

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Access 3, Intermediate 1 and Intermediate 2. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- The role of police
- **The court system**
- Rights and responsibilities
- Driving (requirements, speed limit)
- Drinking
- Smoking
- Legal aid
- Right of appeal
- Values and respect for all
- Race Relations Amendment Act 2000
- Discrimination
- Harassment
- Sources of help and information
- **Drugs**
- **Legal age requirements**
- **Immigration and asylum**
- Consumer law
- Citizens' Advice Bureau

Sources of the material used in this section

- Harvey, P. and Jones, R. (2002) *Britain Explored*, pp. 36–8, Longman.
- Johnston, O. and Farrell, M. *Ideas & Issues, Intermediate (14–18)*, Unit 8: 'Drink and Drugs'. Chancerel/Klett.
- www.bbc.co.uk/crime/law/englandcourts.shtml
- Citizens' Advice Bureau Website: www.adviceguide.org.uk/our_rights/legal_system.htm
- Redman, S. (1997) *English Vocabulary in Use: Pre-Intermediate and Intermediate*, Units 84 and 85. Cambridge University Press.
- Manson-Smith, D. (2001) *The Legal System of Scotland*. The Stationery Office.
- www.adviceguide.org.uk/scotland/your_rights/legal_system_scotland/courts_of_law_scotland.htm
- www.scotland.gov.uk/library/documents/courts.htm

Sources of other useful material

- *E3 ESOL Skills for Life Learner Materials*, Unit 7, p. 11: 'Local Communities'. A newspaper article about a road traffic accident. The focus is on reading skills and vocabulary development.
- *Living in Britain: Language and Citizenship Skills for Accessing Information, Help and Advice in the UK*, by Charlotte Haenlein and Sonja Roffey. ISBN 0 9550404 0 X.
- *Key Stage Four Citizenship: The Workbook*. Coordination Group Publications.

Useful Websites

Website	Web address	Description
BBC	www.bbc.co.uk/a-z Search under 'O': – One Life – 'legal'	Main BBC site: information on the law and crime under the A–Z.
Consumers' Association	www.which.net www.which.net/aboutus	The Consumers' Association publishes <i>Which?</i> magazines and books: information on research and campaigns on behalf of the consumer.
Department of Trade and Industry	www.dti.gov.uk/er	Information about rights at work.
Home Office	www.homeoffice.gov.uk	The main Home Office site with information on community, crime, substance abuse, immigration and terrorism; documents translated into a variety of languages.
Independent Race and Refugee news network	www.irr.org.uk	The IRR news network offers information on a variety of topics around race and refugee issues; includes criminal justice and harassment.
Liberty	www.liberty-human-rights.org.uk www.liberty-human-rights.org.uk/get-involved	An organisation working to prevent erosion of freedoms and rights. Information on lobbying campaigns for people to get involved in.
Scottish Law Online	www.scottishlaw.org.uk	A guide to Scottish law for buyers, teachers, students and the public, linked to a large number of related sites.
Scottish Legal Aid Board Online	www.slab.org.uk	Information and legal advice on civil and criminal issues; this site also publishes leaflets on a range of issues related to rights and responsibilities.
TIGER – Tailored Interactive Guidance on Employment Rights	www.tiger.gov.uk	A user-friendly guide to the UK employment laws.

Type of resource	Online or downloaded?	Level/adaptability
One Life – 'legal' has quite dense text about different crimes: burglary, domestic violence, armed robbery, and so on.	One Life – 'legal' contains advice on being stopped and searched, and arrested, and can be accessed in sound archive online or as text.	E2+ (☒ Int 1)
Report samples: short, clear text on a wide range of topics including consumer rights, including some existing complaints if appropriate.	Opportunity to search sample <i>Which?</i> reports online .	E1+ (☒ Acc 3)
Information on public holidays including historical reasons as to why we have them. Presented as text and in calendar form.	Downloadable information. Acts as a user-friendly guide to employment law.	E1+ (☒ Acc 3)
http://press.homeoffice.gov.uk/Speeches – very interesting link with speeches by Home Office ministers.	Information to download .	Advanced text but adapt, high E2+ (☒ Int 1)
/cjs – features articles and information on Stephen Lawrence. Virtually all text on this site. /policy – introduction to the Race Relations Act.	Brief articles or can download to read in full.	E2+ (☒ Int 1)
Articles and speeches also available, virtually all in text .	Teaching pack of mainly text to download ; Key Stages 3 and 4 on human rights and civil liberties. Information on curfews, terrorism and ID cards to download.	E2+ (☒ Int 1)
Student-friendly site, information about petitions and ID cards. Opportunity to join the organisation.	Online lobbying and petitioning possible.	Quite simple, short text, E2+ (☒ Int 1)
Information about the law, courts, organisations, news, and how to find a lawyer. Quite student-friendly, though mainly with law students in mind.	Possible to search online or download information. A good starting point for finding anything to do with the law.	(☒ Int 1/Int 2)
Complex text , in general not very student friendly.	Advice on legal aid and assistance and how to find a legal aid solicitor, to download and use with students.	Quite advanced language. Adaptation needed, E2+ (☒ Int 1)
Information on national minimum wage, text based.	Interactive site where both fathers and mothers can key in information to discover their maternity and paternity rights.	E1+ (☒ Acc 3)

All details were correct at time of publication

12.1 Legal vocabulary: People and places

Entry 1 (☒ Acc 3)	Entry 2 (☒ Acc 3/Int 1)	Entry 3 (☒ Int 1/Int 2)
n/a	Learn key vocabulary using the vocabulary-matching activity.	Develop reading comprehension skills and law-related vocabulary.

Suggested procedure (Entry 3) (☒ Int 1/Int 2)

- Ask learners to look at pictures of a courtroom, sheriff, judge, advocate and jury. Learners discuss who the people are and where they are (in their other languages, if appropriate).
- Hand out the vocabulary matching exercise and practise terms 1–7, noting the stress patterns and vowel sounds.
- Ask learners to work in pairs to match the words with the definitions.
- Feed back.
- Ask learners to work in small groups to brainstorm any other 'legal' vocabulary they know, and to sort the words/phrases into three columns people (for example, defender), places (for example, prison) and crimes (for example, theft). Alternatively, give them the vocabulary and ask them to sort it. These could then be written on large sheets of paper and displayed around the room.

Differentiation

- For weaker learners, use bilingual dictionaries.
- For higher-level learners, encourage use of a monolingual dictionary.
- The words and definitions could be made into cards for learners to sort and match.

Language points

Integrate the following specific language points:

- pronunciation – ask learners to identify the stressed syllable in 'solicitor', 'sheriff' and 'advocate'.
- practise the diphthong /aʊ/ and practise the words 'county', 'crown', 'council', contrasting these with /ʌ/ in 'country', 'couple' and 'courage'.

Extension activities

- Learners find other new legal vocabulary and record it in their vocabulary books.
- Match the phonemic symbol with the word.

Additional materials needed

- Pictures of a courtroom, sheriff, judge, advocate, jury.
- Dictionaries.

Answers to the vocabulary matching exercise can be found in the answers section, p. 319.

Legal vocabulary: People and places

12.1

Match these words with their meanings

1. Sheriff

a. A lawyer who deals with everyday matters and represents people in the District or Sheriff courts.

2. Justice of the Peace (JP)

b. The judge in charge of a Sheriff Court. He or she deals with both civil and criminal cases, sometimes alone and sometimes with a jury.

3. Judge

c. The people who listen to the evidence in a court and decide whether the person (the defender) is guilty or not. There are 15 jurors in criminal cases and 12 in civil ones.

4. Solicitor

d. A lawyer who represents clients in the High Court or Court of Session. He/she wears a wig and a gown.

5. Advocate

e. A person in charge of one of the higher courts – the High Court of Justiciary for criminal cases or the Court of Session for civil ones.

6. Jury

f. A responsible ordinary person who is not a lawyer but has had some training, and is in charge of a District Court. These courts deal with minor criminal cases.

7. Procurator Fiscal

g. A civil servant, either an advocate or a solicitor, who decides whether a person should be prosecuted or not for a crime.

12.2 The law courts: Reading text

Entry 1 (☒ Acc 3)	Entry 2 (☒ Acc 3/Int 1)	Entry 3 (☒ Int 1/Int 2)
n/a	Learn legal vocabulary.	Develop reading comprehension skills and law-related vocabulary.

Suggested procedure (Entry 3) (☒ Int 1/Int 2)

- Ask learners to look at the chart (Task sheet 1) and explain how the court system is organised. Draw on learners' experiences, if appropriate.
- Hand out Task sheet 2 (text) and ask learners to complete the text with the key words, using the chart as an aid.
- Feedback. Clarify as necessary.
- Hand out Task sheet 3 and ask learners to discuss the first four questions in pairs or small groups.
- Feedback.
- Ask learners to work individually on the final question – comparing the legal system in their country to that in Scotland. Learners work individually and then in groups.

Differentiation

- *Learners from the same country can work together on the final question – comparing legal systems.*
- *For higher-level learners, encourage them to use a monolingual dictionary.*
- *Learners with stronger writing skills could write an account of the differences in the legal system between their country and Scotland, rather than giving an oral presentation.*

Language points

Integrate the following specific language points:

- focus on coherence and cohesion: the paragraphs in Task sheet 2 could be cut up for learners to re-order and the sentences could be jumbled for learners to re-order. Focus on lexical cohesion – for example the way the word 'court' is repeated many times, and anaphoric references such as 'these';

- focus on the lexical field and collocations relating to legal terminology, for example, 'to deal with a crime/people/matters/appeals';
- focus on the use of the definite article in expressions such as 'the High Court', 'the Court of Session', 'the House of Lords', and so on.

Extension activities

- Learners find other new legal vocabulary and record it in their vocabulary books.
- Learners could write about their personal experiences of the legal system in Scotland (or in their country). Note: this may not be appropriate for all learners, for example refugees or asylum seekers who have had traumatic experiences.
- Using Task sheet 2 as a model, learners write about the legal system in their country.
- Learners research one type of court and prepare a report or a presentation using PowerPoint, for example.
- Learners visit their local sheriff court and interview the sheriff clerk about his/her work.
- Invite a lawyer or Justice of the Peace to speak to the class about their work.
- Learners watch clips from a video or DVD based on a courtroom drama.

Answers to exercise on Task sheet 2 can be found in the answers section, p. 319.

The law courts: Reading text

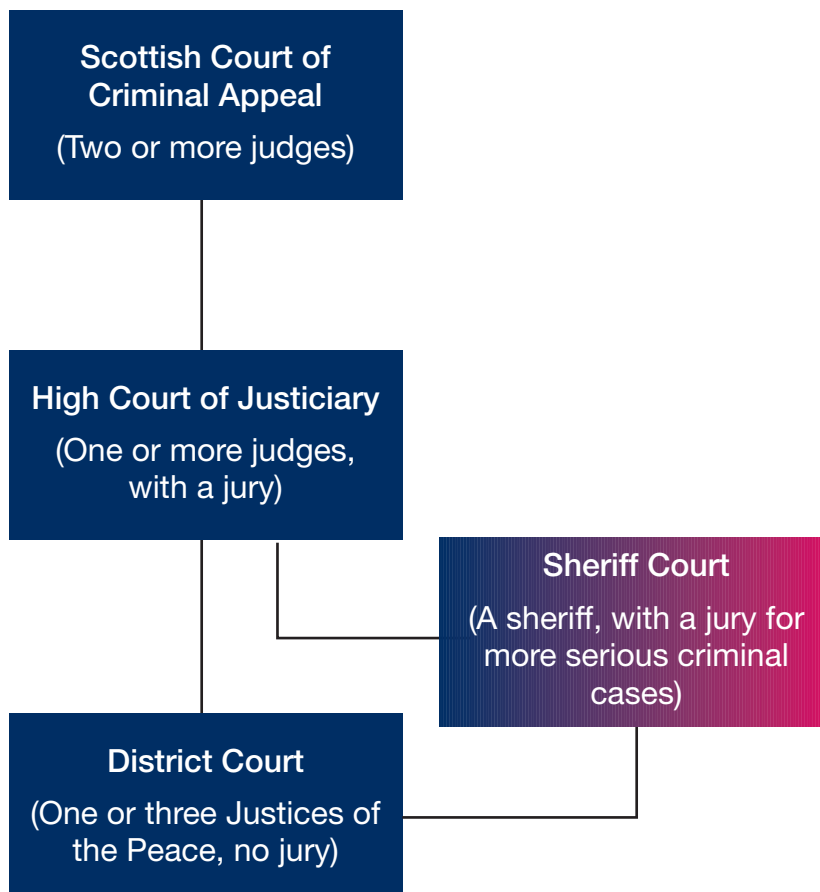
12.2

Task sheet 1: The legal system in Scotland

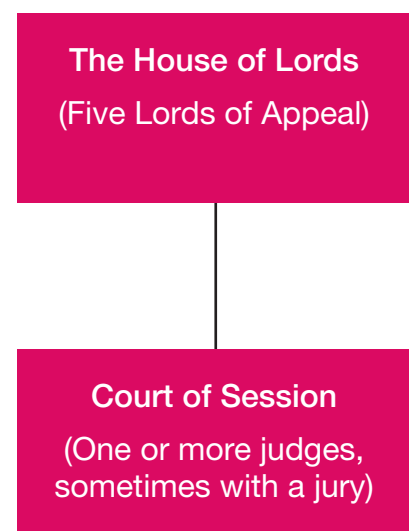


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CRIMINAL COURTS



CIVIL COURTS



12.2 The law courts: Reading text

Task sheet 2: Text

Different types of courts in Scotland deal with different matters. Criminal courts involve the state (Crown) prosecuting someone for a crime, for example, robbery or murder. Civil courts deal with disputes between people.

Minor criminal offences go to a **(a)** _____ Court, and are heard by a Justice of the **(b)** _____. These are not lawyers but have had some training. More serious criminal cases go to the Sheriff Court. Sometimes the sheriff decides on these alone, but there may be a **(c)** _____ of 15 people. Their decision is called a verdict, and is either guilty, not guilty or not proven. The third one means that there is too much doubt, and the defender goes free.

Sheriff Courts also hear civil cases, but without a jury. More serious civil cases go to the Court of **(d)** _____, which sometimes has a jury of 12. Serious criminal cases are heard in the **(e)** _____ Court of Justiciary in front of a jury of 15.

Appeals from civil cases are to the House of Lords. In **(f)** _____ cases, these go to the Scottish Court of Criminal Appeal.

The legal system also includes children's hearings (which deal with young people) and public enquiries (which investigate violent or sudden deaths).

The law courts: Reading text

12.2

Task sheet 3: Discussion



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Discuss the following questions:

1. Which type of court deals with minor criminal cases in Scotland?
2. Which type of law court deals with the most criminal cases in England and Wales?
3. Which courts do you think would deal with the following:
 - A serious problem between a landlord and tenant?
 - A drowning?
 - A bank robbery?
 - Shoplifting?
 - An asylum appeal?
4. If someone is not happy with the verdict, what can they do?
5. In your country, is the legal system similar to this?
Describe how it is similar or different from the Scottish system.

12.3 Legal age requirements

Entry 1 (☒ Acc 3)	Entry 2 (☒ Acc 3/Int 1)	Entry 3 (☒ Int 1/Int 2)
n/a	Discuss the legal age requirements for certain activities. Learn key vocabulary.	Discuss the legal age requirements for certain activities. Learn key vocabulary, using a variety of strategies.

Suggested procedure (Entry 2/3) (☒ Acc 3/Int 1/Int 2)

Preparation: (1) The number chart can be enlarged, laminated and made into cards – or used as it stands; (2) the statements sheet will need to be enlarged, laminated and made into cards. Use colour if possible.

- Tell learners to look at the number chart and ask them to guess what the numbers represent.
- Explain that the numbers represent the ages at which it is legal to do certain things in Britain. Discuss any that they know, for example, you can drive at 17 and vote at 18.
- Pre-teach key vocabulary, for example, '*criminally responsible*', '*tattoo*'.
- Ask the learners to work in small groups and give each group a set of 'statement' cards. Learners discuss the statements and decide which age people can do these things.
- Feedback and discussion. Distribute answers.

Differentiation

- *Learners with the same language can work together.*
- *For weaker learners, do not give them all the statements but select the easier ones.*
- *Stronger learners can guess what is allowed at each age.*
- *The material can be made into cards and used for tactile and/or kinaesthetic learning activities.*

Language points

Integrate the following specific language points:

- focus on 'verb + object' collocations, for example, *give blood, get a tattoo, sign a legal*

agreement, serve on a jury;

- focus on the use of articles – definite, indefinite and zero;
- focus on pronunciation – stressed and unstressed syllables and pronunciation of numbers;
- use visual, structural and phonic strategies to decode new words, for example, '*criminally*', '*custodial*', '*heterosexual*', '*entitled*'.

Extension activities

- Using only the 'statements' sheet, learners use the Internet/Websites to find out the legal age requirements in their country of origin.
- The age cards and statement cards could be made into a game, for example each learner has one of the statements and takes it in turns to read it out. The learner who thinks they have the correct age card shouts it out. If correct, the learner gets the statement card. The learner with the most cards is the winner.

Additional materials needed

- For pre-teaching vocabulary, it may be useful to provide pictures, for example of a tattoo, a prison, a tenancy agreement, fireworks.
- Bilingual and monolingual dictionaries.

Legal age requirements

12.3

Number chart

8

12

14

15

16

17

18

21

12.3 Legal age requirements

Statements

Fly an aeroplane

Play the National Lottery

Drive a car on the road

Buy cigarettes

Get a part-time job

Get a tattoo

Give blood

Get a custodial sentence for a crime

Buy a firearm

See a 15 certificate film

Leave school

Vote in an election

Buy a pet

Buy fireworks

Buy a house

Buy alcohol

Give consent to heterosexual activity

Give consent to homosexual activity

Be entitled to the national minimum wage

Marry

Sign a tenancy agreement

Serve on a jury

Adopt a child

Stand for Parliament

Join the armed forces

Legal age requirements

12.3

Answers

Fly an aeroplane 17	Play the National Lottery 16	Drive a car on the road 17
Buy cigarettes 18	Get a part-time job 14	Get a tattoo 18
Give blood 18	Get a custodial sentence for a crime 8	Buy a firearm 17
See a 15 certificate film 15	Leave school 16	Vote in an election 18
Buy a pet 16	Buy fireworks 18	Buy a house 18
Buy alcohol 18	Give consent to heterosexual activity 16	Give consent to homosexual activity 16
Be entitled to the national minimum wage 18	Marry 16	Sign a tenancy agreement 18
Serve on a jury 18	Adopt a child 21	Stand for Parliament 21
Join the armed forces 18		

12.4 Drugs and the law

Entry 1 (☒ Acc 3)	Entry 2 (☒ Acc 3/Int 1)	Entry 3 (☒ Int 1/Int 2)
n/a	n/a	Read a text about cannabis and the law. Use a dictionary.

Suggested procedure (Entry 3) (☒ Int 1/Int 2)

(This activity may be of particular interest to younger learners.)

- Introduce the topic by writing the word 'cannabis' on the board and elicit what learners know about it. You could also elicit the names of other drugs, that there are 'classes' of drugs, and establish that the word 'drug' refers to both legal and illegal substances, but is often used colloquially to refer to illegal substances.
- Hand out the true/false questions (Task sheet 1) and ask learners to discuss the sentences.
- Hand out the text 'Cannabis and the law' for learners to read and check whether their opinions agree with the information in the text.
- Feedback and discussion.
- Hand out the questions. Explain question 1. Do the first one together as an example, and check that learners understand that the pronouns are referring back to previously mentioned nouns/subjects.
- Then ask learners to work through the rest of the questions.
- Feedback.
- Use question 2 to practise/re-cap the use of 'however' and 'although'. Clarify these terms and encourage learners to produce their own examples based on the text, for instance: 'Although the police will not usually arrest people with small amounts of the drug, they are still required to record it as a crime.'

Differentiation

- Pair learners so that weaker learners work with stronger learners.

- Provide more support for weaker learners with the questions.

Language points

Integrate the following specific language points:

- focus on formal texts and appropriate register;
- focus on cohesion in the text and the use of reference pronouns: 'it, they, you, these';
- focus on sentence structure and the use of discourse markers, conjunctions and connectives, for example 'but', 'however', 'although';
- focus on conditional sentences: 'If ... are found, might ...' and 'If ... catch you, ... will have ...'.

Extension activities

- Learners research another drug and write an information sheet similar to the one on cannabis.
- Higher-level learners discuss whether or not cannabis should be legalised.

Additional materials needed

- Bilingual and monolingual dictionaries.
- www.idmu.co.uk/classes.htm – for a useful handout which details the legal classes of drugs.

Answers to true/false exercise from can be found in the answers section, p. 319.

Drugs and the law

12.4

Task sheet 1

Discuss these statements – are they true (T) or false (F)?

- | | |
|--|-------|
| 1. Cannabis is a legal drug. | T / F |
| 2. Before January 2004, cannabis was a class C drug. | T / F |
| 3. If the police find you in possession of cannabis, they will never arrest you. | T / F |
| 4. The police can arrest you for smoking cannabis in public. | T / F |
| 5. A District Court can send someone to prison for 14 years. | T / F |
| 6. Selling or supplying drugs is a more serious offence than possessing them. | T / F |
| 7. In a Sheriff Court, the sheriff can fine drug offenders any amount of money he or she feels is appropriate. | T / F |

Now read the text and see if you were right!

12.4 Drugs and the law

Text: Cannabis and the law

line 1 Although UK law concerning cannabis has changed, it is still an
line 2 illegal substance.

line 3 Until January 2004, cannabis was a class B drug and carried a
line 4 maximum penalty of five years in prison for possession. After 2004,
line 5 it became a class C drug. Some people believe that cannabis is
line 6 now a legal substance, but **it is not**. It is true that the police will not
line 7 usually arrest anybody found to have small amounts of the drug, but
line 8 they are still required to record it as a crime. So if the police catch
line 9 you with a small amount, you will have a criminal record.

line 10 There are some circumstances when the police can arrest people for having
line 11 cannabis. These are:

- line 12 ■ when the police think that somebody is going to sell the drug;
- line 13 ■ smoking cannabis in public;
- line 14 ■ having cannabis when there are children nearby;
- line 15 ■ when somebody under 17 is found with the drug.

Penalties

There are two maximum penalties for class C drugs. The maximum penalty for possession is two years in prison and an unlimited fine. The maximum penalty for selling or supplying the drug is 14 years in prison and an unlimited fine.

Most drug offences are tried in a Sheriff Court. However, offenders over 21 with a drug abuse problem may now appear in the new Drug Courts. These offer treatment as an alternative to sentencing.

The sentence that someone gets depends on the amount of the drug that was found, the circumstances when the drug was found and the person's previous criminal record.

Drugs and the law

12.4

Questions

Study the text on the previous page carefully.

1. What do the following words refer to?
 - it (line 1)
 - it (line 4)
 - it (line 5)
 - it (line 6)
 - they (line 7)
 - you (line 8)
 - These (line 11)
2. Look at the first sentence, beginning with 'Although'. Can you re-write it, using 'However'? What changes did you need to make?
 - Now write two sentences of your own, using 'although' and 'however'.

12.5 Drugs Web search task

Entry 1 (☒ Acc 3)	Entry 2 (☒ Acc 3/Int 1)	Entry 3 (☒ Int 1/Int 2)
n/a	Find information and read about drugs on a Website.	Find information and read about drugs on a Website.

Suggested procedure (Entry 2/3) (☒ Acc 3/Int 1/Int 2)

(This activity may be of particular interest to younger learners.)

- Introduce the topic by eliciting what learners know about drugs: names of different drugs; that there are 'classes' of drugs; 'drug' refers to both legal and illegal substances.
- Pre-teach key vocabulary – the verbs 'possess' and 'supply'.
- Hand out the Web search task sheet and check understanding of the instructions for accessing the Website, as well as the questions themselves.
- Monitor learners while they work through the task and support as necessary.
- Learners compare answers.
- Feedback and discussion.

Differentiation

- *Pair learners so that learners with strong ICT skills work with those with weaker ICT skills.*
- *Provide more support for learners with weak ICT skills, for example guide them through the process of finding the information they need.*

Language points

Integrate the following specific language points:

- focus on ICT language ('click', 'scroll down', 'banner') and the imperative in instructions;
- focus on 'Wh...' questions and word order;
- pronunciation of key terms – names of drugs.

Extension activities

- Learners research another drug and devise a quiz similar to the one provided for other learners to complete.

Additional materials needed

- Computers with Internet access.
- Bilingual and monolingual dictionaries.
- www.idmu.co.uk/classes.htm – for a useful handout which details the legal classes of drugs.

Answers to the quiz can be found in the answers section, p. 319.

Drugs Web search task

12.5

Web search: task sheet

Website search instructions

- In the address bar, type in www.bbc.co.uk and click on 'Go'.
- Click on the 'A–Z Index'.
- Click on 'C' in the alphabet.
- Scroll down and click on 'Crime homepage'.
- Under 'drugs', click on 'A to Z of Drugs'.
- Look under the banner 'Search for Drug Factfiles' and find 'A to Z Search'.
- Under this, click on 'drug classifications'.

Now answer the following questions:

1. Which drugs are
 Class A?
 - Class B?
 - Class C?
2. What is the maximum prison sentence for supplying heroin?

3. What is the maximum prison sentence for possessing heroin?

4. What is the maximum prison sentence for possessing a class B amphetamine?

5. What is the maximum prison sentence for supplying cannabis?

6. When was the Misuse of Drugs Act passed by Parliament?

12.6 Immigration and asylum

Entry 1 (☒ Acc 3)	Entry 2 (☒ Acc 3/Int 1)	Entry 3 (☒ Int 1/Int 2)
n/a	Listen for key facts about immigration and asylum law.	Listen for key facts about immigration and asylum law.

Suggested procedure (Entry 2/3) (☒ Acc 3/Int 1/Int 2)

Preparation: Teachers will need to tape-record the extract (or read it aloud) so that learners can listen to the information. Read it in as natural a way as possible.

- Introduction – vocabulary study. Write the words ‘migrate’, ‘emigrant’, ‘immigration’ on the board and ask learners to look at the beginnings and endings of the words. Explain that they are all from the same word family: one is a verb, one a noun or adjective and one a noun. Elicit the meanings. Ask learners to work in pairs to make more words from this word family. Check the terms ‘asylum seeker’, ‘temporary’ and ‘permanent’.
- Introduce the topic of immigration and asylum and explain that learners are going to listen to some information about how people can come to the UK. Learners discuss the key words/phrases they would expect to hear.
- Hand out the true/false exercise and check understanding of the statements if necessary.
- Play the tape (or read the text aloud) for learners to listen to and complete the true/false exercise. Repeat if necessary.
- Learners decide on their answers and then compare with a partner.
- Feedback and discussion.

Differentiation

- Adapt the true/false exercise for stronger learners by adding more questions and using

more modal verbs.

- The activity could be used for reading comprehension.
- This activity could be made into a ‘running dictation’ with the information divided into paragraphs.
- Alternatively, the activity can be made into a question and answer activity, with one learner having the text and the other the questions.

Language points

Integrate the following specific language points:

- focus on lexis: word families (migrate, refuge);
- focus on the use of modal verbs – ‘can’, ‘can’t’ and ‘must’, ‘mustn’t’, and ‘be allowed to’.

Extension activities

- Learners research Websites for information on immigration and asylum.
- Learners who have been through the process of applying for asylum describe their experiences – orally, or in writing.

Additional materials needed

- Tape recorder/player.
- Bilingual and monolingual dictionaries.

Immigration and asylum

12.6

True or false?

Listen to the information and decide if these statements are true or false:

- | | |
|---|--------------|
| 1. You must have a work permit to come to the UK. | True / False |
| 2. You can come to the UK if you have a tourist visa. | True / False |
| 3. You can come to the UK if you are a European citizen. | True / False |
| 4. You can apply for asylum a few weeks after you arrive. | True / False |
| 5. When you apply for asylum, if you get a negative decision you can't appeal against it. | True / False |
| 6. 'Humanitarian protection' status can be for six years. | True / False |
| 7. ILR stands for 'indefinite leave to remain'. | True / False |
| 8. Discretionary leave cannot be for less than three years. | True / False |
| 9. It is very easy to get full refugee status. | True / False |

Now read the text and check your answers.

- With a partner, discuss which ways of entering the UK give you *permanent* status, and which give you *temporary* status. For example, a tourist visa is *temporary*.

12.6 Immigration and asylum

Tape script

Who can move to the UK?

In the UK, we have had many Immigration and Asylum Acts. The rules keep changing. Some ways of entering give you permanent status and some give you temporary status.

At the moment, you can come to the UK if:

- you have a work permit;
- you have a visa – for tourist/visitor/or medical reasons;
- you are the husband or wife or a permanent British resident, or citizen;
- you are an EU citizen;
- as soon as you arrive, you apply for asylum;
- you come under a Gateway Protection programme.

When you apply for asylum, you get a negative or positive decision. You can appeal against a negative decision. These are the possible positive decisions at the moment:

- HP (humanitarian protection), which can be for three years and you can ask after this for ILR (indefinite leave to remain).
- HP has replaced ELR (exceptional leave to remain). This was for three years, with the chance to extend it and change it to ILR.
- DL (discretionary leave), which can be for three years or less. You can ask for this to be extended and after six years you can ask for ILR.
- Full refugee status. Like ILR, it used to be possible to get this immediately after a positive decision. Since April 2003, this is now very rare.

After any positive decision, you are allowed to work and get full welfare benefits.