

Crimes and Criminals

CRIME	CRIMINAL	VERB
Abduction <i>sequestro</i>	Abductor <i>sequestratore</i>	To abduct <i>sequestrare</i>
Arson <i>incendio doloso</i>	Arsonist <i>incendario</i>	To commit arson / set fire to sth. <i>appiccare un incendio</i>
Assault <i>aggressione</i>	Assailant <i>aggressore</i>	To assault s.o. <i>aggreire q.uno</i>
Blackmail <i>ricatto</i>	Blackmailer <i>ricattatore</i>	To blackmail <i>ricattare</i>
Burglary <i>furto con scasso</i>	Burglar <i>scassinatore</i>	To burgle <i>scassinare / svaligiare</i>
Embezzelment <i>peculato / appropriazione indebita</i>	Embezzler <i>malversatore</i>	To embezzle <i>appropriarsi indebitamente</i>
Espionage <i>spionaggio</i>	Spy <i>spia</i>	To spy <i>spiare</i>
Evasion (of service of sentence) <i>latitanza</i>	Fugitive from justice <i>latitante</i>	To flee from custody / evade justice <i>latitare / essere latitante</i>
Extortion <i>estorsione</i>	Extortioner <i>estorsore</i>	To extort <i>estorcere</i>
Forgery <i>falsificazione</i>	Forger Counterfeiter <i>falsario</i>	To forge To counterfeit <i>falsificare</i>
Fraud <i>frode / truffa</i>	Fraudster Swindler <i>truffatore / imbrogione</i>	To defraud To swindle <i>frodare / truffare</i>
Hijacking <i>dirottamento</i>	Hijacker <i>dirottatore</i>	To hijack <i>dirottare</i>
Kidnapping <i>sequestro</i>	Kidnapper <i>sequestratore</i>	To kidnap <i>sequestrare</i>
Money laundering <i>riciclaggio di denaro sporco</i>	Money launderer <i>riciclatore di denaro</i>	To launder money <i>riciclare denaro</i>
Murder / homicide = <i>omicidio / assassinio</i> Manslaughter = <i>omicidio colposo</i>	Murderer <i>omicida / assassino</i>	To murder <i>uccidere / assassinare</i>
Pickpocketing <i>borseggio</i>	Pickpocket <i>borsaiolo/a</i>	To pick people's pockets <i>borseggiare</i>
Robbery <i>rapina</i>	Robber <i>rapinatore</i>	To rob <i>rapinare</i>
Shoplifting <i>taccheggio</i>	Shoplifter <i>taccheggiatore</i>	To shoplift <i>taccheggiare / rubare</i>
Smuggling <i>contrabbando</i>	Smuggler <i>contrabbandiere</i>	To smuggle <i>contrabbandare</i>
Stalking <i>stalking</i>	Stalker <i>stalker</i>	To stalk s.o. <i>fare stalking a q.uno</i>
Tax evasion <i>evasione delle tasse</i>	Tax evader <i>evasore</i>	To evade taxes <i>evadere le tasse / frodare il fisco</i>
Theft <i>furto</i>	Thief <i>ladro</i>	To steal <i>rubare</i>
Trafficking / drug trafficking / people trafficking / organ trafficking <i>traffico / di droga / di persone / di organi</i>	Trafficker <i>trafficante</i>	To traffick <i>trafficare</i>
Treason / High Treason / Treachery <i>alto tradimento</i>	Traitor <i>traditore</i>	To betray <i>tradire</i>
Vandalism / criminal damage <i>vandalismo / atti vandalici</i>	Vandal <i>vandalo</i>	To vandalize sth. <i>commettere atti vandalici</i>

First, watch this video-clip:

'Keen Eddie S1E8 - Sticky Fingers' 00'.00"- 04'.20"

https://www.youtube.com/watch?v=x18VAhtJ_gY

What crimes and which kinds of criminal did you see?



Bank Thefts Soaring

Attempts to steal people's bank cards and PIN codes while they are using cash machines have tripled over the past year, according to official figures released today. Financial Fraud Action UK says there were 7,500 incidents in the first six months of this year, three times higher than in January-June 2013, and the numbers appear to be increasing every month. Police say the rise is partly because more secure chip-and-pin cards have reduced the opportunities for hi-tech fraud. In a practice that the police call 'shoulder surfing', thieves look over a person's shoulder while they tap in their number at cash machines and then distract them as the card comes out of the ATM, enabling the thief to snatch it.

Eighty-year-old Jacqueline Fletcher told BBC News she was watched by two thieves while she withdrew cash from an Cashpoint outside her local supermarket. Later, one of the pair asked her for some small change and stole her bank card while pretending to help her with her purse. The perpetrators then used the card to place £400 in bets at Ladbrokes, spent £60 on phone cards and withdrew £240 in banknotes.

The head of the Cheque & Plastic Crime Unit, Detective Chief Inspector Dave Carter, puts part of the blame on the introduction of more secure chip-and-pin cards and better designed cash machines. The innovations make it harder for criminal gangs to use sophisticated equipment to copy the details on cards.

"This equipment is difficult to get hold of, it's obviously illegal to possess it. It tends to be quite hi-tech and therefore it's expensive," he explained. "But tricking bank customers out of their cards depends on the tried-and-tested techniques of petty crime. This is a return to a simple distraction tactic, which it's a lot cheaper."

Jacqueline Fletcher's bank returned the cash the thieves had obtained from their ATM, but some banks refuse to pay refunds if people have been careless with their PIN codes. Police say the obvious way to frustrate thieves is to shield the PIN code pad while you are entering the number, with your spare hand. Card providers claim that significant numbers of customers still do not bother to take this precaution.

Criminals can obtain your card number in other ways, too. Phishing, for example, by infecting your computer with a programme which will read its files and register when you type in a password. Your card's PIN number and details may also be copied by a electronic device called a 'skimmer' which can be attached to cash machines. Details are then sold on hundreds of 'carding' websites, often based in Eastern Europe or China. Anyone can register for one of these sites - all you need is an email address - to get access to a global network of criminals selling details from victims over the world.

We visited a number of sites selling British card details from banks including HSBC. One seller on a Russian website offered British credit cards, with full details of the person's identity, for just £19 each. For £190, they also claimed to be able to offer access to a UK bank account with a credit limit of £8,000. Another seller on a separate Russian website boasted of having five staff working in the Republic of Ireland. Within one minute of us contacting him, he offered to sell the details on the magnetic strips of credit cards from any Irish bank. These details can be attached to blank plastic cards and used in shops in countries which don't use chip and pin, such as the USA.

Other criminals use the 'deep internet'. This is an anonymous network which is even tougher for the police to trace and requires you to download special programs. Here, we found one website, selling bundles of Visa cards and MasterCard from Holland and Germany, complete with their security codes, with credit limits of £2,000 each, for £25 per card.

Part 2. (10 marks: 1 point for each correct answer; 0 for each incorrect or non-answer).

Read the article on the opposite page, taken from The Telegraph of September 25th 2014. Now give short answers (1-12 words only) to the following questions, according to the information in the text.

1) How many bank card thefts were reported in the first six months of last year ?

2) Why is the number of bank card thefts increasing ?

3) What is the easiest and least expensive way for a criminal to gain access to your bank account?

4) How did the two criminals distract Jacqueline Fletcher ?

5) How much money did they steal from her ?

6) How much money did her bank give her back ?

7) Are banks obliged to refund the money that has been stolen from their customers in this way ?

8) What is phishing ?

9) What is skimming ?

10) How much does it cost to buy a stolen Dutch credit card plus its CVV number on the Internet ?

LAW IN PRACTICE

Lead-in

Crimes involving identity theft are becoming increasingly common. Many people think nothing of giving away personal information, and this can be abused by criminals. Lawyers can help clients who may be at risk of identity theft by placing a fraud alert on their credit file, closing bank accounts, filing a police report and checking for more instances of fraud.

23 a Discuss these questions in small groups.

- 1 How would you define identity theft?
- 2 What examples of identity theft can you think of?

b Compare your ideas with this definition given by the Identity Theft Resource Center.

Identity theft is a crime in which an impostor obtains key pieces of personal identifying information (PII), such as social security numbers and driver's licence numbers, and uses them for their own personal gain. This is called ID theft. It can start with lost or stolen wallets, stolen mail, a data breach, a computer virus, phishing, a scam or paper documents thrown out by you or a business.

Key terms 2: Identity theft

24 There are several common kinds of identity theft. Match the examples (1–6) with the definitions (a–f).

- | | |
|----------------------------|---|
| 1 bin raiding ¹ | a stealing credit/debit card numbers by using a special storage device when processing cards (often in order to make illegal copies) ² |
| 2 skimming | b fraudulently gaining access to personal information from financial institutions, telephone companies and other sources |
| 3 phishing | c taking wallets, mail and other items containing personal information without permission |
| 4 changing addresses | d pretending to be a financial institution or company and sending spam or pop-up messages to get people to reveal personal information |
| 5 stealing | e sending someone's billing statements to another location by completing a change of address form |
| 6 pretexting | f looking through rubbish for bills or other paper containing detailed information |

25 Which of the above kinds of identify theft are a problem in your country? Have you ever been the victim of any of the above?

¹ (US) dumpster diving

² Such devices first came to public attention when it was reported that restaurant employees had been using them to record information when processing cards. Restaurant patrons were advised by anti-fraud campaigners not to let their credit cards be taken away from the table. Cards are now commonly processed in front of diners using wireless devices.

Listening 2: Podcasts

The Internet provides a lot of useful information for legal practitioners who need to keep up to date with developments in the law. Specialist blogs are one example of constantly updated sources of information, and there are many law-related podcasts that can be downloaded onto an mp3 player and listened to during those spare minutes between appointments. See www.podcast.net for a comprehensive list of audio and video podcasts.

- 26** ▶ 4.2–4.5 Listen to four short clips taken from law-related podcasts. Which of the common kinds of identity theft described in Exercise 24 is being described in each?
- 27** ▶ 4.6, 4.7 Listen to the full versions of podcasts 1 and 2 and answer these questions.
- 1 Why might a victim of identity theft not realise that they have been targeted?
 - 2 What must potential creditors do when you have placed a fraud alert on your credit report?
 - 3 Phishing can involve sending email to a person in order to get them to reveal personal information. What other example of phishing is given?
 - 4 Why may banks refuse to compensate people a second time for losses caused due to phishing?
 - 5 How are banks contributing to the problem of phishing?
- 28** ▶ 4.8, 4.9 Listen to the full versions of podcasts 3 and 4 and answer these questions.
- 1 The stolen laptop contained information on how many Hewlett Packard employees?
 - a 196,000
 - b 19,600
 - c 1,960
 - 2 Why might the stolen information be inaccessible?
 - a It is impossible to extract the data.
 - b The thieves do not have the encryption key.
 - c The encryption key can no longer be used.
 - 3 According to the survey, how many bins contained both a bank account number and associated sort code?
 - a one in five
 - b 72%
 - c two in five
 - 4 How many Americans have been the victims of identity theft?
 - a 99.9 million
 - b 19.9 million
 - c 9.9 million

Speaking 2: Short presentation

The senior partner at your law firm has asked you to prepare a short presentation on some of the most common forms of identity theft. She is particularly interested in what the firm could do to reduce the risks to its staff and customers, and would also like to be prepared for the kinds of questions, concerns and legal problems the firm's clients might have.

- 29** Prepare a short presentation on the subject of identity theft, using the information in this unit and the format outlined in Unit 1 (page 15).

Language use 3: Giving advice and expressing obligation

Lawyers frequently need to give advice and to tell their clients about obligations imposed by the law.

30 Read the transcript for audio 4.6 (page 128) and find examples of the of language of advice and of obligation.

31 Read the information in the box below and complete the notes on the use of *must* and *have to* in the negative.

Giving advice

Should is often used to give advice:

You **should** then review your credit reports carefully.

Expressing obligation

Must and *have to* are used to express obligation. In statements about obligation with *must*, the obligation is usually one that the speaker imposes on him/herself. *Have to* is often used to refer to an external obligation (e.g. a law, regulation or order from another person). Compare these two sentences:
*I really **must** do something to protect myself against identity theft.*
*We now **have to** shred all documents before throwing them away.*

Must can generally be replaced by *have to*:

... potential creditors **must** / **have to** use what the law refers to as ...

Must and *have to* are used differently in the negative form. You **must** attend the meeting has the same meaning as You **have to** attend the meeting. However, compare the meanings of these two sentences:

You **mustn't** attend the meeting.

You **don't have to** attend the meeting.

You **1)** attend the meeting implies an absence of obligation. You may attend the meeting if you wish, but it is not compulsory.

You **2)** attend the meeting implies that you are prohibited from attending the meeting (e.g. confidential information will be discussed that those present do not wish you to know).

32 Decide whether these sentences are giving advice or expressing obligation. Complete them using *should*, *must* or *have to*. Remember, in some cases more than one answer may be possible.

- To register as a victim of identity theft, you obtain a registration application packet from the Department of Justice.
- Those convicted of aggravated identity theft serve an additional mandatory two-year prison term.
- We believe that banking organisations provide their customers with better information about how to prevent identity theft.
- Credit reporting companies make any requests for further information within 15 days of receiving your Identity Theft Report.
- Victims of identity theft monitor financial records for several months after they discover the crime.
- Memorise your passwords and personal identification numbers (PINs) so you do not write them down.

Speaking 3: Role-play: advising a client

33 Discuss the four cases below with a partner. Take it in turns to play the roles of the lawyer and the client.

Lawyer

When playing the role of the lawyer, take detailed notes and ask any further questions necessary using the WASP technique outlined in Unit 3. Advise your client using the language of giving advice and expressing obligation.

FOR EXAMPLE: *You should check your credit-card statements as soon as you receive them. If you see any purchases you didn't make, you should challenge them immediately.*

Client

When playing the role of the client, respond to the questions posed by the lawyer as best you can, inventing any details when necessary. Do not give all of the information at once.

- 1** You have just been forwarded several pieces of mail from a previous address. The mail includes a bill, a series of reminders and follow-up letters demanding payment for a car that you did not purchase. The most recent letter is from a lawyer representing the company from which the car was bought. He is threatening you with legal action.
- 2** Last week, your credit card was refused, although you had not used it for several months and had no outstanding debts. When you called the credit-card company, they said that the card had been used for a series of online transactions two months ago and that you are now over your limit. You have not received a statement for three months.
- 3** You have recently begun a small business employing four administrative personnel. You are concerned about the rising level of crime involving identity fraud, and wish to develop a comprehensive policy to reduce the risk to your staff and customers.
- 4** You are the CEO of a major international company. Last night, your head of customer security attended a leaving party for a colleague before travelling home on the train. When he woke up this morning, he realised that he had left his laptop somewhere between the office and home.

Writing: Letter of advice

34 Write a follow-up letter of advice based on one of your lawyer–client interviews in Exercise 33. Use the structure outlined in the email of advice in Unit 2.

THE PASSIVE

The passive = The verb "to be" + The past participle

	<u>ACTIVE</u>	<u>PASSIVE</u>
SIMPLE FUTURE	Parliament will pass a new law	
SIMPLE PRESENT	The police question suspects	
PRESENT CONTINUOUS	Detectives are investigating the robbery	
SIMPLE PAST	Criminals kidnapped 250 people last year	
PAST CONTINUOUS	People traffickers were bringing a record number of illegal immigrants to the UK when the British navy intervened	
PRESENT PERFECT	The judge has sentenced the blackmailer to ten years in prison	
PAST PERFECT	The police had charged Julian Assange with sexual assault in Sweden before his arrest in Britain	

USE: We use the passive,

- i) When the object or the action is more important than the subject of the sentence.
- ii) To avoid using the subject or when the subject is not important or unknown.
- iii) When the subject is so obvious that it does not need to be stated.
- iv) To establish a more objective and scientific style.

THE PASSIVE: Modal Verbs

MODAL VERB	+	"BE"	+	PAST PARTICIPLE
Can				used
Could		be		told
Must				released
Had to				proved
Will have to				postponed

- + This prisoner **must be released** by Friday
— The case against him **couldn't be proved**
? **Can** the trial **be postponed**?

Reading and Vocabulary

1 Work in groups. Discuss these questions.

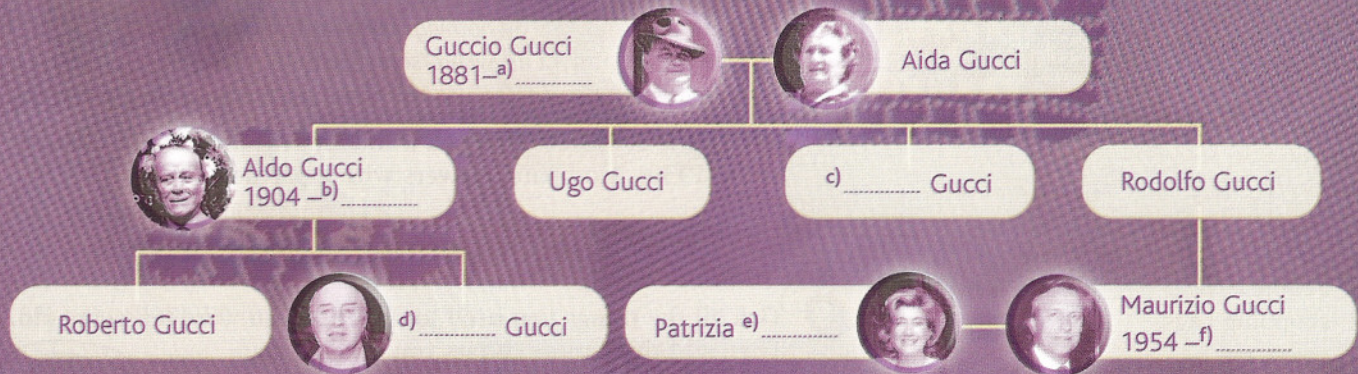
- 1 How important are clothes to people in your country, do you think?
- 2 Do you think people spend too much money on clothes?
- 3 How many 'designer labels' can you name? What do these companies sell?

2 Read the magazine article about the Gucci family. Fill in gaps a)–f) in the family tree.

3 Read the magazine article again and tick the correct sentences. Change the incorrect sentences.

- 1 Guccio Gucci designed clothes.
- 2 Rodolfo was good friends with Paolo.
- 3 Paolo wanted to start his own business.
- 4 Paolo gave information about his father to the police.
- 5 Maurizio was a successful businessman.
- 6 Patrizia shot Maurizio.

THE GUCCI STORY



Lots of people love buying ¹clothes and Gucci is one of ²the most famous fashion houses in ³the world. It was started in ⁴Italy in 1921 by a man named Guccio Gucci. He was ⁵a designer who made leather bags and suitcases and he had ⁶a small shop in Florence. ⁷The shop was the beginning of the family business and by 1953 Guccio's four sons, Aldo, Ugo, Vasco and Rodolfo, were all working for the company.

When Guccio died in 1953, his eldest son Aldo became ⁸the head of Gucci and took the Gucci label to ⁹America, while Rodolfo managed the

Italian side of the business. Aldo's son, Paolo, didn't get on with his father or his uncle, Rodolfo, so he made plans to start his own company called Paolo Gucci. When Aldo discovered this, he sacked Paolo and made it impossible for his son to start his own fashion business. Paolo was so angry that he told the Italian police his father wasn't paying enough tax. Aldo was sent to prison for a year and a day.

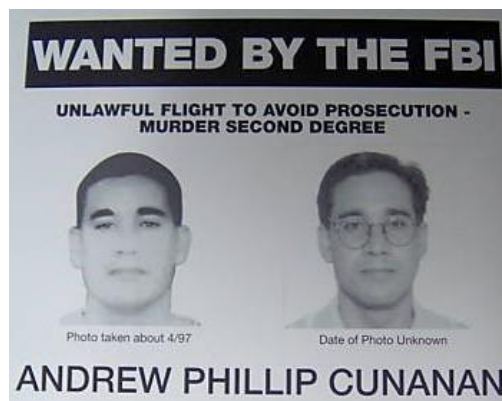
After Aldo died in 1990, his nephew, Maurizio, became the head of Gucci. Unfortunately Maurizio wasn't ¹⁰a very good businessman and in 1991 the company lost \$60 million.

This was ¹¹the worst year in Gucci's history. Maurizio was also having problems with his marriage. One day he went on a business trip and decided not to go back to his wife, Patrizia Reggiani. They finally got divorced in 1994 and a year later Patrizia hired ¹²a gunman to murder her ex-husband. On 27th March 1995, ¹³the gunman shot and killed Maurizio while he was walking to work. Patrizia was sent to prison for 26 years.

Gucci ¹⁴products are still sold all over the world, but there are no members of the Gucci family in the successful company we know today.

Now watch this videoclip:

<https://www.youtube.com/watch?v=eGNnpVKxV6s>



Gianni Versace (born) in 1946 in Reggio Calabria. When he (be) twenty-five, he (decide) to go to Milan and become a fashion designer. His company, Gianni Versace SPA, (found) in 1978 and at the age of thirty-six, he (award) a prize for being the best designer of women's clothes. During the 1980's, the Versace brandfirmly..... (establish) as a symbol of Italian luxury and (diversify) into accessories, cosmetics, jewellery and fragrances. In 1984, he (create) an unusual perfume for men which (call) 'Versace l'Homme'. Four years later, Spain's first Versace shop (open) in Madrid. Expansion continued steadily until, by now, Versace products (distribute) all over the world via an impressive international retail network, including 81 Versace boutiques which (locate) in the primary commercial avenues of major cities, such as Via Montenapoleone in Milan and Bond Street in London. In 1995, Gianni Versace (organize) a party with Elton John where he personally (sign) copies of his new book 'Men without Ties', which then (sell) to the invited guests. All the money that (raise) by the party and the book (give) to AIDS charities. Sadly, Versace (kill) in Miami on July 15th 1997. The FBI (suspect) that the notorious serial killer, Andrew Cunanan, might (involve) in the Versace case. Nine days later, however, Cunanan (find) dead in Miami so the police still (not know) why Gianni Versace (murder). Meanwhile, Gianni Versace SPA (take over) by his brother, Santo, and his sister, Donatella, which means that, if the company's success continues, the products he designed (sell) long after his death.

A SCANDAL IN BOHEMIA

'Jeremy Brett as Sherlock Holmes - A Scandal in Bohemia [HD]' 00'.00"-22'.00"

<https://www.youtube.com/watch?v=pZYsVU2yt4A>

- 1) What are the two men looking for ?
- 2) Who are they and who sent them ?
- 3) How long did Dr Watson wait for his cab in the rain ?
- 4) What had Sherlock Holmes been doing while Watson was away ?
- 5) What does Sherlock Holmes need to keep him happy ?
- 6) Sherlock Holmes is the only unofficial _____ in the world.
- 7) Who is Sherlock Holmes' latest client ?
- 8) What is his nationality ?
- 9) How many men has he killed ?
- 10) Who is Irene Adler ?
- 11) What is her job ?
- 12) Why does she want revenge ?
- 13) How many days does Sherlock Holmes have in which to solve the case ?
- 14) Where does Wilhelm have to go at the weekend ?
- 15) What crimes have been committed in the story so far ?

Key Vocabulary

NOUNS:

A burglar	<i>un ladro, scassinatore</i>
A cab	<i>una carrozza da nolo, tassi</i>
A duellist	<i>un duellante</i>
An opponent	<i>un avversario</i>
An adventuress	<i>avventuriera, cortigiana</i>
A gentleman	<i>un gentiluomo</i>
A lady	<i>gentildonna, signora</i>
A betrothal	<i>una cerimonia di fidanzamento</i>
A fiancé	<i>un fidanzato</i>
A fiancée	<i>una fidanzata</i>
A mistress	<i>un'amante, concubina, mantenuta</i>

Morphine	<i>morfina</i>
Cocaine	<i>cocaina</i>
Revenge	<i>la vendetta</i>
Scientific deduction	<i>la deduzione scientifica</i>

Drugs	<i>la droga</i>
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ADJECTIVES:

Engaged	<i>fidanzato, fidanzata</i>
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PLACES: Bohemia / Warsaw / Scandinavia / The Langham Hotel

Complete the story of the *Mona Lisa* by putting the verbs into the correct form, active or passive

Leonardo da Vinci's *Mona Lisa*, which (know) as *La Gioconda*, (be) the most famous painting in the world. Leonardo (take) the painting with him when he (invite) to France by Francis I in 1516. The king (buy) it and during the French Revolution it (place) in the Louvre. Napoleon (hang) it in his bedroom for several years but it (returned) to the museum afterwards.

Then, in 1911, the *Mona Lisa*, (steal) from the Grand Salon Carré and the theft of this fabulous object (cause) a media sensation. The police (be) as mystified as everyone else. It (think) that modernist enemies of traditional art must (involve) and so the avant-garde poet and playwright Guillaume Apollinaire (arrest) in September and (question) for a week before he (release). Pablo Picasso (be) the next most prominent suspect but, with no evidence against him, the police (force) to let him go.

Two years (pass) before the identity of the thief (reveal): Vincenzo Perugia, an Italian criminal and an ex-employee of the Louvre. On the day of the robbery, he (disguise) himself as a workman and (hide) in the Louvre until it closed for the night. Then, he (remove) the *Mona Lisa* from its frame. When the gallery (open) the next morning, he (walk) out of the building with the painting under his shirt, and (keep) it in his lodgings in Paris.

In November 1913, Vincenzo Perugia (write) to Alfredo Geri, an art dealer in Florence, and (offer) to bring the painting to Italy for a reward of 500,000 lire. He (travel) to Florence by train the following month, with the *Mona Lisa* in his luggage. He (book) into a hotel and (show) the painting to Geri at his gallery. Geri (persuade) him to leave it with him for expert examination and the police (arrest) Perugia later that day.

In his defence, Perugia (say) that he (deserve) a reward for doing his patriotic duty by returning the *Mona Lisa* to its true home in Italy. Many Italians (welcome) the masterpiece home and (visit) the Uffizi Gallery to see it, some of them weeping with joy.

Perugia (serve) only a brief prison sentence and the great painting (send) back to the Louvre, where it still (can see) today.

APPENDIX 2: MODAL VERBS

Introduction: Modal verbs can be divided into two basic groups:

- i) Central Modals: *can, could, will, would, shall, should, may, might, must, ought to.*
- ii) Semi-Auxiliaries: *have to, have got to, tend to, need to, to be able to, be allowed to, to be supposed to.*

Central Modals behave as follows:

- + I can / you can / he can / she can / it can... etc.
- I can't / you can't / he can't / she can't / it can't... etc.
- ? Can I ? / Can you ? / Can he ? / Can she ? / Can it ? ... etc.

Semi-Auxiliaries, by contrast, usually act like this:

- + I have to / You have to / He, she, it has to... etc.
- I don't have to / You don't have to / He, she, it doesn't have to... etc.
- ? Do I have to ? / Do you have to ? / Does he / she / it have to ? ... etc.

Or like this:

- + I am allowed to / You are allowed to / He, she, it is allowed to... etc.
- I am not allowed to / You are not allowed to / He, she, it is not allowed to... etc.
- ? Am I allowed to ? / Are you allowed to ? / Is he, she, it allowed to ? etc.

Modal verbs are always followed by the infinitive without 'to'.

Central modal verbs do not have infinitives, past forms, present or past participles or an -s ending in the third person singular. Semi-auxiliaries are sometimes used to supply their past or future forms, as here:

PAST	PRESENT	FUTURE
Could	Can	Will be able to
Had to	Must	Will have to
Might	May	
Should		Shall
Would		Will

All modal verbs have at least two meanings. These can be grouped into categories such as *Ability, Permission, Obligation, Possibility, Probability* etc.

1) **Ability:** *can, could, be able to.*

i) We use Can, Could and Be Able To to talk about the ability to do something, e.g.

"Now I *can* play the piano. I *couldn't* when I was nine years old."

"When I was nine years old, I *couldn't* drive. Now I *can*."

"When I leave university, I *will be able to*..."

ii) We also use Can and Could with verbs of perception, e.g. "I *can* hear someone coming", "I *can't* see a thing", "They *could* smell gas", "She *couldn't* taste any sugar."

iii) The difference between 'I could' and 'I was able to' is that 'I could' indicates that you had the ability to do something, e.g. 'I knew that, if necessary, I *could* swim to safety from the sinking ship', although you did not necessarily do it in reality. 'I was able to', by contrast, indicates that you succeeded in doing so, e.g. 'I *was able to* swim to safety.'

Now talk about your present, past and future abilities using modal verbs.

2) **Permission:** *can, may, be allowed to*

i) Can, May and Be Allowed To are used to talk about permission, e.g. "You *aren't allowed to* smoke in here", "We *were allowed to* take photographs", "The prisoner *will be allowed to* see his lawyer for about half an hour".

ii) Can and May are used for asking for and receiving permission: e.g. "Can I come in?", "May I sit down?"

Can is more direct, May is more formal, e.g. "May I use your phone?", "Can I borrow your pen?", "Yes, you *may*.", "No, you *can't*."

Now complete this sentence using modal verbs: When I go to my grandparents' house, I *can / can't / am (not) allowed to...*

3) **Obligation:** *must, should, ought to, needn't, have to, be supposed to*

Must	—	it is necessary that you do something.
Mustn't	—	it is necessary that you <u>do not</u> do something.
Have to / Have got to	—	it is necessary that you do something.
Don't have to / Haven't got to	—	it is not necessary but you can if you want to.
Needn't	—	it is not necessary but you can if you want to.
Should	—	it is the correct thing to do.
Ought to	—	it is the correct thing to do.
To be supposed to	—	it is the expected thing.

Permission and Obligation: what *can / can't / must / mustn't / needn't* you do at the following ages ?

6 14 16 18 68

4) **Possibility:** *can, could, may, might*

Can indicates a 100% possibility in the present or the future	e.g. 'Yes, I <i>can</i> do that for you immediately.'
Could indicates a 50% possibility in the present or the future	e.g. 'She <i>could</i> go to Oxford or Cambridge.'
May indicates a 30% possibility in the present or the future	e.g. 'The weather is very cold. It <i>may</i> snow.'
Might indicates a 10% possibility in the present or the future	e.g. 'If we're lucky, it <i>might</i> be sunny all day.'

5) **Probability:** *must, could, may, might, can't*

It must be true	90% probability	e.g. The Eiffel Tower <i>must</i> be the most famous landmark in Europe.
It could be true	50% probability	e.g. Van Gogh <i>could</i> be the most popular artist in the world.
It may be true	30% probability	e.g. There <i>may</i> be a general election next year.
It might be true	10% probability	e.g. NASA <i>might</i> send a man to Mars in 2035.
It can't be true	1% probability	e.g. No, Elvis, Michael Jackson and Amy Winehouse <i>can't</i> still be alive.

Now read the sentences below:

- It will rain this weekend.
- There is a monster in Loch Ness.
- About 1,000,000,000 people around the world can speak English.
- Prince William will be the next king of England.
- Most English people dream about the monarch at least once in their lives.
- Most Italian people dream about their Prime Minister at least once in their lives.

None of the above can be proved 100% true or false. The speaker therefore has to estimate the probability of each statement. Now comment upon them using Must, Could, May, Might or Can't, e.g. "It *must* be true", "It *can't* be true", "It *might* be true".

6) Predictions: *will / won't / shall / shan't / should / shouldn't*

- i) We use Will / Won't / Should and Shouldn't to make predictions or logical deductions about the future based on what we know, not what we can see happening in the present, e.g.
- a) He left half an hour ago, so he'll be home by now.
 - b) It's nearly Christmas, so the shops *will* be crowded.
 - c) We *shall* be on holiday in New Zealand in August so I'm afraid I *shan't* be able to come to your party.
 - d) She is convinced that she *won't* pass her driving test.
 - e) San Marino *won't* win the match against Brazil.
 - f) He has studied hard, so he *should* pass the exam.
 - g) She *shouldn't* have any trouble at the job interview.
- ii) The use of Should / Shouldn't indicates that we approve of the action, state or event, e.g. "In 2100, we *should* have a cure for AIDS and there *shouldn't* be a housing problem" whereas Will/Won't is neutral, e.g. "In 2100, tigers *will* probably be extinct and there *won't* be any rain forests left."

Now make some predictions of your own:

"By the year 2030, I *will / should*" / "By the year 2050, Italy *will / should*"

7) Other Uses of Will/Won't & Shall/Shan't:

We can also use Will / Won't for,

- i) Instant decisions, e.g. "I'll have white wine", "I'll have chicken", "I'll have fish", "OK, I'll see what I can do."
- ii) Promises, e.g. "I'll buy you a bicycle", "I'll let you know immediately", "I *won't* forget to write to you."
- iii) Refusals, e.g. "I *won't* come to work tomorrow", "He *won't* do his homework", "They *won't* listen to me."
- iv) Orders, e.g. "You *will* come to work tomorrow or you'll be fired!", "You *will* do exactly as I tell you!"
- v) Requests, e.g. "Will you please be quiet!", "Will you please sit down", "Will you please close the door?"
- vi) Invitations, e.g. "Will you come to my party?", "Will you have a drink with us later on?"
- vii) In Conditional Sentences, e.g. "I *shall* let you know if the meeting finishes early", "If it rains tomorrow, I *won't* go to Rome",

NB. Shall/Shan't can only be used with 'I' and 'We' when making predictions. Other uses include,

- i) Promises, e.g. "I *shall* buy you a bicycle", "I *shall* let you know immediately", "We *shan't* forget to write".
- ii) Suggestions/Proposals, e.g. "Shall we go out tonight?", "Shall I pick you up later on?", "Shall we dance?"
- iii) The formal future, especially with regard to legal or contractual obligations, e.g. All invoices *shall* be paid within 90 days, Helmets *shall* be worn at all times, The client *shall* meet all reasonable travel expenses, i.e. it is mandatory.

8) Speculation About Hypothetical Situations: *would*

We use Would/Wouldn't to speculate about hypothetical situations in the present and/or the future, e.g.

- a) "What would you do if you lost your job?" - "I think I would leave Italy, I certainly wouldn't stay where I am."
- b) "Would you prefer to live in New York or Los Angeles?" - "Actually, I think Miami would be the best place."
- c) "I would love to own a sports car but I wouldn't be able to afford to run it."
- d) "What would you say if I asked you to marry me?"

Now, in pairs or groups, try to imagine: (i) The holiday of my dreams; (ii) The holiday of my nightmares.

9) Other Uses of Would:

We also use Would/Wouldn't,

- i) In Conditional Sentences, e.g. "I *wouldn't* buy a Smartwatch if I were you",
"If I could speak French, I *would* work in Paris."
- ii) To make requests, e.g. "I *would* like a ticket", "*Would* you fill in this form", "*Would* you sign here, please."
- iii) To make invitations, e.g. "*Would* you care to join us ?", "*Would* you like to come to the cinema ?",
"*Would* you like to dance ?"
- iv) To express wishes, e.g. "No, I *wouldn't* like to dance", "Frankly, I *would* like to resign", "I wish it *would* snow."
- v) To express a preference, e.g. "I'd *rather* stay at home", "We'd *rather* you didn't contact us again",
"He'd *rather* you left now."

10) Practice Test: Now fill in each of the gaps below using the appropriate form of a modal verb.

- 1) You be mad if you think I'm going to lend you any more money.
- 2) I want to go out tonight. we go to the cinema ?
- 3) I ask you a personal question ? Are you married ?
- 4) This company needs a secretary who speak English, French and German.
- 5) It isn't obligatory to have a biometric passport now but you have one in order to visit the USA by 2030.

- 6) If you want to go abroad, I bother buying traveller's cheques, if I were you, just use your debit card when you get there. If your card is stolen, however, you tell your bank as soon as possible so that they cancel the old one and issue you with a new one. Remember that the local branch not be open on Saturdays so, before you go, you telephone them to check whether anyone be there. You inform the police but I think it be a good idea to do so. I remember when an Italian friend of mine had his wallet, tickets and passport stolen in London. He to wait for nearly a week before he was to return home to Italy.

E-MAIL

PRESENTATION

In business, if you want your message to be taken seriously, you have to present it professionally. Format is important: an e-mail should look like an e-mail; a business letter must look like a business letter etc.

1a) Study these two examples.

TO: cardsafe @ EUROPOL.co.uk
CC:
SUBJECT: Missing debit card
<p>Dear Sir or Madam</p> <p>I am writing to let you know that I can't find my Europol debit card anywhere. My name is John Smith and I have a current account, no. 046251723, at the Cambridge branch of Europol Bank. I may have lost the card or it might have been stolen but obviously I can't risk somebody else having access to my account. Please could you tell me what I should do ?</p> <p>Regards</p> <p>John Smith 11 Silver Street, Cambridge, CB2 5YJ. Tel.: (41) 1223 67895 Fax.: (41) 1223 67896 E-mail: smith-j @ epost.co.uk</p>

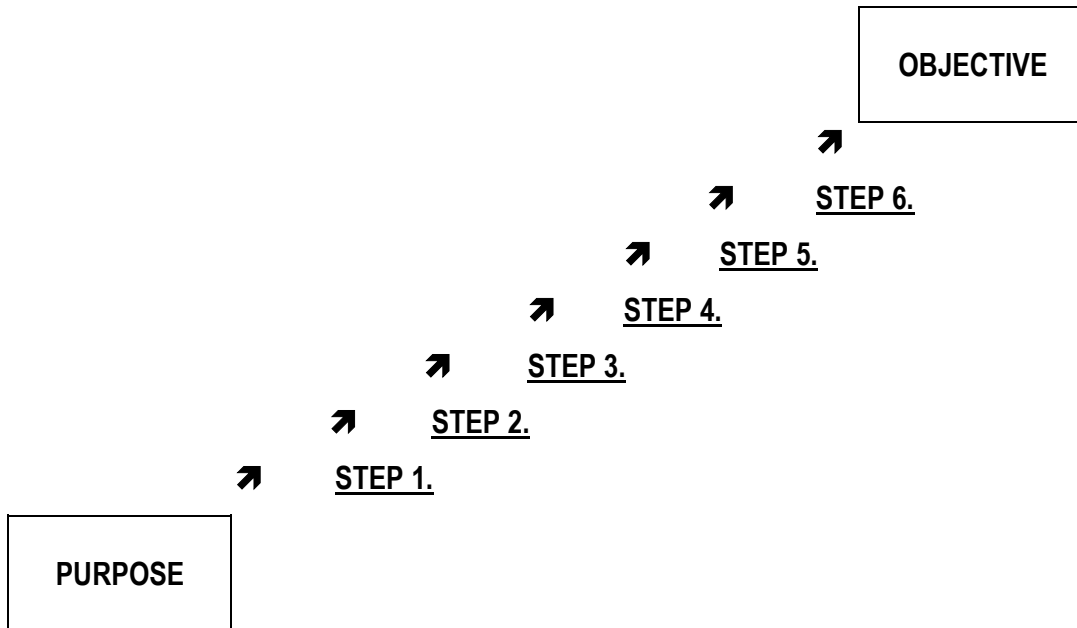
TO: smith-j @ epost.co.uk
CC:
SUBJECT: Re: Missing debit card
<p>Dear Mr Smith</p> <p>Thank you for letting Europol Bank know that your debit card is missing. I have contacted our head office and cancelled your card and PIN number so that they can't be used by anyone else. Europol Bank will send you a new card and PIN number as soon as possible. In the meantime, if you find your old card again, please cut it in half and return it to your local branch.</p> <p>Regards</p> <p>Andrea Klein Europol Bank 1 Bridge Street, Cambridge, CB2 1LR. Tel.: (41) 1223 56789 Fax.: (41) 1223 56788 E-mail: klein_a @ EUROPOL.co.uk</p>

1b) Now look at the conventional format of an e-mail. When you fill in the module to send your message, your computer screen should look like this:

TO: ← <i>E-MAIL ADDRESS OF THE RECIPIENT</i>
CC: ← <i>E-MAIL ADDRESS OF A SECOND RECIPIENT (IF THERE IS ONE)</i>
SUBJECT: ← <i>THE SUBJECT OR TITLE OF THE E-MAIL</i>
<p>Dear Sir or Madam ← <i>SALUTATION</i></p> <p style="text-align: right;"><i>THE MESSAGE</i></p> <p style="text-align: center;">↙</p> <p>I am writing to let you know that I can't find my Europol debit card anywhere. My name is John Smith and I have a current account, no. 046251723 at the Cambridge branch of Europol Bank. I may have lost the card or it might have been stolen but obviously I can't risk somebody else having access to my account. Please could you tell me what I should do ?</p> <p>Regards ← <i>CONVENTIONAL ENDING</i></p> <p>John Smith ← <i>NAME, ADDRESS, PHONE, FAX, E-MAIL OF THE SENDER</i> 11 Silver Street, Cambridge, CB2 5YJ. Tel.: (41) 1223 67895 Fax.: (41) 1223 67896 E-mail: smith-j @ epost.co.uk</p>

2) ORGANIZING THE TEXT: SIX STEPS FROM PURPOSE TO OBJECTIVE

In theory, you can say anything you like in an e-mail but if you want your messages to be clear and simple, precise and concise, you can follow this plan. In business or banking, every e-mail has a **purpose** (e.g. to obtain information, to fix an appointment) and an **objective** or desired outcome (e.g. the information, an appointment). We can divide the progression from **purpose** to **objective** into six basic **Steps**, like the steps on a ladder or a staircase.



You can use this sequence of **Steps** as a guide for writing the text of your own e-mails.

Now look at the **Steps** and their explanations below. **Steps 1, 2, 3, 5 & 6** are always necessary. **Step 4** is optional if, for example, your e-mail is simply providing the recipient with information.

E-MAIL: Conventional Order of Steps

Step 1: TITLE: The subject of the e-mail. For example,

Request for... *Reply to e-mail / phone-call / fax / letter (date)...*

Re: (This means 'with reference to...' / 'this is about...')

Step 2: SALUTATION:

If you know the name of the recipient: *Dear Mr Smith* (for a man) / *Dear Ms Jones* (for a woman)

If you do not know the name of the recipient: *Dear Sir* (for a man) / *Dear Madam* (for a woman)

If you do not know the name or the sex of the recipient: *Dear Sir or Madam*

If you are writing to the company as a whole: *Dear Sirs*

Step 3: EXPOSITION: Explain the situation. State the main facts and all relevant information.

Step 4: REQUIREMENTS: Explain what you want the addressee to do.

I was wondering if you could tell me... *Would it be possible to...?* *Could you possibly...?*

If possible, I'd like... *I would like ...* *Would you...* *Could I/you/it...* *Can I/you/it...*

Step 5: CONVENTIONAL ENDING:

Regards / Best wishes / Sincerely (US) / Best (US)

Step 6: IDENTIFICATION: Signature block consisting of name, address, telephone and/or fax numbers, e-mail address.

2a) Which part of the text realises each **Step** ? Put the number of each **Step** in the correct box below.

TO:
CC:
SUBJECT: Re: Missing debit card (1)
Dear Mr Smith (2)
(3) Thank you for letting Europol Bank know that your debit card is missing. I have contacted our head office and cancelled your card and PIN number so that they can't be used by anyone else. Europol Bank will send you a new card and PIN number as soon as possible. <i>In the meantime, if you find your old card again, please cut it in half and return it to your local branch</i> (4).
Regards (5)
(6) Andrea Klein Europol Bank 1 Bridge Street, Cambridge, CB2 1LR. Tel.: (41) 1223 56789 Fax.: (41) 1223 56788 E-mail: klein_a @ EUROPOL.co.uk

CONVENTIONAL ENDING Number:	EXPOSITION Number:	IDENTIFICATION Number:
REQUIREMENTS Number:	SALUTATION Number:	TITLE Number:

2b) Now read the message again. What is the **purpose** of Andrea Klein's e-mail ?

- (a) to give Mr Smith the information he asked for.
- (b) to give Mr Smith a new debit card.
- (c) to thank Mr Smith.
- (d) to obtain information.

2c) Now think carefully. What was the **purpose** of Mr Smith's original e-mail ?

- (a) to discuss his current account.
- (b) to ask for a new debit card.
- (c) to fix an appointment.
- (d) to report his debit card missing.

