

2 CRIME AND JUSTICE



Daily we are informed about the crimes that are committed in our cities around the clock. More and more incidents involving knives take place, brutal street robberies are carried out in plain sight, and it looks like our streets and parks aren't safe anymore.

You're going to have a look at the impact of these crimes on victims and their families and what the government is doing to fight them. Next to that, you will also look at other prevention initiatives.

So, who commits these crimes? What happens when offenders are caught? What's it like to go to court? What's prison life like? All questions you'll try to answer in this file. Maybe you will even discover that being a lawyer or judge is the thing for you!

This Is What You Will Do

You will learn about police work, how a jury is selected for a trial and what it's like to be in prison. You will learn to give your opinion about certain crimes and to give a description of criminal events. You will learn about the rise of knife crime in the past few years and what initiatives there are to fight this phenomenon.



This Is What You Will Need

You will need:

- a dictionary;
- the Internet.

This Is What You Will Learn

You will learn how to:

- describe what has happened;
- describe the order of events by using the past tenses correctly;
- describe someone;
- write a journal entry;
- write a short opening statement;
- write a short article;
- have a group discussion about different statements;
- play different roles in a discussion or meeting;
- choose the correct tense: past simple, past perfect or past continuous;
- use the passive tense (present, past and perfect);
- re-write sentences from active to passive voice;
- assess the degree of necessity and pick a corresponding verb.

ERK

Je werkt vooral aan de volgende onderdelen:

- luisteren op A2- en B1-niveau: je kunt gesprekken en korte documentaires volgen over misdaad en rechtspraak;
- lezen op B1-niveau: je weet waar een tekst over gaat en je kunt informatie uit een artikel begrijpen;
- spreken op A2- and B1-niveau: je kunt een gesprek voeren over dingen die gebeurd zijn en je mening daarover geven. Je kunt ook een beschrijving geven van een persoon;
- schrijven op A2- en B1-niveau: je kunt informatie geven over een gebeurtenis uit het verleden, een kort en eenvoudig betoog en een feitenrelaas schrijven.

A

CAN YOU GIVE A DESCRIPTION?

1

Read **Bishopsgate: Two Men Jailed for ‘Brazen’ Robberies and Knife Attacks**. Find words for the descriptions and give a translation. If it's a verb, write down the infinitive of the verb.

- 1 something that is considered shameless
- 2 to cause harm
- 3 to hinder someone in completing a task
- 4 to be imprisoned
- 5 to say you're sorry to someone
- 6 a period of unrestrained activity
- 7 in a state of panic
- 8 being your own boss
- 9 another word for fight
- 10 wielding a weapon
- 11 to wrestle with someone
- 12 to gain control over someone
- 13 an atrocious act

2

Read **Bishopsgate: Two Men Jailed for ‘Brazen’ Robberies and Knife Attacks.**

Imagine you are one of the victims mentioned in the article. After you have been discharged from the hospital you are asked to write a witness report to be used as evidence. Write a witness report from the perspective of one of the victims mentioned in the article. Use a dictionary if necessary.

Where were you going when it started? What was the order of events? Make sure to use at least three facts mentioned in the article. Add a description of the robbers: estimated height and age, what they wore and distinctive features (you must use your imagination).

Witness report

[illegible]

Bishopsgate: Two Men Jailed for 'Brazen' Robberies and Knife Attacks

By PA Media. BBC News



Two men who inflicted 'savage injuries' on members of the public during a robbery and knife attack in central London have been jailed.

Tyrone Dean, 24, and Louis Parkinson, 26, were thwarted by passers-by after attempting to snatch mobile phones on 6 October last year. Dean and Parkinson were each handed a 17-year sentence: 12 years in prison and a further five years on licence. Both men offered their apologies for the stabbings.

Prosecutor Sam Barker told Inner London Crown Court that the pair carried out a 'brazen spree' of theft. He added: 'When civic-minded members of the public sought to apprehend them, the defendants caused them savage injuries with a knife in their frantic attempts to escape.'

The crime spree began when Paul Grange was robbed of his mobile phone in Fitzrovia shortly after 09:00 BST, while Nicholas Badger had his stolen on Bishopsgate around 45 minutes later. CCTV footage showed Dean and Parkinson cycled that morning from Fitzrovia to the Regent Street area. The court heard that Mr Grange and Alison Sanders were each stabbed in the arm by Dean. He also

stabbed self-employed courier Vladimiro Konstantinidis twice in the chest and once in the back, causing his lung to collapse. Another man, Henry Charlton-Weedy, needed 52 stitches and was also slashed in the face and left with a severe scar running from the top of his cheekbone to his mouth. Ms Sanders, along with William Allison and Mr Konstantinidis, made up a group who became involved in a melee during the second incident as they tried to catch the thieves, the court was told. It was at this moment when Parkinson appeared to have been overpowered, that Dean again produced the knife he had used on Mr Grange in the first incident, the court heard. The prosecutor said Dean could be seen in CCTV footage brandishing the knife in his hand when he came running towards the group who were fighting Parkinson.

'Violence and lawlessness'

Mr Barker said: 'The group broke up as the fight became more ferocious, and Mr Dean swung the knife. 'Mr Allison was knocked to the ground by Mr Parkinson, and Mr Konstantinidis and Mr Parkinson began to grapple.' 'Mr Dean then sought to return to his bicycle, pursued by Alison Sanders. As she singlehandedly sought to stop him escaping, Ms Sanders was stabbed by Mr Dean in the arm.' Judge Benedict Kelleher told Dean and Parkinson: 'You acted with appalling violence.' He added that the attacks were an 'example of mindless violence and utter lawlessness'.

When the pair are released from prison they will serve five years on license.

3

Look at **Detained**. Answer the questions.

1 What kind of article is this and how do you know?

.....

.....

.....

Read **Detained** and continue with the next questions.

2 What's the main topic of the text?

.....

3 The purpose of the text is to **inform / entertain / activate /convince?**

4 Write a short summary of the article in Dutch.

.....

.....

.....

.....

.....

Write down in Dutch what you think is meant by the phrases below. Don't look up any words yet! After your done, check if you were right with a dictionary and correct if necessary.

- 5 allegedly trying to steal
- 6 on suspicion of
- 7 possible involvement in
- 8 on possession of
- 9 with intent to resist
- 10 going equipped for

4

Read **Detained** and write down the combination of verbs where a form of to be is used with the past participle and translate them. Follow the example.

- 1 *were apprehended - werden aangehouden*
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

Detained

Teenage Criminals Detained After Shocking Robbery Spree

Saturday 16 September 2023, Holborn London



Two teenagers were apprehended last night after reports of a series of attempted street robberies in Holborn, London. Police said they were alerted to two youths at Holborn underground station allegedly trying to steal mobile phones from people on the platform, on Friday night. The suspects

were spotted and, after a short chase, were detained on the eastbound platform. A knife was also recovered. Two 15-year-old boys are held on suspicion of attempted robbery. One of the boys is held for further investigation into possible involvement in several street robberies in the past few weeks and on possession of a knife in a public place. The second suspect was also interrogated on suspicion of assault with intent to resist arrest and going equipped for burglary.

Police said two officers were inflicted with minor injuries while detaining the first suspect.

'The number of street robberies that are committed in our streets by teenagers show a worrying rise. It's time more attention is shown by parents concerning their children's whereabouts in the evening and at night.' The reporter was told by the press officer. Further comments weren't made due to the young age of the suspects.

Martin Evans

5

Read **The Passive** on page 56. First write down the correct form of the verbs in the passive tense (**P**). Then make the sentences active (**A**) by using the provided subjects.

- 1 P - A lot of knife crimes are committed (to commit) in the UK every day.
A - Juveniles commit a lot of knife crimes in the UK every day.
- 2 P - Last week, a trial (to suspend) due to lack of evidence.
A - The court
- 3 P - Only a small number of cases (to solve) last year.
A - The police
- 4 P - Alison (to hurt)?
A - the robber
- 5 P - Do you think police officers (to pay) enough for the dangerous work they do?
A - Do you think the government
- 6 P - Cases like these (to solve - negative) overnight.
A - They
- 7 P - Why the suspects (to hold - negative) for questioning?
A - Why the police
- 8 P - Many criminals (to release) early because there aren't enough prison cells.
A - Judges

The Passive

Je gebruikt de **passive voice** (lijdende vorm) als je niet zegt door wie of wat iets gedaan is, zoals in:

Mijn fiets is gestolen.

My bike is stolen. Je weet niet door wie.

Het onderwerp in een actieve zin **doet** iets:

Ze hebben mijn fiets gestolen.

They stole my bike.

In een lijdende zin is het onderwerp passief (het **doet** niets maar ondergaat de actie); vandaar de naam **passive voice**:

Mijn fiets is gisteren gestolen.

My bike was stolen yesterday.

Je maakt een lijdende zin met een vorm van **to be** en het voltooid deelwoord.

Tense	Active	Passive
Present Simple	Factory workers build this bike in Japan.	This bike is built in Japan.
Past Simple	They made many mistakes.	Many mistakes were made .

Hoe verander je een zin van bedrijvende vorm (active) naar lijdende vorm (passive)?

Active	Passive
Jack paints beautiful graffiti around town. Susan gave Jack a set of spray cans.	Beautiful graffiti is painted around town (by Jack). Jack was given a set of spray cans (by Susan).

- 1 Zoek het **direct object** (lijdend voorwerp) of het **indirect object** (meewerkend voorwerp) in de actieve zin. Gebruik dat als onderwerp van de lijdende zin.
- 2 Pas de vorm van het werkwoord aan zoals hierboven aangegeven (paints > is painted).
- 3 Maak de passieve (lijdende) zin compleet (around town by Jack).

6

Look at **The Passive** and rewrite the active sentences (**A**) into the passive voice (**P**). When there is both a direct and an indirect object, write a passive sentence using one of each at the start.

- 1 A - A police officer wrote a report after she had interviewed all the witnesses.
P -
- 2 A - He didn't willingly hand over the mobile phone to the robber.
P1 -
P2 -
- 3 A - The robber cut Alison while she was trying to stop him.
P -
- 4 A - The doctor gave him a treatment for his wounds.
P1 -
P2 -
- 5 A - The police officer asked the witnesses a lot of questions.
P1 -
P2 -
- 6 A - The police gave the press a statement.
P1 -
P2 -



7

You are going to watch the video **Youth Offending - Can the UK Learn from Spain?**

- 1 What do you think the video will be about?

.....

- 2 Now watch the introduction (the first 25 seconds). What do you think John did? Why do you think he was locked up in Spain?

.....

Let's find out if you were right. Read the questions and continue watching. Try to read the questions before each clip starts.

- 3 John implies that the Spanish system works better. How does he do that?

.....

.....

- 4 John says: 'They sorted me out.' What does he mean by that?

.....

- 5 Dangerous offenders from the UK are put to work on the farm.

True / False

- 6 Alex started breaking into houses because he wanted excitement.

True / False

- 7 Alex didn't realise what would happen if he got caught.

True / False

- 8 **What is meant by 'This is miles away from the prisons we're used to in the UK'?**

A It's far away from towns and villages.

B It's quite a different approach.

C There's still a long way to go for prisoners.

- 9 What are the three main differences mentioned in this fragment between the prison in Spain and prisons in the UK?

.....

.....

.....

- 10 Is the term 'soft justice' used in a positive way? Explain.

.....

.....

.....

- 11 What did John do with what he had learnt in Spain?

.....

.....

- 12 At the beginning of the video the narrator said: 'So how did Spain succeed where the UK failed?' Explain why. Use the words *reward*, *educate*, *lock up*, *encourage* in your answer.

.....

.....

.....

.....



8

In 'Youth Offending - Can the UK Learn from Spain?' it is said that fewer young offenders returned to criminal behaviour after they had completed the programme. Talk with a classmate and discuss if you think this approach would work for juvenile offenders in the Netherlands. Why / Why not?

Write down two arguments to support your opinion.

.....

.....

.....

.....

Now share your statement and arguments with the rest of the class. Do you all agree? Did you change your opinion after hearing other arguments?

9

Read **Past Simple and Past Perfect** and fill in the correct form of the verb between brackets.

- 1 When the police (to arrest) the boys, they (to chase) them for several minutes.
- 2 After he (to pull) a knife, the young man (to ask) the woman to give him her purse.
- 3 The reporter (to claim) that the number of street robberies (to rise) alarmingly in the past years.
- 4 The neighbours (to promise) to watch my house, but there still (to be) a break-in.
- 5 The insurance company (to compensate - negative) me because there (to be - negative) any signs of forced entry.
- 6 She (to give) a description of the robber and they (to catch) him last night.
- 7 They (to write) a letter of complaint but (to receive - negative) a reply at all.
- 8 (to be) your grandmother shocked to find out she (to be) pickpocketed?

Past Simple and Past Perfect

Je gebruikt verschillende tenses in de verleden tijd om volgorde of duur aan te geven. Wanneer er twee gebeurtenissen omschreven worden, zet je de gebeurtenis die als eerste gebeurde in de **past perfect** en de tweede, daaropvolgende, gebeurtenis in de **past simple**.

The judge **sent** the robbers to prison because they **had robbed** a bank.

De vorm van de **past perfect** is voor alle onderwerpen hetzelfde: het hulpwerkwoord **had** + **voltooid deelwoord**.

Charles **had been** in custody for hours before he was allowed his first telephone call.

If I **had listened** to his advice I would not be in trouble now.

Had Sheila ever **worked** undercover before?

10

Look at **Past Simple and Past Perfect** again. Make sentences using the past simple (active or passive) and the past perfect (active). Use a dictionary when necessary.

- 1 Hoe vraag je of iemands vriend gearresteerd was nadat hij in een huis had ingebroken?
.....
.....
- 2 Hoe zeg je dat je nadat je fiets gestolen was je een nieuwe moest kopen?
.....
.....
- 3 Hoe geef je aan dat de man had verklaard dat hij onschuldig was maar toch naar de gevangenis was gestuurd.
.....
.....
- 4 Hoe vertel je dat Suzy nog niet lang uit de gevangenis was toen ze gepakt werd voor het stelen van een auto.
.....
.....
- 5 Zeg dat omstanders een beroving hadden onderbroken en de overvaller hadden aangehouden.
.....
.....

11

Read **Youth Offenders Program** on page 60 and answer the questions.

- 1 What becomes clear in the first paragraph?
.....
- 2 In the 2nd paragraph it says: '... to embark on a 30-day journey.' Wat wordt hiermee bedoeld?
.....
- 3 Why did they develop the program according to the text?
.....
.....
- 4 What is the biggest advantage for the participants according to the 2nd and 3rd paragraph?
.....
.....
- 5 Beschrijf het doel van de drie fasen van het programma in het Nederlands.
1
2
3
.....
- 6 Who do you think this article was written for and with what reason?
.....
.....



Youth Offenders Program

The Youthful Offender Program is designed for young adults ages 18 through 25. Its focus is on pre-trial, first-time felony offenders who have been assessed by their home county as potentially able to benefit from a second chance and thus avoid the burden of a felony charge on their record.

A Wilderness Challenge for Young Adults

Participants must be afforded the opportunity by their referring county and, in turn, must accept it. The youthful offenders thus agree to embark on a 30-day journey of challenging hikes, living in the wilderness, learning to survive in the outdoors, and integrating a new approach to life designed to make them productive, law-abiding members of society.

Following completion of the 30-day program, participants return to their county to face charges. If they have done well in the program, the court will typically reduce felonies to lower offenses—or eliminate the charges altogether.

How Does the Youthful Offenders Program Work?

Placed in an environment removed from life's distractions, young adults face themselves and their personal adversities. As they work collectively to meet basic physical and emotional needs, they find the strength to overcome challenging situations and to be responsible for themselves while building a living and learning community.

During this process, staff members use a phased educational approach to help participants build community, develop responsibility, and learn accountability for actions.

Three interrelated phases make up the experience:

Learning emphasizes accepting responsibility for self and others in the unique community created on the course; instruction focuses on the basics of outdoor living and camping and teaches the Leave-No-Trace principles and their connection to Balanced and Restorative Justice.

Expedition puts into practice fundamental wilderness skills that have been learned and propels the group to form effective relationships and community.

Reflection consists of a 72-hour solo experience that provides youth with the opportunity to think about the choices that prompted their referral—and how they will use what they have learned when they return to their home and community.

Why It Is Successful

For probation officers, the Youthful Offenders Program works because of convenient start dates, transportation services, progress-focused written reports, community service projects, practical skills development, and a focus on the skills necessary to renew participants' commitment to justice, restitution, and becoming a positive and productive member of society.