ENGLISH FOR BORDER
AND COAST GUARDING
Foreword

This Teacher’s Book is part of a language learning package addressing the needs of border and coast guard students and professionals. The purpose of the Teacher’s Book is to complement the Student’s Book, in that it provides an answer key to exercises, methodological notes and tables, listening scripts, photocopiable sheets with supplementary exercises and some background briefings. All these will support self-studying learners as well as classroom teachers to plan and check progress of learning, according to the specified outcomes.

It is suggested that this book is studied by teachers before entering class, to check explanations and suggestions, or photocopy any required materials. Rubrics follow a defined pattern, which make the book easy to use, even by practitioners with no teaching background. Together with the Student’s Book, this book aims at equipping users with the language and communications skills they need to operate effectively in a professional border and cost guarding environment.

The Authors
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UNIT 1 The job of a border and coast guard

PART 1 The job

TASK 1
A. Divide the class into small groups. Read out questions A and B or ask students to read them out. Give the students time to brainstorm arguments for the posters. Elicit answers. Ask the class for their comments, both positive and negative, and encourage debate.

Encourage students to use vivid adjectives.
Positive: inspiring, exquisite, spectacular, tasteful, etc.
Negative: tasteless, impractical, inferior, dull, functional, etc.

Suggested answers: Land-border dog patrolling; A helping hand; Search and rescue; At the air borders; Document check.

B. Draw a spidergram on the board. In the centre write ‘border-guard recruitment’. Ask students how their ministry of internal affairs goes about recruitment. Elicit answers and write them on the spidergram.

Get students to consider different types of advertising: billboards, posters, full-page ads, flyers, etc.

C. Tell students that police forces and armed forces use advertising campaigns to attract people. Ask students if their police forces use posters as recruitment tools. If so, ask them to give more information; if not, why?

TASK 2
A. Put students in pairs. Tell them to look at the seven points and ask them to discuss why people join the border police. Walk around the class monitoring and assisting if needed.

Provide students with handouts with signposting phrases and encourage them to use them:

I’d put ... first
then ..., next ...
My first choice would be ..., followed by ...
Firstly, secondly, thirdly, lastly
The most important would be ...
The next most important is ...
Equally important is ...; etc

B. Ask students to identify the problems/challenges and to formulate solutions to tackle them. Ask students to present their ideas in class.
**Task 3**  
This activity is student centred and could be motivating and creative. It can be done by asking students to write it in class, in a given time, or outside class. Tell students to take into consideration the following aspects.

What are the advantages and disadvantages?  
Where does one get ambition from?  
Should we break the rules to succeed?  
Do we all have the same opportunities?  
Is this a secure or a risky career?

Ask or nominate students to read their assignment to the class. Invite the class to give feedback telling them that this is regarded as a constructive way of learning and developing. To give feedback does not mean to criticise, therefore tell students to give feedback in the form of a sandwich: start with a positive aspect, continue with the ones that are for further consideration, clarification or correction and end with another positive aspect.

**Task 4**  
Document-check booth at the airport (task 5); land-border crossing point (task 6). Ask students what other border and coast guarding environments they know and encourage discussions.

**Task 5**  
Check students understand the vocabulary. You will probably need to teach them the following.

**Briefing**  
Short information session on the operational situation.

**Forecast**  
To say that something will happen in the future.

**Detection**  
The process of discovering, finding.

**Law enforcement authority**  
Agency or official responsible for catching people who break the law (e.g. the police).

**Counterfeit**  
Made in imitation so as to be passed off fraudulently or deceptively as genuine.

**Answers:**

A.

1. controller  
2. briefing  
3. forecast  
4. assigned  
5. enforcement  
6. task  
7. owner  
8. control

B.

1. passport controller  
2. she is presented with the detections, the operational situation, including the relevant changes and events, and a forecast  
3. she has to decide within seconds if the travel documents are genuine or counterfeit  
4. they are sent to second-line control
**Task 6**
This text introduces the idea of EU internal borders and Schengen external borders.

Write BCP on the board and tell students it stands for border crossing point.

**Answers:**
1 — F 2 — T 3 — T 4 — T 5 — F 6 — F 7 — T

**Task 7**
**Answers:**

<table>
<thead>
<tr>
<th>Katharina Haas</th>
<th>Mihai Alexe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job location</strong></td>
<td>airport</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td>1st line document control decide on entry or refusal of entry for travellers</td>
</tr>
<tr>
<td><strong>Challenges</strong></td>
<td>seconds to decide the entry or refusal of entry</td>
</tr>
</tbody>
</table>

**Task 8**
This activity can be done in class, in a given time, or outside class. Ask or nominate students to read their assignment to the class. Invite the class to give feedback and facilitate constructive discussions.
PART 2 Basic equipment and duties

TASK 1 Ask students if they are familiar with any pieces of equipment used for border surveillance. Briefly elicit answers and tell the class to read the text on this subject.

Answers:
1. surveillance  3. detects   5. smuggling   7. portable
2. service    4. shifts   6. requested   8. self-defence

TASK 2 Answers:
1. land-border surveillance
2. self-defence/to make it easier to spot people crossing the border
3. pepper spray, extendable truncheon, handcuffs, personal weapons

TASK 3 Handcuffs  Restraint devices designed to secure an individual’s wrists close together.

Truncheon   A short, thick stick carried as a weapon by a police officer.

TETRA radio (terrestrial trunked radio)  A professional mobile radio specifically designed for use by government agencies, emergency services (law enforcement, fire departments, ambulances), public safety networks and the military.

Thermo-vision equipment  Heat sensors that are capable of detecting differences in temperature and that generate images of the observed scenery based on information about the temperature differences.

Pepper spray  An aerosol spray containing oils derived from cayenne pepper, irritating to the eyes and respiratory passages and used as a disabling weapon. It is used in policing, riot control, crowd control and self-defence.

TASK 4 Tell students they are going to hear a border guard talking about intervention teams and joint operations.

You may want to pre-teach the students the following.

Guest officers  Deployed officers who work under the command and control of the authorities of the country hosting the operation. During deployment guest officers have capacity to perform all tasks and exercise all powers for border checks or border surveillance in accordance with Schengen Borders Code (border checks, border surveillance, stamping, interviewing undocumented persons, consultation of databases). They wear their national uniforms and a blue armband with the insignia of the EU and Frontex. For the purposes of identification by national authorities and citizens, guest officers carry an accreditation document, provided by Frontex, which they must present on request.
Rapid border intervention teams (RABITs) Frontex created European border guard teams (EBGTs) for deployment in Frontex joint operations and rapid border interventions. An EBGT is composed of border guards from the EU Member States, experts in different areas of border management including land and sea border surveillance, dog handling, identification of false documents and second line activities such as establishing nationalities of irregular migrants detected at the border.

In order to help students with this activity it could be helpful to play the listening passage twice in order for the students to be able to answer the questions.

Answers:

1. At the Greek-Turkish land border. Operation name: Poseidon Land.
2. Experts in false documents, first- and second-line border control, stolen vehicles.
3. Thermo-vision vans (TVVs), helicopters, patrol vehicles, buses, vans, mobile offices.
4. By infrared cameras mounted on the van’s roof that have heat signature-spotting capability.
5. To stay alert throughout the long nights.

Listening [01] More and faster: The RABITs

1. Intervention teams

Border crises tend to develop quickly. The ability to respond to them is very important, therefore the rapid border intervention teams, known as RABITs, were established. They were first put to the test on the Greek-Turkish land border in 2010 at a time when the Greek authorities were being overwhelmed by the large number of illegal border crossings. The Greeks needed assistance and turned to the EU for help. In response to the Greek request, Frontex was requested to deploy RABITs from 26 European countries in what became Joint Operation Poseidon Land. The specialisations of the officers deployed were varied and included expertise in detecting false documents, experience of the first- and second-line border control and stolen-vehicle detection. They brought with them items of specialist equipment such as thermo-vision vans (TVVs), helicopters and patrol vehicles, as well as general logistical and administrative support including buses, vans and mobile offices. Operation RABIT worked: control at the border was restored and all arriving migrants were processed and recorded in line with procedures.

2. Joint Operation Poseidon

While performing their daily tasks the coastguard patrols off Lesvos were assisted by a thermo-vision van deployed via Frontex, but belonging to and manned by the Slovenian border service. Stationed for 8 hours each night on the cliffs above Lepetimnos, overlooking an 8 km stretch of sea between Greece and Turkey, the van’s roof-mounted infrared cameras were capable of picking out a dinghy long before it had reached EU waters; the heat signature-spotting ability of this technology has the added advantage that it is unaffected by fog. The crew of the Slovene TVV, one of 12 formerly used to patrol the land border with Croatia, recalled how they drove the vehicle all the way to Lesvos from Ljubljana. The TVVs look like ordinary transit vans when their cameras are packed away, yet they cost as much as 500 000 euros each. The greatest challenge that their work presented was staying alert throughout the long nights.
**TASK 5**

**B. pedestrian** a person who travels on foot

**apprehension** seizure by legal actions

**to seize** to take by force or legal actions

**pound** a unit of mass and weight

**mile** a unit of distance on land

**TASK 6**

You may want to introduce the simple present tense and the present continuous tense. Supplementary grammar exercises are provided in the handout for further practice (see page 11).

**Answers:**

1. are  
2. represents  
3. is growing  
4. is preparing  
5. has  
6. patrol  
7. stop  
8. is having  
9. are claiming  
10. contains

**TASK 7**

**Answers:**

1. deployed  
2. exchange  
3. stolen  
4. undocumented  
5. returning  
6. facilities  
7. crossings  
8. arrival  
9. routes  
10. responses  
11. searching  
12. well-trained  
13. fugitive  
14. force  
15. unit

**TASK 8**

**Answers:**

Writes a report after an assignment or an incident (all).

Conducts interviews and checks belonging (screening expert, shift leader).

Works with interpreters (guest officer, screening expert).

Searches for and detects forged documents, explosives, narcotics, weapons (guest officer, dog handler, shift leader).

Detects trafficked or vulnerable persons (all).

**TASK 9**

** Screener** performs screening interviews; assists local officers to screen the irregular migrants in order to establish a presumed nationality; presumes the nationality; cooperates with debriefing experts by exchanging relevant information.

**Debriefer** identifies migrants to be interviewed; checks belongings; reporting.

**Shift leader** staff planning and assignment of tasks; analyses the operational situation; carries out briefings and debriefings; investigates infringements.
The simple present tense use

1. Permanent states, repeated actions and routines: usually, often, always, sometimes, from time to time, never, ever, every day/month/year, etc., on Mondays, seldom, rarely

My shift starts at 08.00 every day.
I sometimes go on patrol with the service dog.

2. General truths, facts that are always true

I am a border guard.
The cadets stay in the dormitory during their studies.

3. Certain future actions: timetables and programmes

The briefing starts at 08.00.

The present continuous tense use

1. Actions taking place now, at the moment of speaking: now, at the moment, at present, these days, still, nowadays, today

Look! They are sending him to the second line.
Where is Marta? She is interviewing a traveller.

2. Temporary actions, that is actions that are going on around now, but not at the actual moment of speaking

I am doing Helga’s shift while she is on sick leave.
The duty car is in the workshop so this week I am patrolling on foot.

3. Complaints about annoying habits

You are constantly interrupting me when I am talking.
You are always losing your keys.

4. Actions that we have already arranged to do in the near future, especially when the time and place have been decided

First-year students are having their shooting evaluation on Friday.

5. Actions or situations that are changing or developing

Smuggling is becoming more and more common in this border area.

Supplementary exercises

A. Practise describing your job using the simple present or the present continuous.

1. He          (work) at the Terespol BCP, but this month they          (deploy) him to a joint operation.

2. Most of the time we          (patrol) on foot, but today we          (use) a vehicle.

3. I          (carry out) my tasks at the Border Police headquarters. Nowadays I          (investigate) a case of migrant smuggling.
4. Katarina (not enjoy) her job and (consider) moving to another unit.

5. Sometimes the work at the border (become) challenging.

6. Usually after the debriefing, Alexe (carry out) an inspection of the equipment, but this evening he (try) to contact the command and control centre.

7. The EU increasingly (become) a lucrative target for organised crime.

8. I (think) that the world has changed dramatically.

9. Excuse me, (you) (have) a driving licence?

10. As it (get) darker it (become) almost impossible to continue our mission.

b. Put the words below in the right order to make questions that go with the answers.

1. do / for the first shift / get up / what time / you / in the morning?

Answer: At 06.00 hrs.

2. RABIT / mean / does / what?

Answer: Rapid Border Intervention Teams.

3. need / 1 / to enter / do / a visa / Azerbaijan?

Answer: Yes, you do.

4. come / you / do / where / from?

Answer: Syria.

5. main task / is / your / at / what / the green border?

Answer: Patrolling.

6. Sandra / what / do / for a living / does?

Answer: She is a coast guard.
UNIT 2  Border checks

PART 1  Border checks

TASK 1  A. Answers:

Border control is the activity carried out at the border in response to an intention to cross or the act of crossing that border. It consists of border checks and border surveillance. It includes risk analysis and intelligence on criminal groups and their methods that may affect the security of the external borders. It helps to combat cross-border crimes, such as trafficking in human beings and smuggling of drugs and other goods. It prevents the import of illegal weapons, counterfeit medicines, endangered species, radioactive materials, etc.

Border checks are carried out at border crossing points to ensure that persons, including their means of transport and the objects in their possession, may be authorised to enter the territory of the Member States or authorised to leave it.

Border surveillance is carried out between border crossing points and at the border crossing point outside the fixed opening hours in order to prevent persons from circumventing border checks.


B. This is a speaking activity designed for activating specialised vocabulary.

Give students time to think how to describe the picture and ask for any vocabulary they need.

TASK 2  A. Ask students to read the text about border control and chose the correct answer from the four variants. Only one answer is correct.

Answers:

1. checks (b)  6. endangered (a)  11. conducted (d)  16. bypass (a)
2. entry (a)  7. crossing points (b)  12. booths (b)  17. management (c)
3. combat (b)  8. lines (c)  13. identification (c)  18. detect (b)
4. smuggling (d)  9. legitimate (b)  14. time-consuming (a)
5. prevent (c)  10. surveillance (a)  15. through (d)

B. Answers:

1. To ensure that persons, including their means of transport and the objects in their possession, may be authorised to enter the territory of the Member States or authorised to leave it.

2. Land border; sea border; air border.

3. Cross border crime: false documents; people smuggled in vehicles; people illegally crossing the borders.
**Task 3** This task introduces students the two types of border checks performed on persons, minimum and thorough check and the specialised vocabulary related to this topic.

**Answers:**

**A.**
1. means of transport  
2. minimum check  
3. consist of  
4. databases  
5. misappropriated  
6. invalidated  
7. holder  
8. counterfeiting  
9. third-country nationals  
10. thorough checks

**B.** a — 3  
b — 6  
c — 1  
d — 4  
e — 2

Write the words undergo, minimum check, holder, third-country national and thorough check on the board and ask students what they mean to them. Ask for answers. Even if the answers are not correct it does not matter. Encourage students to speculate.

**undergo** To experience a process.

**minimum check** The check carried out to establish the identity on the basis of the production or presentation of travel documents.

**holder** Owner.

**thorough check** Carried out on third-country nationals and comprises verification of the conditions governing entry: documents authorising residence and the pursuit of a professional activity. This shall include a detailed examination of: a valid document for crossing the border; visa; residence permit; entry stamps.

**third-country national** Any person who is not a EU citizen.

**Task 4** In cases of serious threat to public policy or internal security in the area: terrorist incidents or threats; threats posed by organised crime; large-scale sports events such as the Olympics, international football championships or high-level political events (NATO or G7 summits).
Passion and pride. Close to a million people are descending on Poland and Ukraine for the Euro 2012 football championship. The air, rail and road borders are busier than ever. Arriving fans might be surprised to see their fellow countrymen and women policing the crossing points alongside the Polish authorities. These officers are being deployed by Frontex, the EU agency tasked with coordinating border controls, as part of the Euro Cup 2012 operation, and this is helping the Polish and Ukrainian authorities.

'We are prepared for the risk and we are supporting and complementing the security at the borders managed by these authorities' said a spokesman. Frontex operations are based on risk analysis. First of all the unit identifies and assesses the security risks at the EU border. A joint operation is then designed to address these risks. EU Member States offer expert staff and technical equipment and Frontex manages their deployment in the field. The challenge is to maintain the security of the external border while ensuring the speedy passage of bona fide travellers and fans. 'The main focus would be on those Border Crossing Points where there is a risk of abuse by people trying to enter illegally, without creating delays at the controls. At these locations the concept is to have a common 'one-stop control'. The Polish authorities remain in charge and they have reintroduced passport checks at the country's Schengen borders for the duration of the tournament. The co-hosted competition challenges the EU's passport-free Schengen border. Over one hundred Frontex officers are deployed in nine locations: at Poland's land borders with Ukraine, Belarus and Russia. There are Frontex officers at five Ukrainian airports, at Warsaw airport and there are Ukrainian observers stationed at six hub European airports. Those controls are helping to speed up the flow of traffic at major border crossing points like Medica. Polish and Frontex officers are making simultaneous passport checks alongside their Ukrainian counterparts, thereby speeding up the process. Special 'green lanes' have been set up for football fans to enable them to bypass the usual traffic. 'People are reminded to choose the correct lane, approximately 2 or 3 km before the border so that any delay for them will be as short as possible because, of course, the border check is mandatory because they are leaving the EU'.

Check students understand the vocabulary. You may want to teach the following.

**Descend on** Arrive at, enter a place.

**Complement** To add another thing to something.

**Bona fide travellers** They seem to be what they claim to be.

**Hub airport** A large airport from which you can travel to many other airports.

**Lane** A division of a road marked with painted lines or tape and intended to separate single lines of traffic according to speed or direction.

**Risk analysis** Gathering, analysing and disseminating information about the situation at the external borders. It leads to an accurate and timely picture identifying possible threats and vulnerabilities.

Ask students to use the simple past tense or past continuous tense when giving their answers. Use the handout on page 17.
Answers:

1. Land and air borders.

2. To support and complement the authorities in ensuring security at the borders by:
   - identifying and assessing the risk
   - organising joint operations
   - managing the deployment of human resources and technical equipment in the field
   - carrying out passport checks

3. Passport checks were reintroduced for the duration of the tournament
   - one hundred Frontex officers were deployed in nine locations, at the land border and airports
   - special green lanes were set up for football fans to bypass the usual traffic.

Task 6

The text is about the temporary reintroduction of border control at internal borders.

Answers:

1. EU non-Schengen states: Bulgaria, Ireland, Croatia, Cyprus, Romania, United Kingdom.

2. Non-EU Schengen states: Iceland, Lichtenstein, Norway, Switzerland.

You may want to ask the students to write the short forms of the abovementioned states: BG, IE, HR, CY, RO, UK, IS, LI, NO, CH.

3. The waiting time for crossing the border has increased; long queues at the booths for passport control; tourists stranded in airports; flight delays; number of booths and staff carrying out border checks had to be increased.

Task 7

Case study

<table>
<thead>
<tr>
<th>Correct actions</th>
<th>Incorrect actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>passport check</td>
<td>asks questions related to destination, travel ticket, purpose and duration of stay in Poland</td>
</tr>
<tr>
<td>looks at the German citizen and compares his image with the passport photo</td>
<td>applies entry stamp on the passport</td>
</tr>
<tr>
<td>puts the passport under the UV light to check the security features</td>
<td>checks for visa to enter Polish territory</td>
</tr>
<tr>
<td>puts the passport in the MRZ to check the person in the international databases</td>
<td></td>
</tr>
</tbody>
</table>

The person is an EU citizen enjoying the right to free movement and these actions do not apply to EU citizens. Border crossing points
The simple past tense use

Actions that happened at a definite and stated time in the past: yesterday, then, when?, what time?, how long ago?, last night/week/month, 3 days/weeks, etc. ago

The officers on patrol caught the irregular migrants 3 hours ago.

The past continuous tense use

1. Actions that were in progress when another sudden action interrupted it.
   
   While the migrants were crossing the border, the border guards caught them.
   He was walking down the street when he ran into an old friend.

2. Two or more simultaneous past actions.
   
   She was talking on her mobile phone while she was driving to work.

Supplementary exercises

Complete the sentences using the verbs in the brackets in the simple past or the past continuous.

1. When he ___________ (be) a student at the police academy he ___________ (read) many detective novels.

2. The officer ___________ (talk) on the phone when he ___________ (hear) the car alarm.

3. The prosecutor's office ___________ (charge) seven ethnic Albanians in a case of irregular migrants who ___________ (die) while the facilitators ___________ (smuggle) them into the EU.

4. The authorities ___________ (dismantle) a cross-border trafficking ring who ___________ (lure) pregnant women into illegal adoptions. They ___________ (smuggle) pregnant women, mostly of Roma origin, across the border in Greece and ___________ (sell) the girls and the babies when Interpol ___________ (detect) them.

5. Two boats ___________ (capsize) in the rough seas while they ___________ (smuggle) 46 migrants.

6. All officers present at the crime scene ___________ (do) their job. Some ___________ (cordon off) the area, others ___________ (collect) fingerprints and the coroner ___________ (examine) the corpse.

7. Sorry I ___________ (not listen) to you. I ___________ (watch) the breaking news.

8. I ___________ (phone) you yesterday but you ___________ (not answer). What ___________ (do)?

9. During the investigation related to the group of smuggled Chechens last month we (interview) a number of persons. Unfortunately we (not have) ___________ much evidence but at some point a new witness ___________ (appear). This man who (live) ___________ near the border said that he (see) ___________ a man in the exact spot where the illegal crossing (take place)
10. The officer on duty at the dispatch (receive) a call at 03.00 in the morning. The intervention team (go) to the BCP and (find) that the non-commissioned officer working in the night shift (be killed).

11. The first case (uncover) by the guest officers at Lisbon airport was of a young man with Senegalese passport but he said he (be born) in Guinea-Bissau. He (produce) a Portuguese residence permit and quickly became apparent that he (not speak) Portuguese. Moreover he had bought a one-way ticket from Africa. A magnifying glass showed that the residence permit (be) fake though it (look) fine to the naked eye.

12. During Joint Operation Minerva the authorities (target) migrants smuggled into Spain by ferry from Morocco. Sniffer dogs (detect) 120 people who were missed by standard detection technology.
PART 2 Border crossing points

**Task 1**

**Answers:**

A. Border crossing point means any crossing-point authorised by the competent authorities for the crossing of external borders.

B. Checks of persons crossing the borders, their travel documents, means of transportation, objects in possession. Specific for air borders: gate checks; checks on cargo flights. Specific for sea borders: checks on vessels (pleasure boats, fishing vessels, cruise ships).

C. Enhance cooperation between EU and non-EU authorities; arrest people smugglers; detect irregular migrants; refuse entry; detect smuggled cigarettes; collect intelligence.

**Task 2**

A. Ask students where they perform border checks on traffic. Write the answers on the board, in three columns.

**Answer:** road traffic, rail traffic, international airports.

Then have them read the tasks and complete the table.

<table>
<thead>
<tr>
<th>Checks on road traffic</th>
<th>Checks on rail traffic</th>
<th>Checks at international airports</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) Install or operate separate lanes</td>
<td>b) Checks shall be carried out on passengers and staff crossing the external borders</td>
<td>c) The operator takes the requisite measures to physically separate the flows of passengers</td>
</tr>
<tr>
<td>a) Persons may remain inside the vehicle during the check or alight from their vehicles</td>
<td>f) The checks shall be done either on the platform, in the first station of arrival or departure on the territory of a Member State or on board, during transit</td>
<td>e) Passengers who board an internal flight shall be subjected to an entry check at the place of arrival of the flight from a third country</td>
</tr>
<tr>
<td>i) To ensure safety and smooth flow, movements at the border crossing points shall be regulated accordingly</td>
<td>h) The border guard may order the cavities of carriages to be inspected</td>
<td>g) Transfer passengers shall be subject to an exit check at the place of departure of the onward flight</td>
</tr>
</tbody>
</table>
B. This is a speaking task designed to activate the specialized vocabulary.

Answers:

- **Railway BCP** checks on goods trains (joint teams with customs officers); use electronic passenger list
- **Maritime BCP** check passenger and crew list beforehand; check cargo
- **Air BCP** separation of passengers between Schengen and non-Schengen flights; gate control for risk flights
- **Road BCP** signpost to show entry into a Member State and the EU; radioactivity sensors along entry lanes; separate lanes for EU, EEA, CH citizens and third-country nationals; adequate checks in order to reveal persons hiding inside vehicles (specialized equipment: heartbeat detectors, sniffer dogs, X-ray machine)

**TASK 3** Put students in pairs and invite them to brainstorm answers. Check the answers with the whole class.

**TASK 4** This activity focuses on the personnel working at a BCP and their tasks.

- **Shift leader** In charge of supervising the duties allocated to the border-check unit. He/she is responsible for the actions taken and missions carried out, and must be aware of the events at the BCP and of the actions taken by the border guards.
- **First-line officer** In addition to carrying out border checks, he/she has the tasks of profiling passengers and picking out suspicious persons for through checks.
- **Second-line officer** Ensures adequate revealing of risk passengers, for example those with false documents, and apprehends human smugglers and other persons who could endanger Member States’ internal security.
- **Specialised personnel** Document experts, outdoor controllers, vehicle experts, dog handlers, transportation identification specialists, video surveillance operators.

**TASK 5** Border guards working at the border crossing points are asked to keep records relating to:

- passengers’ nationalities
- average waiting times
- detected false documents
- apprehended facilitators
- basic information from the other authorities working at the BCP
**TASK 6**  
Ask students to put the security classifications in order.

There are four levels of classification.

**Answers (in descending order):**

- Top secret (ts-eu)
- Secret (sec-eu)
- EU confidential (con-eu)
- Restricted (res-eu)

**TASK 7**  
Give students time to read the text and then ask them to answer questions 1-10.

You may be asked to explain the following.

**ATTN** Attention, i.e. for the attention of.

**SNE** Seconded national expert.

**On secondment** When a border guard is on secondment it means that he/she has been temporarily transferred at another national station or overseas.

**Answers:**

1. EU Confidential.
2. 1 March 2011.
4. EUBAM Raf.
5. Commencement of deployment for Austrian SNEs (seconded national experts).
6. Vienna airport.
7. 18.35 ET hrs.
9. Lethal – limited to self-defence; non-lethal mice, extensible stick – not prohibited.
10. Advising local staff.
Task 8: Ask students to find the synonyms in the text, encouraging them to use a thesaurus. Give them a few minutes to complete this task and review in the class.

Answers:

- beginning — commencement
- leave — depart from
- assignment — deployment
- completion — accomplishment
- headquarters — premises
- provision — amendment.

Task 9: Students consider the responsibility of a shift leader at an air-border crossing point, assigning subordinates to the first and second lines of access, according to specific needs. A familiar national airport may serve as reference.
UNIT 3 Border surveillance

PART 1 Border surveillance

TASK 1
Border surveillance is the surveillance of borders between border crossing points and the surveillance of border crossing points outside the fixed opening hours in order to prevent persons from circumventing border checks.

TASK 2
A.

1. unauthorised  3. irregular  5. abnormal  7. relevant
2. main  4. operational  6. available

B.
Detection  discovering or identifying the presence or existence of, for example, radioactive materials or irregular migrants.

Tracking  following the trail or movements of (someone or something), typically in order to find them or note their course, for example vehicles, persons; e-APIS (Electronic Advance Passenger Information System).

Identification  establishing or indicating who or what (someone or something) is, for example unknown substances or persons.

Interception  obstructing (someone or something) so as to prevent them from continuing to a destination, for example vehicles.

TASK 3
This is a speaking task. Ask students to work in pairs. Check the answers with the whole class.

TASK 4
A. Answers:

1. early warning
2. classification as a threat
3. data fusion
4. coordination of the operation
5. evaluation of the interception.

IR = infrared
B.

Purpose:
- detect, prevent and combat irregular immigration and cross-border crime; ensure protection and rescue people in distress
- situational awareness along the external borders

Means:
- drones
- reconnaissance aircraft
- offshore sensors
- satellite remote sensing

How:
- by allowing exchange of information between immigration agencies, control centres, etc.
- monitoring the border through a network of cameras and sensors
- use drones to remotely scan the land or coastline
- use cameras mounted on vehicles

Hierarchical architecture: 1 Command and Control Centre (CCC); fixed and mobile sensor stations.

### TASK 5

A.

1. violation  
5. sensors  
4. visibility  
3. detection  
6. enforcement  
7. operational  
2. immigration  
8. security

B.

<table>
<thead>
<tr>
<th>DETECTION / LOCALISATION</th>
<th>RECOGNITION / IDENTIFICATION</th>
<th>TRACKING</th>
<th>Fixed site</th>
<th>Mobile ground platforms</th>
<th>Deployable platforms</th>
<th>Airborne platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active fence / electric security fence</td>
<td>Electrooptical sensors</td>
<td>Surveillance radar with automatic and continuous tracking capability</td>
<td>Tower mast</td>
<td>Onboard vehicles (commercial and military)</td>
<td>Manpack Transportable in vehicle</td>
<td>Aircraft helicopter</td>
</tr>
<tr>
<td>Ground surveillance radar (UGS)</td>
<td>Video surveillance</td>
<td>Radio equipment tracking</td>
<td></td>
<td>Unmanned ground vehicles (robots)</td>
<td></td>
<td>Unmanned aerial vehicle (UAV)</td>
</tr>
<tr>
<td>Communications interception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aerostat</td>
</tr>
</tbody>
</table>
European border control has changed. In the past, border guards were only responsible for their own national frontiers. With the creation of the Schengen area all Member States have joint responsibility for Europe’s borders. That is why they need to cooperate and share information to tackle cross-border crimes such as people smuggling.

The new tool to help achieve this is the European border surveillance system, known as Eurosur. Eurosur lets border authorities know what is happening at all the external borders. Each Member State has its own national coordination centre that integrates the work of the various national border authorities, like this one in Rome. ‘We have already identified the principal benefits and there will be others in the future. In Italy, the civilian and military activities have been integrated. In this centre, the state police, Carabinieri, Guardia di Finanza, along with the navy and coast guard, work together on a daily basis. They respect each other’s powers but they all strive to manage irregular migration and cross-border crime, as well as to contribute to saving human life at sea. These are the objectives of Eurosur.’

Here they monitor border activity and collect information about what is happening on Italy’s external borders. If they spot an unidentified vessel that might be carrying migrants they can take action and, most importantly, migrants travelling on overloaded or unseaworthy vessels can be saved. Information about the vessel can also be shared with centres in other countries, helping to decide on the proper response. In the past, national centres did not have an infrastructure for sharing information. Eurosur connects these centres to each other and to Frontex, the EU border agency. Frontex builds and manages the communication network in addition to sharing information about what is happening at the external borders. Frontex provides different services free of charge to the Member States. ‘Frontex fusion services’ is all about innovative and smart technology. We are applying this in order to contribute to the three objectives of Eurosur, the first of which is to increase situational awareness, so we need to know what is taking place; secondly, by doing this we can contribute to improving reaction capability; thirdly we want to save more lives. This is possible through agreements that Frontex already has with organisations like the Maritime Safety Agency or the European Union Satellite Centre. Using radar equipment mounted on satellites, the vessel detection service can help officers to spot large vessels at sea that may be overloaded with migrants. Precise weather forecasts help to model the boats likely location by the time the coast guards will be able to reach it. The service also collates historical data to have a better idea of which areas of the sea to scan. It’s called the ‘Situational Awareness Centre’ and it helps border guards to detect unidentified contacts that would previously have gone unnoticed. Frontex also uses information from national centres to prepare a situational picture for the whole of Europe’s external border. Analysts look for patterns in the data to indicate potential risks. If a specific border area is declared a high-risk area, Member States can ask for assistance once they have exhausted their own resources. In today’s Europe all countries share responsibility for tackling cross-border crime and preventing loss of life at the external borders. Eurosur provides them with a common tool with which to do that more efficiently and effectively.

Answers:
1. borders
2. national
3. irregular
4. migrants
5. communication
6. awareness
7. capability
8. historical
9. high
PART 2 Border patrolling

TASK 1

A. Ask students to work in small groups. Check answers with the whole class.

- smuggling of goods
- irregular crossings
- smuggling of persons
- trafficking of persons
- stolen vehicles
- stolen arts
- ammunition

B. during patrolling activities

- using specialised equipment like TETRA standard radios
- cars
- snow scooters
- all terrain vehicles
- motor boats

TASK 2

Answers:

<table>
<thead>
<tr>
<th>Border patrol duties</th>
<th>Border patrol activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrol international land borders and coastal waters.</td>
<td>Detect, prevent and apprehend undocumented aliens, smugglers of aliens and illegal narcotics at or near the land borders by maintaining surveillance from covert positions.</td>
</tr>
<tr>
<td>Detect and prevent the illegal entry and smuggling of aliens into the country.</td>
<td>Respond to electronic sensor alarms in remote areas.</td>
</tr>
<tr>
<td>Detect and prevent the entry into the country of terrorists and terrorist weapons.</td>
<td>Communicate and/or give verbal commands to aliens and smugglers, using translators if necessary.</td>
</tr>
<tr>
<td>Prevent the illegal trafficking of people, narcotics and contraband into the country.</td>
<td>Perform line-watch duties, traffic checkpoint operations, city patrols, transportation checks and other law enforcement duties as assigned.</td>
</tr>
<tr>
<td>Interpret and follow tracks, marks and other physical evidence of illegal aliens and smugglers.</td>
<td>Interpret and follow tracks, marks and other physical evidence of illegal aliens and smugglers.</td>
</tr>
<tr>
<td>Use cutting-edge technology, such as infrared scopes during night-time operations.</td>
<td>Use cutting-edge technology, such as infrared scopes during night-time operations.</td>
</tr>
</tbody>
</table>
**TASK 3**  This is a speaking activity. Give students time to think how to describe the picture and ask for any vocabulary they need. Check answers with the whole class.

**TASK 4**  Answers:

- **Horse patrol**  This programme comprises a group of skilled riders that conduct targeted enforcement operations in terrain-challenged, environmentally protected and privately owned sensitive geographic locations.

- **Bike patrol**  These special operations facilitate the apprehension of all cross-border threats by utilising the unique tactical law enforcement advantages of stealth, mobility, agility and accessibility.

- **K-9 unit**  The programme uses dogs to detect concealed humans and narcotics, search and rescue, patrol/special response, human-remains detection and tracking/trailing.

- **Off-road**  This comprise specially trained agents who utilise all-terrain vehicles to secure areas of the border that are inaccessible to regular vehicles and intercept drug runners and illegal aliens.

- **Vehicle unit**

- **Mobile response team**  This programme is a national group of organised, trained and equipped border patrol agents who provide a rapid-response capability to fluctuating levels of risk along the border.

- **Peer support programme**  The mission of this programme is to offer confidential assistance and support to all border patrol employees and their family members in times of personal need or due to traumatic incidents.

**TASK 5**  Ask students to read the text and then answer the questions.

**A.**  Encourage students to use expressions for deducing.

- I think we can assume that
- This clearly suggests that
- This leads me to believe that
- It’s fair to say that

**B.**  This activity helps students become familiar with the specific vocabulary for blue border activities, and at the same time gives students practice in defending or rejecting the statements. Teach students how to defend a point of view using phrases such as the following.

- If you look at the facts you can see that
- In my opinion/view
- I’d like to point out that
- I can’t accept that
- I think you are mistaken/wrong/you misunderstood
- Perhaps you are overlooking the fact that
- It seems clear/obvious that
- That’s not entirely true
- On the contrary
- It’s unjustifiable to say that
Answers:

1. If you look at the facts you can see that while patrolling, crews encounter not only activities involving migrants smuggling but also a wide range of cross-border crimes and illegal activities, such as drugs trafficking, pirates, disputes between fishing communities and pollution related incidents.

2. That’s not entirely true, although the sea-border authorities and maritime crews do save hundreds of migrants during their search and rescue operations, sometimes it happens that they do not arrive on time and there is nothing else to do but to collect their dead bodies from the sea.

3. It is clear that search and rescue operations are indeed a common practice, and there is even a legal obligation for maritime assets to assist in compliance with the Convention for the Safety of Life at Sea (SOLAS), upon request.

4. I think you are mistaken because the ship rider was created exactly to give powers to the vessel to execute arrests in territorial seas.

5. It seems clear that the list of crimes is never-ending and includes trafficking in human beings (including women, children and human organs), drugs, trafficking, weapons, counterfeit money, false documents, etc. Our ability to make laws cannot keep up with organised crime.

Task 6 This task is a student-centred activity. It should be done outside class. Ask students to practise new vocabulary, phrases and idioms in their writing. Make sure students use the correct writing style and format. Discuss the letters in class, writing down the mistakes and telling students how to correct them.
UNIT 4 Document check

PART 1 Documents

TASK 1 Answers:

A. ID; passport; visa; residence permit; supporting documents — invitation, hotel reservation, student card, enrolment form from a University, etc.

B. Passport: thorough scrutiny for signs of falsification or counterfeiting — photo, paper, format.

Entry/exit stamps: to check that the person has not exceeded the maximum duration of authorised stay.

Visa: to check whether it has expired.

TASK 2 Tell students to decide which words refer to document category and which to document type and ask them to complete the table.

Check students understand the vocabulary. You will probably need to teach the following.

Log book A book containing the official record of trips made by a ship or aircraft; a document listing the registration, manufacture, ownership, previous owners, etc. of a motor vehicle.

Seaman’s book This document certifies that the person holding is a seaman. Every seafarer must carry this document while on board, which is also an official and legal record of his sea experience. The master of the vessel signs the document each time a seaman is signed off from the vessel certifying his experience on board.

Answers:


Document type ordinary, service/official, diplomatic, emergency/provisional, entry stamp, exit stamp.
**Task 3**

This task helps students become familiar with the data from a passport. Put students into pairs for this task and ask them to practice the questions and answers. Monitor them and facilitate their work.

**Answers:**

What is your forename and surname?

What is your nationality?

What is your date of birth?/When were you born?

What is your place of birth?/Where were you born?

When was the passport issued?

What is the date of expiry?/When does your passport expire?

Forename and surname of the holder: Mihaela Popescu.

Citizenship: Romanian.

Date of birth: 12 February 1987.

Place of birth: Bucharest.

Place where the passport was issued: Bucharest.

**Task 4**

Ask the students to practise the vocabulary relating to different types of documents they encounter at the border by solving the matching exercise.

Write MRZ on the board and tell students it stands for machine-readable zone.

**Answers:**

**Travel document**  An ID document or a document issued by (the representation of) a government (embassy, consulate) to facilitate the movement of individuals across borders

**Genuine document**  A document issued by a recognised authority

**Fantasy document**  A document issued by non-existent states, organisations or institutions or entities not recognised under the international laws as such

**Counterfeit document**  A copy of an authentic document that was later altered

**Complete counterfeit document**  A document entirely produced by an unauthorised source

**Forged document**  A genuine document that has been altered

**Stolen blank**  An authentic document that was stolen and has been filled in by an unauthorised entity

**Fraudulently obtained**  A document issued by an authorised entity but on the basis of a forged/counterfeit document or false statements

**Improperly issued**  A document issued by the relevant authority but on the basis of an incomplete application
Photo substitution  The genuine photography on the passport has been chemically or mechanically removed/changed

MRZ line  Machine-readable zone — an area containing encoded information about the holder, located on the bottom of the biodata page of the passport

Breeder document  A national document such as a driving licence, birth certificate or student enrolment document used to generate successive instances of fraudulent documentation

**Task 5**  This task helps students become familiar with the format of an entry/exit stamp and the information it includes. Give students 2-3 minutes to complete the task and elicit answers.

**Answers:**
1. Abbreviation of the Member State or Schengen-associated country.
2. A symbol that shows which type of border was crossed: land, sea, air, railway.
3. Entry stamps have square corners and show a square with an arrow going in.
4. The number on the stamp identifies the officer responsible for the decision.
5. Exit stamps have rounded corners and show a square with an arrow coming out.
6. The date appears in red followed by a security code that changes at least once a month. Each country has its own security code, issued by the EU.
7. The name of the border crossing point.
PART 2 Document fraud

**Task 1**  
**Answer:** To illegally cross the borders; to circumvent border controls.

**Task 2**  
**A.** Write the words forged document and counterfeit document on the board and ask students what the difference between them is. Briefly elicit answers.

**Answers:**

- **Forged document**  
  An authentic document that is altered or added to.

- **Counterfeit document** or reproduction  
  A new document that is manufactured using substitute materials to closely resemble an authentic document.

Now ask students to read the text about types of fraud related to travel documents.

Ask students what kind of security features are mentioned in the text and check whether they understand their meaning.

**Answers:**

- **Polymer biodata page**  
  The page containing all the information about the holder.

- **Watermark**  
  A picture, text or character design produced by pressure on the substrate during manufacture, leading to a varying thickness of the paper.

- **Optically variable ink**  
  A printing ink that contains microscopic pigments acting as interference filters, resulting in large colour shifts (strong variations in colour) depending on the angle of observation or lighting.

- **Micro-laser perforation**  
  The ID document serial number is perforated through the substrate with a laser.

- **RFID (radio frequency identification)**  
  The RFID device serves the same purpose as a barcode or a magnetic strip on the back of a credit card; it provides a unique identifier for that object. And, just as a barcode or magnetic strip must be scanned to get the information, the RFID device must be scanned to retrieve the identifying information.

**B.** Encourage students not to use their dictionaries but to try and guess the meanings from the text.

**Answers:**

- RFID (radio frequency identification)  
  (Unadulterated) authentic document

- Biodata page  
  First-line staff

- Optically variable ink  
  Holder

- Undetected  
  Impostor

- Circumvent  
  Issuing authority

- Emerge
**Task 3**
This is a hierarchical schematic of types of travel-document fraud that includes three high-level classifications. There are different ways in which Member States classify travel-document fraud. This figure is an attempt to consolidate definitions in the most widely accepted way, while respecting the definitions of the Council of the European Union’s False and Authentic Documents Online (FADO) database.

**Task 4**
Working on this task the students become familiar with the procedure on how to examine a passport. Put the students into pairs. Give them some time to complete the task then review the answers with the whole class. Tell students they can access the Public Register of Authentic Documents Online (PRADO), which is an online database containing information on European travel and identity documents, including a glossary with all the security features.

**Answers:**
1. Check the number of pages  
2. UV reaction  
3. Check how the passport is bound  
4. Microtext  
5. Guilloches  
6. MRZ line  
7. Watermark  
8. Page colour

**Task 5**
A. Ask students to read the text about the activity of border guards at Lisbon airport. Give them some time to complete the task.

Activate the vocabulary from Unit 1: guest officer, first line shift.

Write magnifying glass of the board and ask students what it means.

**Answers:**
check the passport under the magnifying glass  
escort the traveler for processing

B. This task is a word-building exercise.

**Answers:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>assume</td>
<td>assumption</td>
<td>assumed/assuming</td>
</tr>
<tr>
<td>reside</td>
<td>residence</td>
<td>residency</td>
</tr>
<tr>
<td>—</td>
<td>awareness</td>
<td>aware</td>
</tr>
<tr>
<td>attempt</td>
<td>attempt</td>
<td>attempted</td>
</tr>
<tr>
<td>register</td>
<td>registration</td>
<td>registered</td>
</tr>
<tr>
<td>remove</td>
<td>removal</td>
<td>removed</td>
</tr>
<tr>
<td>forge</td>
<td>forgery</td>
<td>forged</td>
</tr>
<tr>
<td>issue</td>
<td>issuance</td>
<td>issued</td>
</tr>
<tr>
<td>claim</td>
<td>claim</td>
<td>claimed</td>
</tr>
<tr>
<td>process</td>
<td>processing</td>
<td>processes</td>
</tr>
</tbody>
</table>
**Task 6** This task helps students learn more about various countries and nationalities.

Tell students the difference between the nationality adjectives and nouns. Write on the board: *He is from Spain. He is Spanish. He is a Spaniard.* It will take a minute to explain that we should use an indefinite article with a noun. Write *Sweden* on the board and ask them to practice the difference (Answer: *Swedish — a Swede*). You can also mention that nationality adjectives are also used to describe foreign products, culture and history while the nouns describe the people of that country. Draw their attention to the capital letters of these words.

**Answers:**

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Netherlands</td>
<td>Dutch</td>
</tr>
<tr>
<td>Great Britain</td>
<td>British</td>
</tr>
<tr>
<td>Finland</td>
<td>Finnish</td>
</tr>
<tr>
<td>Denmark</td>
<td>Danish</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>Israel</td>
<td>Israeli</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>Afghan</td>
</tr>
<tr>
<td>Latvia</td>
<td>Latvian</td>
</tr>
</tbody>
</table>

To round up the task you can use the photos of celebrities and ask the students to identify their nationalities.
Task 7

Listening [04]. Tell students they are going to hear someone talking about travel document fraud and its impact on irregular migration. Ask them to write down the answers in their notebooks.

Play Track 4. If necessary play it again. Review the answers in the class.

Answers:

1 — F  4 — F  7 — T
2 — T  5 — F  8 — F
3 — T  6 — F  9 — T

Travel-document fraud allows migrants in an irregular or undocumented situation to enter the territory of a Member State and to move freely within the EU. Between 2009 and 2010 there was a 12% increase in the fraudulent use of travel documents to enter the EU. A third of all fraudulent travel documents were forged passports. At the EU level there was a trend towards the abuse of authentic passports and ID cards and forged residence permits and visas. A quarter of detections come from nationals from only 5 countries – Turkey, Nigeria, Sri Lanka, Ukraine and Morocco. Most nationalities travelled with forged passports issued by their own countries. Around three quarters of all detections on entry were at the external air border, where the majority of detections were of passports. However, there is a trend towards using fraudulent visas and those that still used passports increasingly forged the biopage or used them as impostors. Most travelers embarked from their own countries but the most common point for embarkation was Turkey, with 14% of detections on entry at the air border, mostly nationals from Turkey but also from Iran and Iraq. Recommendations generated by these analyses include the standardization of EU definitions and data collection to facilitate regular updates to the European Document-Fraud Database. Such updates will allow systematic analyses and alerts at the EU level and more targeted support for first-line officers. Given the trend towards visa abuse, there is also a clear need to develop and support issuance processes, data collection, information sharing and analyses.

Task 8

A. This is a gap-completion activity that will help students activate some prepositions.

Ask students to complete the task and review it in class.

This reading text discusses the idea of standardising EU passports and improving the security features. Nuno Ladeiro, project manager of the reference manual that attempts to archive all the forms of identification used by travellers around the world, talks about this ongoing process.

Most countries have at least three types of passports. Some countries have 30 types of driving licence. Residence permits are a world in themselves.

Answers:

1. of  4. from  7. in  10. with
2. for  5. onto  8. to  11. with
3. on  6. with  9. up  12. to
B. This activity helps students practice using their argument skills in a debate. Usually the students divide into groups of four but you have to consider your class size. You can either let groups pick a side of the debate or assign them a side. The students are given 10–15 minutes to brainstorm arguments for their side, then you can let them begin debating.

You may teach students expressions used for challenging and contradicting:

- Perhaps I didn’t clarify that very well
- I think you might be mistaken
- I didn’t say that. What I said was
- To be fair you do have a point, but
- I understand what you are saying, but
- But what about?
- Well, I don’t see it that way
- Etc.

**Task 9** This task could also be done outside class. This is an opportunity for students to practice the new vocabulary relating to security features. Discuss their answers in class, writing down the mistakes and telling students how to correct them.

A document alert (report) is usually the format of report circulated when new or out of the ordinary falsifications are detected. In practice the report also contains pictures of the document(s) detected showing the issues identified.

Such a report might start in the following way.

On 29 September 2012, at 02:30 hrs, at the Kena BCP, on the entry line, a falsified Lithuanian passport was detected. The holder was an alleged Lithuanian national, female, aged (claimed) 25, travelling by train. She could not present supporting documents. It was also noticed that the person carried only cash and no credit/debit cards issued on the name in the passport. When examined in UV light it was noted that the security thread of the document was missing. The inner cover also indicated a different font of the microtext when compared with the specimen. The offset printing lacked the passport number and the offset guilloche. This is the first detection of this kind at this BCP. It is advisable to disseminate in case further detections of this modus operandi are identified.
UNIT 5 Descriptions

PART 1 Describing vehicles

Task 1  Suggested answers:

A. when an alert is introduced in the system for a stolen vehicle; in a hit and run case
B. where there is suspicion that smuggled people are transported, etc.

Task 2  This task introduces the students the elements that are used to identify a vehicle.

Answers:

a — 2  b — 5  c — 1  d — 4  e — 6  f — 3

Task 3  One of the cross-border crimes refers to stolen vehicles and border guards have to be familiar with the vocabulary related to cars. Tasks 3 and 4 introduce the specialised English vocabulary related to types of vehicles and the general parts of a car.

Answers:

1. limousine  4. coupe  7. hatchback
2. estate / kombi / break  5. van
3. cabrio  6. off-road / jeep / SUV

Task 4  Tell students to look at the pictures and match the parts of the car.

Answers:

A.

1. (alloy) rim(s)  4. windshield  7. exhaust pipe(s)
2. (front) fog lights  5. (external) rear view mirror  8. tail lights
3. headlights  6. rear bumper

B.

1. bonnet  6. sun visor(s)  11. head rest
2. air filter (cartridge)  7. speedometer (gauge)  12. rear seats
3. engine  8. steering wheel  13. side skirts
4. front grill/radiators  9. rear view mirror  14. door handle(s)
5. battery (case)  10. gear shifter  15. door panel(s)
**TASK 5**  This task is about the common EU format for registration plates and gives examples of several registration plates used in different countries.

**Answers:**

1. No 2
2. No 1
3. Austria, Latvia, Italy, Germany
4. Yes. Italy has smaller plates, especially in the front. Germany — the 0 (zero) has a specific cut to differentiate it from 0. Latvia has the Russian influence where there is a bigger distance between characters
5. No 3 — Italy

**TASK 6**  Put students in pairs and invite them to practice the NATO/ICAO alphabet.

**TASK 7**  Listening [05] Tell students they are going to hear someone reading six registration numbers. Tell students to write down the answers in their notebooks. Play the track. If necessary play the track again, then review in the class.

**Answers:**

1. CJ 136 ABT  3. ABX 330  5. TTO 941
2. IS 16 TTX  4. NA 104 V  6. VGMKS 66

**TASK 8**  Listening [06]. Tell students they are going to hear three radio/telephone conversations related to vehicle check. Ask them to write down the answers in their notebooks. Play the track. If necessary play it again. Review the answers in the class.

A. **Answers:**

<table>
<thead>
<tr>
<th></th>
<th>VEHICLE 1</th>
<th>VEHICLE 2</th>
<th>VEHICLE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make and model</td>
<td>BMW 530</td>
<td>Mercedes-Benz Actros</td>
<td>Mercedes Sprinter</td>
</tr>
<tr>
<td>Colour</td>
<td>Black</td>
<td>Silver</td>
<td>White</td>
</tr>
<tr>
<td>Licence plate No</td>
<td>GBO 398</td>
<td>KHD 116</td>
<td>B 23 CAN</td>
</tr>
<tr>
<td>Registered in</td>
<td>Lithuania</td>
<td>Hungary</td>
<td>Romania</td>
</tr>
<tr>
<td>Registered to</td>
<td>Alessandro Proverbio</td>
<td>BKV Logistics</td>
<td>—</td>
</tr>
</tbody>
</table>
1

C1: C1 to Radio

Radio: Go ahead C1

Radio: broadcast a stop and detain alert on a black BMW 530, Lithuanian registration number CBO 398. The vehicle entered the Kybartai Border Crossing Point arriving from the Russian Federation. The driver stopped at border control but as soon as the police officer approached the vehicle, the driver accelerated and, breaking the barrier, headed towards Kaunas.

C1: have you checked the details of the owner of the vehicle?

Radio: the vehicle is registered to Alessandro Proverbio but we have no idea who was driving the car

C1: be on standby. All units will be alerted.

2

— Good Morning. Is this the Cenad Contact Centre?
— Yes, it is sir, how can I help you?
— This is Colonel Oleksandr Azarov from the Ukrainian State Border Guard Service. I am calling from the Porubne border crossing point in order to check a vehicle registered in Hungary.
— What is the registration number of the vehicle sir?
— It is KHD 116. The vehicle is a silver Mercedes-Benz Actros equipped with an OM 501 LA-541 engine.
— Please wait for a moment...
— The Hungarian vehicle registration database indicates that this plate is actually assigned to a blue Mercedes-Benz Actros registered to BKV Logistics. That vehicle should actually be travelling from Budapest to Vienna as we speak. It seems that the one you have there might be stolen.
— We will need to take a closer look I think. I will fax you copies of the registration documents so that I can attach your written reply to the official paperwork.
— We will wait for your fax Colonel ...

3

— This is Surveillance 1 to Command and Control
— Command and Control, receiving. Go ahead S1
— We have spotted a white Sprinter van that has just stopped very close to the river bank. Would you please run a check on its registration number?
— Go ahead
— Its B 23 CAN — a 3.5 tonnes Mercedes Sprinter.
— S1, according to the national database this registration number should be on a Suzuki Vitara. I have double-checked this. Shall I alert the intervention detachment while you attempt to check the vehicle in more detail?
— Please do that. Backup is needed as soon as possible. Unless necessary, I will not engage until they have arrived ....

B. Border crossing points
PART 2 Description of persons

**Task 1**
Elicit answers from the students encouraging discussions.

**Suggested answers:**

**A.**
- to issue alerts about criminals
- stolen vehicles, etc.
- to catch facilitators
- smugglers
- to identify victims

**B.**
- age
- appearance
- distinctive marks
- clothing

**Task 2**

**A.** Introduce the mindmap concerning Description of persons and the new vocabulary.
You may like to teach: tattoo, scar.

**B.** Put students in pairs and ask them to take turns in describing someone in the picture.
Tell them not to say who the person is, so the partner could guess. Encourage students to use the vocabulary from the mindmap above.

**Task 3**
An inter-office memorandum is a written communication between two offices or departments within the same organisation. The example used in this task is about a wanted person suspected of drugs trafficking.

Ask students to complete task by writing down their answers in the notebooks.

**Answers:**

- Sex: male
- Age: in his twenties
- Eyes: green eyed,
- Nose: —
- Lips: —
- Chin: firm
- Complexion: fair
- Hair: short, fair, smart haircut
- Clothes: wearing a black leather jacket
- Distinctive marks: a mole on his right cheek
**Task 4**

Ask students what does it mean for a description/information to be accurate and reliable?

**Answers:**

**Reliability** the extent to which one can rely on the source;

**Accuracy** the degree to which the information/description conforms to the correct value or a standard.

**How do you determine that the information/description is reliable?**

**Answers:**

the source; if the information/description is current; biased or not;

**How do you determine that the information is accurate?**

**Answers:**

It can be substantiated in more than one reliable source;

---

**Task 5**

**Answers:**

**A.**

1. intelligence  
2. identification  
3. passports  
4. investigation  
5. collation  
6. system  
7. females  
8. airport

**B.**

1. Analysis of information to develop a profile
2. It is used during border checks
3. A two-way system which requires frontline officers to seek information and feedback further information

---

**Task 6**

This activity can be done in class, in a given time, or outside class. Ask or nominate students to read their assignment to the class. Invite the peers to give feedback and encourage constructive discussions.
UNIT 6 Crimes at the borders

PART 1 Criminal investigation

TASK 1 Answers:

A. Types of crimes:
   • crimes against persons (e.g. homicide, murder, assault, defamation)
   • crimes against property (e.g. burglary, fraud, computer crime, robbery, mugging, car theft)
   • criminal conduct (e.g. drug and alcohol-related crimes, traffic offences, organised crime, treason)

B. Border-related crimes:
   • trafficking in human beings
   • migrant smuggling
   • drug trafficking
   • stolen cars
   • fake brands

C. Investigation authorities:
   • police
   • border and coast guard authorities
   • customs

TASK 2 Answers:

1. commits  3. arrest  5. identify  7. drop  9. released
2. investigate  4. question  6. charged  8. goes  10. remains
### Task 3

This task is about the first actions the police take at the crime scene. Ask students to read the statements describing the actions and put them in order. Give them 2–3 minutes to complete the task. Elicit answers and facilitate discussion.

**A. Answers:**

1. Establish the scene dimensions and identify potential safety and health hazards.
2. Establish security – to control access, the scene may be cordoned off with yellow crime scene tape.
3. Plan, communicate and coordinate – this may require gathering information from witnesses.
4. Conduct a primary survey (walkthrough) – to identify potentially valuable evidence, take notes and capture initial photographs of the scene and the evidence.
5. Document and process the scene – the crime scene team conducts a thorough, coordinated investigation of the scene, collecting all probative evidence.
6. Conduct a secondary survey (review), as a quality control step.
7. Record and preserve evidence – an inventory log is created.

**B.** This is the first step, carried out by the police, within the whole process of criminal prosecution.

**C. Answers:**

primary survey initial survey of the scene to prioritise evidence collection
health hazards weapons, biohazards, chemical hazards, intentional traps
probative evidence detailed documentation carried out with cameras, scanners, sketches and diagrams
record and preserve all evidence should be accounted for and an inventory log created; chain of custody
review as a quality control stage a second survey is performed to make sure that the scene has been thoroughly searched

cordon off secure the crime scene

### Task 4

This task introduces vocabulary related to crimes and their definition.

**A. Answers:**

<table>
<thead>
<tr>
<th>Crime</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>Killing someone deliberately</td>
</tr>
<tr>
<td>Manslaughter</td>
<td>Killing of another through reckless or negligent conduct</td>
</tr>
<tr>
<td>Kidnapping</td>
<td>Taking somebody away illegally and keep them as a prisoner, especially in order to get money or something else for returning them</td>
</tr>
<tr>
<td>Assault</td>
<td>Intentional act that causes a fear of imminent harm or offensive touching</td>
</tr>
<tr>
<td>Battery</td>
<td>Unlawful or unauthorised application of force to another person</td>
</tr>
<tr>
<td>Theft (Am. larceny)</td>
<td>Taking of a person’s property without their permission</td>
</tr>
<tr>
<td>Crime</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Robbery</td>
<td>Theft of property or money where the offender uses physical force or fear</td>
</tr>
<tr>
<td></td>
<td>against a victim</td>
</tr>
<tr>
<td>Forgery</td>
<td>Making a fake document, changing of an existing document, or making a</td>
</tr>
<tr>
<td></td>
<td>signature without authorisation</td>
</tr>
<tr>
<td>Counterfeiting</td>
<td>Manufacturing or distribution of goods under someone else’s name, and</td>
</tr>
<tr>
<td></td>
<td>without their permission</td>
</tr>
<tr>
<td>Smuggling</td>
<td>Taking someone/something illegally across the border</td>
</tr>
<tr>
<td>Hijacking</td>
<td>Using violence to take control over a vehicle/plane, etc.</td>
</tr>
<tr>
<td>Blackmail</td>
<td>Demanding money or something else of value from a person by the threat of</td>
</tr>
<tr>
<td></td>
<td>exposing a criminal act or discreditable information</td>
</tr>
<tr>
<td>Bribery</td>
<td>Giving money or something valuable to persuade someone to help you</td>
</tr>
<tr>
<td>Fraud</td>
<td>Deceiving someone in order to induce him/her to give up possession of</td>
</tr>
<tr>
<td></td>
<td>property or surrender a right</td>
</tr>
<tr>
<td>Money laundering</td>
<td>Concealing the source of illegally obtained money</td>
</tr>
<tr>
<td>Human trafficking</td>
<td>Trading human beings for forced labour, sexual exploitation, etc.</td>
</tr>
</tbody>
</table>

**B. Answers:**

Crimes against the person: murder, manslaughter, kidnapping, assault, battery, smuggling (of migrants), hijacking, human trafficking

Crimes against the property: robbery, counterfeiting, smuggling (of goods), blackmail, bribery, fraud, money laundering

**C. In order to consolidate the vocabulary related to crimes the students are asked to name the criminal and to find the corresponding verb.**

**Answers:**

<table>
<thead>
<tr>
<th>Crime</th>
<th>Criminal</th>
<th>Verbal Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>manslaughter</td>
<td>murderer</td>
<td>to murder</td>
</tr>
<tr>
<td>kidnapping</td>
<td>kidnapper</td>
<td>to kidnap</td>
</tr>
<tr>
<td>assault</td>
<td>assailant/assaulter</td>
<td>to attack</td>
</tr>
<tr>
<td>battery</td>
<td>batterer</td>
<td>to attack</td>
</tr>
<tr>
<td>theft</td>
<td>thief</td>
<td>to steal</td>
</tr>
<tr>
<td>robbery</td>
<td>robber</td>
<td>to rob</td>
</tr>
<tr>
<td>forgery</td>
<td>forger</td>
<td>to forge</td>
</tr>
<tr>
<td>counterfeiting</td>
<td>counterfeiter</td>
<td>to counterfeit</td>
</tr>
<tr>
<td>smuggling</td>
<td>smuggler</td>
<td>to smuggle</td>
</tr>
<tr>
<td>hijacking</td>
<td>hijacker</td>
<td>to hijack</td>
</tr>
<tr>
<td>blackmail</td>
<td>blackmailer</td>
<td>to blackmail</td>
</tr>
<tr>
<td>bribery</td>
<td>briber</td>
<td>to bribe</td>
</tr>
<tr>
<td>fraud</td>
<td>fraudster</td>
<td>to commit fraud</td>
</tr>
<tr>
<td>money laundering</td>
<td>money launderer</td>
<td>to launder money</td>
</tr>
<tr>
<td>human trafficking</td>
<td>trafficker</td>
<td>to traffic people</td>
</tr>
</tbody>
</table>
**Task 5**

**A. Answers:**

- involuntary manslaughter
- armed robbery
- identity fraud
- grand theft
- sexual assault
- internet blackmail
- tax evasion
- statutory rape
- domestic violence
- first degree murder

**B. Answers:**

1. identity fraud  
2. forgery  
3. migrant smuggling  
4. involuntary manslaughter  
5. robbery
**PART 2 Crimes at the borders**

**TASK 1**

This task introduces the vocabulary related to cross-border crimes.

Put students in pairs and ask them to complete the task. Encourage them to use their dictionaries and facilitate their work. Elicit answers.

**A. Answers:**

Drugs smuggling; counterfeit electronics; cloned medicines; petrol and tobacco smuggling; migrant smuggling; prostitution; forced labour.

**TASK 2**

**Listening [07]**

Australian authorities have charged three Indonesian men with smuggling migrants following the death of nearly 50 people when a ship carrying irregular migrants was dashed against rocks off Christmas Island in December. All three men — aged 22, 60 and 32 — were among the survivors of the tragedy and have been charged with ‘facilitating the bringing to Australia of a group of five or more persons’, the BBC quoted Australian police as saying. If convicted, the defendants face up to 20 years in prison and a fine of up to AUD 220 000 (EUR 160 000). At least 18 of the boat’s passengers remained unaccounted for at press time.

*The Border Post, February 2011*

**Answers:**

1. migrants smuggling
2. 20 years in prison and a fine of up to AUD 220 000 (EUR 160 000)
3. at least 18 of the boat passengers

**TASK 3**

**Answers:**

1. slightly
2. sharp
3. to
4. due
5. slight
6. in a dramatic
7. steadily by
8. at
9. dramatic
10. in

**TASK 4**

**Answers:**

1. Refusals of entry in the neighbouring Member States increased by 7% last month.
2. The number of border guards employed between 2003 and 2007 remained steady.
3. The country borrowed a lot of money from IMF last year.
4. Our poor performance last year was resulted in the low number of border guards on duty.
5. There was a sharp increase in illegal entries detections the year before.
7. In an attempt to further reduce the number the authorities refused 158 nationals at air borders, which was 10% more than in 2009.

8. The first asylum wave started in December 2009, mostly targeting Belgium.

9. In comparison to 2013, detections of illegal border-crossing between BCPs in 2014 dropped by 21% from 4,708 to 3,721 at the common and regional borders.

10. Stolen vehicles were regularly reported at the EU’s eastern borders, where such cases detected on exit decreased from 313 in 2013 to 260 in 2014.

**Task 5**

Tell the students that as future border and coast guards they have to be familiar with writing and describing graphs. When writing their reports on risk analysis they will be faced with this situation, either when they talk about illegal migrants crossing the borders or number of detections, illegal stay, document fraud, asylum applications, etc.

Introduce the different types of charts, graphs and diagrams. Give some examples: single line graph, bar chart, pie chart, diagram, population chart.

**Answers:**

The pie charts compare the detections of illegal border crossings in 2014, by gender and age of detected migrants. This was twice as many as the previous record in 2011, the year of the Arab Spring. This unprecedented number of migrants crossing illegally the external border has roots in the fighting in Syria that has created the worst refugee crisis since the Second World War. Most of these detections were reported as part of search and rescue operations in the central Mediterranean area. It can be clearly seen that most detected migrants are adults, with 83%. According to gender, the largest segment refers to males. At the other end of the scale we can see that women and children reached percentages that reflect the fact that most migrants are seeking asylum in the EU.

**Task 6**

A. Police, Customs, Border police.

B. **Suggested answers:** Joint Operation Cycar; Europe — Black Market for Cars.

C. **Answers:**

confiscated — seized  
camouflage — disguise

harbours — ports  
made — manufactured

break-ins — burglaries  
visible — conspicuous

criminal group — gangs  
priced — worth
The most recent figures for the detection of stolen vehicles reported by the national authorities with responsibility for the border control in the Member States have indicated a significant increase in the volume of vehicles that have been reported stolen.

Divided by commercial and utilitarian vehicles are most likely to be reported stolen at the EU eastern external land borders, while stolen private cars are mainly, but not exclusively exported across south-eastern borders.

From a statistical point of view, it has been noted that the brands with the largest market share are, as a consequence, those most often stolen. German brands such as Volkswagen, Mercedes and BMW were the most frequently targeted.

During the second quarter of 2011, new modi operandi were detected. The import of brand new vehicles with counterfeit sales invoices or forged power of attorney documentation were encountered. It appears that the organised crime groups have been exploiting the lack of security features in the ownership documentation of such vehicles.

The latest security features developed by the automotive industry can be hacked by the criminal networks in less than a few months after being on the market and this trend can be seen in the detection of stolen vehicle reports coming from the border.

**Answers:**

A.

1. national authorities
2. commercial and utilitarian
3. the import of brand new vehicles with counterfeit sales invoices or forged power of attorney documentation
4. by developing new security features

B. This is a speaking activity designed to activate specialised vocabulary.

C. sales invoice  list of goods sent or services provided, with a statement of the sum due for these; a bill

power of attorney  the authority to act for another person in specified or all legal or financial matters

ownership  the act, state, or right of possessing something

VIN  vehicle identification number

‘white collar’ crime  crimes that are committed using deceptive practices for financial gains
**Task 8**

**Answers:**

A. luxury cars; immobilisers; skeleton keys; engine block

B. This is a speaking activity. Ask students to work in pairs. Elicit answers with the whole class.

**Task 9**

This task could also be done outside class. This is an opportunity for students to practice the new vocabulary.

Tell students to make reference to routes and destinations, modus operandi used by criminals, methods and techniques used by border and coast guards to identify the stolen vehicles and to give examples.

E.g. technique: Relay attack – a method used by car thieves, which involves two criminals working together using electronic signal-relay devices; The OBD (on-board diagnostics) port.
UNIT 7  Migration and trafficking in human beings

PART 1  Trafficking in human beings

TASK 1  Tell students that there are several collocations used interchangeably to name this crime:

*Trafficking in human beings = Trafficking in persons = Human trafficking*

Write THB on the board and tell students it stands for *trafficking in human beings*.

Divide students into groups of four and ask them to find answers to the questions. A speaker will be nominated to present the answers to the whole class.

**Answers:**

**A.** Data worldwide: 2.5 million (UNODC) of which 1.2 million children (Unicef).

THB is global. It happens in all countries, in different forms: labour and sexual exploitation. There are countries of origin/source (is a source of migratory flows), destination and transit (through which the migratory flow moves).

**B.** The EU is primarily a destination region — for victims from across the world. Trafficking into the EU appears to have increased in recent years, particularly through and from Russia, Ukraine, and central/south-eastern Europe. Victims are also recruited in EU countries and trafficked either internally or to other countries, inside or outside the EU.

**C.** Introduce to the students the notions of *push factors* = people are pushed out, or encouraged to leave places and *pull factors* = people are pulled towards places, or attracted to them.

Ask students to group the causes according to these factors.

**Push factors**  poverty, unemployment • Political insecurity, humanitarian crisis • Gender, sexual, ethnic discrimination (patriarchal societies) • Inequalities between rich and poor countries • Escaping persecution, violence, abuse, human rights violations • Conflict and war

**Pull factors**  Quality of life • Better access to education • Less discrimination and abuse • Better employment opportunities • Demand for cheap labour • Demand for commercial sexual services

**D.** THB which was classified by the European Commission a modern form of slavery is a gross violation of human rights. Trafficking is accompanied by numerous human rights violations such as servitude, slavery-like conditions, rape, physical and psychological abuse.
**Task 2**

Tell students that the chart describes the difference between trafficking in persons and migrant smuggling.

**Trafficking in Human Beings**

**Actions:**
- recruitment, transportation, transfer, harbouring or receipt of persons

**Means:**
- threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability or giving payments or benefits to achieve the consent of a person having control over another person

**Purpose:**
- prostitution, sexual exploitation, forced labour, slavery or similar practices and the removal of organs

**Migrant Smuggling**

**Actions:**
- procurement of illegal entry or illegal residence

**Reasons:**
- for financial or other material gain

Source: adapted from UNODC A Short Introduction to Migrant Smuggling, 2010

Take the opportunity to teach the words and collocations:
- recruitment
- harbouring
- use of force
- coercion — coercive measures
- abduction
- consent
- forced labour

Give examples involving the word under discussion and check if the students understood the meaning. Encourage students to try and guess meanings from the context.

- The use of the internet to recruit victims is not a new form of trafficking, but simply a new weapon in the traffickers’ hands.
- They harboured the refugees who streamed across the borders.
- The use of force by law enforcement officers becomes necessary and is permitted under specific circumstances, such as in self-defence or in defence of another individual or group.
• Victims are coerced to work through the use of violence or intimidation, or by more subtle means such as retention of identity papers or threats of denunciation to immigration authorities.

• The witness denounced the involvement of the offender in the abduction and disappearance of two girls in the nearby city of Iguala.

• He gave his consent to the marriage.

• Forced labour affects millions of people around the world who are forced to work against their will under the threat of some form of punishment.

**Task 3**
This task offers students the opportunity to consolidate the vocabulary related to human trafficking and migrant smuggling.

**Answers:**

**A.**

| a — harbouring | c — deception | e — conduct | g — smuggling |
| b — coercion   | d — abduction | f — receipt |

**B.** violation of state sovereignty, violation of freedom and integrity

**Task 4**
This task checks students' understanding of the difference between *trafficking* and *smuggling*.

**Answers:**

**Trafficking**  takes place within and across national borders, use of coercion and/or deception, involves exploitation, violation of rights

**Smuggling**  illegal entry, implies international movement, voluntary act, ends when people reach their destination, violation of rights (smugglers may also commit rights abuses against migrants such as sexual violence, starvation).

**Task 5**

**Answers:**

**A.** using risk analysis, profiling, intelligence, cooperation with local population and other authorities, use of common databases, joint crime intelligence and investigation teams, interview irregular migrants.

**B.** to be able to refer them to the competent authorities, to help victims in distress, to detect and apprehend traffickers and smugglers.
Task 6

A. Answers:

Risk groups: women and girls who travel alone; unaccompanied children; adults who travel alone: elderly, disabled.

Indicators: country of origin; documentation (no personal documents, forged documents); evidence of abuse (physical injury).

B. Answers:

Behavioural indicators: avoiding contact with control authorities (not moving along with the normal passenger flow, looking for areas outside CCTV camera coverage); arriving as a group but presenting as an individual at the border control; pretending not to know each other; extremes of behaviour (overly submissive, overconfident, overreacting).

Appearance indicators: scars, bruises, signs of abuse; age, gender, clothing, luggage.
PART 2 Migration and migrants smuggling

TASK 1  The teacher introduces to the students the difference between irregular/illegal migration:

- **illegal migration** carries a presumption or connotation of criminality (someone doing something wrong). For example paying a smuggler to transport the migrants. Most migrants claim asylum and even if they are locked up while their claims are processed, the detention is administrative and not criminal.
- **irregular** is regarded as more neutral

Answers:

A. poverty, unemployment, persecution.

B. Global context: a person who, owing to irregular entry, breach of a condition of entry or the expiry of their legal basis for entering and residing, lacks legal status in a transit or host country.

EU context: a third-country national present on the territory of a Schengen State who does not fulfill the conditions of entry, stay or residence in a EU Member State.

C. for financial or material gain.

TASK 2  Listening [09]

Morgan is 30 years old and was born in a West African country. Life at home is hard because of poverty and corruption. He left his home in January 1998. He worked wherever he could, selling goods and working as a barber. He was caught by police on various occasions. On arriving in North Africa, a friend told him to go to the western side of a country in North Africa where they could meet someone who would help them get to the islands of a Western European country. He gave the man EUR 300. The man took them out into the open desert where there were more than 70 others waiting to travel. As the boat moved off they began singing gospel music to keep their spirits up.

Answers:

A.

1. 30  
2. Poverty  
3. By police  
4. Western European country  
5. EUR 300  
6. their spirits up
B.

1. When he reached the land
2. He was put in detention and deported to the country of origin
3. Left home in January, sold goods, worked as a barber, was caught the police on various occasions, arrived in North Africa, went to the open desert, entered a boat on 7 August
4. Health problems, big waves
5. He was rescued by the police and sent back
6. Migrant smuggling

TASK 3

This reading text is a case study about a victim of human trafficking.

Elicit answers and encourage students to talk about the different types of indicators mentioned in the text and to give examples.

Behavioural indicators: avoiding contact with control authorities (not moving along with the normal passenger flow, looking for areas outside CCTV camera coverage); arriving as a group but presenting as an individual at the border control; pretending not to know each other; extremes of behaviour (overly submissive, overconfident, overreacting).

Appearance indicators: scars, bruises, signs of abuse; age, gender, clothing, luggage.

Answers:

1. human trafficking
2. nervous reaction, anxiety, seems scared.
3. About the travel documents: What is your name/place of birth? Are you married or single? Do you have children? What is your profession? When and where did you get your travel document? Is this your signature on the document?

   About the trip: Where do you come from? Where are you going? Where will you stay? (city, hotel)
   Do you have a booking for your hotel room? For how many nights? When are you planning to return? May I see your return ticket?

TASK 4

Answers:

Textbook  a book used as a standard work for the study of a particular subject
Milestone a significant stage or event in the development of something
Passport  a travel document
Checkpoint  a barrier or manned entrance, typically at a border, where security checks are carried out on travellers
Biometric relating to or involving the application of statistical analysis to biological data
Handbag  a small bag used to carry everyday personal items

E.g. mileage, pass code, check in, biochemist, handgun.
Listening [10] Tell students they are going to hear two people expressing the European Commission and the UK government points of view on irregular migration. Play Track 10 and invite students to write down the answers in their notebooks. If necessary play the track again. Check the answers in the class.

1. BRUSSELS — The European Union authorities formally appealed to the bloc’s Member States on Wednesday to accept quotas of migrants to relieve the burden on southern states like Italy and Greece which are the main landing points for irregular migrants.

The proposal by the European Commission, is a response to concerns that the bloc’s southern coastal states could become overwhelmed by the influx of migrants making the dangerous crossing of the Mediterranean often in rickety and unseaworthy vessels.

The International Organization for Migration said on Wednesday that so far this year 1,840 migrants had been lost at sea or were known to have died while crossing the Mediterranean.

The recent deaths of thousands of migrants trying to cross the Mediterranean prompted the bloc to draft the emergency response to prevent a worsening of the humanitarian crisis.

But by moving forward a proposal that is already unpopular in many countries, the commission has increased tensions over the broader issue of immigration in the European Union. A large number of Member States, including Britain, the Czech Republic, Hungary and Latvia, have already railed against the idea of mandatory quotas. And a mandatory quota would require a vote by a two thirds majority of Member States under the European Union’s weighted voting system to take effect.

Asylum seekers are often unwelcome in countries where there is little experience of accepting newcomers from Africa and the Middle East, as in the Baltic states, or where the population already believes that the country is overcrowded, as in Britain. Some countries have also criticised Italy and Greece for what they see as a failure to identify migrants who do not qualify for asylum.


2. The UK government intends to amend its immigration legislation with a view to making it more difficult for migrants to live in the country illegally. Among the most important measures are the following: requiring landlords to verify the immigration status of prospective tenants; checking the immigration status of driving licence applicants; … making it easier for the Home Office to recover unpaid civil penalties and cracking down on ‘sham’ marriages as a means of circumventing immigration rules.

The BBC quoted British Immigration Minister Mark Harper as saying that the overall purpose of the bill was to ‘stop migrants using public services to which they are not entitled, reduce the pull factors which encourage people to come to the UK and make it easier to remove people who should not be here’, at the same time adding that Britain would ‘continue to welcome the brightest and best migrants who want to contribute to our economy and society and play by the rules’. The bill has already drawn criticism from the UK’s opposition Labour Party and a recent Home Office text message campaign also came in for criticism from opposition politicians who described it as an offensive ‘gimmick’.

The Border Post, November 2013
Answers:

A.

<table>
<thead>
<tr>
<th>European Commission</th>
<th>Measures to support countries and assist irregular migrants (give examples)</th>
<th>Measures against irregular migrants (give examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK government</td>
<td>Quotas of migrants</td>
<td>Require landlords to verify the immigration status of prospective tenants; check the immigration status of driving licence applicants; ... make it easier for the Home Office to recover unpaid civil penalties, crack down on ‘sham’ marriages</td>
</tr>
</tbody>
</table>

B.

asylum seekers are unwelcome in countries where there is little experience of accepting newcomers from Africa and the Middle East, as in the Baltic states, or where the population already believes that the country is overcrowded, as in Britain.

some migrants the brightest and best migrants are welcome in the UK

Hungary and Latvia pushed back against the idea of mandatory quotas

C.

1. The IOM said that 1,840 migrants had been lost at sea while crossing the Mediterranean. (passive)
2. By moving forward a proposal that is already unpopular in many countries, the Commission has exacerbated tensions. (move back vs. move forward)
3. Asylum seekers are often unwelcome in countries where there is little experience of accepting newcomers. (negative prefix)
4. The UK government intends to amend its immigration legislation to make it more difficult to live in the country illegally. (county vs. country)
5. Britain would continue to welcome the brightest and best migrants who want to contribute to our economy and society and play by the rules. (play with the rules vs. play by the rules).

**TASK 6**

Answers:

A. d — 1  a — 2  c — 3  b — 4

B.

Facilitation activities refer to the way smugglers carry out their illegal activity of migrants smuggling. Facilitators are the persons who help migrants to illegally cross the borders.

Refugee camp A refugee camp is intended as a temporary accommodation for people who have been forced to flee their home because of violence and persecution.

Famine zones an area with a widespread scarcity of food, caused by several factors including war, inflation, crop failure, population imbalance, or government policies.
**Humanitarian response** action intended to save lives, alleviate suffering and maintain human dignity during and after man-made crises and disasters caused by natural hazards, as well as to prevent and strengthen preparedness for when such situations occur.

**Scaling up** means maximising, enlarging. It means to increase the support and assistance given to people through UN programmes.

**Search and rescue** operations involving looking for people who are lost or in danger, for example, after a war or a natural disaster, and bringing them back safely.

**People-smuggling ring** a group of people involved in the secret and illegal smuggling of migrants.

C. Divide the students into groups of four and ask them to choose one case and to list the difficulties posed by the law enforcement authorities and propose possible solutions. Nominate a speaker to present the findings to the whole class.

**Task 7**

This reading text describes one day in the life of coast guards at the sea border.

A. **Answers:**

- **screening** interviewing irregular migrants to discover their nationality
- **debriefing** collecting information by interviewing migrants detected for illegal border-crossings
- **search and rescue** the use of aircraft, surface craft (land or water), submarines, specialised teams, and equipment to look for personnel in distress on land or at sea
- **prosecute** initiate or conduct a criminal proceedings against a criminal

B.

1. screened by the authorities; assisted by experts from other MS; transferred to the police for debriefing
2. launch a rubber dinghy; put one of the migrants in charge of the outboard; migrants are given a knife and instructed to puncture the boat if they are spotted by the coastguard
3. family groups; economic migrants; young men between 18 and 20; bad guys who are the criminals
4. causes: European banking crisis; difficulties: crews are overworked; salaries are down; undermanned; spare parts of boats are in short supply

**Task 8**

This task could also be done outside class. This is an opportunity for students to practice the new vocabulary.

Tell students to include information related to: types of past and expected migrants; reasons for migration; *modus operandi*; detection and interception; referral to relevant authorities; prevention.
UNIT 8 Fundamental rights (FR)

PART 1 Fundamental rights and migration

**Task 1**

**Answers:**

The term ‘fundamental rights’ is used in the European Union (EU) to express the concept of ‘human rights’ within a specific EU internal context. Traditionally, the term ‘fundamental rights’ is used in a constitutional setting whereas the term ‘human rights’ is used in international law. The two terms refer to similar substance as can be seen when comparing the content in the Charter of Fundamental Rights of the European Union with that of the European Convention on Human Rights and the European Social Charter.

Human rights are moral principles or norms that describe certain standards of human behaviour and are regularly protected as natural and legal rights in international law.

**Follow-up question:** Ask students to name some human rights

**Answers:**

the right to dignity, liberty, equality

right to life and the prohibition of slavery

freedom of movement, of thought, opinion, religion and conscience, word, and peaceful association of the individual

The Universal Declaration of Human Rights it is now considered by some to have acquired the force of international customary law which may be invoked in appropriate circumstances by national and other tribunals. The Declaration consists of 30 articles affirming an individual’s rights.

Human rights violations occur when actions by state (or non-state) actors abuse, ignore, or deny basic human rights (including civil, political, cultural, social, and economic rights). Furthermore, violations of human rights can occur when any state or non-state actor breaches any part of the UDHR treaty or other international human rights or humanitarian law.

Wars of aggression, war crimes and crimes against humanity, including genocide, are breaches of international humanitarian law and represent the most serious of human rights violations.

**Follow-up question:** Who monitors the breach of FR?

**Answers:**

Human rights abuses are monitored by United Nations committees, national institutions and governments and by many independent non-governmental organisations, such as Amnesty International.
**TASK 2**

**Answers:**

A.

a. dignity  c. prohibition  e. expulsion  
b. torture  d. asylum  f. remedy

B.

**Removal**  an altering or moving of a person or thing from one location to another. Also used when talking about the transfer of a legal case from one court to another or removal of a judge. Further, removal is used in child custody situations when there is an official determination that the present residence is not in the child’s best interests.

**Expulsion**  is the process by which a refugee or an individual is ordered to leave the territory of a particular country. The decision to expel may be taken by a court of law or by administrative authorities charged with immigration duties. It is also used in the context of education, meaning extracting a student from a school or university for severe or repetitive policy violations.

**Extradition**  may be defined as an international mutual assistance enforcement procedure whereby one state asks another state to surrender to it a person on the territory of the latter state in order to be prosecuted and tried or, if he has already been convicted, in order to serve his sentence. It is used in the context of a person accused of committing a crime.

**TASK 3**

**Answers:**

1 — c  2 — e  3 — b  4 — d  5 — f  6 — h  7 — g  8 — a

**TASK 4**  This is a discussion task. Give students 2–3 minutes to read the questions and think about the answers. Elicit answers and encourage discussions.

**Answers:**

1. tourists  businessmen  asylum seekers  victims of trafficking in human beings  
   commuters  refugees  children  economic migrants

2. economic reasons  visiting  war or environment disasters  
   human rights violations  tourism

3. the fundamental rights: the right to life, to move freely, to asylum, etc.

4. and 5. As a border guard you have a key role in securing the border and ensuring that the rights of those who are crossing it are upheld. You are standing at the border, carrying out your tasks and dealing with a flow of people coming towards your booth or you see them during your patrolling at the border and you have to find out who is who. And this is very challenging because split-second decisions are often required when people’s lives may be at stake.

6. A search and rescue team saving migrants on a boat.
**Task 5**  
**Answers:**

B.

1. **asylum seeker**  individual who is seeking international protection and whose claim has not been finally decided by the relevant authorities;

   **refugee**  persons who are outside their country or stateless and cannot return due to a well-founded fear of persecution because of their race, religion, nationality, political opinion or membership of a particular social group, and the state is unwilling or unable to protect them.

2. They are forced to leave their homes and loved ones behind; survive dangerous journeys; are subject to complicated asylum procedures; language barrier; have to find accommodation and a place to work.

3. Europeans are reluctant to receiving refugees and this is due to the media and politicians.

4. It's a new application where everyone can become a refugee by fleeing virtually on Facebook.

**Task 6**  
This activity helps students practice using their argument skills in a debate. Usually the students are divided into groups of four but you have to consider your class size. You can either let groups pick a side of the debate or assign them a side. The students are given 10 to 15 minutes to brainstorm arguments for their side, then you can let them begin debating.

Encourage students to use phrases for evaluating different standpoints and respond to these with tentative expressions.

**Task 7**  
**Answers:**

A. Vulnerable groups are to be provided with special protection, as their human rights are at a particular risk of being violated. Children are considered as part of vulnerable groups. Especially in the context of irregular migration they are at risk of being separated from their caregivers, mistreated or abused.

B. Border agencies, border police and immigration services are the primarily responsible for the processing of people at points of entry and exit, as well as for the detection and regulation of people attempting to cross borders illegally.

**Task 8**  
**Answers:**
A. A — 3  B — 4  C — 1  D — 2

B. 1. Migrants are often discriminated against in housing, education, health, work or social security. Migrants arriving irregularly in a new country and victims of trafficking stopped by the police are often detained in administrative centres or in prisons. Although the deprivation of liberty should be a last resort under international human rights law, migrants are often detained as a routine procedure and without proper judicial safeguards. Overcrowded immigration detention centres often have poor access to healthcare, inadequate food, sanitation or safe drinking water and a lack of separate sanitation facilities for men and women. Equally, there is an increasing tendency to criminalise migration offences, which has, in some cases, resulted in violations of migrants’ rights.

2. They are considered a vulnerable group; humanitarian corridors; appointment of a guardian.

3. To protect the privacy and identity of child victims to ensure the safety and security of the victim and his or her family.

4. Children are reluctant to discuss their family situation, little or no disclosure of family situation or self-disclosure. They might follow and trust only elder males in the family. Mental (or any) illness produces shame and guilt. They grew up with mystical explanations for skin differences. They have extended kinship relations (living with their grandparents, aunts, etc.) The church is seen as more supportive than the authorities. The differences in language and education are preserved rather than levelled out.

**Task 9** This task could also be done outside class. This is an opportunity for students to practice the new vocabulary.
PART 2 Fundamental rights and data protection at the borders

TASK 1
Answers:

A. Personal and corporate data

B. According to the law of data protection

C. Border guarding authorities use the Schengen Information System (SIS) — a highly secure and protected database that is exclusively accessible to the authorised users within competent authorities, such as national border control, police, customs, judicial, visa and vehicle registration authorities. These authorities may only access the SIS data that they need for the performance of their tasks. A list of competent national authorities having access to the SIS is published annually in the Official Journal of the European Union. The system contains a broad spectrum of alerts on persons (refusals of entry or stay, EU arrest warrants, missing persons, judicial procedure assistance, discrete checks) and objects (including lost, stolen or invalidated identity or travel documents).

TASK 2

Interoperability is the ability of information systems to exchange data and enable sharing of information. It improves the efficiency and effectiveness of Europe-wide information-sharing tools, by ensuring the technical processes, standards and tools that allow EU information systems to work better together. It means that authorised users (such as police officers, migration officials and border guards) have faster, seamless and more systematic access to the information they need to do their jobs.

Answers:

A.

Interoperability should not lead to the processing of more data — it does not mean pooling all data or collecting additional categories of information. It does not entail data registered in one system being automatically shared across all other systems.

Technical solutions chosen must limit access only for authorised purposes and to authorised staff — the access to the existing systems SIS, Eurodac and Visa Information System (VIS) is highly regulated for the authorised users and there is legislation in place governing each system.

Interoperability involves both risks and opportunities for fundamental rights — makes it easier for end-users to determine when people have been registered with multiple identities, both facilitating travel for legitimate travellers and combating identity fraud; makes it easier for authorised officers to reliably identify third-country nationals who are entering, or who are already on, the territory of the Schengen area; technical benefits, making it easier for Member States to implement and integrate new information systems, strengthening and streamlining data security and data protection conditions.
B.

data processing  the carrying out of operations on data, especially by a computer, to retrieve, transform, or classify information

biometric data  biometric identifiers are the distinctive, measurable characteristics used to label and describe individuals. Biometric identifiers are often categorised as physiological versus behavioural characteristics. Examples include, but are not limited to fingerprint, palm veins, face recognition, DNA, palm print, hand geometry, iris recognition, retina and odour/scent

alphanumeric data  a combination of alphabetic and numeric characters, and is used to describe the collection of Latin letters and Arabic digits or a text constructed from this collection. E.g. 7Up, Saks Fifth Ave, Audi A4, Canon A75

automated deletion of data

Task 3

Listening [11]

Cross-Border Data Transfers are, without prejudice to compliance with national law, prohibited, unless the transfer is made to an Adequate Jurisdiction or the data exporter has implemented a lawful data transfer mechanism – or an exemption or derogation applies.

Cross-Border Data Transfers to a recipient in a third country may take place if the third country ensures an adequate level of data protection. Adequacy shall be assessed in the light of all circumstances surrounding the transfer, in particular:

• the nature of personal data;
• the purpose and duration of processing;
• country of origin and country of final destination;
• the rule of law; and
• professional rules and security measures.

The Commission may determine third countries to be Adequate Jurisdictions.

Data Protection Directive 95/46/EC

Answers:

A.

1. F (not all cases)  3. F (receive not send)  5. F (it is, depending on the Commission)  
2. T  4. T

B.

• the nature of personal data
• the purpose and duration of processing
• country of origin and country of final destination
• the rule of law
• professional rules and security measures
**Task 4**

**Answers:**

**A.**

Encourage students to discuss, ask questions and provide arguments. Any order will be correct.

**B.**

Time-consuming for border and coast guards, hinder investigations which might become overdue, stressful, less speed of reaction **but** safer for both border and coast guards and travellers, chain of command better established and kept, data protection maintained.

Wilful or accidental disclosure of personal data and business data to third parties (leading to identity theft, fraud, skimming, etc.); rushed profiling leading to racial persecution.

**Task 5**

**Answers:**

**A.**

Airport entry/exit — verification of passports, visas
Border checkpoint — verification of passports, visas
Storage of data in local and central servers — data storage
Scanners — verification of biodata
Embassy — issuance of visas

Possible extension of task: How might data protection be breached in these cases?

Information leak or trade, accidental disclosure, unnecessary checks, etc.

**B.** Put students to work in small groups. Ask or nominate students to read the answers to the whole class and encourage feedback.
UNIT 9 Border and coast guarding in Europe

PART 1 National and European Border and Coast Guarding

TASK 1 Suggested answers:

A.
Irregular migration
cross-border crime
to find a balance between security and freedom of movement (upholding fundamental rights)

B. They have different tasks and responsibilities.

TASK 2 Ask students to read the texts and find out information about national authorities with competencies in border management.

Answers:

A.
1. Lithuania 3. All 5. Slovenian police 7. All

Elicit from students other examples of national authorities. For example, in the Netherlands, the authority that safeguards state security is called ‘Royal Netherlands Marechaussee’ (‘De Koninklijke Marechaussee’). It is deployed globally in locations of strategic importance: from royal palaces to the external borders of Europe, and from airports in the Netherlands to theatres of war and crisis areas all over the world.

Spain has two law enforcement authorities, the ‘Guardia Civil’ and the ‘Policía Nacional’, both with border guard competencies. The former is in charge of border checking points, travel documents and foreigners; the latter is in charge of border control, maritime and air border surveillance.

B.
1. charged with 4. improve 7. serves
2. protect and control 5. prevent 8. operates within
3. provide for 6. fight against 9. consisted of
**Task 3**  
Ask students to consider the following:

- Tasks and responsibilities
- Number of border and/or coast guards
- Air, land, sea borders

**Task 4**  
This task introduces the students to the European Agencies in the field of law enforcement.

- European Police Office
- European Police College
- European Agency for the operational management of large-scale IT systems in the area of freedom, security and justice
- The European Union’s Judicial Cooperation Unit
- Fundamental Rights Agency
- European Asylum Support Office

**Task 5**  
Put students in small groups. Have them answer the questions and discuss. Feed back with the whole class.

**Task 6**  
**Answers:**

A.

- criminal matters
- law enforcement services
- criminal/joint investigations
- liaison officers
- bilateral/multilateral agreements
- controlled deliveries

B.

1. national and international law enforcement services and NGOs
2. international cooperation in criminal matters in both requested and requesting state
3. liaison officers
4. Interpol, Europol or Eurojust

**Task 7**  
Put students into small groups. Allow students time to study the diagram. Encourage discussions and, at the end of the task, feedback with the whole class.
**PART 2 Frontex**

**TASK 1 Answers:**

A. Frontex's full title is the European Border and Coast Guard Agency. The agency was set up in 2004 to reinforce and streamline cooperation between national border authorities. Frontex promotes, coordinates and develops European border management in line with the EU Charter of Fundamental Rights, applying the concept of Integrated Border Management. Frontex helps border authorities from different EU countries to work together.

B. While fulfilling its mandate, Frontex liaises closely with other EU partners involved in the development of the area of Freedom, Security and Justice, such as Europol, EASO, Eurojust, FRA or CEPOL, as well as with customs authorities, in order to promote overall cohesion. Frontex also works closely with the border control authorities of non-EU/Schengen countries — mainly those countries identified as a source or transit route of irregular migration — in line with general EU external relations policy.

**TASK 2 Answers:**

A. European Border and Coast Guard Agency main tasks:

**Risk analysis and vulnerability assessment** The agency collects data on the situation at and beyond Europe’s external borders. The data is used to identify trends in irregular migration and patterns in cross-border crime. The agency conducts annual stress tests to assess the ability of each EU member state to face challenges at their external borders.

**Operations** The agency deploys border and coast guard officers along with vessels, aircraft, helicopters and other equipment to assist countries requiring support at their borders. In emergency situations it can quickly deploy border and coast guard officers from the rapid reaction pool of at least 1 500 officers.

**Returns** The agency assists the member states in the return of migrants who are ineligible to stay in the EU. The decision as to who should be returned remains the exclusive responsibility of the national authorities of the EU member states. A pool of monitors, escorts and return specialists will be created. The agency may also play a role in the organisation of voluntary departures.

**Situation Monitoring** The agency enables swift data exchange between border authorities of EU member states, the European Commission and other agencies. It provides situation and crisis monitoring, delivering early alerts and updates about the events at the external borders. To assist in this task, the agency deploys liaison officers to the individual member states.

**Coast Guard Functions** The agency supports the cooperation of law enforcement authorities, EU agencies and customs at maritime borders. Vessels and aircraft deployed in its operations also collect and share information relevant to fisheries control, detection of pollution and compliance with maritime regulations.
Cooperation with non-EU countries and international organisations  The agency develops cooperation and signs working arrangements with non-EU countries and international organisations to exchange information about trends in migration and cross-border crime and provides assistance in capacity building. The agency can carry out operations on the territory of non-EU countries neighbouring at least one participating member state, if it requires assistance due to high migratory pressure.

Com batting cross-border crime  The agency focuses on preventing smuggling, human trafficking and terrorism as well as other forms of cross-border crimes. The agency shares intelligence gathered at the borders on persons suspected of involvement in criminal activities with national authorities and European agencies.

Research and Innovation  The European Border and Coast Guard Agency facilitates cooperation between border control authorities, research and industry. The agency assists the member states and the European Commission in identifying key border security technologies and draws up and implements the EU framework programmes for research and innovation activities in the border security area.

Training  The agency develops harmonised curricula and training standards for border guards in all EU countries. It conducts various courses to share knowledge and best practices, including capacity building programmes in non-EU countries. The agency delivers training on integrated border management and the coast guard functions to border and coast guards across the EU. It also trains experts who will carry out vulnerability assessments.

Respect for fundamental rights  Respect for fundamental rights is at the heart of all activities undertaken by the agency. Complaint mechanism – any person who has been directly affected by the actions of staff involved in an activity of the agency can submit a written complaint regarding possible violations of his/her fundamental rights.
Each year, thousands of migrants arrive in Europe by sea. Within the EU, each member state is responsible for controlling its own borders and each country with access to the sea is responsible for helping to rescue ships within its national search and rescue zones. In November 2014, Frontex launched ‘Operation Triton’, stepping in to help Italy manage the large number of arrivals at its maritime borders. All vessels, aircrafts and aircrews involved in Triton operated under the command of the Italian Ministry of the Interior by way of International Coordination Centre, or the ICC. All of the equipment deployed during Triton was provided by European countries. Frontex-coordinated aircraft and vessels helped to spot those in distress, but sometimes it was the migrants themselves or other vessels who alerted the authorities. Italy’s coastguard coordinated all emergency operations at its Maritime Search and Rescue Coordination Centre. The MRCC dispatched the closest or most capable vessels to go to the assistance of vessels in distress. These are often those deployed by Frontex. Once rescue vessel had reached the migrants, they gave them food and water first and offered immediate medical assistance. The migrants were taken on board and transported to an Italian port. There, they were handed over to the national authorities, who worked closely with international organisations. Once the first humanitarian aid had been provided, Italian police identified the new arrivals. Frontex debriefing teams interviewed willing migrants which helped to gather intelligence about the people smuggling networks in an attempt to dismantle them. At any time, the migrants had the right to apply for asylum.

Frontex, 2015 – video at https://www.youtube.com/watch?v=YOF_rh7ZIhI

Answers:

A.

1. access  
2. aircraft  
3. emergency  
4. assistance  
5. asylum  
6. intelligence

B. Put students into small groups. Allow them some time to look at the snapshots. Check descriptions with the whole class and encourage discussions.

TASK 5

Answers:

1 — b  
2 — c  
3 — a  
4 — b  
5 — b
UNIT 10 Communication skills for border and coast guards

PART 1 Spoken interaction

TASK 1 Ask students what they think the most difficult things to do in a foreign language are. You could give them some examples like delivering a presentation, reading technical texts, writing reports. This is a discussion task. Give students 2–3 minutes to read the questions and think about the answers. Elicit answers and encourage discussions.

TASK 2 [Listening 13] Tell students they are going to hear a telephone conversation. Give them a few minutes to read the statements 1–5.

A: Good morning! I’m officer Maria Smith reporting from the Hungarian Border regarding the detection of a Ukrainian biometric passport containing an altered bio data page.

B: Good morning to you, Maria! Can you give me some more information about the case?

A: Certainly. Yesterday, quite late at night a Ukrainian national arrived at the Zaheny BCP with the intention to travel towards Italy.

B: Can you tell me precisely what time it was?

A: It was 23.45 hrs.

B: Please go on.

A: As, as I was saying, he arrived late at night, driving a black BMW 5 series but he had no luggage at all.

B: Could you please forward me copies of the vehicle registration documents, if you have them?

A: I’ve already sent copies to you by email.

B: That’s great!

A: You will also find a copy of the completed document alert form and copies of some other documents. The purpose of this call is just to make you aware of the case. Should you need further details please don’t hesitate to call me.

Answers:

1 — F  2 — F  3 — T  4 — F  5 — T
**Task 3**

**Answers:**

- *Can I help you?* — How may I help you?
- *not here* — out of the office
- *now* — at the moment
- *when will she come back?* — when to expect her
- *Why do you want to talk to her?* — what this is in regard to
- *private thing* — personal matter
- *How can he contact you?* — how can she reach you?
- *When she comes back* — when she returns?

**Task 4**

**Answers:**

1. Put me through  
2. I’m sorry  
3. Could  
4. Take your call  
5. Just a second  
6. Call back later  
7. I’ll take his call now  
8. Do you want me to transfer his call?

**Task 5**

[Listening 14]

Good morning Chief, this is Michael calling to leave a voice mail informing you about the state of the preparations for Operation Sierra. The logistical preparations were completed yesterday around 14.00 hours. The financial resources have been available from the 24th of August. The officers have already undertaken the final preparations to ensure that the aircraft is ready for flight. Final aerial support is meant to arrive today, by 16:30 hours GMT. Further details will follow in a detailed email that will be sent to your official e-mail address.

**Answers:**

- **Subject:** Stage of preparations in operation Sierra  
- **Resources:** Financial and human  
- **Preparations:** The officers have already been engaged in the final preparation; the aircraft is ready for flight; final aerial support is meant to arrive today, by 16:30 hours GMT.  
- **Timing:** Logistic preparations finalised yesterday around 16:30 hrs GMT.  
- **Expected developments:** Further information will follow in a detailed email sent to your official email address.

**Task 6**

This is a discussion task. Give students 2-3 minutes to read the questions and think about the answers. Elicit answers and encourage discussions.

**Answers:**

1. A meeting at which information is obtained from a person.  
2. For irregular migrants; cross-border crime investigations, etc.
TASK 7 Answers:

A.

free recall (active listening, no interruptions)
clarify and challenge (open and closed-ended questions)
summary (closure)

B.

Contact Establishing rapport (relation) and setting out aims and objectives for the interview
Content Finding out facts using appropriate questioning strategies
Conduct The way the content is dealt with
Credibility How the interviewer is perceived
Control Directing the flow of the interview (keeping the interviewee on track)

TASK 8 Answers:

A.

Briefings Participants to a joint operation will receive it during the first days of the deployment in accordance with the respective chapter of the Operational Plan. This integrates core elements of an induction training in order to guarantee best preparation in the right time to all deployed staff. It is composed of two parts: a general and a national one.

Debriefings Collecting information by interviewing migrants detected for illegal border-crossings must be conducted with the consent of the migrant being interviewed on a voluntary basis, built on trust and confidentiality. The information collected is processed and turned into intelligence for further analysis and will then contribute to decisions concerning operational responses.

B.

Country of origin
reason for travelling
routes and modus operandi or involvement of facilitators

C.

General briefing contains the main aspects of the Operational Plan, in particular:
• Legal framework of Frontex
• fundamental rights in Frontex activities
• Code of Conduct
• description and assessment of the situation in the area (if applicable, also specific cross-border crimes like THB, etc.)
• operational aim and objectives
• information on implementation (period, briefing/debriefing, operational areas, participation) of the relevant operational activity, evaluation (reports)
• press communication rules, etc.
National operational briefings contain:

- Introduction to the national and local border authorities
- Border management
- Operational area
- Organisational structure and responsibilities (including tasks, responsibility areas on map, main statistics, procedures on how to deal with vulnerable groups)
- Organisational response or how the relevant border security tasks are carried out in this organisation
- Introduction of local coordinators and other local staff
- Contact persons; advice on practical arrangements in the area of accommodation
- Presentation of duty plan/working schedule for the deployment
- National legislation related to the border management for powers of the GOs and instructions for use of force including use of weapons, etc.

**Task 9** Suggested answers:

- Where do you live?
- Have you travelled to western Europe before?
- Why did you travel there? When? How did you travel? What was your route?
- What was your destination country?
- How did you obtain the visa?
- Did anyone help you to cross the border? Did you pay money for this service? How did the person help you?
PART 2 Written interaction

TASK 1 This is a discussion task. Ask students to work in pairs. Elicit answers with the whole class and encourage discussions.

TASK 2 Answers:

A.
Extension of deadline
Confirmation of meeting dates for next WG meeting
Information on the workshop ’How to write EU official documents in English’

B.
deadline working group draft

C.
1. dates
2. we regret to inform
3. we would be grateful if you could extend the deadline
4. attached you will find
5. please let me know asap

TASK 3 Answers:

for your information bye for now
as soon as possible by the way
also known as regarding

TASK 4 This is a practice task for writing emails. Ask students to work in pairs. Elicit answers with the whole class and encourage discussions.

TASK 5 Answers:

A.
Could you tell me how could I enrol in the advertised Master’s programme?
Please let me know if English certification is needed and what level of English?
Could you tell me what are the entry requirements?
I would like to know when the admission/entry exam is scheduled.
Would you mind telling me whether all the costs are covered by the agency?
It would be grateful if you could tell me the award given upon graduation.
B.

This activity is student centred and could be motivating and creative. It can be done by asking students to write it in class, in a given time, or outside class. Tell students to use the answers from A.

**TASK 6** Divide the class into small groups. Read out the questions or ask students to read them out. Give the students time to brainstorm answers. Elicit answers. Ask the class for their comments and encourage discussions.

**TASK 7** This activity is student centred and could be motivating and creative. It can be done by asking students to write it in class, in a given time, or outside class.

Writing a good motivation letter for a job application or enrolment to a course can be a challenging endeavour. A well-written and persuasive motivation letter, also known as a statement of purpose can perfectly represent who you are and present you as an ambitious individual.

Make sure your letter has a beginning, middle and end. The interest you express has got to be personal, and it must relate directly to your motives.

Important points to include:
- What you are applying for
- Current experience and why do you wish to expand it
- How does the course help you in your profession
- End with confidence
Handout Useful phrases for writing emails

If you don’t know the name of the person you are writing to, you begin with Dear Sir/Madam and end with, Yours faithfully.

Useful phrases:
- I am writing to express my interest in applying ..., 
- I am interested in ..., 
- I first became interested in ..., 
- At present I am ..., 
- I am keen to improve my ..., 
- I would like details of ..., 
- Could you give/send details ..., 
- I would be grateful if you ..., 
- I feel I have a range of relevant skills that ..., 
- My academic performance in the field of ... has always been at the top of my class, 
- The reason for choosing this specific training comes from ..., 
- I am particularly interested in completing ..., 
- I hope you will give my application serious consideration ..., 
- I look forward to ...

Use formal register; avoid expressions that might sound too casual to the reader

If you know the name of the person you are writing you begin with Dear Mr/Mrs, and end, Yours sincerely.

Tips
- Start by saying why you are writing
- Use indirect questions to ask for information more politely
- Use words like firstly, secondly, finally to order your points
- Use the standard phrase to finish your formal mail I look forward to hearing from you.
# Useful phrases for telephone conversations

<table>
<thead>
<tr>
<th>Section</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making contact</strong></td>
<td>Good morning/Good afternoon/Hello</td>
</tr>
<tr>
<td></td>
<td>This is Thomas Brenner speaking</td>
</tr>
<tr>
<td></td>
<td>Could I speak to ... please?</td>
</tr>
<tr>
<td></td>
<td>I would like to speak to ...</td>
</tr>
<tr>
<td></td>
<td>Could you put me through to ..., please?</td>
</tr>
<tr>
<td></td>
<td>I am trying to reach</td>
</tr>
<tr>
<td><strong>Giving more information</strong></td>
<td>I am calling from ...</td>
</tr>
<tr>
<td></td>
<td>I am calling on behalf of ...</td>
</tr>
<tr>
<td><strong>Taking a call</strong></td>
<td>... speaking</td>
</tr>
<tr>
<td></td>
<td>Border Police Headquarters, Inspector ... Can I help you?</td>
</tr>
<tr>
<td></td>
<td>Situational Centre, how may I help you?</td>
</tr>
<tr>
<td><strong>Asking for a name/information</strong></td>
<td>Who is calling, please?</td>
</tr>
<tr>
<td></td>
<td>May I ask who’s calling?</td>
</tr>
<tr>
<td></td>
<td>Who shall I say is calling?</td>
</tr>
<tr>
<td></td>
<td>Are you sure you have the right number/name?</td>
</tr>
<tr>
<td></td>
<td>May I ask what your call is about?</td>
</tr>
<tr>
<td></td>
<td>And your last name again is</td>
</tr>
<tr>
<td><strong>Asking the caller to wait</strong></td>
<td>Hold the line, please.</td>
</tr>
<tr>
<td></td>
<td>Could you hold on, please?</td>
</tr>
<tr>
<td></td>
<td>One moment, please.</td>
</tr>
<tr>
<td><strong>Connecting</strong></td>
<td>One moment. I’ll transfer you now.</td>
</tr>
<tr>
<td></td>
<td>Thank you for holding.</td>
</tr>
<tr>
<td></td>
<td>The line is free now. I’ll put you through.</td>
</tr>
<tr>
<td></td>
<td>I’ll connect you now.</td>
</tr>
<tr>
<td></td>
<td>Hang on a minute (informal)</td>
</tr>
<tr>
<td><strong>Giving negative information</strong></td>
<td>I’m afraid the line is engaged/busy. Could you call back later?</td>
</tr>
<tr>
<td></td>
<td>I’m afraid he is in a meeting at the moment.</td>
</tr>
<tr>
<td></td>
<td>I’m sorry. He is out of the office. He isn’t in at the moment.</td>
</tr>
<tr>
<td></td>
<td>I’m afraid we don’t have a Mr/Ms/Miss ... here.</td>
</tr>
<tr>
<td></td>
<td>I’m sorry. There is nobody here by that name.</td>
</tr>
<tr>
<td></td>
<td>Sorry. I think you have dialled the wrong number/I’m afraid you’ve got the wrong number.</td>
</tr>
<tr>
<td><strong>Telephone problems</strong></td>
<td>The line is very bad. Could you speak up, please?</td>
</tr>
<tr>
<td></td>
<td>Could you repeat that please?</td>
</tr>
<tr>
<td></td>
<td>I am afraid I can’t hear you. The reception is bad.</td>
</tr>
<tr>
<td></td>
<td>Sorry. I didn’t catch that. Could you say it again, please?</td>
</tr>
<tr>
<td><strong>Leaving</strong></td>
<td>Can I leave a message? (caller).</td>
</tr>
<tr>
<td><strong>Taking a message</strong></td>
<td>Can I take a message? (receptionist)</td>
</tr>
<tr>
<td></td>
<td>Would you like to leave a message?</td>
</tr>
<tr>
<td><strong>Exchanging information</strong></td>
<td>Could you give him/her a message?</td>
</tr>
<tr>
<td></td>
<td>Could you ask him/her to call me back?</td>
</tr>
<tr>
<td></td>
<td>Could you tell him/her that I called?</td>
</tr>
<tr>
<td></td>
<td>Could you give me your name, please?</td>
</tr>
<tr>
<td></td>
<td>Could you spell that, please?</td>
</tr>
<tr>
<td></td>
<td>What is your number, please?</td>
</tr>
<tr>
<td></td>
<td>Does he/she have your number?</td>
</tr>
<tr>
<td></td>
<td>Could you repeat that?</td>
</tr>
<tr>
<td></td>
<td>I’ll repeat that.</td>
</tr>
<tr>
<td></td>
<td>I’ll read that back to you</td>
</tr>
</tbody>
</table>
Key to revision tests

TEST I

I

II

III
1. Border control
2. Border Guard
3. Conduct of Border Checks
4. Border Surveillance
5. Joint Control

IV
1. Experts in border surveillance at external borders
2. 26
3. 5 months
4. Screening experts, debriefing experts, supporting officers, team leaders, duty-officers, contingent leaders, thermo-vision van crews
5. Support officers

TEST II

I

II

III

IV
1. (a bloody armoured car) robbery,
2. (at the port of entry) in Lynden, (Washington)
3. (three counts of) first degree murder and (one count of) attempted murder
4. (an undisclosed sum of) money
5. he was caught at the border
# Test III

## I
1. Toll
2. Triggered
3. Record
4. Unprecedented
5. Flows
6. Comprehensive
7. Assist
8. Surpass
9. Indications
10. Hub
11. Displaced
12. Border
13. Occurrence
14. Response

## II
1. Civil war
2. Greece and Italy
3. Persecution
4. UK
5. US; Germany and France

## III
1. C
2. E
3. F
4. D
5. B