The National Basic Skills Strategy for Wales
The Basic Skills Agency on behalf of the Welsh Assembly Government
The National Basic Skills Strategy for Wales
The Basic Skills Agency on behalf of the Welsh Assembly Government
Foreword

South Wales has an enviable reputation for hospitality and for welcoming people from diverse communities to the area.

We in the police service fully recognise the vital role we play in promoting good community relations and in building trust and confidence. The community style of policing we practise is very different to some of the more oppressive policing that is seen in parts of the World. It is therefore important that people arriving from other countries, particularly those seeking political asylum, understand the nature of policing in South Wales.

The course for which these materials were produced was devised in partnership by Police Constable Vince Donovan, a Cardiff Community Safety Officer and Ms. Sue Morris, of Cardiff City Council’s Parade English for Speakers of Other Languages (ESOL) Service. The programme introduces students to the roles of the police within the United Kingdom and provides information with regard to the criminal laws of this country and personal safety.

The training program has proved to be an excellent means of increasing trust in the police and an invaluable aid for helping students to integrate within the community. Police officers engage with students participating on the course when their duties allow and in doing so have been able to increase and enhance their awareness of the cultural diversity in the communities in which they police.

This project has my full support.

Barbara Wilding QPM
Chief Constable
South Wales Police
Introduction

These materials were developed as part of a course stimulated by a request from the South Wales Constabulary to visit ESOL classes with a view to improving relations with asylum seekers in Cardiff. Teachers at The Parade ESOL Service welcomed the idea but felt that in order to make the visit successful:

- Students should be taught some police-specific English language. This should help improve communication between the students and the police officer.
- Students should learn about the role of the police in UK society. This would help to raise their confidence in the police and should overcome any fears they have.

By helping students develop the language needed to establish a dialogue with the visiting police officer, the teachers hoped to empower them to follow their own agenda rather than that of the ESOL staff or the visitor.

At that time the police were concerned to establish a dialogue to deal with four main issues:

- Leaving children alone at home or in parks, sometimes under the supervision of other slightly older children.
- Domestic violence.
- Driving without documents.
- Racial harassment.

Issues

A number of issues would need to be addressed before proceeding with the project.

Teacher resistance

Initially the ESOL teachers were reluctant because they felt that ‘controversial’ issues concerning cultural differences should be avoided at all costs. For instance, parents do their best for their children according to their own cultural norms. They may be accustomed to neighbours watching out for children, who roam at will, and be unaware of potential risks. Knowledge of UK culture and society would allow them to adapt accordingly.

Lack of appropriate ESOL material

The absence of appropriate material was an obvious problem. To rectify this material was produced in collaboration with the police. This presented a good opportunity for specialist input to ensure accuracy of content in terms of terminology and information, for example the likely punishment for a specific crime. The material produced forms the basis of this book.
Negative experiences

A lot of EFL/ESOL material asks students to talk about their countries and even to compare them to the UK. We felt that it would be best to avoid discussing the police forces in the countries that the asylum seekers have fled from. All our materials therefore focus on the UK police and their role in helping the community.

Impact

Police officer visits have been very successful. Learners have quickly overcome any initial nervousness and scepticism about the visiting police officers’ intentions and have felt able to ask questions and to raise issues that concern them. ESOL students told us of their frustrations at asking for information in English and feeling that they are receiving conflicting information from different well-meaning sources. The project enabled them to obtain clear information from a reliable source, on subjects such as how to abide by the law with regard to driving documentation. The open and encouraging attitude of the officers has helped learners to relax, enjoy themselves and ask the questions they want to ask. Questions have covered several areas:

- the life of the police officer, past, present and future, including training;
- family feelings about the police officer’s job;
- the daily routine of the police officer;
- the likes and dislikes of the police officer’s job;
- the police uniform;
- different sections and ranks within the police force; and,
- arrests, formal cautions and community service.

A Family Programme

Several women-only ESOL classes in Cardiff take place in primary schools. One school became aware of the fact that instances of racial harassment had been reported to the police, and the women and children attending these classes expressed their concern, even their fear. The ESOL class and their children (supported by the Ethnic Minority Achievement Service) spent a term exploring the community in which they live and the problems they were experiencing in that community, both in separate sessions and in joint parent-child sessions. A female police officer also visited the women and children in their classes. It is hoped that the course enabled the women and children to feel better about the role of UK police, and to gain awareness of how the police can help them and how they can help the police, particularly in light of the reported racist incidents.
Teachers' Notes

These materials were developed in conjunction with the South Wales Police and, while every effort has been made to ensure they can be used with students anywhere in the UK, teachers and students are encouraged to visit the website for the police force covering their area and to find out what is available in their area, for example from the Minority Support Unit or community division of the local force.

Accompanying the material there is also an outline Scheme of Work and brief Session Plans. These are designed to show the way in which the material may be used in the classroom but are not definitive since each lesson needs to be developed around the individuals attending the course, their needs, desires and level of English. While the material is designed for Entry 3/Level 1 some groups of students may need more time and as a result not all of the expected material will be covered in a single session. In one pilot session interest was such that one generic session plan covered two two-hour lessons not one.

Each session plan is designed to establish confidence by:

• **Reinforcing and consolidating the keywords in a ‘fun’ way.**

• **Reinforcing and consolidating ‘police messages’ without lecturing but through ESOL activities providing both language and information at sentence and at paragraph level.**

The materials focus on the three skills of reading, speaking and listening. A little writing is included but it is at Entry 2 and not the main focus of the resource.
Resources

Books

Be safe, be secure: your guide to crime reduction
Published by the Home Office Communications Directorate, January 2003
Also available in Arabic, Bengali, Chinese, Greek, Gujarati, Hindi, Punjabi, Somali, Turkish, Urdu, Vietnamese and Welsh.

Feeling Happy, Feeling Safe: A safety guide for Young Children
Michelle Elliott
Published by Communications Directorate, Home Office 2000
See also Kidscape

Websites

Tutor information

www.homeoffice.gov.uk
General information about immigration, passports, visas etc. Of note are the sections about Community and Race, Crime and Policing.

www.courtservice.gov.uk
Information about courts around the UK, including information and guidance in various languages.

www.galleriesofjustice.org.uk
Fun and Games such as a cartoon prison cell where you can click on pieces of equipment and learn more about prisons and justice from the past to present.

www.kidscape.org.uk/kidscape
Advice and guidance about bullying aimed at parents, young people and children. Some useful downloads.

www.bbc.co.uk/crime/fighters/index.shtml
Information on police, courts, ‘Day in the life of….’, A-Z of drugs.

www.bbc.co.uk/crime/support/index.shtml
Information on domestic violence, racism and child issues.

www.bbc.co.uk/crime/prevention/index.shtml
Information on crime prevention, including protecting your home and driving.
5 Top Tips for your car, Protect Your Car Quiz, Protect Your Home Quiz.

http://www.drugscope.org.uk/druginfo/ethnic_community.asp
Information on drugs in different languages.

http://www.thinkroadsafety.gov.uk/advice/introduction.htm
Road safety.
www.hmcourts-service.gov.uk
Website of Her Majesty’s Courts Service, which administers Crown, county and magistrates’ courts in England and Wales.

Community/Personal Safety
www.safer-community.net/index2.htm
General community safety for the UK leading to information for various regions. Signposting to other sites and organisations.

www.suzylamplugh.org/tips/index.shtml
Lots of information and downloads focusing on personal safety.

Fun and games
www.bbc.co.uk/apps/inf/crime/gigaquiz?infile=fightersquiz&path=fightersquiz
Quiz to determine which crime-fighting role you would be best suited for.

www.bbc.co.uk/crime/prevention/protectyourhome.shtml
Protect your Home Quiz, Interactive Game.

http://www.dsa.gov.uk/
Mock Driving Theory Test.

http://www.thepass.org/roadsigns.htm#
Test your knowledge of Road Signs.

http://www.hedgehogs.gov.uk/
http://www.thinkroadsafety.gov.uk/arrivealive/walking.htm
Information on road safety and quizzes for parents and children.

Reading/Listening on the web
http://www.bbc.co.uk/skillswise/inthenews/newstome/0626.shtml
Why pets are key to ending domestic violence.

Black editor backs stop and search.
<table>
<thead>
<tr>
<th>Session 1</th>
<th>Title</th>
<th>Police Topics</th>
<th>Language Activities</th>
</tr>
</thead>
</table>
| **Introduction to UK Police** | * vocabulary  
* role of UK Police  
* dogs  
* helicopters  
* rights & responsibilities  
* crime & punishments | * wordshower  
* flashcards  
* allocating paragraph headings  
* antonyms  
* asking questions  
* reading for information  
* writing sentences  
* word gapfill  
* word in word  
* match phrase & meaning  
* ranking exercise  
* complete the table  
* wordsearch  
* internet exercise |
| Session 2 | **Dealing with an emergency** | * what is/isn't an emergency?  
* 999 calls  
* the emergency services | * complete the table  
* using a phone book  
* listen and respond to the video  
* roleplay  
* flashcards |
| Session 3 | **Personal safety in the community** | * in the street  
* in the house, neighbourhood  
* on the internet (children) | * complete the table  
* punctuation  
* read ‘real’ literature for information  
* gapfill using linkers  
* true/false sentences  
* internet exercise |
| Session 4 | **Child safety in the UK** | * keeping children safe  
* leaving children alone  
* what is child abuse?  
* bullying at school  
* newspaper article | * wordsearch  
* verbs  
* read ‘real’ literature for information  
* multiple choice  
* read and discuss  
* word-in-word |
| Session 6 | Dealing with domestic abuse | • typical scenario  
• accepting you are the victim  
• getting help for you, your partner & your children  
• newspaper article | • match beginning & end of sentences  
• listen for gist  
• read for gist  
• rearrange the words to make sentences  
• read ‘real’ literature for information  
• word in word |
| --- | --- | --- | --- |
| Session 7 | Dealing with racial incidents | • internal police departments  
• typical scenario  
• acceptable/unacceptable language  
• newspaper article  
• posters to inform & encourage | • complete the table  
• acceptable language  
• reading for specific information  
• antonyms  
• making questions  
• design a poster  
• complete the sentences with verbs |
| Session 8 | Dealing with drugs and alcohol related issues | • who, why take drugs?  
• dangers of taking drugs  
• debate on prejudices | • wordshower  
• flashcards  
• relative clauses  
• match word & definition  
• read & debate |
| Session 9 | Driving in the UK | • documentation  
• seatbelts  
• some road signs  
• some car vocabulary  
• driving licence | • flashcards  
• multiple choice  
• match words & picture  
• complete the table  
• gapfill  
• read & discuss  
• identifying verbs  
• word in word |
| Session 10 | Conclusion | • impact of logos  
• conversation  
• review of keywords  
• roleplay giving advice | • match picture & word  
• complete table  
• conversation  
• gapfill sentences  
• roleplay  
• multiple choice vocabulary |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer: Word shower</td>
<td>Whole class</td>
<td>Whiteboard/flipchart</td>
<td>Lr/E2.5b Lr/E2.7a Sd/E2.1d</td>
<td>10 mins</td>
</tr>
<tr>
<td>What do you know about the police in the UK? Elicit what the group knows about the police and their different roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral work using pictures as stimulus</td>
<td>Class/pairs</td>
<td>Flashcards – about 5–10</td>
<td>See below</td>
<td>15 mins</td>
</tr>
<tr>
<td>Read and discuss</td>
<td>Pairs</td>
<td>Introducing the UK Police</td>
<td>Rt/E3.1a Rt/E3.4a Rt/E3.5a Rt/E3.7a</td>
<td>15 mins</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Individuals/Pairs</td>
<td>Words beginning with police</td>
<td>Rw/E3.1a Rw/E3.5a</td>
<td>5 mins</td>
</tr>
<tr>
<td>Gap-fill and discussion</td>
<td>Individuals/Pairs</td>
<td>Police Dogs' Unit Police dog handler Police helicopters</td>
<td>Rt/E3.1a Rt/E3.4a Rt/E3.5a Rt/E3.7a Sc/E2.2c Lr/E2.5</td>
<td>30 mins</td>
</tr>
<tr>
<td>Feedback</td>
<td>Class</td>
<td></td>
<td></td>
<td>10 mins</td>
</tr>
</tbody>
</table>
Activity 1

Using the pictures at the end of this section, which could be cut up and laminated, as flashcards ask the learners questions about them.

Select or adapt questions to the learners’ levels.

Teacher asks group; Teacher asks Learner 1; Learner 1 asks Learner 2 and so on for the first one or two pictures, then learners continue in pairs.

Entry 2/3

1. What can you see in the picture?
2. How many people can you see?
3. Where are they?
4. What are they doing?
5. Do you think ...................?

Entry 3

Vary questions and expand range, eg
1. What do you think they will they do next?
2. What do you think will happen if ...................?
3. Have you ever seen ...................?
4. Where might you see ...................?
5. What should(n't) you do ....................

Entry 3/Level 1

Expand and vary further, eg
What would you do if you saw ...................?

Ask students to speak about the picture for 30–60 seconds.
Introduce with the words, ‘Please, tell us about the picture…’.
All students listen and ask one or two questions at the end.
Introducing the UK Police

Working in pairs or small groups, read the text below and decide the title for each paragraph.

1. Police officers
2. National police forces
3. Introduction
4. Firearms
5. Do I telephone 999?
6. Police animals
7. Regional police forces

a) The UK police have three responsibilities: to prevent crime, stop criminals and protect the people. The UK police have a long history going back to 1750. Police forces uphold law and order and are responsible to the people, not the state.

b) There are 43 regional police forces. The head of each regional police force is a Chief Constable. Each regional police force is made up of several divisions and in each division there are police stations. Many people work at the police station at reception, in the office and in the Control Room. This is the central room for all police radio communications.

c) There are other non-regional forces providing a national service. These are the British Transport Police, Port of Dover Police, Ministry of Defence Police, National Crime Squad and the UK Atomic Energy Constabulary.

d) Most police officers are Police Constables. They meet the public every day, sometimes at the police station, sometimes in the street and sometimes at a person's home. Some police officers visit schools and colleges to talk about their work and teach about personal safety, drugs, bullying and many other issues.

e) Police officers in the UK do not normally carry guns or other firearms. The only officers who are allowed to use firearms have to do special training and are only given guns when absolutely necessary. A police officer who is trained to use firearms is called a police marksman.
Dogs and horses also work for the police. The dogs help police officers to find people who are lost and you can often see the horses at football stadiums helping to control the crowds of people.

If you have a problem and need help from the police you can phone 999 or 112 but these numbers are only for emergencies. You can look in your local newspaper or telephone directory for the number of the nearest police station. Use this telephone number if you need to speak to someone and it is not an emergency.
Read the text.

Police dogs lead busy lives looking for missing people, searching for property at crime scenes, helping to track criminals from the scenes of crimes and helping to control sports fixtures or demonstrations where there may be public order problems.

Police dogs are hand picked by the police dog handlers to deal with high-pressure situations. The police dog handlers also help to teach dogs to work in highly specialised areas.

The South Wales Police Force now have dogs that can detect explosives, drugs and guns. They even have dogs that can detect dead bodies. They are known as ‘human remains detection dogs’.

The dogs also do very risky jobs for the force firearms teams, like detecting people suspected of carrying guns, and this vital work really does make them a police officer’s ‘best friend’.

Find a word in the text which has the same meaning.

a) chosen = ................................................................................................................

b) stressful = ................................................................................................................

c) a policeman who works with dogs = ................................................................................................................

d) things belonging to a person = ................................................................................................................

e) very = ................................................................................................................

f) look for and find = ................................................................................................................

g) may be dangerous = ................................................................................................................

h) very important = ................................................................................................................

Discuss

1. Do you think police dogs do very important work? Why? Why not?

2. Would you like to work with dogs?
1. Using the details below make four questions about the police dog handler.

Name: Justin Watts
Age: 36
Job title: Sergeant
Time in the police: 16 yrs

2. In pairs, ask and answer questions about him.

3. Working with a partner, match the correct titles to the paragraphs below.

- My role:
- Background:
- Key moments (2): finding a lost person
- What I like about my job:
- Key moments (1): working with my dog
- New skills gained:
- Why I joined the police force:

a)..............................................................................................
I am the Chief Instructor at the Regional Police Dog Training School, Bridgend. I train and supervise the training of general purpose, drug detection and explosive detection police dogs.

b)..............................................................................................
I started off my career in the Cardiff area of the force and worked in various stations around the city. In 1996 I joined the dog section. I started my dog section career with Police Dog Laz, who is still a working police dog. I worked the Pontypridd and Merthyr area until 1999 when I was promoted to Sergeant.

c)..............................................................................................
I wanted to join the police when I was in school. It was a career that always interested me. Being a police officer is a very demanding and interesting career where you have the opportunity to specialise in different departments. The dog section was always the department I had hoped to join.

d)..............................................................................................
I have kept dogs as pets since I was a child. To handle a working police dog is totally different from having dogs as pets. To be a competent handler, you have to understand totally how a dog can be taught to work for you and how a dog reacts to you. Having good handling skills is the most important thing we teach at the dog school.
There are two things that I really enjoy about my job at the school. The first thing is that my job entails teaching dogs to work properly and also teaching police officers to handle and work their dogs. Because I have an interest in dogs, being paid to do something which I really enjoy is a big plus for me.

The second thing is that I am lucky enough to be part of a group of instructors that work at the school. Each instructor is qualified to teach certain things and we regularly have meetings where we share ideas and sort out problems for students. Because we all get on so well together, we make a good team and always try very hard to make things easier for students at the Police Dog Handling School.

At a football match in Cardiff a few years ago, there was a large fight, which broke out in one of the streets near the stadium. About 80 people were involved in the fight and it was very important to break it up as soon as possible and to make sure the fight didn't spread further. Along with other police dog teams and mounted officers I began to use Laz to separate people fighting. At one point, I became surrounded by a lot of people who were trying to hit me. Laz was very protective towards me and bit people who came forward trying to hurt me. If I didn't have him with me I know I would have been badly assaulted.

Laz and I were sent to search for a missing person in the Rhondda Valley one evening. The police helicopter had been searching for the elderly lady and so had two teams of police officers on foot. I put a harness on Laz and told him to search. He led me for about two miles over fields until we came to a river. There, Laz barked at the edge of the river. As I got closer I saw the elderly lady collapsed on the riverbank. She was not wearing warm clothes and it was winter. She was quite ill and if we had not found her she probably would have died.

4. Read the text again and answer the questions.

a) What are the three types of police dogs that Justin trains?

- __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ dogs
- __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ dogs
- __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ dogs
b) What are the names of the three areas of South Wales where Justin has worked?
   - C ___________________
   - P ___________________
   - M ___________________

c) What two words does Justin use to describe a career in the police force?
   - _____________________________
   - _____________________________

d) What two things do you have to understand in order to be a competent dog handler?
   -  .......................................................................................................................................................................................... 
   -  ..........................................................................................................................................................................................

e) Who does Justin teach and what does he teach them?
   -  ..........................................................................................................................................................................................
   -  ..........................................................................................................................................................................................

f) What two things can the teachers do because they get on so well together?
   -  ..........................................................................................................................................................................................
   -  ..........................................................................................................................................................................................

g) At a fight in Cardiff what were the two most important things the police had to do?
   -  ..........................................................................................................................................................................................
   -  ..........................................................................................................................................................................................

h) Who had been searching for the elderly lady?
   -  ..........................................................................................................................................................................................
   -  ..........................................................................................................................................................................................

i) Find two verbs that are used to describe two things Laz did in paragraphs f and g. (Past simple)
   -  __ __ __
   -  __ __ __ __ __
5. Complete the sentences.

a) In 1996 ...........................................................................................................................................................................

b) I wanted to join the police ..........................................................................................................................................

c) I have always kept dogs as pets ................................................................................................................................

d) Because we all get on so well together, ..................................................................................................................

e) At a football match in Cardiff a few years ago, ....................................................................................................... 

f) She was not wearing warm clothes ...........................................................................................................................

6. Find words in the text which have the same meaning as the words below.

a) Profession __ __ __ __ __ __

b) Different, several __ __ __ __ __ __ __

c) Department __ __ __ __ __ __ __

d) Chance, occasion __ __ __ __ __ __ __ __ __ __ __

e) Able, good, excellent __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

f) Completely __ __ __ __ __ __ __

g) Advantage, positive thing __ __ __ __

h) Often __ __ __ __ __ __ __

i) Look for, try to find __ __ __ __ __ __ __

j) Old __ __ __ __ __ __ __

7. Put the words given above into the sentences below.

a) I like his food. He is a ........................................... chef.

b) He must have the ................................................... to practise his English or he will forget it.

c) She is studying law because she wants to join the legal .........................

d) She was ...............................shocked by the news.

e) You must eat ................................... or you will never have enough energy to do the job.

8. Write sentences of your own using the words in Exercise 6.
Police helicopters – the Air Support Unit

Read the text and put the words in the right place.

___ ___ ___ ___ ___ minutes searching from the air is equal to 400 officer hours searching on foot. The ___ ___ ___ support unit therefore has a vital role in dealing with incidents, for example pursuits, recovering stolen vehicles and searching for missing ___ ___ ___ ___ ___.

The police helicopter also gives the police a bird's eye view of those areas where ground patrols can not easily go ___ ___ it allows Police Officers access to dangerous areas such as cliffs. The ___ ___ ___ ___ helicopter also provides lighting, a public address system and an air ambulance facility.

As technology develops, so the uses of the police ___ ___ ___ ___ ___ grows. The helicopter now has video, ___ camera, day/___ ___ ___ vision binoculars and hand held thermal imaging equipment. This new technology can ___ ___ police officers to literally ___ ___ in the dark.

Discuss

1. What do you think you can see if you fly in a helicopter over your town/city?
2. Which town or city would you like to fly over? Why? What would you like to see?
Session 2

Introduction to UK Police

(Part 2)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer</td>
<td>Pairs</td>
<td>Word in word – police officer</td>
<td>Ww/E2.1b</td>
<td>10 mins</td>
</tr>
<tr>
<td>Matching exercise</td>
<td>Pairs, Small groups</td>
<td>The role of the police in UK society</td>
<td>Rs/L1.1a Rw/L1.3a Rw/E3.5a Sd/L1.2</td>
<td>10 mins</td>
</tr>
<tr>
<td>Discussion and ranking</td>
<td>Pairs, Small groups</td>
<td>Courts</td>
<td>Rw/E3.1a Rw/E3.5a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>20 mins</td>
</tr>
<tr>
<td>Oral work</td>
<td>Class</td>
<td>Flashcards – about 5–10</td>
<td>See Session 1</td>
<td>15 mins</td>
</tr>
<tr>
<td>Matching exercise</td>
<td>Pairs, Small groups</td>
<td>Crime and Punishment</td>
<td>Rw/E3.1a Rw/E3.1a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>Giving personal information</td>
<td>Pairs</td>
<td>Importance of knowing your personal details</td>
<td>Rw/E2.1a Ww/E2.1b Ww/E2.1</td>
<td>10 mins</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Pairs</td>
<td>Wordsearch verb + noun</td>
<td>Rw/E3.1a</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
Word in word:
How many other words can you find? (1)

Use the letters in the word below to make new words.

police officer

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
6. .................................................................
7. .................................................................
8. .................................................................
9. .................................................................
10. ............................................................... 
11. ............................................................... 
12. ............................................................... 
13. ............................................................... 
14. ............................................................... 
15. ............................................................... 
16. ............................................................... 
17. ............................................................... 
18. ............................................................... 
19. ............................................................... 
20. ...............................................................
Word in word:
How many other words can you find? (1)

Use the letters in the word below to make new words.

<table>
<thead>
<tr>
<th>police officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ......................... of .................................</td>
</tr>
<tr>
<td>2. ......................... off ....................................</td>
</tr>
<tr>
<td>3. ......................... or ......................................</td>
</tr>
<tr>
<td>4. ......................... fee ......................................</td>
</tr>
<tr>
<td>5. ......................... for ......................................</td>
</tr>
<tr>
<td>6. ......................... poor ....................................</td>
</tr>
<tr>
<td>7. ......................... ice .......................................</td>
</tr>
<tr>
<td>8. ......................... rice ......................................</td>
</tr>
<tr>
<td>9. ......................... lice .......................................</td>
</tr>
<tr>
<td>10. ......................... price ....................................</td>
</tr>
<tr>
<td>11. ......................... lip .......................................</td>
</tr>
<tr>
<td>12. ......................... rip .......................................</td>
</tr>
<tr>
<td>13. ......................... clip ......................................</td>
</tr>
<tr>
<td>14. ......................... flip ......................................</td>
</tr>
<tr>
<td>15. ......................... ripe ......................................</td>
</tr>
<tr>
<td>16. ......................... pie .......................................</td>
</tr>
<tr>
<td>17. ......................... lie .......................................</td>
</tr>
<tr>
<td>18. ......................... cop ......................................</td>
</tr>
<tr>
<td>19. ......................... rope .....................................</td>
</tr>
<tr>
<td>20. ......................... fire ......................................</td>
</tr>
</tbody>
</table>

These are only suggestions. There may be other words that can be made.
The role of the police in UK society

a. Match the phrase on the left (1–7) with its meaning on the right (a–g)

1. Uphold the law fairly and firmly.  a. Making sure that there is no trouble at public meetings, demonstrations or strikes.

2. Protect, help and reassure the community.  b. Be fair and firm when you make sure people do what the law says.

3. Be the public eyes and ears of the police.  c. Help stop people committing crimes.

4. Assist in the prevention of crime.  d. Tell the police if you see something that might be illegal.

5. Keep the Queen’s peace.  e. When a person has committed a crime, look for that person, make sure he or she is arrested and taken to court.

6. Report incidents.  f. Pay attention and make sure the public is doing what the law says.

7. Pursue and bring to justice those who break the law.  g. Protect, help and make sure people are OK.

Answers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Find a word above that means the same as the following.

1. Help (verb)  =  __ __ __ __ __ __ __

2. Stop (noun)  =  __ __ __ __ __ __ __ __ __ __

3. Look for, chase (verb)  =  __ __ __ __ __ __ __ __ __ __

4. Something that happens (noun), (may be dangerous or violent)  =  __ __ __ __ __ __ __ __ __ __
c. Complete the table below using the sentences 1–7 above.

<table>
<thead>
<tr>
<th>What can the police do for you?</th>
<th>What can you do for the police?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>…with integrity, common sense and sound judgement</td>
<td></td>
</tr>
</tbody>
</table>

d. Match the sentences on the left (1–3) with the endings on the right (a–c)

1. If you have integrity, you…
   a. …can make a sensible decision based on logic.

2. If you have common sense, you…
   b. …behave responsibly according to moral principles.

3. If you have sound judgement, you…
   c. …can look, consider and understand the situation in order to make a good decision.

Discuss

1. Which police role do you think is the most important?

2. Which characteristic do you think is the most important: integrity, common sense or sound judgement? Why?
Courts

People who are stopped by the police for breaking the law will be sent to court where they will be judged innocent or guilty. If they are found guilty they will have to pay a fine or go to jail. There are two main kinds of courts:

Magistrates’ Court which deals with less serious crimes such as driving offences. The magistrate decides whether you are guilty or not without a jury.

Crown Court for very serious offences. In the Crown Court a jury decides whether someone is innocent or guilty and a judge decides on their punishment.

**Ranking Exercise – What do you think?**

**Look at the list of the crimes below. Place them in the appropriate columns according to how serious they may be.**

1. A man or woman murders his/her partner.
2. A man drives his car when he is drunk.
3. A woman steals food from a shop.
4. A man drives a car without a driving licence or any other driving documents (insurance, MOT, Road Tax).
5. A woman begs for money in the street.
6. A man or woman seriously assaults his/her partner.
7. A man hits his wife when he is angry.
8. A man has a knife and threatens to injure people in a street.
10. A man plays his stereo very loud and the music annoys everyone in the rooms nearby.

<table>
<thead>
<tr>
<th>Very serious offence (Crown Court)</th>
<th>Serious offence (Crown Court or Magistrates’ Court)</th>
<th>An offence (Magistrates’ Court)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ranking Exercise – What do you think?

Look at the list of the crimes below. Place them in the appropriate columns according to how serious they may be.

1. A man or woman murders his/her partner.
2. A man drives his car when he is drunk.
3. A woman steals food from a shop.
4. A man drives a car without a driving licence or any other driving documents (insurance, MOT, Road Tax).
5. A woman begs for money in the street.
6. A man or woman seriously assaults his/her partner.
7. A man hits his wife when he is angry.
8. A man has a knife and threatens to injure people in a street.
10. A man plays his stereo very loud and the music annoys everyone in the rooms nearby.

<table>
<thead>
<tr>
<th>Very serious offence (Crown Court)</th>
<th>Serious offence (Crown Court or Magistrates’ Court)</th>
<th>An offence (Magistrates’ Court)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
Crime and Punishment

Decide on a sentence for each crime. What do you think?
(There may be more than one possible sentence for each crime.)

Punishment
1. fine of £100
2. 30 years in prison
3. 6 months in prison
4. death penalty
5. 5 years in prison
6. prison for life
7. a fine of £50
8. Community Service order (for example removing graffiti off walls)
9. must not drive a car for 1 year
10. a formal caution

Crime
a. A husband assaults his wife and his three frightened children see the assault.
b. A student with no money steals a textbook from a bookshop.
c. A person sells some drugs to a teenager.
d. A man is driving a car but he has no driving documents.
e. Somebody gets on a bus and assaults the driver and five passengers.
f. A wife shouts and swears very loudly at her husband because she is angry or frustrated. They are in a public place and many people see them quarrelling.
g. A mother and father go shopping and leave a five-year-old child at home. The child is scared and walks the streets looking for his Mum and Dad.
h. A man is driving his car and he is drunk.

<table>
<thead>
<tr>
<th>Crime</th>
<th>Punishment you would expect</th>
<th>Possible punishment in the UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Decide on a sentence for each crime. What do you think?
(There may be more than one possible sentence for each crime.)

Punishment
1. fine of £100
2. 30 years in prison
3. 6 months in prison
4. death penalty
5. 5 years in prison
6. prison for life
7. a fine of £50
8. Community Service order (for example removing graffiti off walls)
9. must not drive a car for 1 year
10. a formal caution

Crime
a. A husband assaults his wife and his three frightened children see the assault.
b. A student with no money steals a textbook from a bookshop.
c. A person sells some drugs to a teenager.
d. A man is driving a car but he has no driving documents.
e. Somebody gets on a bus and assaults the driver and five passengers.
f. A wife shouts and swears very loudly at her husband because she is angry or frustrated. They are in a public place and many people see them quarrelling.
g. A mother and father go shopping and leave a five-year-old child at home. The child is scared and walks the streets looking for his Mum and Dad.
h. A man is driving his car and he is drunk.

<table>
<thead>
<tr>
<th>Crime</th>
<th>Punishment you would expect</th>
<th>Possible punishment in the UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td>3, 8, 10, 1</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>8, 10, 7</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>5, 7</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>9, 3, 1</td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td>5, 6, 3, 1</td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td>8, 10, 7</td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td>3, 10, 8, 1</td>
</tr>
<tr>
<td>h.</td>
<td></td>
<td>9, 3, 1</td>
</tr>
</tbody>
</table>
### Adjectives
- Domestic
- Racial
- Criminal
- Ethnic
- Verbal
- Driving

### Nouns
- Violence
- Abuse
- Act
- Origin
- Statement
- Licence
Session 3

Dealing with an emergency
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer – Wordshower:</td>
<td>Class</td>
<td>Whiteboard &amp; situation cards from Possible</td>
<td>Wt/E2.1a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>What is/isn't an emergency?</td>
<td></td>
<td>[Possible Situations]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elicit examples to complete table.</td>
<td></td>
<td>[Situation cards] as necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce situation cards as necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a table to organise information</td>
<td>Pairs</td>
<td>Which emergency service do you need? situation cards</td>
<td>Rw/E3.1a Rw/E3.5a</td>
<td>20 mins</td>
</tr>
<tr>
<td>Using a directory</td>
<td>Reading</td>
<td>Who should you phone? Help! 999 999 – what can you say</td>
<td>Rt/E3.5b Rt/E3.7a Rw/E3.1a</td>
<td>20 mins</td>
</tr>
<tr>
<td>Phoning in an emergency</td>
<td></td>
<td>South Wales Police Video</td>
<td>Sc/E3.4a-e Sc/E3.2b</td>
<td>25 mins</td>
</tr>
<tr>
<td>Roleplay situations</td>
<td>Speaking</td>
<td>What can you say? scenarios</td>
<td>Sc/E3.2a Sc/E3.3 Sc/E3.4</td>
<td>30 mins</td>
</tr>
</tbody>
</table>

**Possible Situations**

- Police
- Fire
- Ambulance
- Coast Guard
Possible situations

Copy and cut out these situation cards and distribute to the learners.

<table>
<thead>
<tr>
<th>There has been a car crash and people are injured.</th>
<th>There has been a car crash and nobody is injured.</th>
<th>Someone has fallen down.</th>
<th>Someone has fallen and is unconscious.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A boat is sinking.</td>
<td>Something is on the horizon and it may be a boat or a sunbed.</td>
<td>Someone is having a heart attack.</td>
<td>Someone has fainted.</td>
</tr>
<tr>
<td>Someone has been burnt.</td>
<td>There is a fire – somewhere in a building.</td>
<td>There is smoke coming under the door to the kitchen.</td>
<td>There is a fire – in a garden.</td>
</tr>
<tr>
<td>There is a robbery.</td>
<td>There is an intruder in your house.</td>
<td>Someone is drowning.</td>
<td>There is a cat stuck up a tree.</td>
</tr>
<tr>
<td>Someone has tried to commit suicide.</td>
<td>Someone has been knocked down.</td>
<td>Someone has been attacked.</td>
<td>Someone has been mugged.</td>
</tr>
<tr>
<td>There's been a train accident.</td>
<td>Someone is drunk and causing trouble.</td>
<td>Someone is drunk but is not causing trouble.</td>
<td>There is a big crowd causing trouble.</td>
</tr>
</tbody>
</table>
Which emergency service do you need?

In these situations you might need to call for help.

Which service would you ask for?

<table>
<thead>
<tr>
<th>Police</th>
<th>Ambulance</th>
<th>Fire</th>
<th>Coast Guard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who should you phone?

See page from phone book on next page.

1. For health information at any time of the day or night? ....................................................................................
   What is the phone number? .....................................................................................................................................

2. If you smell gas? ........................................................................................................................................................
   What is the phone number? .....................................................................................................................................

3. If there is a flood? .......................................................................................................................................................
   What is the phone number? .....................................................................................................................................

4. If there is an animal hurt or in trouble? ................................................................................................................
   What is the phone number? .....................................................................................................................................

5. If you have been the victim of a crime? ................................................................................................................
   What is the phone number? .....................................................................................................................................

6. If someone you know has disappeared? ...............................................................................................................
   What is the phone number? .....................................................................................................................................

7. If you know a child is in danger? ...........................................................................................................................
   What is the phone number? .....................................................................................................................................

8. If you need to speak to someone about anything that is upsetting you?
   ..........................................................................................................................................................................................
   What is the phone number? .....................................................................................................................................
When it’s an emergency

Numbers for help and advice on health, your home or safety

Help in a hurry

POLICE STATIONS
Dial 999 or 112 only in an emergency where there is danger to life or a crime in progress. Local stations can provide helpful advice about crime prevention and household security.

Gwent Police Headquarters
Croesyceiliog
Cwmbran
(01633) 838111

South Wales Police Headquarters
Cowbridge Road
Bridgend
(01656) 655555

FIRE BRIGADES
To get advice on fire safety call the County Fire Service for details of your local station:

South Wales Fire Service Headquarters
Lanlay Hall, Pontyclun
(01443) 232000

HOUSEHOLD EMERGENCIES
If you have a problem with your electricity, gas or water supply which needs immediate attention, call one of these 24-hour helplines:

ELECTRICITY
Western Power Distribution
0800 052 0400

GAS
Transco (Gas emergency service)
If you smell gas anywhere, either in the house or in the street, call
0800 111 999

ENVIRONMENT AGENCY WALES
To report all environmental pollution incidents (24-hour).
0800 0807060

ANIMAL WELFARE
RSPCA
National Enquiries
0870 333 5999
24-hour national emergency
0870 555 5999

If you need to contact the Police, Fire Brigade, Ambulance Service or Coastguard in an emergency
DIAL 999 or 112

Helplines
Sensitive, impartial information and support by telephone

Helplines A-Z

CHILDREN & YOUNG PEOPLE
ChildLine
Comfort, advice and protection for children and young people.
0800 1111

Connect 141 121
Listening, support and advice for 11- to 25-year-olds across Wales.
0808 808 4121
(Mon-Fri, 3-9pm; Bilingual Welsh
Mon-Fri, 3-9pm – can be arranged at other times)

Get Connected
Will find young people the best place that can help, whatever the problem.
0808 808 4994

NSPCC Child Protection Helpline
0808 800 5000 (National)
0800 056 0566

0800 100 2524
(Wales Child Protection Line,
Mon-Fri, 10am-6pm)
0800 096 7719
(Assian Child Protection Line,
Mon-Fri, 11am-7pm)

EMOTIONAL SUPPORT
Relateline
Couple counselling, information and support for adults dealing with relationship issues.
0845 130 40 10
@ www.relate.org.uk

Samaritans
The Samaritans exists to provide confidential support to any person in emotional distress.
0845 90 90 90
0845 90 91 92
@ www.samaritans.org

HEALTH
NHS Direct
For immediate and confidential health advice and information, 24 hours a day, seven days a week, please call
0845 46 47
@ www.nhsdirect.nhs.uk

VIOLENCE & CRIME
Rape & Sexual Abuse Helpline Support Centre
London
(020) 7896 3776

Refuge Domestic Violence Helpline
0870 599 5443

Victim Supportline
0845 30 30 900
London
(020) 7896 3776

Women’s Aid Domestic Violence Helpline
0845 023 468
Help! 999

Read the text from the telephone book and answer the following questions.

1. When there is an emergency we dial 999.
   What are the four emergency services?
   ..................................... ...................................... ...................................... .............. ..................................

2. What is an emergency?
   .............................................................................................................................................
   ..........................................................................................................................................................................................
   ..........................................................................................................................................................................................

3. What isn't an emergency?
   ..........................................................................................................................................
   ..........................................................................................................................................................................................
   ..........................................................................................................................................................................................

4. When should you call 999?
   ....................................................................................................................................
   ..........................................................................................................................................................................................
   ..........................................................................................................................................................................................

5. When shouldn't you call 999?
   ..........................................................................................................................................................
   ..........................................................................................................................................................................................
   ..........................................................................................................................................................................................
Look at the following expressions.

Can you help me?
I need some help.
There’s an emergency.
There’s been an accident.

Write another sentence to say why you need help.

a) Can you help me?

...........................................................................................................................................................................................

b) I need some help.

...........................................................................................................................................................................................

c) There’s an emergency.

...........................................................................................................................................................................................

d) There’s been an accident.

...........................................................................................................................................................................................

e) Can you help me?

...........................................................................................................................................................................................

f) I need some help.

...........................................................................................................................................................................................

g) There’s an emergency.

...........................................................................................................................................................................................

h) There’s been an accident.

...........................................................................................................................................................................................
What details do you need to give when you phone 999?

1) ..........................................................................................................................................................................................
2) ..........................................................................................................................................................................................
3) ..........................................................................................................................................................................................
4) ..........................................................................................................................................................................................
5) ..........................................................................................................................................................................................
What details do you need to give when you phone 999?

1) Your full name (spell it out).

2) Location (where the emergency is).

3) What happened?

4) How many people?

5) Is anyone injured?
South Wales Police video

On this video you can see helicopters, motorbikes, horses, dogs and so on. You can also see images from the Police Open Day which is held at Police Headquarters each summer. Images of children enjoying themselves as they learn about the Police and what they do, things such as fingerprinting and how to cross the road safely. Both at the beginning and the end of the introductory clip you can also see the policing of the Millennium Stadium in Cardiff with the police helicopter flying overhead and one police officer watching the crowd through his binoculars.

Using the video

Introductory scenes

1. Watch the video for the first time and focus attention by asking students to answer some general questions.

   a) What colour is the police helicopter?
   b) How many police dogs jump out of the police van?
   c) How many police officers go into the shop?
   d) What colour are the children's T-shirts?

   A second time

   a) Is the police helicopter flying over the stadium?
   b) Are the police horses black and white?
   c) Is the police dog handler wearing a white shirt?
   d) Are the children having their fingerprints taken?
   e) Are the police officers looking at the Queen?
   f) Are two men in the police box at the stadium using binoculars?
   g) Are the football supporters happy?
   h) Are the two police officers standing next to the traffic lights smiling?

2. It is possible to pause the video at any point and to use the screen for oral practice.
Entry 2/3

1. What can you see in the picture?
2. How many people can you see?
3. Where are they?
4. What are they doing?
5. Do you think ........................................................... ?

Entry 3

Vary questions and expand range, e.g.

1. What do you think they will they do next?
2. What do you think will happen if ......................... ?
3. Have you ever seen ...................................................
4. Where might you see .............................................. ?
5. What should(n’t) you do ..........................................?

Entry 3/Level 1

Expand and vary further, e.g.

1. What would you do if you saw ...................... ?
2. Ask one or two of the learners to speak about a scene for 30–60 seconds. The rest of the group listens and asks one or two questions at the end to find out further information or to check that they have understood.
3. In groups students can choose a scene (or two!) and write their own questions (about five). Groups can then take turns to ask each other their questions. Are they happy with the answers?

Telephone calls

1. You can look at the whole section and use it to talk about the Control Room. Look for the answers to questions.

   a) Name 10 objects you can see in this section of the video.
   b) How many people can you see in this section of the video? Can you describe each person using one sentence?
   c) How many police officers can you see in police uniform?
   d) How many civilian workers can you see?
2. You are only going to hear one side of three different conversations. This is for reasons of confidentiality.

a) Listen to each conversation and pick out keywords to help you decide what the problems might be. 

   \textit{Conversation 1:}
   
   \textit{Conversation 2:}
   
   \textit{Conversation 3:}

b) \textbf{Activity A:} Put the questions in the order they are asked in each conversation.

   \textit{Conversation 1}
   
   • What was the content of the threats?
   • They are outside the house, are they?
   • So what’s happened this evening?
   • Hello, Police Emergency?

   \textit{Conversation 2}
   
   • What’s going on there?
   • Can I have your name, please?
   • What address are you ringing about?
   • Was there a fight or what?

   \textit{Conversation 3}
   
   • Are the three persons still outside?
   • Can you provide any description, regarding the persons?
   • How many of them are there?
   • Where’s your husband now?

c) \textbf{Activity B:} Listen and fill the gaps.

   \textit{Conversation 1}
   
   • Hello, Police Emergency?

   • Yes, Police Emergency

   • What’s the problem?

   • By whom?
d) **Activity C:** Put the sentences/questions in the correct order.

**Conversation 2**
- Was there a fight or what?
- Yes. What's going on there?
- You’re on the emergency line now.
- Right. What address are you ringing about?
- Can I have your name?
- All right. Post House, on the Kingsway, is it?
- OK, Lisa. I'll get someone there straight away.
- What's the problem?

**Conversation 3**
- What's your name, please?
- Where's your husband now?
- Bald hair, red coat
- What area's that, please?
- Are the three persons still outside?
- Are they still outside at the moment?
- Can you provide any description, regarding the persons?
- And how many of them are there?

**Conclusion**

a) Watch the end of the video and note the use of CCTV.
- Is there CCTV coverage in your town/city?
- Why is there CCTV coverage?
- What is the advantage of CCTV coverage?

b) What skills do you think you need to work in the Control Room?

c) Would you now feel happy to ring the Police Emergency line?
- Why? Why not?
On this video you can see helicopters, motorbikes, horses, dogs and so on. You can also see images from the Police Open Day which is held at Police Headquarters each summer. Images of children enjoying themselves as they learn about the Police and what they do, things such as fingerprinting and how to cross the road safely. Both at the beginning and the end of the introductory clip you can also see the policing of the Millennium Stadium in Cardiff with the police helicopter flying overhead and one police officer watching the crowd through his binoculars.

**Using the video**

**Introductory scenes**

1. **Watch the video for the first time and focus attention by asking students to answer some general questions.**

   a) What colour is the police helicopter?  
   *black and yellow*

   b) How many police dogs jump out of the police van?  
   *1*

   c) How many police officers go into the shop?  
   *2*

   d) What colour are the children’s T-shirts?  
   *red*

**A second time**

   a) Is the police helicopter flying over the stadium?  
   *yes*

   b) Are the police horses black and white?  
   *no – dark brown*

   c) Is the police dog handler wearing a white shirt?  
   *no – blue*

   d) Are the children having their fingerprints taken?  
   *yes*

   e) Are the police officers looking at the Queen?  
   *no – the crowd*

   f) Are two men in the police box at the stadium using binoculars?  
   *no – 1*

   g) Are the football supporters happy?  
   *yes*

   h) Are the two police officers standing next to the traffic lights smiling?  
   *yes*

2. **It is possible to pause the video at any point and to use the screen for oral practice.**
Entry 2/3

1. What can you see in the picture?
2. How many people can you see?
3. Where are they?
4. What are they doing?
5. Do you think ........................................................... ?

Entry 3

Vary questions and expand range, e.g.

1. What do you think they will they do next?
2. What do you think will happen if ......................... ?
3. Have you ever seen ............................................... ?
4. Where might you see ........................................... ?
5. What should(n’t) you do ......................................?

Entry 3/Level 1

Expand and vary further, e.g.

1. What would you do if you saw ......................... ?
2. Ask one or two of the learners to speak about a scene for 30–60 seconds. The rest of the group listens and asks one or two questions at the end to find out further information or to check that they have understood.
3. In groups students can choose a scene (or two!) and write their own questions (about five). Groups can then take turns to ask each other their questions. Are they happy with the answers?

Telephone calls

1. You can look at the whole section and use it to talk about the Control Room. Look for the answers to questions.

a) Name 10 objects you can see in this section of the video.
   Desk, chair, printer, computer screen, keyboard, mouse, fire, paper, extinguisher, box file, door, headphones, pen, cupboard, light switch

b) How many people can you see in this section of the video?
   Can you describe each person using one sentence?

c) How many police officers can you see in police uniform?

d) How many civilian workers can you see?
2. You are only going to hear one side of three different conversations. This is for reasons of confidentiality.

a) Listen to each conversation and pick out keywords to help you decide what the problems might be. 
   *Conversation 1*: harassed, threats, outside house  
   *Conversation 2*: fight, hotel, manager, wedding  
   *Conversation 3*: husband, 3 persons, outside, attempted theft of motor vehicle

b) **Activity A**: Put the questions in the order they are asked in each conversation.

   *Conversation 1*
   - Hello, Police Emergency?
   - So what’s happened this evening?
   - What was the content of the threats?
   - They are outside the house, are they?

   *Conversation 2*
   - What address are you ringing about?
   - What’s going on there?
   - Was there a fight or what?
   - Can I have your name, please?

   *Conversation 3*
   - Where’s your husband now?
   - How many of them are there?
   - Can you provide any description, regarding the persons?
   - Are the 3 persons still outside?

c) **Activity B**: Listen and fill the gaps.

   *Conversation 1*
   - Hello, Police Emergency?
   - Hello, Caller?
   - Yes, Police Emergency
   - And where’s that to?
   - What’s the problem?
   - So, you’ve been harassed.
   - By whom?
   - So what’s happened this evening?
• What threats did they issue?
• What threats did they make?
• What was the content of the threat?
• Was it threats to harm you, or . . . ?
• They’re outside your house, are they?
• Are they there today?
• Are they there this evening?
• Outside your house?
• Are you at home now?
• You’re at . . . ?

d) **Activity C:** Put the sentences/questions in the correct order.

**Conversation 2**
- You’re on the emergency line now.
- Right. What address are you ringing about?
- What’s the problem?
- Yes. What’s going on there?
- Was there a fight or what?
- All right. Post House, on the Kingsway, is it?
- Can I have your name?
- OK, Lisa. I’ll get someone there straight away.

**Conversation 3**
- Where’s your husband now?
- What area’s that, please?
- What’s your name, please?
- And how many of them are there?
- Can you provide any description, regarding the persons?
- Bald hair, red coat
- Are they still outside at the moment?
- Are the three persons still outside?

**Conclusion**

a) Watch the end of the video and note the use of CCTV.
- Is there CCTV coverage in your town/city?
- Why is there CCTV coverage?
- What is the advantage of CCTV coverage?

b) What skills do you think you need to work in the Control Room?
Listen carefully and be able to extract information from people who are upset; communicate effectively by asking the same question in different ways; use a PC (computer) with 2 screens; patience; tolerance; calmness; and so on.

c) Would you now feel happy to ring the Police Emergency line?
Why? Why not?
a) Watch and listen. Which question is in which conversation? 1, 2 or 3?

<table>
<thead>
<tr>
<th>Question</th>
<th>Conversation 1, 2 or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What address are you ringing about?</td>
<td></td>
</tr>
<tr>
<td>So what’s happened this evening?</td>
<td></td>
</tr>
<tr>
<td>Can I have your name, please?</td>
<td></td>
</tr>
<tr>
<td>Are the 3 persons still outside?</td>
<td></td>
</tr>
<tr>
<td>Where’s your husband now?</td>
<td></td>
</tr>
<tr>
<td>What was the content of the threat?</td>
<td></td>
</tr>
<tr>
<td>They are outside the house, are they?</td>
<td></td>
</tr>
<tr>
<td>How many of them are there?</td>
<td></td>
</tr>
<tr>
<td>Hello, Police Emergency?</td>
<td></td>
</tr>
<tr>
<td>What’s going on there?</td>
<td></td>
</tr>
<tr>
<td>Can you provide any description, regarding the persons?</td>
<td></td>
</tr>
<tr>
<td>Was there a fight or what?</td>
<td></td>
</tr>
</tbody>
</table>

b) Look at the questions and/or use a dictionary to decide if the words below are verbs (v) or nouns (n).

<table>
<thead>
<tr>
<th>happen</th>
<th>threat</th>
<th>provide</th>
<th>description</th>
<th>fight</th>
<th>caller</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where possible, can you complete the table with the corresponding noun or verb?
c) Put one of the words into each sentence.

a) There was a ................................................... outside the pub last night.

b) I’ll ................................................................. the food for the party on Saturday evening.

c) She wrote a wonderful ........................................ of the scene.

d) How did the accident ....................................... ?

e) The ................................................................. was a complete stranger to me.

f) Pollution is a ...................................................... to the lives of animals and plants.

d) Can you make some sentences of your own using some of the words above?

Which did you find easier to use and which did you find harder to use?
Listen, watch and complete the dialogue below.

Conversation 1

• Hello, Police Emergency?

• Hello, Caller?

• Yes, ................................................................. Emergency

• And where's that to?

• What's the ................................................................. ?

• So, you've been harassed.

• By whom?

• So what's happened this ................................................................. ?

• What threats did they issue?

• What threats did they ................................................................. ?

• What was the content of the threat?

• Was it threats to harm you, or . . . ?

• They're outside your ................................................................. , are they?

• Are they ................................................................. today?

• Are they there this evening?

• ................................................................. your house?

• Are you at .................................................................

• You're at .................................................................
Put the questions in the right order you hear them in each conversation.

Conversation 2
1. Right. What address are you ringing about?
2. Can I have your name?
3. What's the problem?
4. Yes. What's going on there?
5. You're Was there a fight or what?
6. on the emergency line now.
7. All right. Post House, on the Kingsway, is it?
8. OK, Lisa. I'll get someone there straight away

Conversation 3
1. What area's that, please?
2. And how many of them are there?
3. Can you provide any description, regarding the persons?
4. Bald hair, red coat…
5. Where's your husband now?
6. What's your name, please?
7. Are the 3 persons still outside?
8. Are they still outside at the moment?
Roleplay situations

1. You are walking down the street when you see a car crash.
   • What do you do?
   • Which service do you phone?
   • What do you say?

2. You are in town when you witness a mugging.
   • What do you do?
   • Which service you phone?
   • What do you say?

3. You look out of your window and see a fire.
   • What do you do?
   • Which service you phone?
   • What do you say?

4. You are at the seaside and you see a swimmer in trouble. They could be drowning.
   • What do you do?
   • Which service do you phone?
   • What do you say?

5. You are walking down the street and you see someone lying on the grass.
   It is winter and they are not moving.
   • What do you do?
   • Which service do you phone?
   • What do you say?

6. You are shopping and someone collapses.
   • What do you do?
   • Which service do you phone?
   • What do you say?
Session 4

Personal safety in the community
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer: List places in the community where you feel safe and not so safe, eg home, community centre, underpass, Shopping Centre. Consider why?</td>
<td>Class</td>
<td>Whiteboard</td>
<td>Sd/E3.1, Sd/E3.2, Lr/E3.6, Lr/E3.7</td>
<td>10 mins</td>
</tr>
<tr>
<td>Flashcards</td>
<td>Groups</td>
<td>Illustrated Colour Cards – Skills of Daily Living: Personal Safety 1, 8, 9, 11, 12, 16, 19, 22, 26, 28, 29, 37, 39, 41, 42 or flashcards</td>
<td>Sd/E3.1, Sd/E3.2, Lr/E3.6, Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>Discussion of what makes you feel safe or not safe in the home? Introduce column labels. Pre-teach: intruder; investigate; reputable; supervise; persist; suspect Place tips under correct column. Discuss</td>
<td>Class → small groups</td>
<td>Personal safety in the home cards, dictionaries</td>
<td>Sd/E3.1, Sd/E3.2, Lr/E3.6, Lr/E3.7, Rw/E3.1a, Rw/E3.5a, Rw/E3.3a</td>
<td>20 mins</td>
</tr>
<tr>
<td>Punctuation</td>
<td>Pairs</td>
<td>Personal safety, punctuation</td>
<td>Ws/E3.3a, Rs/E3.2a</td>
<td>15 mins</td>
</tr>
<tr>
<td>Discussion; giving advice and instructions Skimming and scanning for information</td>
<td>Pairs</td>
<td>Be Safe, Be Secure and booklet (downloadable)</td>
<td>Rw/E3.1a, Rt/E3.4a, Rt/E3.5a, Sd/E3.1, Sd/E3.2, Lr/E3.6, Lr/E3.7</td>
<td>40 mins</td>
</tr>
</tbody>
</table>
Copy and cut out the labels for the columns and the personal safety tips. Rearrange the tips so that each tip is placed under the correct column.

**Column labels**

<table>
<thead>
<tr>
<th>House keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking home</td>
</tr>
<tr>
<td>Going away/Leaving home</td>
</tr>
<tr>
<td>Possible intruder in your home or street</td>
</tr>
<tr>
<td>Unknown caller at the door</td>
</tr>
<tr>
<td>Telephone calls</td>
</tr>
<tr>
<td>Keeping safe on the internet and in chat rooms</td>
</tr>
<tr>
<td>Child safety on the internet</td>
</tr>
<tr>
<td>Child safety in the home</td>
</tr>
</tbody>
</table>
Don’t leave keys in a place where a person standing outside your home can see them.

Don’t hide a spare key outside your homes or put a key on a string attached to the letterbox. Burglars look for these keys.

Don’t attach your name or your address to keys. If the keys are lost or stolen, they could make a burglar’s job very easy.

If you think someone is following you home or waiting near your front door, go straight to a place where there are other people who you can ask to help you.

Cut hedges and trees around your home. Make it difficult for someone to hide there.

Don’t walk up to your house door looking for your keys in your bag or pocket. Have your keys in your hand when you walk towards your house, especially at night.

Close all windows and doors whenever you leave your home. Many people forget to close their windows, especially in hot weather.

Consider using a timer in your home. The timer can switch on some lights and perhaps a radio while you are away.

If you are going out at night, you should draw the curtains and turn a light on so that it looks like someone is at home.
If you are going away on holiday, try not to tell too many people or to make your departure too obvious, for example by packing cars in front of your house.

Remember to cancel milk and papers. If they sit on your doorstep they tell everyone that you are away.

If possible, get someone you trust to keep an eye on your house while you are away. They might even be prepared to visit your home to move letters away from your front door, open and shut curtains etc.

If you are in your home and think there is an intruder, call the police – don’t go and investigate by yourself.

If you come home and suspect an intruder has been inside, don’t enter the property. Use a mobile phone or a neighbour’s phone to call the police.

Be a good neighbour. If you see anything suspicious, contact the police.

If you have an intercom system, spy hole, door chain or outside lighting, make sure you use them. They help you to see who the caller is.

Dishonest salesmen or workmen often offer to buy or sell products or services at what seem like bargain prices. You will be safer getting quotes from reputable companies.
If a caller says that he or she works for a company or organisation, ask for ID. If you are not certain about the ID, phone the organisation to check the caller that he or she really works for that company. Use the telephone number written in the phone book or on your utility bill, not the one on the ID card.

Sometimes one caller tries to distract you while a friend robs you, often by entering through a back door. Try and make sure other doors into you house are locked when you answer the door.

Don’t give your name or telephone number when you answer the phone.

If the person telephoning you is someone you don’t know, don’t answer any questions about yourself, no matter how innocent they sound.

If you have an answer machine, don’t leave your name or number in the outgoing message.

The outgoing message should never tell people that you are out or away. Give the impression that you will be back in a short while.

If you are listed in the phone directory, you might want to give your initials and surname, not than your full name.

Make a note of the time and any other details about the calls and, if the problem persists or you are worried, inform the police and your telephone provider.
If the caller is not friendly or polite, keep calm and hang up without responding. If the phone rings again, don’t say anything when you answer. Normal callers will give their names and if it is the unfriendly and impolite caller, you can hang up again.

Only use websites run by organisations you trust. This is especially important when buying things and services or when using a chat room.

If you use chat rooms, choose a nickname. Don’t use your real name. Don’t give your personal details, such as name, address, phone number, etc.

If you decide to meet a person who you first ‘met’ on the internet, you should to be very careful. Meet in a public place and invite a few other friends as well.

Explain to your children that adults sometimes pretend to be children in chat rooms and that they should tell you if anyone asks for personal details or suggests meeting them in person.

Let your children know that if they see or hear anything on the internet or on e-mail which they find upsetting they should tell you.

Supervising children on the internet is much easier if the computer is in a central area of your home.

Never leave a baby or young child alone at home, even if they are asleep.
Most children under 13 should not be left for more than a short time and no child under sixteen should be left overnight.

Children should always know where you are and when you are coming back.

Children should have a list of telephone numbers for you and for other people they can phone if they need to. Make sure they know how to phone 999.

Children should not answer the door when at home alone.

If children answer the telephone, they should not tell callers they are alone.
Personal safety: punctuation

Punctuate the sentences below.

1. if you let someone into your home and you feel uncomfortable make excuses and leave

2. why shouldn’t you send your bank details in an e-mail

3. don’t leave anything on display in your car not even a jacket

4. special constables are trained uniformed volunteers who patrol in their communities

5. shout fire rather than help because it will get a better result

6. do you know your imei number and your mobile phone number
7. plan your route try to wait in busy places sit next to the driver and move if someone makes you feel uncomfortable

............................................................................................................................................................................................
............................................................................................................................................................................................

8. tell your children they can break the rules to be safe for example run scream lie or kick to get away from danger

............................................................................................................................................................................................
............................................................................................................................................................................................

9. what two things cause the most deaths in the uk each year

............................................................................................................................................................................................
............................................................................................................................................................................................

10. how can you make yourself safe and protect your home

............................................................................................................................................................................................
............................................................................................................................................................................................
Click on Download Be Safe, Be Secure: Your Practical Guide to Crime Prevention

• Look at the front and back covers
  a) What is the title of the book?
  b) What other languages does this book come in?
  c) Who published the book?
  d) When was the book published?

• Look at page 1
  a) How many topics are listed on the contents page?
  b) What topic begins on page 12?
  c) What page does Personal Information begin on?

• Look at page 2 & 3
  a) How many basic tips are there for your home?
  b) What should you fit to see who is at the front door?
  c) If you are away from your house for the night what should you use?

• Look at page 4 & 5
  a) How many tips are there for dealing with Intruders?
  b) Where can you put a telephone if you want to feel safer, especially at night?
  c) If you come home and interrupt burglars in your house, should you go into your house?

• Look at pages 12 & 13
  a) How many Home Office leaflets are there on vehicle crime?
  b) What is the address of the website where you can get more information?
  c) What does VRN stand for?

• Look at pages 16 & 17
  a) Do Special Constables get paid for their work?
  b) How many Home Office leaflets are mentioned on this page?
  c) Is it easy or difficult to begin a Neighbourhood Watch scheme?
a) Complete the text below with the words used to connect ideas. See the box below.

You should think about how you would act in different situations ...................... you are in them. Think about whether you would stay ............. defend yourself (using reasonable force), risking further injury, or ...................... you would give an attacker what they want, to avoid injury. There is nothing wrong with either, ...................... you should think about the options - there will be no time to do so ...................... you are attacked.

b) Now work with a partner. Think about the following situations and what you would do.

– You are alone and you have to go home by taxi. Where do you sit? Why?
– You are alone and you have to go home by bus. The bus is empty. Where do you sit on the bus? Why?

c) What three adjectives describe the places where you will feel safer?

d) What adjective describes the way you should act and look?

e) What can you use to protect yourself?

f) What word should you shout if you are in danger and why?
Are the following sentences True or False?

Mugging is the same as pickpocketing.

Keep your credit card in a different place to your cheque book.

Safe is the same as secure.

If you type #0666#, you can see the IMEI number for your phone.

If you are alone on a bus, sit far away from the driver.

You should try not to wait alone at a bus stop at night.

If your telephone is barred, you will not be able to use it again.

If you have any doubts, don't get into a taxi.

Don't use your telephone in places where you don't feel safe.

If you break down on a motorway, you might have to cross the road to phone for help.

If your mobile phone is stolen, you should tell the network and the police straight away.

A good safety tip is to always check how much petrol you have in your petrol tank.

All taxis are safe because they are all licensed.

Your IMEI number is 10 digits long.
Session 5

Child safety in the UK
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer</td>
<td>Pairs</td>
<td>Wordsearch – The Police</td>
<td>Rw/E3.1a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Alphabetical order, +ve or -ve connotations, example sentences</td>
<td>Pairs</td>
<td>Important verbs</td>
<td>Rw/E3/1a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>Discussion</td>
<td>Group Pairs</td>
<td>Keeping children safe</td>
<td>Rt/E3.1a Rt/E3.4a Rt/E3.5a Sd/E3.1d SD/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>30 mins</td>
</tr>
<tr>
<td>multiple choice &amp; discussion</td>
<td>Pairs</td>
<td>Bullying at school</td>
<td>Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7 Rw/E3.1a Rw/E3.4a</td>
<td>15 mins</td>
</tr>
<tr>
<td>read &amp; discuss</td>
<td>Pairs</td>
<td>Home alone child Language</td>
<td>Rw/E3.1a Rw/E3.4a Rw/E3.7a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game</td>
<td>Pairs</td>
<td>Word in word – Home alone</td>
<td>Ww.E2.1b</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
Find the words.

<table>
<thead>
<tr>
<th>A</th>
<th>d</th>
<th>c</th>
<th>m</th>
<th>i</th>
<th>t</th>
<th>a</th>
<th>c</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>e</td>
<td>f</td>
<td>r</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>r</td>
<td>j</td>
<td>a</td>
</tr>
<tr>
<td>g</td>
<td>i</td>
<td>v</td>
<td>e</td>
<td>k</td>
<td>l</td>
<td>m</td>
<td>i</td>
<td>n</td>
<td>r</td>
</tr>
<tr>
<td>s</td>
<td>o</td>
<td>p</td>
<td>p</td>
<td>q</td>
<td>r</td>
<td>s</td>
<td>m</td>
<td>t</td>
<td>r</td>
</tr>
<tr>
<td>u</td>
<td>u</td>
<td>v</td>
<td>o</td>
<td>w</td>
<td>x</td>
<td>y</td>
<td>e</td>
<td>z</td>
<td>e</td>
</tr>
<tr>
<td>s</td>
<td>a</td>
<td>c</td>
<td>r</td>
<td>i</td>
<td>m</td>
<td>e</td>
<td>b</td>
<td>c</td>
<td>s</td>
</tr>
<tr>
<td>p</td>
<td>d</td>
<td>e</td>
<td>t</td>
<td>f</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
<td>t</td>
</tr>
<tr>
<td>e</td>
<td>k</td>
<td>v</td>
<td>i</td>
<td>c</td>
<td>t</td>
<td>i</td>
<td>m</td>
<td>l</td>
<td>m</td>
</tr>
<tr>
<td>c</td>
<td>n</td>
<td>o</td>
<td>p</td>
<td>q</td>
<td>r</td>
<td>s</td>
<td>b</td>
<td>u</td>
<td>v</td>
</tr>
<tr>
<td>t</td>
<td>s</td>
<td>t</td>
<td>a</td>
<td>t</td>
<td>e</td>
<td>m</td>
<td>e</td>
<td>n</td>
<td>t</td>
</tr>
</tbody>
</table>

**Adjectives**

- commit
- give
- report
- arrest
- be

**Article**

**Nouns**

- crime
- statement
- crime
- suspect
- victim (of)

What is the word needed to connect each of these words?
Important verbs

1. Read the list of verbs below.

<table>
<thead>
<tr>
<th>trust</th>
<th>abuse</th>
<th>respect</th>
<th>assault</th>
</tr>
</thead>
<tbody>
<tr>
<td>harm</td>
<td>protect</td>
<td>assist</td>
<td>intimidate</td>
</tr>
<tr>
<td>support</td>
<td>punch</td>
<td>accept</td>
<td>kick</td>
</tr>
</tbody>
</table>

2. a) Put the verbs in the table opposite in alphabetical order.

b) Then decide if the verb is describing a positive or negative action. Write P or N in the second column.

c) Look at the sentences below (1–12). Put one example sentence in the table opposite next to each verb.

1. The father always ate well but he abused his children by giving them little to eat.

2. You can't trust him with your money but you can trust him with your secrets.

3. He was assaulted on the way home from work and had to go to hospital for an x-ray.

4. She punched him in the stomach and it hurt a lot.

5. He always respects people, their race, religion and culture.

6. Everyone in work said I was wrong but my boss, John, supported me.

7. James kicked the football.

8. The taxi driver assisted her because she found it difficult to get out of the car.

9. Parents try to protect their children from danger.

10. She cannot accept that her son is dead and it is making her ill.

11. Smoking and doing no exercise will harm his health.

12. Her boss intimidated her so much that she left her job.
<table>
<thead>
<tr>
<th>Verbs</th>
<th>P or N</th>
<th>Example sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Discuss with a partner or in a small group.
   a) When do you feel safe?
   b) Have you ever been lost? What did you do?
   c) How do you feel when you have to say no to something?
   d) Have you ever been bullied?
   e) How do you feel if a stranger approaches you?
   f) What do you do if someone wants to touch you in a place you do not like being touched?
   g) What in your opinion should never be kept secret?

2. What do you think we should tell children about these subjects?
   • Feeling safe
   • Getting lost
   • Saying no
   • Bullies
   • Someone you don't know
   • Touching
   • Secrets

Now read the 10 point code for keeping children safe on the next page.
A bully in the school playground, an adult stranger or a friend of the family can hurt a child physically, mentally or sexually. Kidscape, a children's charity concerned with the protection of children, has written a ten-point code to help protect children from these people. Their advice is to tell children:

1. **To be safe**
   Tell children that everyone has rights, which should not be taken away. It doesn't matter how old they are. No one should take away their right to be safe.

2. **To protect their own bodies**
   Children need to know that their body belongs to them. No one should touch them where they do not want to be touched.

3. **To say no**
   Children are taught to listen to and obey adults without asking questions. Tell children that they can say no to anyone who tries to harm them.

4. **To get help against the bullies**
   Bullies usually pick on younger and smaller children. Tell children to ask their friends to help them to tell the bully to go away or to tell an adult they trust. Tell them that bullies are cowards and a firm loud no from a group of children or the threat of an angry adult often stops the bully. Tell them not to fight the bully. If there is no one to help they may have to give the bully what he or she wants. Tell them that keeping safe is more important than keeping their money or a possession that the bully wants.

5. **To tell**
   Tell children to tell an adult they trust, such as a relative or a teacher, of anything that made them uncomfortable or scared. Sometimes children try and protect their parents and not worry them. Do not show that you are worried or upset. Listen to them, reassure them and take action.

6. **To be believed**
   Children need to know that they will be believed and supported when they ask an adult they trust for help. Stay calm and listen to them. If you show that you don’t believe them they may not ask for help another time when they really need it. Children rarely lie about sexual abuse. If someone is abusing them and no one believes them, the abuse can go on for a long time.

---

1. Adapted from *The Never, Never Club Leaflet* by Kidscape
7. Not to keep secrets
Tell children that there are some secrets that they should never keep. Child abusers often tell the child that a kiss or a touch is ‘our secret’ and that something terrible will happen if they tell anyone. Tell children that they do not have to keep secrets that worry them and that nothing will happen if they tell.

8. To refuse touches
Explain to children that they can say yes to kisses, cuddles or touches from anyone they know but that no one should ask them to keep it a secret.

9. Not to talk to strangers
Tell children that it is never a good idea to talk to strangers. Tell them they do not have to be rude, they can pretend not to hear and run away.

10. To break rules
Tell children that they can break all rules to protect themselves and stay safe. Tell them it is okay to run away, to shout, scream and create a fuss, even to lie or kick to get away from danger.

Now make up some rules to keep a child safe in other situations: on the road, in the park and even at home. Start your sentences with ‘to’ or ‘not to’ for example

Tell children:

• to look in both directions before crossing the road

• not to cross the road without checking that there are no cars coming towards you.

In pairs practise telling the children.

You could start your sentences with:

• Always . . . or Never . . .

• Remember to . . . or Don’t forget to . . .

• Do . . . or Don’t . . .

If you have children do this at home with them. If they think of safety rules for themselves they are more likely to remember them. Make a list of instructions in your home language, in English or both. You could also visit this website for activities you can do with children of different ages: www.wiredforhealth.gov.uk
Bullying at school

Vocabulary

Bully (verb) – he bullies (present simple)/she bullied (past simple)
Bully (noun) – two bullies
Victim (noun)
Trust someone (verb)

Choose the correct answer. Be careful. Sometimes more than one answer may be possible. What do you think? Discuss with a partner.

1. What is bullying?
   a) Physical – hitting, kicking and pushing someone around.
   b) Isolating – not allowing someone to play with you.
   c) Verbal – telling someone he/she is stupid, fat, ugly and nobody will ever like them.
   d) Physical, verbal and isolating.

2. Which forms of bullying can be the most embarrassing or frightening?
   a) E-mail, text messages.
   b) Internet chat rooms.
   c) Letters, notes.
   d) Graffiti.

3. What should the child do if someone bullies him/her?
   a) Get physical and hit, kick and push the bully or bullies around.
   b) Walk away.
   c) Talk to someone he/she can trust.
   d) Cry, be upset, feel depressed.

4. What should you tell a child to do if his or her friend is bullied?
   a) Ignore it all: ‘It is none of my business and if I do anything, they may bully me too!’
   b) Get physical and fight to help the friend.
   c) Listen to your friend if he/she wants to talk to you.
   d) Talk to an adult you trust and ask the adult for help.
5. What type of person do you think bullies pick on?
   a) Someone with a different coloured skin.
   b) Someone who is small for his/her age.
   c) Someone who is happy, confident and often laughing.
   d) Someone who is strong both physically and in character.

6. What type of person is usually a bully?
   a) Someone who is unhappy with problems at home.
   b) Someone who is big for his/her age.
   c) Someone with a different coloured skin.
   d) Someone who is happy, confident and often laughing.

7. Where in the school building is bullying likely to take place?
   a) During lessons.
   b) In assembly.
   c) In places where children are not supervised closely, such as toilets.
   d) At break-time or on the way home.

8. Which fact is true in the UK?
   a) Bullying only happens in a few schools.
   b) Bullying only takes place amongst boys.
   c) More than 20% of pupils admit to having been bullied at some time in school.
   d) Bullying only takes place amongst girls.
a. Read the headline and discuss.

- What information do you get from the headline?
- What do you think it is generally going to be about?
- Do you think the article is going to be interesting? Why?

---

b. Read, answer the questions and discuss your answers.

1. How old is the child?
2. How old is the mother?
3. What part of Cardiff do they live in?
4. Which court did the woman go to?
5. Was she in trouble? Why? Why not?
6. Why don't we know the name of the child?
7. Why don't we know the name of the mother?
8. What is the charge against the woman?
9. Can the woman go home at the end of the day or must she go to prison?
10. What does bail mean?
11. Does she have to return to court?
12. What type of court is it?
13. What is the name of the other type of court where more serious problems are dealt with?
14. What is the name of this newspaper?
15. What do you think about the text?
1. Choose a word from the newspaper article to complete the sentences below. They are all verbs.

   a) He was ........................................ of shoplifting.
   b) They were ........................................ from prison at the end of October.
   c) The victim was not ........................................ because he was only six years old.
   d) She ........................................ before the court on 23rd January.
   e) We ........................................ the charge and said that we were innocent.
   f) She ........................................ her child at home alone for 10 hours.

2. Rearrange the letters to make words. The words are in the newspaper article. They are all nouns.

   a) amrsaietgt = .................................................................
   b) geall = .................................................................
   c) hercga = .................................................................
   d) cluetry = .................................................................
   e) abli = .................................................................
   f) otruc = .................................................................

3. Combine the sentences following the pattern used in the newspaper article.

   a) The girl started school this year. The girl is four years old.
      .........................................................................................................................................................................................

   b) She was holding a baby. The baby is 10 days old.
      ..........................................................................................................................................................................................

   c) The baby crawled across the room. The baby is eight months old.
      ..........................................................................................................................................................................................

   d) The man crossed the road. He is 65 years old.
      ..........................................................................................................................................................................................
Word in word:
How many other words can you find? (2)

Use the letters in the words below to make new words.

home alone

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
6. .................................................................
7. .................................................................
8. .................................................................
9. .................................................................
10. .................................................................
11. .................................................................
12. .................................................................
13. .................................................................
14. .................................................................
Word in word:
How many other words can you find? (2)

Use the letters in the words below to make new words.

1. .................................................................me
2. ..................................................he
3. .................................................................am
4. .................................................................an
5. .................................................................on
6. .................................................................one
7. .................................................................no
8. .................................................................name
9. .................................................................moan
10. .................................................................loan
11. .................................................................meal
12. .................................................................heel
13. .................................................................mole
14. .................................................................man
15. .................................................................men
16. .................................................................hem
17. .................................................................hen
18. .................................................................lemon
19. .................................................................melon
20. .................................................................ham

These are only suggestions. There may be other words that can be made.
Session 6

Dealing with domestic abuse
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer/Recap</td>
<td>Pairs</td>
<td>The Police</td>
<td>Rw/E3.1a Sd/E3.1d Lr/E3.6 Lr/E3.7</td>
<td>10 mins</td>
</tr>
<tr>
<td>class discuss a scenario read out by the teacher</td>
<td>Pairs</td>
<td>Is this domestic abuse?</td>
<td>Lr/E3.1c Lr/E3.6 Lr/E3.7 Sd/E3.1d Sd/E3.2</td>
<td>15 mins</td>
</tr>
<tr>
<td>Reading and discussion, leading to writing</td>
<td>Pairs</td>
<td>Hurting the one you love</td>
<td>Rw/E3.1a Rt/E3.1a Rt/E3.4a Rt/E3.7a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7 Wt/E3.2</td>
<td>15 mins</td>
</tr>
<tr>
<td>rearrange the words to make sentences</td>
<td>Pairs</td>
<td>Domestic abuse</td>
<td>Rs/E3.2a Rw.E3.1a Ww.E3.2</td>
<td>10 mins</td>
</tr>
<tr>
<td>reading comprehension using real material</td>
<td>Pairs</td>
<td>Domestic violence Newspaper article and Leaflet</td>
<td>Rw/E3.1a Rt/E3.4a</td>
<td>15 mins</td>
</tr>
<tr>
<td>As above</td>
<td>Pairs</td>
<td>Are you hurting someone you love</td>
<td>Rw/E3.1a Rt/E3.4a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game</td>
<td>Pairs</td>
<td>Word in word</td>
<td>WW.E2.1b</td>
<td>5 mins</td>
</tr>
</tbody>
</table>
The Police

Match the beginning of the sentence (1) with the end of the sentence (a).

1. The police in the United Kingdom . . .
2. The police must maintain . . .
3. Always report crimes . . .
4. Always report . . .
5. You can not leave a child under the age of 14 years . . .
6. Never allow young children to . . .
7. If your partner assaults you . . .
8. If you suffer a violent assault, you should . . .
9. You must not beg for money or food . . .
10. You must not drive a car . . .
11. You must pass a driving test before . . .
12. You must be 17 . . .

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) . . . are always here to help you.
b) . . . to the police.
c) . . . alone in your house or flat.
d) . . . you should tell someone you trust.
e) . . . inform the police.
f) . . . years or over before you can drive.
g) . . . play outside unsupervised.
h) . . . Law and Order.
i) . . . racial abuse to the police.
j) . . . because it is an offence in the UK.
k) . . . without driving documents.
l) . . . you are allowed to drive a car.
Is this domestic abuse?

Your teacher is going to read out a situation to you. Listen and you have two minutes to decide if the situation is domestic abuse or not. Also as a group decide what, in your opinion, the person should do.

a. Jason is 17 years old and he is still at school. He is angry with his father because his father will not give him any more pocket money. His father tells him he should wait until next week. He is so angry that he punches his father in the stomach and calls him names. His father is so scared he runs out of the house.

b. Jane and David were boyfriend and girlfriend. They have a small daughter called Abigail, who is 10 months old. David likes to visit Abigail at the house where she lives with her mum, Jane. Unfortunately, late one evening at around 11pm he comes to visit Abigail and it is only when he is in the house that Jane realises that he is very drunk. She is carrying Abigail in her arms. She asks him to leave and he refuses. He gets angry and pushes Jane. He misses and he hits Abigail in the face.

c. Mark is 35 years old and he has a boyfriend called Tom, who is 30 years old. They don't live together. Mark has his house and Tom has his own house. They often spend time at each others' houses. One day Tom is very angry and he tells Mark that he will burn his house down if he doesn't do as he wants. Mark has already seen a can of petrol in Tom's garage so he knows he has the means to do it.

d. Steven and Hazel have been married for 25 years. Hazel has a very stressful job and she has come home feeling very tired. Steven feels that she has changed and she has no time for housework or for him. He decides to take her out one evening and he tries to talk to her in the car on the way home. She is furious and runs into the house. She locks the door so he cannot get in and she says that she will phone the police and tell them he assaulted her if he does not go away and leave her in peace.

e. Martin is 16 years old. He is worried about his parents. He feels that his Dad is always telling his Mum how bad she is. One day, for example, his Dad as usual comments on his Mum's clothes: ‘You cannot go to work dressed like that! You look like a tart. No wife of mine is going out wearing a skirt like that. I want you to wear trousers to work. Go and get changed. Now!! You stupid woman. Why do you work anyway?’

Note: all the above are domestic abuse. (a) and (b) are domestic violence.
Hurting the one you love

a. Read the text below and answer the questions.

Steve overslept one morning and missed the bus for work. It happens to everyone sometimes but it is a nuisance. He had to get the next bus and this time his boss wanted to have a word with him because he had been late more than once. Steve listened to his bass and did not say a word. All day long he thought about it. Ideas went round and round in his head. He was late. He was angry because he was late. Why was he late? Why was he angry?

1. What is ‘a nuisance’?

2. Has it ever happened to you?

3. Why do you think Steve did not ‘say a word’?

4. Do you think Steve is a happy or unhappy person? Why?

b. Put the 5 sections below in the correct order.

1. That evening he arrived home and found that the children were making a lot of noise playing in the living room. Both children were under five years old. Dinner was not ready.

2. She had had to clear it up and she had not spoken to another adult all day long. Helen felt that she just could not do everything herself.

3. He had been working hard all day long and he expected his dinner to be ready when he came home. He wondered what on earth Helen had been doing all day.

4. Helen became angry, too, and shouted at Steve. She had a headache because the children had been noisy and naughty all day long, the washing machine had broken down and water had emptied all over the kitchen floor.

5. Feeling really tired he went straight to the sitting room and sat down but his wife, Helen, asked him to go to the kitchen to help her prepare dinner. Now Steve was angry again and he started to argue with Helen because cooking was her job, not his.
Steve stood up and yelled at Helen. He wanted her to shut up. She yelled back that she wouldn’t be quiet because every evening he was in a temper when he came home from work. He marched up to and told her he would show her his temper. She screamed:

‘Just go ahead then. That’s all you’re good for!’

Steve began to get red in the .............................................. and his .............................................. began to clench into fists.

He shouted:

‘Just shut it! OK? That’s enough!’

Helen shouted back because she was at the end of her tether and she felt he really was a useless sod. Steve began to bounce up and down on the balls of his ............................................... He could feel his .............................................. thumping madly. His .............................................. was hot and tight. Helen yelled that she should have listened to her mother because she always said that Steve was not good enough for her.

‘A real man would know how to fix the washing machine. A real man would look after me and my children.’

Steven pointed his .............................................. at her and rushed across the room towards her shouting wildly:

‘Just you shut up, you nagging bitch!’

He punched her ............................................... She spat at him and screamed:

‘That’s your answer for everything, isn’t it?

He cuffed her hard with the .............................................. of his .............................................., causing her to fall against the corner of the cooker. He grabbed her by both .............................................. and pulled her round to face him.

He shook her violently, shouting into her face:

‘Have you had enough yet?’

Helen burst into tears and Steve stepped back shocked and humiliated.
**d. Find words in the text to match the meanings given below**

a) to cry with a lot of emotion = .................................................................  
b) to say you are sorry = ..............................................................................  
c) to ask and ask and to ask again = ............................................................  
d) noun describing when you are very angry = ..............................................  

Steve had no idea how long he stood there while Helen sobbed. Both children were standing by the door. They looked so scared. Steve felt so sorry for what he had done and he apologized saying he didn't mean to do it and would she please stop nagging him all the time. Steve then told Helen she should not take her temper out on him just because she had had a bad day.

**e. Now read the conclusion.**

Helen felt the bumps on her face and arms and continued to sob. Steve bent down and helped her up saying:

'Come on! There's nothing there. I hardly touched you.'

He led the children into the sitting room telling them that their mother was OK and that she just fell and hurt herself. Steve quickly settled the children down and got them playing quietly. Steve returned to the kitchen to help Helen with the dinner. Helen refused his help telling him to go and play with the children because she really did not want him in the same room as her. He hurt her again and at that moment she really hated him.

**Discuss**

Tomorrow is another day. In two groups decide what advice you would give Steve and Helen so that this situation does not happen again. Report back to the class.

**Writing**

Write a letter to either Steve or Helen giving them your advice.
Rearrange the words below to make sentences.

1. also the Men be of domestic can victims violence.
   .................................................................

2. is help. It to get important
   .................................................................

3. your partner, If you arrested. may be
   .................................................................

4. depressed. Children angry, feel and can powerless
   .................................................................

5. people anger understand violence. Groupwork their and can help
   .................................................................

6. abuses fault if It your your is you. partner not
   .................................................................

7. you is hit not loved easy that accept a to one. It
   .................................................................

8. to important most The someone. is tell thing
   .................................................................

9. abuse forms. many take can Domestic different
   .................................................................

10. you Are the hurting love? you people
    ...............................................................
Domestic violence

a. Read the headline and discuss

- What information do you get from the headline?
- What do you think it is generally going to be about?
- Do you think the article is going to be interesting? Why?

b. Read the text below and decide if the sentences below are True or False.

1. The prosecuting barrister is Robert Buckland.
2. The defending barrister is Alan Evans.
3. Mr Evans and Ms Hatton are married.
4. They have no children.
5. Joanne Hatton has two telephones in her house.
6. Alan Evans broke her mobile phone.
8. Joanne Hatton had an injured foot.
9. Joanne Hatton is not worried and is now fine.
10. Before June Alan Evans did not believe the relationship was over but he does now.
11. Alan Evans is innocent.
12. Alan Evans will now have to go to prison.

A JEALOUS man attacked his ex-partner and smashed her mobile phone after he saw a number he did not recognise on it.

A court heard that cowardly Alan Evans, 45, then pulled out all her landline phone wires and ranted: “If you go with somebody else, I’ll kill you.”

He was jailed for 12 months after Cardiff Crown Court heard he terrified Joanne Hatton after they split.

Robert Buckland, prosecuting, said Evans, of Brunswick Street, Canton, Cardiff, had been enjoying a cup of tea with Ms Hatton during a visit to her home in Honiton Road, Ely, Cardiff, in June.

“But when when she went out to the washing line and he looked at her mobile phone, the mood changed,” he said. “He followed her outside, shouting about a number he had seen on her phone, smashed the mobile against the garden wall then punched and headbutted her without warning.”

The attack continued back in the house with him, telling her “If you go with somebody else I’ll kill you.”

He then pulled the landline wires from the wall.

Ms Hatton was treated in hospital for bruising and swelling to her face and told police later: “I’m scared to walk or drive down the road because he says ‘accidents happen’.

“He knows my route to work and has said he will ‘pay somebody to do it’.”

Defence barrister Dan Williams said: “He lost his temper this day and it was inexcusable.”

“He is now resigned to the fact the relationship’s over.”

Jailing him, Mr Justice Butterfield told the dad, who admitted charges of criminal damage and assault: “This was unprovoked and sustained violence which terrified her.”

Liz Keen

Discuss

a) Think of some adjectives to describe how you think Alan Evans feels.

b) Think of some adjectives to describe how you think Joanne Hatton feels?

c) What do you think could have been done to help them?
The children's groups are often run in partnership with Women's Aid and Social Services Departments, and are available in a number of locations.

**MEN**

The DVPS runs a group work programme for men to enable them to understand their violence, its effect on women and children, and ways in which they can change.

Men can contact the service directly or be referred by another service or agency. A Practitioner from DVPS will discuss the group work programme with a man and his suitability for it. The programme runs for 13 weeks, (usually on a Monday evening) with the option to return for a follow-up session at monthly intervals.

Men from any background abuse their partners. Some men on the programme will have been prosecuted for an offence of violence against their partners, and joined the programme as a condition of a court order. Other men will want help because they are concerned about hurting their partners emotionally or physically.

The DVPS can offer no guarantees about whether a man's relationship with his partner will improve, but if the violence doesn't stop then life for some men, their partners and children is likely to be unhappy and dangerous.

**WOMEN**

The DVPS offers support and advice to all women whose partners or ex-partners are attending the group work programme. Partners are invited to attend regular 'Women's Groups' where they will have an opportunity to discuss any problems they are experiencing with a Practitioner from the DVPS and to meet with other women whose partners are also attending the Men's Group. Individual support is also available in some circumstances.

A Creche is usually available for the Women's Group.

The aim of the work with partners is to ensure women's safety at home and to assist them in making informed choices about their futures.
Are you hurting someone you love?

Read the information and answer the questions.

a) What does DVPS mean?

D __ __ __ __ __ __

V __ __ __ __ __ __

P __ __ __ __ __ __ __ __ __ (STOP)

S __ __ __ __ __ __ __ (HELP)

• Who do they want to help?
• What do they want to stop happening?

b) DVPS help three groups of people. Who are they?

1. ........................................................................................................................................................................................

2. ........................................................................................................................................................................................

3. ........................................................................................................................................................................................

c) What five adjectives describe the way children might feel?

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................

d) What does the DVPS want children to do/learn/feel?

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................

• ..........................................................................................................................................................................................
e) What are the men trying to understand?

f) When do the men meet and for how long?

g) What are the two reasons why men go there?

1. ........................................................................................................................................................................................

2. ........................................................................................................................................................................................

h) What two things does DVPS want to help women do?

1. ........................................................................................................................................................................................

2. ........................................................................................................................................................................................

i) Is there a crèche? (*Tick the right box*)

  Yes  □

  No   □
Word in word:
How many other words can you find? (3)

Use the letters in the words below to make new words.

<table>
<thead>
<tr>
<th>domestic violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ..........................</td>
</tr>
<tr>
<td>2. ..........................</td>
</tr>
<tr>
<td>3. ..........................</td>
</tr>
<tr>
<td>4. ..........................</td>
</tr>
<tr>
<td>5. ..........................</td>
</tr>
<tr>
<td>6. ..........................</td>
</tr>
<tr>
<td>7. ..........................</td>
</tr>
<tr>
<td>8. ..........................</td>
</tr>
<tr>
<td>9. ..........................</td>
</tr>
<tr>
<td>10. ..........................</td>
</tr>
<tr>
<td>11. ..........................</td>
</tr>
<tr>
<td>12. ..........................</td>
</tr>
<tr>
<td>13. ..........................</td>
</tr>
<tr>
<td>14. ..........................</td>
</tr>
<tr>
<td>15. ..........................</td>
</tr>
<tr>
<td>16. ..........................</td>
</tr>
<tr>
<td>17. ..........................</td>
</tr>
<tr>
<td>18. ..........................</td>
</tr>
<tr>
<td>19. ..........................</td>
</tr>
<tr>
<td>20. ..........................</td>
</tr>
</tbody>
</table>
Word in word:
How many other words can you find?(3)

Use the letters in the words below to make new words.

domestic violence

1. ........................................... me
2. ........................................... men
3. ........................................... meet
4. ........................................... see
5. ........................................... seem
6. ........................................... do
7. ........................................... does
8. ........................................... it
9. ........................................... is
10. ......................................... in
11. ......................................... on
12. ......................................... son
13. ......................................... seven
14. ......................................... even
15. ......................................... sit
16. ......................................... nest
17. ......................................... end
18. ......................................... lend
19. ......................................... send
20. ......................................... mend

These are only suggestions. There may be other words that can be made.
Session 7

Dealing with racial incidents
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer</td>
<td>Pairs</td>
<td>Police Units</td>
<td>Rw/E3.1a Rs/E2.1 Ww/E3.2</td>
<td>10 mins</td>
</tr>
<tr>
<td>Exchanging views</td>
<td>Pairs Feedback to T</td>
<td>Acceptable and non-acceptable language</td>
<td>Rw/E3.1a Sd/E3.1d Sd/E3.1e Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>Extending vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read, answer questions &amp; discuss</td>
<td>Pairs</td>
<td>Racist incident:</td>
<td>Rw/E3.1a Rt/E3.4a Rt/E3.7a Sd/E3.1d Sd/E3.2 Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>20 mins</td>
</tr>
<tr>
<td>reading comprehension</td>
<td>Pairs</td>
<td>Dealing with the problem of Racism</td>
<td>Rw/E3.1a Rt/E3.4a Rt/E3.7a</td>
<td>15 mins</td>
</tr>
<tr>
<td>Ask questions</td>
<td>Pairs</td>
<td>Race Relations Poster</td>
<td>Sc/E3.3b Rt/3.4a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Design a poster</td>
<td>Pairs</td>
<td>Say No to racism</td>
<td>Ww/E3.2 Ww/E2.1 Wt/E2.1b</td>
<td>15 mins</td>
</tr>
<tr>
<td>Design a poster Possibly bi/trilingual –</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>introduce using MSU aim to show what to do if someone is racist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gap-fill – verbs (recap of earlier sessions)</td>
<td>Pairs</td>
<td>The Police</td>
<td>Rw/E3.1a Sd/E3.1d Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
Fill in the gaps in the table using the information given below.

Any of these police officers or police units could be asked to help victims of racial incidents.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Complete title</th>
<th>Area of responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Support Unit</td>
<td>Supports victims of racial incidents and officers dealing with people from minority ethnic communities.</td>
<td></td>
</tr>
<tr>
<td>CID</td>
<td>Supports victims of racial incidents and officers dealing with people from minority ethnic communities.</td>
<td>Investigates a crime.</td>
</tr>
<tr>
<td>CPO</td>
<td>Investigates a crime.</td>
<td>Provide information to the general public/business etc (now referred to as Crime Reduction Officers).</td>
</tr>
<tr>
<td>MSU</td>
<td>Provide information to the general public/business etc (now referred to as Crime Reduction Officers).</td>
<td>Officers who visit murder scenes to find evidence, for example DNA, fingerprints or blood stains.</td>
</tr>
<tr>
<td>SOC</td>
<td>Officers who visit murder scenes to find evidence, for example DNA, fingerprints or blood stains.</td>
<td>Police officers who collate information from police officers and the general public and prepare information packs for officers to arrest offenders.</td>
</tr>
<tr>
<td>CPU</td>
<td>Police officers who collate information from police officers and the general public and prepare information packs for officers to arrest offenders.</td>
<td>Deals with all involved in incidents of domestic violence.</td>
</tr>
<tr>
<td>DVU</td>
<td>Deals with all involved in incidents of domestic violence.</td>
<td>Deals with all incidents where children are involved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CID</th>
<th>Domestic Violence Unit</th>
<th>Criminal Investigation Department</th>
<th>Minority Support Unit</th>
<th>MSU</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime Prevention Officer</td>
<td>CPO</td>
<td>Scenes of Crime</td>
<td>CPO</td>
<td></td>
<td>CPO</td>
</tr>
<tr>
<td>Domestic Violence Unit</td>
<td>CPU</td>
<td>DVU</td>
<td>CPU</td>
<td></td>
<td>CPU</td>
</tr>
<tr>
<td>Criminal Investigation Department</td>
<td>Local Intelligence Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Words change over time. Words that were acceptable in the past are now considered to be insulting or derogatory. Sometimes, however, people use terms to describe their ethnic origins that other people consider to be derogatory.

Remember also, that it is not always what you say but how you say it that matters.

**Have you ever heard these words?**
**Which do you think are acceptable to say and which aren't? Why?**

1. That person's half-caste.
2. That person's coloured.
3. That person's black.
4. That person's mixed race.
5. That person's black but he's British.
6. That person's black and he's British.
7. That person's Black Welsh.
8. He's wearing a turban so he must be a Paki.
9. That person's Afro-Caribbean
1. That person's half-caste.
Acceptable in the past but not today because its origins are in the Hindu caste system and being half-caste meant that you didn’t belong to either your father’s or your mother’s caste.

2. That person’s coloured.
Not acceptable. The term was common in the past but because it was used as an insult it is no longer acceptable in the UK. Also it implies that people who are ‘white’ are without colour.

3. That person’s black.
Acceptable. Under the Commission for Racial Equality guidelines refers to African-Caribbean, Asian, Chinese and other minority ethnic groups. However many people of minority ethnic origin prefer to be described by their country of origin or ethnicity not by a colour.

4. That person’s mixed race.
Acceptable but it can sometimes have negative connotations. The term ‘mixed cultural heritage’ is also used in education.

5. That person’s black but he’s British.
The problem here is the word ‘but’ since it is used to show something is different.

6. That person’s black and he’s British.
Acceptable. Statement of two facts linked as in a list by the word ‘and’.

7. That person's Black Welsh.
Acceptable and being used increasingly more often by people to refer to themselves.

8. He’s wearing a turban so he must be a Paki.
Turbans are worn by Sikhs, some Hindus, and also some people from Afghanistan, who are Moslem. Sikhs first came from the Punjab area in India and Pakistan. Paki is often used incorrectly or in a negative way to refer all people from Pakistan, India and Bangladesh.

9. That person’s Afro-Caribbean.
Becoming unacceptable. More and more, people whose families came from the Caribbean islands prefer the term African Caribbean.

10. That person’s African Caribbean.
Acceptable to describe black people from the Caribbean but people often prefer to be identified by their island of origin, for example, Jamaican.

How do you prefer to describe your ethnicity?
1. What is the name of the family?
2. How many people are there in the family?
3. Are the children young or grown up?
4. Was the racial abuse verbal or physical, direct or indirect?
5. What did the family finally decide to do?
6. Why have the family decided to do this?
7. Is anyone accused of a crime in this newspaper article?

**Discuss**

a) How do you think Dr Anwar feels?
b) How do you think you would feel in the same situation?
c) What do you think you would do in the same situation?
d) Do you think the police could have done more to help the Anwars? What?
e) What do you think of the newspaper article? Is it good?
Dealing with the problem of Racism

Before you read the text below discuss your answers to these questions with your class or in small groups.

1. What is racism?
2. How are people racist?
3. Why are people racist?
4. How is racism passed on?
5. How does racism make people feel?
6. How can I deal with racism?
7. How can we help to stop racism?

Now read the text below

Everyone is different

Sarah and Fatima are friends. Sarah comes from Cardiff and Fatima comes from Yemen. The two women look very different but they like doing the same things. Sarah has light brown hair, green eyes and usually wears jeans and trainers. Fatima has dark brown hair, brown eyes and always wears traditional Yemeni clothes, which are long, loose and cover her arms and her legs. Both women are full-time housewives and love looking after their families, cooking interesting meals and keeping fit.

Most people like the fact that we are all different and they think it is interesting and it makes the world an interesting place. Unfortunately some people treat people from other countries, other cultures and other religions in a very bad way. This is racism.

What is racism?

Racism is when a person or people say or do something to hurt another person because he or she comes from another country, a different culture or a different religion. One kind of racism is treating people unfairly just because their skin is a different colour.

How are people racist?

Racism is a kind of bullying. One day Fatima heard Sarah telling a friend about the ‘dark, unfeminine, shapeless’ clothes, the way she always covers her face and head ‘as if she fears being attacked by men’ and the ‘strange, foreign’ way she did things in her house. Sarah laughed at her ‘funny, exotic’ cooking and the way she ‘didn’t know how to eat with a knife and fork like civilised people’. Racism can be making hurtful comments or making fun of the way people dress or talk. People can be racist by pushing, fighting and calling people rude names. But racism can also be ignoring someone.
Why are people racist?
When Sarah went to dinner at Fatima’s house, she had a good time learning about traditional food from Fatima’s country and talking about cooking. Sarah asked lots of questions and listened carefully to Fatima’s answers. Some people feel frightened when they see or try new things which they do not understand. Feeling frightened can sometimes make people behave in a racist way. Some people use racism to blame people for their own problems or disappointment, eg not being able to find work because of all the foreigners taking the best jobs.

How is racism passed on?
One day Sarah made a rude joke about black people. Later Sarah’s daughter told her best friend what her mother had said and they both laughed. That is how racism is passed on. No one is born with racist ideas. We pick up ideas from our families and friends, or from newspapers, radio and TV.

How does racism make people feel?
Racism is hurtful and upsetting. When Fatima heard Sarah laughing at her clothes, Fatima felt very hurt and angry. She thought they were friends. She lay awake at night worrying about what to do and about what would happen next.

How can I deal with racism?
It is not easy to deal with racism. You may feel angry but fighting back often makes things worse. Fatima decided to stand up for herself and tell Sarah how hurt and angry she felt when she heard Sarah’s unkind comments. But it was difficult so she practised in front of a mirror first.

How can we help to stop racism?
It can be hard to stop people being racist and if you say nothing it will look as if you agree with them. Sometimes it is best to tell someone you trust or the police. If the first person does not help you, then try someone else.

Beating racism together
We are all part of one race – the human race. Racism divides people. Don’t judge people before you get to know them. Take time to find out what they are really like instead. Say no to racism whenever you can. Everyone has a right to your respect. No one should have to be afraid.
Exercises

Answer the questions.

1. Do the two women like doing the same things?

2. Do they look the same?

3. Do you think that people from different countries are interesting? Why? Why not?

4. Is racism treating people in the same way or in a different way?

5. Is racism refusing to talk to someone because they have different coloured skin?

6. Is racism talking to your friend about her country?

7. Is racism something you learn or something you are born with?

8. Does racism make people unhappy?

9. Does racism make people fight each other?

10. Does racism make people worry?
Find another word(s) that means the same as the word underlined.

1. Treating people **unfairly** is one kind of racism?
2. Racism is about **disliking** someone because they come from a different country.
3. Sarah told her friend about the ‘**strange**’ clothes Fatima wears.
4. Racism is calling people **rude** names.
5. Racism is **ignoring** someone because they are from a different country or culture.
6. Some people feel **frightened** when they try something new.
7. Racism is **hurtful** and upsetting.
8. Racism is hurtful and **upsetting**.
9. She lay **awake** at night.
10. It is best to tell a **responsible** person.

Match the beginning of the sentence (a) with the end (1).
Complete the table below.

(a) Find out what they are really…
(b) Say no to racism…
(c) We are all part of…
(d) Don’t judge people …
(e) You may feel angry …
(f) Sometimes it is best …
(g) If you say nothing …
(h) It can be hard …

(1) … whenever you can.
(2) … to tell someone.
(3) … like before you say anything.
(4) … but fighting back can make it worse.
(5) … it will look as if you agree.
(6) … before you know them.
(7) … to stop people being racist.
(8) … the human race.

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
<th>(g)</th>
<th>(h)</th>
</tr>
</thead>
</table>

130
Look at the poster below.

![Race Relations Poster](image)

In pairs use the information on the poster to write five questions. The answers to the questions must be on the poster.

You can ask yes/no questions and you can use question words, such as what, where, who, why.

1. ............................................................................................................................................................................................
2. ............................................................................................................................................................................................
3. ............................................................................................................................................................................................
4. ............................................................................................................................................................................................
5. ............................................................................................................................................................................................

Now use your questions. Ask someone from another pair. See if they can answer your questions. Can you answer his/her questions?
Say NO to racism

Design a poster using English and your home language to tell everyone in your community to say NO to racism.
The Police

Read the sentence and put the correct word in the sentence.

1. The police in the United Kingdom are always here to ___ ___ ___ you.

2. The police must ___ ___ ___ ___ Law and Order.

3. You should always ___ ___ ___ ___ crimes to the police.

4. You should always ___ ___ ___ ___ racial abuse to the police.

5. You can not ___ ___ ___ a child under the age of 14 alone in your house or flat.

6. You should never allow young children to ___ ___ ___ outside unsupervised.

7. If your partner assaults you, you should ___ ___ ___ someone who can help you.

8. If you suffer a violent assault, you should ___ ___ ___ the police.

9. You must not ___ ___ ___ for money or food because it is an offence.

10. You must not ___ ___ ___ ___ a car without driving documents.

11. You must ___ ___ ___ ___ a driving test before you can drive ___ car.

12. You must be 17 years old or over before you can ___ ___ ___ ___.

<table>
<thead>
<tr>
<th>drive</th>
<th>pass</th>
<th>beg</th>
<th>tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive</td>
<td>tell</td>
<td>report</td>
<td>leave</td>
</tr>
<tr>
<td>report</td>
<td>help</td>
<td>maintain</td>
<td>play</td>
</tr>
</tbody>
</table>
Session 8

Dealing with drugs and alcohol related issues
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer: Wordshower: addiction</td>
<td>Large group</td>
<td>What’s your poison? Whiteboard/flipchart</td>
<td>Rw/E3.1a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Structured discussion</td>
<td>Small groups</td>
<td>Drugs: what types, who, why, what dangers?</td>
<td>Sd/E3.1 Lr/E3.6 Lr/E3.7 Ws/E2.1a</td>
<td>20 mins</td>
</tr>
<tr>
<td>Gap-fill and relative clauses</td>
<td>Pairs</td>
<td>Drugs &amp; Alcohol</td>
<td>Ws/E3.1</td>
<td>15 mins</td>
</tr>
<tr>
<td>Flashcards</td>
<td>Class</td>
<td>Flashcards</td>
<td>See Session 1</td>
<td>10 mins</td>
</tr>
<tr>
<td>Match word to definition</td>
<td>Pairs</td>
<td>The Police – Vocabulary</td>
<td>Rw/E3.1a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Debate</td>
<td>Small groups</td>
<td>Debate Saving the human race</td>
<td>Sd/E3.1 Ld/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>20 mins</td>
</tr>
</tbody>
</table>
We all eat, drink and do things that can be harmful if we don't know when to stop eg alcohol, coffee or sweets. When someone offers a guest a drink they may jokingly say ‘What's your poison?’. In the UK drinking alcohol is socially acceptable but drinking too much is not. Alcohol is not socially acceptable in some communities in the UK and is against the law in some countries.

As a group, think about the different things to which you can become addicted and write them down under two headings:

<table>
<thead>
<tr>
<th>Socially acceptable</th>
<th>Unacceptable or against the law</th>
</tr>
</thead>
<tbody>
<tr>
<td>coffee</td>
<td>cocaine</td>
</tr>
</tbody>
</table>
a. Divide the class into four groups. Each group has an A4 piece of paper. Each group should begin by writing their question (A, B, C or D) at the top of the page. Then the group has a strict two minutes to think of possible answers to the question.

• Group A: What types of drugs are there?
• Group B: Who uses drugs?
• Group C: Why do people use drugs?
• Group D: What are dangers of using drugs?

b. After two minutes each group should pass their paper on to the next group, receive a paper from another group and consider the next question. Continue for approximately eight minutes until all groups have considered each question.

c. Each group reports back to the class and the teacher notes vocabulary on the board, eg heroin, addiction, anybody, depressed, death.

d. One possible conclusion is that:

• All medicines are drugs but not all drugs are medicines.
Drugs & Alcohol

a. Read the sentences below and put the words below in the sentences a) to e).

<table>
<thead>
<tr>
<th>someone</th>
<th>drink</th>
<th>place</th>
<th>something</th>
<th>time</th>
</tr>
</thead>
</table>

a) Alcohol is a ......................... that can make you feel drunk.

b) A burglar is ............................... who breaks into houses and steals things.

c) A drug is ................................. which changes the way your mind or body works.

d) An emergency is a ....................... when people need help fast.

e) A prison is a ......................... where people must stay when they have been found guilty of a crime.

b. Now finish the sentences below in the same way.

a) A bully is ...............................................................................................................................................................................
..............................................................................................................................................................................................

b) A police dog is ..................................................................................................................................................................
..............................................................................................................................................................................................

c) An alcoholic is .................................................................................................................................................................
..............................................................................................................................................................................................

d) A driving licence is ...........................................................................................................................................................
..............................................................................................................................................................................................

e) A drug addict is ............................................................................................................................................................... 
..............................................................................................................................................................................................

f) A punishment is ............................................................................................................................................................... 
..............................................................................................................................................................................................
The Police – Vocabulary – some nouns

Match the word on the right to its meaning on the left.

1. .............................................................. = a rule of the country that says what you can and cannot do.

2. .............................................................. = to be cruel or unkind to a person from another ethnic group.

3. .............................................................. = a sudden fight or attempt to hurt somebody.

4. .............................................................. = a place where people decide if a person has done something wrong and what the punishment is to be.

5. .............................................................. = a police officer writes what happened.

6. .............................................................. = a person tells the police what happened.

7. .............................................................. = a place where people must stay when they have done something wrong.

8. .............................................................. = place in a police station where the police take a person if they think he/she has done something wrong.

9. .............................................................. = to take, inject or smoke substances that are illegal.
World premiere of a new Hollywood film: Moving to a New World

A hundred years in the future, the Earth is overcrowded, polluted and running out of water, oil and other resources. A planet very like the Earth has been discovered. It is a perfect world with no people living there. A group of millionaires have built a spaceship to take people to settle there. They will take 7 people from your neighbourhood. A committee has been formed to decide who is going to go to the new planet to build a new human race.

You are one of the people on this committee and you have to make important decisions. **You can choose from 15 people but only 7 can go.**

**In two groups discuss who are you going to choose. Make a list and then tell the other group who you chose and why.**

<table>
<thead>
<tr>
<th>The List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ..........................................................</td>
</tr>
<tr>
<td>2. ..........................................................</td>
</tr>
<tr>
<td>3. ..........................................................</td>
</tr>
<tr>
<td>4. ..........................................................</td>
</tr>
<tr>
<td>5. ..........................................................</td>
</tr>
<tr>
<td>6. ..........................................................</td>
</tr>
<tr>
<td>7. ..........................................................</td>
</tr>
</tbody>
</table>

1. **James** – a 30 year old, well-educated, lawyer with a secret heroin addiction that he has never tried to deal with

2. **Maria** – a 24 year old woman who has never worked and who many people would say has no desire to work, neither inside nor outside the home. She loves Saturday evening when she can leave the ‘kid’ and go out clubbing till the early hours of Sunday morning.
3. **Jerome** – Maria’s 2 year old child who may or may not have learning difficulties because it is too early to tell.

4. **Mohammed** – 50 year old Imam originally from Yemen who came to the UK 30 years ago and has led a full but quiet life since then, looking after his family and working in a cake factory.

5. **Farah** – a Somali woman who is not sure how old she is really but gives her date of birth as 1/1/60. She learnt to read or write in her first language and since she came to the UK she has been so busy looking after her family that she has not had time to learn much English.

6. **Samantha** – a single, 35 year old woman from a white, middle class family who qualified and worked as a doctor.

7. **Dan (Danielle)** – an energetic, 18 year old young woman who attends a car mechanic course at the local FE college, feels frustrated because car insurance is so high, driving lessons are so expensive and a car that would pass the MOT is simply out of reach if you follow the legal route.

8. **Patrick** – a Congolese man, perhaps in his early 20s who only recently arrived in the UK as an asylum seeker and has not received a decision on whether or not if he can stay. No information is available about his current health or profession. Some people believe he may have been in the army.

9. **Marc** – a 12 year old boy who attends a small private school in London and has had excellent school reports and exam results. His parents push him to work hard but he has often been left to look after himself because they work hard too.

10. **Zara** – a 15 year old young woman who is very quiet, shy and submissive. She has missed many days of school because of mysterious illnesses and injuries and her strict father who believed her place was in the home obeying orders.

11. **Grace** – a cute, lively 5 year old child of Nigerian origin who has recently started school and loves it.

12. **Tarik** – a 22 year old man from Australia who was working temporarily in London in order to finance his round the world trip and who is a teetotaller because he never drinks alcohol and he dislikes people who do drink.

13. **Bernard** – a 52 year old former soldier from who likes to keep himself to himself. He feels very strongly that his country has been invaded by ‘coloureds’. He certainly likes his whisky.

14. **Amit** – a 17 year old whose mother is Scottish and whose father is Turkish. He grew up on a farm in Scotland and prefers life in the country to life in the town/city.

15. **Deliah** – a 28 year old with long, blond hair and sparkling, blue eyes who knows she is very attractive to men and she enjoys using this ‘power’ to her advantage. She is a nurse who works in the geriatric ward at a large hospital.
IS THIS YOUR DESTINY?

DRINK

DRIVE

DIE

Designed by Cyrena Aboy, St. Joseph's Comprehensive School, Newport.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer: Oral activity</td>
<td>Class</td>
<td>Flashcards</td>
<td>See Session 1</td>
<td>15 mins</td>
</tr>
<tr>
<td>Extending vocabulary</td>
<td>Pairs</td>
<td>Some car vocabulary</td>
<td>Rw/E3.1a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Recognising signs</td>
<td>Pairs</td>
<td>Road signs</td>
<td>Rt/E3.9a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Understanding language of forms</td>
<td>Pairs</td>
<td>UK Driving Licence</td>
<td>Rw/E3.2a</td>
<td>15 mins</td>
</tr>
<tr>
<td>gap fill</td>
<td>Pairs</td>
<td>Driving in the UK</td>
<td>Rw/E3.1a Rt/E3.1a Rt/E3.4a Rt/E3.7a</td>
<td>15 mins</td>
</tr>
<tr>
<td>Reading comprehension and discussion</td>
<td>Pairs</td>
<td>Wearing seat belts saves lives</td>
<td>Rw/E3.1a Sd/E3.1a Sd/E3.2 Lr/E3.6 Lr/E3.7</td>
<td>15 mins</td>
</tr>
<tr>
<td>Game</td>
<td>Pairs</td>
<td>Word in word</td>
<td>Ww/E2/1b</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
Some car vocabulary

Circle the correct answers.

1. You sit in the car and look through it.
   a) windscreen
   b) clutch
   c) ignition
   d) spark plugs
   e) accelerator

2. When you want to go faster you press this pedal.
   a) brake pedal
   b) clutch
   c) gearbox
   d) accelerator
   e) ignition

3. You turn these on when it is dark so that you can see the road in front of you.
   a) headphones
   b) headlights
   c) tail lights
   d) spotlights
   e) ignition

4. When you want to turn left or right you put these on.
   a) headlights
   b) indicators
   c) horn
   d) steering wheel
   e) tail lights

5. You turn this on when you park the car and leave it so that it does not move.
   a) accelerator
   b) clutch
   c) footbrake
   d) handbrake
   e) gearbox
Match the sign with the meaning.

1. .................................................................
   a) mini roundabout

2. .................................................................
   b) no waiting

3. .................................................................
   c) steep hill downwards

4. .................................................................
   d) slippery road

5. .................................................................
   e) minimum speed

6. .................................................................
   f) maximum speed

7. .................................................................
   g) keep left

8. .................................................................
   h) no overtaking

9. .................................................................
   i) no motor vehicles
Match the sign with the meaning.

1. ...............................................................................................
   a) mini roundabout

2. ............................................................................................... 
   b) no waiting

d) slippery road

3. ............................................................................................... 
   c) steep hill downwards

a) mini roundabout

4. ............................................................................................... 
   d) slippery road

5. ............................................................................................... 
   b) no waiting

6. ............................................................................................... 
   h) no overtaking

7. ............................................................................................... 
   i) no motor vehicles

8. ............................................................................................... 
   f) maximum speed

9. ............................................................................................... 
   e) minimum speed
UK Driving Licence

a. Look at the driving licence above and see what information is recorded on the licence. Use the words below to complete the table.

<table>
<thead>
<tr>
<th>No. on licence</th>
<th>Information given on licence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

- date of licence issue
- photo expiry date
- date and place of birth
- surname
- driver number
- categories of vehicles which licence holder can drive and pictograms of categories
- licence holder’s address
- licence holder’s signature
- validity dates (start and end dates when vehicles in each category can be driven)
- date of licence issue
- forename
- issuing authority

b. Decide what questions you could ask in order to obtain the information written on the licence.

c. Either use your own licence(s) or the one above to practise asking and answering the questions about the information given on a driving licence. Remember to use ‘you’ or ‘he’. 
a. Look at the driving licence above and see what information is recorded on the licence. Use the words below to complete the table.

<table>
<thead>
<tr>
<th>No. on licence</th>
<th>Information given on licence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>surname</td>
</tr>
<tr>
<td>2</td>
<td>forename</td>
</tr>
<tr>
<td>3</td>
<td>date and place of birth</td>
</tr>
<tr>
<td>4a</td>
<td>date of licence issue</td>
</tr>
<tr>
<td>4b</td>
<td>photo expiry date</td>
</tr>
<tr>
<td>4c</td>
<td>issuing authority</td>
</tr>
<tr>
<td>5</td>
<td>driver number</td>
</tr>
<tr>
<td>7</td>
<td>licence holder’s signature</td>
</tr>
<tr>
<td>8</td>
<td>licence holder’s address</td>
</tr>
<tr>
<td>9</td>
<td>categories of vehicles which licence holder can drive and pictograms of categories</td>
</tr>
</tbody>
</table>
Driving in the UK – what you must know before you drive

Read the text below and put in the correct words. Some words may be used more than once.

<table>
<thead>
<tr>
<th>3 years old</th>
<th>6 or 12 months</th>
<th>Driving Licence</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 years old</td>
<td>12 months</td>
<td>Road Tax Disc</td>
</tr>
</tbody>
</table>

To drive in the UK you must have the following driving documents:

• a full British Driving Licence (not a Provisional ...)
• a Road Tax Disc
• an MOT Certificate (unless the car is under ...)
• a Certificate of Insurance for the Car

To drive in the UK you must be ... years old. When you are learning to drive you must have car insurance.

To get a U.K. ..., you must:

• apply for a Provisional Driving Licence. Applications are available at the Post Office.
• apply for and pass the Driving Theory Test. You can apply by phone if you have a credit card and a Provisional Driving License.
• apply for and pass the Driving Application Test. You must have passed the Driving Theory Test first.

All cars in Great Britain must have a current Road Tax Disc. A new Tax Disc is bought every ...

... The ... goes on the lower left corner of the windshield.

Cars over ... must also have a technical inspection every ...

In the UK it is called an M.O.T. test and you get an M.O.T. Certificate.

To buy a new ..., you go to the Post Office where you will need to show the current M.O.T. Certificate and Certificate of Insurance for the car.

People with licences from some other countries are allowed to drive in the UK for up to a year. After one year, many of these drivers, including Americans and Canadians, must take a written and practical British Driving Test.

Books with the British rules of the road are available at any good book shop.

Even if you have a licence from another country, it helps if you take driving lessons. Just a couple of lessons can help you pass the driving test. Do not be unhappy if you do not pass the first time, you will be able to take the test again.
Each year South Wales Police campaign to enforce the law and to educate drivers and passengers about their responsibility to wear seat belts.

The driver and any passengers in both the front and the back must wear seat belts (if fitted). Drivers not only must wear seatbelts themselves but must also ensure that passengers under the age of 14 are secured correctly. Either they must wear seat belts or they must be sitting in special children's car seats.

If a driver or passenger is found not to be wearing a seat belt, they could be issued with a fixed penalty fine, which currently is £20 and they may have to appear in a Magistrates’ Court and be fined by the Magistrates.

Some drivers do not have to wear seatbelts, for example H.G.V. drivers, postmen, taxi drivers and delivery drivers who have numerous stops within short distances.

A fatal road traffic accident costs the tax payer nearly £1 million – but the human cost cannot be measured and this is why police need to ensure that people belt up and stay safe.

Underline the verb(s) in the following sentences.

1. Police campaign to enforce the law.
2. They must be sitting in special children's car seats.
3. Some drivers do not have to wear seatbelts.
4. A fatal road accident costs the tax payer nearly £1 million.
5. They may have to appear in a Magistrates’ Court.
6. A fixed penalty fine is currently £20.
7. Drivers must also ensure that passengers under the age of 14 are secured correctly.
8. Police campaign to educate drivers and passengers.

Wearing seat belts saves lives
1. Is it against the law to not wear seatbelts in both the front of the car and the back of the car?

2. Who is responsible if passengers are not wearing seatbelts?

3. What is the law about seatbelts in the country you came from?

Remember the road safety rules you made for your child in session 5?

This website has information and fun activities about road safety that you can share with your children.

Go to http://www.hedgehogs.gov.uk/

1. Explore the site to find information on how you keep your child safe on the road.

Click on on the right of the screen or go to http://www.thinkroadsafety.gov.uk/arrivealive/walking.htm

2. On the Arrive Alive site click on each of the headings in the box on the left to find out more information on road safety and try out the quizzes.
Word in word:
How many other words can you find? (4)

Use the letters in the word below to make new words.

**driving licence**

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
6. .................................................................
7. .................................................................
8. .................................................................
9. .................................................................
10. .................................................................
11. .................................................................
12. .................................................................
13. .................................................................
14. .................................................................
15. .................................................................
16. .................................................................
17. .................................................................
18. .................................................................
Word in word:
How many other words can you find? (4)

Use the letters in the word below to make new words.

**driving licence**

1. ..................................................  lid
2. ..................................................  rid
3. ..................................................  end
4. ..................................................  lend
5. ..................................................  in
6. ..................................................  ring
7. ..................................................  cling
8. ..................................................  evening
9. ..................................................  ice
10. ...............................................  rice
11. ...............................................  lice
12. ...............................................  nice
13. ...............................................  live
14. ...............................................  dive
15. ...............................................  drive
16. ...............................................  give
17. ...............................................  green
18. ...............................................  vile

These are only suggestions. There may be other words that can be made.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method</th>
<th>Materials</th>
<th>ESOL Core Curriculum</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer</td>
<td>Individuals</td>
<td>Logos are important</td>
<td>Rt/E3.9a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Recognising symbols.</td>
<td>Feedback to group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of impact &amp; use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wordshower</td>
<td>Pairs or small groups</td>
<td>Police – Wordshower</td>
<td>Rw/E3.1a</td>
<td>20 mins</td>
</tr>
<tr>
<td></td>
<td>Feedback to group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General class discussion</td>
<td>Class</td>
<td>Conversation questions</td>
<td>Wt/E3.1b</td>
<td>20 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher’s question sheet</td>
<td>Sd/E3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lr/E3.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lr/E3.7</td>
<td></td>
</tr>
<tr>
<td>Gap fill</td>
<td>Pairs</td>
<td>Definitions task sheet</td>
<td>Rw/E3.1a</td>
<td>10 mins</td>
</tr>
<tr>
<td>Roleplay</td>
<td>Pairs</td>
<td>Roleplays A–E</td>
<td>Sd/E3.1</td>
<td>20 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lr/E3.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lr/E3.7</td>
<td></td>
</tr>
<tr>
<td>Recap of vocabulary</td>
<td>Pairs</td>
<td>Vocabulary Exercise</td>
<td>Rw/E3.1a</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
Logos are important

Match the logo to the issue.

1. ..................................................................

2. ..................................................................

3. ..................................................................

4. ..................................................................

5. ..................................................................

6. ..................................................................

7. ..................................................................

8. ..................................................................

Discuss

What do you think?

a) Are logos important?

b) How do logos help?

c) What makes a good logo?
How many words can you think of to complete the table below?

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Equipment used by the police</th>
<th>Verbs used to talk about the police</th>
<th>Crime/criminal act</th>
<th>Punishment</th>
<th>General nouns about the police</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People</td>
<td>Places</td>
<td>Equipment used by the police</td>
<td>Verbs used to talk about the police</td>
<td>Crime/criminal act</td>
<td>Punishment</td>
<td>General nouns about the police</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Police marksman</td>
<td>Police station</td>
<td>Police car</td>
<td>Report a crime/an incident</td>
<td>Domestic violence</td>
<td>Fine</td>
<td>Law</td>
</tr>
<tr>
<td>Victim</td>
<td>Prison</td>
<td>Police van</td>
<td>Assault</td>
<td>Racial abuse</td>
<td>Prison</td>
<td>Verbal statement</td>
</tr>
<tr>
<td>Suspect</td>
<td>Court</td>
<td>Police helicopter</td>
<td>Give/make a statement</td>
<td>Racial harassment</td>
<td>Death penalty</td>
<td>Written statement</td>
</tr>
<tr>
<td>Witness</td>
<td>Custody suite</td>
<td>Bullet-proof vest</td>
<td>Commit a crime/an offence</td>
<td>Assault</td>
<td>Community Service Order</td>
<td>Crime prevention</td>
</tr>
<tr>
<td>Police dog handler</td>
<td>Scene of crime</td>
<td>Handcuffs</td>
<td>Arrest a suspect</td>
<td>Theft</td>
<td>Formal caution</td>
<td>Personal safety</td>
</tr>
<tr>
<td>Chief Constable</td>
<td></td>
<td>Riot shield</td>
<td>Investigate a crime</td>
<td>Murder</td>
<td></td>
<td>Emergency</td>
</tr>
<tr>
<td>Police Constable</td>
<td>Truncheon</td>
<td>Search a person/place</td>
<td></td>
<td>Rape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police officer</td>
<td>Uniform</td>
<td>Charge a suspect</td>
<td></td>
<td>Criminal damage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policeman</td>
<td>Visor</td>
<td>Question a witness</td>
<td></td>
<td>Burglary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police woman</td>
<td>Radio</td>
<td>Help, assist support</td>
<td></td>
<td>Driving without documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Police helmet</td>
<td>CS Gas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conversation questions

These topics have all come up during the course. Ask learners which topics they have found interesting. Put them on the whiteboard and use them as a structure for the conversation. Ask learners to think of their own questions and also use the questions below.

Introduction

• What does the word ‘crime’ mean?
• Why is ‘Law and Order’ so important in society?

Children

• What do you understand by the words ‘child abuse’ and ‘child protection’?
• Do you think it is safe to leave a child alone with a slightly older child in the daytime or at night?
• How old do you think a child should be before they are old enough to be left alone?

Crime & Punishment

• Do you think that capital punishment/the death penalty is a good or bad idea? Why or why not?
• Do you think that punishment for violent crimes should be the same for juveniles (people under 18) and adults? Why or why not?
• Do you think prison is a good form of punishment? Why or why not?
• What is the punishment for murder in the UK?
• What is the punishment for stealing in the UK?
• What makes some people commit a crime? Is it poverty, upbringing, lack of education, unemployment or something else?

Driving

• Do you think it is right to drive if you are under the influence of drink or illegal drugs?
• In the UK is it a crime to drive under the influence of drink or illegal drugs? If so, what is the possible punishment?

Drugs

• Are there problems with drugs where you live?
• Do you think there is a link between drugs and crime?
• Do you think people who use illegal drugs should be put in jail?
Guns
- Do you think gun control is a good idea? Explain.
- Do you think policemen should be allowed to carry guns?

House
- What would you do if you heard a burglar in your house?
- What should you always remember to do before you leave your house?

Men and Women
- Do you think that it is a crime if your partner hits you and causes you injury in the UK?
- In the UK do women have the same rights as men?

Personal Safety
- Do you think your town/city is a safe place to live in? Why?
- Are there any places where you feel uncomfortable to walk alone? If so, where, and why?
- Are you apprehensive or afraid about walking outside after dark?
- Do you always make sure your windows are shut and lock your front door when you leave your house? How about your car?
- Why do you think there is a CCTV system in many town/city centres?
- Who can help you if you need assistance in your town/city centre?

Theft
- What can you do to prevent things from being stolen?
- Why do you think people steal things?
- If a person steals a loaf of bread because he needs to feed his starving family, should he be punished?

Conclusion
- What do you think is the worst crime a person could commit? Why?
- Do you think there will be more or less crime in the future?
- What are some things people can do to protect themselves from crime?
Put a word from below in the sentences.

<table>
<thead>
<tr>
<th>bullying</th>
<th>drug</th>
<th>medicines</th>
<th>domestic abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-social behaviour</td>
<td>racial incident</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ............................................... is when someone hurts, threatens or frightens you regularly.

2. A .................................................. is something that changes the way your mind or body works.

3. All ................................................... are drugs but not all drugs are medicines.

4. ................................................... is any incident of threatening behaviour, violence or abuse, be it psychological, sexual, financial or emotional, between adults who are or who have been intimate partners or family member, regardless of gender.

5. ................................................... is any behaviour that you think may upset someone and is wrong or is against the law.

6. A .................................................. is any incident which is perceived to be racist by the victim or any other person.
Problem A

Your friend has a problem and asks you for advice. Read about the problem and consider what you would say to them.

• Make notes planning what you would say to the person. What questions could you ask for more information? What advice could you give in order to help?

• Roleplay the scene.

I go to High School. I try to be friendly but every time I try to play with the other children they tell me to go away.

What can I do? How can I make friends?
Your friend has a problem and asks you for advice. Read about the problem and consider what you would say to them.

- Make notes planning what you would say to the person. What questions could you ask for more information? What advice could you give in order to help?
- Roleplay the scene.

I always wear a scarf to cover my head. Some people in my work have commented because I am the only woman who wears a scarf.

What should I say? I want to be friendly but . . .
Roleplay: Giving Advice

Your friend has a problem and asks you for advice. Read about the problem and consider what you would say to them.

• Make notes planning what you would say to the person. What questions could you ask for more information? What advice could you give in order to help?

• Roleplay the scene.

I have a friend and she is British. She often talks to me. She and her boyfriend live together but I can always hear them arguing. I think he is hitting her.

How can I help?
Your friend has a problem and asks you for advice. Read about the problem and consider what you would say to them.

• Make notes planning what you would say to the person. What questions could you ask for more information? What advice could you give in order to help?
• Roleplay the scene.

My daughter is 18 years old and wants to go to a nightclub with her school friends. She has worked very hard for her A-levels.

How can I stop her?

What can I do to make sure she is safe?
Roleplay: Giving Advice

Your friend has a problem and asks you for advice. Read about the problem and consider what you would say to them.

- Make notes planning what you would say to the person. What questions could you ask for more information? What advice could you give in order to help?
- Roleplay the scene.

I haven’t been here for a very long time. I would like to have a car but I am not sure what to do before I buy one. I don’t want to break the law but … It seems so complicated.

Can you tell me a bit about it?
Vocabulary Exercise

Circle the correct answers

1. This is a person who could have committed the crime.
   a) suspect
   b) victim
   c) assault

2. This is a person who steals from shops.
   a) shoplifter
   b) a mugger
   c) a burglar

3. This is a small room where a prisoner waits or lives.
   a) a battery
   b) a cellphone
   c) a cell

4. This is something that a police officer wears to protect the head.
   a) a helmut
   b) a helmet
   c) a hat

5. This is a person who has seen a crime.
   a) a suspect
   b) a witness
   c) an offence

6. This is something a traffic warden gives a motorist when he or she parks in the wrong place.
   a) a fine
   b) a caution
   c) a sentence
7. This is a group of 12 people who listen and decide if the person is guilty.
   a) a court
   b) a judge
   c) a jury

8. This is a person who brings something into the country secretly.
   a) a smuggler
   b) a mugger
   c) a suspect

9. This is the opposite of guilty.
   a) announce
   b) innocent
   c) innocence

10. This is to hit someone and steal from that person in the street.
    a) to smuggle
    b) to burgle
    c) to mug

11. This is something a police officer carries in his or her hand for protection.
    a) a truncheon
    b) a uniform
    c) a visor

12. This is something you give or make at a police station after an incident.
    a) a statement
    b) a crime
    c) an offence

13. This is the person who heads the police force in your area.
    a) Chief Superintendent
    b) Police Constable
    c) Chief Constable
14. This is a person who, after special training, is allowed to use a gun.
   a) Police marksman
   b) Police dog handler
   c) Police Sergeant

15. This is someone who claims to have been with the accused, so proving this person could not have been at the scene.
   a) an alibi
   b) a witness
   c) an arsonist
For further information contact:
The Basic Skills Agency, Commonwealth House, 1–19 New Oxford Street, London WC1A 1NU
Tel: 020 7405 4017 • Fax: 020 7440 6626
email: walesenquiries@basic-skills.co.uk
www.basic-skills-wales.org

For further copies contact:
The Basic Skills Agency, Admail 524,
London WC1A 1BR
Tel: 0870 600 2400 • Fax: 0870 600 2401

A1785

£8 + VAT + Postage & Packing