

Campaign

student's book

English for Law Enforcement



with self-study CD-ROM


MACMILLAN

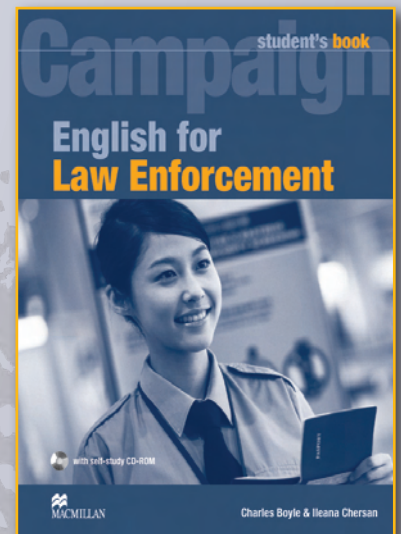
Charles Boyle & Ileana Chersan

SAMPLE UNIT

Introduction

The Book

English for Law Enforcement is designed to meet the English language needs of law enforcement personnel. This includes civilian and military police, international law enforcement agencies, security guards, customs control and border guards and immigration officers. It covers the full range of essential law enforcement situations - for example, vehicle identification, stop and search, crowd control and making statements – and combines systematic language skills practice with a carefully planned grammar syllabus. Please see pages 3 and 4 for a full scope and sequence.



Level

CEF: A2-B1 - The course is vocabulary rich and is aimed to help law enforcement personnel operate with ease in English in their daily jobs. It provides them with the skills to deal with situations in English and explain the consequences (legal or otherwise) of any action. *English for Law Enforcement* takes students from elementary level to a high pre-intermediate.

Key Features

- Topics and texts have been carefully selected from a variety of law enforcement contexts.
- All content has been verified by professionals working within the law enforcement arena from countries including Greece, Germany, Spain and the UK.
- There are 12 units, each covering four double page spreads
 - Alpha – introduction to the unit
 - Beta – grammar section
 - Charlie – function section
 - Delta – a case study or project section
- The course has a traditional approach to grammar and there is an evident level progression throughout the book.
- A CD-ROM accompanies the Student's Book which provides additional grammar and vocabulary practice, and an intensive workout of situational language context - ideal for independent study.
- Glossary, class audio and answer keys for the Student's Book are available to download from the accompanying website see www.macmillanenglish.com/englishforlawenforcement
- The Teacher's Book provides detailed background information for those less familiar with the law enforcement world.



Digital

CD-ROM

The CD-ROM provides further practice and self-study opportunities for students, in addition to those in the Student's Book. The units match those of the Student's Book. Each has 10 exercises – there are two each of grammar, vocab, reading, listening and pronunciation.

Website

The course is supported by an accompanying website that also hosts the answer key, glossary, and class audio files so *English for Law Enforcement* can easily be used as a self-study course.

www.macmillanenglish.com/englishforlawenforcement

Unit 1 The world of law enforcement

Activity 2 - Vocabulary

Complete the sentences with a word from the box about an incident in Addis Ababa.

offender books witnesses victim assault scene

1. It is midnight and a fight starts in a nightclub.
2. One man attacks another with a knife and injures him.
3. Officers Abebe Tadesse and Desta Helebo arrive at the _____.
4. Tadesse helps the _____ and calls an ambulance.
5. The _____ tries to leave the club, but Helebo stops him.
6. He arrests him for _____ and handcuffs him in the car.
7. At the station Helebo _____ him into the custody cells.
8. Tadesse stays on the scene taking statements from _____.

Show Answers Submit Reset

Home Markbook Help Previous exercise Next exercise

The Authors

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Publication Details

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Teacher's Book	978 0230 732 575
Class Audio CD	978 0230 405 264

For more information and how to buy, please visit
www.macmillanenglish.com/englishforlawenforcement

Sample Unit

Unit title	Topics Vocabulary areas	Functions Language encounters	Grammar
1 The world of law enforcement	Alphabet Numbers Time Uniform and equipment Countries and nationalities Law enforcement around the world	Describing yourself Talking about routine police work Talking about roles and responsibilities Describing basic law enforcement activities	Present simple tense: Positives Negatives Questions
2 Traffic and vehicles	Car parts Describing vehicles – registration, colour etc. Vehicle and driving offences Documents – tax, insurance, driving licence MOT	Describing vehicles Stopping a vehicle Checking documents Explaining traffic offences – speeding, parking	Obligation – <i>must / mustn't</i> Rules – <i>have to</i> Present continuous positive <i>May / might</i> to express consequences
3 Out in the Community	Describing a community Types of anti-social behaviour – littering, graffiti, vandalism, etc. Dealing with anti-social behaviour Community policing	Describing reaction to anti-social behaviour Dispersing onlookers Explaining consequences Giving a warning	Present continuous Negatives Questions First conditional Past simple of 'be' Past simple regular verbs
4 Emergency call	Emergency calls Types of emergency Assault and injury Road traffic accident Domestic violence Parts of the body Describing injuries	Calming and reassuring Dealing with injured people Describing an incident Describing a road traffic accident Asking questions about an incident	Past continuous Past continuous v. past simple Question forms
5 Crimes against property	Theft crimes Crime Prevention Burglary (break-ins) Vehicle theft Crime prevention campaigns	Theft report form Giving professional advice Describing a theft Describing a crime campaign	Past tenses review <i>Should</i> for advice <i>Going to</i> for future Present perfect
6 Drugs & Alcohol	Drugs legislation Drug-related offences Drink and drug driving Customs control Drug-related crime Physical effects of drugs and alcohol	Describing drug-related offences Giving instructions to a driver Customs control Dealing with persons under the influence	Comparative adjectives Superlative adjectives Prepositions of place and movement Phrasal verbs Present perfect continuous



Unit title	Topics Vocabulary areas	Functions Language encounters	Grammar
7 Civil Disorder	Civil disorder and riots Firearms and equipment Strikes and demonstrations Dealing with crowds Policing a football match	Restraining a violent person Policing a large event Making an arrest Giving orders	Simple past passive Imperatives Phrasal verbs
8 At the Station	Police station layout Roles and responsibilities of police-station personnel Rights in custody ID procedures – fingerprinting, identity parades Interviewing suspects	Interviewing a suspect Booking into custody Fingerprinting ID parades Interview techniques	Gerund / <i>-ing</i> form Revision of <i>have to</i> <i>Be allowed to</i> Revision of past passive v. active forms
9 Crime Scene Investigation	Crime scene investigation Physical evidence Forensic techniques E-fits DNA testing	Process for crime scene investigation Physical descriptions Describing DNA testing techniques	Present passive for processes Collocations
10 Criminal Justice Systems	Penalties and punishments Legal systems In court Extradition Interpol notices	Explaining criminal justice system Court procedures Cross examination Sentencing	Future passive for predictions Future passive with <i>might</i> Tag questions
11 Organized Crime	Organized crime groups and activities – the Italian Mafia, the Yakuza Human trafficking Surveillance operations Psychology of organized crime	Describing criminal activities associated with organized crime Dealing with victims of human trafficking Setting up a surveillance operation	Present perfect 2 Collocations
12 International Cooperation	The menace of trans-national crime Cultural property crime and wildlife crime Email and telephone requests Interpol and Civpol Intercultural competence	E-mail language Requesting information and assistance Face-to-face discussions Liaising with overseas counterparts	Synonyms Present perfect active v. passive Email and telephone language Word building

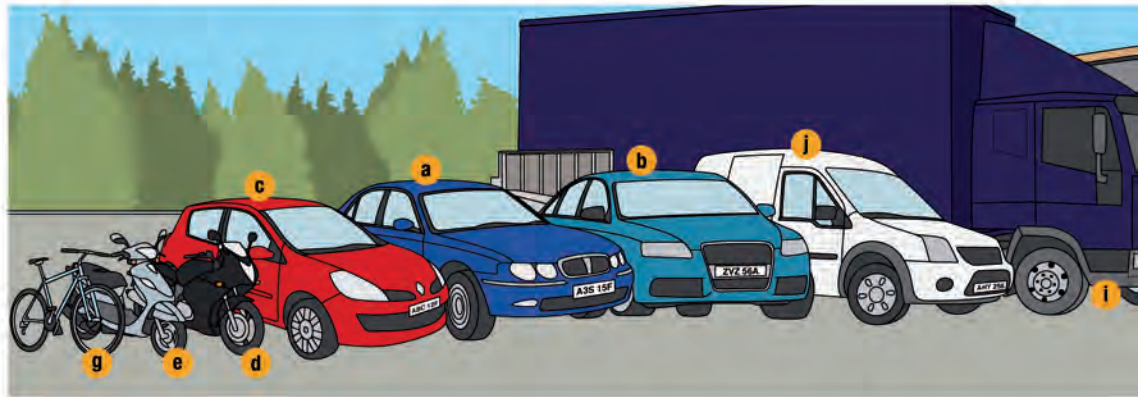
2 Traffic and vehicles

alpha

OBJECTIVES

- types of vehicle
- registration plates
- radio telephony alphabet

Is this your vehicle?



15 Reading and listening

Task 1 Listen and read the descriptions of the vehicles. Then match them with the pictures.

- | | |
|--------------------------------------|----------------------------------|
| 1 a white van with a trailer _____ | 6 a silver grey moped _____ |
| 2 a metallic blue car _____ | 7 a beige and orange coach _____ |
| 3 a blue car _____ | 8 a light blue bicycle _____ |
| 4 an HGV (Heavy Goods Vehicle) _____ | 9 a dark blue lorry _____ |
| 5 a big, black motorcycle _____ | 10 a small, red car _____ |

WORLD ENGLISH

UK	US
lorry	truck
coach	bus

Task 2 Match the words with the colours.



metallic green light green dark green silver grey bronze beige dark purple

Reading Task 3



Look at the vehicle registration plates. Read the text and answer the questions.

- Find a different expression for 'registration plate'. l _____ p _____
- Find a word which means 'the size and style of printed letters'. t _____
- Which of these is NOT the correct format for an EU registration plate?

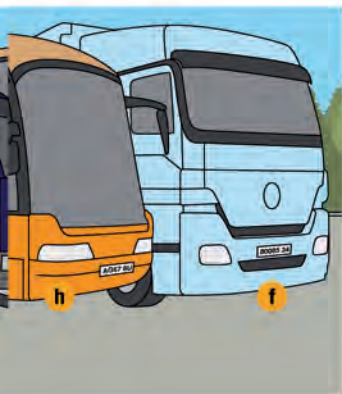


- blue background black letters
 - yellow background black letters
 - white background black letters
- 4 Why are German licence plates special?

REGISTRATION PLATES

IN THE EUROPEAN UNION, vehicles have white or yellow licence plates. The format is the same for all vehicles. There is blue strip on the left of the plate. On the blue strip is the EU symbol of 12 yellow stars and the country code of the state in which the vehicle was registered. The letters on the plate are black and the background is white or reflective yellow.

The typeface for registration plates in Germany is a special one. It is designed to be very difficult to change: for example, it is impossible to change the O to a Q, or the P to an R. It is very easy for a radar or license-plate reading machine to read this typeface, but because the letters are narrow. However, it is more difficult for the human eye to read it because the letters are so narrow.



Task 4 Label the registration plates in task 3 with these countries. Which registration plates are from vehicles NOT registered in the European Union?

- 1 Germany 3 Poland 5 Brazil 7 Russia
- 2 Romania 4 India 6 China 8 France

[16] **Pronunciation**

Task 5 Listen to the word stress for the names of the countries in task 4. Then write them in the correct column.

■	■ ■	■ ■	■ ■ ■	■ ■ ■ ■
Spain	Japan Sudan	China	Italy	America Nigeria

[17] **Listen and check.**

[18] **Task 6** Law enforcers use the international radiotelephony alphabet for international communication. Listen and repeat.

- A Alpha G Golf M Mike S Sierra Y Yankee
- B Bravo H Hotel N November T Tango Z Zulu
- C Charlie I India O Oscar U Uniform
- D Delta J Juliet P Papa V Victor
- E Echo K Kilo Q Quebec W Whiskey
- F Foxtrot L Lima R Romeo X X-Ray

[19] **Listening**

Task 7 Listen and write the vehicle registration plates.

- 1 _____ 3 _____ 5 _____
- 2 _____ 4 _____ 6 _____

Speaking

Task 8 Work in pairs. Look at the vehicles in task 1. Take it in turns to choose a vehicle and say the registration plate to your partner.

Stolen car!

OBJECTIVES

- stolen vehicle database
- vehicle descriptions
- present continuous 1

Reading Task 1 Complete the text. Use these numbers.

151 4.8 million 37,000 2 26.4

INTERPOL's ASF-SMV database

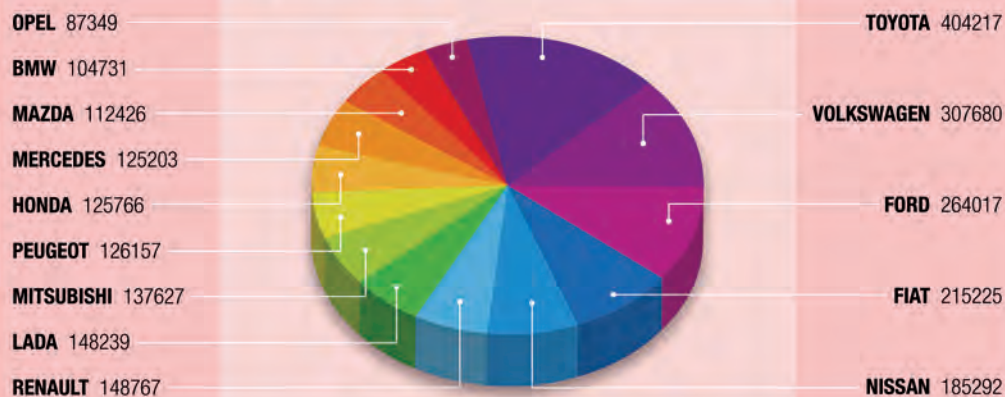
- ▶ In the UK, a vehicle is stolen every (1) _____ minutes. In the US, this happens every (2) _____ seconds. The police find less than half of these vehicles.
- ▶ INTERPOL – the international criminal police organization – has an international database with details of stolen vehicles. This is the Automated Search Facility–Stolen Motor Vehicle (ASF-SMV) database.
- ▶ At the end of 2007, the database had more than (3) _____ records of reported stolen motor vehicles. (4) _____ countries use the database regularly.
- ▶ In 2007, the ASF-SMV database helped police to recover more than (5) _____ motor vehicles worldwide.

20 Now listen and check.

Task 2 Look at the diagram and complete the sentences.

- 1 The most stolen make of car is _____.
- 2 _____, _____, _____ and _____ are all Japanese makes of car.
- 3 The _____ is the second most stolen make of car: it is German.
- 4 _____ and _____ are French makes of car, and _____ is Italian.
- 5 There are more American Ford cars stolen than Russian _____.

Makes of stolen vehicles in the INTERPOL ASF SMV database



[21] Pronunciation

Task 3 Listen to the word stress in these nationalities. Then write them in the correct column.

American British German Swiss Indian Taiwanese Romanian

■	■ ■	■ ■ ■	■ ■ ■ ■	■ ■ ■ ■ ■	■ ■ ■ ■ ■
French	Russian	Chinese	African	Italian	Japanese
_____	_____	_____	_____	_____	_____

[22] Listen and check.

[23] Listening

Task 4 Listen and complete the vehicle descriptions.

	vehicle 1	vehicle 2	vehicle 3
Make and model			
Colour			
Licence plate number			
Registered in			
Registered to			

Speaking

Task 5 Work in pairs. Student A turn to File 00. Student B turn to File 00. Describe the vehicles.

GRAMMAR The present continuous

The present continuous tense is used to describe what is happening now.

Positive

I **am driving** along the motorway at the moment. (I am = I'm)

He / she **is overtaking** the car in front. (he is = he's; she is = she's)

You / we / they **are driving** too fast! (you are = you're, we are = we're, they are = they're)

Negative

I'm **not driving** too fast. The speed limit is 120 km per hour.

He / she **isn't slowing** down!

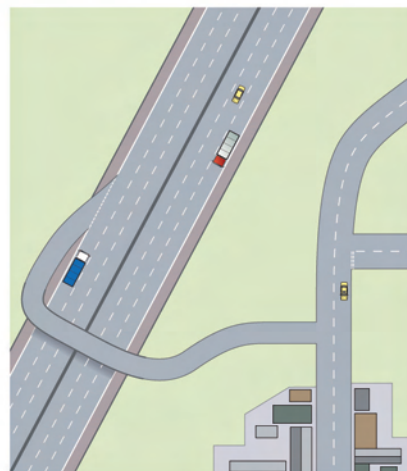
You / we / they **aren't driving** very well.

GRAMMAR

Writing

Task 6 A police helicopter is following a stolen car. Look at the map and write what they are saying to Control.

- He / go / straight ahead. / He / leave / the town.
He's going straight ahead. He's leaving the town.
- He / drive / very fast / and / he / overtake / lots of vehicles. It's very dangerous.
- Now / he / turn left. / I think / he / go / in the direction of the motorway.
- Yes, / he / on the motorway. / He / go north / and he / not slow down.
- Now / he / begin / to slow down.
- The car / stop. / It has no more petrol.
- The driver / open / the door and he / get out.



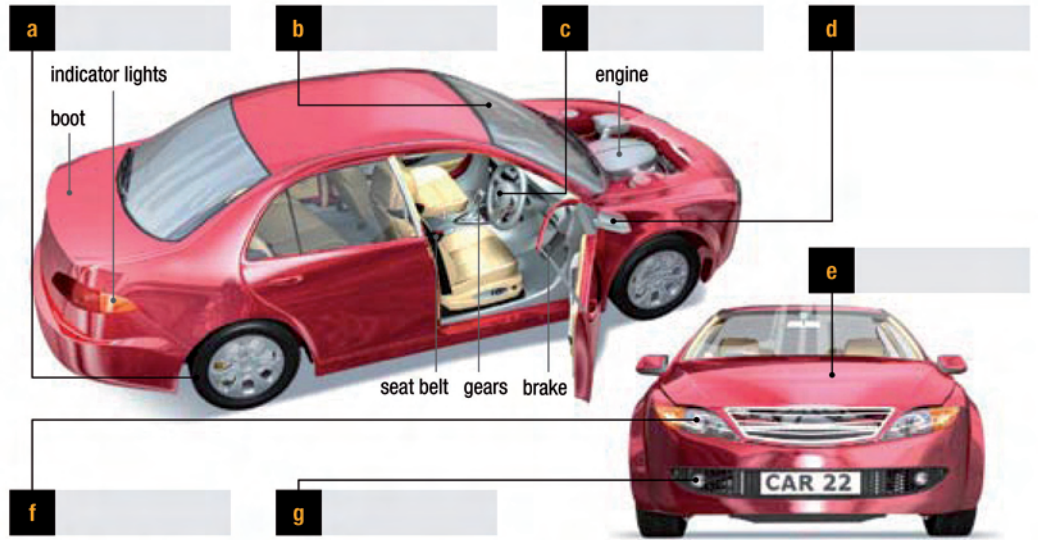
charlie

OBJECTIVES

- parts of a car
- vehicle offences
- *must / mustn't*



Vehicle check



WORLD ENGLISH

UK	US
bonnet	hood
boot	trunk
windscreen	windshield
indicator	turn
lights	lights
driving	driver's
licence	license

Task 1 Work in pairs. Tell your partner about the car you drive (colour, year, make, model). Does it have any problems?

Task 2 Label the car in the picture with these words.

tyre bonnet windscreen steering wheel headlights fog lights mirror

[24] Listen and check.

Task 3 What are the problems? Complete the sentences. Use these words.

out of date don't work flat cracked overloaded



1 Your driver's licence is not valid. It is _____.



2 The lorry is too heavy because it's _____.



3 The driver can't see properly because his windscreen is _____.



4 The front right-hand tyre is completely _____.



5 This vehicle is dangerous. The headlights _____.

GRAMMAR *must / mustn't*

Must is the same in all persons.

I / you / he **must wear** a seatbelt.

We / you / they **must have** vehicle insurance.

I / you / he **mustn't exceed** the speed limit.

We / you / they **mustn't drive** without a seatbelt.

(= it's the law; it's **compulsory**)

(= it's against the law; it's **illegal**)



Task 4 Write positive (✓) and negative (X) sentences. Use must / mustn't.

- 1 Drivers / drive / on the right-hand side of the road. ✓
Drivers must drive on the right-hand side of the road.
- 2 You / drive / when you are drinking alcohol. X
- 3 Small children / sit / in the front seat / of the car. X
- 4 Vehicles / have / child seats / for small children. ✓
- 5 Motorcycle drivers / and passengers / wear helmets. ✓
- 6 You / drive at more than 50 km per hour on this road. X
- 7 You / use a mobile phone when you are driving. X
- 8 Your car headlights / be working properly. ✓

Task 5 Work in pairs. Talk about what drivers must and mustn't do in your country.

25 Listening

Task 6



Listen to four conversations between law enforcers and drivers. Complete the table.

	conversation 1	conversation 2	conversation 3	conversation 4
Where are they?	on a motorway	at a b c	on a motorway	on a motorway
What's the problem?				

20 Task 7 Listen and complete these sentences from the conversations.

conversation 1

- 1 Can I see your _____ and _____, please?
- 2 You _____ for children in this country, madam.

conversation 2

- 3 You must _____ at all times.
- 4 It's illegal to _____.

conversation 3

- 5 The _____ isn't working, sir.
- 6 Can you _____ the car, please?

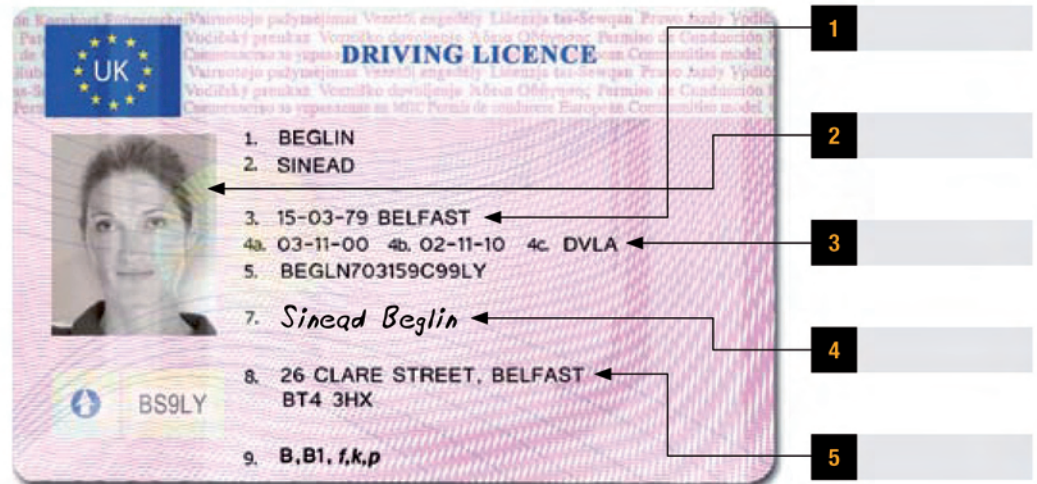
conversation 4

- 7 I _____ you for dangerous driving.

Traffic offences and penalties

OBJECTIVES

- driving licences
- road signs
- penalties
- *have to / don't have to, may / might*



Task 1 Look at the driving licence. Find the information.

- | | |
|----------------------------------|--------------------------------|
| 1 Name and surname of the driver | 4 Place of birth of the driver |
| 2 Nationality of the driver | 5 Date of expiry of licence |
| 3 Date of birth of the driver | 6 Category of vehicle |

Task 2 Label the licence. Use these words.

identity photo signature date of birth issuing body address

Speaking

Task 3 Write the questions you need to ask the driver to get the information in task 1.

Task 4 Work in pairs. Student A turn to File 00, Student B turn to File 00. Ask questions to complete your licences.

GRAMMAR *have to / don't have to and may / might*

We use *have to* to talk about rules and regulations, or things that are / aren't necessary. It isn't as strong as *must*.

Positive

I / you / we / they **have to** get a new front tyre. (it's necessary)

He / she **has to** start work at 6.30 am. (it's the rule)

Negative

I / you / we / they **don't have to** pay a fine – it's a minor offence. (so it's necessary)

He / she **doesn't have to** work at weekends.

Questions

Do I / you / we / they **have to** have insurance? Yes, you do. / No, they don't.

Does he / she **have to** go with the officer? Yes, he does. / No, she doesn't.

We use *may / might* for possibilities, or things that can happen.

If you drive too fast, you **may / might** have an accident.

She **may / might** be drunk – she's driving very badly.

If he doesn't have a licence, he **might** be arrested.

GRAMMAR

Task 5 Make sentences about driving offences and penalties. Use *have to* or *may / might* and these expressions.

pay a fine lose your licence (permanently / temporarily) go to prison
get penalty points on your licence take a driving test wear seatbelts

- 1 If you park in a non-stopping area, you _____.
- 2 If you drink and drive, you _____.
- 3 If you exceed the speed limit, you _____.
- 4 If you want to drive, you _____.
- 5 All your passengers _____.
- 6 If you cause an accident by dangerous driving, you _____.

27 Listening

Task 6 Listen and complete the table.

Driving offences and penalties in Great Britain		
Offence	Penalty	Fine
Causing death by dangerous driving	up to _____ in prison	unlimited
Dangerous driving	lose _____	_____
Failure to stop or report an _____	up to _____ in prison	up to £5,000
Speeding offences	penalty points	up to _____
Drink driving	lose licence	up to _____
Using a mobile phone (car)	_____	up to £1,000
Using a mobile phone (_____ or bus)	penalty points	up to _____

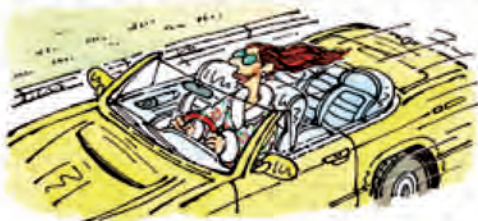
WORLD ENGLISH

UK	US
drink	drunk
driving	driving

Speaking

Task 7 Work in pairs. Student A look at this text about unusual driving laws. Student B look at File 00. Ask and answer questions to complete your text. Use a dictionary and be prepared to explain difficult words to your partner in English!

What do taxi drivers have to carry in Australia? What can't drivers do in Alaska?



Unusual driving laws of the world

Some parts of the world have unusual driving laws. Some of these laws seem strange because they are very old – others just seem strange!

- 1 If taxi drivers in Finland play music in their cars while they are driving customers, they have to _____.
- 2 Luckily for dogs, in Alaska, it is illegal to tie a dog to the roof of the car.
- 3 Women, if you go out for a drive in California, don't forget that it is illegal to drive car if you are wearing a housecoat. It is also useful to know that the speed limit for a vehicle without a driver is 60 miles / 80 km an hour!
- 4 If you take a taxi in Australia, ask the driver what is in the boot / trunk of the car. By law, it is compulsory for taxis to _____.
- 5 Drivers in New Jersey will be happy to know that it is illegal to plant trees in the middle of the road.
- 6 If you go to New York, make sure you are happy with what you are wearing before you drive into town. It is illegal to _____.
- 7 You have to think fast if you are driving in Oregon. In this American state, you can _____.
- 8 It is not illegal to drink beer in Rhode island but it is illegal to drive with beer in your car. Even if the beer isn't open, this is still an offence.

2

Traffic and vehicles

BRIEFING

Unit overview

- alpha** describing vehicles, vehicle registration plates, and the international radiotelephony alphabet
- beta** vehicle registration, makes of vehicles, Interpol's stolen vehicle database, and giving directions,
- Charlie** car parts, vehicle checks, vehicle problems, explaining traffic offences, rules and regulations, stopping a vehicle
- delta** driving licences, driving offences and penalties, checking documents

alpha

This section introduces the students to the type of language they will need to describe different types of vehicles, vehicle colours and registration plates. Being able to describe and identify vehicles is a skill relevant to many areas of law enforcement, so this language should have a direct, practical value for the majority of students. The vocabulary for describing 'real' modern car colours is taught with useful moderating adjectives in order that students when describing a blue vehicle, for example, will be able to distinguish between, for example, a light blue, a dark blue or a metallic blue car.

Vehicle registration plates are plastic or metal identification plates attached to vehicles. Most governments around the world require registration plates to be fixed to both the front and the back of the vehicle with the exception of motorbikes which may only have a plate at the back of the vehicle. The colour and style of the plates will vary depending on where the vehicle is registered and under what category (e.g. private, commercial, etc.). Registration plates allow law enforcers to check information kept on national databases which describes the vehicle: the make, model, colour, year of manufacture, engine size, etc, as well as the Vehicle identification Number (VIN), also known as the chassis number, and the name and address of the vehicle's registered owner. In some countries the vehicle registration plate stays with the car when it is sold, in other countries, the registration plate can be moved from one car to another. This means that whenever you buy a car, you

always have to register it again (not just change the name of the owner) even if the car has had a previous owner.

The international radio telephony alphabet is widely used internationally by the armed forces in civil aviation, for example in communication between air traffic controllers to pilots, and by the UK police. Being able to use it confidently, for example, for talking about car registration plates, will be a useful international communication skill for students, whatever their background.

Most law enforcers who go out on patrol get involved with traffic and vehicles in some way so this unit has a very wide range of applications. However, many countries do also have specialized traffic and / or motorway police, for example, the Police Traffic Department in the UK who are not only concerned with catching speeding motorists but also with vehicle crashes, accidents involving pedestrians, checking the safety standard of road vehicles, escorting over-dimensional or dangerous loads, pursuing suspects and road safety education. The exact responsibilities of traffic police units vary greatly. For example, in Germany where there is dense traffic but no speed limits on many of the country's motorways many states have a special Autobahnpolizei section in addition to the usual traffic police, the Verkehrspolizei. The officers in these units are specialists in traffic law and are required to be expert drivers.

bravo

Car theft is one of the most common crimes in the richer countries of the world. According to the FBI, in the USA a car is stolen on average every 26.4 seconds with the likelihood of having a car stolen being greater in cities than in more rural areas.

There are two main kinds of car theft: firstly, theft for car parts, in which the car is broken up and its parts reused. The parts are often sent by container ship to African countries and so these stolen vehicles are rarely recovered. The second reason cars are stolen is for resale. This can further be divided into two categories: easily re-sellable generic cars, such as Toyotas and Volkswagens, and luxury cars, such as Mercedes and Audis.

Especially in Europe, with its relatively small countries and large amount of borders, vehicle theft and resale, especially of luxury vehicles, is a highly organized and efficient process: for example, a car that is stolen in Italy will be taken to a workshop in that country where its



identity will be changed. It will get a new registration plate, false registration documents and the VIN (chassis) number will be manually changed. The car is then driven to another country by a courier who delivers it to the next section of the gang.

In this section, students will read about an automated search facility stolen motor vehicle (ASF-SMV) database. Additionally, in some European police authorities in countries such as Germany, France, Italy, Sweden, Austria, have set up a joint European vehicle identification database in cooperation with certain car manufacturers to combat car theft. Many countries have their own national database of stolen cars. In Italy this is even made available to the public via the internet so that someone wanting to buy a second-hand car can check to see whether it is stolen before he or she buys it.

charlie

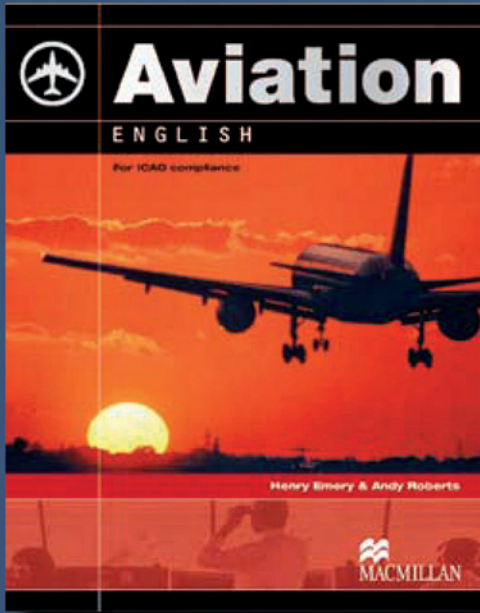
Law enforcement officers are very likely to have to deal with traffic and/or vehicle offences committed by tourists at some point in their career, so being able to explain to foreign drivers what they can't or mustn't do or that they have to pay a fine could easily be one of the main ways in which the students need to use English.

Apart from speeding, jumping red traffic lights and illegal parking, the most common driving offences worldwide are dangerous or aggressive driving, driving under the influence of alcohol, and (where illegal) using a mobile phone while driving.

However, what is considered an offence in one country may not be in another, so it is necessary for motorists to find out about regulations before they drive abroad as law enforcers do not consider ignorance as an adequate excuse for breaking the law. In many Western European countries (including France, Spain and Italy), for example, it is a legal requirement to keep a reflector vest in your vehicle for the driver to wear for increased visibility in case of an accident or any other reason which might necessitate him or her to leave the vehicle at night. Police are allowed to fine motorists who do not carry them in their cars, even if they have driven from a country where this is not yet a legal requirement. Most countries require that motorcyclists must wear helmets and car drivers must wear seatbelts, but the laws regarding passengers and seatbelts vary from country to country, as does the use of mobile phones while driving, or having alcohol in the car (even if you are not drinking it). The age at which a child may sit in the front seat of a car also varies from country to country: in the UK children are allowed to sit normally in the front of cars if they use the correct restraints, whereas in France children under the age of 10 cannot be seated in the front seat, unless they have a special rear-facing seat.

delta

Most countries around the world require drivers to pass an official test before they are issued with a driving licence permitting them to drive certain (restricted) types of vehicles. In Europe, people are usually able to drive from the age of 17 or 18. In some US states, the legal age is as young as 14. The credit-card-style plastic driving licence with photo (similar to the US driving license) is now the standard within Europe; however some drivers still hold older, non-standard paper licences. The issuing bodies vary between countries. In the UK, licences are issued by central issuing body based in Swansea in Wales, whereas in other countries licences are issued (and taken away) by local authorities. Many countries operate a points system. For each offence committed, a certain amount of points are added to the driving licence. If a specified number of points is reached, the driver may lose his driving licence for a set period of time. Again, penalties and fines for similar offences vary greatly from country to country as does the method of payment. On-the-spot fines are common in some parts of the world; others favour payment by cheque or bank transfer.



Aviation English

Henry Emery and Andy Roberts

ICAO 3-4 (A2-B1)

Aviation English has been specifically designed to teach English language communication skills to pilots and air traffic controllers, and to help them achieve and maintain Operational Level 4 (now an international requirement enforced by the International Civil Aviation Organization). Each of the units covers the language needed to deal with 'non-routine' scenarios. The Student's Book and CD-ROM (included in pack) provide 130 hours of content.

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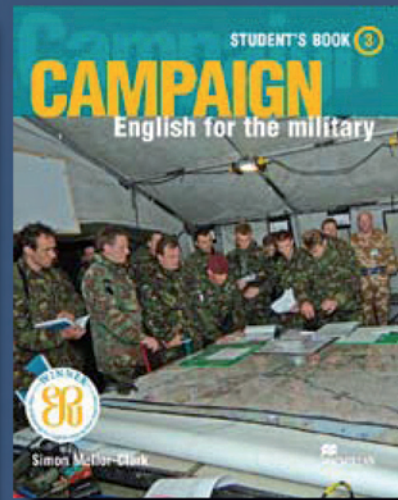
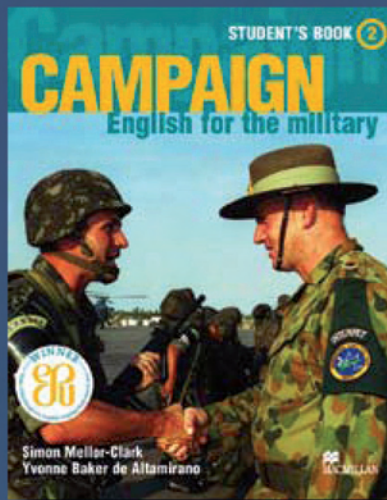
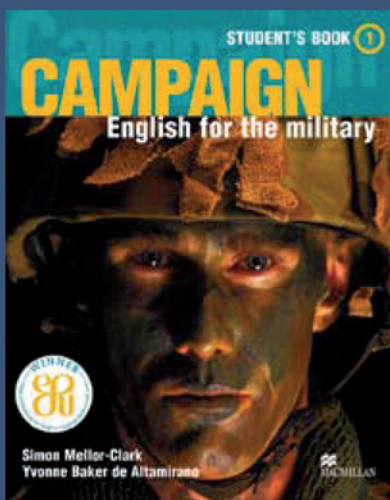
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