

THE IMPERATIVE

FORM:

+ **Sit** down

Be quiet

Please **wait** here

Please **follow** me

— **Don't** **talk**

Don't **smoke**

Please **don't** **touch**

Please **don't** **go**

USE:

We use the imperative

(i) to give instructions, e.g.

“**Insert** your card, **enter** your PIN number, **collect** your money”

(ii) to give advice, e.g.

“**Don't** **keep** your PIN number with your card”

(iii) to give warnings, e.g.

“**Be** careful ! **Look** out!”

(iv) to give orders, e.g.

“**Sit** down, **be** quiet and **don't** **move**”

MEMOS

PRESENTATION

A memo is an internal communication circulated within a business organization to inform the staff about policies and procedures. Typically, the writer, presents the reader with new information and/or persuades him/her to take action. The register is quite formal and impersonal.

1a) In English, a typical memo template looks like this:

MEMO

To:

From:

Date:

Subject:

1b) Study the conventional format of a memo. Your memos should look like this:

MEMO

To: All cleaning staff at the Royal Oxford Hotel

From: The Manager, Peter White

Date: 22 November 2025

Subject: Safety Precautions

From November 23-26, the Royal Oxford Hotel will be the venue for the Woodbine Tobacco Company's annual Sales Conference. In view of the difficulties we experienced last year, I am writing to provide the following guidelines to all cleaning staff. For the duration of the conference:

- Make sure you provide enough ash trays.
- Check beds for cigarette burns.
- Dispose of cigarette butts safely.
- Do not leave electric blankets switched on when not in use.
- Check equipment for frayed cords or other damage.
- Do not forget to report any damage to electrical switches.
- Take note of any electrical equipment other than that supplied by the hotel.
- Keep linen closets and storage cabinets clean and tidy and locked when not in use.
- Do not keep cloths and rags after prolonged use with cleaning fluids.
- Do not dry any cloths that have already been used for cleaning in dryers.
- If you discover any damage, report it to the Manager immediately.

We appreciate your co-operation in this matter.

PW

1c) This is how you should fill in the module and present your message.

MEMO

To: ← *NAME OR JOB TITLE OF THE RECIPIENT(S)*

From: ← *NAME AND/OR JOB TITLE OF THE SENDER*

Date: ← *DATE*

Subject: ← *THE SUBJECT OF THE MEMO*

THE MESSAGE



From November 23-26, the Royal Oxford Hotel will be the venue for the Woodbine Tobacco Company's annual Sales Conference. In view of the difficulties we experienced last year, I am writing to provide the following guidelines to all cleaning staff. For the duration of the conference:

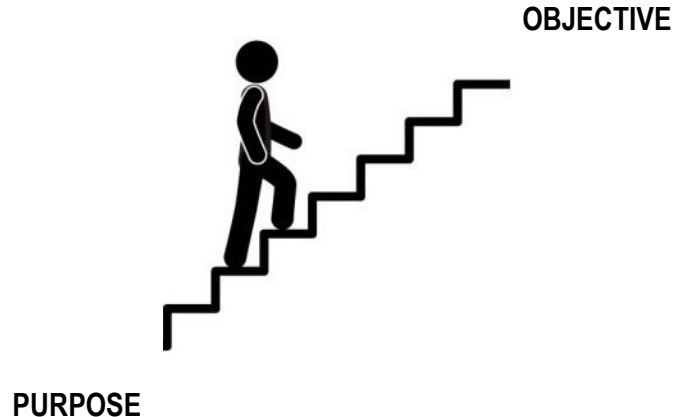
- Make sure you provide enough ash trays.
- Check beds for cigarette burns.
- Dispose of cigarette butts safely.
- Do not leave electric blankets switched on when not in use.
- Check equipment for frayed cords or other damage.
- Do not forget to report any damage to electrical switches.
- Take note of any electrical equipment other than that supplied by the hotel.
- Keep linen closets and storage cabinets clean and tidy and locked when not in use.
- Do not dry any cloths that have already been used for cleaning in dryers.
- If you discover any damage, report it to the Manager immediately.

We appreciate your co-operation in this matter.

PW ← *INITIALS OR SIGNATURE OF THE SENDER*

2) ORGANIZING THE TEXT: Five Steps From Purpose To Objective

In business, every memo has a **purpose**, which is usually to present the reader with new information and persuade him/her to take action, and an **objective**, the action they are expected to take. We can divide the rhetorical structure of a memo into five basic **Steps**.



You can use this sequence of **Steps** as a guide for writing your own memos. Now look at the steps and their explanations below. **Steps 1, 2, 3 and 5** are always necessary. **Step 4** is optional if, for example, your memo is simply providing the recipient with information.

MEMOS: The Conventional Order of Steps

Step 1: TITLE: The subject of the memo.

Step 2: EXPOSITION: Explain the situation. State the main facts and all relevant information.

Step 3: INSTRUCTIONS: Give clear, simple instructions as to what should or should not be done. Use bullet points, if necessary, to break up the information and make it easier to read.

Make sure... Do not forget to... Please ensure that... Please do not forget to...
In future, would you all please... All .. staff should .. if / when / before / after / as soon as / until...
All those concerned should / ought to / must / must not / have to... Always... If possible....
It is important / essential / vital that... Under no circumstances, should / must....

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

Please contact at the following email address Please let me have your comments...
If you need any further information... Please inform...
Thank you for your co-operation in this matter For further details, please contact...
Your co-operation in this matter is essential and will be appreciated

Step 5: IDENTIFICATION: Usually the sender's initials, first name or a signature.

2b) Now look at the message below and indicate where **Steps 1, 2, 3, 4** and **5** are in the text:

MEMO

To: All staff at Woodbine Tobacco Company

From: The Managing Director, Ronald Rizla

Date: 22 November 2025

Subject: Fire Safety Plan

Following the recent surprise inspection of the factory premises by local Health & Safety officers, I would just like to make sure that all staff are familiar with the company's Fire Safety plan and emergency procedures. In case of fire, employees should:

1. **IMMEDIATELY SOUND THE FIRE ALARM** by pressing the alarm switch in the corridor.

2. **DIAL 999** (ask for the Fire Service)

- State your name
- Give the address of the building involved and the nearest intersection
- Give information about the fire, such as which floor it is on, how fast it is spreading, the location of disabled or trapped people.

3. **IF YOU CANNOT CONTROL THE FIRE**

- **CLOSE THE DOOR** of the room involved, then
- **LEAVE THE BUILDING** using the nearest exit.
- **WALK... DO NOT RUN.** Close all doors behind you and proceed along corridors and down stairways in a quiet and orderly manner. When leaving the building, move away from the doorway to allow others to exit the building.
- **DO NOT USE THE ELEVATOR**, always use the stairs.
- **ASSIST THE DISABLED AND ELDERLY** to an area of refuge or other safe place, if possible.

4. **DO NOT GO BACK INTO THE BUILDING FOR ANY REASON** until you are advised to do so.

5. **MEET THE FIRE SERVICE AT THE BUILDING ENTRANCE** to provide information and assist.

For further details, please contact the Fire Officer, Nigel Pry.

RR

3) **WRITING**

You work in the EDP department of WMD Exports, which has just installed a brand new firewall. Now write a memo to the office staff explaining what you have done and what precautions they should take in order to protect the company's computers from viruses and other forms of malware.

MEMO

To:

From:

Date:

Subject:

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> |
| Embezzlement <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 / imbroglione</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> |

THE SIMPLE PAST: to describe finished actions, states or events in the past

FORM

There are regular verbs, irregular verbs and special cases

i) REGULAR VERBS

INFINITIVE: to work

| | | |
|---|------------------------|-------------------------|
| + | I <u>worked</u> | We <u>worked</u> |
| | You <u>worked</u> | You <u>worked</u> |
| | He <u>worked</u> | They <u>worked</u> |
| - | I <u>didn't</u> work | We <u>didn't</u> work |
| | You <u>didn't</u> work | You <u>didn't</u> work |
| | She <u>didn't</u> work | They <u>didn't</u> work |
| ? | Did I work ? | Did we work ? |
| | Did you work ? | Did you work ? |
| | Did it work ? | Did they work ? |

SPELLING

| INFINITIVE | PAST | INFINITIVE | PAST |
|------------|-----------|------------|-----------|
| Play | Played | Stop | Stopped |
| Enjoy | Enjoyed | Plan | Planned |
| Like | Liked | Prefer | Preferred |
| Die | Died | Occur | Occurred |
| Study | Studied | Enter | Entered |
| Try | Tried | Limit | Limited |
| Travel | Travelled | Bow | Bowed |
| Patrol | Patrolled | Fax | Faxed |

ii) IRREGULAR VERBS

INFINITIVE: to have

| | | |
|---|-----------------|------------------|
| + | I had | We had |
| | You had | You had |
| | He had | They had |
| - | I didn't have | We didn't have |
| | You didn't have | You didn't have |
| | She didn't have | They didn't have |
| ? | Did I have ? | Did we have ? |
| | Did you have ? | Did you have ? |
| | Did it have ? | Did they have ? |

iii) SPECIAL CASES

HAVE GOT

CAN

TO BE

| | | | | |
|---|----------------|--------------|-------------|--------------|
| + | I had got | I could | I was | We were |
| | You had got | You could | You were | You were |
| | He had got | He could | He was | They were |
| - | I hadn't got | I couldn't | I was not | We weren't |
| | You hadn't got | You couldn't | You weren't | You weren't |
| | She hadn't got | She couldn't | She wasn't | They weren't |
| ? | Had I got ? | Could I ? | Was I ? | Were we ? |
| | Had you got ? | Could you ? | Were you ? | Were you ? |
| | Had he got ? | Could she ? | Was it ? | Were they ? |

1) Watch the following video.

'Unit 2 Hustle'

<https://www.youtube.com/watch?v=GJOe7mBLPao>

2) THE PRONUNCIATION OF PAST TENSE FORMS:

-st, -t, -d + ed = / ɪd /

-s, -sh, -ch, -x, -f, -gh, -p, -k + ed = / t /

-b, -v, -l, -m, -n, -ay, -ee, -i, -y, -r, -g, -ge + ed = / d /

Study the pronunciation rules shown above, then read the passage below aloud.

This is the story of a British criminal who **travelled** to Brazil and **burgled** a house in Rio De Janeiro. He **waited** until it was dark, then he **climbed** over the wall, **walked** through the garden and **entered** the house. He **located** a valuable painting hanging on the wall, he **removed** it from its frame with a knife and **inserted** the canvas into a cardboard tube. Then a pet monkey **started** screeching and **alerted** the security staff. The burglar **crossed** the garden again and **escaped** over the wall. He **wasted** no time and **travelled** to the airport as soon as he could, **checked** in his luggage, **smuggled** the painting onto the plane and **relaxed** in First Class. When the flight **landed** at Heathrow Airport, the Customs staff **identified** him and **stopped** him. He **accompanied** them to the Customs area where they **searched** him, his luggage and his clothes. They **discovered** nothing incriminating, so he **asked** them if he could leave. The Customs Officer **agreed** to let him go but **ordered** his men to follow him to see where he **intended** to go and what **happened** next.

Un esempio di memorizzazione "a recitazione": i verbi irregolari

I fonemi passano dalla memoria a breve termine all'archivio fonologico di lunga durata del cervello tramite un processo che potremmo chiamare "a recitazione" (dall'inglese "rehearsal" (Williams & Burden 1997: 16).

Cerca di memorizzare questi gruppi di verbi irregolari ripetendoli ad alta voce a gruppi di tre o quattro, sfruttando la similitudine tra i suoni e il loro ritmo per fissarli nella tua memoria. A questo punto, copri la seconda e/o terza colonna e metti alla prova la tua conoscenza controllando se, leggendo la forma all'infinito, sei in grado di ricordare le forme corrispondenti per le altre due colonne.

| INFINITIVE | PAST | PAST PARTICIPLE | INFINITIVE | PAST | PAST PARTICIPLE |
|------------|------|-----------------|------------|------|-----------------|
| Cut | Cut | Cut | Ring | Rang | Rung |
| Shut | Shut | Shut | Sing | Sang | Sung |
| Put | Put | Put | Swim | Swam | Swum |

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| Let | Let | Let | Sink | Sank | Sunk |
| Set | Set | Set | Shrink | Shrank | Shrunk |
| Spread | Spread | Spread | Drink | Drank | Drunk |

| | | | | | |
|------|------|------|--------|--------|--------|
| Hit | Hit | Hit | Run | Ran | Run |
| Quit | Quit | Quit | Come | Came | Come |
| | | | Become | Became | Become |
| Cost | Cost | Cost | Begin | Began | Begun |

| INFINITIVE | PAST | PAST PARTICIPLE | INFINITIVE | PAST | PAST PARTICIPLE |
|------------|----------|-----------------|------------|---------|-----------------|
| Know | Knew | Known | Buy | Bought | Bought |
| Grow | Grew | Grown | Fight | Fought | Fought |
| Blow | Blew | Blown | Bring | Brought | Brought |
| Throw | Threw | Thrown | Think | Thought | Thought |
| Fly | Flew | Flown | Seek | Sought | Sought |
| Draw | Drew | Drawn | Teach | Taught | Taught |
| Withdraw | Withdrew | Withdrawn | Catch | Caught | Caught |

| INFINITIVE | PAST | PAST PARTICIPLE | INFINITIVE | PAST | PAST PARTICIPLE |
|------------|------|-----------------|------------|-------|-----------------|
| Make | Made | Made | Break | Broke | Broken |
| Lay | Laid | Laid | Wake | Woke | Woken |
| Pay | Paid | Paid | Speak | Spoke | Spoken |
| | | | Freeze | Froze | Frozen |

| | | | | | |
|------|------|------|-------|-------|--------|
| Say | Said | Said | Take | Took | Taken |
| Read | Read | Read | Shake | Shook | Shaken |
| Lead | Led | Led | Fall | Fell | Fallen |
| Meet | Met | Met | | | |

| | | | | | |
|------|------|------|---------|---------|-----------|
| Sell | Sold | Sold | Give | Gave | Given |
| Tell | Told | Told | Forgive | Forgave | Forgiven |
| Hold | Held | Held | Forget | Forgot | Forgotten |

| | | | | | |
|------|-------|-------|-------|-------|---------|
| Have | Had | Had | Write | Wrote | Written |
| Hear | Heard | Heard | Ride | Rode | Ridden |
| | | | Rise | Rose | Risen |
| Find | Found | Found | Drive | Drove | Driven |
| Bind | Bound | Bound | | | |

| INFINITIVE | PAST | PAST PARTICIPLE |
|------------|------------|-----------------|
| Stand | Stood | Stood |
| Understand | Understood | Understood |

| INFINITIVE | PAST | PAST PARTICIPLE |
|------------|-------|-----------------|
| Choose | Chose | Chosen |
| Steal | Stole | Stolen |
| Eat | Ate | Eaten |

| | | |
|--------|---------|-----------|
| Bite | Bit | Bitten |
| Hide | Hid | Hidden |
| Forbid | Forbade | Forbidden |

| INFINITIVE | PAST | PAST PARTICIPLE |
|------------|-------|-----------------|
| Keep | Kept | Kept |
| Creep | Crept | Crept |
| Sleep | Slept | Slept |
| Sweep | Swept | Swept |

| INFINITIVE | PAST | PAST PARTICIPLE |
|------------|--------|-----------------|
| Wear | Wore | Worn |
| Tear | Tore | Torn |
| Swear | Swore | Sworn |
| Show | Showed | Shown |

| | | |
|-------|-------|-------|
| Spend | Spent | Spent |
| Send | Sent | Sent |
| Bend | Bent | Bent |
| Lend | Lent | Lent |
| Mean | Meant | Meant |

| | | |
|-----|-----|------|
| See | Saw | Seen |
| Lie | Lay | Lain |

| INFINITIVE | PAST | PAST PARTICIPLE |
|------------|-------|-----------------|
| Shine | Shone | Shone |
| Win | Won | Won |
| Hang | Hung | Hung |

| | | |
|-------|-------|-------|
| Feel | Felt | Felt |
| Deal | Dealt | Dealt |
| Build | Built | Built |

| INFINITIVE | PAST | PAST PARTICIPLE |
|------------|----------|-----------------|
| Be | Was/Were | Been |
| Go | Went | Gone/Been |
| Do | Did | Done |

| | | |
|-------|------|------|
| Get | Got | Got |
| Shoot | Shot | Shot |

| | | |
|-------|------|------|
| Lose | Lost | Lost |
| Leave | Left | Left |
| Light | Lit | Lit |

| | | |
|--------|--------|--------|
| Sit | Sat | Sat |
| Stick | Stuck | Stuck |
| Strike | Struck | Struck |

47 Irregular verbs crossword 2

Complete the crossword by filling in the past tense of the verbs in the sentences below (see example):

ACROSS

- 1 It was so cold last November that the canal ...
- 2 The police finally ... the bank robbers after chasing them for several hours.
- 3 I ... up at 6.30 this morning.
- 4 Mr and Mrs Brown ... from London to Manchester last weekend.
- 5 The child ... his mother's hand as they crossed the road.
- 6 We ... in the park all afternoon.
- 7 We ... up at least fifty balloons for the party.
- 8 My parents ... £35,000 for their house.
- 9 He was so tired that he ... down for a while on the bed.
- 10 Björn Borg ... the ball into the net.

DOWN

- a She ... a long, white evening-dress to the party.
- b I ... a £5 note on my way to work this morning.
- c We ... English all the time when we were on holiday.
- d He ... his wife at a disco.
- e The child ... her finger while playing with a knife.
- f The thieves ... in the doorway until the police had gone past.
- g He ... his girlfriend a ring for her birthday.
- h The teacher ... a map of Spain on the blackboard.
- i My cousin ... an actor in 1964.
- j I thought you ... you would help me.
- k My brother ... his boat himself.

FREEZE

CATCH

WAKE

DRIVE

HOLD

SIT

BLOW

PAY

LIE

HIT

WEAR

FIND

SPEAK

MEET

CUT

HIDE

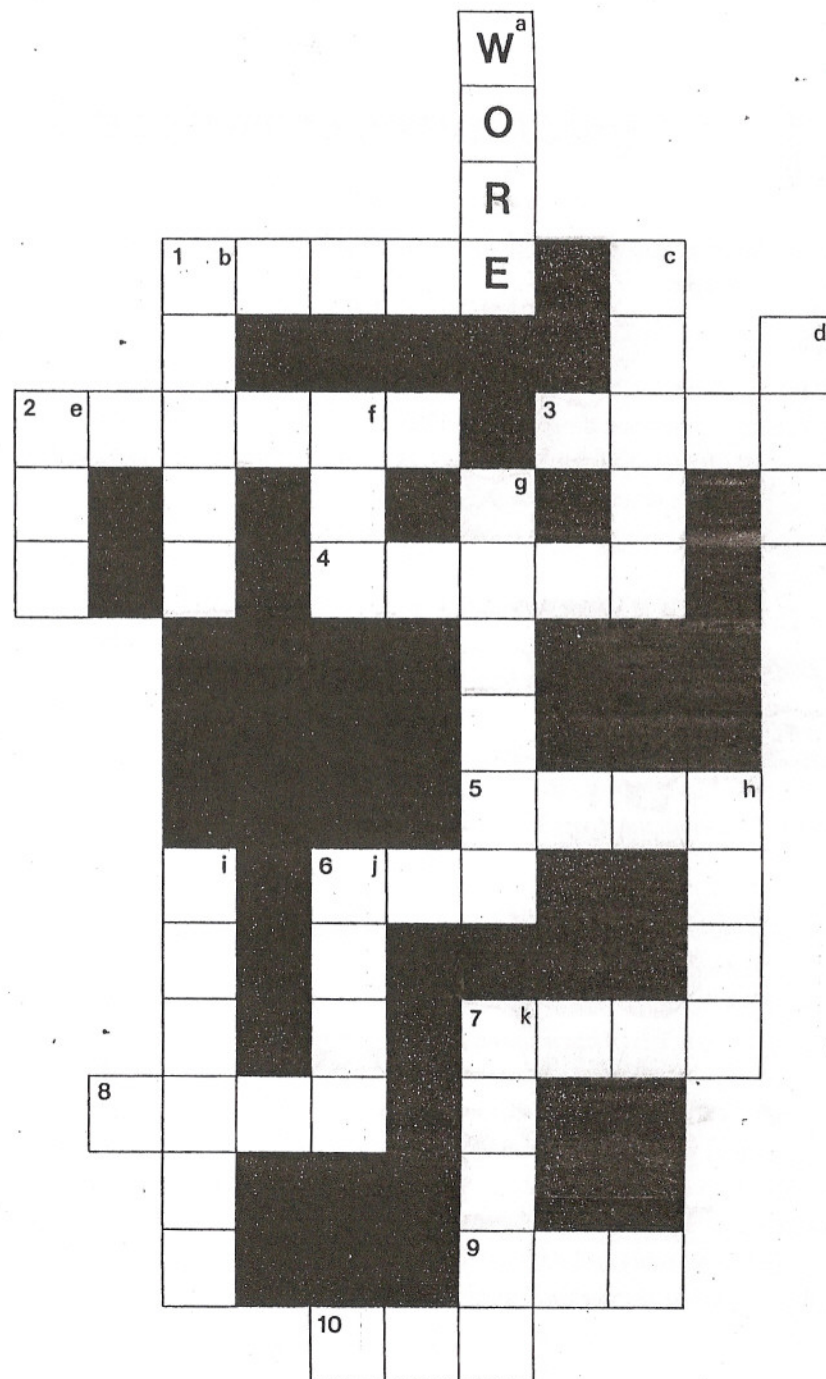
BUY

DRAW

BECOME

SAY

BUILD



Watch the Sherlock Holmes story, and answer the following questions

‘Art imitates life: Sherlock & The Mona Lisa - Three Pipe Problem’

<http://www.3pp.website/2011/03/art-imitates-life-sherlock-mona-lisa.html>

1) Where did the French government take Sherlock Holmes ?

2) Why did they need him ?

3) Who is Signor Mendoza and what did he do ?

4) How did Sherlock Holmes identify him ?

5) What did Professor Moriarty plan to do with the paintings ?

6) What crime did Signor Mendoza commit ?

7) What crime did the artist commit ?

8) What crime did Professor Moriarty commit ?

4

Criminal law

THE STUDY OF LAW

Lead-in

- 1 A crime is any act, or omission of an act, in violation of a public law. There are many different crimes, or **offences**. How many of the offences in the box do you know? Choose four and tell a partner what you think they are. Then look up any words you don't know in a dictionary.

armed robbery arson assault battery bribery burglary domestic violence
 drug trafficking drunk driving embezzlement extortion forgery fraud
 homicide insider dealing joyriding kidnapping larceny manslaughter
 money laundering obstruction of justice rape shoplifting stalking
 tax evasion theft vandalism

- 2 Crimes which are typically committed by office employees and salaried professionals are known as **white-collar crimes** (or *business/corporate crimes*). Which of the crimes listed in Exercise 1 are white-collar crimes?

Reading 1: Criminal law

- 3 Read the text on page 40 and answer these questions.

- 1 How do criminal law cases and civil law cases differ in the way they are initiated?
- 2 Name the four most common categories of criminal offence.
- 3 In what way is the standard of proof different for criminal and civil cases?
- 4 What is the difference between a *felony* and a *misdemeanour*? Does your jurisdiction make such a distinction?

- 4 Match the verbs (1–6) with the nouns they collocate with in the text (a–f).

- | | |
|------------|---------------|
| 1 commit | a a suit |
| 2 resolve | b an offender |
| 3 bring | c a verdict |
| 4 render | d a crime |
| 5 sentence | e a sentence |
| 6 suspend | f a dispute |

- 5 Look at each of the verb–noun pairs in Exercise 4 and, with a partner, take turns to discuss who typically carries out each of the actions: an offender, a victim, a lawyer, the court or a judge. For each collocation there is more than one possible answer.
- 6 Footnote 2 on page 40 refers to the OJ Simpson case, which is an example of an event which gave rise to both a crime and a tort. What is the difference between a crime and a tort?

Criminal law, sometimes (although rarely) called penal law, involves the **prosecution** by the state of a person for an act that has been classified as a **crime**. This contrasts with civil law, which involves private individuals and organisations seeking to resolve legal disputes. Prosecutions are initiated by the state through a **prosecutor**, while in a civil case the **victim** brings the suit. Some **jurisdictions** also allow private criminal prosecutions.

Depending on the offence and the jurisdiction, various punishments are available to the courts to punish an **offender** (see Exercise 12). A court may **sentence** an offender **to execution, corporal punishment** or loss of liberty (**imprisonment** or incarceration); suspend the sentence; impose a fine; put the offender under government supervision through **parole** or **probation**; or place them on a **community service order**.

Criminal law commonly **proscribes** – that is, it prohibits – several categories of offences: offences against the person (e.g. assault), offences against property (e.g. **burglary**), **public-order crimes** (e.g. **prostitution**) and business, or corporate, crimes (e.g. **insider dealing**).

Most crimes (with the exception of **strict liability crimes** such as statutory rape¹ and certain traffic offences) are characterised by two elements: a criminal act (**actus reus**) and criminal intent (**mens rea**). To secure a conviction, prosecutors must prove that both actus reus and mens rea were present when a particular crime was committed.

In criminal cases, the **burden of proof** is often on the prosecutor to persuade the trier (whether **judge** or **jury**) that the **accused** is **guilty beyond a reasonable doubt** of every element of the crime **charged**. If the prosecutor fails to prove this, a **verdict** of **not guilty** is rendered. This standard of proof contrasts with civil cases, where the **claimant** generally needs to show a **defendant** is liable on the **balance of probabilities** (more than 50% probable). In the USA, this is referred to as the **preponderance of the evidence**.

Some jurisdictions distinguish between **felonies** (more serious offences, such as **rape**) and **misdemeanours** (less serious offences, such as **petty theft**). It is also worth noting that the same incident may sometimes lead to both a criminal prosecution and an **action in tort**.²

¹ In many jurisdictions, it is illegal for anyone to have sexual intercourse with a minor. This is a strict liability crime: the offender will still be guilty of a crime even if he or she believed the partner was of legal, consenting age.

² The OJ Simpson case, for instance, is a famous example of this. This case is dealt with in Exercise 11.

- 7 Complete the extract below from a law textbook by using the verbs in the box and check your answer to Exercise 6.

are tried is brought is committed is committed is fined is punished
is put is resolved was caused

A crime is a wrong which **1)** against society. The wrongdoer **2)** : he or she **3)** in prison or **4)** a sum of money. A tort, on the other hand, is a wrong which **5)** against an individual. The injured party can sue the wrongdoer and receive damages from the court. Criminal sanctions exist to make society safer and to keep people from committing certain acts. Tort remedies exist to make the injured party whole again for the harm which **6)** by the wrongdoer.

A key difference between the two is that a crime requires a criminal intent (*mens rea*), whereas a tort can result without intent to cause harm on the wrongdoer's part.

Crimes **7)** in the criminal courts. An action **8)** by a governmental body against the wrongdoer. A tort, conversely, **9)** in the civil courts; the injured party brings an action against the wrongdoer.

- 8 Give a short presentation on the main differences between a crime and a tort. Include these points: the parties, the outcomes, the terminology and procedure and the standard of proof. Refer to your own jurisdiction in your presentation.

Language use 1: Passive constructions

- 9 The textbook excerpt above contains several examples of passive verb constructions. Why do you think the passive voice is used in these sentences? In which of the examples above is the agent of the action (the subject which carries out the action) named?

- 10 Complete these rules for forming passive constructions:

- ☐ The passive consists of two verb forms. The first is a form of the auxiliary verb **1)** The second is the **2)** form of the main verb.
- ☐ Usually, the agent is not named in a passive sentence. If the agent is named, it is often expressed in a phrase beginning with the preposition **3)**

- 11** Complete this description of the procedural history of the OJ Simpson case using the passive forms of the verbs in brackets. Because a procedural history describes what happened in a case, all of the verbs will be in the past simple passive.
- In 1994, the former American football star and actor OJ Simpson (charge) with the murder of his ex-wife Nicole Brown Simpson and her friend, Ronald Goldman.
 - He (try) in criminal court for murder. After a lengthy and highly publicised trial, he (acquit) the following year.
 - However, in a subsequent civil action in 1997, Simpson (find) liable for the wrongful death of Goldman and (sentence) to pay \$33.5 million in damages.

Key terms 1: Punishments

- 12** Match the following sentence halves to form explanations of punishments which are available to the courts. Why do you think the passive is used in these examples?

- | | |
|--|---|
| 1 When someone is <i>sentenced to execution</i> , | a they are put in prison for a crime. |
| 2 When someone is <i>placed on a community service order</i> , | b they are given a period of time when they must behave well and not commit any more crimes in order to avoid being sent to prison. |
| 3 When someone is <i>sentenced to imprisonment</i> , | c they have to pay an amount of money as a punishment for breaking a law. |
| 4 When someone is <i>put on parole</i> , | d they are killed as a legal punishment for a crime. |
| 5 When someone is <i>put on probation</i> , | e they are released before their prison sentence is finished, with the agreement that they will behave well. |
| 6 When someone is <i>fined</i> , | f the court requires an offender to perform unpaid work in their spare time and to contribute to their community. |

- 13** Discuss the punishments listed in Exercise 12 with a partner. Which are the most effective? Which are the least effective? Give reasons for your answers.

Listening 1: White-collar crime in the 21st century

You are going to hear a law professor being interviewed on a university radio station programme. Professor John Poulos is a faculty member at the University of California Davis School of Law. After practising law in California, he introduced the law school's first course on white-collar crime.

- 14** 🔊 4.1 Listen to the interview. Does Professor Poulos think that white-collar crime is less serious than, as serious as or more serious than violent street crime?
- 15** 🔊 4.1 Listen again and decide whether these statements are true (T) or false (F), according to the professor.
- New technology has led to a decrease in white-collar crime.
 - Street crime is generally punished more harshly than white-collar crime.
 - Increasingly, white-collar crime is committed by employees high up in the corporate hierarchy.
 - The number of people who are victims of white-collar crime is significant.
 - White-collar crime has had little effect on the US economy.

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, tassì</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> |
|-------|-----------------|

ADJECTIVES:

| | |
|---------|-----------------------------|
| Engaged | <i>fidanzato, fidanzata</i> |
|---------|-----------------------------|

PLACES: Bohemia / Warsaw / Scandinavia / The Langham Hotel

THE UK SHOPLIFTING CRISIS



i) <https://www.youtube.com/watch?v=7eYRoci77gw>

- a) In 2023, how many shoplifting incidents were attended to by police immediately ?
- b) In 2016, how many shoplifting incidents were attended to by police immediately ?
- c) In 2013, how many shoplifting incidents were attended to by police immediately ?
- d) Is the police response to reports of shoplifting getting better or worse?
- e) Why ?
- f) How is Norfolk Constabulary addressing the problem of shoplifting ?

ii) https://www.youtube.com/watch?v=Ni0g-_2-4lc

- a) How many episodes of shoplifting take place per hour in the UK ?
- b) How many retail workers were threatened or attacked per day in 2022 ?
- c) How many retail workers were threatened or attacked per day in 2023 ?
- d) How many retail workers were injured ?
- e) How many incidents of shoplifting took place in 2022 ?
- f) How many incidents of shoplifting took place in 2023 ?
- g) How much does shoplifting cost British retailers per year ?
- h) How much did the CO-OP lose to shoplifters last year ?
- i) How much did the CO-OP spend on deterring shoplifters in the same period ?
- j) What would shopkeepers and retailers like the State to do ?

2) READING

Britain's Shoplifting Crisis is Spiralling Out of Control

Official figures published this week show shoplifting up again, by 13% in the 12 months to June of this year. The number of police-recorded shoplifting crimes now exceeds 500,000 for the first time.

But, of course, even that shocking number doesn't reflect the full scale of the problem. Reacting to the news, the British Independent Retailers Association points out that the "vast majority of crimes now go unreported due to lack of police response". And even when shoplifting crimes are reported and the police engage, more than three-quarters of cases are dropped without a suspect being identified and well under 10% of cases result in a charge.

The problem is especially acute in London, where last year the rise in reported incidents was 54%. The perception of growing lawlessness in the capital is, in this respect, well-founded.

So, what is the Government doing about it? Expect the Home Secretary to point to the Crime and Policing Bill, which will make assaulting a retail worker a specific criminal offence. It will also repeal section 22A of the Magistrates Courts Act 1980 which sets a £200 threshold for the value of the stolen goods, below which the offence can be dealt with at a lower level of the court system.

But what does this really amount to? Assaulting shop workers is already illegal, and creating a specific offence is irrelevant if most offenders aren't identified, apprehended and charged. Removing the £200 threshold is also largely cosmetic, since ministers acknowledge that the issue it caused was purely a matter of "perception" — it did not, in any way, limit the police's scope for action. On that subject, it's worth noting that the Police Chiefs' Retail Crime Action Plan is already two years old and yet retail crime continues to explode.

READERS' COMMENTS

i) Can any UK reader remember the last time they saw uniformed police officers patrolling the streets of their town city? I used to work in a major tourist destination city in the North West of England and live in a smaller market town about 17 miles distant.

I cannot recall seeing any police officers on the beat in either centre since about 35-40 years ago ! The only police I've ever seen since then occasionally flash by in their chequered-pattern cars, sporting rainbow motifs. Period. No wonder street crime has soared in the intervening decades !

ii) I agree there is what seems to be a collective choice to be powerless. I live in London and I see shoplifting almost every time I go in (or even past) a shop. Every day I see flagrant drug dealing/taking on the streets and people not paying for public transport. I've also seen some bag snatching and one armed robbery. The anti-social behaviour, here, is rampant.

Every shoplifter I have seen looks VERY much like either a drug addict, a teenager or an illegal immigrant. They don't care about laws, rules or speeches in Westminster. They will stop if they're frequently confronted and actively chased down. They need to be punished swiftly and detained without drugs. Currently they only see weakness and easy pickings.

3) DISCUSSION

Which crimes disturb the public most in your country ?

What can be done to prevent them ?

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 identity 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.