendy:** But you're also saying that neighbours need to know one another, yeah?

14. **Monira:** Yeah and help.

15. **Wendy:** And help one another?

16. **Monira:** Hmm.

17. **Wendy:** And then those neighbours can collectively, if there's a problem, then they can try to address that?

18. **Monira:** Yeah. And one attitude we have. Say I saw a [11] \_\_\_\_\_ breaking someone else's car.

19. **Wendy:** Right.

20. **Monira:** I'd just walk out. It's none of my business. That should [12] \_\_\_\_\_.

21. **Wendy:** Yes.



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22. **Monira:** I should see if it's not my car, but who is [13] \_\_\_\_\_ it? How can he be punished and how can I [14] \_\_\_\_\_ him [15] doing it? And if we all do that, eventually, probably, that [16] child would [17] \_\_\_\_\_ [18] doing it. And they do it for fun in the beginning, but the fun became a big problem at times, you see.

23. **Wendy:** Yes, yes, yes.

24. **Monira:** So, if we don't [19] \_\_\_\_\_ the [20] \_\_\_\_\_ ... and this is small [21] \_\_\_\_\_, then we are in trouble.

25. **Wendy:** Okay.

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### 066 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Monira:** People have got to be careful. If, together, the whole neighbourhood thinks how you bring up your children, what understanding they should have, I'm sure the neighbour who caused me a little problem in the second house, if they knew me they wouldn't do it.

**Monira:** So, sometimes I feel I should go, but next time I think, "Oh, I don't have time to do this."

**Monira:** But part of me that I should be blamed as well, you know, not everybody else.

**Monira:** That's right, of course.

**Monira:** Yeah and help.

**Monira:** Hmm.

**Wendy:** They wouldn't do it, right.

**Wendy:** Right, right.

**Wendy:** But you're also saying that neighbours need to know one another, yeah?

**Wendy:** Yes.

**Wendy:** So you say, partly parents need to make sure that they bring up their children strictly?

**Wendy:** Is that right? And that they are the small things. They say, "No, you don't do that." Yeah?

**Wendy:** And then those neighbours can collectively, if there's a problem, then they can try to address that?

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**Wendy:** Right.

**Wendy:** And help one another?

**Monira:** Hmm.

**Monira:** I'd just walk out. It's none of my business. That should stop.

**Monira:** Yeah. And one attitude we have. Say I saw a child breaking someone else's car.

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### 066 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**monira:** but its true i strongly still believe even with my children when they do something minor i should be more careful as a parent to make them a good citizen you have to at the beginning i think otherwise its very difficult after

sometimes i say "oh my son is doing this" and that not only problem coming from outside sometimes problem inside the parents have to deal when start beginning or before its happened

**wendy:** right

**monira:** people have got to be careful if together the whole neighbourhood thinks how you bring up your children what understanding they should have im sure the neighbour who caused me a little problem in the second house if they knew me they wouldnt do it

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### 066 writing activity:

1. Write about what you have learned so far.
2. Describe the person(s) and what they do.
3. Try to use some of the key words used by the speaker(s).

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## 12 Knowing the Law

Speaker: 067 Anonymous

Theme: Burglary



Skill	Suggested Activities
Speaking:	<p>In pairs, or small groups, share experiences of crime. Talk about the different names for criminals and what the crime involves, eg mugger, robber, burglar, vandal, arsonist. Which of these crimes are most serious and what type of court would they go to? Compare crime in the UK to other countries.</p>
Listening:	<p>Listen for specific detail, eg create a timeline and write the sequence the man describes of what must legally happen when a person is arrested. Listen for Yorkshire dialect and accent. How does the audio differ from conventional pronunciation? For example, 'I dint do ote' compared to 'I didn't do anything.'</p>
Reading:	<p>Provide a newspaper article on the same crime reported by different newspapers and identify the crime, what happened, the punishment, etc. Identify the different use of language to describe the same event, eg, read a tabloid compared to a broadsheet. Visit a website such as <a href="http://www.crimestatistics.org.uk">www.crimestatistics.org.uk</a> and find crime statistics for your area.</p>
Writing:	<p>Write about own experiences of crime. Write a brief letter to a newspaper describing what concerns you about crime in your area. Send these letters to a local newspaper with the hope of publication in such dedicated pages as 'reader's thoughts'.</p>

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**(Please note this transcript uses phonetic spellings to replicate the Yorkshire accent and dialect of the speaker.)**

### **Transcript:**

1. I'm on bail even though I dint do ote. Now I've gotta be in at 6 every night like I'm some sort of kid ... and I can't leave the house in the morning before 6.
2. First the police came to my house and said I'd been breaking into other peoples' houses. My wife had a fit. I told her I dint do ote but she dint believe me. They strip-searched me and found a screwdriver. I told em I'd been mending my car but they dint believe me.
3. They put my screwdriver in a plastic bag and took me to station. I had to give a statement then they arrested me, then they put me in a police cell. I had to call a solicitor. I dint get to choose a solicitor. It was a free legal aid bloke. He said I'd been arrested on suspicion of burglary. I told him I dint do ote but ya could tell he dint believe me.
4. I know the law. They don't scare me. Y'see, they can only keep ya locked up for 72 hours. After that, coppers ave gotta let ya go, charge you or they've gotta go to a magistrate and ask for an extra 24 hours to question ya. I dint tell 'em ote. They could only charge me if they've got evidence to prove I did it. And they han't ya'see.
5. They said someone had been breaking into houses using a screwdriver. I don't care. Note to do with me. Like I said to coppers, I only had a screwdriver in me pocket cos I'd been mending my mate's car. Ya could tell they dint believe me.
6. After a couple of days they took me out of cells and took me straight to magistrate's court. The judge read out what I'd been accused of and I told him I han't done ote. Ya could tell he dint believe me. I thought I was gonna get 'remanded in custody'. I could'hve gone to prison till the court date. It would ave done me head in. It did last time I went down.
7. This time I got 'remanded on bail' so at least I could go home. Ya'see, I have to go back to court to prove I dint do ote. It's only a Magistrate's Court though, I mean, not like it's ote serious and I could have gone to Crown Court.
8. Now I'm on bail and the police are looking for witnesses to prove I did it. I need an alibi to prove where I was when the houses were burgled. They don't scare me. What's the worst that can happen? What, I could go down for six months or get community service? So what! Big deal!

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**067 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 1, what is meant by 'I dint do ote'?
  - a. it's not my fault
  - b. I don't like it
  - c. I don't want to go
  - d. I didn't do anything
  
- 2) At number 1, what is meant by 'gotta be in at 6'?
  - a. got to be in the house before 6 o'clock
  - b. got to go to court at 6 o'clock
  - c. got to be in bed before 6 o'clock
  
- 3) At number 1, what is meant by 'I'm on bail'?
  - a. not released from the police station
  - b. charged by the police
  - c. not sent to prison yet but waiting to appear in court for a crime
  - d. where he lives
  
- 4) At number 2, what is meant by 'strip-searched me'?
  - a. stripped his house to search for stolen items
  - b. stripped his car to search for stolen items
  - c. searched his house to search for stolen items
  - d. removed all his clothes and searched him
  
- 5) At number 3, what is meant by 'free legal aid bloke'?
  - a. a solicitor to represent you who is provided for free by the courts
  - b. free advice from the police
  - c. a judge who doesn't cost any money
  
- 6) At number 6, what is meant by 'remanded in custody'?
  - a. held in the police station
  - b. not able to leave your home
  - c. held in prison until a future court date; not given bail
  - d. charged by the police
  
- 7) At number 6, what is meant by 'last time I went down'?
  - a. last time I went to the police station
  - b. last time I went to court
  - c. last time I was locked in a police cell



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- d. last time I was sent to prison
- 8) At number 7, why is he not worried about going to a 'Magistrate's Court'?
- a. because it is close to his home
  - b. because they deal with less serious crimes, compared to Crown Court
  - c. because he has been there before and he knows where it is
- 9) At number 8, what is meant by 'Big deal!'
- a. this is very important
  - b. he is worried he will be sent to prison
  - c. used to show he doesn't think something is important when other people do
- 10) At number 5, how do we know the speaker is lying about the screwdriver?
- a. because he's been to prison before so must be guilty
  - b. because he hasn't got a car
  - c. he says he was mending his 'mate's car' but at number 2 he says he was mending his 'own car'

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### 067 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/067.html](http://www.esoluk.co.uk/067.html)

**Words:** *arrested bail breaking gotta houses magistrate mending prove scare solicitor*

( Please note this transcript uses phonetic spellings to replicate the Yorkshire accent and dialect of the speaker. )

1. I'm on [1] \_\_\_\_\_ even though I dint do ote. Now I've [2] \_\_\_\_\_ be in at 6 every night like I'm some sort of kid ... and I can't leave the house in the morning before 6.

2. First the police came to my house and said I'd been [3] \_\_\_\_\_ into other peoples' [4] \_\_\_\_\_. My wife had a fit. I told her I dint do ote but she dint believe me. They strip-searched me and found a screwdriver. I told em I'd been [5] \_\_\_\_\_ my car but they dint believe me.

3. They put my screwdriver in a plastic bag and took me to station. I had to give a statement then they [6] \_\_\_\_\_ me, then they put me in a police cell. I had to call a [7] \_\_\_\_\_. I dint get to choose a [8] \_\_\_\_\_. It was a free legal aid bloke. He said I'd been [9] \_\_\_\_\_ on suspicion of burglary. I told him I dint do ote but ya could tell he dint believe me.

4. I know the law. They don't [10] \_\_\_\_\_ me. Y'see, they can only keep ya locked up for 72 hours. After that, coppers ave [11] \_\_\_\_\_ let ya go, charge you or they've [12] \_\_\_\_\_ go to a [13] \_\_\_\_\_ and ask for an extra 24 hours to question ya. I dint tell 'em ote. They could only charge me if they've got evidence to [14] \_\_\_\_\_ I did it. And they han't ya'see.

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5. They said someone had been [15] \_\_\_\_\_ into [16] \_\_\_\_\_ using a screwdriver. I don't care. Note to do with me. Like I said to coppers, I only had a screwdriver in me pocket cos I'd been [17] \_\_\_\_\_ my mate's car. Ya could tell they dint believe me.

6. After a couple of days they took me out of cells and took me straight to magistrate's court. The judge read out what I'd been accused of and I told him I han't done ote. Ya could tell he dint believe me. I thought I was gonna get 'remanded in custody'. I could'hve gone to prison till the court date. It would ave done me head in. It did last time I went down.

7. This time I got 'remanded on bail' so at least I could go home. Ya'see, I have to go back to court to [18] \_\_\_\_\_ I dint do ote. It's only a magistrate's court though, I mean, not like it's ote serious and I could have gone to Crown Court.

8. Now I'm on [19] \_\_\_\_\_ and the police are looking for witnesses to [20] \_\_\_\_\_ I did it. I need an alibi to [21] \_\_\_\_\_ where I was when the [22] \_\_\_\_\_ were burgled. They don't [23] \_\_\_\_\_ me. What's the worst that can happen? What, I could go down for six months or get community service? So what! Big deal!

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### 067 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

im on bail even though i dint do ote now ive gotta be in at 6 every night like  
im some sort of kid ... and i cant leave the house in the morning before 6

first the police came to my house and said id been breaking into other  
peoples houses my wife had a fit i told her i dint do ote but she dint believe  
me they strip-searched me and found a screwdriver i told em id been  
mending my car but they dint believe me

they put my screwdriver in a plastic bag and took me to station i had to  
give a statement then they arrested me then they put me in a police cell i  
had to call a solicitor i dint get to choose a solicitor it was a free legal aid  
bloke he said id been arrested on suspicion of burglary i told him i dint do  
ote but ya could tell he dint believe me

i know the law they dont scare me ysee they can only keep ya locked up  
for 72 hours after that coppers ave gotta let ya go charge you or theyve  
gotta go to a magistrate and ask for an extra 24 hours to question ya i dint  
tell em ote they could only charge me if theyve got evidence to prove i did  
it and they han't ya'see



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Speaker: 068 Helen

Tremenheere

Theme: Burglary



Skill	Suggested Activities
Speaking:	Discuss what it means to be burgled and what the student's experiences are. Have they been burgled? What are burglars after? What damage do they do? Is burgling only a person's home or any building? Create a mock court with the class as jury, tutor as judge, and two defendants. The 'jury' must decide which one is guilty and which one is lying by questioning them both. Only the tutor and the defendants will know.
Listening:	Listen for gist: the general sequence of what happens when you are burgled - crime, police, fingerprints, insurance, replacement. Listen for detail: what was stolen and how to prevent burglary.
Reading:	Use realia/leaflets generally available detailing how to make your home safer. Use the transcript to underline turn-taking patterns in dialogue, such as turning the speaker's statement into a question, repetition and phrases 'yes', 'that's right', 'okay', 'Hmm'.
Writing:	Write a creative description using strong adjectives to describe what their home might look like after being burgled. Pretend they are the burglar and describe their feelings as they break into someone's house.

### Transcript:

1. **Mary:** Okay. So, Helen, thank you very much for agreeing to be interviewed. We wanted to talk with you today about the burglary you had. Can you tell us what happened?

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2. **Helen:** I had been away all day in Harrogate – this was last June – and I came home after picking up the children, it was about five o'clock in the afternoon, and I opened the door and went in the house and noticed how everything was a mess, especially upstairs. And the bedroom was the worst room and there were clothes everywhere. The cupboards, the drawers, everything was open and in the study room there were papers everywhere, passports on the floor – so that was a good sign; they hadn't taken the passports.
3. Very little mess downstairs, thankfully, but I noticed I had very foolishly left open the children's bedroom window and we had a ladder in the back garden. So, it was very clear that they had come up through there, through the back.
4. So, after feeling very shocked the first thing to phone the police.
5. **Mary:** Okay. So you went out for the day and you left a window open and there was a ladder outside?
6. **Helen:** Yes.
7. **Mary:** Yes? So the burglars climbed up the ladder?
8. **Helen:** That's right.
9. **Mary:** They came in through the window?
10. **Helen:** Yes.
11. **Mary:** Did they take anything?
12. **Helen:** Yes, they took, the biggest thing they took was the laptop; biggest in size. They took cameras. There were small things, my camcorder. So, thankfully, it wasn't too much or too many things.
13. **Mary:** Hmm-uh. So they left your passports?
14. **Helen:** They left the passports, amazingly. Left the TV. I suppose it was too big to carry out.
15. **Mary:** Right. But they took your laptop, your camcorder and some other electrical things?
16. **Helen:** Yes, yes.
17. **Mary:** Okay. So then you said you felt shocked?
18. **Helen:** Yes, yes.
19. **Mary:** You felt shocked? Okay.

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20. **Helen:** And very nervous because somebody's been in your house and touched your things.
21. **Mary:** Yes, yes.
22. **Helen:** Been through your things. Especially the bedroom was quite shocking to see it in such a mess, even though we had nothing in there worth taking. It's just very shocking to know that somebody's been through your personal things.
23. **Mary:** Yes. So you felt horrible?
24. **Helen:** Hmm.
25. **Mary:** But then you rang the police?
26. **Helen:** Hmm-uh.
27. **Mary:** And what happened then?
28. **Helen:** Dialed 999 and they ask, "Ambulance, fire or police?" and you have to say which one. So, "Police" and very quickly gave the details over the phone and they said somebody would come to the house as soon as possible. So, we waited. They said not to touch anything, so I didn't touch anything. I left it as it was.
29. My husband came home from work and I had to ring work to tell them I wasn't coming because I had a class at six o'clock. I had to say I wasn't coming because I was waiting for the police. They came about eight o'clock in the evening. Quite late because they were very busy they said. And they came and they asked me a few questions. They asked me what happened. They had a look at the window where they came in.
30. **Mary:** Okay. So you rang 999 and you said you wanted the police and you told them what had happened?
31. **Helen:** Yes, yes.
32. **Mary:** And they came a bit later. And when they came, what did they do?
33. **Helen:** They were very reassuring with us and they asked us questions about what had happened and they looked carefully in all the rooms. They wrote down everything that had been taken and they wanted that very specifically, very clearly, because when, I think, the insurance company would be then be in touch with them to find out if I was telling the truth later to the insurance company. And if they were ever to recover those items, then they would know.
34. **Mary:** Right.



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35. **Helen:** Yes.
36. **Mary:** Did anybody take fingerprints? Did they try to find one?
37. **Helen:** Yes. Somebody else came. She had a big black box briefcase with all her equipment inside and she went, the first thing is, was, she went to the children's room, put some silver powder onto the window ledge and brushed it with a brush so that the prints could come up. Unfortunately, they were wearing gloves.
38. **Mary:** Right. So there were no fingerprints?
39. **Helen:** So no fingerprints.
40. **Mary:** No fingerprints?
41. **Helen:** And they tried downstairs in the cupboard they had been in as well and in a couple of other places, but they couldn't get any prints.
42. **Mary:** Right. So they tried to find fingerprints, but they couldn't find any?
43. **Helen:** Hmm.
44. **Mary:** Okay. And so then later you contacted your insurance company?
45. **Helen:** Hmm, that's right, yes, yeah, and they asked about all the details. What had been taken? They wanted to know the makes of the models, how long we'd had them, the approximate value of the models. Everything they wanted to know in quite a lot of detail, so then they could work out how much they were going to give us back in replacement.
46. **Mary:** Did you speak to them on the phone, or did you have to fill out a form to give that information?
47. **Helen:** I spoke to them on the phone, yes.
48. **Mary:** Right.
49. **Helen:** The house insurance company.
50. **Mary:** Right. And then they gave you some money?
51. **Helen:** Yes. They sent Argos vouchers.
52. **Mary:** Did they?
53. **Helen:** Yes.
54. **Mary:** Right.

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55. **Helen:** The camcorder, they offered a replacement or the equivalent in Argos vouchers. The laptop, they chose the laptop and sent a replacement. That was taken care of by another company.
56. **Mary:** Right, okay. So what have you learnt from all of that now, Helen?
57. **Helen:** Oh. The police gave us quite a bit of advice as to how our house should be more secure.
58. **Mary:** So what advice would you give to me then? How can I make my house more secure?
59. **Helen:** Well, one of the things was, well, obviously, everybody should make sure all windows and doors are locked before they leave the house. They suggested getting a burglar alarm because that often puts off thieves from coming in. We also have a problem that we don't have a gate on the side of our house. There is very easy access to the back of our house, so our security is not good and burglars can see that.
60. We also, at the time, did not have a light at the front. I mean, they came in the day so darkness was not an issue, but we have since got a light. So, in the evening the lights come on if somebody walks past that light.
61. **Mary:** Okay. So, the police said lock your doors and windows?
62. **Helen:** Yes.
63. **Mary:** Get a light outside if possible?
64. **Helen:** Outside, yes.
65. **Mary:** Make sure that people can't get into the garden?
66. **Helen:** In, yeah.
67. **Mary:** Easily, yeah?
68. **Helen:** Hmm-uh. They also gave us a pen in which to write, on all our electrical expensive items we can write our postcode on so that, in case they are stolen, with a special infrared light they can see the postcode on it and they know where it comes from.
69. **Mary:** Okay. So if they find it later, they can trace it, they can return it back?
70. **Helen:** That's right.
71. **Mary:** Okay, very useful.
72. **Helen:** Yes, yes.
73. **Mary:** Thank you. Okay.

## 12 Knowing the Law

068 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

- 1) At number 3, how did the burglar enter Helen's house?
  - a. found a ladder in the garden and climbed through the bedroom window
  - b. brought a ladder to the house and climbed through the window
  - c. used the ladder in the garden to break the bedroom window
  
- 2) At number 14, why does Helen say 'they left the passports, **amazingly**'?
  - a. she was happy
  - b. the thieves must have been idiots
  - c. she was surprised they were not stolen
  - d. she hid the passports very well
  
- 3) At number 29, what did Helen have to cancel so she could wait for the police?
  - a. meeting her husband
  - b. calling her husband
  - c. going shopping
  - d. a class she was teaching
  
- 4) At number 33, what is meant by 'they were very reassuring with me'?
  - a. the police were very angry with her
  - b. the police kept asking her questions
  - c. the police were not helpful
  - d. the police helped her to stop worrying
  
- 5) At number 33, what is meant by 'they wanted that very specifically'?
  - a. they wanted it now
  - b. they wanted that very important piece of information
  - c. they wanted it quickly
  - d. they wanted Helen to think carefully
  
- 6) At number 37, what did the police use 'silver powder'?
  - a. to stop people breaking into the house again
  - b. to see if the burglar left any fingerprints
  - c. to clean the window sill
  
- 7) At number 45, what is meant by 'approximate value of the models'?
  - a. how much she wanted to replace the stolen items
  - b. how much money she already had
  - c. an estimate of how much the stolen objects cost
  - d. an exact price of how much the stolen objects cost

## 12 Knowing the Law

- 8) At number 59, what advice does Helen give to prevent burglary?
- a. close doors and windows, get a burglar alarm, have a garden gate
  - b. lock doors and windows, get a burglar alarm, have an outside light
  - c. close doors and windows, get a burglar alarm, have an outside light
  - d. lock doors and windows, get a burglar alarm, have a garden gate
- 9) At number 68, what is special about the pen to write on things?
- a. only the police can give you the pen
  - b. the ink is invisible but can be seen by the police using a special infrared light
  - c. it stops people stealing things
- 10) At number 68, why would you write your postcode on your things?
- a. if you lose things people can post them back to you
  - b. to practise your writing skills
  - c. if your property is stolen and the police later recover it they can find your address
  - d. to help you remember your postcode

## 12 Knowing the Law

### 068 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/068.html](http://www.esoluk.co.uk/068.html)

**Words:** *businesses chemicals continent debates elect environmental fascinating parliament protection together*

1. **Mary:** Okay. So, Helen, thank you very much for agreeing to be interviewed. We wanted to talk with you today about the burglary you had. Can you tell us what happened?

2. **Helen:** I had been away all day in Harrogate - this was last June - and I came home after picking up the children, it was about five o'clock in the afternoon, and I opened the door and went in the house and noticed how everything was a mess, especially upstairs. And the bedroom was the worst room and there were clothes everywhere. The cupboards, the drawers, everything was open and in the study room there were papers everywhere, passports on the floor - so that was a good sign; they hadn't taken the passports.

3. Very little mess [1] \_\_\_\_\_, thankfully, but I noticed I had very foolishly left open the children's bedroom window and we had a [2] \_\_\_\_\_ in the back garden. So, it was very clear that they had come up through there, through the back.

4. So, after feeling very [3] \_\_\_\_\_ the first thing to phone the police.

5. **Mary:** Okay. So you went out for the day and you left a window open and there was a [4] \_\_\_\_\_ outside?

6. **Helen:** Yes.

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7. **Mary:** Yes? So the [5] \_\_\_\_\_ climbed up the ladder?
8. **Helen:** That's right.
9. **Mary:** They came in through the window?
10. **Helen:** Yes.
11. **Mary:** Did they take anything?
12. **Helen:** Yes, they took, the [6] \_\_\_\_\_ thing they took was the laptop; [7] \_\_\_\_\_ in size. They took cameras. There were small things, my camcorder. So, thankfully, it wasn't too much or too many things.
13. **Mary:** Hmm-uh. So they left your passports?
14. **Helen:** They left the passports, amazingly. Left the TV. I suppose it was too big to carry out.
15. **Mary:** Right. But they took your laptop, your camcorder and some other electrical things?
16. **Helen:** Yes, yes.
17. **Mary:** Okay. So then you said you felt shocked?
18. **Helen:** Yes, yes.
19. **Mary:** You felt shocked? Okay.
20. **Helen:** And very nervous because somebody's been in your house and touched your things.

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21. **Mary:** Yes, yes.

22. **Helen:** Been through your things. Especially the bedroom was quite [8] \_\_\_\_\_ to see it in such a mess, even though we had nothing in there worth taking. It's just very [9] \_\_\_\_\_ to know that somebody's been through your personal things.

23. **Mary:** Yes. So you felt horrible?

24. **Helen:** Hmm.

25. **Mary:** But then you rang the police?

26. **Helen:** Hmm-uh.

27. **Mary:** And what happened then?

28. **Helen:** Dialed 999 and they ask, 'Ambulance, fire or police?' and you have to say which one. So, 'Police' and very quickly gave the details over the phone and they said [10] \_\_\_\_\_ would come to the house as soon as possible. So, we waited. They said not to touch anything, so I didn't touch anything. I left it as it was.

29. My husband came home from work and I had to ring work to tell them I wasn't coming because I had a class at six o'clock. I had to say I wasn't coming because I was waiting for the police. They came about eight o'clock in the evening. Quite late because they were very busy they said. And they came and they asked me a few questions. They asked me what happened. They had a look at the window where they came in.

## 12 Knowing the Law

30. **Mary:** Okay. So you rang 999 and you said you wanted the police and you told them what had happened?

31. **Helen:** Yes, yes.

32. **Mary:** And they came a bit later. And when they came, what did they do?

33. **Helen:** They were very reassuring with us and they asked us questions about what had happened and they looked carefully in all the rooms. They wrote down everything that had been taken and they wanted that very specifically, very clearly, because when, I think, the [11] \_\_\_\_\_ company would be then be in touch with them to find out if I was telling the truth later to the [12] \_\_\_\_\_ company. And if they were ever to recover those items, then they would know.

34. **Mary:** Right.

35. **Helen:** Yes.

36. **Mary:** Did anybody take fingerprints? Did they try to find one?

37. **Helen:** Yes. [13] \_\_\_\_\_ else came. She had a big black box briefcase with all her equipment inside and she went, the first thing is, was, she went to the children's room, put some silver powder onto the window ledge and brushed it with a brush so that the [14] \_\_\_\_\_ could come up. Unfortunately, they were wearing gloves.

38. **Mary:** Right. So there were no fingerprints?

39. **Helen:** So no [15] \_\_\_\_\_.

40. **Mary:** No fingerprints?



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41. **Helen:** And they tried [16] \_\_\_\_\_ in the cupboard they had been in as well and in a couple of other places, but they couldn't get any [17] \_\_\_\_\_.

42. **Mary:** Right. So they tried to find [18] \_\_\_\_\_, but they couldn't find any?

43. **Helen:** Hmm.

44. **Mary:** Okay. And so then later you contacted your [19] \_\_\_\_\_ company?

45. **Helen:** Hmm, that's right, yes, yeah, and they asked about all the details. What had been taken? They wanted to know the makes of the models, how long we'd had them, the approximate value of the models. Everything they wanted to know in quite a lot of detail, so then they could work out how much they were going to give us back in [20] \_\_\_\_\_.

46. **Mary:** Did you speak to them on the phone, or did you have to fill out a form to give that information?

47. **Helen:** I spoke to them on the phone, yes.

48. **Mary:** Right.

49. **Helen:** The house [21] \_\_\_\_\_ company.

50. **Mary:** Right. And then they gave you some money?

51. **Helen:** Yes. They sent Argos vouchers.

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52. **Mary:** Did they?

53. **Helen:** Yes.

54. **Mary:** Right.

55. **Helen:** The camcorder, they offered a [22] \_\_\_\_\_ or the equivalent in Argos vouchers. The laptop, they chose the laptop and sent a [23] \_\_\_\_\_. That was taken care of by another company.

56. **Mary:** Right, okay. So what have you learnt from all of that now, Helen?

57. **Helen:** Oh. The police gave us quite a bit of advice as to how our house should be more [24] \_\_\_\_\_.

58. **Mary:** So what advice would you give to me then? How can I make my house more secure?

59. **Helen:** Well, one of the things was, well, obviously, everybody should make sure all windows and doors are locked before they leave the house. They suggested getting a burglar alarm because that often puts off thieves from coming in. We also have a problem that we don't have a gate on the side of our house. There is very easy access to the back of our house, so our security is not good and [25] \_\_\_\_\_ can see that.

60. We also, at the time, did not have a light at the front. I mean, they came in the day so darkness was not an issue, but we have since got a light. So, in the evening the lights come on if [26] \_\_\_\_\_ walks past that light.

61. **Mary:** Okay. So, the police said lock your doors and windows?

62. **Helen:** Yes.

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63. **Mary:** Get a light outside if possible?

64. **Helen:** Outside, yes.

65. **Mary:** Make sure that people can't get into the garden?

66. **Helen:** In, yeah.

67. **Mary:** Easily, yeah?

68. **Helen:** Hmm-uh. They also gave us a pen in which to write, on all our electrical expensive items we can write our postcode on so that, in case they are stolen, with a special infrared light they can see the postcode on it and they know where it comes from.

69. **Mary:** Okay. So if they find it later, they can trace it, they can return it back?

70. **Helen:** That's right.

71. **Mary:** Okay, very useful.

72. **Helen:** Yes, yes.

73. **Mary:** Thank you. Okay.

## 12 Knowing the Law

### 068 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Mary:** Did anybody take fingerprints? Did they try to find one?

**Mary:** Right. So there were no fingerprints?

**Helen:** And they tried downstairs in the cupboard they had been in as well and in a couple of other places, but they couldn't get any prints.

**Helen:** Yes. Somebody else came. She had a big black box briefcase with all her equipment inside and she went, the first thing is, was, she went to the children's room, put some silver powder onto the window ledge and brushed it with a brush so that the prints could come up. Unfortunately, they were wearing gloves.

**Mary:** Right. So they tried to find fingerprints, but they couldn't find any?

**Helen:** So no fingerprints.

**Helen:** Hmm.

**Mary:** No fingerprints?

**Mary:** Okay. And so then later you contacted your insurance company?

**Mary:** Did you speak to them on the phone, or did you have to fill out a form to give that information?

**Mary:** Right.

**Helen:** Hmm, that's right, yes, yeah, and they asked about all the details. What had been taken? They wanted to know the makes of the models, how long we'd had them, the approximate value of the models. Everything they wanted to know in quite a lot of detail, so then they could work out how much they were going to give us back in replacement.

**Helen:** I spoke to them on the phone, yes.

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**Helen:** The house insurance company.

**Helen:** The camcorder, they offered a replacement or the equivalent in Argos vouchers. The laptop, they chose the laptop and sent a replacement. That was taken care of by another company.

**Helen:** Yes.

**Mary:** Right. And then they gave you some money?

**Helen:** Yes. They sent Argos vouchers.

**Mary:** Did they?

**Mary:** Right.

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### 068 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**mary:** okay so helen thank you very much for agreeing to be interviewed we wanted to talk with you today about the burglary you had can you tell us what happened

**helen:** i had been away all day in harrogate – this was last june – and i came home after picking up the children it was about five oclock in the afternoon and i opened the door and went in the house and noticed how everything was a mess especially upstairs and the bedroom was the worst room and there were clothes everywhere the cupboards the drawers everything was open and in the study room there were papers everywhere passports on the floor – so that was a good sign; they hadnt taken the passports

very little mess downstairs thankfully but i noticed i had very foolishly left open the childrens bedroom window and we had a ladder in the back garden so it was very clear that they had come up through there through the back



## 12 Knowing the Law

Speaker: 069 Anonymous

Theme: Drugs



Skill	Suggested Activities
Speaking:	Tutor provides a list of convictions, eg. community work, a fine, 3 months imprisonment, 5 years, etc. In small groups, decide which punishment the girl should receive and explain why.
Listening:	Listen for specific details by categorising the types of drug with its class, perhaps in columns: A, B, C.
Reading:	Use realia/leaflets generally available giving guidance on drug abuse, how to recognise it and how to avoid it.
Writing:	Create an anti-drugs poster/leaflet using images and imperative phrases, eg 'just say no', 'don't do it', 'stop', 'think'.

### Transcript:

1. I've been done for dealing drugs. I thought dealers were big time gangsters, not college girls. I had some spare Es so I gave them to my friends. I didn't sell them. It's not fair.
2. I don't know what's going to happen. I might go to prison.
3. Ecstasy is a class A drug, so it carries the highest penalties. I have to go to the Crown Court. The maximum penalty is fourteen years in prison and an unlimited fine.



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4. Class A drugs include heroine, crack cocaine, LSD; I don't take these kind of things. I only tried an E for a laugh. You know, something to do. It's not fair.
5. My friend had some cannabis and she sold it. I only gave away some Es to my mates. Cannabis used to be a class B drug, but now it's class C. Class B drugs are things like speed and codeine. Class C is cannabis, marijuana, weed, date rape drugs and steroids. She only had to go to a Magistrates' Court where the maximum penalty is six months in prison and a £2,000 fine. She got community service.
6. It's not fair. I might get sent to prison. I'm only eighteen.
7. It's been a right shock for my family. My mum and dad were as white as a sheet when they came to the police station. I don't know what will happen when my college finds out. I can tell people are talking behind my back and laughing at me. Someone called me a dope head the other day. It's not fair.

## 12 Knowing the Law

**069 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 1, 'done for dealing' means
  - a. finished selling a drug
  - b. finished buying a drug
  - c. caught by the police for selling or giving drugs
  - d. you were seen by someone when selling a drug
  
- 2) At number 1, a 'big time gangster' means
  - a. is someone with a big clock
  - b. is a fat person who breaks the law
  - c. is a man who enjoys himself all the time
  - d. a professional thief
  
- 3) At number 1, if someone has 'some spare Es' he or she
  - a. has more ecstasy tablets than they need
  - b. has some small Es
  - c. has some coloured ecstasy tablets
  - d. has Es in a safe place
  
- 4) At number 3, 'highest penalty' means
  - a. that a judge will give you the worst punishment
  - b. that in court a judge will give you the most money
  - c. that the police will treat you with the highest respect
  
- 5) At number 3, an 'unlimited fine' is
  - a. when you find a lot of money
  - b. when a judge can ask you to pay any amount of money
  - c. when you have to pay some money very quickly
  
- 6) At number 4, when you do something 'for a laugh'
  - a. you tell a joke
  - b. you like laughing
  - c. you do something for fun
  - d. you are being serious
  
- 7) At number 4, if something 'is not fair' it is
  - a. not funny
  - b. serious
  - c. dark

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d. not right; unacceptable

8) At number 5, your 'mates' are

- a. your friends
- b. your family
- c. your enemies
- d. people from the same country as you

9) At number 5, what is meant by 'it's been a right shock for my family'?

- a. been a big surprise to them
- b. made your family happy
- c. made them do the right thing
- d. been a joke for them

10) At number 7, 'they were as white as a sheet' means

- a. they were dressed in white clothes
- b. they were so surprised that their faces had little colour
- c. they had painted their faces white
- d. they were wearing white sheets from their beds

## 12 Knowing the Law

### 069 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/069.html](http://www.esoluk.co.uk/069.html)

**Words:** *cannabis class college court dope fine happen laughing maximum penalty prison*

1. I've been done for dealing drugs. I thought dealers were big time gangsters, not [1] \_\_\_\_\_ girls. I had some spare Es so I gave them to my friends. I didn't sell them. It's not fair.

2. I don't know what's going to [2] \_\_\_\_\_. I might go to [3] \_\_\_\_\_.

3. Ecstasy is a [4] \_\_\_\_\_ A drug, so it carries the highest penalties. I have to go to the Crown [5] \_\_\_\_\_. The [6] maximum [7] \_\_\_\_\_ is fourteen years in [8] \_\_\_\_\_ and an unlimited [9] \_\_\_\_\_.

4. [10] \_\_\_\_\_ A drugs include heroine, crack cocaine, LSD; I don't take these kind of things. I only tried an E for a laugh. You know, something to do. It's not fair.

5. My friend had some [11] \_\_\_\_\_ and she sold it. I only gave away some Es to my mates. [12] Cannabis used to be a [13] \_\_\_\_\_ B drug, but now it's [14] class C. [15] Class B drugs are things like speed and codeine. [16] \_\_\_\_\_ C is [17] \_\_\_\_\_, marijuana, weed, date rape drugs and steroids. She only had to go to a Magistrates' [18] \_\_\_\_\_ where the [19] maximum [20] \_\_\_\_\_ is six months in [21] \_\_\_\_\_ and a £2,000 [22] \_\_\_\_\_. She got community service.

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6. It's not fair. I might get sent to [23] \_\_\_\_\_. I'm only eighteen.

7. It's been a right shock for my family. My mum and dad were as white as a sheet when they came to the police station. I don't know what will [24] \_\_\_\_\_ when my [25] \_\_\_\_\_ finds out. I can tell people are talking behind my back and [26] \_\_\_\_\_ at me. Someone called me a [27] \_\_\_\_\_ head the other day. It's not fair.

## 12 Knowing the Law

### 069 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

ive been done for dealing drugs i thought dealers were big time gangsters  
not college girls i had some spare es so i gave them to my friends i didnt  
sell them its not fair

i dont know whats going to happen i might go to prison

ecstasy is a class a drug so it carries the highest penalties i have to go to  
the crown court the maximum penalty is fourteen years in prison and an  
unlimited fine

class a drugs include heroine crack cocaine lsd; i dont take these kind of  
things i only tried an e for a laugh you know something to do its not fair

my friend had some cannabis and she sold it i only gave away some es to  
my mates cannabis used to be a class b drug but now its class c class b  
drugs are things like speed and codeine class c is cannabis marijuana  
weed date rape drugs and steroids she only had to go to a magistrates  
court where the maximum penalty is six months in prison and a £2000 fine  
she got community service

its not fair i might get sent to prison im only eighteen

its been a right shock for my family my mum and dad were as white as a  
sheet when they came to the police station i dont know what will happen  
when my college finds out i can tell people are talking behind my back and  
laughing at me someone called me a dope head the other day its not fair



## 12 Knowing the Law

Speaker: 070 PC Carole Mumsey

Job: Police Officer



Skill	Suggested Activities
Speaking:	What are the student's experiences of police officers, both in the UK and their native countries?
Listening:	Listen for detail with tutor prepared questions: eg Who is Carole responsible for? How do international students perceive the role of police in UK society? How do people contact her? Why?
Reading:	Pre-teach vocabulary used by Carole, eg 'crime-prevention', 'noise pollution', 'halls of residence', 'foot beat,' 'bobbies on the beat' and use correctly by identifying contextual clues in a prepared gap-fill.
Writing:	Write a diary: 'a day as a police officer' and imagine what you might do as a police officer and how people interact with you.

### Transcript:

1. **Mary:** Can you explain what your job is? What exactly is your job?
2. **Carole:** Well, my role is Student Liaison Officer. So I have responsibility for crime prevention and personal safety for students in Leeds, particularly those who are living and studying away from home.
3. **Mary:** Right.
4. **Carole:** So, I give crime advice, crime prevention advice, to all those students and through a lot of the media that I can find.



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5. **Mary:** Right, okay. So you give crime prevention advice. So would that involve going in and talking to a big group of students, maybe at the beginning of the year?
6. **Carole:** It can do.
7. **Mary:** Right.
8. **Carole:** Certainly I've given talks to international students.
9. **Mary:** Right.
10. **Carole:** And it's been very interesting to have feedback from them about how they perceive the police.
11. **Mary:** Right.
12. **Carole:** And how they see our role in society, which is often very different to what it actually is because I know that a lot of the international students come from very different cultures.
13. **Mary:** Right.
14. **Carole:** And some expect us to have guns on us and some expect us, you know, to be quite ruthless on the streets and some find us quite intimidating. Whereas really, we are representatives of society and we're here just to keep law and order.
15. **Mary:** Okay. So when you say your role in society, you see that primarily to represent and to keep law and order?
16. **Carole:** It is, yes. I mean, the police try to represent society inasmuch as we have certain levels of male and female officers of ethnic minority officers and, whilst it's fair to say that still the vast majority are, or the majority are white male, nevertheless, we're increasing and trying to increase the numbers of female officers and officers from, or people from, other ethnic minority groups.
17. **Mary:** Right, okay. And what else does your role involve?
18. **Carole:** Crime prevention and personal safety advice.
19. **Mary:** Right.
20. **Carole:** So, yes, I'll go out and give talks to students.
21. **Mary:** Right.

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22. **Carole:** I attend a lot of events that the universities have. And when I say the universities, I'm talking particularly Leeds University and Leeds Metropolitan University.
23. The vast majority of my time is taken up answering questions from students. So I hold a drop-in session at Unipol once a week and students are able to come and speak to me about any questions that they have.
24. **Mary:** Right.
25. **Carole:** But the majority of enquiries that I get from students are from them either sending me emails or ringing me; ringing me direct. And I'll deal with those issues, sometimes about crimes that they've reported and they're not sure what's happening or what they should be doing, or something's happened and they don't know where to go for help. And whilst I don't deal with all of the crimes, I deal with some crimes against students, but not the majority because there's so many it would be impossible for me to deal with them all by myself.
26. **Mary:** Right.
27. **Carole:** But I can give advice.
28. **Mary:** Right.
29. **Carole:** On where they can go for help.
30. **Mary:** Right.
31. **Carole:** And point them in the right direction.
32. **Mary:** What are the main concerns that students come to you with?
33. **Carole:** The main concerns that the students have are about crimes that happen against them.
34. **Mary:** Right.
35. **Carole:** And generally they don't consider it a concern until it happens.
36. **Mary:** Okay.
37. **Carole:** So, I have students who've been burgled and they want to know what to do about it, or they've been robbed and they want to know how to prevent it happening again.
38. The other people who contact me often via the universities that I get in touch with are permanent residents in the communities.
39. **Mary:** Right.

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40. **Carole:** So, Headingley, Hyde Park, those sorts of areas where there's a high student population and the people who live there who have families and regular jobs find it difficult with the noise and the hours that the students keep.
41. **Mary:** Right.
42. **Carole:** And, obviously, with Headingley particularly, over the last few years used to be nice sort of homely pubs where people could go and have a quiet drink, whereas now they're the more student orientated bars and there is a lot of noise. A lot of the students will go into Leeds city centre to enjoy themselves and then come home. Maybe create a bit of noise coming home, but nobody expected that, but it's all the time now because they are drinking in Headingley.
43. When we have those problems, then I go and try and iron out some of the issues between them.
44. **Mary:** Right. So you're there to support and give advice to the students, but also, to an extent to liaise with other members of the community as well?
45. **Carole:** Yeah, yes. I am very much. And one of the issues that I keep trying to press towards students is that, now that they're living away from home, this is their new home.
46. **Mary:** Right.
47. **Carole:** Leeds is their home and they have a responsibility towards the people who live here all the time just to respect the area where they live and to treat it as they would like their own homes to be treated. And, whilst they might be just renting flats with other students in one house, they have to treat that as their own house. Treat it as they would their parents home and look after it. Because sometimes, at the end of the academic term, they all leave, go home and the state that some of these houses are left in is horrendous and then the landlords are left to clear up the mess.
48. So it's all about teaching the students to respect property, to respect other people and to try and live in a community with people just as they would in their own towns or villages where they come from.
49. **Mary:** So you mentioned their noise you mentioned before and you mentioned litter and bins and just the appearance of the area.
50. **Carole:** Hmm.
51. **Mary:** Are those some of the key issues that people come to you with?
52. **Carole:** I think they are the major issues. Noise is the one that comes up time and time again, and drunken behaviour.

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53. **Mary:** Right.
54. **Carole:** So we're talking minor antisocial behaviour. And certainly some of the students who live in halls of residence, quite often the universities will get in touch with me and I'll go and have a word with the students and say, you know, "This can't continue. This has to stop." And even in private rented, you know, accommodation, if they neighbours get in touch with me, I'll go and knock on the door and say, you know, "This has to stop, otherwise action will be taken against you."
55. **Mary:** Right, right. And what kind of action could be taken against people, say if it's very noisy, for example?
56. **Carole:** Well, if we're looking at noise, first of all the Environmental Health can come and monitor the noise and if it gets to a certain excess then they can put them before the courts. They could take court action and confiscate all their music equipment.
57. **Mary:** Right.
58. **Carole:** Anti-social behaviour, I can be up to the level of arresting people and them getting criminal records. Which, at the end of the day, they might as well not have been bothered coming to university because if they're going to get a criminal record, the chances of them getting a job are much reduced.
59. **Mary:** Right.
60. **Carole:** So it's about educating students about that. Letting them know what the consequences of their behaviour are so that, hopefully, it will stop. And if not, then I will come in and take action against them.
61. **Mary:** I think that's really interesting because I know sometimes people say, "Oh, well I've got a noisy neighbour, or whatever, but what can I do and what will happen?" So it's useful and interesting to know.
62. **Carole:** Yeah. And also, in relation to noise, another consequence is a tenancy agreement. They are in breach of their tenancy agreement if they don't respect the neighbours.
63. **Mary:** Right. Right, okay. Interesting. Interesting.
64. **Carole:** So, they take that one on board as well.
65. So, there's kind of two faces to my role, really. I'm trying to be the nice, you know, approachable police officer that people will come and ask for advice for and I'll do what I can to help them. But, at the end of the day, if they, you know....
66. **Mary:** If they step over the line.

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67. **Carole:** .... if they step over that line and commit criminal offences, well, then I and my colleagues will come in and deal with them.
68. **Mary:** Thank you. Does that go for most of our students or for most students in FE College, the neighbourhood police will be the people that they would see out on the beat that they'd come into contact with?
69. **Carole:** Yeah. The vast majority of people who you will come into contact with on the street now are foot beat officers who are Police Community Support Officers. Not actually Police Officers.
70. **Mary:** Right.
71. **Carole:** And they are identified slightly differently. They have blues ties.
72. **Mary:** Right.
73. **Carole:** And blue epaulettes on their jumpers.
74. **Mary:** Right.
75. **Carole:** And they have blue band around the hat as well.
76. **Mary:** Right, okay.
77. **Carole:** And the men rather than wearing the tall hats they have flat caps, but with the blue band around it.
78. **Mary:** Oh right. Yes.
79. **Carole:** So they're slightly different.
80. **Mary:** Right.
81. **Carole:** They work alongside us. They have the same radios that we use.
82. **Mary:** Right.
83. **Carole:** So they have contact, radio contact, with the police.
84. **Mary:** Yes, yes.
85. **Carole:** In fact, they work from the same office that I work from.
86. **Mary:** Hmm-uh.
87. **Carole:** But they're not actually police officers. So whilst they can stop people and ask them their details, they .
88. **Mary:** Right.

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89. **Carole:** For a length of time until police officers come to make the arrest. So they have more powers than a normal person on the street would have, but not as many powers as police officers have. So they're supported by us very much.
90. **Mary:** Right. Can you tell us what powers police officers have?
91. **Carole:** Basically we have powers within England and Wales.
92. **Mary:** Right.
93. **Carole:** The Scottish law is different and the Scottish police have different powers.
94. **Mary:** Hmm-uh.
95. **Carole:** Special Constables who are unpaid police officers have powers in the division, sorry, in the police force that they work and the surrounding forces.
96. **Mary:** Right.
97. **Carole:** So they can step just outside their own force and they will still have power.
98. **Mary:** Right.
99. **Carole:** But regular police officers have powers throughout the whole of England and Wales.
100. **Mary:** Right, okay.
101. **Carole:** Those powers include being able to stop people on the street.
102. **Mary:** Right.
103. **Carole:** Ask their names, address, date of birth; their details.
104. **Mary:** Right, right.
105. **Carole:** To be able to arrest people for criminal offences.
106. **Mary:** Right.
107. **Carole:** Be able to search people on the street.
108. **Mary:** Hmm-uh.
109. **Carole:** And, obviously, within the search we will always try to do a male on male and a female on female. So it's not always possible, but certainly if we're doing more intimate searches, then that would definitely be.

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110. **Mary:** Yes.
111. **Carole:** And if we do, sometimes we do a slightly more intimate search on the street for drugs, in particular, or maybe for weapons, and then we'd be looking to have a police van to come up and we do it in the back of a police van with the door closed, and it would definitely be sort of male on male or female on female.
112. **Mary:** Hmm-uh. So can you tell us then what's the most important skill that a Police Officer needs?
113. **Carole:** Most of the work that we do, whilst we do have powers, most of it is to do with talking to people and communication. It's more about skills than powers, really.
114. **Mary:** Yes.
115. **Carole:** So, we do have those powers to deal with things that we need to, but everything else is about skill and, particularly, communication.
116. **Mary:** Hmm-uh.
117. **Carole:** And most instances, even, you know, fights on the street that we deal with, again, the perpetrator of the fight might get arrested, but everybody else, because there's always a crowd of people that hang around, and it's about communicating to people and talking to them and moving people on. And that's the biggest skill that we use.
118. **Mary:** Hmm-uh, absolutely. Diffusing the situation.
119. **Carole:** Yeah, yeah.

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070 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

- 1) At number 16, why do the police force want more female and ethnic officers?
  - a. because male police officers are rubbish
  - b. because there are too many men in the police force
  - c. because the government told them to
  - d. so that they have an equal amount of men, women and different races
  
- 2) At number 23, what is meant by a 'drop-in session'?
  - a. you have to call first and make an appointment
  - b. you can drop off things you have found
  - c. a class to learn about crime
  - d. a set day and time when people can go for help without an appointment
  
- 3) At number 31, what is meant by 'point them in the right direction'?
  - a. take someone where they want to go
  - b. draw someone a map
  - c. explain where someone can go for help
  
- 4) At number 40, what is meant by 'the hours that the students keep'?
  - a. the very late time of night that students are still awake
  - b. the times that students have to go to class
  - c. the time of day when students wake up
  
- 5) At number 43, what is meant by 'iron out some of the issues'?
  - a. to remove problems by talking to people
  - b. iron your clothes before going to work
  - c. make something smooth
  - d. stop students drinking alcohol
  
- 6) At number 45, what is meant by 'one of the issues that I keep **trying to press** towards students'?
  - a. try to help students understand something which is very important
  - b. try to stop students doing something
  - c. make students respect the area
  - d. force students to look after their new home
  
- 7) At number 66, what is meant by 'if they step over the line'?
  - a. if someone's behaviour becomes anti-social
  - b. is someone crosses the road without looking
  - c. if someone drinks alcohol too late



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- d. when students ask for too much advice
- 8) At number 89, what can't Police Community Support Officers do?
- a. talk to people
  - b. arrest people
  - c. call themselves Police Officers
  - d. be paid
- 9) At number 111, what is meant by 'more intimate search on the street'?
- a. searching people
  - b. searching people by asking them to remove their clothes
  - c. searching the street
- 10) At number 118, what is meant by 'diffusing the situation'?
- a. helping people to calm down; preventing violence
  - b. arresting people
  - c. making people go home
  - d. questioning people

## 12 Knowing the Law

### 070 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/070.html](http://www.esoluk.co.uk/070.html)

**Words:** *arrest behaviour crimes criminal ethnic male noise noisy powers prevention ringing Scottish tenancy Wales*

1. **Mary:** Can you explain what your job is? What exactly is your job?
2. **Carole:** Well, my role is Student Liaison Officer. So I have responsibility for crime [1] \_\_\_\_\_ and personal safety for students in Leeds, particularly those who are living and studying away from home.
3. **Mary:** Right.
4. **Carole:** So, I give crime advice, crime [2] \_\_\_\_\_ advice, to all those students and through a lot of the media that I can find.
5. **Mary:** Right, okay. So you give crime [3] \_\_\_\_\_ advice. So would that involve going in and talking to a big group of students, maybe at the beginning of the year?
6. **Carole:** It can do.
7. **Mary:** Right.
8. **Carole:** Certainly I've given talks to international students.
9. **Mary:** Right.

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10. **Carole:** And it's been very interesting to have feedback from them about how they perceive the police.

11. **Mary:** Right.

12. **Carole:** And how they see our role in society, which is often very different to what it actually is because I know that a lot of the international students come from very different cultures.

13. **Mary:** Right.

14. **Carole:** And some expect us to have guns on us and some expect us, you know, to be quite ruthless on the streets and some find us quite intimidating. Whereas really, we are representatives of society and we're here just to keep law and order.

15. **Mary:** Okay. So when you say your role in society, you see that primarily to represent and to keep law and order?

16. **Carole:** It is, yes. I mean, the police try to represent society inasmuch as we have certain levels of [4] \_\_\_\_\_ and female officers of [5] \_\_\_\_\_ minority officers and, whilst it's fair to say that still the vast majority are, or the majority are white [6] \_\_\_\_\_, nevertheless, we're increasing and trying to increase the numbers of female officers and officers from, or people from, other [7] \_\_\_\_\_ minority groups.

17. **Mary:** Right, okay. And what else does your role involve?

18. **Carole:** Crime [8] \_\_\_\_\_ and personal safety advice.

19. **Mary:** Right.

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20. **Carole:** So, yes, I'll go out and give talks to students.

21. **Mary:** Right.

22. **Carole:** I attend a lot of events that the universities have. And when I say the universities, I'm talking particularly Leeds University and Leeds Metropolitan University.

23. The vast majority of my time is taken up answering questions from students. So I hold a drop-in session at Unipol once a week and students are able to come and speak to me about any questions that they have.

24. **Mary:** Right.

25. **Carole:** But the majority of enquiries that I get from students are from them either sending me emails or [9] \_\_\_\_\_ me; [10] \_\_\_\_\_ me direct. And I'll deal with those issues, sometimes about [11] \_\_\_\_\_ that they've reported and they're not sure what's happening or what they should be doing, or something's happened and they don't know where to go for help. And whilst I don't deal with all of the [12] \_\_\_\_\_, I deal with some [13] \_\_\_\_\_ against students, but not the majority because there's so many it would be impossible for me to deal with them all by myself.

26. **Mary:** Right.

27. **Carole:** But I can give advice.

28. **Mary:** Right.

29. **Carole:** On where they can go for help.

30. **Mary:** Right.

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31. **Carole:** And point them in the right direction.

32. **Mary:** What are the main concerns that students come to you with?

33. **Carole:** The main concerns that the students have are about [14] \_\_\_\_\_ that happen against them.

34. **Mary:** Right.

35. **Carole:** And generally they don't consider it a concern until it happens.

36. **Mary:** Okay.

37. **Carole:** So, I have students who've been burgled and they want to know what to do about it, or they've been robbed and they want to know how to prevent it happening again.

38. The other people who contact me often via the universities that I get in touch with are permanent residents in the communities.

39. **Mary:** Right.

40. **Carole:** So, Headingley, Hyde Park, those sorts of areas where there's a high student population and the people who live there who have families and regular jobs find it difficult with the [15] \_\_\_\_\_ and the hours that the students keep.

41. **Mary:** Right.

42. **Carole:** And, obviously, with Headingley particularly, over the last few years used to be nice sort of homely pubs where people could go and have a quiet

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drink, whereas now they're the more student orientated bars and there is a lot of [16] \_\_\_\_\_. A lot of the students will go into Leeds city centre to enjoy themselves and then come home. Maybe create a bit of [17] \_\_\_\_\_ coming home, but nobody expected that, but it's all the time now because they are drinking in Headingley.

43. When we have those problems, then I go and try and iron out some of the issues between them.

44. **Mary:** Right. So you're there to support and give advice to the students, but also, to an extent to liaise with other members of the community as well?

45. **Carole:** Yeah, yes. I am very much. And one of the issues that I keep trying to press towards students is that, now that they're living away from home, this is their new home.

46. **Mary:** Right.

47. **Carole:** Leeds is their home and they have a responsibility towards the people who live here all the time just to respect the area where they live and to treat it as they would like their own homes to be treated. And, whilst they might be just renting flats with other students in one house, they have to treat that as their own house. Treat it as they would their parents home and look after it. Because sometimes, at the end of the academic term, they all leave, go home and the state that some of these houses are left in is horrendous and then the landlords are left to clear up the mess.

48. So it's all about teaching the students to respect property, to respect other people and to try and live in a community with people just as they would in their own towns or villages where they come from.

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49. **Mary:** So you mentioned their [18] \_\_\_\_\_ you mentioned before and you mentioned litter and bins and just the appearance of the area.

50. **Carole:** Hmm.

51. **Mary:** Are those some of the key issues that people come to you with?

52. **Carole:** I think they are the major issues. [19] \_\_\_\_\_ is the one that comes up time and time again, and drunken [20] \_\_\_\_\_.

53. **Mary:** Right.

54. **Carole:** So we're talking minor antisocial [21] \_\_\_\_\_. And certainly some of the students who live in halls of residence, quite often the universities will get in touch with me and I'll go and have a word with the students and say, you know, 'This can't continue. This has to stop.' And even in private rented, you know, accommodation, if they neighbours get in touch with me, I'll go and knock on the door and say, you know, 'This has to stop, otherwise action will be taken against you.'

55. **Mary:** Right, right. And what kind of action could be taken against people, say if it's very [22] \_\_\_\_\_, for example?

56. **Carole:** Well, if we're looking at [23] \_\_\_\_\_, first of all the Environmental Health can come and monitor the [24] \_\_\_\_\_ and if it gets to a certain excess then they can put them before the courts. They could take court action and confiscate all their music equipment.

57. **Mary:** Right.

58. **Carole:** Anti-social [25] \_\_\_\_\_, I can be up to the level of arresting people and them getting [26] \_\_\_\_\_ records. Which, at the end of the

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day, they might as well not have been bothered coming to university because if they're going to get a [27] \_\_\_\_\_ record, the chances of them getting a job are much reduced.

59. **Mary:** Right.

60. **Carole:** So it's about educating students about that. Letting them know what the consequences of their [28] \_\_\_\_\_ are so that, hopefully, it will stop. And if not, then I will come in and take action against them.

61. **Mary:** I think that's really interesting because I know sometimes people say, 'Oh, well I've got a [29] \_\_\_\_\_ neighbour, or whatever, but what can I do and what will happen?' So it's useful and interesting to know.

62. **Carole:** Yeah. And also, in relation to [30] \_\_\_\_\_, another consequence is a [31] \_\_\_\_\_ agreement. They are in breach of their [32] \_\_\_\_\_ agreement if they don't respect the neighbours.

63. **Mary:** Right. Right, okay. Interesting. Interesting.

64. **Carole:** So, they take that one on board as well.

65. So, there's kind of two faces to my role, really. I'm trying to be the nice, you know, approachable police officer that people will come and ask for advice for and I'll do what I can to help them. But, at the end of the day, if they, you know..

66. **Mary:** If they step over the line.

67. **Carole:**.... if they step over that line and commit [33] \_\_\_\_\_ offences, well, then I and my colleagues will come in and deal with them.



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68. **Mary:** Thank you. Does that go for most of our students or for most students in FE College, the neighbourhood police will be the people that they would see out on the beat that they'd come into contact with?

69. **Carole:** Yeah. The vast majority of people who you will come into contact with on the street now are foot beat officers who are Police Community Support Officers. Not actually Police Officers.

70. **Mary:** Right.

71. **Carole:** And they are identified slightly differently. They have blues ties.

72. **Mary:** Right.

73. **Carole:** And blue epaulettes on their jumpers.

74. **Mary:** Right.

75. **Carole:** And they have blue band around the hat as well.

76. **Mary:** Right, okay.

77. **Carole:** And the men rather than wearing the tall hats they have flat caps, but with the blue band around it.

78. **Mary:** Oh right. Yes.

79. **Carole:** So they're slightly different.

80. **Mary:** Right.

81. **Carole:** They work alongside us. They have the same radios that we use.

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82. **Mary:** Right.

83. **Carole:** So they have contact, radio contact, with the police.

84. **Mary:** Yes, yes.

85. **Carole:** In fact, they work from the same office that I work from.

86. **Mary:** Hmm-uh.

87. **Carole:** But they're not actually police officers. So whilst they can stop people and ask them their details, they don't have a power of search, so they can't search people.

88. **Mary:** Right.

89. **Carole:** And they don't have power of [34] \_\_\_\_\_, but they can detain people.

90. **Mary:** Right.

91. **Carole:** For a length of time until police officers come to make the [35] \_\_\_\_\_. So they have more [36] \_\_\_\_\_ than a normal person on the street would have, but not as many [37] \_\_\_\_\_ as police officers have. So they're supported by us very much.

92. **Mary:** Right. Can you tell us what [38] \_\_\_\_\_ police officers have?

93. **Carole:** Basically we have [39] \_\_\_\_\_ within England and [40] \_\_\_\_\_.

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94. **Mary:** Right.

95. **Carole:** The [41] \_\_\_\_\_ law is different and the [42] \_\_\_\_\_ police have different [43] \_\_\_\_\_.

96. **Mary:** Hmm-uh.

97. **Carole:** Special Constables who are unpaid police officers have [44] \_\_\_\_\_ in the division, sorry, in the police force that they work and the surrounding forces.

98. **Mary:** Right.

99. **Carole:** So they can step just outside their own force and they will still have power.

100. **Mary:** Right.

101. **Carole:** But regular police officers have [45] \_\_\_\_\_ throughout the whole of England and [46] \_\_\_\_\_.

102. **Mary:** Right, okay.

103. **Carole:** Those [47] \_\_\_\_\_ include being able to stop people on the street.

104. **Mary:** Right.

105. **Carole:** Ask their names, address, date of birth; their details.

106. **Mary:** Right, right.

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107. **Carole:** To be able to [48] \_\_\_\_\_ people for [49] \_\_\_\_\_ offences.

108. **Mary:** Right.

109. **Carole:** Be able to search people on the street.

110. **Mary:** Hmm-uh.

111. **Carole:** And, obviously, within the search we will always try to do a [50] \_\_\_\_\_ on [51] \_\_\_\_\_ and a female on female. So it's not always possible, but certainly if we're doing more intimate searches, then that would definitely be.

112. **Mary:** Yes.

113. **Carole:** And if we do, sometimes we do a slightly more intimate search on the street for drugs, in particular, or maybe for weapons, and then we'd be looking to have a police van to come up and we do it in the back of a police van with the door closed, and it would definitely be sort of [52] \_\_\_\_\_ on [53] \_\_\_\_\_ or female on female.

114. **Mary:** Hmm-uh. So can you tell us then what's the most important skill that a Police Officer needs?

115. **Carole:** Most of the work that we do, whilst we do have [54] \_\_\_\_\_, most of it is to do with talking to people and communication. It's more about skills than [55] \_\_\_\_\_, really.

116. **Mary:** Yes.

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117. **Carole:** So, we do have those [56] \_\_\_\_\_ to deal with things that we need to, but everything else is about skill and, particularly, communication.

118. **Mary:** Hmm-uh.

119. **Carole:** And most instances, even, you know, fights on the street that we deal with, again, the perpetrator of the fight might get arrested, but everybody else, because there's always a crowd of people that hang around, and it's about communicating to people and talking to them and moving people on. And that's the biggest skill that we use.

120. **Mary:** Hmm-uh, absolutely. Diffusing the situation.

121. **Carole:** Yeah, yeah.

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### 070 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

mary: can you explain what your job is what exactly is your job

carole: well my role is student liaison officer so i have responsibility for crime prevention and personal safety for students in leeds particularly those who are living and studying away from home

mary: right

carole: so i give crime advice crime prevention advice to all those students and through a lot of the media that i can find

mary: right okay so you give crime prevention advice so would that involve going in and talking to a big group of students maybe at the beginning of the year

carole: it can do

mary: right

carole: certainly ive given talks to international students

mary: right

carole: and its been very interesting to have feedback from them about how they perceive the police

mary: right

carole: and how they see our role in society which is often very different to what it actually is because i know that a lot of the international students come from very different cultures



## 12 Knowing the Law

Speaker: 071 Anonymous

Theme: Car theft (TWOC)  
Taken Without  
Owner's Consent



Skill	Suggested Activities
Speaking:	Talk about experience of cars, who can drive, and if anyone has had a car stolen.
Listening:	Listen for phrases particular to adolescents and what they mean: 'has been done', 'flash car', 'proper sorted', 'way better', 'hanging around', 'blast about'; 'were sorted'.
Reading:	Provide a newspaper article on car theft and examine the vocabulary used. Visit <a href="http://news.bbc.co.uk">http://news.bbc.co.uk</a> and type 'joyriding' in the search box to find lots of articles.
Writing:	Write a letter of complaint to your local councillor about car-crime in your area. Send student letters to a councillor, inviting her or him in to the class to talk about youth crime, etc.

**(Please note this transcript uses phonetic spellings to replicate the Yorkshire accent and dialect of the speaker.)**

### Transcript:

1. All the kids on the estate are doing it. There's nothing else to do round here. We meet up at the back of the Bingo Hall and break up into gangs. We see who can twoc the best car. I got a jag once. I like the expensive cars cos you can drive about in them and race in them. You look proper



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sorted driving about in a flash car. My gang's way better than the other gangs.

2. I was thirteen when I started. My brother has been done loads of time for twocking. He'll be out soon. He used to take me with him and showed me what to do. I used to be his look-out but now I nick them myself.
3. When I first started hanging around the shops the older lads were sorted. They'd blast about in the cars they'd nicked. We used to think they were great. They would do hand break turns and everything.
4. Now there's always loads of little kids asking if they can come with us when we go to twoc a car. We show them what to do and that. They think we're heroes or summet. I'm good like at school and everything. It's just a bit of a laugh. They've got insurance to pay for them.

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071 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)

1) What is an 'estate'?

- a. a group of houses
- b. a large car
- c. a school
- d. a group of friends

2) What is a 'gang'?

- a. a musical group
- b. a group of animals
- c. a group of young people
- d. a religious group

3) What is meant by 'twoc'?

- a. hit
- b. drive
- c. look at
- d. steal; Taken Without Owner's Consent

4) What is a 'Jag'?

- a. a boy's name
- b. a girl's name
- c. the name of a city
- d. a type of car

5) 'cos' is short for:

- a. cause
- b. because
- c. cars
- d. cruise

6) What is meant by, 'You look **proper sorted**'?

- a. you look happy
- b. you look impressive
- c. you look friendly
- d. you look sad

7) What is meant by, '...**way better**'?

- a. a little better

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- b. the same as
- c. much better
- d. worse

8) What is meant by, '...been done loads of times'?

- a. had lots of operations
- b. stolen lots of cars
- c. stayed at home frequently
- d. been arrested often

9) What is meant by, '**hanging around** the shops'?

- a. suspended from a roof
- b. socialising near shops
- c. flying over some shops
- d. running across roads

10) What is meant by, 'summet'?

- a. top
- b. powerful
- c. something
- d. friend

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### 071 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/071.html](http://www.esoluk.co.uk/071.html)

**Words:** *break cars everything gangs kids loads look sorted started them think used*

1. All the [1] \_\_\_\_\_ on the estate are doing it. There's nothing else to do round here. We meet up at the back of the Bingo Hall and [2] \_\_\_\_\_ up into [3] \_\_\_\_\_. We see who can twoc the best car. I got a jag once. I like the expensive [4] \_\_\_\_\_ cos you can drive about in [5] \_\_\_\_\_ and race in [6] \_\_\_\_\_. You [7] \_\_\_\_\_ proper [8] \_\_\_\_\_ driving about in a flash car. My gang's way better than the other [9] \_\_\_\_\_.

2. I was thirteen when I [10] \_\_\_\_\_. My brother has been done [11] \_\_\_\_\_ of time for twocking. He'll be out soon. He [12] \_\_\_\_\_ to take me with him and showed me what to do. I [13] \_\_\_\_\_ to be his look-out but now I nick [14] \_\_\_\_\_ myself.

3. When I first [15] \_\_\_\_\_ hanging around the shops the older lads were [16] \_\_\_\_\_. They'd blast about in the [17] \_\_\_\_\_ they'd nicked. We [18] \_\_\_\_\_ to [19] \_\_\_\_\_ they were great. They would do hand [20] \_\_\_\_\_ turns and [21] \_\_\_\_\_.

4. Now there's always [22] \_\_\_\_\_ of little [23] \_\_\_\_\_ asking if they can come with us when we go to twoc a car. We show [24] \_\_\_\_\_ what to do and that. They [25] \_\_\_\_\_ we're heroes or summet. I'm good like at school and [26] \_\_\_\_\_. It's just a bit of a laugh. They've got insurance to pay for [27] \_\_\_\_\_.

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### 071 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

all the kids on the estate are doing it theres nothing else to do round here we meet up at the back of the bingo hall and break up into gangs we see who can twoc the best car i got a jag once i like the expensive cars cos you can drive about in them and race in them you look proper sorted driving about in a flash car my gangs way better than the other gangs

i was thirteen when i started my brother has been done loads of time for twocking hell be out soon he used to take me with him and showed me what to do i used to be his look-out but now i nick them myself

when i first started hanging around the shops the older lads were sorted theyd blast about in the cars theyd nicked we used to think they were great they would do hand break turns and everything

now theres always loads of little kids asking if they can come with us when we go to twoc a car we show them what to do and that they think were heroes or summet im good like at school and everything. It's just a bit of a laugh. They've got insurance to pay for them.



## 12 Knowing the Law

Speaker: 072 Claudia John

Theme: Car accident



Skill	Suggested Activities
Speaking:	Talk about experience of cars and if anyone has been in or witnessed a car accident. How do the students compare UK drivers to drivers around the world?
Listening:	Provide sentences summarising the stages of what happened to Claudia. Students sequence the sentences in a timeline then listen to the video to confirm. eg Claudia leaving college, being hit, someone calling an ambulance, putting a blanket over her, the police, Claudia calling a solicitor.
Reading:	Provide an insurance claim report and identify specific/difficult vocabulary used.
Writing:	Using the insurance claim report, describe what happened imagining yourself as Claudia. Fill out the insurance report using the given sentences in above listening task and 'flesh out' the details.

### Transcript:

1. **Mary:** Claudia, thank you for agreeing to be interviewed. Thank you very much. So, not a very cheerful topic to talk about, but you were involved in a road accident.
2. **Claudia:** Yes.
3. **Mary:** Weren't you, a couple of weeks ago? Can you tell me what happened?

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4. **Claudia:** The incident happened after a night class here at Thomas Danby. I was attending an English class when I was going home and I was involved in a sort of hit and run accident.
5. **Claudia:** car hit me from behind, at speed, and did not stop. However, it stopped a street away from where the accident happened. And as the car came at speed, my car hit the car in front because we were stationary. Traffic that wasn't moving.
6. **Mary:** Okay.
7. **Claudia:** As I was hit I suddenly went forward and I looked up and the car that I hit I noticed the lady, because it was a woman, came out of her car and ran across the road. I thought, "What have I done?" Assuming she was injured and I panicked that I hurt her.
8. So, I followed the lady, not knowing she was following the car that hit me from behind.
9. **Mary:** Right, goodness. And then did she find the car that hit you then?
10. **Claudia:** She did.
11. **Mary:** Right.
12. **Claudia:** Kindly she did. And I approached the lady and I said, "Are you okay?" She said, "I am concerned with you, dear. Are you alright?" As she said that I looked at her in amazing shock. I went into a panic attack because there were loads of people around us at this time and I was on the floor shaking.
13. The kind lady who I hit, but I didn't actually hit her, it was the car that hit me that shunted by car, looked after me and said, "Are you okay?" and I was shivering. Some passer-by witness came with a blanket to cover me and, as I looked up, there was a policeman and ambulance people, known as paramedics. They examined me and, nicely enough, they put me into the ambulance, which I then noticed I was in an ambulance. The police came, asked me my name, my address, making sure I was conscious because I was going through a drowsy state of, maybe, sleeplessness.
14. **Mary:** Right, right, right. Uh-hah, okay.
15. **Claudia:** Yes.
16. **Mary:** Claudia, that was a horrible, that was a horrible thing to happen.
17. **Claudia:** Yes, it was. It was because, especially, when I left home at eight o'clock as I had to do an IT lesson with my students, and then in the afternoon I am a student rather than a tutor. So my family hadn't seen me



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since quarter to eight and they phoned my husband to say I was in casualty at St James at twenty to nine.

18. So, for the family it was sad news.
19. **Mary:** Yes.
20. **Claudia:** But, I was quite lucky that people around and I had medical care at St James's.
21. **Mary:** So people looked after you?
22. **Claudia:** Yes. In one respect, yes, they did.
23. **Mary:** Yes, right.
24. **Claudia:** I was looked after.
25. **Mary:** Right, right. Thank you. But Claudia, can you explain to us then what the police did?
26. **Claudia:** When the police did, they went into the ambulance.
27. **Mary:** Right.
28. **Claudia:** They asked me my name, took details, asked me what happened and I couldn't remember because I was in shock and I had a panic attack.
29. **Mary:** So, they spoke to you immediately after the accident?
30. **Claudia:** Yes.
31. **Mary:** Right.
32. **Claudia:** Which was really, I feel, that wasn't called for because they saw the state I was in and I couldn't answer their question.
33. **Mary:** Right.
34. **Claudia:** In fact, I could barely remember my postal code.
35. **Mary:** Right.
36. **Claudia:** Because he kept saying, "Where do you live?" and I kept saying, "Well, I don't live very far from here. I'm about a mile and a half." And I was more concerned with the family.
37. **Mary:** Of course.
38. **Claudia:** But the police were pushy to ask me these details.

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39. **Mary:** Right, okay.
40. **Claudia:** He could have asked me after, rather than then.
41. **Mary:** So have you had any other contact with the police since then?
42. **Claudia:** No. I had to phone the police myself.
43. **Mary:** Right.
44. **Claudia:** For details of who hit me.
45. **Mary:** Right.
46. **Claudia:** Who I had shunted. When I actually phoned two days after the accident, I asked the police are they doing a report?
47. **Mary:** Right.
48. **Claudia:** And a police reference, because I needed it for my insurance.
49. **Mary:** Right.
50. **Claudia:** Police said, "No, I am not. I am just putting it as a misfortunate accident."
51. **Mary:** Right. So the police have said that it was just an accident and they didn't treat it as a crime?
52. **Claudia:** That's right.
53. **Mary:** Right.
54. **Claudia:** There was no crime record.
55. **Mary:** How do you feel about that one?
56. **Claudia:** I feel very hurt on that one.
57. **Mary:** Right.
58. **Claudia:** I think it's not fair because the driver was driving ruthlessly, which is carelessness.
59. **Mary:** Right, yes.
60. **Claudia:** Because while I was on the floor I did hear the girl say, "I tried to stop. My brake wasn't working."
61. **Mary:** Right.

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62. **Claudia:** So that is not a very nice statement. Her boyfriend, or a partner, whoever, it was a male, said to the girl, "Shut up. Shut up. Shut up."
63. **Mary:** Right.
64. **Claudia:** And that was re-vented again at the lady who was looking because the lady who was looking after me said to the boy, "Don't speak like that." And he said, "She's only acting." And the lady said, "Look at her."
65. **Mary:** Right.
66. **Claudia:** So really, they were reckless drivers.
67. **Mary:** So have you been back to the police to challenge that decision of theirs?
68. **Claudia:** Yeah. Well, I haven't.
69. **Mary:** Right.
70. **Claudia:** In all fairness, but I am after everything's that finish.
71. **Mary:** Right.
72. **Claudia:** Because I am not at all happy with the police statement because the police, what they have given me, is given his reference and his name.
73. **Mary:** Of the person, the person that drove into you?
74. **Claudia:** The police did, yeah. But I had to phone the police.
75. **Mary:** Right, okay.
76. **Claudia:** They didn't actually do anything in writing.
77. **Mary:** Okay.
78. **Claudia:** Everything has happened verbally on the telephone.
79. **Mary:** And you had to ask them? Okay.
80. **Claudia:** Yes. And I think, for an accident that I didn't happen, didn't do.
81. **Mary:** Right. Didn't cause, yeah.
82. **Claudia:** I think somebody else had caused the accident. Why should I keep phoning the police?
83. **Mary:** But you've also had problems with insurance, haven't you?
84. **Claudia:** I have, yes.

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85. **Mary:** Right.
86. **Claudia:** Because my insurance said that the girl is not claiming liable. She says she only hit me at the side.
87. **Mary:** Right.
88. **Claudia:** And I had to get my solicitor involved. Solicitor phoned and said, "The girl said she only hit you at the side." I said to the solicitor, "I don't think so. I think you'd better phone the insurance because the insurance will tell you." They phoned back the solicitor and said the story was, "Your car was shunted, or was hit by the rear and it's a write-off."
89. So I replied to my solicitor, "Well, that tells you how can somebody hit you from the side and it's not a write-off." And I said, "And, however, if somebody hits you from a rear they should stop behind you." The solicitor replied, "Yes." I goes, "This person landed a street away."
90. **Mary:** Right.
91. **Claudia:** Solicitor reply said, "It seems like a hit and run." I didn't comment.
92. **Mary:** Right, okay. So that's quite a complicated thing, isn't it?
93. **Claudia:** It is.
94. **Mary:** Different people were then saying something different. So they're saying they hit you from the side?
95. **Claudia:** Yeah.
96. **Mary:** And it was an accident?
97. **Claudia:** Yes.
98. **Mary:** And you're saying, "Well, no, they were driving too fast"?
99. **Claudia:** They definitely.
100. **Mary:** "They hit me from behind and my car's written off"?
101. **Claudia:** Hmm.
102. **Mary:** And so that is making it difficult, is it, for you to claim your insurance?
103. **Claudia:** Yes, it is making it difficult for me. However, it's very stressful.
104. **Mary:** Right, yeah.
105. **Claudia:** I can do without all the paper and phoning.

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106. **Mary:** Of course, yeah.
107. **Claudia:** Especially, I didn't...
108. **Mary:** You didn't cause it.
109. **Claudia:** Cause the accident.
110. **Mary:** You didn't cause it.
111. **Claudia:** Yes, that's the hurtful bit.
112. **Mary:** Absolutely.
113. **Claudia:** Yeah.

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**072 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) At number 4, what is meant by 'hit and run accident'?
  - a. to be hit by a car when you are running
  - b. you run into a car by accident
  - c. hit a car on purpose
  - d. to be hit by a car but the driver deliberately drives away
  
- 2) At number 5, why did Claudia's 'car hit the car in front'?
  - a. because she was driving too fast
  - b. because she wasn't concentrating
  - c. because she was angry
  - d. because her car was hit from behind which pushed her car forward
  
- 3) At number 12, what is meant by 'I looked at her in amazing shock'?
  - a. she was very angry
  - b. she was very upset
  - c. she was very surprised
  
- 4) At number 13, what is meant by 'shunted'?
  - a. her car was pushed forward because it was hit from behind
  - b. her car needed new brakes
  - c. her car was badly damaged
  - d. her car was too old for the road
  
- 5) At number 17, what do you think 'St James' is?
  - a. a hospital
  - b. a doctor's surgery
  - c. a type of ambulance
  - d. an emergency ward for car accidents
  
- 6) At number 32, what is meant by 'they saw the state I was in'?
  - a. they saw how upset and shocked she was
  - b. they found out where she lived
  - c. they saw the clothes she was wearing
  - d. they saw the car she was driving
  
- 7) At number 38, what is meant by 'the police were pushy'?
  - a. the police were forceful and kept asking questions
  - b. the police were helpful
  - c. the police were angry with her

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- d. the police didn't like her
- 8) At number 46-51, why didn't the police write a report?
- a. because they thought Claudia was lying
  - b. because they couldn't find the driver of the other car
  - c. because they thought the car crash was an accident, not a crime
- 9) At number 86, what is meant by 'the girl is not claiming liable'?
- a. the girl was lying
  - b. the girl isn't claiming any money
  - c. the girl is unhappy
  - d. the girl says she is innocent; she is not to blame
- 10) At number 88, what is meant by 'it's a write-off'?
- a. the insurance company destroy the car rather than pay for it to be repaired
  - b. the insurance company repair the car
  - c. the insurance company won't pay for the repairs
  - d. the insurance company write to you

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### 072 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/072.html](http://www.esoluk.co.uk/072.html)

**Words:** *accident ambulance concerned horrible incident insurance panic phoned reference solicitor*

1. **Mary:** Claudia, thank you for agreeing to be interviewed. Thank you very much. So, not a very cheerful topic to talk about, but you were involved in a road [1]

\_\_\_\_\_.

2. **Claudia:** Yes.

3. **Mary:** Weren't you, a couple of weeks ago? Can you tell me what happened?

4. **Claudia:** The [2] \_\_\_\_\_ happened after a night class here at Thomas Danby. I was attending an English class when I was going home and I was involved in a sort of hit and run [3] \_\_\_\_\_.

5. **Claudia:** car hit me from behind, at speed, and did not stop. However, it stopped a street away from where the [4] \_\_\_\_\_ happened. And as the car came at speed, my car hit the car in front because we were stationary. Traffic that wasn't moving.

6. **Mary:** Okay.

7. **Claudia:** As I was hit I suddenly went forward and I looked up and the car that I hit I noticed the lady, because it was a woman, came out of her car and ran across the road. I thought, 'What have I done?' Assuming she was injured and I panicked that I hurt her.



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8. So, I followed the lady, not knowing she was following the car that hit me from behind.

9. **Mary:** Right, goodness. And then did she find the car that hit you then?

10. **Claudia:** She did.

11. **Mary:** Right.

12. **Claudia:** Kindly she did. And I approached the lady and I said, 'Are you okay?' She said, 'I am [5] \_\_\_\_\_ with you, dear. Are you alright?' As she said that I looked at her in amazing shock. I went into a [6] \_\_\_\_\_ attack because there were loads of people around us at this time and I was on the floor shaking.

13. The kind lady who I hit, but I didn't actually hit her, it was the car that hit me that shunted by car, looked after me and said, 'Are you okay?' and I was shivering. Some passer-by witness came with a blanket to cover me and, as I looked up, there was a policeman and [7] \_\_\_\_\_ people, known as paramedics. They examined me and, nicely enough, they put me into the [8] \_\_\_\_\_, which I then noticed I was in an [9] \_\_\_\_\_. The police came, asked me my name, my address, making sure I was conscious because I was going through a drowsy state of, maybe, sleeplessness.

14. **Mary:** Right, right, right. Uh-hah, okay.

15. **Claudia:** Yes.

16. **Mary:** Claudia, that was a [10] \_\_\_\_\_, that was a [11] \_\_\_\_\_ thing to happen.

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17. **Claudia:** Yes, it was. It was because, especially, when I left home at eight o'clock as I had to do an IT lesson with my students, and then in the afternoon I am a student rather than a tutor. So my family hadn't seen me since quarter to eight and they [12] \_\_\_\_\_ my husband to say I was in casualty at St James's at twenty to nine.

18. So, for the family it was sad news.

19. **Mary:** Yes.

20. **Claudia:** But, I was quite lucky that people around and I had medical care at St James's.

21. **Mary:** So people looked after you?

22. **Claudia:** Yes. In one respect, yes, they did.

23. **Mary:** Yes, right.

24. **Claudia:** I was looked after.

25. **Mary:** Right, right. Thank you. But Claudia, can you explain to us then what the police did?

26. **Claudia:** When the police did, they went into the [13] \_\_\_\_\_.

27. **Mary:** Right.

28. **Claudia:** They asked me my name, took details, asked me what happened and I couldn't remember because I was in shock and I had a [14] \_\_\_\_\_ attack.

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29. **Mary:** So, they spoke to you immediately after the accident?
30. **Claudia:** Yes.
31. **Mary:** Right.
32. **Claudia:** Which was really, I feel, that wasn't called for because they saw the state I was in and I couldn't answer their question.
33. **Mary:** Right.
34. **Claudia:** In fact, I could barely remember my postal code.
35. **Mary:** Right.
36. **Claudia:** Because he kept saying, 'Where do you live?' and I kept saying, 'Well, I don't live very far from here. I'm about a mile and a half.' And I was more [15] \_\_\_\_\_ with the family.
37. **Mary:** Of course.
38. **Claudia:** But the police were pushy to ask me these details.
39. **Mary:** Right, okay.
40. **Claudia:** He could have asked me after, rather than then.
41. **Mary:** So have you had any other contact with the police since then?
42. **Claudia:** No. I had to phone the police myself.
43. **Mary:** Right.

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44. **Claudia:** For details of who hit me.

45. **Mary:** Right.

46. **Claudia:** Who I had shunted. When I actually [16] \_\_\_\_\_ two days after the [17] \_\_\_\_\_, I asked the police are they doing a report?

47. **Mary:** Right.

48. **Claudia:** And a police [18] \_\_\_\_\_, because I needed it for my [19] \_\_\_\_\_.

49. **Mary:** Right.

50. **Claudia:** Police said, 'No, I am not. I am just putting it as a misfortunate [20] \_\_\_\_\_.'

51. **Mary:** Right. So the police have said that it was just an [21] \_\_\_\_\_ and they didn't treat it as a crime?

52. **Claudia:** That's right.

53. **Mary:** Right.

54. **Claudia:** There was no crime record.

55. **Mary:** How do you feel about that one?

56. **Claudia:** I feel very hurt on that one.

57. **Mary:** Right.

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58. **Claudia:** I think it's not fair because the driver was driving ruthlessly, which is carelessness.

59. **Mary:** Right, yes.

60. **Claudia:** Because while I was on the floor I did hear the girl say, 'I tried to stop. My brake wasn't working.'

61. **Mary:** Right.

62. **Claudia:** So that is not a very nice statement. Her boyfriend, or a partner, whoever, it was a male, said to the girl, 'Shut up. Shut up. Shut up.'

63. **Mary:** Right.

64. **Claudia:** And that was re-vented again at the lady who was looking because the lady who was looking after me said to the boy, 'Don't speak like that.' And he said, 'She's only acting.' And the lady said, 'Look at her.'

65. **Mary:** Right.

66. **Claudia:** So really, they were reckless drivers.

67. **Mary:** So have you been back to the police to challenge that decision of theirs?

68. **Claudia:** Yeah. Well, I haven't.

69. **Mary:** Right.

70. **Claudia:** In all fairness, but I am after everything's that finish.

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71. **Mary:** Right.

72. **Claudia:** Because I am not at all happy with the police statement because the police, what they have given me, is given his [22] \_\_\_\_\_ and his name.

73. **Mary:** Of the person, the person that drove into you?

74. **Claudia:** The police did, yeah. But I had to phone the police.

75. **Mary:** Right, okay.

76. **Claudia:** They didn't actually do anything in writing.

77. **Mary:** Okay.

78. **Claudia:** Everything has happened verbally on the telephone.

79. **Mary:** And you had to ask them? Okay.

80. **Claudia:** Yes. And I think, for an [23] \_\_\_\_\_ that I didn't happen, didn't do.

81. **Mary:** Right. Didn't cause ..., yeah.

82. **Claudia:** I think somebody else had caused the [24] \_\_\_\_\_. Why should I keep phoning the police?

83. **Mary:** But you've also had problems with [25] \_\_\_\_\_, haven't you?

84. **Claudia:** I have, yes.

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85. **Mary:** Right.

86. **Claudia:** Because my [26] \_\_\_\_\_ said that the girl is not claiming liable. She says she only hit me at the side.

87. **Mary:** Right.

88. **Claudia:** And I had to get my [27] \_\_\_\_\_ involved. [28] \_\_\_\_\_ [29] \_\_\_\_\_ and said, 'The girl said she only hit you at the side.' I said to the [30] \_\_\_\_\_, 'I don't think so. I think you'd better phone the [31] \_\_\_\_\_ because the [32] \_\_\_\_\_ will tell you.' They [33] \_\_\_\_\_ back the [34] \_\_\_\_\_ and said the story was, 'Your car was shunted, or was hit by the rear and it's a write-off.'

89. So I replied to my [35] \_\_\_\_\_, 'Well, that tells you how can somebody hit you from the side and it's not a write-off.' And I said, 'And, however, if somebody hits you from a rear they should stop behind you.' The [36] \_\_\_\_\_ replied, 'Yes.' I goes, 'This person landed a street away.'

90. **Mary:** Right.

91. **Claudia:** [37] \_\_\_\_\_ reply said, 'It seems like a hit and run.' I didn't comment.

92. **Mary:** Right, okay. So that's quite a complicated thing, isn't it?

93. **Claudia:** It is.

94. **Mary:** Different people were then saying something different. So they're saying they hit you from the side?

95. **Claudia:** Yeah.

## 12 Knowing the Law

96. **Mary:** And it was an accident?

97. **Claudia:** Yes.

98. **Mary:** And you're saying, 'Well, no, they were driving too fast'?

99. **Claudia:** They definitely.

100. **Mary:** 'They hit me from behind and my car's written off'?

101. **Claudia:** Hmm.

102. **Mary:** And so that is making it difficult, is it, for you to claim your insurance?

103. **Claudia:** Yes, it is making it difficult for me. However, it's very stressful.

104. **Mary:** Right, yeah.

105. **Claudia:** I can do without all the paper and phoning.

106. **Mary:** Of course, yeah.

107. **Claudia:** Especially, I didn't.

108. **Mary:** You didn't cause it.

109. **Claudia:** Cause the [38] \_\_\_\_\_.

110. **Mary:** You didn't cause it.

111. **Claudia:** Yes, that's the hurtful bit.



## 12 Knowing the Law

112. **Mary:** Absolutely.

113. **Claudia:** Yeah.

## 12 Knowing the Law

### 072 sequencing activity:

Conversation requires the skilful use of a number of language features.

1. Read the conversation and underline discourse markers (e.g. okay, yes, well, now, right, so, anyway, uh-huh) and think about the purpose of each one.
2. Underline key words and phrases spoken at the end of one paragraph and repeated by the next speaker.
3. Underline any other turn-taking patterns and conventions.
4. Place the paragraphs in the correct order, e.g. 1, 2, 3, 4, 5 ... **or** cut out and re-sequence.
5. Check answers by watching the video or read the full text.
6. Find a friend and practise speaking aloud the full conversation.

**Mary:** Claudia, that was a horrible, that was a horrible thing to happen.

So, for the family it was sad news.

**Mary:** Yes.

**Claudia:** But, I was quite lucky that people around and I had medical care at St James's.

**Claudia:** Yes, it was. It was because, especially, when I left home at eight o'clock as I had to do an IT lesson with my students, and then in the afternoon I am a student rather than a tutor. So my family hadn't seen me since quarter to eight and they phoned my husband to say I was in casualty at St James at twenty to nine.

**Mary:** Yes, right.

**Mary:** So people looked after you?

**Mary:** Right, right. Thank you. But Claudia, can you explain to us then what the police did?

**Mary:** Right.

**Mary:** Right.

**Claudia:** Yes. In one respect, yes, they did.

**Claudia:** I was looked after.

**Claudia:** When the police did, they went into the ambulance.

**Claudia:** Yes.

## 12 Knowing the Law

**Mary:** Right.

**Claudia:** Which was really, I feel, that wasn't called for because they saw the state I was in and I couldn't answer their question.

**Claudia:** They asked me my name, took details, asked me what happened and I couldn't remember because I was in shock and I had a panic attack.

**Mary:** So, they spoke to you immediately after the accident?

## 12 Knowing the Law

### 072 punctuation activity:

1. Replace all the commas (,) full-stops (.) apostrophes (') question marks (?)
2. When punctuating, underline difficulties where spoken English does not follow the same 'rules' as written English.
3. Replace capital letters where needed.
4. Check your answers by reading the full text.

**mary:** claudia thank you for agreeing to be interviewed thank you very much so not a very cheerful topic to talk about but you were involved in a road accident

**claudia:** yes

**mary:** werent you a couple of weeks ago can you tell me what happened

**claudia:** the incident happened after a night class here at thomas danby i was attending an english class when i was going home and i was involved in a sort of hit and run accident

**claudia:** car hit me from behind at speed and did not stop however it stopped a street away from where the accident happened and as the car came at speed my car hit the car in front because we were stationary traffic that wasnt moving

**mary:** okay

**claudia:** as i was hit i suddenly went forward and i looked up and the car that i hit i noticed the lady because it was a woman came out of her car and ran across the road i thought "what have i done" assuming she was injured and i panicked that i hurt her

so i followed the lady not knowing she was following the car that hit me from behind



## 12 Knowing the Law

Theme: 073 Age and the law

Skill	Suggested Activities
Speaking:	What do the students think is the legal age at which you are allowed to do 'adult' things in the UK? How does this compare with their native country?
Listening:	Gap fill using transcript to listen to pre-taught words. Provide sentences on individual cards and in groups try to put them in the correct age category. Watch and listen to confirm.
Reading:	Look at college student handbook, or generally available realia/leaflets. What do they say about staying healthy, with regard to sexual health, alcohol, smoking?
Writing:	Change the imperative 'you can' into full sentences using apostrophes: eg 'You can't leave school till you're 16'. Repeat the pattern.

### Transcript:

#### AGE 13

You can work part-time and be paid

#### AGE 14

You can go to the pub but you can't drink or buy alcohol

#### AGE 16

You can leave school

You can legally have sex

You can hold a licence to drive a moped

You can buy a ticket in the National Lottery

You can choose your own doctor

You can claim social security benefit

You can work full time

You can leave home with your parents' consent

You can get married with one parent's consent

You can drink alcohol with a meal in a restaurant

## 12 Knowing the Law

### AGE 17

- You can hold a licence to drive a car
- You can sell things in a market
- You can buy an air rifle
- You can leave home without your parents' consent

### AGE 18

- You can buy cigarettes
- You can join the armed forces
- You can be sent to an adult court
- You can get married without your parents' consent
- You can vote
- You can engage in homosexual activity
- You can gamble
- You can buy fireworks
- You can change your name
- You can apply for a passport
- You can be paid the national minimum wage
- You can sit on a jury
- You can be a blood donor
- You can buy alcohol

### AGE 21

- You can stand for Parliament
- You can adopt a child

## 12 Knowing the Law

**073 Questions: answers at back or visit [www.esoluk.co.uk](http://www.esoluk.co.uk)**

- 1) What 'can' you do when you are 13?
  - a. drive a car
  - b. vote
  - c. get married
  - d. have a paid, part-time job
  
- 2) What 'can't' you do when you are 14?
  - a. buy alcohol in a pub
  - b. go to a pub
  - c. have a part time job
  - d. talk to your parents about your problems
  
- 3) At what age are you able to leave school?
  - a. 14
  - b. 15
  - c. 16
  - d. 17
  
- 4) At what age is it legal for someone to have sex?
  - a. 13
  - b. 14
  - c. 15
  - d. 16
  
- 5) Which of these activities is **illegal** when you are 17?
  - a. buying cigarettes
  - b. working full time
  - c. claiming social security benefit
  - d. leaving home without telling your parents
  
- 6) When you are 18 you can join the '**armed forces**'. What does this mean?
  - a. you can have cosmetic surgery
  - b. you can attend a gym to get fit
  - c. you can become a soldier
  - d. you can study medicine
  
- 7) When you are 18 you can be paid the '**national minimum wage**'. What does this mean?



## 12 Knowing the Law

- a. you can have your own shop
- b. your boss must pay you a very good wage
- c. your boss can pay you any wage he / she wants
- d. this is the lowest amount of money anyone can be paid

8) What does '**adopt a child**' mean? You can do this when you are 21.

- a. give birth to a child
- b. become a friend of your neighbour's child
- c. look after a friend's child for a short time
- d. look after another person's child for ever, as your son or daughter

9) How old must you be to vote?

- a. 14
- b. 16
- c. 18
- d. 21

10) How old must you be to become a member of Parliament?

- a. 16
- b. 18
- c. 19
- d. 21

## 12 Knowing the Law

### 073 listening/reading gapfill:

The words removed below are the key words used most by this speaker.

- Listen to a small section at a time and try to hear the missing words, **or/and**
- read the text and fill in the gaps.
- Interactive gapfill and spelling test at: [www.esoluk.co.uk/073.html](http://www.esoluk.co.uk/073.html)

**Words:** *activity alcohol claim consent drink drive hold leave married national paid*

#### AGE 13

You can work part-time and be paid

#### AGE 14

You can go to the pub but you can't [1] \_\_\_\_\_ or buy alcohol

#### AGE 16

You can [2] \_\_\_\_\_ school

You can legally have sex

You can [3] \_\_\_\_\_ a licence to [4] \_\_\_\_\_ a moped

You can buy a ticket in the [5] \_\_\_\_\_ Lottery

You can choose your own doctor

You can [6] \_\_\_\_\_ social security benefit

You can work full time

You can [7] \_\_\_\_\_ home with your parents' consent

You can get [8] \_\_\_\_\_ with one parent's consent

You can [9] \_\_\_\_\_ [10] \_\_\_\_\_ with a meal in a restaurant

#### AGE 17

You can [11] \_\_\_\_\_ a licence to [12] \_\_\_\_\_ a car

You can sell things in a market

You can buy an air rifle

You can [13] \_\_\_\_\_ home without your parents' consent

## 12 Knowing the Law

### AGE 18

You can buy cigarettes

You can join the armed forces

You can be sent to an adult court

You can get [14] \_\_\_\_\_ without your parents' consent

You can vote

You can engage in homosexual activity

You can gamble

You can buy fireworks

You can change your name

You can apply for a passport

You can be [15] \_\_\_\_\_ the [16] \_\_\_\_\_ minimum wage

You can sit on a jury

You can be a blood donor

You can buy alcohol

### AGE 21

You can stand for Parliament

You can adopt a child



## 12 Knowing the Law

Answer key to questions

**066:** b) d c) d d) c 4) a 5) a 6) a 7) a 8) a 9) a 10) a

**067:** b) d c) a d) c 4) d 5) a 6) c 7) d 8) b 9) c 10) c

**068:** b) a c) c d) d 4) d 5) b 6) b 7) c 8) d 9) b 10) c

**069:** b) c c) d d) a 4) a 5) b 6) c 7) d 8) a 9) a 10) b

**070:** b) d c) d d) c 4) a 5) a 6) a 7) a 8) b 9) b 10) a

**071:** b) a c) c d) d 4) d 5) b 6) b 7) c 8) d 9) b 10) c

**072:** b) d c) d d) c 4) a 5) a 6) a 7) a 8) c 9) d 10) a

**073:** b) d c) a d) c 4) d 5) a 6) c 7) d 8) d 9) c 10) d

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## 12 Knowing the Law

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