

Criminal Justice

English and Spanish for Law Enforcement courses

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DEPARTAMENT D'ESTUDIS ANGELOSOS

■ CRIMINOLOGIA I SEGURETAT

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Introduction:
How to use this textbook
Introducción:
Cómo usar este material

El material que proponemos en este volumen está pensado para el aprendizaje y la enseñanza de lenguas (inglés/español) en materias relacionadas con la seguridad y las ciencias policiales. Además, puede ser utilizado directamente en el aula o como parte del proceso de autoaprendizaje, educación continuada o *life-long learning*.

Tiene como interés añadido que sus capítulos intercalan material en castellano y en inglés, pudiendo utilizarse en ambas direcciones. Los primeros cuatro capítulos y el último combinan ambos idiomas para que los usuarios presten atención a las diferencias entre ambas lenguas en contextos determinados. Los capítulos cinco, seis y siete se desdoblán en dos secciones, una para cada lengua. Aunque algunas de las actividades propuestas en ambos idiomas coinciden en formato y contenido, la mayoría de los ejercicios son diferentes para cada lengua. Esto permite al profesorado utilizar la parte del otro idioma para tomar más ideas para su clase. Además, al final del libro se incluye un breve glosario bilingüe con las palabras o expresiones más útiles o comunes dentro de la temática tratada en los distintos capítulos.

Algunas actividades del libro se han diseñado usando SketchEngine,¹ un sistema de búsqueda de corpora textuales (colecciones de textos digitalizados) que permite la extracción automática del comportamiento colocacional y gramatical de las palabras (el programa informa mediante cálculos estadísticos y lingüísticos de las combinaciones típicas de palabras, esto es, de qué palabras suelen aparecer en el entorno de un ítem léxico en el que estemos interesados). SketchEngine es una herramienta de gran utilidad tanto para profesores como para estudiantes, ya que proporciona información útil sobre búsquedas completas de palabras, y nos permite trabajar con temas determinados que sean de nuestro interés, sugiriendo nuevas maneras de presentar el léxico y su comportamiento gramatical.

This textbook presents a selection of language-teaching materials (English/Spanish) for Law Enforcement and Criminal Justice purposes. These materials can be used in the classroom or as a reference in Continuous Education courses.

The chapters combine materials in Spanish and English, so that instructors can work from the L1 to the L2 or vice-versa. The first four chapters and the last one combine both languages so that students pay attention to the differences between them in specific contexts. Chapters five to seven develop materials separately for each language. Although some of the activities in English and Spanish share both format and content, most of them are different for each language. This allows teachers to use the activities in their students' L1 as suggestions for their L2 class. The textbook includes a bilingual glossary with useful words and expressions within each chapter.

1. SketchEngine <<http://www.sketchengine.co.uk/>> (see Kilgarriff, Pavel Rychly, Pavel Smrz and David Tugwell (2004). *The Sketch Engine* in Williams G. and S. Vessier (eds.): *Proceedings of the Eleventh EURALEX International Congress*. Lorient, France, July: 105-116.) (Reprinted in *Lexicology: Critical concepts in Linguistics*, Hanks, editor. Routledge, 2007)

A number of lexis activities have been designed using SketchEngine,² a corpus query system that allows automatic extraction of grammatical and collocational behaviour of words (i.e. how words are typically used in combination with one another). SketchEngine is a highly useful tool for teachers and learners alike since it easily provides useful information on specific word searches suggesting insightful ways to deal with lexis and specific topics a user may be interested in.

2. SketchEngine <<http://www.sketchengine.co.uk/>> (see Kilgarriff, Pavel Rychly, Pavel Smrz and David Tugwell (2004). *The Sketch Engine* in Williams G. and S. Vessier (eds.): *Proceedings of the Eleventh EURALEX International Congress*. Lorient, France, July: 105-116.) (Reprinted in *Lexicology: Critical concepts in Linguistics*, Hanks, editor. Routledge, 2007)

UNIT 1

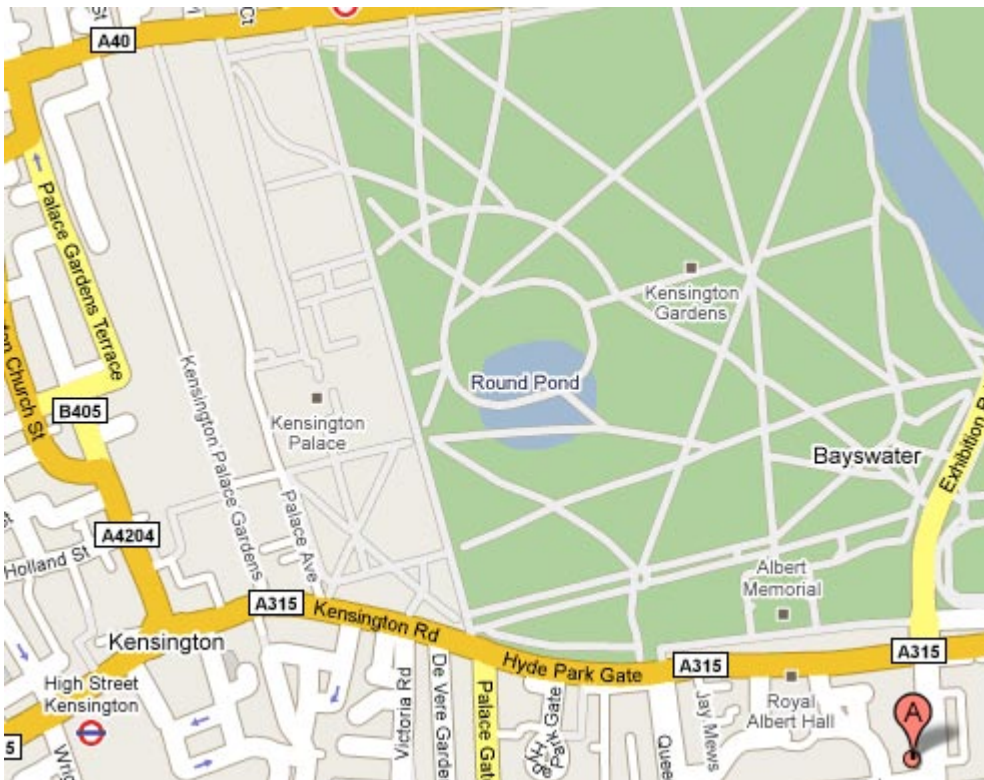
Asking and giving directions

Pedir y dar indicaciones



Diálogo 2

- Excuse me? I'm trying to find the Science Museum.
- The Science Museum. Right. You aren't far away. Now let me see, go along this path through the park. You'll see Kensington Palace on your right. Keep going until you get to a gate. Turn left on to Kensington Road. Go straight down this road, past the Royal Albert Hall, and take the first right at the traffic lights.
- First right, okay.
- Go down that road until you come to a tube station and the museum is just on your right. It's opposite the Victoria and Albert Museum. You can't miss it.
- Okay, so it's straight along here, go out of the park and turn left, past the Albert Hall and then first right. Thanks a lot.
- You are welcome.



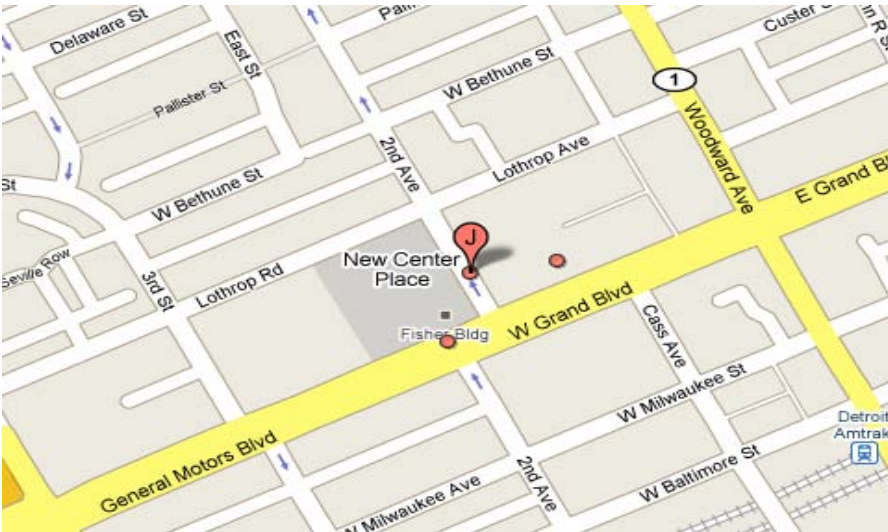
< <http://maps.google.co.uk/> >



Diálogo 3 / Dialogue 3

Have a look at the map below. Try to write a text explaining how to get to Motown Museum in Detroit. The text should be a question/answer dialogue.

Utilizando el mapa que aparece a continuación, intenta crear un diálogo entre dos personas en el que una de ellas está intentando llegar al Motown Museum.



Motown Museum. Detroit, MI
<<http://maps.google.com/>>

Vocabulario y expresiones útiles

A) Traduce las siguientes expresiones:

- Siga todo recto –
- Suba / baje por –
- Pase de largo –
- Gire a la derecha / izquierda –
- Tome la primera / segunda / tercera bocacalle a la... –
- En la rotonda –
- En el semáforo –
- Enfrente –
- Detrás –
- Junto a –
- No puede perderse –
- A una manzana a su derecha –

Useful Phrases

B) Check the meanings and join with the definitions:

zebra crossing, traffic lights, blind alley, pavements, crossroads, roundabout, downtown, highway, tourist information office, pedestrian street, railway station

1. Signal in three colours to control traffic...
2. Where pedestrians walk in the streets...
3. Urban streets without cars...
4. A street closed at one end...
5. A speed road in which cars don't meet other cars in the opposite direction...
6. The city centre...
7. Public office where sightseeing information is given...
8. A junction around a central island...
9. Where to get a train...
10. A pedestrian crossing...

B1) ¿Qué expresiones se usan en español para estos mismos conceptos? ¿Podrías proporcionar frases cortas como las de arriba para explicarlas?

Ejemplo:

Paso de cebra → líneas blancas en el suelo que indican el lugar por donde los peatones tienen preferencia para cruzar una calle.

👉 Grammar

Present Simple and Continuous

Simple Present

FORM

In affirmative it has the same form as the infinitive but adds an –s in the third person singular. The negative and interrogative are done with the auxiliaries DO, DOES.

I work	I do not work	Do I work?	Do I not work?
He works	He does not work	Does he work?	Does he not work?
They work	They do not work	Do they work?	Do they not work?

(the verb DO is normally contracted in the negative: I don't work, he doesn't work, Don't you work?, Doesn't she work?)

USES

- To express habitual action. It is often used with adverbs.
- In newspaper headlines.
- For a planned future action, particularly when it refers to a journey.
- Instead of Present Continuous with verbs that cannot be used in the continuous form.
- In conditional sentences.
- In time clauses.

Usos del presente

- Hablar de verdades generales, definiciones:
«El sol sale por el este.»
«Water boils at 100 degrees centigrade.»
- Hablar de cosas habituales:
«Abrimos a las 9h.»
«Neighbours patrol the streets to protect their homes.»
«Security guards write reports with their observations during their shift.»
- Para dar instrucciones:
«Para hacer un café, coges la cafetera...»
- Para hablar de futuro:
«I finish my shift at 8.»
 - Brainstorm examples for every use of the Simple Present.
 - Piensa ejemplos de cada uso del presente simple.

Present Continuous

FORM

It is formed with the verb **BE** + the present participle:

I am working	I am not working	Am I working?
You are working	You are not working	Are you working?
She is working	She is not working	Is she working?
We are working	We are not working	Are we working?
They are working	They are not working	Are they working?

(the verb **BE** can be contracted as follows: I'm not, you're not / aren't, she's not / isn't)

USES

- For an action happening now.
- For an action happening about this time but not necessarily at the moment of speaking.
- For an arrangement in near future.

Exercises:

1. Find examples for each of the listed uses in English.

2. Find the mistakes in these sentences:

- At the weekend I'm usually going swimming.
- Are you enjoy the party?
- We can't play tennis because it rains.
- Do you can play chess?
- How many sisters you have?
- What do you do tonight?

3. Ask questions for these answers:

- I like listening to music.
- They live in a flat.
- It is foggy and wet.
- She is leaving this evening.
- He can speak 5 languages.
- A blue sweater and grey trousers.

4. Translate the following adverbs into Spanish:

- a. always
- b. usually
- c. often
- d. sometimes
- e. hardly ever
- f. never

5. Traduce las siguientes frases al inglés y compara los usos del presente simple y el continuo:

- a. Me voy a la comisaría. ¡Adiós!
- b. Estoy escribiendo un libro sobre derechos humanos e inmigración.
- c. Leo un montón de libros al día.
- d. El sábado celebramos una fiesta en casa.
- e. ¿Quieres ir al cine esta noche?
- f. ¿Qué estás haciendo? ¡Eso es peligroso!
- g. ¿A qué te dedicas?

6. Complete the sentences with the correct form of the verb:

- a. Iin an police station (work)
- b. She.....much money (not earn)
- c. Iforensic science at university (study)
- d. It.....me 20 minutes to get there by car (take)
- e. Guards usually shifts of 8 hours or longer for 40 hours per week (work)
- f. The officer.....a break at 11.30 (have)

Listen

If you want to learn more about the pronunciation of words and sentence intonation for giving directions, go to [You Tube](#) and type in «giving directions» in the search box. Listen to the videos you find more interesting for practice.

UNIT 2:

Telephone conversations

Conversaciones telefónicas

In this unit we are going to compare and contrast telephone conversations and learn how to make suggestions and deal with arrangements.

En este tema, compararemos conversaciones telefónicas en ambos idiomas y aprenderemos a hacer sugerencias y a hablar de planes cerrados.

Al teléfono

1. PARA OBTENER UN NÚMERO

Could you give me directory enquiries, please (Brit)?
Could you give me directory assistance, please (Am)?
It's not in the book.
They're ex-directory. (Brit)
They're unlisted. (Am)
What is the code for...?
Can I dial direct to...?
You'll have to look up the number in the International Directory Enquiries.
You omit the «0» when dialling England from Spain.

2. DIFERENTES TIPOS DE LLAMADAS

It's a local call.
It's a long distance call from New York.
I want to make an international call.
I'd like to make a personal call (Brit) to Antonio Hernández.
I'd like to make a person-to-person call (Am) to...
I want to make a reverse charge call to a London number (Brit).
I want to call a London number collect (Am).
I want to make an ADC call to Madison.
I'd like to make a credit card call to Berlin.

3. CUANDO CONTESTAN

Could I have extension 556? / Can you give me extension 556?
Is that Mr. Smith's telephone?
Could I speak to Mr. Bond, please? / I'd like to speak to... / Is Mr. Bond there?
Could you put me through to Mr. Lambert, please?

Who's speaking?
I'll call back in an hour.
I'll try again later.

4. PARA CONTESTAR

Hello, this is Rose speaking.
(Is that Ann?) Speaking.
Would you like to leave a message?
Can I take a message for her?
Don't hang up yet.
Put the phone down and I will call you back.
This is a recorded message... Please speak after the tone.

Compara / Compare:

Diálogo 1

- Hola, buenas tardes. **Quisiera hablar con el Sr. López.**
- ¿Quién es, por favor? / **¿de parte de quién?**
- **Soy Antonio Sanjuán, de Tecnospain.**
- Un momento por favor... Me temo que **no se encuentra en su despacho.** ¿Quiere dejar un mensaje?
- ¿Me puede pasar con alguien del departamento de ventas?
- **Un momento (...)** **Le paso.**
- **Dígame. Soy Adela Domínguez.** ¿En qué puedo servirle?

Dialogue 2

- Hello. **Could I speak to Mr. López?**
- **Who's calling, please?**
- **It's Antonio Sanjuán from Tecnospain.**
- **Hold the line, please...** I'm afraid **he is not in** at the moment. Would you like to leave a message?
- Can you put me through to anybody in the sales department?
- Hold on... **I'll put you through.**
- Hello, can I help you? **Adela Domínguez speaking.**

Making Arrangements and Suggestions

Pay attention to the **highlighted** tenses in the following texts:

1. The answerphone

Tim- Hi, this is Tom Osborne's answer phone. Sorry I'm not here to take your call. Please leave your name and message after the tone. Thanks.

Debbie- Hello, Tom? It's me, Debbie. Hope you're ok. I sent you a postcard but I don't know if it's arrived. **I'm going to a conference** at Barcelona university. **I'm flying to Barcelona** next Sunday and **I'm staying there for a week**. Listen, **I'm leaving**...

Debbie- Hi Tom, it's Debbie again. Sorry I didn't finish my message. As I was saying, **I'm going next Sunday**, Sunday March 21st. **I'm arriving in Barcelona** at half past ten your time. **I'm flying with Iberia** Airlines – flight number IB 765-IB 765. **I'm staying at the IBIS Hotel**- that's IBIS. Listen Tom, I really hope we can meet in Barcelona. Call me at home. My number is 0161 855 907.
Ok? Bye!

Exercise: translate the highlighted sentences into Spanish.

2. Short conversations

a)

A- **What are you doing tonight?**

B- I've got tickets for Hamlet.

A- Where?

B- At the National. The Royal Shakespeare Company.

A- Fantastic.

b)

A- **¿Qué hacemos esta noche?**

B- Cenamos en casa de mi madre.

A- **¿Por qué no nos quedamos en casa y vemos la tele?**

B- **¿Y si te quedas tú?**

c)

A- Hello. This is Sarah. Listen. Would you like to see a film tonight?

B- Ok. What film?

A- *Why don't we try the French one?* I can't remember the name.

B- Fine... *we could see it with subtitles* because my French is not very good.

A- Excellent! *Let's go* then. Shall we meet at the cinema at 7?

B- Ok. See you then... er... *How about getting the tickets in the net?*

A- Good idea!

Ejercicio: Representad los diálogos e inventad otros dos.

Grammar and Functions **Making Arrangements / Planes cerrados**

En inglés usamos el presente continuo para hablar de planes ya puestos en agenda.

In Spanish we can use the Simple Present for future arrangements.

Ejemplo 1: ¿A dónde vas el sábado?

Example 1: Where are you going on Saturday?

Ejemplo 2: El viernes tenemos reunión con los vecinos.

Example 2: On Friday, we are having a meeting with the neighbours.

Exercise 1: Write a dialogue between two friends/mates making arrangements for the weekend. Then, act it out in front of the class.

Making suggestions / Hacer sugerencias

In English/Spanish there are many ways of suggesting things, depending on how formal you intend to be. Here are the most important:

Hay muchas maneras de hacer sugerencias. Aquí tienes las más habituales:

- | |
|---|
| <p>1- Why don't we...?: Why don't we stay at home?
 ¿Por qué no...?: ¿Por qué no nos quedamos en casa?</p> <p>2- How about...+ «ing»?
 What about...+ «ing»? : What about / How about going to the cinema?
 ¿Y si...?: ¿Y si vamos al cine?</p> <p>3-We could...+ bare infinitive: We could meet at ten.
 Podríamos...: Podríamos quedar a las diez.</p> <p>4-Let's ..+ bare infinitive: Let's have a party.
 Presente de subjuntivo: Demos una fiesta.</p> |
|---|

Exercise A: Make a dialogue with another student using suggestions to end up in an arrangement for next Wednesday evening.

Ejercicio A: Redacta y luego representa un diálogo en el que, usando sugerencias, se acabe por cerrar un plan para el próximo miércoles por la noche.

Exercise B: Make suggestions for these problems:

- a. I don't know what to give my mum for her birthday.
- b. My Spanish isn't very good. I don't know what to do about it.
- c. Jayne has just had a baby. What shall we give her?
- d. My new neighbour has invited me to a party at his house. I don't know what to take.

UNIT 3:

The arrest: Miranda Rights

El arresto

In this unit we are going to learn about differences and similarities in North-American and Spanish criminal procedures. We will also learn how to make an arrest using the Imperative.

En este tema compararemos legislaciones de Norteamérica y España. También aprenderemos cómo hacer un arresto usando el imperativo.

Read the following information about the Miranda Rights and the Spanish Code of Criminal Procedure before we start with the activities in this unit.

American Criminal Law

What procedures must the police follow while making an arrest?

The police do not have to tell you the crime for which they are arresting you, though they probably will. They are not permitted to use excessive force or brutality when arresting you. If you resist arrest or act violently, however, the police are allowed to use reasonable force to make the arrest or keep you from injuring yourself.

While the police are arresting you they might read your Miranda Rights. However, they do not have to read you these rights if they do not intend to interrogate you.

Mount, Steve. «The Miranda Warning». *usconstitution.net*. 1995-2008
<www.usconstitution.net/miranda.html>

EL ARRESTO: ARTÍCULO 520 DEL CÓDIGO PENAL ESPAÑOL

Toda persona detenida o presa será informada, de modo que sea comprensible y de forma inmediata, de los hechos que se le imputan y de las razones de su privación de libertad, así como de los derechos que le asisten y especialmente de los siguientes:

1. Derecho a guardar silencio no declarando si no quiere, derecho a no contestar a alguna(s) de las preguntas que se le formulen o a manifestar que sólo declarará delante de un juez.
2. Derecho a no declarar contra sí mismo y a no declararse culpable.
3. Derecho a designar abogado y a solicitar su presencia para que asista a las diligencias policiales y judiciales de declaración e intervenga en todo reconocimiento de identidad de que sea objeto. Si el detenido no designara abogado, se le proporcionaría uno de oficio.

4. Derecho a que se ponga en conocimiento del familiar, o persona que desee, el hecho de la detención y el lugar de custodia en que se halle en cada momento. Los extranjeros tendrán derecho a que las circunstancias anteriores se comuniquen al consulado de su país.
5. Derecho a ser asistido gratuitamente por un intérprete cuando se trate de un extranjero que no hable o comprenda el castellano.
6. Derecho a ser reconocido por el médico forense o su sustituto legal y, en su defecto, por el de la institución en que se encuentre, o por cualquier otro dependiente del Estado o de otras Administraciones Públicas.

Código Penal. Madrid: Boletín Oficial del Estado, 1998. Textos legales del Boletín Oficial del Estado, 24

ARTICLE 520 OF THE SPANISH CODE OF CRIMINAL PROCEDURE

According to the article 520 of the Spanish Criminal Procedure Law, I proceed to notify you that you are under arrest for the alleged offence of... (*nombre del delito*)

I proceed to notify you of your statutory rights which are the following:

1. Not to make any statement if you don't want to.
2. Not to make any statement against yourself.
3. Not to plead guilty.
4. Not to answer any questions asked.
5. To declare that you will only testify before the judge.
6. To nominate a lawyer and to request his attendance during your statement and identity check. Otherwise, a lawyer at the State's expenses will be nominated to assist your person.
7. To provide the name of the person to whom you wish to inform about your arrest and the place where you are under custody.
8. As a foreigner, you have the right to have your Embassy or Consulate informed about these facts and to be assisted by an interpreter without charge.
9. To be examined by a doctor.

The arrest – PART I

Useful sentences: Police! Stop! Don't move!
Drop it / Drop the weapon.
Hands up!
Against the wall! / Face the wall.
Put your hands on the wall.
Spread your arms! Wider!
Spread your legs!
Hands behind your back!
Turn around.
You are under arrest.
You will have details at the police station.

Frases útiles: ¡Policía! ¡Deténgase! ¡No se mueva! stop!
¡Tírela! / Tire el arma.
Manos arriba.
¡Contra la pared!
Ponga las manos en la pared.
¡Abra los brazos! ¡Más!
¡Abra/separe las piernas!
¡Manos a la espalda!
Dese la vuelta.
Queda arrestado.
(Leerle sus derechos.)

Exercise: Role-play within the classroom using some of these phrases.

The arrest – PART II

Common orders
for different
police situations: Surrender!
Give up / Give in!
Put your weapon down.
Use only two fingers.
Drop it out of the window.
Come out / Get out!
Slowly. More slowly.
Quickly / more quickly // fast / faster.
Stay where you are.
Hands over your head/behind your head.

Exercise 1: Translate into Spanish the commands above.

Exercise 2: Brainstorm more useful sentences and apply them to a live role play.

The arrest using a search warrant

Useful sentences: Police! Open the door!
Are you... (name of suspect)?
You are under arrest.
Open the door or we' ll break it down.
Put your hands on the wall.
This is the search warrant. Read it and sign here.

Detenciones con mandamiento de entrada y registro

Modalidades:

- a. Por orden judicial.
- b. Sin necesidad de autorización judicial:
 - b.1. Con el consentimiento del titular.
 - b.2. En caso de delito flagrante.
- c. Cuando un delincuente perseguido por un agente de la autoridad se refugie en un domicilio.
- d. Cuando haya mandamiento de prisión.
- e. Para detención de un terrorista.
- f. Para evitar daños inminentes y graves a personas o cosas, en supuestos de catástrofe, calamidad y urgente necesidad.

La policía debe notificar el auto judicial o la resolución de entrada y registro. Debe estar presente el interesado, su representante legal o dos testigos.

El hecho de que el individuo se niegue a firmar el auto, no invalida la diligencia y los policías pueden entrar igualmente.

More at:

www.abanet.org/publiced/practical/criminal/arrest

Gramática

El imperativo

El imperativo en español tiene diferentes terminaciones según la conjugación del verbo:

Hablar	Comer	Escribir	
Habl-a	com-e	escrib-e	(tú)
Habl-e	com-a	escrib-a	(él/ella)
Habl-emos	com-amos	escrib-amos	(nosotros)
Habl-ad	com-ed	escrib-id	(vosotros)
Habl-en	com-an	escrib-an	(ellos/Vds.)

El imperativo negativo se hace con NO + presente de subjuntivo:

No habl-es	No com-as	No escrib-as
No habl-e	No com-a	No escrib-a
No habl-emos	No com-amos	No escrib-amos
No habl-éis	No com-áis	No escrib-áis
No habl-en	No com-an	No escrib-an

USOS

1. Para dar órdenes o instrucciones:
Haced los ejercicios de la pág. 34.
2. Para dar consejos, como en publicidad:
Venga a vernos.
3. En primera persona del plural se usa poco y casi siempre en frases hechas:
Vayamos por partes...
4. Cuando el imperativo va acompañado de pronombres, si está en afirmativa los pronombres van detrás del verbo y ambos se escriben en una sola palabra:
Quítate las gafas.

Imperative

A. In English the Imperative is expressed with the bare infinitive of the verb:

Stop!
Come!
Sit down!

B. The person addressed is not often mentioned. The pronoun YOU is rarely used unless the speaker wishes to be rude or wishes to make a distinction:

You go on; I'll wait.

C. Do can be placed before the affirmative Imperative:

Do listen to me.

D. If we need to use the plural, then the construction LET + pronoun + bare infinitive is used:

Let us go there = **Vayamos allí**

Let us not go = **No vayamos**

Let's follow him = **Sigámosle**

E. And the negative is formed with DON'T + bare infinitive:

Don't stop!

Or with NOT:

Let's not be rude!

Ejercicios:

1. Completa estas advertencias con uno de los imperativos del recuadro:

se asome	hable
conduzca	cierre
llame	pise
tire	toque

- No.....papeles al suelo.
- No..... Peligro de muerte.
- Por favor, no.....alto.
-antes de entrar.
-la puerta con cuidado.
-con precaución; hay hielo.
- No.....a la ventana; es peligroso.

2. Completa la parte que falta (afirmativa o negativa):

- Abrid la puerta.
- No cerréis la puerta.
- No os acerquéis a la ventana.
- Venid pronto.
- No guardéis vuestras cosas.
- Esperad al oficial.
- Id andando.

3. Imperativo negativo en verbos con pronombre reflexivo:

- a. Siéntese ahí.
- b. Deténganse.
- c. Póngase de pie.
- d. Dése la vuelta.
- e. Levántese.
- f. Sepárese de la pared.

Reading and comprehension



If you choose to own a gun, consider the following tips to prevent injury, death and theft:

- Unload your gun, lock it up and lock the bullets in a separate place.
- Do not allow children or teens to have access to guns.
- Load your gun only when you are ready to fire it.
- Clean and inspect the gun regularly and carefully.
- Check with the police department to learn about carrying guns outside your home.
- Record the serial number of your gun.
- Do not throw it in the trash. Ask a police officer how to dispose of a gun.

*More at: IPPVID Indiana Partnership to Prevent Violent Injury and Death. 2008.
Gun Locking Devices. The choice is yours (brochure)*

<http://www.hsph.harvard.edu/means-matter/files/IN_Gun_Locking_Brochure.pdf>

STUDYING the verb interrogate

Pay attention to the following graph telling us about words that are frequently related to the verb interrogate. It tells us more on how to use this verb. This information suggests ideas about the contexts where the verb interrogate is used.

<i>What kind of people interrogate others?</i>	<i>What kind of people answer their questions?</i>	<i>Which other actions may happen before or after someone is interrogated?</i>	<i>Why? For how long? Introducing topic of the questions</i>	<i>You may also interrogate things</i>
officer	suspect	arrest	as to...	computer
police	prisoner	torture	for...	database
agent	witness	detain	on...	datum
official	man	analyse	about.	assumption
authority ----- Sometimes people asking questions are the agents of a Passive Voice sentence. Then, we use «by». Compare: -Police chiefs and <i>officers</i> interrogated suspects and witnesses of crimes. -He was interrogated <i>by</i> British security <i>officers</i> .		manipulate interpret imprison access beat challenge question explore examine store capture report evaluate hold identify	- He was interrogated as to his future plans. -Two Taiwanese were interrogated for five hours. - Noone ventured to interrogate him on the subject. - They interrogated him about human habits.	

The following exercise is designed using [SketchEngine](#). Whenever you see a SketchEngine link before an exercise it means the task was created using this tool and some of its related corpora (*UKWAC British English Web Corpus* and the *Spanish Web Corpus*)

Observe the actions related with the act of interrogating. Which of the verbs above are used for people? Which ones for things? Which ones for both people and things?

Exercise:

1. Translate the reading and comprehension instructions into Spanish.
2. Put negatives into affirmatives and affirmatives into negatives.
3. Let's talk about guns and their usage by citizens in Spain/Europe and America.
4. Look at these sentences and translate them into Spanish.
 - a. Mr. Meener fired his *gun* towards McCain, the bullet grazed his arm, and ricocheted off into the wall.
 - b. No unauthorised person shall fire any *gun*, pistol, or other fire-arm, light any firework, or throw any stone, or other missile.
 - c. He points out that from the moment the Government indicated it might remove compulsion for 14 to 16-year-olds to study a foreign language, high schools were *jumping the gun* in their rush to scale down language provision.
 - d. «Halt!» he cried, and pointed his long *gun* full in the face of the leader.
 - e. Lara Croft is known for carrying two *guns* and knives, as well as hi-tech dev.
 - f. They have loaded the *gun* but have not yet pulled the trigger.

More about the word: *pistola*.

On this occasion we focus on the VERBS used with it.

Presta atención a los ejemplos:

1. El atracador salió corriendo ENARBOLANDO su pistola...
2. Le PUSO la pistola en la cabeza y disparó.
3. El ladrón COGIÓ la pistola y LA USÓ contra la policía.
4. Los policías del Reino Unido no LLEVAN pistolas.
5. ¿Has USADO una pistola alguna vez?
6. El violador fue detenido EMPUÑANDO una pistola.
7. Los agentes de la ley DISPARAN sus pistolas con gran precisión en las galerías de tiro.
8. Antonio TIENE dos pistolas: una Glock de 9 mm y una HK Compact.
9. EXTRAJO la pistola de la funda, LA AMARTILLÓ y LA DEJÓ debajo del asiento del coche.
10. El ratero afirmó que HABÍA ENCONTRADO la pistola en la basura.

Ahora, vamos a ponerlas en inglés usando estos verbos:

carry, find, have, brandish, use, shoot, leave, cock, put, take out
--

Obligation and Permission

Obligation: OUGHT TO, SHOULD, MUST, HAVE TO, NEED

Permission: CAN; BE ALLOWED TO //
CAN'T, ISN'T, AREN'T ALLOWED TO

Observa las ideas que expresan estos verbos modales:

Deber:

MUST: You must respect your teachers.
SHOULD: You should finish this task before I come back.
OUGHT TO: You ought to drink less alcohol.

Órdenes:

MUST: You must be silent while you are in the library.
SHALL: You shall pay half the price of the house.

Necesidad u obligación:

MUST: You must come tomorrow at eight.
HAVE TO: I have to finish this by Monday.

Ausencia de necesidad o de obligación:

NEED'NT: You needn't get up early tomorrow, it's Sunday.
DON'T HAVE TO: You don't have to come tomorrow if you don't want to.

Exercise 1: Change these sentences so that they are true in your country:

- a. Passengers in cars don't have to wear seat-belts.
- b. You are not allowed to drive faster than 100 kph.
- c. You don't have to pay for local phone calls.
- d. Everyone has to carry an identity card.
- e. Foreigners can't own land and properties.
- f. Men and women have to retire at 65.
- g. You are allowed to smoke on buses and trains.
- h. Men and women have to do two years' military service.

Exercise 2: Fill each gap with a suitable word or expression from the boxes:

Have to Need to	Can Are allowed to
Don't have to Don't need to	Can't Aren't allowed to

1. There's plenty of time. We.....leave yet.
2. A:.....wear a tie?
B: No. In fact, you.....to wear jeans if you like.
3. If you are a learner driver, you.....drive on your own.
If you want to drive on your own, you.....pass your driving test.
4. It's quite strict here. You.....be in by midnight, and you.....have guests in your room.
5. When you come back from abroad, you.....bring in 200 duty-free cigarettes and a litre of duty-free spirits.
6. How long.....keep these books?
For two weeks. If you bring them back later, you.....pay a fine.

Exercise 3: Complete the second sentence so that it has a similar meaning to the first one, USING THE WORD GIVEN. Use between two and five words.

• When you were younger, did your parents let you stay out late at night?
When you were younger..... stay out at night? ALLOWED
• The boss always makes them work hard.
They.....hard by the boss. MADE
• Please remember to bring your passport.
Please.....your passport. FORGET
• You won't be forced to say anything.
No oneanything. MAKE
• We are allowed to watch TV until ten o'clock.
They.....TV until ten o'clock. LET
• Let's keep on working until we finish.
Let'suntil we finish. STOP
• They prevented me from travelling on my own.
They.....travel on my own. LET

Obligación y permiso

1. Construcciones con TENER QUE, DEBER, HABER QUE

- Se usa TENER QUE + INFINITIVO para expresar la obligación o necesidad de hacer algo impuesto por las circunstancias:
«Este domingo, tenemos que trabajar.»
- Se usa DEBER + INFINITIVO para expresar obligación cuando la persona o personas que hablan consideran algo aconsejable o necesario:
«Debes llamar a Rubén. Se lo prometiste.»
- NO TENER QUE + INFINITIVO indica que algo no es necesario.
- NO DEBER + INFINITIVO indica que algo no es aconsejable:

Compara:

- No te preocupes. No tienes que regalarme nada. (Ausencia de obligación)
- No debes regalar nada a Nati. Se puede enfadar. (No es aconsejable)

2. Construcciones con PODER

- Se usa PODER + INFINITIVO para expresar permiso o prohibición.
«Aquí no podemos aparcar.»
Se usa SE PUEDE / NO SE PUEDE para indicar permiso o prohibición en general.
«En este museo no se pueden hacer fotos.»
- Se usa NO PODER para expresar suposición o deducción sobre algo que el hablante considera imposible. «No puede ser Juan. Se fue ayer a Cádiz.»

Ejercicios:

1. Completa las frases con las formas adecuadas de TENER QUE, DEBER, NO TENER QUE, O NO DEBER:

-hacerme unas gafas nuevas. Con estas no veo bien.
-ir a ver a Santi. Le va a encantar veros.
- ¡Qué bien! Hoy.....que fregar los platos. Le toca a Ramón.
- Esta noche.....hacer yo la cena. No está Pablo.
-hablar con la boca llena, Carlitos.
- Cuando era pequeño,.....andar 3 km para ir al colegio.
- Ayer no.....ir a clase. Fue fiesta.

2. Completa los espacios en blanco con la forma adecuada de HABER QUE:

- a. Si hay un accidente,.....llamar a una ambulancia.
- b. En el futuro.....hablar varios idiomas.
- c. Ayer.....rescatar a dos personas de un incendio.
- d. Cuando yo iba al colegio,.....llamar de usted al profesor.
- e.ayudar a las personas mayores.

3. Completa las frases con las formas adecuadas del verbo PODER:

- a. Lo siento.....hacer fuego aquí. Está prohibido.
- b. David, ¿nos.....ir a casa?
- c. ¿Sabes si.....usar el móvil en la academia?
- d.recibir mensajes personales en los ordenadores de la empresa.
- e. Os.....llevar en coche si queréis.

Readings from police blogs

Read the following comments on the use of tasers and then answer the questions in the exercise below:

1. We should have had tasers years ago. Would reduce the number of injuries to both officers and suspects after a bundle which would have been avoided with a taser on many occasions. There is a load of facts and figures out that in the majority of situations where a taser is drawn, the red dot put on the suspect, this has resolved the problem. But the political parties seem to think the odd police funeral and your colleagues and friends being medically retired after being injured on duty is acceptable.

posted 2007 Anonymous

2. As a member of an armed police force, I feel very comfortable that I have immediate access to a firearm carried on my person.

It is not my first line of defence, I also carry an extendible baton and an «incapacitant foam» projector.

Our orders on use of force are based on the principle of effectively being able to protect ourselves and others, using «one level up», as a means to ensure that effectiveness. That is, if someone is about to use a bladed object to attack, we use the firearm.

As I said, I feel comfortable being armed, and I admire (yet feel sorry for) English police officers who must go out unarmed, in situations where I am routinely armed. There are very serious issues of Occupational Health and Safety here.

By the way: Taser is not the way to go. We considered it and decided that its effect could not be always guaranteed; it can be lethal in some circumstances when lethal force is not intended. Also it is not much use against multiple attackers.

You should be routinely armed.

Best wishes,

Jeffrey

posted by  Jeffrey P : 2007

3. I moved from a UK Police force 3 years ago to Canada. I now carry a Tazer, a 40 calibre Glock, and a 12 gauge shotgun in the car. I have the skills to use these weapons in a responsible manner, something that the UK Government needs to realise. Policing in England is just too dangerous, and the Home Office needs to completely rethink the National Use of Force model. Give officers the Tazer, increase the number of ARV's and adopt a more robust style of policing. I've seen Policing on both sides of the Atlantic, and I know where I am safer!!!

posted by Anonymous, 2007

4. first read of the blog seen both sides of the coin been armed and unarmed also teach officer safety. on the subject of arming do coppers still feel we police by consent? maybe 50 yrs ago but not now. the crim thinks nothing now of spiting/hitting/killing a cop so why are we allowing them to do it. because we put up with it instead of doing something about it. I remember about tens years ago after they stopped rent aid and the met couldnt get anyone to join i remember going the meeting in central london and all the press coverage it got. ok we didnt get rent aid but we the get something. until we face up to the blair and say enough is enough then we can post until we are blue in the face what we need is to take action for ourselves. i have a friend who is a cop in the states he still laughs at the fact we have to justify handcuffing people. I think we are still waiting for the home office response to that. if we were allowed to handcuff fist ask questions later a certain Pc from Yorkshire would still be able to draw his pension.

More at The Policeman's Blog

<<http://coppersblog.blogspot.com/2007/02/no-gun-crime-here.html>>

Exercises:

1. Debate about Tazer usage by the police.
2. Translate text 2 into Spanish.
3. Let's talk about policing in both sides of the Atlantic.
4. Check for spelling «mistakes» in text 4.
5. Estados Unidos – Gran Bretaña – España: ¿tres formas distintas de entender la labor policial?

UNIT 4

Testifying

Tomar declaración

Propósito de esta unidad: obtener los datos de los hechos, determinar la identidad de la víctima y del presunto responsable y, finalmente, registrar los hechos.

Our goal in this unit: get the information about facts, work out the identity of the victim and the responsible of the crime and finally, be able to record the facts.

Pasos generales: hacer preguntas

QUÉ	WHAT
CUÁNDO	WHEN
POR QUÉ	WHY
QUIÉN	WHO
CÓMO	HOW
DÓNDE	WHERE

Hay que diferenciar entre:

ENTREVISTA INVESTIGATORIA	DECLARACIÓN
-Conversación informal, pero registrada en la libreta del investigador.	-Requiere la identificación exacta de declarante y entrevistador.
	-Requiere la explicación por parte del investigador de que el declarante puede abstenerse antes o durante la declaración en caso de que pueda ser perjudicado por lo que vaya a decir.
	-No se realiza bajo juramento.
	-Se debe sentar acta de todo lo vertido con la firma de las partes intervinientes.

How do the police investigate crimes?

When the police receive a report of a crime they send investigating officers to the scene as soon as they can. When the officers arrest a suspect, they take the suspect to the police station for booking. The officer will write a detailed arrest report along with any observations, and stating the reason why the officer arrested the suspect.

The officer will also list any items of evidence found at the scene as well as writing a property report with the items the police found on the suspect during booking.

If the crime is complex or serious, a detective will be assigned to the case. This officer will make a return visit to the crime scene to look for more evidence and interview any other witnesses. The new evidence found will have to be analysed to narrow down the list of suspects as much as possible. Finally, the detective will question suspects.

Adapted from: «The Police and Your Rights. How do the police investigate crimes?» (ABA Division for Public Education <www.abanet.org/publiced/practical/criminal/arrest_procedures.html>

Exercise: Divide the students in small groups and make them ask Wh-questions to each other by using the information in the text above.

Ejercicio: Elaborar un cuestionario de **preguntas personales** en presente simple. Lanza las preguntas en clase y respóndelas.

Grammar

Simple Past

Past Simple generally refers to:

- completed actions «I got up and switched on the radio.»
- habits «We had a meeting everyday at 7.00 am.»
- states «At that time I didn't like learning English.»

Past Continuous generally refers to:

- actions in progress «When I was walking past the cinema, I heard a shot.»
- background description in narrative «As I entered the classroom most of the students were working, but Anne was looking out of the window.»
- changing states «The engine was making more and more funny noises.»
- repeated actions – criticism «They were always committing petty crimes.»

USED TO

Only used in past, this often shows contrast with the present.
«I used to misbehave.» (not any more)

Ejercicio 1. Haz preguntas para estas respuestas:

• <i>María solía viajar con su tía.</i>
• <i>Fuimos de vacaciones al Caribe.</i>
• <i>Vi a María el pasado martes.</i>
• <i>Comimos con nuestros compañeros.</i>
• <i>Fui a Barcelona en tren.</i>
• <i>Nos quedamos en casa de Juan.</i>
• <i>Estaremos en Segovia dos semanas.</i>
• <i>Fuimos a Toledo.</i>
• <i>Me encontré el dinero.</i>
• <i>Sí, lo hice.</i>

Exercise 2: Ask questions for the following answers:

• <i>No, I did not see anyone.</i>
• <i>We went to Cairo.</i>
• <i>I travelled alone.</i>
• <i>By train.</i>
• <i>I used to stay for a fortnight.</i>
• <i>He rented a car.</i>
• <i>She spent 38 €.</i>

• <i>The weather was awful: freezing cold and windy.</i>
• <i>I met a girl from Barcelona, Maite.</i>
• <i>No, I didn't.</i>
• <i>They went sightseeing and had lunch at a small restaurant.</i>

Exercise 3: Rewrite each sentence so that it contains the words in capitals. Do not change the words in any way.

• <i>I intended to call you yesterday but I forgot.</i> GOING
• <i>Paul had the irritating habit of making trouble.</i> ALWAYS
• <i>Diana wasn't always as rude as that.</i> BE
• <i>I wasn't very keen on sport in those days.</i> USE
• <i>I had to go past your house so I decided to drop in.</i> PASSING
• <i>What did you do at the moment of the explosion?</i> WHEN

Pretérito indefinido

En castellano, igual que en inglés, tenemos verbos regulares e irregulares. Fíjate:

Verbos regulares

Hablar	Comer	Vivir
Habl-é	com-í	viv-í
Habl-aste	com-iste	viv-iste
Habl-ó	com-ió	viv-ió
Habl-asteis	com-isteis	viv-isteis
Habl-aron	com-ieron	viv-ieron

Verbos irregulares:

Andar, conducir, dar, decir, dormir, estar, hacer, ir, leer, pedir, poder, querer, saber, ser, tener, traer, venir.

Usos del pretérito indefinido

1. Para hablar de acciones pasadas y acabadas, sin relación con el presente.
«Vi a Jaime en el dentista.»
2. Normalmente acompañado de marcadores temporales que sitúan la acción.
«Recibí tu carta en abril.»
3. O marcadores temporales que delimitan la acción.
«Mi tío vivió en Chile hasta 1969.»
4. Puede usarse para acciones que se repiten.
«Después de la muerte de Maruja, fui a visitar a su hijo varias veces.»

Ejercicios

a. Escribe la forma correspondiente del pretérito perfecto:

0. Detenerse (tú).....
1. Despedirse (ellos).....
2. Traer (él).....
3. Construir (ella).....
4. Empezar (nosotros).....
5. Descubrir (yo).....
6. Obtener (tú).....
7. Hacer (vosotros).....
8. Tener (ellos).....
9. Estar (Ud.).....

b. Formule la pregunta como en el ejemplo:

0. A qué hora / levantarse / ayer?
A qué hora te levantaste ayer?
1. Dónde / estar / entre las 3 h y las 5 h?
2. A quién / le / decir eso?
3. En qué hotel / estar / la última vez?
4. Dónde / poner / el arma?
5. A qué hora / llegar / anoche a casa?
6. Dónde / nacer?
7. Cuánto dinero / le / dar / a Juanito?
8. Cuándo / ver / a Andrés?

UNIT 5

Complaints from citizens

Quejas de los ciudadanos

The most important thing for a police officer in this situation is to be nice and polite with the victim and be able to ASK QUESTIONS in order to find out the details and write them down.

Cuando un ciudadano va a comisaría a poner una denuncia, lo más importante es ser amable con la víctima de un delito y ser capaz de HACER PREGUNTAS para averiguar toda la información pertinente al caso que nos ayude a reflejarlo por escrito.

There are four main different approaches to this issue and they are the following:

1. Citizens report crimes to the police.
2. Citizens complain about police.
3. Other complaints.
4. The police complains about their working conditions.

Situación 1: Denuncias / Reporting Crimes

At the police station – A dialogue

- Good morning, sir. Can I help you?
- Good morning. Well, not so good, really. I' d like to report a theft.
- Just a moment. What exactly has been stolen?
- My bag. It had my passport, mobile phone, traveller' s cheques, you name it.
- Where and when did this happen?
- Right outside the tube station. It happened about three blocks away. I' ve been looking for a police officer for about half an hour!
- Right, sir, did you see who took it?
- Well, I saw his back, running away! It all happened so fast, you know. He was wearing a black woolly hat, jeans and trainers.
- Okay, sir, I' ll get an officer to see you and take a statement.

Situación 2: Denuncias contra la policía / against the police

The police officer today in every community is a symbol not only of the law but also of the entire establishment. The police can, and must, recognize their responsibility to serve all the public to the best of their ability. Fair and impartial law enforcement which respects the individual dignity of all citizens is essential and must be accomplished with tact and diplomacy whenever possible.

As police officers, you must professionally and objectively investigate and review all citizen complaints as expeditiously as possible in order to gather all the facts which will quickly clear the officer's name or back up the citizen's complaint.

Filing a citizen complaint

A citizen wishing to file a formal complaint should complete a written complaint form.

These forms may be obtained at any substation or at the Internal Affairs Unit. A citizen complaint number will be assigned to each complaint.

A copy of the written complaint will be sent to the individual against whom it was filed within seven working days.

If a complaint warrants further investigation, the Independent Review Officer will assign the case to the Internal Affairs Unit or to an outside investigator.

Once the investigation is complete, the Independent Review Officer, Chief of Police or his designate shall review all findings and determine the appropriate action to be taken.

Citizens filing complaints will receive a written notice of the disposition through certified mail.

Taken from:

www.adeq.state.ar.us

www.cabq.gov/police/complaint.html

Situación 3: Other complaints / Otras denuncias

In the last few years, the different police departments have developed online systems for citizens to complain about emergencies or pollution affairs. For this purpose, citizens only have to fill in a specific form. They do not need to identify themselves in any way.

Most frequent citizen complaints:

Las quejas más frecuentes están relacionadas con:

- Air pollution – Contaminación atmosférica
- Lead-based paint – Pintura con plomo
- Hazardous waste – Desechos peligrosos

- Regulated storage tank – Contenedor de basura
- Solid waste – Residuos sólidos
- Water pollution – Contaminación del agua

En España, existe un cuerpo especial de policía para temas medioambientales llamado SEPRONA. Los ciudadanos pueden llamar por teléfono para denunciar este tipo de asuntos. La denuncia puede ser anónima o no.

Situación 4: Quejas de la policía / Police Forces' Complaints

Suelen ser relativas a falta de apoyo político y de medios para realizar su trabajo, además de relacionadas con su desprotección a la hora de enfrentarse a un criminal.

Usually related to their lack of political support and lack of protection against criminals.

Read more true opinions of police officers at:

www.coppersblog.blogspot.com/2007/02/no-gun-crime-here.html



LET'S WORK WITH THE WORD COMPLAINT

To modify nouns we can use adjectives or prepositional phrases. In case we need to do so, it is important to know how to handle the most common prepositions closely related to the noun COMPLAINT. And these are:

- Complaint about
- Complaint against
- Complaint from
- Complaints within
- Complaint over
- Complaint in
- Complaint on
- Complaint of

Exercise: Pay attention to the following sentences and fill in with the right preposition. Sometimes, more than one preposition is possible... but with a different meaning:

1. You must make the complaint.....writing.
2. You should receive a response to your complaint.....a few days.
3. The disciplinary body dismissed the complaints.....the basis that it had no jurisdiction.
4. We investigate all complaints.....racial harassment.
5. Environmental Health staff can investigate the complaint.....your behalf.
6. The tribunal upheld a complaint.....an employee who had been dismissed.
7. How do I make a complaint.....the police?
8. Every year we receive a large number of complaints.....residents suffering the noise of the pubs.
9. Complaints.....noise have increased significantly.

Grammar

Present Perfect Simple

It is formed with HAVE + past participle.

It refers to:

- a. Recent events without a definite time given. The recentness may be indicated by JUST. «I have just seen the thief.»
- b. Indefinite events which happened at an unknown time in the past. No definite time is given. «John has had three car accidents.»
- c. Indefinite events which may have an obvious result in the present. «I have broken my arm.»
- d. An habitual action in a period of time up to the present. «I have played tennis every morning for the last month.»

Time Expressions with Present Perfect

For a month

Since 2006

Already

Yet

Recently

Lately

So far

Ejercicio 2: Traduce las expresiones anteriores al castellano.

Ejercicio 3: Make up sentences with each time expression of the list above.

Pretérito perfecto

FORMACIÓN

Yo	he	
Tú	has	
Usted	ha	trabajado
Él, ella	ha	comido
Nosotros	hemos	vivido
Vosotras	habéis	
Ellos-as	han	

USOS

- Se usa para hablar de experiencias pasadas sin decir cuándo sucedieron.
«He viajado por todo el mundo.»
- Se usa para hablar de acciones o situaciones ocurridas en un período de tiempo que llega hasta el presente. Informa de lo ocurrido hoy, este año, este mes, esta mañana, últimamente...
«Lara ha salido todas las noches esta semana.»
- Se puede usar para hablar de acciones o situaciones pasadas inmediatas con expresiones como: «hace poco», «hace un momento», «hace un rato»...
«He estado con Pepe hace un momento.»
- Se suele emplear para dar noticias recientes.
«¿Qué ha pasado? Ha dimitido el presidente.»

Ejercicio 1: Escribe las noticias correspondientes a los titulares dados. Usa los verbos del recuadro:

Acabar	Bajar	Chocar
Dimitir	Escaparse	Ganar
Morir	Subir	

1. Fuga de 50 presos:.....
2. Fallece el presidente.....
3. Dimite la ministra de Hacienda.....
4. Fin de la huelga del transporte.....
5. Choque de dos trenes.....
6. Sube la gasolina.....
7. Bajan los impuestos.....
8. Real Madrid, campeón de Liga.....

Reading and comprehension



NEVER MIND GUN CRIME – WHAT ABOUT MY ‘EX’?

‘Domestics’ take up more time than gang violence, says [DAVID COPPERFIELD](#)

One of the rather disappointing things about a surge in gun crime is that my regular customers here in Newtown don’t watch the news.

They therefore don’t believe for a moment that I might actually have more important things to deal with than their own petty complaints about their neighbours, extended family and former friends.

I can’t imagine one of them thinking: “Well, I was going to get the police round here to sort out my ex-husband, but I’m having second thoughts now that I realise the police have got far more important things they could be dealing with.”

In one sense, my customers are right: I don’t actually deal with **much gun crime**, beyond the kids in the park shooting each other with toy guns firing plastic pellets.

On the other hand, it’s hard to stand there listening to a woman say how she split up from her husband last year «but he just can’t deal with it and he’s been harassing me».

It’s enough to make you long for the mean streets of South Central L.A. Or, failing that, Peckham.

When responding to calls about guns from the public, I like to bear in mind that 80 per cent of those who call the police are either mad or deluded.

While it was certainly possible that Mr Albertson was walking up the high street carrying a loaded Magnum revolver, it was always more likely that he had a copy of the *Newtown Gazette* and a strawberry yoghurt.

You can’t be too careful, though, and I peered into Mr Albertson’s bag to check that he wasn’t ‘packing heat’, as they say.

«I’ve got a receipt» said Mr Albertson.

«Oh no, it’s not that, we just had a report that you might be carrying a gun.»

Further enquiries into Mr Albertson’s gang allegiances revealed that he was in the local amateur dramatic society, the Newtown Players. So much for gun crime round here.

FIRST POSTED FEBRUARY 28, 2007

‘Wasting Police Time’ by PC David Copperfield is published by Monday Books

Text taken from: The First Post (03/03/09) <<http://www.thefirstpost.co.uk/atoz.php#copperfield>>

QUESTIONS

1. Explain with your own words what «a surge in gun crime» is.
2. Who are «his customers»?
3. What does he do for a living? How do you know it?
4. Find two examples in the text in which the author is being ironic. Explain why.
5. Define «packing heat».
6. Find four different modal verbs and explain their meaning.

UNIT 6

(1) Community relations

Units six to nine are divided into two sections; section (1) is in English and section (2) in Spanish. In this Unit, Unit 6, we will discuss the topic of community relations and citizen complaints. We will review the terminology normally used in community relations programs, and learn to produce a coherent narrative of events. You will need to be able to write a good narrative to fill out any police reports.

Introducing the Community Relations Plan



How would you define the meaning of the following phrases?

Racial Profiling:

Police Brutality:

Use an online dictionary to find the definitions of «racial profiling» and «police brutality». Try the [Merriam Webster](#), [WordSpy](#) or the [Cambridge Advanced Learner's Dictionary](#) and contrast your definition with the definition found in the dictionary you used. Notice that the dictionary may not include these expressions verbatim, you may need to do searches for each one of the words and figure out the meaning of the expression by combining the meaning of each of the words.

Please, write down the information that was not included in your definition.

What can a police department do to prevent both racial profiling and police brutality? Use some of the words in the vocabulary box.

assess	conflict	local leader	satisfaction	prevent	tension
communicate					

Reading and comprehension



The Police Report

Read the narrative section of this police report and fill out the appropriate boxes in the police report:

On 06/10/08 at about 7:45 pm, I pulled over a car travelling south on I-75 between 8 Mile Rd. and 7 mile Rd. The suspect, a young, ethnic male was driving without brake lights in a 1972 Ford F-100. After flashing my lights and following the suspect to the service drive, I checked the vehicle's plates and approached the vehicle. To my surprise, the driver turned out to be an individual I had already pulled over earlier that week for driving in a 1980 Ford Thunderbird without outside rear mirrors, both of them were hanging from the car. I asked the suspect for his documentation but he ignored my request. I asked again and he yelled at me asking whether I did not have anything better to do than stop him every time he drove past 8 Mile. I asked the suspect to take the key off the ignition and step out of the car. He ignored my request and rolled up the window. I walked back to my car to radio in support. Officer Marvin Liamson parked his patrol car behind mine and the two of us approached the car (I was on the driver's side, and he was on the co-pilot's side), we had our hands on our reglamentary weapons but did not pull out our guns. The suspect stepped out of the car abruptly pushing me out of the way with the car door. I pushed back jamming him between the car door and the car while officer Liamson ran to assist me from the other side of the car. We brought the suspect to the ground and handcuffed him. He was driven to the police station by officer Liamson while I called the truck to tow the suspect's car to the impound lot.

CRIME												
Related Reports <input type="checkbox"/> Y <input type="checkbox"/> N	Add'l Property <input type="checkbox"/> Y <input type="checkbox"/> N	Add'l Offenses Listed in Narr. <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> A	Page [] Of []			Case Number []						
Code Section and Description (one incident only) []				HC []	QV []	OAK []	Month []	Day []	Year []	Day of Week []	Time []	
Location of Incident (or address) []								City []	Seat []	District []		
VICTIM												
Victim's Name (Last, First, Middle/or organization) []				Residence Address []		City []		State []		Zip []		
Residence Phone []	See race code legend on top of back page	Race []	Sex []	Date of Birth []	ID type []	ID Number []	Interpreter required? <input type="checkbox"/> Y <input type="checkbox"/> N	Relation to victim/suspect []				
Status []	Employer []		Business []		City []		State []		Zip []			
Business Phone []		Additional Information (Victim vehicle info, if applicable) []										
Victim's Name (Last, First, Middle/or organization) []				Residence Address []		City []		State []		Zip []		
Residence Phone []	See race code legend on top of back page	Race []	Sex []	Date of Birth []	ID type []	ID Number []	Interpreter required? <input type="checkbox"/> Y <input type="checkbox"/> N	Relation to victim/suspect []				
DETAILS												
Total # of witnesses at crime []	Witness type: <input type="checkbox"/> Arresting officer, <input type="checkbox"/> Other lay witness, <input type="checkbox"/> Narc. chemist, <input type="checkbox"/> Other expert, <input type="checkbox"/> Investigator, <input type="checkbox"/> Other police			Status: <input type="checkbox"/> Employed, <input type="checkbox"/> Student, <input type="checkbox"/> Unemployed, <input type="checkbox"/> Non-salaried Worker								
Place of attack: <input type="checkbox"/> Business, <input type="checkbox"/> Vehicle, <input type="checkbox"/> Street/Alley, <input type="checkbox"/> Lot/Park/Yard, <input type="checkbox"/> Vessels, <input type="checkbox"/> Other []												
Description of Surrounding area: <input type="checkbox"/> Residential, <input type="checkbox"/> Business, <input type="checkbox"/> Industrial/Mfg., <input type="checkbox"/> Recreational, <input type="checkbox"/> Institutional, <input type="checkbox"/> Open Space, <input type="checkbox"/> School, <input type="checkbox"/> Marine/Water, <input type="checkbox"/> Other []												

After being bailed out, the suspect called the local newspaper and gave his version of the story to a reporter. Now, write a two paragraph article describing the events from the perspective of the suspect. Make sure to emphasize that the suspect had already been pulled over and any other background information that may have influenced the suspect’s behavior. Don’t forget to start with a catchy headline.

HEADLINE: _____

Grammar

The Present Perfect

The present perfect is a tense used to describe actions that occurred in the past but are still relevant in the present moment. For instance: *The president has said that new efforts are needed in that matter.* The use of the present perfect indicates that the president is talking about an issue that is still being debated.

Conjugation			
I have worked You have worked She/He has worked We have worked You have worked They have worked	I have not worked You have not worked	Have I worked? Have you worked?	Have I not worked? Haven't I worked?

In the case of irregular verbs the form of the participle cannot be predicted. Students need to memorize the spelling of each participle.

Common Irregular Verbs		
Infinitive	Past	Participle
Beat	Beat	Beaten
Bite	Bit	Bitten
Bleed	Bled	Bled
Bring	Brought	Brought
Choose	Chose	Chosen
Cut	Cut	Cut
Do	Did	Done
Drive	Drove	Driven
Eat	Ate	Eaten
Go	Went	Gone
Hurt	Hurt	Hurt
Know	Knew	Known
Mean	Meant	Meant
Pay	Paid	Paid
Shoot	Shot	Shot
Shut	Shut	Shut
Speak	Spoke	Spoken
Steal	Stole	Stolen
Strike	Struck	Stricken
Swear	Swore	Sworn
Write	Wrote	Written

The Past Perfect

The past perfect refers to an action that has been completed before another one that happened in the past. For example: *I had breakfast before she came to my house.* The past perfect is used to give background information in a narrative about events that happened in the past.

Conjugation			
I had worked You had worked She/He had worked We had worked You had worked They had worked	I had not worked	Had I worked?	Had I not worked? Hadn't I worked?



Activities

A. Matching Words

Match each word with its equivalent in Spanish:

1. To vandalize	a. Punto de entrada
2. Fraud	b. Acosar
3. Purse snatch	c. Robo de bolso
4. To stalk	d. Pestillo
5. Point of entry	e. Pandilla
6. Deadbolt	f. Destrozar un local/ domicilio
7. Gang	g. Fraude

B. Odd man out

Underline the word that does not fit in each group:

- a. year wear tear there
 b. gang that banned mangle
 c. threat beat net bet

C. Complete the following sentences:

- The suspect had never been arrested, but ...
- The witness has called the police in the past ...
- We have chased the criminal ...
- The defendant had already arrived home when he ...
- He had seen the pedestrian, but ...
- I had interrogated the suspect for two hours and he ...
- Mr. Smith and Mrs. Smith have paid for their room, they ...
- The officer has left a note for the proprietary of the vehicle ...

D. Unscramble the following sentences:

The issued a with warrant forgot, but the detective judge search to bring it had him.

him charged officer has entering with The and breaking.

police the crime and all the factual personal report includes information describes and available the.

E. Match the first half of each sentence with its second part:

<ol style="list-style-type: none"> 1. We had to do a background check 2. The gang leader has left the building 3. The officer had to handcuff the suspect 4. I have checked all the rooms 5. You have filled out a report 6. Two officers had been shot 7. She has collaborated with the police 	<ol style="list-style-type: none"> a. there are no charges against her at this point. b. before he could interrogate him. c. there is no one in the house. d. before we could accept his version of the facts. e. all you can do now is wait for the police to do their job. f. he is now walking down the street. g. and the suspects were still firing rounds from inside the bank.
--	--

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

F. Fill in the blank using the past perfect and Simple Past:

It was a night like any other. The suspect _____ (wonder) around the house for about two hours, when he _____ (decide) to jump the fence and approach the rear door. He _____ (notice) that the lock on the door was not complicated, and proceeded to use his picklock to release deadbolt while turning the latch. Once in the house he _____ (go) straight to the bedroom. He _____ (be) observing the family and _____ (know) that that _____ (be) the room where they _____ (go) first after coming home from the bank. The safe was hidden in the closet under the shoes, he _____ (can) not take it with him, but he _____ (can) figure out the combination easily. He _____ (pull) the stethoscope out of the backpack and (figure) that it _____ (can) not take him more than a few minutes to open this one.

G. Translate the following sentences into English:

- La policía local ha organizado reuniones con miembros de la comunidad para discutir cómo mejorar la seguridad ciudadana.
- El acusado ha promovido acciones violentas contra otras personas por razones de raza.
- La policía le ha detenido y acusado de hurto en varios comercios de la zona.
- El agente le había leído sus derechos antes de esposarle.

UNIDAD 6

(2) Las relaciones con la comunidad

Las unidades que van desde la seis hasta la nueve están divididas en dos apartados, el primer apartado (1) está en inglés, y el segundo apartado (2) en español. En esta unidad estudiaremos el tema de las relaciones con la comunidad. Aprenderemos la terminología que se usa normalmente en programas de relaciones con la comunidad, y veremos cómo escribir un relato de los hechos. Tienes que ser capaz de describir los hechos de manera coherente para poder rellenar un informe policial.

El plan de relaciones con la comunidad

Online task



¿Cómo definirías las siguientes expresiones?

Identificación basada en características étnicas

Brutalidad policial

Usa el [Diccionario de la Real Academia Española](#) o [WordReference](#) para buscar la definición de la palabra «étnico». Copia la definición a continuación.

Étnico:

¿Por qué crees que resulta problemática la identificación de individuos basada en características étnicas?

Lectura y comprensión



Lee la siguiente noticia. ¿Añadirías algo a tu definición?

El trompetista agredido por la policía se ve forzado a abandonar una gira y cancelar conciertos

El músico estadounidense, confundido con un delincuente, estudia presentar una denuncia

Barcelona - 18/01/2002

El trompetista solista estadounidense Mack Remmy ha sido agredido en un aparcamiento de Barcelona por cuatro policías que le confundieron con un delincuente e intentaron detenerle. Las lesiones producidas por la agresión le han impedido participar en la gira por Estados Unidos que su orquesta iniciará a partir de la próxima semana. Mark Remmy, que tampoco podrá realizar los conciertos que tenía previstos, afirma que estudiará con los abogados del consulado de EEUU en Barcelona si presenta una denuncia.

(Adaptado de: http://www.elpais.com/articulo/cataluna/trompetista/OBC/agredido/policia/ve/forzado/abandonar/gira/cancelar/conciertos/elpepautcat/2002118/elpcat_16/Tes/)

¿Crees que la policía debe estar autorizada a identificar a sospechosos basándose en características étnicas? Utiliza algunas de las palabras en el banco de vocabulario para elaborar tu respuesta.

criminalizar evaluar facilitar raza etnicidad impedir maltrato inmigrante

👉 Gramática

El presente perfecto

El presente perfecto se usa para describir acciones que ocurrieron en el pasado pero que todavía son relevantes en el presente. Por ejemplo: «El presidente ha dicho que es necesario revisar la legislación actual». El uso del presente perfecto indica que el presidente está hablando de algo que todavía está siendo discutido.

Conjugación			
Yo he trabajado	Yo no he trabajado	¿He trabajado yo?	¿No he trabajado yo?
Tú has trabajado	Tú no has trabajado	¿Has trabajado tú?	¿No has trabajado tú?
Él/Ella ha trabajado			
Nosotros hemos trabajado			
Vosotros habéis trabajado			
Ellos han trabajado			

El participio se forma añadiendo *-ado* a la raíz de los verbos terminados en *-ar*, e *-ido* a la de los verbos terminados en *-er* e *-ir*.

trabaj-ar > trabaj-ado
 com-er > com-ido
 viv-ir > viv-ido

Hay varios verbos que tienen un participio irregular:

Verbos irregulares	
abrir	abierto
decir	dicho
cubrir	cubierto
descubrir	descubierto
escribir	escrito
hacer	hecho
morir	muerto
poner	puesto
resolver	resuelto
romper	roto
ver	visto

El pluscuamperfecto

El pluscuamperfecto se refiere a una acción que ha sido completada antes de otra que también ocurrió en el pasado. Por ejemplo: *Yo desayuné antes de que ella viniera a mi casa*. El pluscuamperfecto se utiliza para describir el trasfondo de una acción que ocurrió en el pasado.

Conjugación			
Yo había trabajado Tú habías trabajado Él/Ella había trabajado Nosotros habíamos trabajado Vosotros habíais trabajado Ellos habían trabajado	Yo no había trabajado	¿Había trabajado él? ¿Habías trabajado tú?	¿No había trabajado yo? ¿No había trabajado él?



Actividades

A. Encuentra al compañero para cada palabra:

agredir delincuente raza denuncia confundir inmigrante brutalidad étnico características	criminal to mistake police report characteristics ethnic immigrant race attack brutality
--	--

B. Subraya la palabra que no corresponde a cada grupo:

- delincuente criminal maleante personaje
- denuncia acusación información aviso
- brutalidad fealdad crueldad ferocidad
- mezclar confundir embrollar perturbar
- lesión contusión genuflexión magulladura

C. Completa las siguientes oraciones:

- El sospechoso no había residido nunca en esa ciudad, pero...
- El testigo ha declarado que...
- Hemos descubierto una banda que...
- El acusado ya había limpiado la casa cuando...
- El detective no había encontrado ninguna persona en la casa, pero...
- Interrogamos al sospechoso durante dos horas y ella...
- El señor y la señora García han llamado hace un momento, ellos...
- El agente había entregado la multa al conductor...

D. Ordena las siguientes oraciones:

- autorizado juez ha el del El domicilio registro.
- La le de policía nada agresión que y ha no robo hecho acusado, él dice ha.
- El había no la firmado abogado denuncia llegó detenido cuando su.

E. Une la primera parte de cada oración con el final que le corresponde:

<ol style="list-style-type: none">1. La policía ha llegado en cinco minutos.2. El detenido había pedido un abogado.3. Los agentes han encontrado el arma.4. Hemos llamado a la policía.5. El sospechoso ha acusado a la policía de maltrato.6. La policía ha interrumpido el tráfico mientras.7. El ladrón había entrado en la casa.	<ol style="list-style-type: none">a. y han dicho que tardan cinco minutos en llegar.b. y ha detenido a los agresores.c. pero ha confesado su crimen hace cinco minutos.d. cuando la policía le vio.e. pero no había ninguna huella dactilar.f. busca al sospechoso en las proximidades de la autopista.g. pero no presenta magulladuras.
--	--

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

F. Escribe el verbo en la forma apropiada en cada espacio en blanco:



El agente _____ (detener) a los individuos que _____
_____ (acusar) de agredir a su compañero ayer. Los sospechosos _____
(pedir) un abogado de oficio y se _____ (negar) a declarar. La policía _____
_____ (confiscar) el vídeo de la cámara de seguridad que _____ (grabar)
la pelea y _____ (identificar) a los sospechosos. La policía no _____
_____ (poder) establecer las razones por las que la pelea _____ (comenzar).

G. Traduce estas oraciones al español:

- The officer had seen the suspect come out of the house when he heard the shots.
- The police department has contacted the community leaders and is working to improve relations.
- Police reports say that the two men have refused to cooperate with the officers and have tried to leave the scene of the crime repeatedly.
- She had never been arrested before, but the police says that they had been looking for her for years.

UNIT 7

(1) An emergency call: request for help

Units six to nine are divided into two sections; section (1) is in English and section (2) in Spanish. In this Unit, Unit 7, we will learn how to ask for help and how to respond to a call for help. We will revise the vocabulary used for medical emergencies and pay special attention to how to express probable conditional sentences in English.

A 911 CALL

Online task



How would you define the following words?

Emergency

Life-threatening

Use an online dictionary to find the definitions of «emergency» and «life-threatening». Try [The Free Dictionary](#), [Merriam Webster](#) or the [Cambridge Advanced Learner's Dictionary](#) and contrast your definition with the definition found in the dictionary you used. Note down information on the meaning of «emergency» and «life-threatening»:

Emergency

Life-threatening

Reading and Comprehension



911 Call

Operator: 911, what is your emergency?

Caller: I need an ambulance here.

Operator: Ok. Hold on for the paramedics. What is your address?

Caller: Please! Do you need some aspirin? Please, Tommy, sit down!

Operator: What city are you at?

Caller: Mount Clemens.

Operator: Is that a house or an apartment?

Caller: Yes.

Operator: A house?

Caller: Yes.

Operator: What's happening?

Caller: I don't know. Tommy's sick ... he can't talk and he's falling down.
Please hurry!

Operator: Ma'am, help is on the way. Is he conscious or unconscious?

Caller: He's conscious, but he fell to the floor!

Operator: Help is on the way. You need to calm down ... you need to calm down so you can help him until we get there. How old is he?

Caller: Fifty-three.

Operator: Does he have any ongoing medical problems?
Caller: I don't know ... he's a big guy, he's overweight.
Operator: Does he take any diabetes medication? Does he have a heart condition?
Caller: (unintelligible)
Operator: What's that? Do his parents have heart problems?
Caller: Yes.
Operator: Ok, how is his breathing?
Caller: I cannot hear it!
Operator: He is breathing, correct?
Caller: Yes, sorry... he is.
Operator: Is he sitting up or is he lying down?
Caller: He fell down; he is sitting against the wall.
Operator: Try and hold him so he doesn't fall, Ok?
Caller: Ok, I'm holding him.
Operator: Ma'am? Just try to hold him so he doesn't fall, Ok? Do not try to give him anything by mouth, Ok? And just continue to watch him. You can call us if anything changes and we're not there yet.
Operator: Was he complaining of anything today?
Caller: No. (Unintelligible) Oh my God...
Operator: Is he sitting up?
Caller: Tommy ... Tommy.
Operator: (unintelligible) Is he sitting up?
Caller: Yes, he's sitting up.
Operator: Ok. What does his coloring look like?
Caller: He's pale, he's very pale.... Hold on. Tommy, want to talk to me? Can you hear me? Can you talk? He's sweating ... really bad.
Operator: Ok. Was he complaining of anything on this day?
Caller: He didn't complain.
Operator: Ok. All right. Help's on the way ... call us back if anything changes, and remember, don't give him anything to eat or drink. And is he on any medication?
Caller: Nope... well, he takes something for his arthritis.
Operator: Well, the help's been started. They'll be there shortly to help him. All right?
Caller: Ok, thank you. Bye-bye.

Think it over

In an emergency, every second counts. Describe the decision making process that the 911 operator goes through in this call. For example: «if the call is coming from a land-line, the operator needs to establish if the caller is in a house or an apartment».

Grammar

The Probable Conditional

We distinguish three types of conditionals in English: probable, improbable, and impossible. In this unit, we will study the first type: probable conditionals. A conditional sentence describes an event that depends on another event to occur. In the case of probable conditionals, the second event is very likely to occur. For example: *I stop every driver if he or she drives too fast.* Probable conditionals can be expressed using the present tense, the Present Continuous, and the Future. Other examples are:

The officer must arrest a driver if he or she cannot produce a driving license.
We are going to charge him with second degree murder if the evidence confirms it.
I will talk to the suspect, if he answers the phone.

Activities

A. Unscramble the following words, then match them with their equivalent in Spanish.

Ergyeencm _____	inconsciente
Cnioouscs _____	médico (adjetivo)
Mdeaiel _____	obeso
rBeahtign _____	emergencia
Clgoorin _____	consciente
Mndtceiaio _____	respiración
Oeeivrwght _____	medicamentos
ousunconsci _____	complexión

B. Circle 10 vocabulary words that appear in the reading at the beginning of the unit.

K H A R Q Q H K C M C O G E K
H Q C R K A Y C X J O I V V D
G H U T P K F I E V M C A L M
I X I P A E L S J T P D A J H
U I E R U W O I M F L J W W G
B N X W E R C P P R A Z Q B B
Z J W V I T X P E S I R B H W
P A R A M E D I C R N D F K E
T R A E H L P A T T A Y Y E E
A Y W L O K N G F Q H T P I U
M I P H A X B U P A K W O D K
T P X I G G T T H O X I X R D
E U T V M V D Q M Q H P Q J Z
D G G M N A M I Q U X Z C L H
F J Z S Z K H B M H M D P J D

(Created with *Discovery Puzzle Maker*)

operator, sick, paramedic, heart, hold, calm, complaint, ambulance, watch, happen

C. Unscramble the following sentences:

If the are tell answers operator where him we.

I a he or never she person is move if injured.

The ambulance accident in an normally officer if radios there is an.

D. Here is a transcript of a radio communication. Can you help us figure out what the officer is saying by completing the parts that are unintelligible?

Officer: Patrol 1 to radio, we have _____ gun shots inside a convenience store located on the corner of Madison and Willow Creek. We have secured the perimeter, but will need reinforcements ____ suspects decide to come out. Please, let us know _____ count on the reinforcements or should start _____ the store.

Operator: Roger, Patrol 1. We _____ other cars in your vicinity. Continue to secure the perimeter. Try to stop the suspects _____ leave the

premises, but do not attempt to storm the store by yourselves. Any _____ on possible hostages?

Officer: We can only see the store owner _____ on the floor. The suspects are behind the counter trying to open the register. I _____ two caucasian males, around 20 years old, wearing ski masks. They are armed with rifles.

Operator: 034, I am sending two cars, they will be there in 5 minutes if they can beat traffic.

Officer: They are coming out! They are coming out! Stop!

E. Translate the following sentences into Spanish.

- If the suspect is armed, proceed with caution and secure the perimeter before approaching him or her.
- An emergency can become a catastrophe if you are not prepared to deal with it.
- Do not give him any food if he is unconscious.
- If your car breaks down in the high way, call 911 and wait inside the car.
- The suspect can refuse to talk if he has not been provided a lawyer.

F. You are calling 911 with an emergency. Answer the 911 operator's questions, provide clear and detailed information.

Operator: 911, what is your emergency?

You:

Operator: Are you alone?

You:

Operator: Calm down. Where exactly are you right now?

You:

Operator: Ok. I have sent the paramedics. They should be there in 3 minutes.

You:

G. Unscramble the following sentences:

- a emergency medical is If to, the fire ambulance will send an and a dispatcher reported 911 truck.
- The him will paramedic the move if he feels only it will not patient hurt.
- If witness neighborhood police suspicious the you in your, report activity it to.

UNIDAD 7

(2) La llamada de emergencia: petición de ayuda

Las unidades que van desde la seis hasta la nueve están divididas en dos apartados, el primer apartado (1) está en inglés, y el segundo (2) en español.

En esta unidad, aprenderemos cómo pedir ayuda y cómo responder a una emergencia. Revisaremos el vocabulario que se usa en emergencias médicas y prestaremos especial atención a las oraciones de condicional probable en castellano.

Online task



¿Cómo definirías las siguientes palabras?

Emergencia

Situación de vida o muerte

Busca «emergencia» y «situación de vida o muerte» en [WordReference](#) o en [Diccionarios de elmundo](#). Piensa que la expresión «situación de vida o muerte» no aparece en el diccionario, tienes que buscar cada palabra y combinar sus significados para comprender lo que la expresión significa. Escribe a continuación los significados de estas palabras que no conocías y que has encontrado en el diccionario.



Llamada de emergencia

- Operadora:** 061, buenos días, dígame, ¿qué ocurre?
- Hombre:** Necesitamos un médico... una ambulancia.
- Operadora:** Le envío la ambulancia. ¿Cuál es su dirección?
- Hombre:** ¡No se mueven!
- Operadora:** ¿Cuántos heridos hay?
- Hombre:** Hay tres personas en el coche. Ha habido un accidente en la autopista.
- Operadora:** ¿Cuántos heridos hay?
- Hombre:** Dos... tres personas. El coche está en el arcén.
- Operadora:** ¿Dónde están?
- Hombre:** Estamos en la A-2.
- Operadora:** ¿A qué altura?
- Hombre:** En la salida para Argamasilla.
- Operadora:** ¿Han detenido el tráfico o siguen circulando?
- Hombre:** No, todo el mundo se ha parado.
- Operadora:** Bien, manténgase en el arcén, pero no intente mover a los heridos.
- Hombre:** ¿Cuándo viene la ambulancia?
- Operadora:** Ya está en camino, debe de llegar dentro de cinco minutos.
- Hombre:** Estoy mareado...
- Operadora:** ¿Se encuentra mal? ¿Ha chocado usted con el otro coche?
- Hombre:** No, ellos chocaron conmigo lateralmente y se salieron de la carretera.
- Operadora:** Siéntese en el suelo, ponga la cabeza entre las rodillas. ¿Hay alguien que pueda ayudarle?
- Hombre:** Sí, hay una señora.
- Operadora:** Déle el teléfono a ella.
- Mujer:** ¡Oiga, oiga!
- Operadora:** Sí, mire, dígame al señor que se siente en el suelo y que ponga la cabeza entre las piernas. ¿Está herido?
- Mujer:** No... creo que no. Parece un poco aturdido.
- Operadora:** Bueno, quédese cerca de él por si necesita ayuda hasta que llegue la ambulancia.
- Mujer:** Vale.
- Operadora:** ¿Hay algún otro herido aparte de las tres personas del coche?
- Mujer:** No, creo que no.
- Operadora:** De acuerdo. Avíseme cuando vea llegar la ambulancia.
- Mujer:** ¡Ya la oigo!, ¡ya la oigo!
- Operadora:** Muy bien, ellos se encargarán de los heridos.
- Mujer:** Gracias.
- Operadora:** Adiós.
- Mujer:** Adiós.

Reflexiona

En una emergencia, cada segundo cuenta. Describe las decisiones que la operadora tiene que tomar a lo largo de esta llamada. Por ejemplo: «si la llamada es desde un teléfono móvil, la operadora necesita preguntar dónde están los heridos».

- _____

- _____

- _____

- _____

- _____

Gramática

El condicional probable

Distinguimos tres tipos de condicional en castellano: probable, improbable, e imposible. En esta unidad, vamos a estudiar el primer tipo: el condicional probable. Una oración condicional describe una acción que depende de otra para ocurrir. Por ejemplo: *Yo paro a todos los conductores que conducen demasiado deprisa*. Los condicionales probables pueden ser expresados usando el presente, el presente continuo y el futuro. Otros ejemplos pueden ser:

El agente debe detener a un conductor si este está conduciendo sin licencia.

Le vamos a acusar de homicidio en segundo grado si las pruebas lo confirman.

Hablaré con el sospechoso si contesta al teléfono.

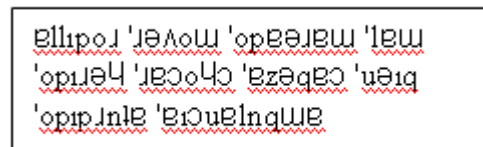
Actividades

A. Ordena las siguientes palabras, luego únelas a su equivalente en inglés trazando una línea:

ionnsecniet _____	Emergency
mcdéio _____	Conscious
obsoe _____	Medical
meeencrgia _____	Breathing
contenscie _____	Coloring
reracspiión _____	Medication
memedicantos _____	Overweight
coónexmpli _____	Unconscious

B. Encuentra 10 palabras que aparecen en la lectura al principio de la unidad:

M F I W S H T O H U O A Y H C
 S A P Q N G D N E K X P O K A
 P B R X E I Y E R C U V C J I
 Z U E E D S P I I A M L B W C
 M L I R A T R B D X A H X Z N
 P G U D J D C E O M U Y D E A
 C T C Z D A O A V G Y F D C L
 A C A E B T C I M O K K S U U
 I J S E B V C A V U M B B L B
 F F Z O A E L X G Y Z C Q I M
 J A J X M K B T O P L U Z S A
 D V W N O C O A S G Q N D B Y
 R O D I L L A R A C O H C O I
 U C M C O Y M I C T F E R Y C
 E G Y F T A L M A D L W Y M L



C. Ordena las siguientes oraciones:

Si atienda encuentra primero los una emergencia a que voz responden su heridos no a.

Si tarda en mantenga, la ambulancia calma la llegar.

Si dentro que el la la del en autopista, tiene espere parar a coche coche grúa.

D. Aquí tienes una transcripción de una comunicación por radio. ¿Puedes ayudarnos a reconstruir la conversación escribiendo las palabras que faltan en los espacios en blanco?

Agente: Patrulla a central, _____ una pelea en el callejón de las tascas.

Central: ¿Cuántas personas?

Agente: Calculo que unos veinte hombres de edades comprendidas entre los 20 y los 40 años. Necesitamos refuerzos para _____ si ____ (contener) la pelea.

Central: Si _____ (esperar) diez minutos te envío otro coche. Ahora no tengo a nadie.

Agente: _____ estacionados a la entrada del callejón. Si no _____ pronto, esto va a ponerse feo.

Central: Mantened la posición y no os separéis.

Agente: Demasiado tarde, nos van a rodear el coche, tenemos que salir ya.

Central: Si me dices dónde _____ exactamente envío el otro coche por la otra salida del callejón.

Agente: _____ en la esquina del callejón con la calle mayor.

Central: Recibido, los compañeros llegan en un minuto.

E. Traduce las siguientes oraciones al inglés:

- Si no es necesario no muevas al herido.

- No necesitamos una ambulancia, si la policía puede llevarle al hospital.

- Si no es una emergencia no llames al 911.

- Es importante que hables con un agente de policía si eres testigo de un delito.

- Los policías tienen derecho a detener un vehículo si circula a gran velocidad.

F. Estás llamando al 064. Escribe las respuestas para estas preguntas:

Operadora: 064. ¿Qué le ocurre?

Tú:

Operadora: Más despacio por favor. ¿Cuántas personas hay en la casa?

Tú:

Operadora: ¿Han comido algo que pueda haberles sentado mal?

Tú:

Operadora: Entonces no es la comida. Le envío una ambulancia, mientras tanto intente ventilar la casa. Es posible que...

Tú:

Operadora: ¡Abandonen la casa inmediatamente!

G. Conecta el principio de cada oración con su final:

<ol style="list-style-type: none">1. En una emergencia2. Si la policía llama a su puerta3. No es aconsejable dar agua4. Si es testigo de un accidente5. Si llama a urgencias desde un teléfono móvil	<ol style="list-style-type: none">a. tiene la obligación legal y moral de socorrer a las víctimas.b. colabore con los agentes.c. la operadora no puede localizar la llamada.d. cada segundo es importante.e. a una persona si está herida de gravedad.
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UNIT 8

(1) Immigration laws and practices

Units six to nine are divided into two sections; section (1) is in English and section (2) in Spanish. In this Unit, we will discuss immigrant legal rights and duties. We will review the vocabulary related to immigration and learn how to express improbable and impossible conditionals.

Online task



How would you define the following words?

Immigrant

Immigration Status

Use an online dictionary to find the definitions of «immigrant» and «immigration status». Try the [Merriam Webster](#), [YourDictionary.com](#) or the [Cambridge Advanced Learner's Dictionary](#) and contrast your definition with the definition found in the dictionary you used.

Note down more information on the meaning of «immigrant» and «immigration status». Did you find other useful phrases with the words «immigrant» / «immigration»? Which ones?

Immigrant

Reading and Comprehension



Do you know your rights? Circle the correct answer for each question.

1. If a police officer gives me a summons (ticket), can that officer question my immigration status?
 - a. If the officer has already arrested you, he must ask you about your status.
 - b. No, a police officer would never ask you about your status.
 - c. A police officer may ask you about your status at any time.
 - d. Only ICE Brigade officers can ask you about your status.

2. Is it true that an illegal immigrant that is reporting a crime can be deported?
 - a. If the person that reported the crime was an illegal immigrant, the police report would not be valid.
 - b. The police would not question the status of a person reporting a crime.
 - c. A police report should be reported by US citizens, otherwise it would have no validity in court.
 - d. If you witnessed a crime and you are an illegal immigrant, you should report the crime anonymously.

3. Will police officers detain me simply because they think I am here illegally?
 - a. You should avoid police officers if you are an illegal immigrant.
 - b. A police officer would detain you if he thought you were an illegal immigrant.
 - c. No, a police officer is not authorized to arrest you solely on the belief that you are an illegal immigrant.
 - d. A police officer could ask you to prove your status at any time.

4. Do police officers ask everyone they encounter for proof of legal residence/status?
 - a. No, only foreigners.
 - b. No, only after a person who is under custodial arrest for a violation.
 - c. Yes, it is the first thing an officer would ask you.
 - d. A police officer would normally ask you for proof of legal residence if he or she suspects you may be an illegal immigrant.

5. Would a person that is driving without a driving license be arrested and deported?
 - a. If that person was pulled over and asked to provide identification, the officer may arrest him or her once they fail to produce valid identification. If the driver proves to be in the country illegally, he or she may then be deported.
 - b. No, the police officer would give you a warning and ask you to bring your driving license to the nearest police station.
 - c. Yes, police officers would routinely arrest immigrants once they pull them over.
 - d. Only if an immigrant was driving under the influence.

6. Do I have to carry some form of ID with me wherever I go?
 - a. Yes, a police officer may check your ID at any time.
 - b. No, only under certain circumstances – such as when you are operating a vehicle.
 - c. You could be required to show ID if a police officer notices that you are a foreigner.
 - d. Only underage individuals must carry some form of ID wherever they go.

7. What forms of identification will officers accept to prove legal residence?
 - a. Legal residence can be proved using a US birth certificate or US passport.
 - b. A Certificate of Citizenship is not valid to prove legal residence.
 - c. A driving license is only valid if shown with a passport.
 - d. Any document that shows your name and address.

Answer Key: 1 b, 2 c, 3 c, 4 b, 5 b, 6 d, 7 a

Grammar

The Improbable and Impossible Conditionals

Improbable and impossible conditionals, like probable conditionals, describe an event that depends on another event to occur. In the case of improbable conditionals, the second event is not likely to occur, and totally impossible in the case of impossible conditionals. Take a look at the following table to see the progression from a probable conditional to an impossible one.

Probable Conditional	Improbable Conditional	Impossible Conditional
If I see the suspect, I will arrest him.	If I saw the suspect, I would arrest him.	If I had seen the suspect, I would have arrested him.

C. Match each half sentence with the other half that completes it. Then organize the text so that it reads coherently.

1. An ailing US economy and enhanced enforcement	a. appear to be deterring people from traveling north.
2. The number of arrests of illegal immigrants on the US-Mexico border	b. have fallen to levels that had not been seen since the 1970s.
3. In San Luis Rio Colorado, Sonora,	c. residents comment that the numbers of immigrants started declining about a year ago.
4. While this trend has been observed from San Diego to Texas,	d. it is most evident on the border's busiest illegal immigrant corridors of Sonora and Arizona.

(Adapted from *Los Angeles Times*:

<http://www.latimes.com/news/print/edition/front/la-me-border82009mar08.0.5950160.story>)

D. Fill in the gap with the verb in the appropriate tense:

Report Questions Immigration Program

A government report _____ (question) the effectiveness of a federal program, long criticized by immigrant advocacy groups, that _____ (deputize) police officers as immigration agents.

The report, _____ (prepare) by the Government Accountability Office, the investigative arm of Congress, says the government _____ (fail) to determine how many of the thousands of people deported under the program _____ (be) the kind of violent felons it _____ (aim) to root out.

If the Immigration Program _____ (work), we _____ (see) a steep decline in gang related crime, critics point out. It is unclear if the program's philosophy _____ (flaw), or if the problem _____ (be) that its goals _____ (be) poorly communicated to the different law enforcement agencies.

E. Translate the following sentences into English:

- Si el sospechoso no hubiese visto el coche patrulla, le habríamos arrestado.
- Los paramédicos le habrían salvado si no hubieran tardado tanto en llegar.
- No sería necesario poner multas si los conductores no cometieran infracciones.
- Si tuviéramos un teléfono móvil podríamos llamar al 091.
- El agente de policía habría necesitado refuerzos si el sospechoso hubiera estado armado.

F. Unscramble the following sentences:

- of of jobs created the Tens stimulus law illegal filled could end economic up by thousands by immigrants.
- do qualify for financial immigrants not Illegal federal aid.
- The for Immigration Center estimated immigrant Studies the illegal at 10 as of November million population 2004.

G. Complete the following sentences:

If he had applied for citizenship...

They would not have arrested him...

The officer would have asked him for ID if...

If we had not called the police...

She would not attempt to enter the country illegally if...

UNIDAD 8

(2) Legislación y prácticas de inmigración

Las unidades que van desde la seis hasta la nueve están divididas en dos apartados, el primer apartado (1) está en inglés, y el segundo apartado (2) en español.

En esta unidad, hablaremos sobre los derechos legales de los inmigrantes y sus obligaciones. Repasaremos el vocabulario referido a la inmigración y aprenderemos a formar oraciones condicionales improbables y probables.



¿Cómo definirías estas palabras?

Inmigrante

Ciudadanía

Busca «inmigrante» y «ciudadanía» en el [Diccionario de la Real Academia Española](#) o [WordReference](#). Escribe a continuación los significados de estas palabras que no conocías y que has encontrado en el diccionario. ¿Has encontrado otras combinaciones o frases interesantes con las palabras «ciudadanía» e «inmigrante»? ¿Cuáles?

Lectura y comprensión



El acta/denuncia policial

Lee el artículo de periódico y rellena el acta de denuncia.

Detenidos varios constructores por venta de documentación falsa e inmigrantes

Los detenidos pedían entre 2.000 y 4.000 euros a cada víctima.
La banda operaba en Valencia y Castellón

La Guardia Civil ha desarticulado en las provincias de Valencia y Castellón una banda de siete empresarios de la construcción que vendían documentaciones falsas a un centenar de inmigrantes suramericanos. Los detenidos cobraban entre 2.000 y 4.000 euros por cada documento utilizado para residir de forma ilegal en España.

Fuentes de la Guardia Civil informaron ayer de que se han arrestado a siete personas tras una ardua investigación. Las detenciones se llevaron a cabo en Burjassot, Valencia, Godella, Castellón y una localidad castellanense que no ha trascendido.

Según las investigaciones de la Guardia Civil, estos individuos vendieron los documentos falsos a más de cien personas. Los agentes se incautaron de abundante documentación en los registros que realizaron en las viviendas de los detenidos.

Los detenidos son empresarios de la construcción. Decidieron vender documentación falsa para hacer frente a la crisis económica.

Los detenidos captaban inmigrantes ilegales, y con la promesa de empleos en la construcción les vendían documentación falsa para poder ser contratados.

(Adaptado de *Las Provincias* <http://www.lasprovincias.es/valencia/20090315/sucesos/detenidos-siete-constructores-vender-20090315.html>)

Completa el acta de denuncia con los datos obtenidos en la lectura anterior:

Acta / Denuncia			
LUGAR DE LA DENUNCIA:			
Lugar:	Término municipal:	Fecha:	Hora:
DENUNCIADO:			
Nombre:	Apellidos:	DNI / pasaporte:	
Fecha de nacimiento:	Lugar de nacimiento:	Nombre padre:	Nombre madre:
Dirección:	Localidad:	Provincia:	Teléfono:
INFRACCIONES LEVES	INFRACCIONES GRAVES	INFRACCIONES MUY GRAVES	
El denunciado no ha comunicado a autoridades <input type="checkbox"/> Cambio de nacionalidad <input type="checkbox"/> Cambio de estado civil <input type="checkbox"/> Cambio de residencia <input type="checkbox"/> Solicitud renovación permiso <input type="checkbox"/> Autorización administrativa de empleo	El denunciado <input type="checkbox"/> Reside ilegalmente <input type="checkbox"/> Carece de permiso residencia <input type="checkbox"/> No ha solicitado renovación permiso tras 3 meses <input type="checkbox"/> Trabaja sin autorización <input type="checkbox"/> Falsedad en datos <input type="checkbox"/> Nacionalidad <input type="checkbox"/> Estado civil <input type="checkbox"/> Domicilio <input type="checkbox"/> Salida al extranjero por puesto no habilitado	El denunciado <input type="checkbox"/> Participa en actividades muy graves previstas Ley Orgánica 1/1992, de 21 de febrero <input type="checkbox"/> Facilita inmigración ilegal <input type="checkbox"/> Contrata trabajadores ilegales <input type="checkbox"/> Transporte de extranjeros sin comprobar <input type="checkbox"/> Documento de identidad <input type="checkbox"/> Pasaporte <input type="checkbox"/> Visado	
DOCUMENTACIÓN APORTADA POR EL DENUNCIADO	Documento: Número: Expedido en: Fecha de expedición:		

Tras la detención de los empresarios, un periódico localizó a los trabajadores ilegales y publicó un artículo explicando su versión de los hechos. Imagina que eres el periodista encargado de escribir el artículo, relata los hechos en dos párrafos, no olvides incluir un título atractivo.

TÍTULO: _____

Gramática

El condicional improbable y el condicional imposible

Los condicionales improbables e imposibles, como los condicionales probables, describen una acción que depende de otro para ocurrir. En el caso de los condicionales improbables, la posibilidad de que la segunda acción se produzca no es muy elevada. En el caso de los condicionales imposibles, la posibilidad de que la segunda acción tenga lugar es nula. Revisa la tabla que incluimos a continuación para ver la progresión desde un condicional probable a un condicional imposible.

Condicional probable	Condicional improbable	Condicional imposible
Si veo al sospechoso, le detendré.	Si viera al sospechoso, le detendría.	Si hubiera visto al sospechoso, le habría detenido.

El condicional improbable siempre usa el pasado en la oración que empieza con «si», y el condicional en la otra parte de la oración.

El condicional imposible siempre utiliza el pluscuamperfecto en la oración que empieza con «si» y el condicional perfecto en la otra parte de la oración.

Actividades

A. Enlaza cada palabra en castellano con su equivalente en inglés:

empresario	job
documentación	to reside
residir	document (ID)
detener	businessperson
registro	to arrest
falso	search
empleo	false

(Adaptado de *El País* http://www.elpais.com/articulo/madrid/Frenazo/seco/inmigracion/elpepiespmad/20090304elpmad_6/Tes)

E. Traduce las siguientes oraciones al castellano:

- If they had arrested the man yesterday, he would not have robbed the bank today.
- The officer would have arrived earlier if traffic had not been so bad.
- The ambulance would drive him to the hospital if they could get him out of the car.
- If she were an illegal immigrant, she would not be applying for a mortgage.

F. Ordena las siguientes oraciones:

- Muchos trabajos de los hacen que remunerados inmigrantes los son mal trabajos.
- Los no con la, ellos policía inmigrantes temen que la hablan policía arreste les.
- Las inmigración de tienen que necesidades con las leyes económicas coordinarse del país.

G. Completa las siguientes oraciones:

- Si tuviéramos suficientes policías...
- El agente no habría utilizado la fuerza...
- Si no tuviéramos ambulancias...
- El sospechoso no hablaría con la policía...

UNIT 9

(1) Discussing different types of crime

In this unit we will discuss crime types and their differences and similarities. We will revise crime lexis, studying the most relevant crime vocabulary and which are the words that typically go together to form phrases like «commit a crime», «unacceptable crime» or «fight crime».

En esta unidad veremos los distintos tipos de crímenes y discutiremos aspectos comunes y diferentes entre ellos. Revisaremos el léxico relacionado con la criminología e identificaremos palabras que suelen aparecer juntas en este ámbito, como «crimen atroz», «ola de crímenes» o «denunciar un crimen».

Before you get started, have a look at the following list of crime types. What can you explain about them? Which are the main differences among them?

Antes de empezar este tema, intenta analizar la lista de tipos de crimen que aparece a continuación. ¿Qué puedes explicar de cada uno de ellos a nivel general? ¿Cuáles son las principales diferencias entre ellos?

- Physical and sexual assault / Agresión física y sexual
- Robo y fraude / Robbery, burglary, theft and fraud
- Blanqueo de dinero / Money laundering
- Incendiarismo / Arson
- Drogas / Drugs
- Bombas y crímenes de odio / Bombings and hate crimes
- Ciber-crimen: ¿Qué se incluye bajo esta etiqueta? / Cyber-crime: Which crimes may be included under the label «cyber-crime»?
- Crimen organizado. ¿Qué lo diferencia de otros crímenes? / Organised crime. How does it differ from other crimes?
- Terrorismo y derechos humanos / Terrorism and human rights
- Violencia de género / Genre violence

Introducing Types of Crimes



How would you explain the meaning of the word «crime»? Write a definition below.

Crime: _____

Use an online dictionary to find a definition for the word «crime». Try the [Merriam Webster](#) or [LookWAYup](#) and contrast your definition with that found in the dictionary you used. Please, write down the information that was not included in your definition:

More info on the meaning of «crime»:



Reading and comprehension



Robbery in Castbridge

Operation Mobcs has been **set up**, as there have been a number of mobile phone robberies in Castbridge and surrounding villages, over the past few weeks. Most robberies have all taken place on a Monday, which is market day, in Castbridge. So far 23 mobile phones have been stolen. All the victims have been seen and statements taken. By gathering the information from the victims, the crime analyst has put together the following information about the crimes:

Most robberies take place on a market day, between 09:30 and 12:00. There is no pattern in the locations of the robberies. They have been all over the market. All the victims have been younger than 30. There is still no closed circuit television (CCTV) inside the market and that makes identification extremely difficult. Police officers are working with the description provided by a number of witnesses. The robbers appear to be a gang of between 8 to 15 people aged between 50 and 70. At least one of the gang is believed to be female. They all wear dark coloured hooded tops, blue jeans and training shoes. Because of the hooded tops it has been difficult to tell the offenders ethnic background, or gender.

But a near-by shop has a CCTV system and has caught one of the robberies on tape. The major has declared this morning that the image is hard to see but the police are **working on it**. As can be seen in the tape, the gang stole the mobile phone from a young mother in the Seaway Street and **ran off**. It all happened so quickly, the woman was with her two children and could not react, and the camera was unable to get a good picture.



It was awful, everything was so fast, I couldn't even react, I was scared they could harm my kids.

This is all the information available. As today is Monday, in Castbridge, the police will try and catch these robbers if they strike again. Unfortunately there is a big football match in the next town and many police officers have been sent to cover that. There are 8 police officers on duty in Castbridge. It is the busiest day of the week in Castbridge. Lots of people will *be about*.

1. Where did the robbery take place?
2. Is there any information on suspect identification?
3. What can be seen in the taped robbery?
4. What kind of items have been stolen?
5. What ethnic background do the criminals belong to?
6. What is the meaning of the following phrasal verbs in the text: «set up», «run off», «work on something», «be about»? Try to guess from the reading above.
7. What is the phrase we use when the police write down the information provided by victims or witnesses?

➔ SketchEngine

WORDS-WORDS WORDS-WORDS-WORDS-WORDS-WORDS-WORDS

«CRIME»

WORDS-WORDS WORDS-WORDS-WORDS-WORDS-WORDS-WORDS

Study the phrases below, observing the verbs with which the word «crime» is used:

proposing itself to try Iraqi prisoners for war *crimes* committed against its own troops. But criminal convictions. If they commit any *crime* against a person such as assault or a criminal such as why the four killers committed the *crime* in the first place? And establish some they are competent enough to commit the *crime* then why do they deserve special treatment gran/auntie/everyone. If you commit a heinous *crime*, you can always blame it on that 'violent women, especially young girls, commit *crimes* that require custodial sentences be contrasted with the fall in recorded *crimes* committed by 15 to 17-year-old girls.

Girls are not committing more *crimes*, therefore is sentencing the problem? we will have reduced the number of *crimes* committed by our most persistent and prolific reason why Dipendra might have committed that *crime*. She was, after all, Jung Bahadur's say that they are more likely to commit *crime* if they are homeless. Yet the Rough Sleepers You have committed some dreadful *crime*, and have been found guilty. You are against tourists is very low, with only 0.13 *crimes* being committed per 1000 visitors to the Over the last three years the number of *crimes* committed by young people has fallen by other initiatives

aimed at tackling Internet *crime*. General approach Underlying APIC's specific cycle of re-offending if we are to tackle *crime*. As in our overall efforts to reduce crime Partnership (GCRP). It will be used to tackle *crime* and anti-social behaviour in the town centre Police is committed to tackling all hate *crime* in a robust but sensitive manner to help colleagues about how they will work to tackle *crime*, deal with healthcare challenges, and Local people are pulling together to tackle *crime*, promote health, address women's issues power can best contribute to tackling the *crimes* which are of concern to the public The Secretary's commitment to tackling gun **crime** and, in particular, the introduction wastes and the involvement of organised *crime* in fly-tipping and illegal waste management Hacking is «big business «with organised *crime* focussing on it as the rewards for identity national organisation for combating organised *crime*. I also met the chairmen of key committees policing and the fight against organised *crime* and corruption. It is this area, more have to conform to the serious organised *crime* and police act legislation. After all the oft-cited inability to actually stop organised *crime*). They are frequently used to break up.

After observing the words appearing with «crime», which word combinations call your attention?

In the following image, you have an analysis of the most relevant lexical and grammatical patterns with the word «crime». If you have a look at the second box, you can see that the most frequent verb when «crime» is the subject of a sentence is «fall» as in:

- Crime has fallen down this year by 7%.

A typical adjective occurring with «crime» would be «punishable», as in:

- New legislation proposed by the German government aims to make computer hacking a punishable crime.

➔ SketchEngine

A) crime (information taken from the UKWAC British English web corpus)

<u>object of</u>	<u>subject of</u>	<u>adj subject of</u>
commit	fall	punishable
tackle	rise	such
organise	affect	rife
reduce	bust	drug-related
combat	occur	victimless
report	fight	heinous
perpetrate	be	low
fight	have	prevalent
hate	double	opportunistic
prevent	report	rampant
solve	involve	serious
detect	commit	rare
investigate	blight	unknown
deter	soar	high
record	figure	unacceptable
motivate	impute	overall
cut	increase	committed
aggravate	drop	online
prosecute	suspect	likely

Carefully study the verbs in the first column. All these verbs may have «crime» as their object, as in:

- You have committed some dreadful crime, and have been found guilty.

B) Try to group these verbs bearing in mind their meaning. For example, «commit» and «perpetrate» a crime have a similar meaning, that of «producing, carrying out, or performing» a crime.

Group 1	Group 2	Group 3	Group 4	Group 5
Meaning: produce, carry out, perform	Meaning:	Meaning:	Meaning:	Meaning:
Commit Perpetrate				

➔ SketchEngine

Use verbs to fill in the gaps in the following sentences. Verbs may be used more than once. Use the right tense:

fight, commit, reduce, organise, report, tackle, increase

1. By the end of March 2008 we will have _____ the number of *crimes* _____ by our most persistent and prolific offenders by 25 %.
2. Local people are pulling together to _____ *crime*, promote health, and address women's issues.
3. Our examination of the links between criminality and disadvantage has suggested that some poor and disadvantaged people do _____ *crime* because they are poor and disadvantaged.
4. The taskforce has said that, along with money laundering and fraud, fuel smuggling is one of the most serious *crimes* _____ in Northern Ireland, given its social impact.
5. Violent crime is continuing to rise, especially in rural areas, according to Home Office figures to be published this week. Police statistics show that violent *crime* has _____ in Bedfordshire.
6. Clark Kent decides to head to the city and gets a job as a reporter. But in reality he is Superman, who _____ *crime* and saves people from certain death!
7. 35 % of those involved in _____ *crime* or terrorism use false or multiple identities.
8. The most effective way to _____ *crime* is to put more criminals in prison.

9. Did you _____ the crime to the police?
10. Drug related **crime** has _____ by 9 %, gun related crime 23 % and violent crime by 24 % under the Liberals and Labour.
11. Callers should only dial 999. Callers _____ **crimes** which have already happened, such as a house burglary, should call their local police stations.
12. It is not enough for the police alone to _____ **crime**. Reducing the risk and fear of crime is a task for the police and the community working together.
13. This approach is designed to both resolve the problems and also to have a positive impact on quality of life issues and to _____ **crime** and the fear of crime.
14. The installation of CCTV on campus _____ **crime** and fear of crime.



Read and write

Search available literature on *genre violence* and list a minimum of four bibliographical references on this topic. Go over the main points for *genre violence* and/or write a short text summarizing one of the references in your bibliography.

Prepositions			
AT	IN	FROM	OF
 We'll meet at the entrance	money in the sack an olive in my Martini	 From the Earth to the Moon	one of us

➔ SketchEngine

Robbery / Theft / Burglary and prepositions

AT

AT is used to indicate a specific point

- He called police to report a burglary at his home.
- Police at Maryhill are appealing for information following a robbery at a chemists shop in Queen Margaret Drive.

IN

IN refers to a three-dimensional place or indoor space

- The average value of property stolen for a burglary in a dwelling was € 580.
- Two Birmingham teenagers who admitted 139 house burglaries in the town have been jailed.

FROM

FROM indicates direction, taking an origin as a point of departure

- There have also been about 20 thefts from motor vehicles over the past three weeks, with CD-radios and satellite navigation systems being particular favourites of thieves.
- Theft from shop. A man of 24 stole a coat and a pair of trousers from a shop in Lynn Ave. in Swantown.

OF

OF talks about the relationship between two things. «Noun + of phrases» frequently specify the kind of thing expressed by the noun

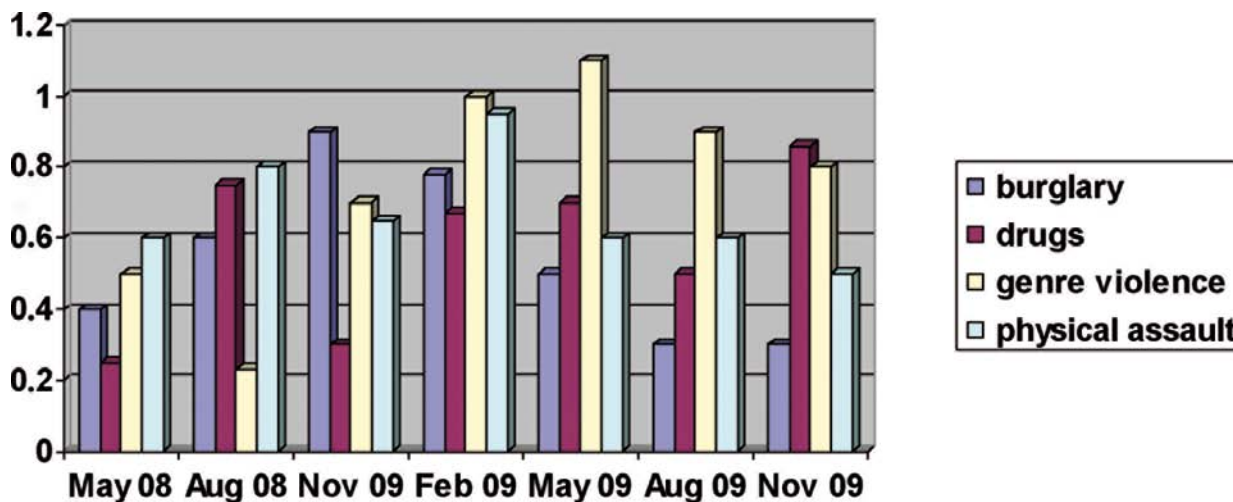
- Our purpose is to reduce vehicle crime, including thefts of and thefts from vehicles and vehicle arson, drink-driving, and speeding, and to improve car park safety.
- This couple is wanted for questioning in relation to the theft of a purse and the subsequent use of bank cards.

Which prepositions may appear in the following sentences? Both **IN** and **AT** may be used in some of the sentences below. When more than one option is possible, explain the difference in meaning between using one preposition or the other:

1. There had been two robberies ___ the same post office by the same man.
2. Police are trying to trace a man in connection with the theft ___ a set of keys and a purse from a handbag.
3. In the 17th century, burglary, horse stealing and theft ___ items over the value of five shillings all carried the penalty of hanging.
4. Police are investigating an armed robbery ___ a department store.
5. A window was broken in an attempted burglary ___ another house in Myton Road.
6. Bag and purse thefts ___ coffee shop.

7. Following the recent thefts ___ the building, I hope colleagues have taken to heart the advice from the Security Department that our doors are locked when we are not in the office.
8. I have never really heard of any theft ___ this area.
9. Police are reminding local farmers of the need for vigilance following a number of thefts ___ farm premises during recent weeks.
10. In order to help prevent the risk of theft ___ a student house these are some of the precautions that the residents can take: ensure that proper locks are fitted on doors and windows.

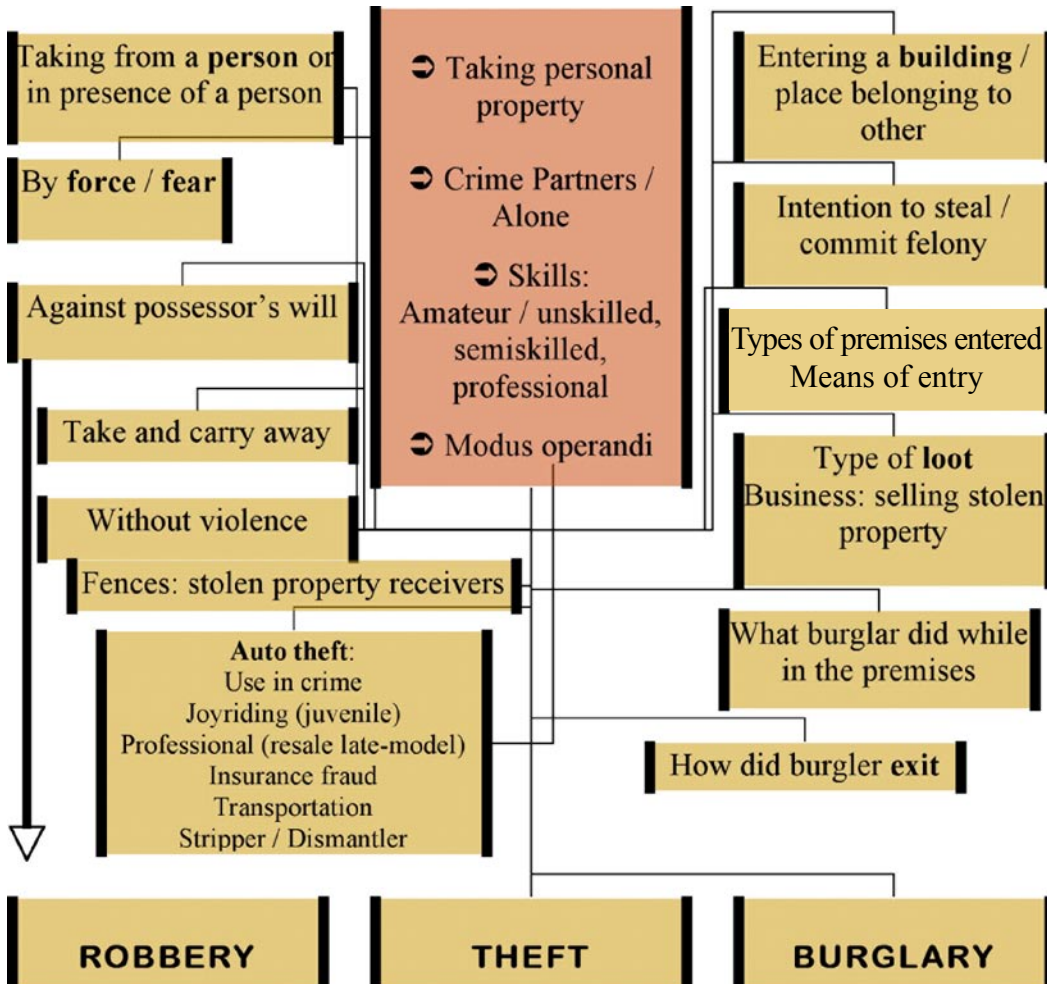
 **Writing:** Observe the graphic and discuss percentages according to date and the different crime types.



Crime rates show number of crimes per 1000 people.

Speaking

What is the difference between theft, robbery and burglary? Study the chart below and discuss the differences with your classmate.



Online task 

Email

Homework: read the local newspapers and find an example of theft, robbery or burglary. Explain the main information following the points contained in the chart in an email to a classmate(s). Your classmate may ask you to give him/her more information on a specific issue.

Group discussion

In the 17th century, stealing a horse carried the penalty of hanging. We now see this as too hard a punishment for such a crime. Death penalty was once accepted in Europe, but it no longer is. Which factors do you think could influence changes in the punishment given to crimes along history? Can you predict changes in the future for any particular crime? Which crimes? Why?

GETTING READY TO SPEAK: USEFUL WORDS AND PHRASES

**What is your opinion on this topic?
How strong is your opinion?**

++



definitely,
surely,
no doubt...
undoubtedly
clearly
presumably
probably / probable
possibly / possible
likely
sometimes
perhaps / maybe
never
no way
unlikely
certainly not / definitely not

--

What do you know?

What does everybody know?

What do people say?

What do people have to say?

It is said...

It is known that...

It was found out that...

How do you feel about...?

And what about...?

What do you think?

What's your opinion on this?

Giving opinions

- I (really; definitely) think that...
- Personally, I believe...
- In my opinion/view, ...
- I'm sure that...
- I'm convinced that...
- As I see it, ...
- I think...
- I feel...

Talking about past facts we know about. Contrasting the past with a present situation:

- It's clear that...
- It goes without saying...
- We all understand...
- You'll remember...
- As we know, ...
- As we have already seen, ...

Yesterday, ... but today...

Then ... but now

Time

- Before this,
- In 1680, ... / During the 19th century,
- Forty years ago,
- For the previous X years,
- During the last X
- X years later, ... / After that...
- Soon / Shortly afterwards,

Hypothesising

- If...
 - What if...
 - What would you have done if...?
 - What might have happened if...?
 - What would happen if...?
-

Cyber-crime

Cyberharassment

Cyber-police

Cyber-space

E-CRIME

cybercriminal

Cyber-police

cyber-terrorism

In English some words are compounds which are formed using a hyphen to join two words or a prefix or suffix to another word.

Some prefixes are very productive when it comes to forming new words. Think of words beginning with *super-* or *hyper-* such as *hypermedia* or *superhero*. When the combination prefix-hyphen-word becomes widely use, people start using that word without a hyphen (*hyper-media* / *hypermedia*).

The prefix *e-* as in *e-crime* (for instance, send fake e-mail to the bank's customers) or the prefix *cyber-*, as in *cybernetics* and *cyberspace* are becoming favorite ones. Its meaning is «relating to computers, especially the Internet». Look at the following words and their definitions:

Cybercitizen: user of the www

Cybercaster: person broadcasting information (like sports updates) on the Internet

Cybercrat: Internet enthusiast

Cyberdetective: Police officer tracking down suspects of Internet crimes

A number of words refer to personal relationships which are carried out on the Internet:

A *cyberromance* is a love affair conducted on the Internet 

... and the partners in that affair are called «*cyber-sweetheart*», «*cybersweetie*» or «*cyberlover*». A male partner is also called a «*cyber-Romeo*». Likewise, a female partner in an adulterous relationship is called a «*cybervamp*» (no male word for the same concept, only *cyber-Romeos* exist!?!...).



Group discussion: Could you try to guess and define the following words?

cyber-dino

cybertrend

cyberbabe

cyberego

cyberprofile

cybercash

cyberhermit

cyberad



Think it over

What is your opinion about chatting or cyber-flirting on the web? Try to explain your opinion about it. Use some of the words you have learnt in this lesson.

Remember: We can talk about cyber-crimes and also about a cyber-crime case. There are cyber-policemen and cyber-police stations and we may talk about cyber-police authority. There are also cyber-security veterans. Cybercriminals perform things such as cyber-stalking or cyber-harassment. But we also have a the cyber-law.

Listen

Cybercrime bilingual videos:

In the links below you will listen to people talking about cybercrime. Some of them are Spanish speakers using English to communicate, some are native English speakers. Listen to the pronunciation of keywords in this topic and make sure you learn how to pronounce them correctly. You may use online, CD or paper dictionaries to check on your pronunciation:

<http://www.securitybloggersummit.com/>
<http://www.youtube.com/watch?v=jy-kkIhN7wM>
<http://www.youtube.com/watch?v=DPCuAb3xFTA&feature=related>

You can read more on cybercrime here:

Computer Crime Research Center. What Is Cybercrime? (11 October 2004) <<http://www.crime-research.org/analytics/702>>
How cybercrime operations work – and why they make money (06 March 2007)
<http://cybercrime.planetindia.net/latest_news.htm>
<http://cybercrime.planetindia.net/how_cybercrime_operations_work.htm>

And about Cyber-law:

Asian School of Cyber Laws <<http://www.asianlaws.org/index.htm>>

Cyber Times Cyber-Law Journal
<<http://www.nytimes.com/library/tech/reference/indexcyberlaw.htm>>

Prista, L. and K. Larsen (2003) “La lucha contra la inseguridad. El sabio y el comisario” / “Forensic science. The scientist and the inspector”. *I+DT Revista de la Investigación Europea*. Nº 39 - Noviembre 2003. (09/11/08) <http://ec.europa.eu/research/rtdinfo/39/02/article_305_es.html>
<http://ec.europa.eu/research/rtdinfo/39/02/print_article_305_en.html>

Financial and high-tech crimes. Interpol.
<www.interpol.int/Public/Forensic/Default.asp>
<<http://www.interpol.int/Public/FinancialCrime/Default.asp>>

UNIDAD 9

(2) Distintos tipos de crimen

Introducción a los tipos de crimen

¿Cómo explicarías el significado de la palabra «crimen»? Escribe aquí tu definición:

Crimen:

Tarea online 

Utiliza un diccionario *online* para encontrar la definición de la palabra «crimen». Puedes buscar en el [Diccionario de la Real Academia de la Lengua Española](#), o en el [Léxico Derecho – Justicia – Política](#) y contrastar tu definición con la que aparece en estos u otros diccionarios *online*. Anota la información que no aparezca en tu definición y que consideres interesante:



Lectura y comprensión de textos



Un herido de bala tras un atraco a mano armada en una sucursal bancaria en Toro

TORO (ZAMORA). Una persona resultó herida de bala en el transcurso de un atraco a mano armada que se produjo en una sucursal bancaria de la localidad zamorana de Toro. La Guardia Civil sospecha que detrás está el atracador conocido como ‘El Solitario’.

El herido, el trabajador de la sucursal Luis M., de unos 53 años, *recibió un disparo en la pierna derecha* del que fue atendido en la misma oficina de Caja Rural por personal médico del centro de salud de Toro, según informó el primer teniente de alcalde de esta población zamorana, Fernando Caballero.

El trabajador herido fue trasladado posteriormente en una ambulancia al hospital Virgen de la Concha de Zamora, sin que se tema por su vida, según las mismas fuentes.

El atracador entró en la oficina de Caja Rural sobre las 13.45 horas y, al parecer, tras disparar al empleado y obtener el botín, *huyó a pie por las calles de Toro*, por las que fue seguido por miembros de la Policía Local.

La policía judicial de la Guardia Civil *visiona ahora las cintas de las cámaras de seguridad de la oficina de Caja Rural* para tratar de identificar al atracador.

(Adaptado de <http://www.elmundo.es/elmundo/2007/05/18/espana/1179492740.html>)

1. ¿En qué condiciones se encuentra el herido?
2. ¿Cómo logró escapar el atracador?
3. ¿Se sospecha de alguien?
4. ¿Qué verbo se emplea para expresar la idea de «ver detenidamente la grabación de un crimen»?

➔ SketchEngine

Observa la siguiente información. En las tres tablas encontrarás el léxico más frecuente en el entorno de la palabra «crimen». La primera columna indica qué verbos se suelen encontrar cuando «crimen» es el objeto directo, por ejemplo «cometer un

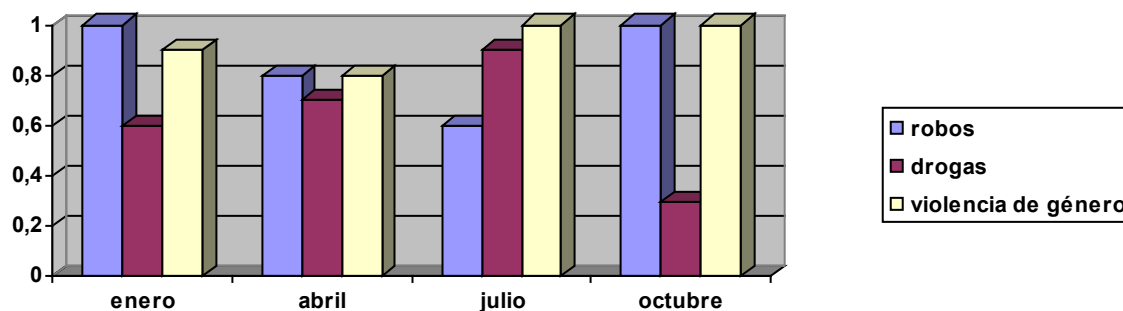
crimen». La segunda columna presenta palabras que van modificando el crimen o tipo de crimen, algunas son adjetivos como «crimen atroz» y otras suelen aparecer con la preposición «de» como en «crimen de guerra». La tercera columna nos proporciona información sobre palabras que vienen modificadas por la palabra «crimen», como «autor de un crimen» o «tipo de crimen»:

<u>object of</u>	<u>n modifier</u>	<u>modifies</u>
cometer	lesa	impunidad
juzgar	organizado	imprescriptibilidad
denunciar	guerra	víctima
perpetrar	horrendos	categoría
castigar	Lesa	elemento
investigar	atroz	autor
combatir	genocidio	ola
construir	horrendo	comisión
justificar	violento	tipo
resolver	perfecto	caso
condenar	agresión	
	horrible	
	monstruosos	
	grave	
	callejero	
	Stalin	
	franquistas	
	internacional	
	terrorista	
	espantoso	
	dictadura	
	nazi	
	sexual	
	estado	

✂ Elige uno de los siguientes titulares de prensa e intenta redactar su contenido utilizando al menos tres o cuatro de las palabras de cada una de las tres tablas de arriba:

- Liberan hijo de empresario secuestrado
- El asesino anunció la masacre a través de Internet
- Uno de los acusados de la muerte de una adolescente confiesa el crimen
- Muere un joven al chocar con su todoterreno

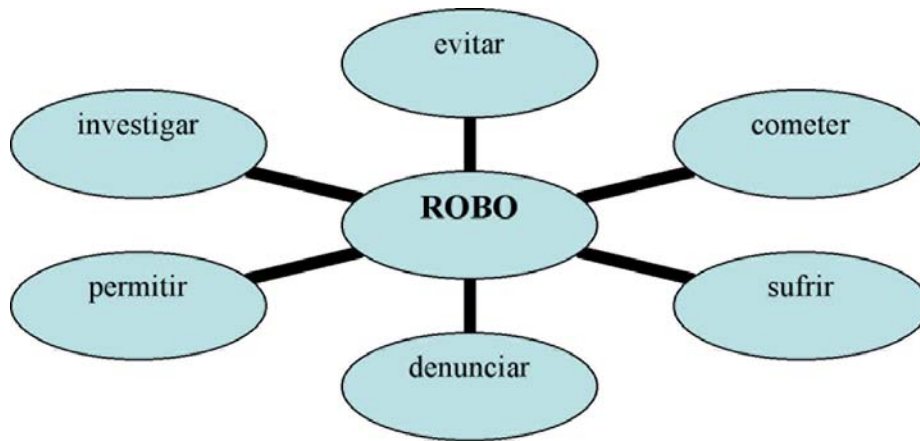
🔍 Observa el gráfico y comenta los datos que aparecen en él, comparando los distintos porcentajes por fecha y tipo de delito:



Número de crímenes por cada 1.000 personas en 2009.

➔ **SketchEngine**

🔍 Fíjate en el diagrama de abajo y crea tus propias oraciones con la palabra «robo»:



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Inserta el tiempo verbal adecuado

El primer incendio del verano _____ (terminar) ayer con un balance desastroso: 136 hectáreas de arbolado _____ (calcinar), la mayoría pino carrasco. Se _____ (tratar) del primer fuego en época estival –la más propicia para siniestros de este tipo– y una vez más, según fuentes _____ (consultar) por *Las Provincias*, se _____ (producir) de forma «claramente intencionada». Las llamas _____ (comenzar) a las 14. 20 h del domingo en una zona de cañas del barranco de la Peñeta, en la localidad de Higuieruelas, muy cercana a Villar del Arzobispo. El fuego no _____ (poder, ser, controlar) hasta la mañana de ayer, cuando los bomberos _____ (lograr) detener el avance de las llamas en la comarca de Los Serranos.

 Escucha el vídeo de *Las Provincias*. Presta atención a las palabras clave y a la entonación.

<http://videos.lasprovincias.es/informaciondecontenido.php?con=583>

Busca «incendio intencionado» en YouTube y escucha más noticias sobre el tema. A continuación, elabora tu propio glosario relacionado con el tema de los incendios, prestando atención a la pronunciación.



Lectura y comprensión de textos



Violencia de género

Lee los siguientes textos y responde a las preguntas que aparecen al final de los mismos:

Texto ① El uso de GPS en violencia de género

(Extracto tomado de <http://www.20minutos.es/noticia/457317/0/maltratadas/asturias/gps/>)

Más de 600 maltratadas llevan un GPS por seguridad

- Son más del triple que hace sólo tres años.
- Las víctimas están localizadas las 24 horas del día.

...

ANA SALAS. 16.03.2009

Salir a la calle **sintiéndose segura después de haber vivido bajo agresiones, amenazas o presiones psicológicas** no es fácil. De hecho, muchas víctimas de **violencia de género** necesitan saberse protegidas para continuar en su entorno.

En esta situación se encuentran en **Asturias 623 mujeres que han vivido** bajo el azote de la violencia machista, según datos del Principado. **Son usuarias de la teleasistencia móvil**, un sistema que permite a las víctimas estar **localizadas las 24 horas del día a través de un GPS** incorporado a un teléfono móvil.

En caso de que el agresor se acerque o se sientan amedrentadas, sólo tienen que **pulsar un botón** para que alguien al otro lado del aparato sepa que hay una crisis y ponga en marcha los **mecanismos necesarios**. Además también pueden llamar para **recibir apoyo psicológico y les llaman para comprobar si todo va bien**.

Texto ② Descripción de un caso concreto de violencia de género

(Extracto tomado de http://www.elpais.com/articulo/portada/Mama/hace/mayor/elpeputec/20050807elpepsor_13/Tes)

Los episodios de violencia de género que sufrió Noelia no son ninguna excepción entre los adolescentes. Según un estudio realizado por la Fundación Mujeres y Victoria Virtudes para la clínica Dator en la Comunidad de Madrid, cerca del 30% de las mujeres que deciden abortar están insertas en relaciones en las que su pareja ejerce un control sobre sus relaciones externas. Noelia forma parte de este porcentaje: Iván no le permitía salir sola a la calle o ir a visitar a su familia. Se pasaba el día en casa cuidando del niño mientras él salía con sus amigos. Iván y Noelia se faltaban al respeto mutuamente y las discusiones eran constantes. Fue entonces cuando, tras cuatro meses de convivencia, Noelia decidió coger a su hijo y marcharse con lo puesto a casa de su madre aprovechando que Iván estaba fuera de casa. “Tarde o temprano lo íbamos a dejar.

Texto ③ Violencia de género y conflictos armados

(Extracto tomado de <http://www.un.org/spanish/conferences/Beijing/fs5.htm>)



Nota informativa No. 5

La mujer y los conflictos armados

Se estima que cerca del 90% de las víctimas de guerra en la actualidad son civiles, la mayoría de ellos mujeres y niños, en contraste con lo que sucedía hace un siglo, cuando el 90% de los que perdían sus vidas era personal militar.

Aunque comunidades enteras sufren las consecuencias de los conflictos armados, las mujeres y las niñas se ven particularmente afectadas debido a su condición jurídica y social y su sexo. A menudo las partes en un conflicto violan a las mujeres, y en ocasiones utilizan las violaciones sistemáticas de las mujeres como una táctica de guerra. Otras formas de violencia contra las mujeres cometidas en los conflictos armados comprenden los asesinatos, la esclavitud sexual, el embarazo forzado y la esterilización forzada.

A pesar de esto, las mujeres no deben ser consideradas únicamente víctimas de guerra. Asumen la función fundamental de garantizar la subsistencia de la familia en medio del caos y la destrucción, y participan activamente en el movimiento en favor de la paz a escala comunitaria, fomentando la paz en el seno de sus comunidades. Sin embargo, la ausencia de la mujer de la mesa de negociaciones sobre la paz es innegable.

En la Plataforma de Acción, aprobada por la Cuarta Conferencia Mundial sobre la Mujer, celebrada en Beijing en 1995, se determinó que los efectos de los conflictos armados sobre la mujer constituían una esfera de especial preocupación que requería la atención de los gobiernos y la comunidad internacional, y se subrayó la necesidad de promover la participación equitativa de la mujer en la solución de los conflictos a los niveles de adopción de decisiones.

En 1998, durante su 42º período de sesiones, la Comisión de la Condición Jurídica y Social de la Mujer de las Naciones Unidas examinó la cuestión de la mujer y los conflictos armados y propuso que los gobiernos y la comunidad internacional adoptaran nuevas medidas para acelerar la consecución de los objetivos estratégicos de la Plataforma en esta esfera, incluida la incorporación de una perspectiva de género en todas las políticas y los programas pertinentes. Entre las conclusiones convenidas del período de sesiones había medidas orientadas a garantizar una justicia que tuviera en cuenta las cuestiones de género, atender a las necesidades y las preocupaciones concretas de las refugiadas y las desplazadas, y aumentar la participación de la mujer en el mantenimiento y la consolidación de la paz, la adopción de decisiones con anterioridad y posterioridad a los conflictos y la prevención de los conflictos.

Texto ④ Información estadística

(Extracto tomado de Editorial. Textos publicados en el periódico *El País*, el día 25/11/05, Día Internacional para la Eliminación de la Violencia contra las Mujeres)

EDITORIAL

Mujeres del mundo

EL PAÍS - Opinión - 25-11-2005

De atenernos sólo a la estadística -el número de víctimas mortales- los casi 10 meses de vigencia de la ley integral contra la violencia de género no han supuesto un avance significativo en la erradicación de la criminalidad derivada del maltrato doméstico. En lo que va de año -hasta el 24 de noviembre- 56 mujeres han sucumbido a manos de su pareja o ex pareja -seis menos que el año pasado hasta la misma fecha-, por lo que no es descartable que el año finalice con el mismo o parecido balance trágico que el anterior, que fue de 72 mujeres asesinadas en el ámbito familiar. Habrá que esperar todavía un tiempo para calibrar la efectividad de

....



Lectura y comprensión

1. ¿Qué funciones tiene el GPS que utilizan las víctimas de violencia de género?
2. ¿Qué deben hacer las mujeres que llevan el GPS en caso de encontrarse en una situación de peligro?
3. ¿De qué manera influye la violencia de género sobre las relaciones de la víctima con sus familiares y amigos?
4. ¿Cuáles fueron las tres conclusiones principales a las que se llegó la Comisión de la Condición Jurídica y Social de la Mujer de las Naciones Unidas en 1998?
5. ¿Qué balance se hacía en 2005 sobre la entrada en vigor de la Ley Integral contra la Violencia de Género?

Texto 5 Une las frases de las dos columnas para formar oraciones completas y ordena las oraciones formando un texto coherente:

(Ejemplos tomados de <http://www.lasprovincias.es/valencia/20090316/espana/hombre-mata-no-via-tarragonay-20090316.html>)

1. Un hombre mata a su novia en Tarragona	a. acudió posteriormente de manera voluntaria a las dependencias de la Policía.
2. De hecho fue el propio agresor quien llamó primero a los Mossos	b. la muerte de la mujer, de 26 años.
3. Todos los grupos municipales	c. y se entrega a los Mossos d'Esquadra.
4. Además convocaron para hoy una concentración	d. acordaron decretar tres días de luto oficial.
5. El presunto asesino de la mujer	e. para expresar su «solidaridad con la familia».
6. El Ayuntamiento de Altafulla condenó «de manera enérgica»	f. en el interior de un vehículo aparcado en la autopista AP-7.
7. Poco antes de entregarse los Mossos habían localizado el cadáver de la víctima	g. para informar de dónde se encontraba el cadáver.

- _____
- _____
- _____
- _____
- _____
- _____
- _____



Discusión en grupo

¿Qué cambios se han producido en torno a cuestiones relacionadas con la violencia de género en los últimos 50 años? ¿Qué cosas piensas que podrían cambiar y cómo? Utiliza las frases que aparecen en el siguiente cuadro, expresando distintos grados de seguridad e inseguridad sobre la información. Compara el presente y el pasado usando expresiones temporales. Emite hipótesis de posibles situaciones de futuro.

PIENSA QUÉ SABES Y CÓMO DECIRLO: FRASES ÚTILES

¿Qué opinas sobre este tema?
¿Estás seguro/a de tu opinión?

++



Seguro que...
Seguramente,
Sin duda...
esto está claramente...
posiblemente
probablemente
sin duda, naturalmente
es posible / probable
probablemente
es fácil que...
a veces / en ocasiones
quizás / tal vez
nunca
de ninguna manera
improbable
seguro que no

Para dar opiniones

- (Sin duda / sinceramente / francamente / en serio que / de verdad que) pienso que...
- Personalmente, creo que...
- En mi opinión / desde mi punto de vista...
- Estoy segur@ de que...
- Estoy convencida de que...
- Según lo veo yo, ...
- Creo que...
- Me parece que... / tengo la sensación de que...

¿Qué sabes?

¿Qué sabe todo el mundo?

¿Qué dice la gente? ¿Es verdad?

Se dice...
Se sabe que...
Se averiguó que...

¿Qué tal si...?
¿Qué te parece...?
¿Y qué me dices de...?
¿Tú qué piensas?
¿Y tú cómo lo ves?
¿Cuál es tu opinión sobre el tema? / ¿Qué opinas?

Para introducir datos que conocemos:

- Está claro que...
- No hace falta decir que...
- Todos comprendemos / sabemos que...
- Como ya sabes / sabéis, ...
- Tal y como hemos podido ver, ...

Antes..., pero ahora...

Expresiones de tiempo

- Antes de que pasara esto,
- En 1970, ... / Durante el siglo xx
- Hace 25 años
- Durante los últimos X años...,
- Diez años más tarde
- Después de eso...
- Pronto / Y muy pronto...

Plantear hipótesis

- Si...
- ¿Qué pasaría si...?
- ¿Qué hubieras hecho si...?
- ¿Qué habría pasado si...?
- ¿Qué pasaría si...?

UNIT 10

(1) Reporting a crime

En este tema hablaremos de las razones por las que la gente informa o deja de informar sobre un delito. Para hablar de unas situaciones que nos llevan a otras, examinaremos las estructuras básicas de las oraciones condicionales (por ejemplo: *Si ves algo sospechoso llama a la policía*). También veremos ejemplos de noticias periodísticas donde aparece la pasiva en las que se nos informa de los datos de un crimen concreto.

In this unit we will revise the Passive Voice and conditional sentences. We will discuss the reasons why people report or fail to report a crime. You will also read newspaper articles where crimes are reported.

Think it over

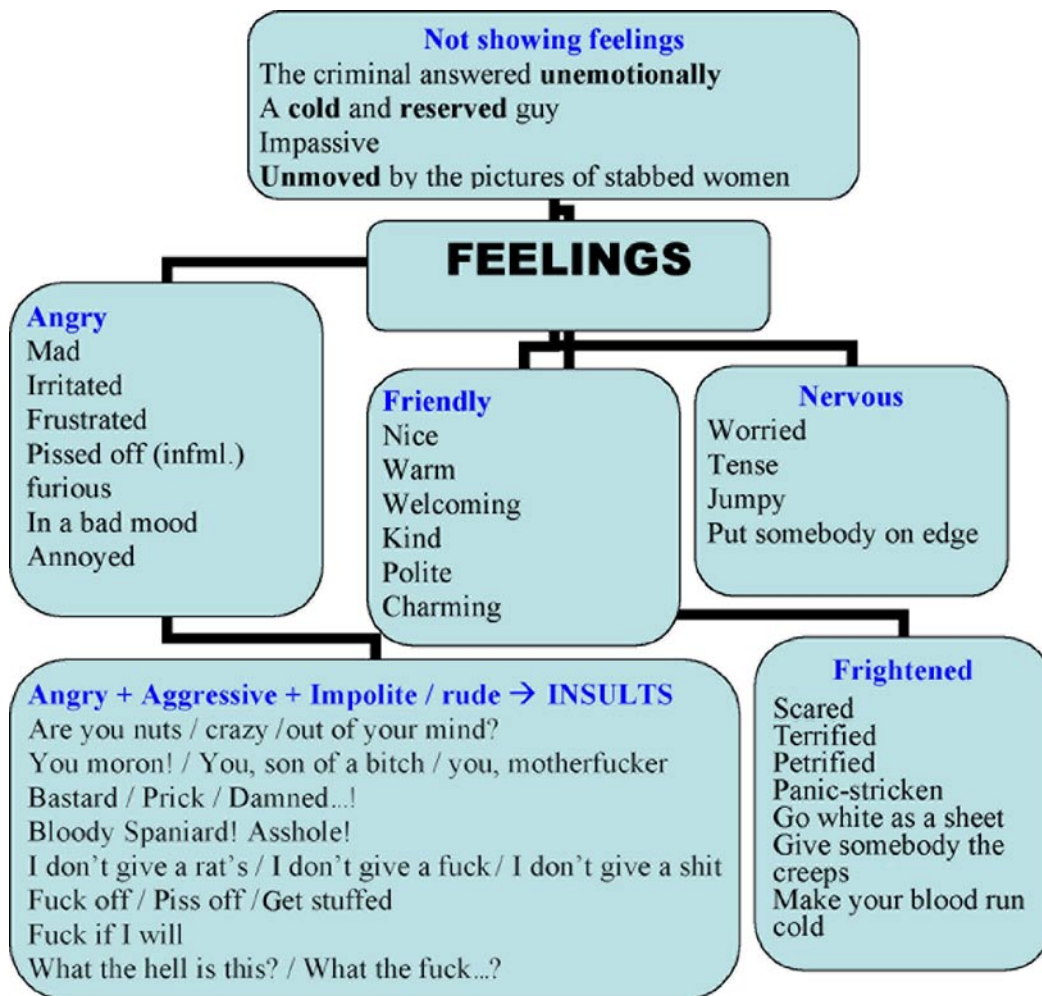
Which do you think are the most frequent reasons for not reporting a crime? Observe the possible reasons given below and organise them in order of importance. You may include two reasons in the same position. Then, explain why you chose this order:

Victim does not want to reveal his/her identity – crime is not serious enough
– there are few details/proof to inform the police – fear of reprisals –
no insurance – could not identify the offender – police can't do anything
– fear of negative publicity – items recovered – other (state)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What about reporting anti-social behaviour? Note that people suffering from and witnessing anti-social behaviour are the most suffer the consequences of anti-social behaviour which can include:

- Loss of sleep and / or health problems
- Disruption to their lives leading to a worsening quality of life
- Physical and mental injury
- Loss of self esteem



Read the following text and use adjectives to explain how a victim of theft, burglary, rape, murder, bullying, or robbery might feel. Start with “I think if I had been ... I would feel ...”. And if you were the witness? Or retell a story starting: “I was standing there and suddenly someone...”:

How might you feel when you are a victim or a witness?

If you have been hurt, attacked, bullied or had something stolen, you may be feeling ok, or you might feel angry, frightened, shocked, confused, upset or guilty.

Everyone reacts differently. You might feel sick, nervous about what might happen next, stressed out, find it hard to eat or sleep, be worried about going out, or find it difficult to concentrate at school. You might want to pretend that it didn't happen. Everyone reacts differently. You might feel sick, stressed out, find it hard to eat or sleep, be worried about going out, or find it difficult to concentrate at school. You might want to pretend it didn't happen.

Excerpt taken from: *Victim Support*. <http://www.are-you-ok.org.uk/victim.html> (Dec 2008) <http://www.victimsupport.org.uk/vs_england_wales/index.php>

CONDITIONAL SENTENCES

The «if- sentence» puts you in a situation. This situation may be solved with an advice or it may lead to a resolution in the present or future.

If you are in a situation, ADVICE: you/someone SHOULD do something.

Something WILL happen.

IF you do something, **you can ACHIEVE something.**
IF you want to achieve something, **you MUST do something.**

If you are a victim of a crime, you should report it.
If it is an emergency, a police officer will arrive.

If you take precautions, you can avoid this type of crime.
If the police asks, you must give your name.

TRANSLATE the following sentences into English:

1. Si has sido víctima de un crimen o piensas haberlo visto, debes informar a la policía inmediatamente.
2. Si estás pensando en dejar una relación de abuso y te preocupa tu seguridad y la de tus hijos, te podemos ayudar.
3. Si has sido una víctima, los psicólogos te podrán calmar y hablarán contigo sobre lo ocurrido, y después te ayudarán a decidir qué hacer a continuación.
4. Si alguien necesita atención en un accidente de tráfico, llama a una ambulancia.
5. Si alguien de tu familia está en prisión deben mandarte una tarjeta de visita que deberás llevar cuando vayas allí.



Link the two parts of the sentences:

1. If you came to the US on a nonimmigrant visa, and you want to extend your stay in the US,		a. you must check what's allowed with the prison before your visit.
2. If you are deaf, have a hearing impairment or speech difficulties,		b. it is regarded as an 'offensive weapon' by the law.
3. If a knife is used in a threatening way (even a legal knife, such as a Swiss Army knife),		c. then you must ask for permission from DHS's United States Citizenship and Immigration Services (USCIS) before your authorized stay expires.
4. If you want to take things in for the person you are visiting,		d. you are required by law to let us know.
5. You do not have to wait to be attacked before defending yourself,		e. the police should arrange for an interpreter to be present.
6. If you have changed address since your firearms licence was issued,		f. if you are in your own home and in fear for yourself or others.

Answers:

1	2	3	4	5	6



Une las frases de las dos columnas para formar oraciones completas y ordena las oraciones formando un texto coherente:

(Fragmento tomado de Security Guards and Gaming Surveillance Officers

<http://www.bls.gov/oco/ocos159.htm>)

1. Security guards, also called <i>security officers</i> ,	a. outlining their observations and activities during their assigned shift.
2. Guards assigned to static security positions	b. they must be able to take charge and direct others to safety.
3. In an emergency,	c. criminal violators, answer service calls concerning criminal activity or problems, and issue traffic violation warnings.
4. Although all security guards perform many of the same duties,	d. drive or walk from one location to another and conduct security checks within an assigned geographical zone.
5. They may detain or arrest	e. to call for assistance from police, fire, or emergency medical services as the situation dictates.
6. They also may interview witnesses or victims,	f. their specific tasks depend on whether they work in a “static” security position or on a mobile patrol.
7. All security officers must show	g. usually stay at one location for a specified length of time.
8. Security guards write comprehensive reports	h. and deter criminal activity
9. They use radio and telephone communications	i. prepare case reports, and testify in court.

10. These workers protect their employer's investment, enforce laws on the property,	j. patrol and inspect property to protect against fire, theft, vandalism, terrorism, and illegal activity and other problems.
11. In contrast, guards assigned to mobile patrol	k. good judgment and common sense, follow directions, testify accurately in court, and follow company policy and guidelines.

- _____
- _____
- _____
- _____
- _____
- _____

REPORTING A CRIME IN THE NEWS: THE PASSIVE

Mistreated by local officers in Morocco

Scream stolen from Norway

Kirk Smith, 44. has been found guilty

Stolen cars used in daylight


Six individuals were identified as suspects

Stolen ambulance causes car crash

Oklahoma City police say a missing 14-year-old girl has been located

The Passive Voice is frequently used in newspaper reports to emphasize the action and the type of crime rather than who did it. If we say for example «A car was stolen», «Jane Rankin was accused of theft» or «The detective was murdered», we are paying attention to the (criminal) action – «steal» / «accuse» / «murder» – and to people and things that are the victims of that action: «the detective», people affected as a result of the action, «Jane Rankin» or the criminal's aim, «the car».

Passive Voice	
Tense	Examples
Present	1. In this novel the detective <i>is murdered</i> by the butler. 2. Well, here, you know, everyone <i>is</i> pretty much <i>judged</i> by the way they dress.
Past	3. My car <i>was stolen</i> . 4. He <i>was arrested, tried</i> by the judges and <i>sentenced</i> to death.
Perfective	5. She <i>has been sentenced</i> to 5 years in jail. I <i>have been judged</i> by people that don't even know me.
Modal	6. A: He <i>may be sentenced</i> to life in prison for what he did. // B: Yes, I guess he'll get a life sentence. 7. For anything I <i>can be accused</i> , I'll always try to get the best lawyer even if I'm not guilty.
Progressive	8. To be honest, I think the movie <i>is being judged</i> unfairly. 9. Are you afraid of <i>being judged</i> by others?
Perfective + (Modal) + Progressive	10. NEWS: Burnt Truck <i>May Have Been Stolen</i> . 11. An 18th century picture stolen by the Nazis during World War II, <i>has been found</i> by treasure hunters.

 **Use the right tense. There may be more than one right answer:**

1. An LA computer security consultant _____ to four years in federal prison for using spyware. (sentence)
2. The baroness _____ of robbery. (accuse)
3. Suspects _____ immediately _____. (identify)
4. Undocumented immigrants _____ *en masse* in a new Homeland Security program. (arrest)
5. Since March, a marked increase in the questioning, detention and deportation of undocumented immigrants _____. (report)
6. If immigrants _____, the resolution requires «that access to legal counsel be provided. (detain)
7. Matrook al-Faleh, who _____ last May, _____ from jail. (arrest; release)
8. Robert Hamill _____ to death by a mob of thirty loyalists in Portadown. (kick)

Read the sentences below and try to organise the information so that it makes sense:

1. A neighbour witnessed a burglary and helped police nab three suspects.
2. become an important force behind the safety of our community said.
3. When police arrived, the driver of the vehicle drove off and two of the suspects went back into the home
4. They were identified as Jim Thompson, 24, and Timothy Richards, 18.
5. in front of a local supermarket in Union St. at about 19:15 p.m.
6. The other two suspects were also apprehended.
7. The driver was identified by the police after officers stopped the vehicle a short distance away
8. All three suspects were charged with burglary and grand theft.
9. The neighbour became worried after seeing the vehicle drive up and down the street several times.
10. Last Friday police received a report of a suspicious vehicle
11. In a news release, Police Chief said it was a perfect example of how citizens, partnering with the police department,

Note down a correct order for the sentences above so that they form a coherent text:										

UNIDAD 10

(2) Informar sobre un crimen

Voz pasiva En español hay dos voces, activa y pasiva. En la voz activa el sujeto gramatical realiza la acción:

Andrés presentó una denuncia por falsas acusaciones.

Volvió al auto y sacó la pistola de la guantera.

Greenpeace ha presentado una denuncia por el delito ecológico contra esa empresa.

Los sujetos de las oraciones en voz pasiva no son tanto los que realizan la acción sino más bien los que la reciben o la sufren. Podemos especificar el agente de esta acción introduciéndolo con la preposición «por»:

- *Los cabecillas de la banda* fueron procesados hoy, dos días después de su arresto.
- *Beltrán* ha sido condenado a treinta años de prisión.
- *El líder* ha sido arrestado e interrogado *por las fuerzas especiales de policía*.

La preposición «por» también se usa para introducir la razón o causa que lleva a realizar una acción:

- El famoso cantante de rock ha sido arrestado *por agredir este domingo* por la mañana a una mujer.

En voz pasiva el sujeto debe concordar con el verbo:

- *Los cabecillas de la banda* fueron procesados.
- *El cabecilla de la banda* fue procesado.

Es muy frecuente el uso de la «pasiva impersonal» en la que no hacemos explícito el sujeto de la acción. En este tipo de pasiva usamos el pronombre «se». Compara:

- Todos sus bienes *fueron confiscados* por la policía.
- *Se confiscaron* todos sus bienes.

- *Se presentó* una denuncia ante el juzgado de guardia.
- *Fueron confiscados* tres lanzagranadas y 40.000 euros.

TRANSLATE the following sentences into English

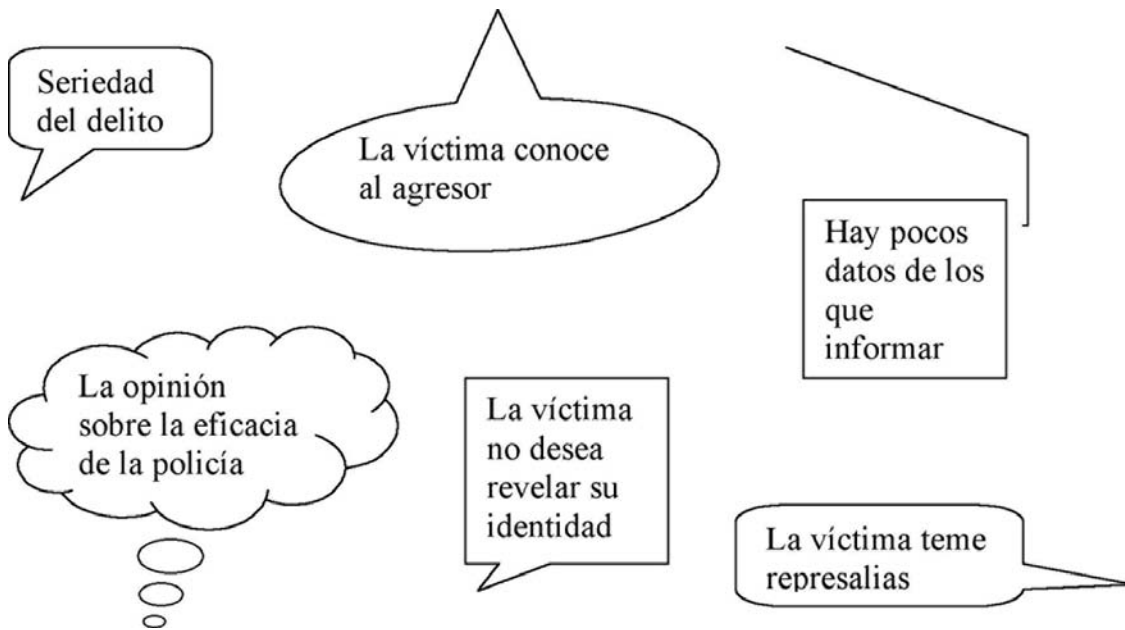
- Se identificó a los sospechosos.
- No se llevó a cabo ningún arresto durante dos semanas.
- Ayer se presentó una denuncia ante un juzgado de guardia contra Antonio Romera.
- Los cabecillas de la banda fueron procesados hoy, dos días después de su arresto.

Utiliza la forma de pasiva adecuada. Puede haber más de una respuesta correcta

1. Es culpable de todos los cargos por los que _____. (juzgar)
2. _____ el 19 de noviembre de 1996, junto con otros cuatro jóvenes, acusados de pertenecer a un grupo armado. (detener)
3. Dieciséis estudiantes _____ cuando protestaban frente a la sede del ayuntamiento. (detener)
4. Los etarras, que _____ este sábado, trataron de saltarse un control policial momentos antes de _____. (interrogar; detener)
5. A todos ellos _____ de los delitos de difamación y violación de la intimidad. (acusar)
6. Una sentencia dictaminó que _____ su presunción de inocencia y sus derechos fundamentales. (vulnerar)
7. Una mujer de 78 años de Navahermosa (Toledo) _____ después de pasar 24 horas desaparecida. (rescatar)
8. En 1963, _____ a la silla eléctrica y ejecutado en la prisión. (condenar)
9. Abogado tunecino _____ a 15 años por sus críticas al gobierno. (poder/condenar)
10. Nadie _____ o _____ por acciones u omisiones que en el momento de producirse no constituyan delito, falta o infracción administrativa, según la legislación vigente en aquel momento. (poder / condenar, sancionar)

REPORTING / NOT REPORTING A CRIME

¿Cuáles pueden ser las razones para no informar de un crimen a la policía? En caso de robo en un comercio, ¿qué razones puede tener la víctima para no informar a la policía? Elige un comercio de tu lugar de residencia, describe el tipo de actividad comercial, el local donde se desarrolla y proporciona una descripción del dueño o dueña del negocio y de los empleados. En relación al negocio elegido, explica razones por las que no se informaría del delito.





Lectura y comprensión de textos



Lee las siguientes noticias relacionadas con el ruido y cómo diferentes personas lo perciben de modos distintos. Realiza un pequeño resumen informando de lo que cuentan las noticias que incluya tu opinión personal sobre las mismas.

Un problema pendiente de solución

La Facultad de Historia de la Universidad de Sevilla acogió una mesa redonda sobre modelos de ocio y legislación represiva, dentro de unas jornadas en defensa del espacio público y del derecho de reunión

BOSCO FERRI | ACTUALIZADO 28.03.2009 - 05:03

El debate continúa abierto desde hace varios años y quienes tienen potestad para solucionarlo evitan enfrentarse a este problema social. El ocio nocturno sigue siendo una cuestión a resolver en muchas ciudades y también en Sevilla, donde la prohibición de beber en la calle no ha hecho sino acrecentar las dudas de los ciudadanos hacia la gestión política de este problema social, a la vez que ha logrado enfrentar entre sí a vecinos, Policía, locales y diversos colectivos de ciudadanos.

<Extracto del *Diario de Sevilla* <http://www.diariodesevilla.es/article/386386/problema/pendiente/solucion.html#>>

Barcelona, ruido excesivo

SERGIO SERRANO LAFUENTE | 28/03/2009 | Actualizada a las 20:13 | El lector Opina

El fin de semana pasado recibí la visita de unos amigos extranjeros y les llevé de turismo por nuestra bonita ciudad. Él es alemán y ella holandesa. Pues bien, ¿saben qué es lo que más les llamó la atención de la gran Barcelona? No fue ni la Sagrada Familia, ni el Park Güell, ni el puerto olímpico. Se quedaron estupefactos del ruido de los camiones de basura y de los autobuses urbanos. Decían que en sus países era inconcebible soportar ese volumen de ruido, ni siquiera en horario diurno. Supongo que, a pesar del elevado ruido de estos servicios, nuestros oídos están resignadamente acostumbrados. Y es que si prestas un poco de atención enseguida adviertes tal aberración. Para ser del todo europeos, además de serlo, deberíamos parecerlo.

<Extracto de *La Vanguardia* <http://www.lavanguardia.es/lv24h2007/20090328/53669546423.html>>

“¿Y por qué no se muda? La catedral de Jaén y sus campanas estaban ahí mucho antes”

Los lectores de *Ideal.es* ponen en tela de juicio la actuación del vecino que quiere 'silenciar' el campanario catedralicio

25.03.09 - 17:37 - JAVIER F. BARRERA | IDEAL.ES

La noticia publicada hoy por el periódico *IDEAL* sobre las campanas de la catedral de Jaén ha tenido **una tremenda repercusión** en su página en Internet.

Resulta que un vecino **ha tardado diez años** en conseguir que le hagan caso. Así, el TSJA ha obligado al Ayuntamiento de Jaén a que mida el sonido de las campanadas de la catedral de Jaén.

El resultado es que la medición califica **el ruido «no aceptable»**. El concejal de Medio Ambiente ha declarado que las campanadas «forman parte del acervo cultural» de Jaén.

Los lectores de *Ideal.es* se han manifestado. Este es un resumen de los comentarios más jugosos que han escrito los lectores. Si quieres participar, deja un comentario educado, razonado y sin faltar al respeto a nadie y lo publicaremos.

Ángel Martos Vico se pregunta: «...Y por qué no se muda?... La catedral y sus campanas 'seguramente' estaban ahí antes que él. Cuando decides vivir en un determinado sitio tienes que sopesar pros y contras de la zona. Me parece que a este señor se le ve el plumero».

...-

«Señora Alcaldesa: Este señor tiene unas ventanas del año de la tarasca, es más fácil que el Ayuntamiento le ponga dobles ventanas de triple cristal climatit y cámara de aire entre cristales y huecos... no nos quiten el tañer de las campanas, eso es imperdonable. Aíslenle la casa».

<Extracto del periódico *IDEAL* <http://www.ideal.es/jaen/20090325/local/jaen/comentarios-campanas-catedral-200903251726.html>>



Read and write

Search available literature on

- A) Homicide
- B) Genre violence

and list a minimum of four bibliographical references on this topic. Go over the main points for *homicide* / *genre violence* and/or write a short text summarizing one of the references in your bibliography.

UNIT 11

Identification of a suspect


Identificación de una persona sospechosa


In this unit we will see vocabulary related with the description of people. We will pay attention to facial traits as well as to emotional states.

En esta unidad veremos vocabulario relacionado con la descripción de personas, fijándonos especialmente en los rasgos faciales y en los estados emocionales que nos comunican.

When describing people will practice our speaking skills.

Practicaremos la expresión oral, haciendo incidencia tanto en la pronunciación de palabras concretas como en la entonación de nuestro discurso.

 Observe the following forms and try to fill them in by describing the suspect. In doing so, you will revise the basic vocabulary for this unit. Fill in all the gaps using your imagination. Share and contrast your info with that of your classmate so that you may learn some new words.

 Observa el impreso con la foto e intenta describir al personaje. De este modo revisarás el vocabulario básico para la unidad. Completa todos los huecos usando tu imaginación. Comparte y contrasta tu información con tu compañero/a de clase para aprender más palabras.

SUSPECT IDENTIFICATION

PHYSICAL CHARACTERISTICS

Race: _____ Sex: _____ Age: _____

Height: _____ Weight: _____

Complex: _____

Hair: _____ Colour: _____ Style: _____

Scars: _____

Marks: _____

Tattoos: _____

Speech: _____

Accent: _____ Lisp: _____

Physical defects: _____

Facial hair: _____

Make-up: _____

Glasses: _____

Right/left handed: _____

Jewellery: _____

Other: _____



CLOTHING

Hat: _____

Shirt: _____

Coat: _____

Tie: _____

Scarf: _____

Pants: _____

Shoes: _____

Shocks: _____

Other: _____

WEAPON(S) USED

VEHICLE

Describe vehicle:

IDENTIFICACIÓN DEL SOSPECHOSO/A

RASGOS FÍSICOS

Raza: ____ Sexo: ____ Edad: ____

Altura: ____ Peso: ____

Complexión: _____

Pelo: ____ Color: ____ Estilo: ____

Cicatrices: _____

Marcas: _____

Tatuajes: _____

Habla: _____

Acento: ____ Ceceo: ____

Defectos físicos: _____

Vello facial: _____

Maquillaje: _____

Gafas: _____

Diestro / zurdo: _____

Joyas: _____

Otros: _____



ROPA

Sombrero: _____

Camisa: _____

Chaqueta: _____

Corbata: _____

Pañuelo: _____

Pantalones: _____

Zapatos: _____

Calcetines: _____

Otros: _____

ARMA(S) UTILIZADA(S)

VEHÍCULO

Descripción del vehículo:

Speaking: Work in pairs

STEP 1

Student A: Below you have an empty face drawing. Follow your partner's directions to draw details in the face.

Student B: In the following page you will find vocabulary to describe the face of a person. Imagine someone's features and try to describe them to your partner.

Estudiante A: Abajo encontrarás un dibujo de una cara. Sigue las indicaciones de tu compañero/a para dibujar los detalles de la cara.

Estudiante B: En la siguiente página encontrarás vocabulario útil para describir el aspecto de la cara de una persona. Imagina la cara de alguien e intenta describirla al estudiante A.

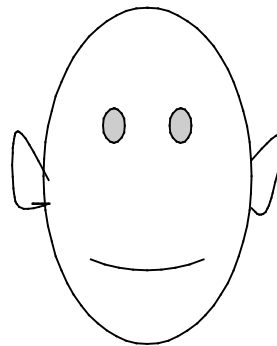
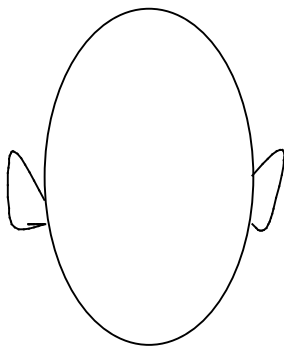
STEP 2

All drawings are collected and put in a pile.

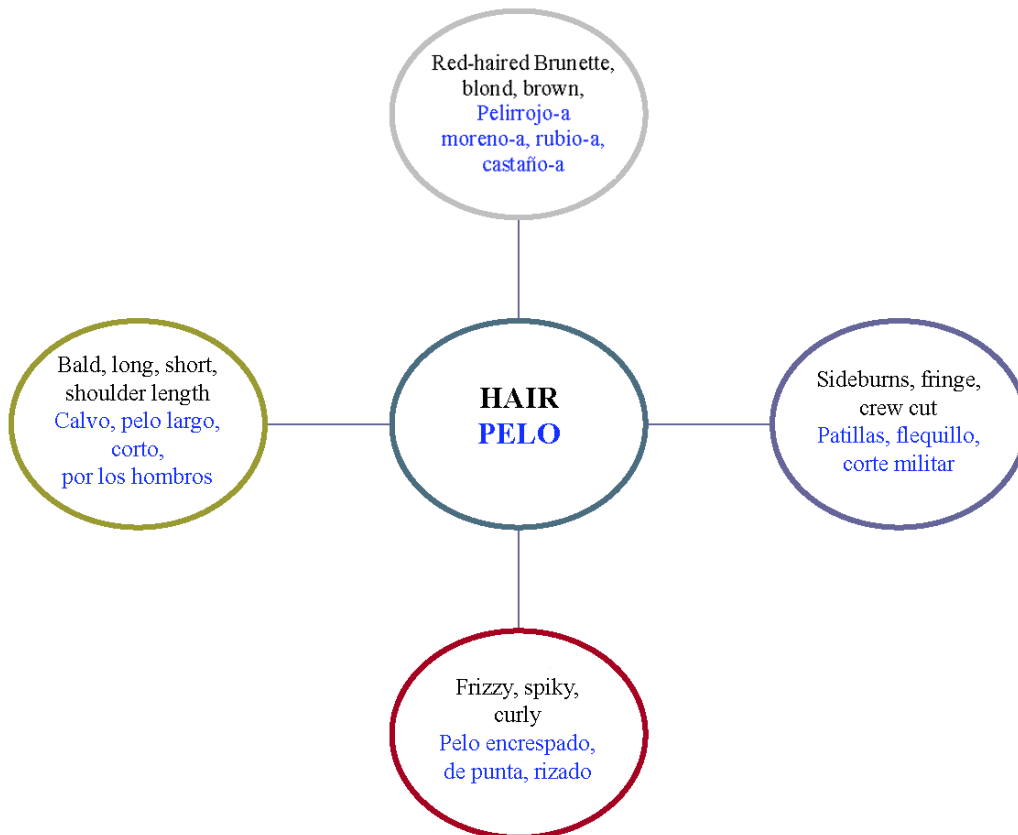
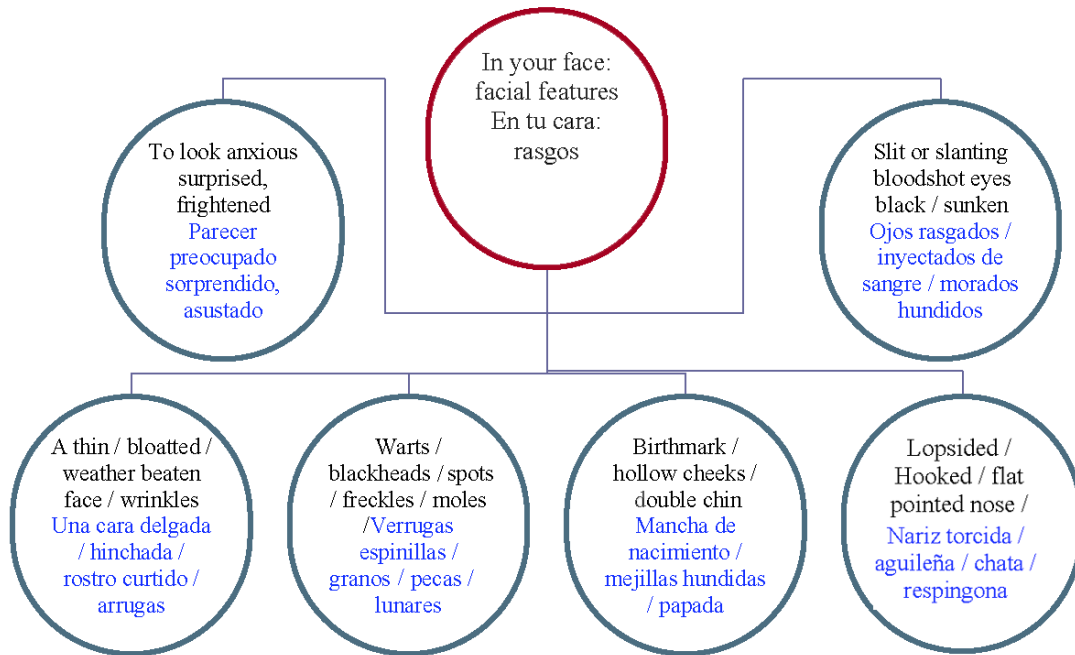
Student C: You will be given one of your classmates' drawings and will describe it to Student D. Then, you will put it back down in the pile of drawings. Student D may take notes or try to remember the description. Drawings will be mixed up. Student D will have to pick up the right drawing from the pile.

Se recogen todos los dibujos y se ponen en un montón.

Estudiante C: se te dará uno de los dibujos de tus compañeros/as y tendrás que describirlo al estudiante D. A continuación, lo pondrás de nuevo en el montón de dibujos. El/la estudiante D puede tomar notas o intentar recordar la descripción. Se mezclan los dibujos. El /la estudiante D deberá encontrar el dibujo correcto de entre los del montón.



Use the following information to describe a person. *Usa la siguiente información para describir a una persona:*



Debate / Group discussion

En este ejercicio revisaremos todo lo que hemos visto en las páginas anteriores de este capítulo en una actividad de conversación en pequeños grupos. PASO 1: Una persona del aula se hará pasar por sospechoso. Se pondrá delante de la clase y los demás anotarán una descripción física de esta persona. A continuación se inicia una conversación en la que la clase debe decidir cuál es el estado anímico del sospechoso o sospechosa (esta persona puede intentar poner caras de miedo, angustia, chulería...). PASO 2: La clase decide de qué es sospechosa esta persona, inventan un delito y preparan un pequeño interrogatorio. Este interrogatorio se anotará en forma de un máximo de 10 preguntas. Tras interrogar a la persona sospechosa, la clase comentará la información obtenida utilizando expresiones que expresen grados de seguridad («claro que sí», «no parece que», «pues igual se conocen»...) a fin de predecir qué es lo que ha hecho o no la persona sospechosa y qué relación puede tener con el delito.

In this exercise we will revise what we have seen in the previous pages with this small group conversation. STEP 1: Someone in the classroom will be the suspect. The suspect will stand in front of the class and everyone else will note down a physical description for this person. The suspect will then try to express an emotional state, making faces (for example, trying to look anxious, bossy or sad). STEP 2: The class will decide why the person is a suspect, what he/she is supposed to have done. They will make up a crime and submit the suspect to a short questioning of no more than 10 questions. After interrogating the suspect, the class will discuss the information they have gathered using expressions denoting various degrees of certainty («surely», «possibly», «it seems»...) so that they may predict what the suspect may have done or not and what is his/her relationship with the crime.

Use this space for note taking. [Anota tus datos aquí:](#)

Certainty / uncertainty Seguridad en la predicción	Predicting: How people look	Verbs
<p>Certain(ly) Definite(ly) There's no doubt that / undoubtedly Clearly I wouldn't be surprised if Probably/probable Likely</p> <p>I suppose Possibly/possible Perhaps Maybe</p> <p>Seguro que sí/no Sin duda Seguramente... Está claro que... Pues igual... Supongo que ... Posiblemente / probablemente Quizás</p>	<p><i>He looks</i> a bit _____</p> <p><i>He looks like</i> a criminal <i>He looks</i> a bit foreign</p> <p><i>Tiene pinta de</i> criminal <i>Tiene pinta de</i> extranjero</p> <p>Estas frases se usan para dar una idea general sobre la apariencia de alguien.</p> <p>También podemos usar «parece» cuando no estamos seguros de lo que le ocurre a la otra persona o de cómo es la otra persona.</p> <p>We use “look/seem” when we are not certain about our description of the other person’s appearance or emotions.</p> <p><i>He looks</i> sad Parece triste A strong-looking man Un hombre de apariencia fuerte</p>	<p>+</p> <p>Will Is/are Must Have to Should Ought to</p> <p>Confesará Está confesando Debe confesar Tiene que confesar Debería confesar</p> <p>Can Could May Might Puede /podría confesar</p> <p>–</p>
<p>Uncertain Unlikely Certain(ly) not Definite(ly) not Incierto Improbable, seguro que no No, sin duda que no Claro que no</p>	<p>I doubt if it'll ... I don't think it'll ... There's not much chance of it ...ing.</p> <p>Dudo (mucho) que ... No creo que ... No hay ninguna posibilidad de que ... Estoy completamente seguro/a de que no ...</p> <p>Of course, it won't ... There's no chance of it ...ing. I'm absolutely sure it won't ...</p>	<p>Could not Will not Cannot Is/are not</p> <p>NO... + Verb No podía No confesará No podrá No es/son</p>



Reading



Email

PEOPLE: Find out information about one of these persons. Email a classmate telling him/her about your findings. Your report should have no more than 100 words. If your classmate chose the same person, try to agree on the best information for the summary. If they chose someone different, try to find out if they included all the relevant information. You will do this by asking questions:

WHO WAS ... Gladys Towles Root?

WHO IS ... Thurgood Marshall?

WHO IS ... SARAH WEDDINGTON?

GENTE: Intenta encontrar información sobre estas personas:

¿QUIÉN ES... Donna Leon...?

¿QUIÉN ES Henning Mankell...?

¿QUIÉN ES...?

Manda un email a un compañero o compañera de clase contándoles el contenido de una de sus obras con tus propias palabras (no más de 100). Si escogisteis obras diferentes, discutid qué obra de las dos os interesa más y por qué. Intenta convencer al otro de que la que elegiste tú es la mejor. Si elegisteis la misma obra de un mismo autor/a, poneos de acuerdo en cuáles son los datos principales para resumir su contenido.

You may find some info here:

<http://www.fansoffieger.com/root.htm>

<http://www.fansoffieger.com/marshall.htm>

<http://www.fansoffieger.com/weddington.htm>

<http://www.henningmankell.es/>



Speaking

Choose one of the murderers and try to provide a description according to their physical appearance.

<http://www.asesinos-en-serie.com/>

<http://www.allserialkillers.com/>



Listening

You may listen stories about serial killers here:

Canadian Serial Killers <<http://www.serialkillers.ca/>>

MÁS SOBRE LA IDENTIFICACIÓN DE SOSPECHOSOS.
CIENCIAS FORENSES
TEMA DE INVESTIGACIÓN

MORE ON SUSPECT IDENTIFICATION: FORENSIC SCIENCE.
RESEARCH UNIT

- History of forensic science

 **Read and write / Lee y escribe**

What is the history of forensic science? What is the difference between TV forensics (e.g. CSI Miami) and real life forensics?

¿Cuál es la historia de las ciencias forenses? ¿Qué diferencia crees que hay entre las series de ficción que tratan este tema y la realidad?

You may find some interesting information here:

CSI shows give 'unrealistic view'. By Paul Rincon: <<http://news.bbc.co.uk/2/hi/science/nature/4284335.stm>> (21 February, 2005)

CSI: <<http://csi.publispain.com/>>

European crime prevention network (EUCPN): <<http://www.eucpn.org/>>

FBI: <www.fbi.gov/hq/lab/org/labchart.htm>

Institut de police scientifique et de criminologie de Lausanne: <<http://www.unil.ch/esc/page10116.html>>

Interpol: <www.interpol.int/Public/Forensic/Default.asp>

Lucas, M. *Forensic knots. Expert witness*: <<http://www.forensic-knots.co.uk/index.htm>> (16/02/09)

Magaña, C. (2001) «La entomología forense y su aplicación a la medicina legal. Data de la muerte». *Aracnet 7 -Bol. SEA*, nº 28 (2001) : 49-57. Comunidad Virtual de Entomología: <<http://entomologia.rediris.es/aracnet/7/06forense/>>

Scotland Yard: <www.met.police.uk/>

<<http://digital.el-esceptico.org/leer.php?autor=23&id=1773&tema=21>>

<<http://www.howtothings.com/es/negocio/c%C3%B3mo-usar-las-huellas-dactilares>>

<<http://www.amazings.com/ciencia/noticias/240707b.html>>

<<http://www.biometria.gov.ar/metodos-biometricos/dactilar.aspx>>

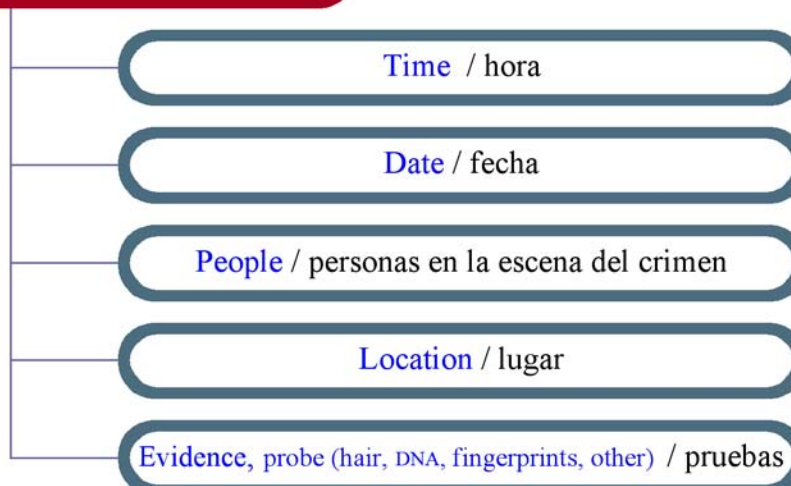
Listening

You may listen stories about serial killers here:

Forensic Files: <http://www.forensicfiles.com>

• Kinds of evidence in a crime

SCENE OF CRIME / ESCENA DEL CRIMEN



What kind of information would you gather in a crime scene?

¿Qué datos son importantes en la escena de un crimen?

After reading all the information in the links provided in the previous exercise, try to exemplify some of the information in the graphic above.

Después de leer la información en los enlaces del ejercicio anterior, intenta ejemplificar la información del gráfico de arriba.

Prepare a short presentation for the classroom.

Prepara una breve presentación oral para la clase.

Glossary / Glosario

Abuse (of authority) / Abuso (de autoridad)
 Aggression / Agresión
 Ambulance / Ambulancia
 To apply / Solicitar
 To arrest (v) / Arrestar
 Arrest (n); be under arrest / Arresto (n); estar bajo arresto
 Arson (it was arson) / Incendiarismo (el incendio fue provocado)
 Arthritis / Artritis
 Aspirin / Aspirina
 Assault (physical / sexual assault) / Agresión (agresión física / sexual)
 To assess / Evaluar
 Baton / Porra
 To be armed / Estar armado
 To be dizzy / Estar mareado
 To believe / Creer
 Birth certificate / Partida de nacimiento
 Birth mark / Mancha de nacimiento
 Bloated (face) / (Cara) hinchada
 Border / Frontera
 Brainstorm / Pensar entre varios
 To breathe / Respirar
 Brutality / Brutalidad
 Brutality (police) / Brutalidad (policial)
 Building / Edificio
 Bullets / Munición, balas
 Burglary (getting into a building) / Robo, allanamiento de morada
 Businessperson / Empresario
 To bust (The whole gang got busted; Cops seize £1m in drugs bust) / Trincar,
 hacer una redada
 Bust [to bust one's ass (vlg, slang) / Romperse el culo; esforzarse mucho en
 hacer algo (vulgar, slang)]
 To call; make/take a call / Llamar; hacer/coger una llamada
 To calm down / Calmarse
 Casualty / Víctima (mortal)
 Characteristics / Características
 Citizen / Ciudadano
 Community / Comunidad
 Complaint (make a) / Queja (poner una)
 Conflict / Conflicto
 Corridor (immigration corridor) / Ruta (seguida por los inmigrantes)
 To crash / Chocar
 Crew cut / Corte de pelo militar
 Crime / Crimen
 Crime [to commit/condemn/judge a crime / Cometer/condenar/juzgar un crimen]
 Crime [to fight/combat a crime / Luchar/combatar contra el crimen]

Crime [to prevent crime / investigate a crime / Prevenir el crimen / investigar un crimen]
 Criminal; crim (infml, sl) / Delincuente
 To criminalize / Criminalizar
 Crossing, junction / Cruce
 Death penalty / Pena de muerte
 Deputize / Actuar por poderes
 Die / Fallecer
 Directions / Indicaciones
 Dispose of / Deshacerse de
 Doctor / Médico
 Driving license / Permiso de conducir
 Drugs / Drogas
 Emergency / Emergencia
 Ethnic / Étnico
 Evidence / Pruebas
 Facial hair / Vello facial
 To facilitate / Facilitar
 To fall (numbers, syn. Drop/Decrease) / Disminuir (porcentajes, números)
 To figure out / Descubrir (la solución a un problema)
 Fine; to fine someone / Multa; multar a alguien
 Foreign / Extranjero
 Forensic science / Ciencia forense
 Fraud / Fraude
 Fringe / Flequillo
 Gang / Banda
 Genre violence / Violencia de género
 To give up; give someone/yourself up / Rendirse; delatar a alguien / entregarse a la autoridad
 Guard / Guarda
 Gun / jump the gun / Revolver, pistola / Adelantarse a los acontecimientos
 Handcuff / Esposas
 To handcuff / Esposar
 To harass / Hostigar, perseguir
 Hate crimes / Crímenes de odio
 Hazard, hazardous / Peligro, peligroso
 Height / Altura
 Hooked nose / Nariz aguileña
 ID / Documento de identificación
 Illegal / Ilegal
 Immigrant / Inmigrante
 Immigration / Inmigración
 Impunity (with impunity) / Impunidad (impunemente)
 In custody (in the custody of s.o.) / Estar detenido (bajo custodia)
 Increase / Aumentar

Injured / Herido
 Injury / Herida
 Investigate / Investigar
 Job / Trabajo
 Judge / Juez
 Law suit / Denuncia
 Lawyer / Abogado
 Leader / Líder
 Left handed / Zurdo
 Legal / Legal
 Letal / Mortal
 Life-threatening / Grave (que pone en peligro la vida de la víctima)
 Lock / Cerrar con llave
 Lopsided nose / Nariz torcida
 Map / Mapa
 Medication / Medicación
 To mistake sth/sb for sth/sb / Confundir algo/alguien con algo/alguien
 Money laundering / Blanqueo de dinero
 Nurse / Enfermero
 Officer- police officer / Funcionario, oficial - agente de policía
 Operator / Operadora
 Organised crime / Crimen organizado
 Pale / Pálido
 Paramedics / Paramédico
 Perimeter / Perímetro
 Petty crimes / Delitos menores
 Plead guilty / Declararse culpable
 Police Report / Acta de denuncia
 Police station / Comisaría
 To prevent / Prevenir
 Prison; prison sentence / Prisión; mandamiento de
 To punish / Castigar
 Punishable / Punible, penado (delito penado con cadena perpetua)
 Race / Raza
 Racial Profiling / Identificación de individuos mediante rasgos étnicos
 Raid (carry out a raid) / Redada (efectuar una redada)
 Relations / Relaciones
 Residence / Residencia
 Right handed / Diestro
 Rights / Derechos
 Human Rights / Derechos humanos
 Rights [Statutory rights] / Derechos - [Derechos legales]
 Robbery (hit, threaten in order to steal) / Robo, asalto, atraco
 Scar / Cicatriz
 Shift / Turno

Shot (be / get shot) / Disparo (recibir un disparo)
 Sick / Enfermo
 Sideburns / Patillas
 Slit/slanted eyes / Ojos rasgados
 Spiky (hair) / Pelo de punta
 Statement (take a statement) / Declaración (tomar una declaración)
 Status / Estatus de residencia
 Storm / Irrumpir, asaltar (un edificio)
 Street, road / Calle, carretera
 Surroundings / Alrededores
 Suspect / Sospechoso
 To suspect / Sospechar
 To sweat / Sudar
 Tazer / Pistola eléctrica
 Terrorism / Terrorismo
 To testify / Testificar
 Theft (legal word for «stealing») / Robo, llevarse cosas que no son propias
 Trash (Am.); rubbish (Brit.) / Basura
 Trigger / Gatillo
 Tube station / Estación de metro
 To understand / Entender
 Vicinity / Vecindad
 Weapon / Arma
 Weather beaten (face) / (Rostro) curtido
 Weight / Peso
 Work Permit / Permiso de trabajo

Key: UNIT 9

cyber-dino computer animated dinosaur (Spielberg's cyberdinos)
cybertrend something currently popular in computers or online services
cyberbabe, cyberheroine, or cyberbelle, a sexy woman in a computer-animated game
cyberego excessive self-esteem based on one's status on the computer industry
cyberprofile sociological information about a group of Internet users
cybercash money available online (also, digital money/cash)
cyberhermit person spending most of his time on the Internet
cyberad advertisement on the www

(Taken from sections of «Among the new words», *American Speech*, Duke University Press)

1. SE = This exercise has been designed using *SketchEngine* <<http://www.sketch-engine.co.uk/>> The *UKWAC British English Web Corpus* was used for exercises in English and the *Spanish Web Corpus* for those in Spanish. See the following literature for more info:

KILGARRIFF, A., RYCHLY, P., SMRZ, P. and D. TUGWELL (2004): *The Sketch Engine*. In Williams G. and S. Vessier (eds.): *Proceedings of the Eleventh EURALEX International Congress*. Lorient, France, July: 105-116. (Reprinted in *Lexicology: Critical concepts in Linguistics*, Hanks, editor. Routledge, 2007)

FERRARESI, A., ZANCHETTA, BARONI, M. and S. BERNARDINI (2008): *Introducing and evaluating UKWAC, a very large web-derived corpus of English WAC4 at LREC, 2008*. http://wacky.sslmit.unibo.it/lib/exe/fetch.php?media=papers:wac4_2008.pdf

BARONI, M., S. BERNARDINI, A. FERRARESI and E. ZANCHETTA. (To appear): The WaCky Wide Web: “A Collection of Very Large Linguistically Processed Web-Crawled Corpora”. *Language Resources and Evaluation Journal*. <http://wacky.sslmit.unibo.it/lib/exe/fetch.php?media=papers:wacky_2008.pdf>

Spanish Web Corpus. This corpus was gathered using a list of URLs provided by Serge Sharoff at the University of Leeds (s.sharoff@leeds.ac.uk). Word sketches were prepared by Nuria Bel and Hada Ross Salazar, Pompeu Fabra University, Barcelona.

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- VICTIM SUPORT. <http://www.are-you-ok.org.uk/victim.html> (10 December 2008) <http://www.victimsupport.org.uk/vs_england_wales/index.php>
- 1ST SECURITY BLOGGER SUMMIT. <<http://www.securitybloggersummit.com/>> (10 February 2009)

Extractos de prensa:

20 minutos

<http://www.20minutos.es/noticia/457317/0/maltratadas/asturias/gps/>

Diario de Sevilla

<http://www.diariodesevilla.es/article/sevilla/386386/problema/pendiente/solucion.html#>

El Mundo

<http://www.elmundo.es/elmundo/2007/05/18/espana/1179492740.html>

Las Provincias

<http://www.lasprovincias.es/valencia/20090315/sucesos/detenidos-siete-construtores-vender-20090315.html>

<http://www.lasprovincias.es/valencia/20090316/espana/hombre-mata-novia-tarragonay-20090316.html>

El País

http://www.elpais.com/articulo/madrid/Frenazo/seco/inmigracion/elpepiespmad/20090304elpmad_6/Tes)

http://www.elpais.com/articulo/portada/Mama/hace/mayor/elpeputec/20050807elpepor_13/Tes

http://www.elpais.com/articulo/cataluna/trompetista/OBC/agredido/policia/ve/forzado/abandonar/gira/cancelar/conciertos/elpepiautcat/20020118elpcat_16/Tes/

La Vanguardia

<http://www.lavanguardia.es/lv24h2007/20090328/53669546423.html>

Periódico IDEAL

<http://www.ideal.es/jaen/20090325/local/jaen/comentarios-campanas-catedral-200903251726.html>

Convenio Universitat Jaume I y Madonna University

La Universitat Jaume I (UJI) y Madonna University (Livonia, Michigan) firmaron en julio de 2007 un acuerdo marco de intercambio de estudiantes. Uno de los objetivos principales de este acuerdo es promover la colaboración entre los departamentos implicados en la docencia del título en Seguridad y Ciencias Policiales de la UJI y el departamento de Criminal Justice de Madonna University. Ambos departamentos, así como los de policía a los que sirven, comparten una serie de intereses comunes, como puedan ser la necesidad de preparar profesionales que estén sensibilizados a las necesidades de una población multicultural, o la necesidad de actualizar constantemente su preparación en temas relacionados con la inmigración ilegal y las actividades criminales asociadas a esta. El material tiene como interés añadido que sus capítulos intercalan material en castellano y en inglés, pudiendo utilizarse en ambas direcciones. Además, se incluye un breve glosario bilingüe con las palabras y expresiones más útiles y comunes en ese contexto lingüístico.

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