

PRISON: THE INSTITUTION AND COMMUNITY

ENGLISH VOCABULARY PRACTICE

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Druk cyfrowy

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WSTĘP

Oddajemy do rąk Czytelników interdyscyplinarną i wielofunkcyjną publikację z zakresu glottodydaktyki bazującą na treściach penitencjarnych, łączącą elementy wiedzy tematycznej oraz specjalistycznego słownictwa angielskiego dotyczącego procesu wykonywania kary pozbawienia wolności przez Służbę Więzienną, prezentacji instytucji więzienia i społeczności zakładów karnych, oddziaływania penitencjarnego, a także zjawiska przestępczości oraz wybranych środków polityki karnej i penitencjarnej.

Treści podzielone są na sekcje, dzięki czemu Odbiorca może z łatwością znaleźć to, czego szuka i potrzebuje: informacji na temat organizacji Służby Więziennej w Polsce, jednostek penitencjarnych i ich społeczności, bezpiecznego funkcjonowania instytucji, wybranych metod i środków postępowania z więźniami, charakterystycznych dla więzień negatywnych procesów i zjawisk oraz probacji i środków alternatywnych.

Niniejsza książka powstała z myślą o studentach penitencjarystyki i o funkcjonariuszach Służby Więziennej, ale może posłużyć również studentom filologii angielskiej, translatoryki, kryminologii czy resocjalizacji. Pozwala Odbiorcy powtórzyć i utrwalić wiedzę, doskonalić sprawności i umiejętności w zakresie zawodowego i specjalistycznego języka angielskiego oraz podnosić kompetencje społeczne i w sferze poznawczej. Jest ściśle związana z treściami edukacyjnymi zawartymi w programach nauczania uczelni, a jednocześnie poszerza wiedzę na temat systemów i praktyk penitencjarnych w różnych krajach.

Znajomość zawartego w poszczególnych rozdziałach materiału może ułatwić anglojęzyczną komunikację na gruncie specjalistycznym i zawodowym np. podczas praktyk zagranicznych, wymian studenckich czy uczestnictwa w konferencjach naukowych, jak również może usprawnić kontakt z obcokrajowcami przebywającymi w polskich jednostkach penitencjarnych oraz pomóc przygotować polski personel do pracy za granicą, nie tylko w więzieniach Unii Europejskiej.

Opracowany materiał może być analizowany w trybie samokształcenia (jako repetytorium czy vademecum) lub zostać włączony do procesu dydaktycznego jako podręcznik czy przydatne narzędzie wspierające nauczyciela. Bogaty zasób ćwiczeń komunikacyjnych, umożliwiających praktyczne użycie poznanych słów i fraz oraz ułatwiających skuteczne porozumiewanie się podczas interakcji, pomoże uroznać tok zajęć. Rozdziały pisane są zarówno brytyjskim, jak i amerykańskim angielskim, co pozwala Odbiorcy doskonalić leksykę oraz dbać o poprawną pisownię i właściwy dobór słownictwa. Integralną częścią pracy jest klucz odpowiedzi do zadań.

Opracowanie ma również inspirować do spojrzenia na zagadnienia związane z więzienictwem z szerszej perspektywy, łącząc w sobie walory poznawcze, glottodydaktyczne, translatoryczne, socjolingwistyczne, a także komparatystyczne – ukazując analogiczne konteksty w systemach penitencjarnych i zakładach karnych różnych krajów (Polski, Wielkiej Brytanii czy Stanów Zjednoczonych).

Zespół autorski życzy owocnej pracy i miłej lektury.
Agnieszka Szczepaniak-Olejniczak

INTRODUCTION

This publication offers its readers a multifunctional, interdisciplinary tool in the field of foreign language teaching (glottodidactics) and penitentiary science. It joins the elements of thematic knowledge with the English vocabulary, pertaining to the process of execution of custodial punishment by the Prison Service, presentation of the institution of prison and its community, correctional treatment, along with the notion of criminality and selected measures of penal and penitentiary politics.

The content is divided into sections, which facilitates finding the subject relevant to the reader: information about the organisation of the Prison Service in Poland, its penitentiary units, establishments and their communities, safe and secure functioning of the institutions, selected methods and means of dealing with inmates, processes and negative phenomena characteristic to prisons, then probation and alternatives to imprisonment.

This book was designed for penitentiary science students and officers of the Polish Prison Service, but it can also be used by the students of English philology, translation studies, criminology or social rehabilitation. It enables the readers to review and consolidate their knowledge, improve their professional and specialised English skills and develop their social and cognitive skills. It is closely related to the learning content of the curricula of selected schools of higher education, yet extending the range of knowledge of the penitentiary systems and their implementation in different countries.

The knowledge of the subject material in the respective sections can aid communication in English, especially on the specialist and professional ground, during, for instance, overseas internships, students' exchanges, or participating in scientific conferences. It can also facilitate interaction with foreign inmates held in Polish establishments and equip the Polish personnel with the linguistic tool to work in correctional facilities abroad, within and outside the EU.

The material included in this book can be analysed in the self-training mode (as a repertory or a handbook) or be incorporated in the teaching process as a guide or a useful tool to support the teacher. A variation of communicative exercises, which support the practical use of the new lexical items and efficient communicative interactions, can diversify and liven up classes. The respective units are written in British and American standards of English, which creates an opportunity for the students to advance their vocabulary, spelling, proper word choice and writing skills. The publication comprises an answer key, which constitutes its integral part.

This publication is also intended to inspire people to look at prison-related issues from a broader perspective, combining cognitive, glottodidactic, translation, sociolinguistic and especially comparative values, by showing parallel contexts in penitentiary systems and prisons of different countries (Poland, the United Kingdom and the United States).

The author's team wishes a fruitful work and pleasant reading.

Agnieszka Szczepaniak-Olejniczak

SECTION I

Organisation of the Prison Service



Photograph: Agnieszka Szczepaniak-Olejniczak

UNIT 1

The Tasks and Authority of the Prison Service – General Overview

Łukasz Włodarczyk

Photograph: Łukasz Włodarczyk



**SŁUŻBA
WIĘZIENNA**



A. BEFORE YOU READ

1. Work in pairs and discuss the following questions. Then, share your ideas with the entire class.

- 1) Is the job of a Prison Service officer easy or difficult in your opinion? Why?
- 2) Which are more important: rights or duties? Why?
- 3) Should all people have equal rights?
- 4) What could happen if employees weren't informed of their duties?
- 5) Do you know and understand what your superiors expect from you? How do you know that?



B. READING PRACTICE

2. Put the words and phrases back in the text below.

- | | |
|-------------------------|---------------------------|
| a) live outside | f) penal facilities |
| b) Implementing | g) pre-trial detention |
| c) of the punishment | h) authorised to |
| d) rights are respected | i) protect |
| e) rewarding | j) solving their problems |

MAIN TASKS AND AUTHORITY OF THE PRISON SERVICE IN POLAND

Being a Prison Service officer or an employee is not an easy task. The job is rather demanding and challenging, yet it can be (1) _____, too. Prison Service officers (2) _____ the society from offenders, and provide public security and safety. Moreover, through various activities, they prepare the offenders to (3) _____ the penitentiary facility in line with the law, not breaking it again. According to the Prison Service Act of 9 April 2010, the basic tasks of the Prison Service are:

- (4) _____ correctional treatment (social rehabilitation) and re-adaptation activities on inmates through organising work, education, cultural activities, sports activities and specialist therapeutic activity.
- Executing (5) _____ in order to secure proper criminal investigation.
- Ensuring that the inmates' (6) _____.
- Treating all inmates in a humanitarian way.
- Protecting society from the offenders.
- Ensuring order and safety in (7) _____.
- Co-operating with foreign institutions and formations.

Prison Service officers are (8) _____ exercise power as well as a selection of means of direct coercion. However, while interacting with inmates, all officers must:

- Observe the rules of law, impartiality and humanity.
- Respect inmates' rights and dignity.
- Ensure that the execution (9) _____ will prepare the inmates to living in society.
- Support inmates in (10) _____.
- Influence inmates' behaviour by setting the right example.

Based on: The Prison Service Act of 9 April 2010.

3. Read the text again if needed and decide if the sentences are true (T) or false (F).

- 1) Prison Service officers protect only inmates from danger within the penal facility. **T / F**
- 2) Inmates, while serving their punishment, are aided to get back to life with no crime after incarceration. **T / F**
- 3) Prison officers play an important part in public security. **T / F**
- 4) Various activities are performed on prisoners while in a correctional facility. **T / F**
- 5) As a form of punishment, most of the prisoners' rights are not respected. **T / F**
- 6) When an inmate has a problem, they can only seek assistance from other inmates. **T / F**
- 7) Prison Service officers may misbehave, as they are superiors of the inmates and they don't need to listen to them. **T / F**
- 8) Inmates can be treated like second-category people because they don't deserve to be treated equally to free people. **T / F**



C. VOCABULARY PRACTICE

4. Find words or phrases which mean the same as:

- a) bezpieczeństwo publiczne
- b) praworządność, bezstronność i humanitaryzm
- c) szanować prawa i godność
- d) tymczasowe aresztowanie
- e) dawać dobry przykład
- f) zapewnienie porządku i bezpieczeństwa
- g) wykonanie
- h) oddziaływania penitencyjne i resocjalizacyjne

5. Replace the words in italics with the words and phrases from the text. Change their form if needed.

- 1) Three years of imprisonment seems to be a fair sentence for what this *criminal* did to that poor girl. Let's hope that he will *become a better person* over that time.
- 2) There are 156 *prisons and remand units* in Poland.
- 3) Prison Service officers are *officially approved* to use force on duty, but they can only do that in certain circumstances.
- 4) Offenders, who pose a risk to the proper carrying out of a criminal investigation are placed in *special accommodation before the court hearing*.
- 5) Society is *secured* by a range of law enforcement services, such as Police and Prison Service.
- 6) A fair person should always be *neutral* while *helping* to solve a problem.
- 7) If you fail to *comply with our policies*, you must expect severe consequences from your actions.
- 8) My friends never *showed me how to behave* on a real camping so I don't actually know what to do first. I'm sorry.
- 9) All sorts of *undertakings to bring him back to normal living* seem not to work on that inmate. We must figure out what else we can do to help him after he leaves the prison.
- 10) Our firm entered the international market last year. We have been co-operating with several *overseas organisations* so far and we are hoping to link to many more in the nearest future.

6. Make sentences with the following words or phrases.

- 1) a demanding task

- 2) an offender

- 3) penal facility

4) pre-trial detention

5) humanitarian treatment

6) public security

7) readaptation

8) correctional treatment

9) foreign institutions

D. COMMUNICATION



- 7.** In groups of 3–4 students, discuss the basic objectives of the Prison Service (its tasks and authority). Which of them do you find essential, and which are not that important? Would you suggest any improvements to them? Or maybe you would like to add something. Use the phrases below to structure your conversation. Add phrases of your own.

In my opinion...

I think, that...

As far as X is concerned...

What I don't like about X is/are...

X should be taken into account, because...

There is too much/too little...

X needs to be re-considered, because...

8. Work in pairs. Take turns to explain the following words or phrases to your partner. DO NOT tell your partner which items you chose.

a demanding task	an offender	penal facility
pre-trial detention	humanitarian treatment	public security
re-adaptation	correctional treatment	foreign institutions

9. Work with your partner. Choose at least 3 vocabulary items from this unit. You can make a list, but DO NOT show it to your partner. Take turns to ask ONLY YES / NO questions to guess the phrases.

Example:

- A: Is it a person?
 B: Yes.
 A: Does he work in prison?
 B: No.
 A: Does he stay in prison?
 B: Yes.
 A: Is it an inmate?
 B: Yes.



E. DO IT YOURSELF – GLOSSARY

10. Translate the missing phrases to complete the glossary. The first letter of each word is already given.

c _____ t _____
 e _____ of the p _____
 h _____
 o _____
 p _____ f _____
 p _____ -t _____ d _____
 p _____ s _____
 r _____ r _____

oddziaływanie penitencjarne
 wykonanie kary
 humanitarny
 przestępca / sprawca
 jednostka penitencjarna
 tymczasowe aresztowanie
 bezpieczeństwo publiczne
 szanować prawa

UNIT 2

Organisational Structure of the Prison Service in Poland

Łukasz Włodarczyk



Photograph: Łukasz Włodarczyk

A. BEFORE YOU READ

1. Work in pairs and discuss the following questions. Then, share your ideas with the entire class.

- 1) What uniformed formations do you know?
- 2) Are there any rules and regulations considering the use of power by prison officers?
- 3) Can only Prison Service officers exercise power?
- 4) Is the use of power fair and humane in your opinion?



B. READING PRACTICE

2. Read Text 1 carefully and find words or phrases which mean:

- | | |
|---|--|
| a) zdrowie psychiczne i fizyczne | g) niekaralność |
| b) rękojmia prawidłowego wykonywania powierzonych zadań | h) uregulowany stosunek do służby wojskowej |
| c) zdolność do wykonywania czynności prawnych | i) stosownie do wymogów określonych w przepisach |
| d) obywatelstwo polskie | j) odpowiednio do zajmowanego stanowiska |
| e) wykształcenie średnie | k) organ |
| f) dotyczy | l) jednostka organizacyjna |



TEXT 1

ORGANISATION OF THE PRISON SERVICE IN POLAND AND ENTRY REQUIREMENTS

The Prison Service is a uniformed, armed and apolitical formation, which is subordinate to the Minister of Justice. The staff comprises both officers and (non-uniformed) employees.

The authorities of the Prison Service (PS) are:

- Director-General of the Prison Service
- District Director
- Director of a correctional facility and detention centre
- Rector-commandant of the Prison Service school, former commandant of the Central Prison Service Training Centre, and commandant of Prison Service Staff Further Training Centre.

The Prison Service in Poland is divided into organisational units, which are:

- Central Board of Prison Service
- District Inspectorates of Prison Service
- Correctional facilities and detention centres
- The school of Prison Service (The Academy of Justice)
- Central Prison Service Training Centre, and Prison Service Staff Further Training Centre.

To become a member of the Service, the candidate must meet the requirements set out in the Prison Service Act, which are:

- Polish citizenship
- Legitimate military service status
- Clean criminal record
- Capacity to perform legal acts
- Good mental and physical health
- Guarantee of confidentiality in line with statutory requirements
- Guarantee of the proper performance of given tasks
- Secondary education (or higher) certificate (for officers) or education appropriate to the job (for civilian employees)
- Must be at least 18 years old – applies to civilian employees only.

Based on: The Prison Service Act of 9 April 2010 and <https://www.sw.gov.pl/strona/zadania-i-uprawnienia-sw> (as of 05.07.2021).

3. Read Text 1 again if you need to and decide if the sentences 1–10 are true (T), false (F) or if it is not stated (NS) in the text.

- 1) Prison Service officers can be members of political parties. **T / F / NS**
- 2) Only uniformed officers work for the Prison Service. **T / F / NS**
- 3) All Prison Service staff must wear uniforms when at work. **T / F / NS**
- 4) There are twice as many officers than employees in the Prison Service. **T / F / NS**
- 5) The Director-General of the Prison Service is directly subordinate to the Minister of Justice. **T / F / NS**
- 6) A person who has been sentenced can become a Prison Service officer at least 10 years after of the trial. **T / F / NS**

- 7) Under-aged persons can start their training, but will be certified once they have come of age. **T / F / NS**
- 8) Obese persons cannot join the Prison Service. **T / F / NS**
- 9) Unlike correctional facilities, detention centres are not subordinate to the Minister of Justice. **T / F / NS**
- 10) Every organisational unit has got their own requirements in terms of recruiting new staff. **T / F / NS**

4. Read Text 2. Find the words and phrases which mean:

- 1) dozowanie osadzonych
- 2) prowadzenie akt osadzonych
- 3) na porządku dziennym
- 4) przyjmowanie osadzonych
- 5) ochrona przeciwpożarowa
- 6) zwalnianie osadzonych
- 7) organizowanie przepustek
- 8) rozmieszczenie osadzonych
- 9) zaopatrywanie jednostki w energię elektryczną
- 10) naprawy i remonty

TEXT 2

DEPARTMENTS IN A POLISH PENAL FACILITY

THE SECURITY DEPARTMENT

Officers from this department have direct contact with the inmates on a daily basis. They should closely co-operate with the officers from the correctional treatment (penitentiary) department. Their offices are located in, or very close to the housing unit. The basic tasks of the officers are:

- Ensuring order and safety in the establishment
- Escorting (internally and externally) inmates
- Organising walks for the inmates
- Fire protection
- Monitoring inmates' behaviour
- Inmates' surveillance
- Searches
- Organising shooting training

THE CORRECTIONAL TREATMENT (PENITENTIARY) DEPARTMENT

Officers from this department work directly with inmates. They implement correctional treatment and rehabilitation activities on them. Moreover, they apply re-adaptation activities in order to aid inmates in returning to society. Their main tasks are:

- Running correctional treatment
- Drafting opinions on inmates
- Maintaining inmates' personal records
- Organising sports, cultural and educational activities
- Solving inmates' problems

THE FINANCIAL DEPARTMENT

Officers in this department are responsible for:

- Accounting
- Budget planning
- Distributing cash flows
- Calculating staff salaries
- Maintaining inmates' individual micro-accounts (their salaries and financial liabilities and expenses)
- Record keeping

THE RECORD-KEEPING DEPARTMENT

Officers from this department are responsible for:

- Initial reception to the establishment
- Final discharge
- Organising ROTLs (Release on Temporary Licence) also informally known as temporary release (temporary parole)
- Inmates' record keeping
- Maintaining inmates' personal records
- Arranging the transports of inmates
- Deployment of inmates

THE QUARTERMASTER (LOGISTICS) DEPARTMENT

This department maintains all the facilities within the establishment, as well as deals with investments and public contracts. Its main duties include:

- Supplying the establishment with electricity, heating and water
- Providing officers with uniforms
- Supplying the establishment with most materials and devices necessary for its proper operation
- Supervising the preparation of food for the inmates
- Supervising/performing repairs and refurbishments within the establishment
- Providing inmates with personal hygiene products and clothes
- Transporting inmates

THE HEALTHCARE DEPARTMENT

- Performing medical procedures, both planned and emergency
- Organising external medical check-ups and procedures
- Keeping the medical records of inmates

THE HUMAN RESOURCES DEPARTMENT

This department links the management with the rest of the staff. The officers and employees from this unit execute the human resources strategy and supervise the professional development of the staff. They also recruit new staff and are responsible for good working conditions. What is more, the HR Department keeps the personal files of all staff members.

Based on: <https://www.sw.gov.pl/strona/struktura-sw> (as of 06.07.2021).

C. VOCABULARY PRACTICE**5. Match English names with their Polish equivalents.**

- | | |
|---------------------------------|----------------------------|
| 1) Human Resources Dept. | a) Dział Ochrony |
| 2) Quartermaster Dept. | b) Dział Penitencjarny |
| 3) Correctional Treatment Dept. | c) Dział Kwatermistrzowski |
| 4) Record-keeping Dept. | d) Dział Ewidencji |
| 5) Financial Dept. | e) Dział Finansowy |
| 6) Security Dept. | f) Służba Zdrowia |
| 7) Healthcare Dept. | g) Dział Kadr |

6. Using your own words, prepare definitions / explanations of the words or phrases below. Be specific. You can give examples too.

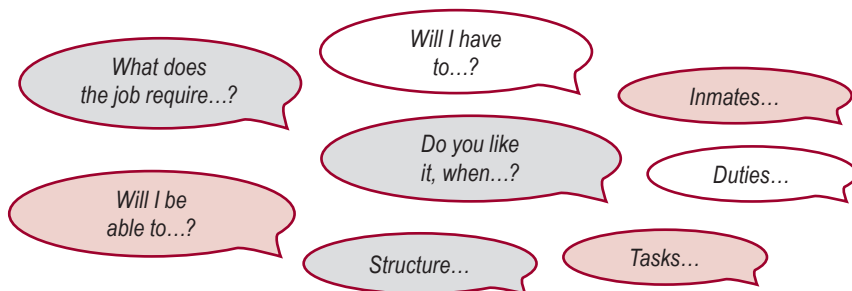
WORD OR PHRASE	DEFINITION OR EXPLANATION
ROTL	
initial reception	
final discharge	
external medical check-ups	
inmates deployment	
personal hygiene products	
inmates financial liabilities	
inmates' personal records	

7. Find mistakes in the phrases below and correct them

- a) Principal General of the Prison Service
- b) Release on Temporary Permit
- c) Clean Criminal Record
- d) Central Committee of Prison Service
- e) District Inspection of the Prison Service
- f) Exterior escort
- g) Housing territory
- h) Organisational elements
- i) Cash movements
- j) Medical check-ins

**D. COMMUNICATION**

- 8. Work with your partner. Imagine you are an officer-to-be. Ask your friend, who has been in the Prison Service several years what it looks like “from the inside”. You can use the prompts below.**



- 9. Work in groups. Brainstorm the importance of the Prison Service in society. Why do we need it? Will it ever become obsolete? If so, why? If not, why not?**

**E. DO IT YOURSELF – GLOSSARY**

- 10. Translate the missing phrases to complete the glossary. The first letter of each word is already given.**

a _____

apolityczny

a _____

uzbrojony

C _____ B _____

Centralny Zarząd Służby Więziennej

of P _____ S _____

c _____

obywatelstwo

c _____ c _____ r _____

niekaralność

d _____

zwolnienie

D _____ I _____
 of the P _____ S _____
 e _____ r _____
 f _____ l _____
 g _____ of c _____
 i _____ d _____
 l _____ m _____
 s _____ s _____
 M _____ of J _____
 o _____ u _____
 p _____ f _____ /
 c _____ f _____ /
 e _____
 p _____ r _____
 r _____
 s _____ to
 s _____
 t _____ p _____ /
 r _____

Okręgowy Inspektorat Służby Więziennej

wymagania wstępne

zobowiązania finansowe

rękojmia zachowania tajemnicy

rozmieszczenie osadzonych

uregulowany stosunek do służby wojskowej

Minister Sprawiedliwości

jednostka organizacyjna

jednostka penitencjarna

akta osobowe

przyjęcie

podległy

dozorowanie

zwolnienie warunkowe

UNIT 3

Polish Prison Service Rank Structure

Agnieszka Szczepaniak-Olejniczak

Picture taken from: <http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU19970840537/O/D19970537.pdf>,
modified by Agnieszka Szczepaniak-Olejniczak



A. BEFORE YOU READ

1. Look at the picture above and answer the questions.

- 1) How many official ranks and corps are there in the Polish Prison Service?
- 2) What is your rank?
- 3) What are your colleagues' ranks?
- 4) How many rank names of the Prison Service officers can you list?
- 5) How many kinds of uniforms can you list?

2. Work in pairs. Compare the answers.



B. READING PRACTICE

3. Read the text. Check your answers to the questions in Exercise 1.

4. Label the pictures with the underlined words from the text.



RANK INSIGNIA OF THE PRISON SERVICE MEMBERS

Insignia on service members' uniforms denote rank and include various emblems, such as stripes, chevrons or stars. These are typically worn on the shoulder or collar of a service member's uniform.

Officers of the Prison Service in Poland may appear in a variety of uniforms: a dress uniform, a service uniform and a battle uniform. Each uniform jacket, as well as a coat, jacket, shirt or sweater, should have a shoulder mark (also called a shoulder rank patch, a shoulder board or a rank slide). It is a flat cloth sleeve, which is worn on the shoulder strap of a uniform. This shoulder insignia (with white emblems) indicates an officer's corps and official rank.

There are nineteen official ranks and three corps in the Polish Prison Service: non-commissioned officer corps, warrant officer corps and officer corps.

There are nine official ranks within the non-commissioned officer corps:

- private,
- lance corporal,
- corporal,
- master corporal,
- platoon sergeant,
- sergeant,
- master sergeant,
- senior master sergeant,
- chief master sergeant.

A private's shoulder board is blank. A lance corporal wears a single horizontal stripe. An NCO holding the rank of corporal wears two horizontal stripes. A master corporal wears three horizontal stripes, and a platoon sergeant's shoulder mark has four horizontal stripes. A sergeant wears a single point-down chevron inside a border (a white strip sewn around the edge of the patch). A master sergeant wears two point-down chevrons in a border, a senior master sergeant wears a single chevron over a horizontal stripe in a border, and a chief master sergeant wears two chevrons over a horizontal stripe inside a border.

There are three ranks within the warrant officer corps:

- junior warrant officer,
- warrant officer,
- master warrant officer.

A junior warrant officer wears a star above a point-down chevron, a warrant officer wears a star, and a master warrant officer wears two stars, one above another. Each warrant officer corps shoulder mark has a white border.

There are seven ranks within the officer corps:

- second lieutenant,
- lieutenant,
- captain,
- major,
- lieutenant-colonel,
- colonel,
- general.

A second lieutenant's shoulder mark has two stars, one above another (with no border around the edge of the patch). A lieutenant wears three stars, and a captain wears four stars – all placed one above another. A major wears a star above two horizontal stripes, a lieutenant-colonel wears two stars above two horizontal stripes, and a colonel's mark is three stars placed one over another above two horizontal stripes. A general wears a star above an M-shaped thick decorative trimming (a decorative tape).

Adapted and translated from: Rozporządzenie Ministra Sprawiedliwości z dnia 22 czerwca 2018 r. w sprawie umundurowania i wyposażenia polowego funkcjonariuszy Służby Więziennej (sejm.gov.pl), p. 22–25.

5. Work in pairs. Read the text and answer the questions.

- 1) What indicates a Prison Service member's official rank?
- 2) Which piece of clothing may have a rank mark?
- 3) Which shoulder boards contain stars?
- 4) How many ranks are there within the officer corps?
- 5) How is a general rank mark different from other marks?
- 6) Which corps' rank marks have a border?



C. VOCABULARY PRACTICE

6. Read the text again. Label the shoulder insignia. Translate each rank into Polish.

NON-COMMISSIONED OFFICER CORPS

WARRANT OFFICER CORPS

OFFICER CORPS

7. Match the words to the Polish meaning.

- | | |
|-------------------|------------------------|
| 1) purl | a) czapka służbowa |
| 2) bar | b) furażerka |
| 3) service cap | c) naramiennik |
| 4) forage (cap) | d) bajorek |
| 5) shoulder strap | e) patka / "łapka" |
| 6) gorget patch | f) naszywka |
| 7) wind jacket | g) wsuwka naramiennika |
| 8) slip-on | h) wiatrówka |

8. Work in pairs. Translate the following sentences into Polish.

- 1) This rank is below the rank of corporal and is typically the lowest non-commissioned officer.
- 2) Chevrons may be worn point uppermost or downwards.
- 3) The emblem is a small star above a chevron.
- 4) In some countries, metal rank badges are attached to epaulettes.
- 5) Polish Prison Service dress uniforms are steel-blue.
- 6) The badge is worn by certain officers in the military or other forces.
- 7) The general's sleeve insignia has thick horizontal decorative trimming.
- 8) Most personnel in every military service branch wear chevrons (V-shaped stripes) or stars.

9. Work in pairs. Translate the following sentences into English

- 1) Oznaczeniem stopnia plutonowego są cztery poziome belki.
- 2) Dystynkcje noszone na płaszczu zimowym, kurtce mundurowej, wiatrówce, koszuli letniej i służbowej wykonane są bezpośrednio na naramiennikach.
- 3) Starsi szeregowi i podoficerowie Służby Więziennej na czapce służbowej i furażerze noszą dystynkcje haftowane bajorkiem.
- 4) Dystynkcje noszone na płaszczu letnim, kurtce zimowej, letniej i swetrze wykonane są na wsuwkach zakładanych na naramienniki.
- 5) Patki to metalowe lub materiałowe dystynkcje noszone na kołnierzu munduru.

**D. COMMUNICATION****10. Work with your partner. Take turns to describe a shoulder insignia so that the partner can guess the rank.****Example:**

A: A single horizontal stripe.

B: A lance corporal.

**E. DO IT YOURSELF – GLOSSARY****11. Translate the Polish rank names into English**

a) podporucznik

b) plutonowy

c) szeregowy

d) major

e) starszy sierżant

f) podpułkownik

g) kapral

h) młodszy chorąży

i) kapitan

j) starszy szeregowy

12. Complete the glossary by adding and translating the missing ranks.

SECTION II

Penitentiary Facilities and their Community



Photograph: Agnieszka Szczepaniak-Olejniczak

UNIT 4

Types of Penitentiary Institutions in Poland

Agnieszka Szczepaniak-Olejniczak



Photograph: Małgorzata Pogorzałek



A. BEFORE YOU READ

1. Work in pairs. Make a list of types of penal facilities you know (e.g. prisons, remand/detention centres). Compare your answers with the partner.
2. Work in pairs. Answer the questions.
 - 1) What types of security systems can you list?
 - 2) How is a security system connected to a type of prison?
 - 3) In which Polish cities can you find examples of particular types of prisons?



B. READING PRACTICE

3. Read the text and decide if the sentences below are true (T) or false (F).
 - 1) In general, there are 4 types of prison in Poland. T / F
 - 2) As a rule, degrees of security systems applied within a penitentiary institution depend on a type of such institution. T / F
 - 3) A remand centre and a prison are the same thing. T / F
 - 4) If parameters of different security systems are used together, the system always assumes a lower level of security. T / F
 - 5) Prisons and remand centres are always located in the centre of a town or a city. T / F
 - 6) Children may stay with their incarcerated mothers regardless of age. T / F
 - 7) Pre-trial detention is important to carry out all the necessary legal procedures properly. T / F
 - 8) Inmates may be accommodated out of prison. T / F

TYPES AND CATEGORIES OF PENAL INSTITUTIONS

The sentence of imprisonment in Poland may be served in different categories of penal institutions intended for various categories of prisoners:

- juvenile offenders;
- the first-time offenders;
- penitentiary recidivists;
- those sentenced to military detention.

Prisons can be categorised into three types: closed, semi-open, or open. A different degree of security system is applied within a penitentiary institution:

- high-security in closed prisons and remand centres;
- medium security in semi-open prisons;
- low security in open prison.

As indicated above, prisons differ as to the degree of security, type of isolation and daily routine of the inmates, as well as their rights with regard to personal freedom (restrictions on movement) inside and outside of prison facilities. In some cases, however, different security solutions may be applied within one penitentiary institution: e.g. a high and a medium-security system may be present together.

A remand centre is a penitentiary institution where detainees serve pre-trial detention, and which provides for the proper conduct of criminal proceedings.

Prisons and remand centres may have external units (or outer wards), which provide temporary accommodation for the inmates. Usually, closed prisons include a section of the semi-open type. What is more, a closed prison may include housing units of an open character. Remand centres with sections for inmates serving a sentence in a closed prison are equally common. In principle, if parameters of different security systems are used together, the unit as a whole respects the primacy of the facility with the higher level of security (the system assumes a higher level of security).

In general, the following kinds of penal facilities exist in Poland:

- remand centre;
- remand centre with a prison section;
- prison with a remand section;
- prison;
- external unit;
- unit for temporary accommodation of the sentenced;
- Mother and Child homes within a prison, when incarcerated mothers want to exercise custody over their children before they turn three years old.

Adapted from: <https://webcache.googleusercontent.com/search?q=cache:2WX1uTa17ZsJ:https://www.europris.org/file/polish-prison-service-security-systems-in-prisons-and-remand-centres2/%3Fdownload%3D1+&cd=6&hl=pl&ct=clnk&gl=pl&client=firefox-b-d> (as of 01.04.2021); full text: Cezary Mecwaldowski, Polish Prison Service, Security Systems in Prisons and Remand Centres, Warszawa: EURO-MEDIA 2015.



C. VOCABULARY PRACTICE

4. Match the underlined words and phrases in the text with their Polish equivalents.

- | | |
|--------------------------|---------------------------------------|
| 1) serve your sentence | a) pozbawiony wolności, uwięziony |
| 2) juvenile offender | b) odbywać wyrok |
| 3) military detention | c) sprawować opiekę |
| 4) incarcerated | d) młodociany przestępca |
| 5) exercise custody | e) kara aresztu wojskowego |
| 6) semi-open | f) zakres izolacji |
| 7) security system | g) areszt śledczy |
| 8) remand centre | h) półotwarty |
| 9) high-security | i) system zabezpieczenia |
| 10) type of isolation | j) pełny system zabezpieczenia |
| 11) detainee | k) część, oddział |
| 12) criminal proceedings | l) oddział zewnętrzny |
| 13) section | m) postępowanie karne |
| 14) closed prison | n) zatrzymany /tymczasowo aresztowany |
| 15) external unit | o) zakład karny typu zamkniętego |

5. Write 5 sentences with at least 5 chosen words or phrases from Exercise 4.
Compare your answers with your partner.

- 1)
- 2)
- 3)
- 4)
- 5)

6. Read the text again. Find the English equivalents to the Polish words and phrases.

- 1) uwięzienie – im _____
- 2) recydywista – _ e _ i _ i _ _
- 3) umiarkowany system zabezpieczenia – m _ d _ _ _ se _ _ _ _ _
- 4) przedsądowy – _ _ e – t _ i _ _
- 5) przeprowadzić – c _ n _ _ _ _
- 6) powszechny – _ o _ _ o n
- 7) jednostka – _ n _ _
- 8) prymat, nadrzędność – p _ i _ a _ _
- 9) zakwaterowanie – a _ _ o _ _ o _ _ _ _ _
- 10) tymczasowy – t _ _ _ o _ _ _ y

D. COMMUNICATION**7. Complete the table on pages 31–33 with sentences about the rules within a particular type of prison. Check with your teacher.****Example:**

In an open prison cells are open 24 hours a day.

In the semi-open prisons inmates' mail may be checked by the prison staff.

	HIGH-SECURITY SYSTEM CLOSED PRISONS & REMAND CENTRES	MEDIUM-SECURITY SYSTEM SEMI-OPEN PRISONS	LOW-SECURITY SYSTEM OPEN PRISONS
 CELLS			
 EMPLOYMENT			

	HIGH-SECURITY SYSTEM CLOSED PRISONS & REMAND CENTRES	MEDIUM-SECURITY SYSTEM SEMI-OPEN PRISONS	LOW-SECURITY SYSTEM OPEN PRISONS
 VOCATIONAL TRAINING			
 CULTURAL, EDUCATIONAL AND SPORTS ACTIVITIES			
 MOVEMENT RESTRICTIONS			
 CLOTHING			
 VISITS			

	HIGH-SECURITY SYSTEM CLOSED PRISONS & REMAND CENTRES	MEDIUM-SECURITY SYSTEM SEMI-OPEN PRISONS	LOW-SECURITY SYSTEM OPEN PRISONS
 INMATE MAIL			
 INMATE PHONE CALLS			
 COOKING			
 PASSES FROM PRISON			
 MONEY			

8. Work with your partner. Make comparisons about the rules and regulations within a particular type of penitentiary institution, indicating the biggest differences.

Example:

In semi-open prisons, the inmates can take part in cultural, educational, or sports activities organised by the administration of the prison outside the premises, whereas in closed prisons general education and sports activities take place within the establishment.

In semi-open and open prisons inmate mobility on the prison premises is governed by internal regulations.



E. DO IT YOURSELF – GLOSSARY

9. Unscramble the words. Then match them with their Polish meaning.

1) PERPRO DUCTNOC	
2) MAPRICY	
3) NIGTHOLC	
4) CADITEDIN	
5) CENSENTEN FO SONIMPRITMEN	
6) VERES A ECNETNES	
7) STIRF-MITE FONEFREDs	
8) INDECLU	
9) VIPRODE	
10) LLYQUAE MONCOM	
11) MENTVEMO TRIRESTICONS	
12) MANITE MILA	
13) SESPAS MORF SIPRON	
14) LOYPEMNEMT	
15) CATIVOLANO NITRAGIN	

równie powszechny • wskazano • zatrudnienie • właściwe przeprowadzenie •
dostarczać/zapewniać • poczta osadzonych • skazani po raz pierwszy • odzież • przepustki •
zawierać • szkolenie zawodowe • odbywać karę („odsadywać wyrok”) •
ograniczenie swobody przemieszczania się • nadzędność • kara pozbawienia wolności

UNIT 5

The Elements of a Prison Infrastructure

Łukasz Włodarczyk

Photograph: Łukasz Włodarczyk



A. BEFORE YOU READ

1. Work in pairs. Answer the questions.

- 1) Think of a prison and name as many elements of the facility as possible.
- 2) What role do penal facilities serve in society?
- 3) What other means of punishment do you know (apart from prison sentences)?



B. READING PRACTICE 1

2. Read Text 1. Decide if the sentences are true (T) or false (F).

- a. All prisons are exactly the same as they must be built to one design. T / F
- b. Different establishments may differ in terms of security measures used within. T / F
- c. A person who has been lawfully deprived of liberty can be called an inmate. T / F
- d. A prison must provide accommodation to inmates, other amenities/facilities are not obligatory. T / F
- e. Prisoners mustn't leave the facility, unless permitted, but any citizen can freely enter the prison. T / F
- f. Prisons nowadays are densely populated. T / F
- g. Despite being sentenced, prisoners still have some of their rights respected and addressed. T / F



TEXT 1

PRISON FACILITIES – INTRODUCTION

Prison, jail, penitentiary, detention centre, correction centre/facility, lock-up, just to name a few, all refer to a place, in which people are forcibly, yet legally, confined and deprived of most of their freedoms. Those people are called *inmates* or *prisoners*. The basic role of any facility is to separate inmates from society (not to let the inmates out and society in). This can be achieved by many *physical security measures*, which will be explained later. There are different types of prisons, therefore, their design varies and must strictly obey applicable legislation.

Modern prisons accommodate a great number of inmates, but apart from housing them, other basic needs of inmates must be addressed. That is why, every establishment has a list of onsite facilities such as a kitchen, health care, fitness, education and library, a place for religious practices, entertainment, and so on.

Based on: <https://en.wikipedia.org/wiki/Prison> (as of 10.03.2021).



C. VOCABULARY PRACTICE

3. Match the expressions from column A with their opposites from column B.

A

- 1) an inmate
- 2) applicable legislation
- 3) forcibly
- 4) onsite facilities
- 5) confined
- 6) to obey
- 7) to separate
- 8) to deprive a person of...

B

- a) external services
- b) a free person
- c) to disrespect / not follow
- d) not restrained
- e) old laws
- f) to provide one with...
- g) peacefully
- h) to unite



D. READING PRACTICE 2

4. Read Text 2 and label the pictures below.



TEXT 2

SECURITY – GENERAL OVERVIEW

Every establishment is equipped with a selection of physical security measures, which enforce safety and good order. Depending on the type of the facility and its security level, the design and measures used may vary.

The building itself is surrounded by *walls* and/or *fences* (*perimeters*). When there are two perimeters the space between them is called *the sterile area*; inmates are not allowed access there.

Some walls have *watchtowers* (or guard towers) and *walkways* between them. To improve the security *barbed wire* (a wire with spikes or sharp points) or *razor wire* – *usually concertina type* (a wire with razor-shaped points formed in coils) are used. Other security measures may include *motion sensors*, *perimeter lighting*, or even *electrified fencing*. Entrance to the establishment is through a guarded *gate*.

Within the building there are *gates*, *bars*, a *CCTV monitoring system*, *alarms*, *restraints*, *nonlethal* and *lethal weapons*.

Prisons are equipped with *control rooms*, which are responsible for the daily operational supervision of movement, order, security and control of the prison. Most of the control rooms are equipped with a CCTV monitoring system, which facilitates observation of the premise.

Each staff member's shift starts with *security briefings*, during which officers can coordinate daily and emergency security measures.

To take control over a riot or any disruption, officers are equipped with *weapons* (*lethal* and *nonlethal*), *personal protective equipment*, *shields*, *riot batons*, etc. These must be stored in a secure room, called *armoury* and *equipment store*, to which only *authorised personnel* is allowed access, located in an area that is free of inmates.

Adapted from: TECHNICAL GUIDANCE FOR PRISON PLANNING Technical and operational considerations based on the Nelson Mandela Rules, 2016 – UNITED NATIONS OFFICE FOR PROJECT SERVICES (UNOPS), Copenhagen 2016.

5. Read Text 2 carefully. Match the English phrases with their Polish equivalents.

- | | |
|----------------------------------|---------------------------|
| 1) authorised person | a) odprawa |
| 2) briefing | b) środki ochrony własnej |
| 3) riot | c) osoba upoważniona |
| 4) personal protective equipment | d) tarcza |
| 5) shield | e) zamieszki |
| 6) wall | f) skład broni i sprzętu |
| 7) armoury and equipment store | g) brama |
| 8) gate | h) mur |

6. Read Text 3. Then work with your partner to complete the crossword.

TEXT 3

PRISONER ACCOMMODATION – GENERAL OVERVIEW

As far as accommodation is concerned, inmates live in *housing units*. There are different types of accommodation, such as:

- *Single/shared cells* (rooms occupied by one or two inmates)
- *Dormitories* (open spaces that house groups of inmates)
- *Vulnerable prisoner accommodation* (for prisoners who mustn't be housed with other inmates due to the type of crime committed, relationship with other inmates or health issues).

Inmates spend a considerable amount of time in *cells*. That is why they must be designed in a way that doesn't hinder the supervision of inmates by the prison staff. In order to prevent escapes *robust gates* and doors with *locking mechanisms* must be installed. Moreover, all of the elements must be built with solid materials, which cannot be destroyed easily.

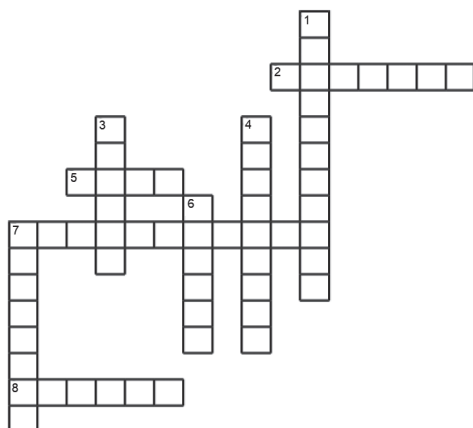
A cell must be equipped with a *bed* (*bunk beds* are common in shared cells), sink and toilet, table and stools and a storage area (usually fixed cabinets and/or shelves).

Block facilities are integral parts of any establishment, as they ensure the inmates' health and well-being. These are:

- Outdoor space/yard
- Sanitary and bathing installations
- Dayroom
- Telephone boots
- Multi-purpose rooms.

Isolation cells (also known as *solitary confinements* or *segregation cells*) are rooms which are used to separate individual inmates from the rest of the prison population to prevent them from causing harm to themselves or other inmates, or as a punishment.

Adapted from: TECHNICAL GUIDANCE FOR PRISON PLANNING Technical and operational considerations based on the Nelson Mandela Rules, 2016 – UNITED NATIONS OFFICE FOR PROJECT SERVICES (UNOPS), Copenhagen 2016.



ACROSS:

2. Two levels bed
5. Outdoor space for physical activity
7. Cell design mustn't obstruct the ... of inmates
8. Strongly built

DOWN:

1. Part of a prison where inmates live
3. Type of cell where more than one person is confined
4. Open space where a group of inmates is housed
6. Type of cell for one person
7. Confinement

- 1) How can you make a cell serve its purpose for a long time?
- 2) What obstacles can prison officers find in cells?
- 3) What static security measures are used in cells?
- 4) What types of prison accommodation do you know (in terms of the number of inmates)?
- 5) What basic needs can inmates satisfy in cells / dormitories?
- 6) Can inmates leave their cells freely? If yes, under what circumstances?
- 7) How many inmates can be placed in solitary confinement? Why?
- 8) At what time does the cleaning department clean cells?

8. Match the phrases from the box below with their English translations.

ogrodzenie pod napięciem • zbrojownia • obowiązujące przepisy prawne •
zatrzymany, ujęty • odprawa • kraty • drut kolczasty

- 1) applicable legislation
- 2) armoury
- 3) barbed wire
- 4) bars
- 5) briefing
- 6) confined
- 7) electrified fencing

9. Match the phrases from the box below with their Polish translations.

facility • inmate • isolation cell / solitary confinement •
external services • forcibly • establishment • gate

- 1) jednostka
- 2) usługi zewnętrzne
- 3) placówka / miejsce
- 4) siłą
- 5) brama / bramka
- 6) osadzony
- 7) cela izolacyjna / izolatka

10. Match phrases with the same meaning.

- | | |
|----------------------------------|-----------------------------------|
| 1) lawfully | a) teren / obiekt |
| 2) lethal weapon | b) czujnik ruchu |
| 3) non-lethal weapon | c) broń z amunicją niepeneracyjną |
| 4) motion sensor | d) przeszkoda |
| 5) obligatory | e) na terenie obiektu |
| 6) obstacle | f) broń z amunicją penetracyjną |
| 7) onsite | g) prawnie, na mocy prawa |
| 8) personal protective equipment | h) fizyczne środki ochronne |
| 9) physical security measures | i) środki ochrony własnej |
| 10) premises | j) obowiązkowy |

11. Translate the words and phrases below from English to Polish.

- 1) razor wire
- 2) riot
- 3) restrained
- 4) sterile area
- 5) watchover

UNIT 6

Prison Community – Staff and Inmates

Agnieszka Szczepaniak-Olejniczak

Photograph: Małgorzata Pogorzałek



A. BEFORE YOU READ



1. Work in pairs. List some job positions in prison. Compare with your partner.
2. Discuss the following questions with your partner.
 - 1) What is your job position?
 - 2) How long have you worked in the Prison Service?
 - 3) How often do you have direct contact with inmates? If regularly, what are your duties?
 - 4) What kind of inmates are there in Polish prisons?

B. READING PRACTICE



3. Read the text. Add headings to each section (1–5). Use your own ideas.
4. Read the text again and answer the questions.
 - 1) What are the main objectives of the Prison Service?
 - 2) What is correctional treatment usually based on?
 - 3) How large is the percentage of female prison staff and inmates in Poland?
 - 4) What kind of prison officers and employees have regular contact with inmates?
 - 5) What percentage of young prisoners are in Polish penal facilities?

STAFF AND INMATES IN POLISH PRISONS

(1)

The main objectives of the Polish Prison Service include, among others, conducting social rehabilitation for persons sentenced to imprisonment, providing order and security in penitentiary institutions, and performing pre-trial detention, custodial sentences and coercive measures resulting in the deprivation of liberty. Social rehabilitation (reintegration) of inmates is closely related to and **fostered** by correctional treatment, which is mainly based on organising work leading to qualifications **recognised** outside prison, cultural and education activities, sports activities and specialised therapy.

(2)

Prison staff deal with prisoners from all walks of life and with various issues and problems. Personnel working on a daily basis with inmates are prison educators, psychologists and ward officers. Other members of staff having regular contact with inmates are for example maintenance persons, stock keepers and head cooks (chefs). They are usually prison officers employed at the department of logistics (quartermaster department) who are, among others, responsible for choosing inmates (previously selected by the prison educator) to work and **supervising** prisoners performing their duties. Some prison officers may be **appointed** to monitor prison visits. Another person having direct contact with inmates is the prison director, who sees prisoners signed up for an **appointment** and controls the residents' cells.

(3)

Not all prison job positions **demand** being a prison officer; for instance, a nurse, a driver or a cashier at the finance department may be civilians. Out of the whole penitentiary staff (officers and employees), about 20% are female. Whatever their status, **gender** or job position, prison personnel have a significant impact on inmates' time in prison.

(4)

According to the World Prison Brief issued in May 2021 in Poland, there are 215 penitentiary institutions (70 institutions for pre-trial detainees, 87 prisons, 14 hospitals and 44 other units **associated** with the 157 main institutions) with an official **capacity** of around 82 thousand places, occupied in nearly 87%. It means that the total prison population (**including** pre-trial detainees / remand prisoners) is about 72 thousand. The detention rate per 100,000 of the national population is 188 – the result is based on the estimated national population of 37.94 million.

(5)

According to the statistics **issued** in June 2021, pre-trial detainees or remand prisoners stand for 12% of the prison population. The percentage of female prisoners is approximately 5%. There are 2% foreign prisoners in Polish prisons and a little above 1.5% of the prison population are juveniles (**minors** or young prisoners). The most numerous **foreign** nationality group in Polish prisons and remand centres are Ukrainians (575), Georgians (132) and Belarussians (84). The statistics change monthly and detailed information and reports may be found at the Polish Prison Service official website.

Partially adapted from: Poland, World Prison Brief (prisonstudies.org) (as of 28.07.2021) and <https://webcache.googleusercontent.com/search?q=cache:2WX1uTa17ZsJ:https://www.europpris.org/file/polish-prison-service-security-systems-in-prisons-and-remand-centres2/%3Fdownload%3D1+&cd=6&hl=pl&ct=clnk&gl=pl&client=firefox-b-d> (as of 01.04.2021).

C. VOCABULARY PRACTICE



5. Match the words to the Polish meaning.

- | | |
|--------------------------------|---------------------------------|
| 1) liaison / escorting officer | a) kierowca |
| 2) prison educator | b) szef kuchni |
| 3) ward officer | c) młodociany (BrE) |
| 4) shift commander | d) tymczasowo aresztowany |
| 5) driver | e) konserwator |
| 6) nurse | f) doprowadzający |
| 7) psychologist | g) dział finansowy |
| 8) head cook | h) oddziałowy |
| 9) stock keeper | i) pielęgniarka |
| 10) maintenance person | j) zatrzymanie w areszcie |
| 11) finance department | k) dowódca zmiany |
| 12) prison director | l) wychowawca |
| 13) remand prisoner | m) psycholog |
| 14) juvenile | n) magazynier |
| 15) detention | o) dyrektor zakładu (więzienia) |

6. Work with your partner. Add words from your list in Exercise 1. Make sure you know the meaning of the words and phrases.

7. Work in pairs. Take turns to describe the words and phrases from Exercise 1 and Exercise 5 in English. A person who guesses the described word, scores a point.

8. Make sentences using the following phrases from the text. You may change the form of the verbs if necessary. Then, compare the sentences with your partner.

1) social reintegration of inmates

2) all walks of life

3) perform duties

4) have a significant impact

5) **deprivation of liberty**

6) **on a daily basis**

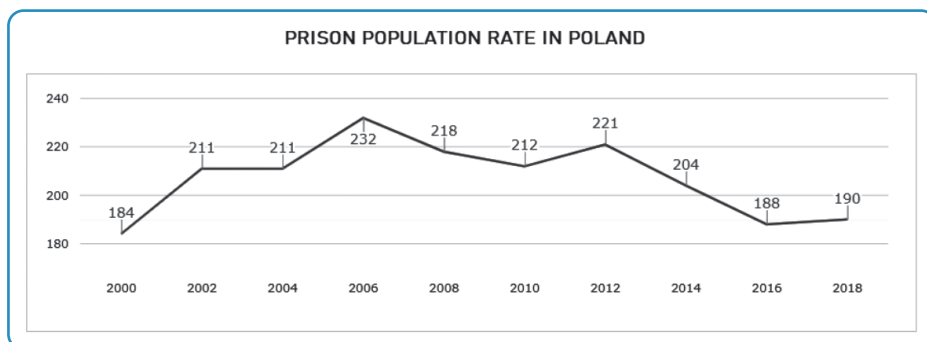
9. Look at the underlined> words in the text. Match them to their Polish equivalents.

wszyscy	---	prawie	-----
głównie	-----	w przybliżeniu	-----
całość	-----	niedużo ponad	-----
około	-----	podany szacunkowo	-----
około	-----	najliczniejszy	-----
znaczny	-----	nie wszystkie	-----



D. COMMUNICATION

10. Work in pairs or small groups. Look at the statistics below, and go to Poland, World Prison Brief (prisonstudies.org) to check the current data. Analyse the prison population rate trend taking into account the newest reports. If possible, try to consider the economic and political situation or other factors which could have an impact on the rate.



Taken from: Poland, World Prison Brief (prisonstudies.org) (as of 29.07.2021)

Example:

A: In which year, according to World Prison Brief, was there the highest prison population rate in Poland?

B: In 2006. The rate per 100,000 inhabitants was 232.

A: Why was it so high then?

B: Probably because of the economic crisis...

11. Look at the table below. Work in pairs or small groups to make sentences about the trend in female prisoners in Poland. Use phrases from Exercise 9 and phrases in the box below.

POLAND			
Year	Number of female prisoners	Percentage of total prison population	Female prison population rate (per 100,000 of national population)
2000	1,729	2.5%	4.5
2005	2,359	2.8%	6.2
2010	2,597	3.2%	6.8
2015	2,379	3.4%	6.3
2021	3,347	4.7%	8.8

Taken from: Poland, World Prison Brief (prisonstudies.org) (as of 29.07.2021)

rise • decline • increase • decrease • grow • fall • double • half • twice

Example:

The number of female prisoners in Poland doubled in 21 years.

E. DO IT YOURSELF – GLOSSARY

12. Find the words in bold in the text. Then complete the glossary.



- | | |
|-------------------------------|----------|
| 1) obcy / cudzoziemski | fo _____ |
| 2) łącznie z | in _____ |
| 3) nadzorować | su _____ |
| 4) młodociany / nieletni (US) | mi _____ |
| 5) płeć / rodzaj | ge _____ |
| 6) przynależny (do) | as _____ |
| 7) spotkanie | ap _____ |
| 8) uznawany | re _____ |
| 9) według | ac _____ |
| 10) wspierać | fo _____ |
| 11) wydany | is _____ |
| 12) wymagać | de _____ |
| 13) wyznaczony do | ap _____ |

UNIT 7

Types of Criminal Offences

Klaudia Klamka



Photograph taken from: <https://pixabay.com>



A. BEFORE YOU READ

1. Look at the photo and answer the questions.

- 1) What can you see in the photo?
- 2) What is the person doing?
- 3) What is the name of the crime and the criminal?
- 4) What category is this kind of offence?
- 5) Do you think it is a serious crime?



B. READING PRACTICE 1

2. Read Text 1 and do the vocabulary exercises.

TEXT 1

CATEGORIES OF CRIMES IN THE USA

In general, we can divide criminal acts into five categories: personal crimes, property crimes, inchoate crimes, statutory crimes and financial crimes.

Personal crimes are those that cause physical or mental harm to another person. They can be divided into forms of **homicide** (for example, first-degree murder, voluntary manslaughter, or vehicular homicide) and other violent crimes, such as **assault and battery, arson, child abuse, domestic abuse, kidnapping, rape** and **statutory rape**.

Property crimes typically involve interference with someone else's property. They usually result in the deprivation of the use or enjoyment of property although they may cause physical or mental harm to another person. They are usually **theft crimes**, including **burglary**, **larceny**, **robbery**, **auto theft** and **shoplifting**.

Inchoate crimes refer to those crimes that were initiated but not completed. They require more than just intending or hoping to commit a crime – to be found guilty, one must take a “substantial step” towards the completion of the crime. Inchoate crimes include **aiding** and **abetting**, **attempt** and **conspiracy**.

Statutory crimes include those crimes which are proscribed by statute, specifically because society hopes to deter individuals from engaging in them. There are three main types of statutory crimes:

- alcohol-related crimes, such as **driving under the influence** (DUI/DWI – driving while intoxicated), minor in possession of alcohol, public intoxication, underage DUI, selling and supplying alcohol to minors, refusing to perform a field sobriety test, refusing to perform a breathalyzer or provide a blood sample,
- drug crimes, such as **drug possession**, **drug manufacturing** and **drug trafficking**,
- traffic offence, such as **driving on a suspended or revoked license**, **driving without a license**, **hit-and-run accidents**, **reckless driving**, and **vehicular assault**.

Financial crimes, often called white-collar crimes*, are those which involve deception or fraud for financial gain. They include different types of **fraud** and **blackmail**, **embezzlement** and **money laundering**, **tax evasion** and **cybercrime**.

Adapted from: <https://www.justia.com/criminal/offenses/> Last updated April 2018 (as of 04.04.2021).

**according to en.wikipedia.org (as of 04.04.2021), white-collar crime (corporate crime, more accurately) refers to a financially motivated, non-violent crime committed by businesses and government professionals. It was first defined by the sociologist Edwin Sutherland in 1939 as “a crime committed by a person of respectability and high social status in the course of their occupation”. Typical white-collar crimes could include wage theft, fraud, bribery, Ponzi schemes, insider trading, labour racketeering, embezzlement, cybercrime, copyright infringement, money laundering, identity theft and forgery.*

C. VOCABULARY PRACTICE

3. Find the expressions in the text which mean the following:

- 1) ingerencja w czyjąś własność
- 2) korzyść majątkowa
- 3) osoba zamierzająca popełnić przestępstwo
- 4) pozbawienie możliwości korzystania z mienia
- 5) krzywda psychiczna
- 6) wszczęte, ale nie zakończone
- 7) zabronione w ustawie
- 8) zostać uznanym za winnego



4. Match the collocations and translate them into Polish.

- | | |
|--------------|--------------------|
| 1) auto | a) abuse |
| 2) blood | b) driving licence |
| 3) domestic | c) harm |
| 4) drug | d) evasion |
| 5) money | e) laundering |
| 6) physical | f) possession |
| 7) sobriety | g) rape |
| 8) statutory | h) test |
| 9) suspended | i) theft |
| 10) tax | j) sample |

5. Complete the sentences:

- 1) Attempt and conspiracy are examples of _____.
- 2) Financial crimes include money _____ and tax _____.
- 3) Because a DUI/DWI involves both alcohol and the use of a vehicle, it is considered both an _____ – _____ and a _____.
- 4) Where a traffic offence results in death, it can be charged as a far more serious crime, such as a form of _____.

6. Use the suffixes -ar, -er, -ist to form the names of criminals.

- | | |
|--------------|-------|
| 1) arson | _____ |
| 2) blackmail | _____ |
| 3) burglary | _____ |
| 4) mug | _____ |
| 5) murder | _____ |
| 6) rape | _____ |
| 7) smuggle | _____ |

7. Complete the sentences with the names of crimes made of the words in brackets.

- 1) If your car is stolen, you should report the _____ (THIEF) to the police immediately.
- 2) There were two cases of armed _____ (ROBBER) in our city last week.
- 3) In some border areas, _____ (SMUGGLE) is the main source of income for a lot of families.
- 4) Some people don't regard music and video _____ (PIRATE) as a crime.

- 5) Large shops employ detectives to stop _____ (SHOPLIFT).
- 6) _____ (VANDALISE) is a problem in many big cities.
- 7) Computer _____ (HACKER) can cause greater losses than _____ (BURGLAR).

8. Complete the table with the missing words.

	crime	verb	criminal
1.	burglary		
2.		kidnap	
3.			murderer
4.	drug dealing		
5.		rob	
6.			vandal
7.	theft		
8.		hack	
9.			shoplifter
10.	fraud		

9. Complete the sentences with the names of crimes. Use the words from the table.

- 1) Drug _____ is still a big problem for the police.
- 2) I reported the _____ of my bicycle to the police.
- 3) We've had three _____ in this road in a month. Each time they took money and jewellery.
- 4) Computer _____ is a crime that can hurt lots of organisations and businesses.
- 5) _____ tourists and demanding money for their return are happening more often these days in some countries.
- 6) Many big shops employ store detectives to prevent _____.
- 7) He will be in prison for the rest of his life for the _____ of his wife. He bought a gun and killed her.
- 8) During the bank _____ one man was injured. Two million pounds were stolen.
- 9) A famous politician is in prison for _____ at the moment. He hasn't paid thousands of pounds in tax.
- 10) Two students were expelled from our school because of _____. They had smashed the windows of all the cars in the car park.

10. Match the crimes 1–10 with the definitions a–j.

- | | |
|------------------|---|
| 1) arson | a) killing someone by accident |
| 2) assassination | b) following and watching someone all the time |
| 3) assault | c) stealing from a ship or illegal online copying |
| 4) blackmail | d) setting fire to a building |
| 5) bribery | e) hitting or attacking someone physically |
| 6) manslaughter | f) paying someone for doing something illegal or important to you |
| 7) pickpocketing | g) bringing goods to another country illegally |
| 8) piracy | h) stealing things from a person's coat or bags |
| 9) smuggling | i) persuading someone to do something with threats |
| 10) stalking | j) killing someone famous or important |

**D. READING PRACTICE 2****11. Read Text 2 and do the exercises below.**

TEXT 2
VIOLENCE & LANGUAGE

The way people communicate can frequently cause harm to one another. This happens when they use toxic language, more professionally known as **violent communication**. It is often the result of using manipulative or coercive language that induces fear, guilt, shame, praise, blame, duty, obligation, punishment, and/or reward. Violent communication happens in speaking and listening (and in thinking, through self-talk or imagined conversations). Thus, if you want to improve your relationships, try non-violent communication. It is a popular method of solving conflicts developed in the 1960s by Marshall Rosenberg. He educated people to express their needs in a compassionate way in order to avoid violent communication. By learning it, we are able to express our personal needs more effectively and our relationships with others can improve.

There are different types of violent communication. Here are some of them:

- 1) **Blaming others** – blaming is when you do not take any responsibility for your problems, everything that happens to you is always someone else's fault.
- 2) **Threats** – a threat is when you let someone know that there will be a bad consequence if they or do not do something. The reason you give a threat is you want to stop that person from doing it.
- 3) **Shoulds** – when we use the word 'should' in a sentence, we are telling other people how they should live their lives. We also use 'should' on ourselves, which is a toxic way of talking to ourselves.
- 4) **Labelling** – when we label someone, we tend to see everything they do in terms of a fixed set of expectations. For example, if we always focus on the worst things about other people, we will never see the good sides about them.
- 5) **Black-and-white thinking** (exaggerating) – a person who is in a habit of doing black-and-white thinking, always thinks a situation is 100% great or the worst thing ever in the world. The way we show black-and-white thinking in language is often by using the words 'always' or 'never'.

- 6) **Guilt-tripping** (covert manipulation) – is a form of manipulation which attempts to make a person feel bad about something that they previously did. It is not obvious and you need advanced skills in understanding people to realise that they are playing with you or with your emotions.
- 7) **Diagnosing** – is when you consider yourself to be a psychologist who knows everything about somebody and you use this knowledge while talking to them, either accusing them or excusing them for their behaviour.
- 8) **Emasculation** – is the act of making somebody less powerful or less effective (the actual meaning of that word is the removal of both the penis and the testicles).

Adapted from: <https://www.engvid.com/toxic-language-violent-communication/> (as of 04.04.2021).

12. Work in pairs. Look at the examples of toxic language below.

To which type of violent communication would you match these expressions?

a) You can't concentrate because of your ADHD.

b) It's all your fault!

c) He should work harder at school.

d) There was a tall handsome doctor in the hospital.

e) You're driving me crazy!

f) If you don't get out of bed now, we're going without you.

g) This is all because you're a commitment-phobe

h) There's no point eating this now, I'll put it in the bin.

i) You never help me around the house.

j) You're always late.

k) If you don't eat your vegetables, you can't have dessert.

l) You look so gay in that T-shirt.

m) The poor dog hasn't been out today.

n) You always mess up everything.

o) You should help me more around the house.

E. COMMUNICATION



13. Work in groups. Discuss how you would change some of these toxic expressions into more peaceful ways of communication.

14. Choose the correct word or phrase.

- 1) Toxic language is the kind of language we often use *with* / *without* realising it.
- 2) When we use violent communication we can *start* / *stop* arguments and people *will* / *won't* become angry with us.

- 3) Threats are often used towards children when parents *know / don't know* how to communicate in a reasonable and peaceful way.
- 4) When you use the word 'should', people don't like that kind of communication because it sounds like *a compliment / an order*, as if you were telling them what to do or trying to control them.
- 5) People who use *black-and-white thinking / guilt-tripping* tend to really love someone or really hate someone – they don't see the middle ground in the situation.
- 6) Emasculation is often used by women when they want to get some power over men and make them feel bad. They do this to *take away / boost* their confidence as a man.
- 7) We need to be *conscious / unconscious* that we sometimes use toxic language and try to *reduce / extend* it to make our relationships healthier.
- 8) We *can / can't* change the language we use so that we can have better communication with other people.

15. Read the sentences from Exercise 14 again and decide if you agree with them or not. Exchange your ideas with a partner. Justify your opinions.



F. END OF UNIT QUESTIONS

16. Work in pairs and answer the questions.

- 1) What are the main categories of criminal offences? Can you define them? Give a few examples of crimes from each category?
- 2) Which crime / crimes in your opinion deserves / deserve the most severe punishment? Why do you think so?
- 3) Do you agree with the philosophy of non-violent communication by Marshall Rosenberg? Why / why not? Justify your opinion.



G. DO IT YOURSELF – GLOSSARY

17. Complete the gaps in the glossary with the correct category and type of crimes from the box.

Alcohol-related crimes • Drug crimes • Financial crimes • Inchoate crimes •
Personal crimes • Property crimes • Statutory crimes • Traffic offences

- 1) – przestępstwa na osobie / przestępstwa przeciwko życiu i zdrowiu

voluntary manslaughter – zabójstwo umyślne

vehicular homicide – zabójstwo w ruchu kołowym

assault (and battery) – napaść / napad (z pobiciem)

arson – podpalenie

child abuse – znęcanie się nad dziećmi

domestic abuse – przemoc domowa

kidnapping – porwanie

rape – gwałt

statutory rape – uwiedzenie osoby nieletniej (gwałt w sensie prawnym)

violent crimes – brutalne przestępstwa

physical / mental harm – fizyczna / psychiczna krzywda

2) **przestępstwa przeciwko mieniu**

theft crimes – przestępstwa kradzieży

robbery – rabunek

burglary – włamanie

auto theft – kradzież samochodów

larceny – kradzież

shoplifting – kradzież w sklepie

3) **przygotowanie przestępstwa**

aiding – pomocnictwo

attempt – usiłowanie

abetting – podżeganie

conspiracy – spisek

4) **przestępstwa określone prawem stanowionym****przestępstwa związane z użyciem alkoholu**

driving under the influence (DUI) / driving while intoxicated (DWI) – prowadzenie pojazdu pod wpływem alkoholu

refusing to perform a (field) sobriety test – odmowa wykonania badania trzeźwości (w terenie)

minor in possession of alcohol (US) – posiadanie alkoholu przez nieletnich

refusing to perform a breathalyzer – odmowa wykonania badania alkomatem

underage DUI – osoby nieletnie prowadzące pojazd pod wpływem alkoholu

refusing to provide a blood sample – odmowa oddania próbki krwi

selling / supplying alcohol to minors (US) – sprzedaż / dostarczanie alkoholu nieletnim

przestępstwa narkotykowe

drug possession – posiadanie narkotyków

drug trafficking – handel narkotykami

drug manufacturing – produkcja narkotyków

wykroczenia drogowe

driving on a suspended / revoked licence – prowadzenie pojazdu mimo cofniętych uprawnień

hit-and-run accidents – ucieczka z miejsca wypadku

driving without a licence – prowadzenie pojazdu bez prawa jazdy

reckless driving – lekkomyślne prowadzenie pojazdu

vehicular assault – użycie samochodu do czynnej napaści

5) **przestępstwa finansowe**

white-collar crimes – przestępstwa gospodarcze dotyczące tzw. białych kołnierzyków

money laundering – pranie brudnych pieniędzy

deception / fraud – oszustwo

tax evasion – uchylanie się od płacenia podatków

blackmail – szantaż

cybercrime – cyberprzestępczość

embezzlement – defraudacja

UNIT 8

Young People and the Law

Klaudia Klamka

Photograph taken from: <https://www.pexels.com>



A. BEFORE YOU READ

1. Match the phrases 1–7 with their definitions a–f.

- | | |
|-----------------------|--|
| 1) an offence | a) in prison until a court trial begins |
| 2) criminal liability | b) responsibility for any illegal behaviour that causes harm or damage to someone or something |
| 3) custody | c) a punishment given by a judge in court to a person or organisation after they have been found guilty of doing something wrong |
| 4) on remand | d) an illegal act; a crime |
| 5) parole | e) the state of being kept in prison, especially while waiting to go to court for trial |
| 6) responsibility | f) the ability or authority to act or decide on one's own, to be in charge of something |
| 7) sentence | g) permission for a prisoner to be released before their time in prison is finished, with the agreement that they will behave well |

2. Work in pairs and discuss the following questions.

- 1) Is the age of criminal responsibility/liability in Poland and the UK the same?
- 2) Who decides what punishment young people receive when they have problems with the law? What do they take into account?
- 3) Do you think that incarceration has positive effects on young offenders?
- 4) How do you think young offenders spend their time in custody?
- 5) What problems might occur in young offender institutions?
- 6) At what age do criminals go to a full adult prison in Poland? Is it the same in England?

B. READING PRACTICE**3. Read the texts and check your answers to questions in Exercise 2.**

TEXT 1
YOUNG OFFENDERS IN THE UK

The age of **criminal responsibility** in England and Wales is 10 years old (in Scotland it is 8 years old). It means that a child under this age cannot be charged with committing a criminal offence.

Children between 10 and 17 can be arrested and taken to court if they commit a crime. However, they are treated differently from adults – they are dealt with by **youth courts** and are given different sentences. What happens depends on their age and how serious the crime is.

- If the crime committed by a young person is so serious there is no other suitable option or the young person has committed crimes before, a court can give them a **custodial sentence**.
- A young person can also be sent to custody on remand.
- For severe crimes – usually violent or sexual – young people can get an 'extended sentence'. They could spend a long time in custody, and when released they will be put under supervision for a long time (for example being tagged).
- For murder, the court sets the minimum amount of time to be spent in custody. The young person cannot **apply for parole** before this time.
- For other serious crimes, (sometimes) the sentence for a young person can last as long as the sentence for an adult for the same offence (but not longer). This includes **life sentences**.

If they are sentenced to custody, they are sent to special **secure centres** for young people, not to adult prisons. The Youth Justice Board decides which secure centre a young person will be sent to. They will choose a place that can deal with the young person's needs safely, is suitable for their age, sex, background and is located as near to their home as possible. When released, the young person will be **kept under supervision** for the rest of their life.

Someone aged between 12 and 17 can be given a Detention and Training Order, which last between 4 months and 2 years. The first half of the Detention and Training Order is served in custody, the second half is served in the community.

Young people aged 18 are treated as an adult by the law. If they're sent to prison, they will be sent to a place that holds 18 to 25-year-olds, not a **full adult prison**.

Adapted from: <https://www.gov.uk> (as of 05.07.2021). For further information on what happens if a child under 10 breaks the law, look at: <https://www.gov.uk/if-my-child-gets-in-trouble-with-police>.

TEXT 2 YOUTH CUSTODY IN THE UK

There are three forms of youth custody in the United Kingdom: Young Offender Institutions (which account for 73% of those in custody), Secure Training Centres (housing 17%) and Secure Children's Homes (10%). They focus on different types of youth offenders and therefore have different staffing and accommodation specifications.

- 1) **Young Offender Institutions** are prisons for 15 to 21-year-olds. They are run by the Prison Service as part of the prison estate as a whole, they are also generally larger than other parts of the system. Prisoners serving sentences at Young Offender Institutions are expected to take part in at least 25 hours of education per week, aimed at helping them to improve their behaviour, to develop practical skills for use in the outside world and to prepare them for lawful employment following their release.
- 2) **Secure Training Centres** are smaller, purpose-built establishments run by private companies and designed to accommodate between 60–80 boys and girls aged 12–17, split into units of 5 to 8 people. Until 2018, there were 3 Secure Training Centres in England. They give 30 hours of education and training a week, following a school day timetable.
- 3) **Secure Children's Homes** are characterised by a child care rather than a custodial ethos. They are operated by local authorities and are overseen by the Department of Education rather than the Ministry of Justice. They house between 8 and 40 people aged 10 to 14. There are currently 8 Secure Children's Homes in England and Wales that detain children on justice grounds.

In 2019 there were approximately 859 people under 18 in youth custody in England, of which approximately one quarter were on remand. This figure has dropped by almost two thirds in the in the years 2010–2020, and is considerably lower than the figure of 2,807 in 2001.

Young Offender Institutions have historically been the target of criticism. Problems there have included suicides and self-harm, bullying and unsafe conditions for prisoners. Inmates are often locked in cells for up to 21 hours a day and given little tuition or guidance.

Critics argue that imprisonment is inappropriate for young people. The majority of them have complex educational, social and often mental health needs, which are often not addressed.

The 2018/19 statistics showed that over two-thirds (69%) of children and young people released from custody reoffend within 12 months of release. This compares with a reoffending rate of 48% from adult prisons.

Adapted from: <https://www.politics.co.uk/reference/young-offender-institutions/> (as of 05.07.2021). For further information watch: https://www.youtube.com/watch?v=_rCLcL-15CI (YOUNG OFFENDER: Is prison the answer?).

4. Read the sentences. Decide if they are true (T) or false (F).

TEXT 1

- 1) The age of responsibility is the same in all of the UK. T / F
- 2) In England, children under 10 cannot be charged with committing a criminal offence. T / F
- 3) A Scottish child can be arrested at the age of 9. T / F
- 4) Children and young people are treated the same as adults if they get in trouble with the police. T / F

TEXT 2

- 5) The number of young people in custody has increased in the UK in the last 20 years. **T / F**
- 6) A Secure Children's Home can accommodate more young people than a Secure Training Centre. **T / F**
- 7) According to the statistics, there are fewer recidivists among adults than among young offenders. **T / F**
- 8) Young Offender Institutions have attracted criticism for their lack of care. **T / F**

C. VOCABULARY PRACTICE

5. Complete the sentences with the words from Exercise 1. There is one extra word which you do not need to use. You may need to change some words into plural.

- 1) He has a long record of previous convictions for similar .
- 2) Reynolds was sentenced to life without .
- 3) He was held on in prison for 18 months.
- 4) He was given a non-custodial .
- 5) You will be remanded in until your trial.
- 6) He earns more money now, but he also has more .

6. Match the underlined words in Text 1 to their Polish equivalents.

- 1) postawić zarzut popełnienia przestępstwa
- 2) zostać postawionym przed sądem
- 3) umieścić w areszcie tymczasowym
- 4) oddać pod dozór
- 5) ustalić minimalną ilość czasu
- 6) podlegać prawu /odpowiedzialności karnej
- 7) przedłużona kara

7. Match the words and phrases to make collocations from Text 1. Translate the collocations into Polish.

- | | |
|-----------------|-------------------|
| 1) apply for | a) prison |
| 2) criminal | b) centres |
| 3) custodial | c) parole |
| 4) a full adult | d) sentence |
| 5) keep under | e) courts |
| 6) life | f) supervision |
| 7) youth | g) sentence |
| 8) secure | h) responsibility |

8. Match the definitions to the underlined words in Text 2.

- 1) the act of liberating or freeing
- 2) based on the system of laws within a country
by which people are judged and punished
- 3) to commit another crime
- 4) help and advice about how to do something
or about how to deal with problems
- 5) to hold without crowding or inconvenience
- 6) a period of time when a young criminal
is kept in a type of prison as a punishment
- 7) the act of putting someone in prison
or the condition of being kept in prison
- 8) repeated behaviour which is intended
to hurt someone either emotionally or physically

**D. COMMUNICATION**

- 9. Work in pairs. Make questions with the words in Exercise 8. Join another pair. Ask and answer the questions you have made.**

10. Work with another partner. Discuss the questions.

- 1) If you were the Minister of Justice, what age of criminal liability would you introduce? What punishment would you impose on young offenders?
- 2) What, in your opinion, is the most serious problem for which young offender institutions are criticised?
- 3) Do you think that prison is the solution for young people who have committed a crime?
- 4) What else can be done to reduce the likeliness of reoffending among young people?
- 5) Some people believe that staff do not always do enough to prevent violence. Do you think it is possible to improve this problem?
- 6) Some critics also argue that incarceration has the opposite effect: with little to occupy them and in the company of other offenders, detainees may be put on the road to a life of crime. Do you agree with these critics?
- 7) What do you think should be done in a situation when a child under 10 breaks the law?

- 11. Work in two groups. Discuss the topic: 'The age of criminal responsibility should be lowered'. One group represents arguments 'for', and the other one 'against' the topic. You may share your ideas in the Oxford-Style Debate format.**

E. DO IT YOURSELF – GLOSSARY



12. Translate the phrases to complete the glossary. Compare with your partner.

- | | | |
|-----|--|--|
| 1) | | znęcanie się |
| 2) | | odpowiedzialność karna |
| 3) | | kara pozbawienia wolności |
| 4) | | przedłużona kara |
| 5) | | zakład karny dla dorosłych |
| 6) | | poradnictwo, wskazówki |
| 7) | | dożywocie |
| 8) | | przestępstwo |
| 9) | | w areszcie |
| 10) | | zwolnienie warunkowe |
| 11) | | odpowiedzialność |
| 12) | | wyrok |
| 13) | | zakład poprawczy / schronisko dla nieletnich |
| 14) | | zwolnienie (z więzienia / aresztu) |
| 15) | | sądy dla nieletnich |
| 16) | | ubiegać się o zwolnienie warunkowe |
| 17) | | trzymać pod nadzorem |
| 18) | | oddać pod dozór |
| 19) | | zakwaterować, pomieścić |
| 20) | | ponownie popełniać wykroczenie |
| 21) | | umieścić w areszcie tymczasowym |
| 22) | | ustalić minimalną ilość czasu |
| 23) | | zostać postawionym przed sądem |
| 24) | | podlegać prawu / odpowiedzialności karnej |
| 25) | | postawić zarzut popełnienia przestępstwa |

**YOUR NOTES**

SECTION III

Safe and Efficient Functioning of the Institution



Photograph: Agnieszka Szczepaniak-Olejniczak

UNIT 9

Admission to a Penal Facility in Poland – General Information

Agnieszka Szczepaniak-Olejniczak

Photograph: Agnieszka Szczepaniak-Olejniczak



A. BEFORE YOU READ

1. Work in pairs. Discuss the following questions.

- 1) What kind of penal facilities do you know? Give some examples of prisons located in Poland.
- 2) What kind of crime do you have to commit to be sent to prison? How long for? List some crimes and the average length of a prison sentence.
- 3) What are the basic procedural stages of admitting someone to prison? What should be done upon the arrival of a new inmate?
- 4) What rights do inmates have?



B. READING PRACTICE

2. Read the text and answer the questions below. Ignore the gaps at this stage.

- 1) What kind of personal data must be provided before a person gets to a cell?
- 2) What kind of objects or personal belongings should be placed in deposit?
- 3) According to law, who may an inmate inform about their place of stay? Who may a foreigner wish to inform?
- 4) What should an inmate be informed about?
- 5) How should an inmate react in the case of any problems?

Adapted from: <https://sw.gov.pl/assets/34/43/35/184bf6a5aefee002421d9fa98196c90be2cb4448.pdf> (as of 01.03.2021).



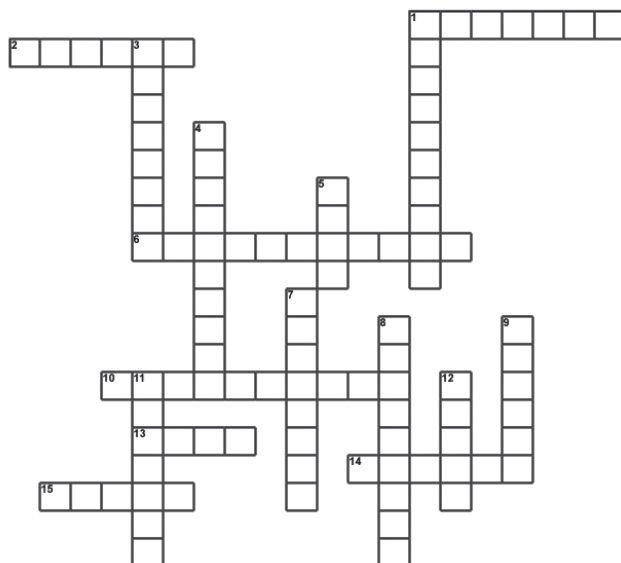
- 1) adres zameldowania
- 2) użyć siły fizycznej
- 3) podać dane osobowe
- 4) areszt
- 5) stan zdrowia
- 6) być tymczasowo aresztowanym
- 7) powiadomić bliską osobę
- 8) placówka dyplomatyczna

- 9) miejsce obecnego przebywania
- 10) zgłosić problem wychowawcy
- 11) dokumenty osadzonych
- 12) zapoznać z

5. Match and translate.

- | | |
|------------------|------------------------|
| 1) reception | a) contact |
| 2) prison | b) colour |
| 3) maintain | c) conditions |
| 4) hair | d) and duties |
| 5) previous stay | e) products |
| 6) sentence | f) situation |
| 7) rights | g) to clean |
| 8) use | h) calculation form |
| 9) living | i) in prison |
| 10) force | j) without permission |
| 11) tobacco | k) to a penal facility |
| 12) family | l) employee |

6. Work with your partner. Choose *Down* or *Across*. Do the crossword by finishing phrases.



Across:

1. to place some objects in...
2. rights and...
6. rules and...
10. living...
13. sentence calculation...
14. detention...
15. to use physical...

Down:

1. security and...
3. to report the problem to the...
4. cultural...
5. personal...
7. penal...
8. registered place of...
9. consular...
11. prison...
12. date and place of...

7. Find the words in the grid and cross them out. Then write a sentence with each word.

D	T	B	P	S	M	P	A	I	E	C	H	K	D	E	P	O	S	I	T
D	U	T	I	E	S	Z	O	O	E	E	P	A	I	M	M	O	L	B	K
B	G	I	F	D	R	A	C	H	J	B	M	Y	S	P	W	S	O	B	F
B	I	O	L	U	D	M	D	A	T	U	L	B	C	M	B	J	D	O	C
W	E	A	J	C	G	B	F	I	F	M	R	B	I	K	C	W	F	C	H
T	T	R	I	A	G	A	M	F	T	O	Y	D	P	L	S	O	J	T	P
R	H	P	C	T	Y	C	C	D	Z	D	B	A	L	G	F	K	H	Y	F
A	E	N	S	O	O	K	I	I	J	A	L	M	I	R	E	Y	L	R	H
K	C	Z	C	R	E	G	U	L	A	T	I	O	N	S	G	H	L	H	O
H	Y	C	E	U	N	R	Y	Z	I	A	K	K	E	A	H	T	I	P	L
U	E	U	A	K	N	O	K	C	F	L	M	Y	O	W	B	S	E	B	F
T	N	D	G	E	F	U	R	S	A	F	G	R	M	W	I	O	M	R	P
N	Y	L	E	H	C	N	B	F	C	N	Z	E	Y	U	E	F	B	K	B
N	A	I	C	O	N	D	I	T	I	O	N	S	W	B	A	F	M	L	E
G	W	D	F	F	O	I	F	G	L	S	U	I	T	I	B	I	Z	C	M
H	B	U	U	F	O	R	M	Z	I	J	S	D	W	R	U	C	M	K	F
O	O	F	E	I	S	R	A	K	T	Z	C	E	N	T	R	E	P	D	I
O	F	O	R	C	E	T	P	E	Y	H	H	N	I	H	E	H	D	S	S
U	W	E	J	E	R	T	D	R	T	Z	H	C	B	H	E	S	L	M	K
M	B	E	R	R	M	G	Y	W	S	K	N	E	T	L	S	W	I	U	N

FACILITY
RESIDENCE
CENTRE
BACKGROUND
OFFICER
DATA
REGULATIONS
DUTIES
DISCIPLINE
OFFICE
CONDITIONS
FORCE
EDUCATOR
FORM
BIRTH
DEPOSIT

D. COMMUNICATION

8a. Prepare a short interview. Write questions using the phrases given.

Example:

NAME / SURNAME

What is your name? What is your surname?

- | | |
|----------------------------------|---|
| 1) EYE COLOUR | 5) MAINTAIN CONTACT |
| 2) TOBACCO PRODUCTS | 6) NOTIFY THE CLOSEST PERSON /
NOTIFY AN INSTITUTION (ABOUT
THE INMATE'S WHEREABOUTS) |
| 3) REGISTERED PLACE OF RESIDENCE | |
| 4) FAMILY SITUATION | |

8b. Add 3 more questions. Use ideas from the text in Exercise 2.

- 7) _____
- 8) _____
- 9) _____



9. Work in pairs. Compare the interview questions and write a short conversation between a prison officer and an inmate. Then practise the conversation and present it to the group.

Example:

A: What is your name?

B: My name is ...

A: What is your surname?

B: ...

- 10a. Work on your own. You are to be admitted to prison. Read the text in Exercise 2 again and decide what you want to ask a prison officer about. Write 5 questions.

Example:

Can I talk to the educator?

- 10b. Work in pairs. Take turns to roleplay an inmate and a prison officer. Ask and answer the questions from Exercise 10a.



E. DO IT YOURSELF – GLOSSARY

11. Translate the phrases to complete the glossary. Compare with your partner.

- 1) ac _____ – zapoznać (kogoś z czymś)
- 2) ad _____ – przyjęcie do jednostki penitencjarnej
- 3) as _____ – stowarzyszenie
- 4) b _____ – być tymczasowo aresztowanym
- 5) b _____ – zaczepiać, nękać
- 6) c _____ – konsulat (odpowiedni dla danej osoby)
- 7) c _____ – przynależność kulturowa
- 8) d _____ – areszt
- 9) d _____ – dyscyplina
- 10) e _____ – wychowawca
- 11) f _____ – sytuacja rodzinna
- 12) f _____ – zmuszać
- 13) i _____ – osadzony
- 14) i _____ – instytucje
- 15) i _____ – obrażać
- 16) m _____ – adres korespondencyjny
- 17) m _____ – utrzymywać kontakt
- 18) n _____ – poinformować bliską osobę
- 19) o _____ – organizacja
- 20) p _____ – dane osobowe

- | | |
|-------------|------------------------------------|
| 21) p _____ | – siła fizyczna |
| 22) p _____ | – oddać do depozytu |
| 23) p _____ | – poprzedni pobyt w więzieniu |
| 24) p _____ | – pracownik więzienia |
| 25) p _____ | – funkcjonariusz służby więziennej |
| 26) r _____ | – miejsce zameldowania |
| 27) r _____ | – zgłosić problem |
| 28) r _____ | – regulamin więzienia |
| 29) s _____ | – bezpieczeństwo |
| 30) s _____ | – arkusz obliczenia kary |
| 31) s _____ | – specjalne potrzeby |
| 32) s _____ | – stan zdrowia |
| 33) w _____ | – oddział |
| 34) w _____ | – miejsce obecnego przebywania |

UNIT 10

Prison Admission Interview

Agata Czepik

Photograph: Agata Czepik



A. BEFORE YOU READ

1. Put the words in the box under the correct heading. Some words can go under more than one heading. Then, match some of them to the definitions below.

running away • learning difficulties • homelessness • withdrawal symptoms •
visible disabilities • penitentiary facilities • livelihood • middle school education •
emotionally abusive parents • young offender institution • domestic violence •
vocational training • self-supporting children • truancy • health assessment • tranquilizers •
pension • rehabilitation center • social welfare • council flats

A) Criminal Record

B) Family Situation

C) Education

D) Health Status

E) Social Readaptation Needs Assessment

- 1) Prisons or similar institutions
- 2) A place where offenders aged 15 to 21 may be detained
- 3) Intentional and illegal absence from school
- 4) Physical, mental or neurological conditions that are easily noticed
- 5) Money paid regularly to a retired person
- 6) Problems which affect areas of learning
- 7) It is a government program that provides assistance to people in need
- 8) Flats provided by the local government at low rents
- 9) A place where people with an alcohol or drug addiction are treated

B. READING PRACTICE**2. Read Section 1 below and fill in the blanks with the words in the box.**

unsupportive • self-supporting • young offender institutions • training courses •
education care centers (US) • cohabitant • widow / widower • criminal record •
school-aged • physically abusive parents • grade repetition • single-parent • truancy

SECTION 1
PRISON ADMISSION INTERVIEW IN POLAND

Each penitentiary facility has documentation that must be completed during the admission process. Essential paperwork includes a prison admission interview form. It is designed to gather some basic information about a detainee. It also helps identify an inmate's health and safety risks as well as specific needs. The interview is conducted by a correctional officer. The form is divided into 10 sections, each dealing with one aspect of the detainee's life:

I Criminal Record / II Family Situation / III General and Vocational Education / IV Health Status
V Social Readaptation Needs Assessment / VI Problems With the Detainee's Placement
/ VII Attitude to Prison Subculture / VIII Preliminary Needs and Problems Assessment /
IX The Detainee's Aptitudes and Interests / X The Detainee's Declared Attitude Towards
the Offense (US) / Charges Brought Against Them.

I 1. _____ (karalność)

The information-gathering process begins with questions concerning:

- prior stay in penitentiary facilities: prison / offense / length of stay / reason for release.
- stay in special 2. _____ (jednostki opiekuńczo-wychowawcze).
- stay in 3. _____ (zakłady poprawcze).

II Family Situation

The second part helps to identify:

- **marital status** (single / married / divorced / 4. _____ (wdowiec, wdowa) / 5. _____ (konkubent).
- the name, surname, registered place of residence of a wife / husband / **cohabitant** / family.
- other persons to maintain contact with.
- the number of 6. _____ (w wieku szkolnym) children / adult children / 7. _____ (samodzielne) children.
- a 8. _____ (niepełna) family / two-parent family / divorce / death / separation.
- symptoms of dysfunctional family: alcoholism / drug abuse of parents / chronic illnesses / criminogenic family structure / mental illnesses / domestic violence – 9. _____ (stosowanie przemocy fizycznej przez rodziców) or other persons / **emotionally abusive parents** or other persons / running away from home or other places of residence / 10. _____ (brak wsparcia) family.
- domestic atmosphere.

III General and Vocational Education

The interviewer will collect some information about the detainee's education. They will find out if:

- a detainee has incomplete primary / primary / middle school education / vocational training / 11. _____ (kursy dokształcające) / **basic vocational education** / comprehensive secondary education / secondary vocational education / higher education.
- a detainee had learning difficulties (subjects, 12. _____ (powtarzanie klas), 13. _____ (wagary)).
- it is recommended to complete education / **retrain**.

3. Make sentences using the prompts on the right. Check with the teacher.

Then, use the left side of the diagram to act out the roles. Add your own ideas.

I. CRIMINAL RECORD

1. Czy kiedykolwiek przebywał pan w jednostkach penitencjarnych? Jakich?
2. Dlaczego pan tam przebywał?
3. Jak długo pan tam przebywał?
4. Czy kiedykolwiek przebywał pan w jednostkach opiekuńczo-wychowawczych lub zakładach poprawczych?



You / ever / stay / ...?
 Why / you / stay?
 How long / you stay?
 You / ever / stay / young
 offender institutions /
 education care centers?

II FAMILY SITUATION

1. Jaki jest pana stan cywilny?
2. Jakie jest imię i nazwisko pana konkubiny / żony? Gdzie ona mieszka?
3. Z kim pan zamierza utrzymywać kontakt?
4. Ile ma pan dzieci? Czy są w wieku szkolnym / samodzielne / dorosłe?
5. Czy pochodzi pan z rodziny pełnej czy niepełnej?
6. Jakie problemy występowały w pana domu rodzinnym: alkoholizm, choroby przewlekłe, choroby psychiczne, stosowanie przemocy fizycznej przez rodziców, stosowanie przemocy psychicznej przez rodziców, brak wsparcia emocjonalnego?



What / your / marital status?
 What / your cohabitant / wife / name? Where / she / live?
 Who / you / maintain / contact / with?
 How many / children / you / have?
 Your children / school-aged / self-supporting / adult?
 Your family / single-parent / two parents?
 What / domestic problems / you / have ...?

III EDUCATION

1. Proszę powiedzieć mi o swoim wykształceniu.
2. Jaką szkołę pan ukończył? Podstawową? Gimnazjum? Średnią ogólnokształcącą? Kursy dokształcające? Średnią zawodową?
3. Jakie miał pan trudności w nauce?



Tell / educational / background.
 What / school / graduate from?
 What / learning difficulties / have?

4. Read Section 2 below and fill in the blanks with the words from the box.

injuries • despondency • aptitudes • livelihood • condominium •
 self-injurious behavior (US) • complaints • visible • health assessment •
 addiction treatment • blackouts • disability allowance • child maintenance

SECTION 2

IV Health Status

Questions in the fourth part help to identify issues concerning:

- physical health:
 - reported 1. _____ (obrażenia ciała).
 - the detainee's own current 2. _____ (ocena stanu zdrowia).
 - 3. _____ (widoczne) disabilities.
 - possible 4. _____ (skargi) and requests.
- mental health:
 - previous mental health treatment / **neurological treatment**.
 - previous 5. _____ (leczenie odwykowe).

- previous stay in rehabilitation centers.
- suicide attempts and 6. [redacted] (akty autoagresji).
- addictive substances used by the detainee: alcohol, drugs, psychotropic drugs, **tranquilizers** and **sleeping pills**.
- alcohol and drug abuse directly before incarceration.
- incidence of **withdrawal symptoms**, 7. [redacted] (“urwany film”), “hair of the dog”.
- negative consequences (health, family, financial, social, legal) of alcohol / drug abuse.
- current mood of the detainee: **anxiety**, fear, 8. [redacted] (przygnębienie), sadness, irritation, anger.

V Social Readaptation Needs Assessment

Each inmate is also asked if he / she:

- is / is not in possession of: a 9. [redacted] (mieszkanie własnościowe) / **a council flat** / a house / a farm.
- is / is not at risk of homelessness (reasons).
- is homeless (reasons).

An interviewer will also ask about:

- the anticipated **place of residence** after release from prison.
- 10. [redacted] (środki utrzymania): employment, **social welfare**,
- 11. [redacted] (renta), **pension**.
- monthly amount of 12. [redacted] (alimenty na dziecko) (**arrears**, other **financial obligations**).
- the detainee's **assessment** of the family financial situation.

VI Problems with the Detainee's Placement

The detainee should let the correctional officer know if:

- they have / do not have problems with the **placement** (what problems, reasons).
- they have / do not have adaptation problems (what problems / reasons).
- there are other issues that affect the detainee's placement.

VII Attitude to Prison Subculture

The seventh part collects data on the inmate's attitude to prison subculture (description of any contact with prison subculture prior to incarceration).

VIII Preliminary Needs and Problems Assessment

IX The Detainee's 13. [redacted] (uzdolnienia) and Interests

X The Detainee's Declared Attitude Towards the Offense / Charges Brought Against Them

Adapted and translated from: Załącznik do zarządzenia Dyrektora Generalnego Służby Więziennej, nr 19/2016 z dn.14.04.2016, Rozmowa informacyjna.

5. Make sentences using the prompts on the right. Check with the teacher. Then, use the left side of the diagram to act out the roles. Invent some details and add your own ideas.

IV HEALTH STATUS

1. Czy ma pan jakieś obrażenia / widoczną niepełnosprawność?
2. Jak pan ocenia swój stan zdrowia?
3. Czy ma pan jakieś skargi lub prośby?
4. Czy kiedykolwiek był pan leczony psychiatrycznie / neurologicznie?
5. Czy był pan na leczeniu odwykowym?
6. Czy miał pan próby samobójcze / akty autoagresji?
7. Czy jest pan od czegoś uzależniony?



You / have / injuries / visible disability?

How / you assess / your / health?

You / have / requests / complaints?

You / ever / be / treat / mental condition / neurological disorders?

You / ever / undergo / addiction treatment?

You / ever / have / suicide attempts / self-injurious behavior?

You / addicted to / drugs / alcohol?

V SOCIAL READAPTATION NEEDS ASSESSMENT

1. Czy posiada pan mieszkanie własnościowe / komunalne?
2. Czy jest pan zagrożony bezdomnością / bezdomny?
3. Jakie jest pana przewidywane miejsce zamieszkania po opuszczeniu zakładu karnego?
4. Jak pan zarabia na utrzymanie rodziny?
5. Czy ma pan pracę / rentę / emeryturę?
6. W jakiej wysokości alimenty pan płaci?
7. Czy mam pan jakieś zaległości / inne zobowiązania finansowe?



You / have / condominium / council flat?

You / at risk / homelessness?

What / place of residence / you release / correctional facility?

What / you / do / living?

You / have / job / pension / disability allowance?

How much / child maintenance / pay?

C. VOCABULARY PRACTICE

6. Match the words below to their English equivalents.
Choose from the words in bold in Section 1 and Section 2.

- 1) zobowiązania finansowe
- 2) zaległości
- 3) stan cywilny
- 4) konkubent / konkubina
- 5) emerytura
- 6) pomoc społeczna
- 7) leki nasenne



- 8) leczenie neurologiczne
- 9) niepokój
- 10) rozmieszczenie
- 11) przekwalifikowanie
- 12) wykształcenie zasadnicze zawodowe
- 13) objawy odstawienia
- 14) mieszkanie komunalne
- 15) ocena
- 16) miejsce zamieszkania
- 17) leki uspokajające
- 18) rodzice stosujący przemoc psychiczną

7. Match the words to make expressions. Then, use some of them to complete the sentences below.

- | | |
|----------------|-----------------|
| 1) needs | a) symptoms |
| 2) financial | b) assessment |
| 3) social | c) abusive |
| 4) child | d) welfare |
| 5) prison | e) centers |
| 6) rehab | f) maintenance |
| 7) emotionally | g) allowance |
| 8) criminal | h) record |
| 9) visible | i) disabilities |
| 10) disability | j) training |
| 11) withdrawal | k) subculture |
| 12) vocational | l) obligations |

- 1) A _____ system is composed of different programs which are designed to take care of the elderly, the unemployed, mothers, and the homeless.
- 2) You're normally expected to pay _____ until your children are 16 years old, or until they're 20 if they're in school or college.
- 3) Policemen are required to have a clean _____.
- 4) The _____ is payable at three different rates, depending on the degree of impairment.

- 5) Alcohol _____ can occur when you quit drinking.
- 6) We know that 80% of disabled people have hidden impairments and 20% have _____.
- 7) You have gambled to get money to meet your _____.
- 8) _____ parents are manipulative and toxic.

D. COMMUNICATION



8. You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?*. You and your partner should answer by describing the missing word. A turns to page 168. B turns to page 175.

E. DO IT YOURSELF – GLOSSARY



9. Translate the phrases to complete the glossary. Compare with your partner.

ap_____	– uzdolnienia
ar_____	– zaległości (w płatnościach)
as_____	– ocena
ch_____ m_____	– alimenty
co_____	– konkubina / konkubent
co_____	– mieszkanie własnościowe
c_____ f_____	– mieszkanie komunalne
c_____ r_____	– karalność
d_____ a_____	– renta
g_____ r_____	– powtarzanie klas
ho_____	– bezdomność
e_____ c_____ c_____	– zakład opiekuńczo-wychowawczy
e_____ a_____ p_____	– stosowanie przemocy psychicznej przez rodziców
l_____	– środki utrzymania
m_____ s_____	– stan cywilny
p_____	– emerytura
s_____-s_____ c_____	– samodzielne (finansowo) dzieci
s_____ w_____	– pomoc społeczna
tr_____	– środki uspakajające
y_____ o_____ i_____	– zakład poprawczy (also: reformatory)

UNIT 11

Prison Rules and Regulations

Klaudia Klamka

U.S.P. ALCATRAZ

REGULATION #23

**If you make GROUNDLESS COMPLAINTS
for the purpose of creating dissatisfaction and/or
stirring up trouble... you will be subject to
DISCIPLINARY ACTION**

INSTITUTION RULES AND REGULATIONS

Picture by Klaudia Klamka



A. BEFORE YOU READ

1. Work in pairs. Discuss the following questions.

- 1) Do you know any of the rules that regulate life in prison?
- 2) What factors should be considered when establishing the rules?
- 3) What is taken into account when placing the convict in a residential cell?
- 4) The convict has the right to have some items in the cell. What are they?
- 5) List some 'dangerous items' that a convicted person may not have in the cell.



B. READING PRACTICE

2. Read the texts and check your answers to the questions in Exercise 1.

3. While reading, substitute the Polish words and phrases in italics with their English equivalents below.

- | | |
|----------------------------|------------------------------|
| 1) <i>during which</i> | 4) <i>in justified cases</i> |
| 2) <i>hours devoted to</i> | 5) <i>take into account</i> |
| 3) <i>if necessary</i> | 6) <i>when establishing</i> |

TEXT 1

PRISON RULES AND REGULATIONS IN POLAND – GENERAL OVERVIEW

Podczas ustalania the internal regulations of the prison, its director is obliged to *uwzględnić* the necessity to create conditions for individual influence upon the convicts, to maintain safety, discipline and order, and to provide adequate living, **sanitary** and health **conditions** in the prison.

In the internal regulations of the prison and, *w razie potrzeby*, of individual wards, the director specifies, in particular:

- 1) hours and the method of calling the morning and **evening assembly**,
- 2) *godziny przeznaczone na* sleep, work, study, **cultural** and educational **activities**, sports and physical education, as well as the convict's own activities,
- 3) hours and place of eating meals provided by the administration,
- 4) hours, place and way of moving within the prison area,
- 5) hours, place and way of taking walks and bathing,
- 6) hours and place where smoking of tobacco products is permitted,
- 7) the amount and type of own clothing, underwear and footwear that the convict may have in the cell,
- 8) the number and dimensions of items that the convict may have in the cell, and the method of their storage, and, *w razie potrzeby*, the rules for their use,
- 9) days, hours and place of receiving convicts by the director and other superiors, doctors and the manner of submitting **written** applications, **complaints** and requests,
- 10) days, hours, place and regulations regarding visits,
- 11) days, hours and place of holding religious services, meetings and religion classes,
- 12) the frequency, dates, place and manner of purchasing food and tobacco products as well as items authorised for sale in the prison,
- 13) method of accepting and issuing packages,
- 15) persons authorised to award prizes and impose **disciplinary penalties**.

A copy of the internal regulations should be put in each cell. At the request of the convicted person, the Code and the **executory acts** issued on its basis are made available to them.

TEXT 2

ORDER REGULATIONS IN POLISH PRISONS

When placing the convict in a residential cell, the following are taken into account, in particular:

- 1) the need to ensure order and security in a prison,
- 2) medical, psychological and **rehabilitation recommendations**,
- 3) the need to create the right atmosphere among convicts,
- 4) the need to prevent self-aggression and committing crimes while serving a sentence.

The convict has the right to have in the cell documents related to the proceedings in which they are a participant, food and tobacco products, personal hygiene products, **personal belongings**, a watch, letters and photographs of family members and other relatives, **religious objects**, stationery, personal notes, books and newspapers. The director may allow the convict to have audiovisual, computer equipment, and other items in the cell, including those enhancing the aesthetics of the room or being an expression of the convict's cultural interests.

The convicted person may not keep in the cell any items whose dimensions or quantity violate the applicable order or make escorting difficult. These items are sent, at the expense of the convict, to a person, institution or organisation designated by them. *W uzasadnionych przypadkach*, these items may be sent at the cost of the prison.

The convicted person may not have any objects and documents that may pose a threat to order or security in the prison, in particular razors, razor blades, metal cutting tools, metal knives, spoons and forks, narcotic drugs, psychotropic substances and alcohol. In a semi-open and open-type prison, convicts may have **metal cutlery**.

Adapted and translated from: ROZPORZĄDZENIE MINISTRA SPRAWIEDLIWOŚCI z dnia 21 grudnia 2016 r. w sprawie regulaminu organizacyjno-porządkowego wykonywania kary pozbawienia wolności.



C. VOCABULARY PRACTICE

4. Match the underlined phrases in the texts above to their Polish equivalents.

1. na koszt skazanego
2. posiadać w celi
3. odbywanie spacerów oraz korzystanie z kąpeli
4. przedmioty dopuszczone do sprzedaży
5. przyjmowanie skazanych przez dyrektora
6. stanowić zagrożenie
7. ustalać porządek wewnętrzny
8. utrudniać konwojowanie
9. wydane na jego podstawie
10. zapewnić porządek

5. Match and translate.

- | | |
|-------------------|--------------------|
| 1) cultural | a) penalties |
| 2) disciplinary | b) belongings |
| 3) executory | c) conditions |
| 4) metal | d) activities |
| 5) evening | e) complaints |
| 6) personal | f) assembly |
| 7) religious | g) recommendations |
| 8) rehabilitation | h) acts |
| 9) sanitary | i) cutlery |
| 10) written | j) objects |

6. Match the synonyms.

- | | |
|---------------|---------------|
| 1) way | a) footwear |
| 2) size | b) penalty |
| 3) amount | c) dimensions |
| 4) punishment | d) parcel |
| 5) package | e) quantity |
| 6) shoes | f) manner |
| 7) give out | g) possess |
| 8) own | h) enforce |
| 9) impose | i) issue |

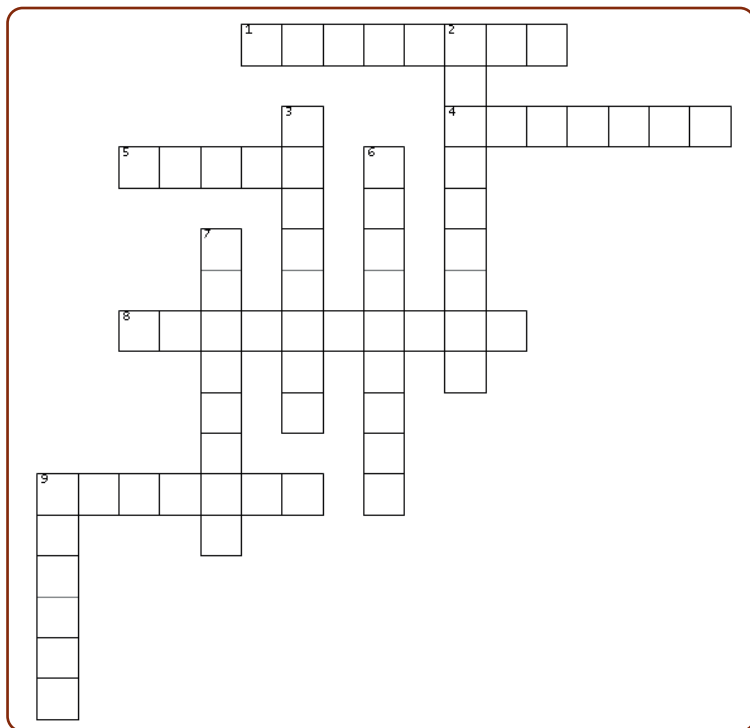
7. Choose the correct word to make collocations:

- | | |
|-----------|---|
| avoid | threats / disciplinary penalties / requests |
| award | complaints / security / prizes |
| ensure | requests / security / disciplinary penalties |
| establish | internal order / self-aggression / packages |
| hold | threats / services / prizes |
| impose | disciplinary penalties / complaints / self-aggression |
| issue | threats / packages / security |
| maintain | prizes / requests / discipline |
| prevent | services / safety / self-aggression |
| submit | written complaints / security / internal order |



D. COMMUNICATION

8. Work with your partner. Choose *Down* or *Across*. Do the crossword in turns by making a definition of the words. Your partner's task is to guess the word. While doing the crossword, cover your partner's words.



ACROSS

1. footwear
4. convict
5. prize
8. discipline
9. penalty

DOWN

2. escorting
3. security
6. complaint
7. assembly
9. parcel

9. Work with another partner. Write 5 questions using words from the crossword. Then, ask each other the questions.



E. DO IT YOURSELF – GLOSSARY

10. Translate the phrases to complete the glossary. Compare with your partner.

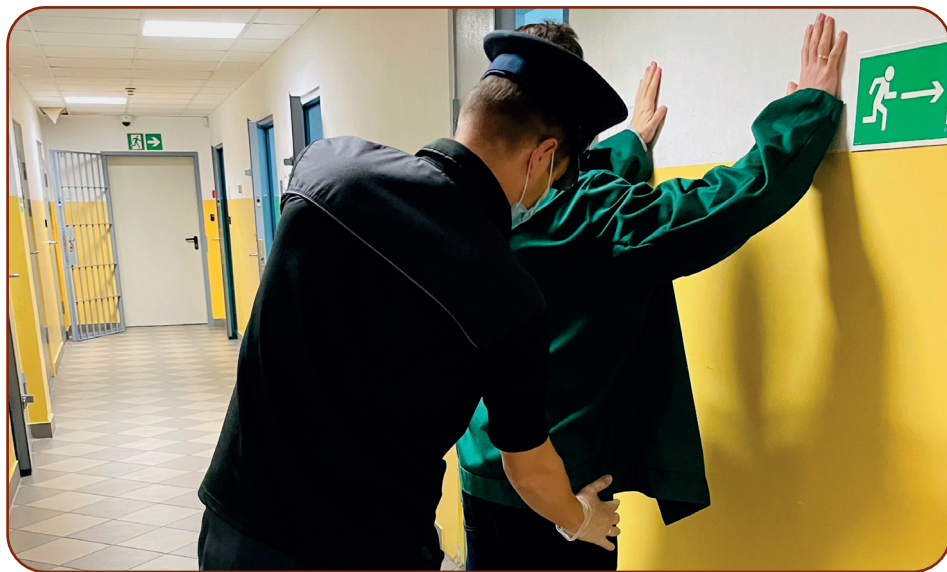
- 1) at _____ – na koszt skazanego
- 2) av _____ – unikać zagrożeń
- 3) aw _____ – przyznawać nagrody

- | | |
|-----------------------------|--|
| 4) c _____ | – zajęcia kulturalno-oświatowe |
| 5) en _____ | – zapewnić porządek oraz bezpieczeństwo |
| 6) es _____ | – ustalać porządek wewnętrzny |
| 7) ev _____ | – apel wieczorny |
| 8) ex _____ | – akty wykonawcze |
| 9) h _____ | – odprawianie nabożeństw |
| 10) ho _____ | – godziny przeznaczone na... |
| 11) i _____ | – w razie potrzeby |
| 12) im _____ | – wymierzać kary dyscyplinarne |
| 13) in _____ | – w uzasadnionych przypadkach |
| 14) is _____ | – wydawanie paczek |
| 15) it _____ | – przedmioty dopuszczone do sprzedaży |
| 16) k _____ | – posiadać w celi |
| 17) m _____ | – utrzymywać bezpieczeństwo, dyscyplinę i porządek |
| 18) ma _____ | – utrudniać konwojowanie |
| 19) me _____ | – metalowe sztućce |
| 20) mo _____ | – apel poranny |
| 21) pe _____ | – przedmioty osobistego użytku |
| 22) po _____ | – stanowić zagrożenie |
| 23) pr _____ | – zapobiegać aktom samoagresji |
| 24) r _____ | – przyjmowanie skazanych przez dyrektora |
| 25) re _____ | – zalecenia rehabilitacyjne |
| 26) rel _____ | – przedmioty kultu religijnego |
| 27) sa _____ | – warunki sanitarne i zdrowotne |
| 28) sub _____ | – składanie pisemnych skarg i prośb |
| 29) sup _____ | – przełożony |
| 30) t _____ i _____ a _____ | – uwzględniać |
| 31) t _____ b _____ | – korzystanie z kąpiei |
| 32) t _____ w _____ | – odbywanie spacerów |
| 33) v _____ | – naruszać porządek |

UNIT 12

Searching and Controls

Łukasz Włodarczyk



Photograph: Agnieszka Szczepaniak-Olejniczak



A. BEFORE YOU READ

1. Work in pairs and discuss the following questions. Then, share your ideas with the entire class.

- 1) Who and what can be searched in a penal facility?
- 2) Are there any rules and regulations considering searches?
- 3) What if the prison officer performing a search finds prohibited items?
- 4) Under what circumstances should a search be performed?



B. READING PRACTICE

2. Read Text 1 carefully and substitute the underlined Polish phrases with suitable English phrases available below.

- | | |
|----------------------------|---------------------------|
| a) <i>in possession of</i> | d) <i>cell shakedown</i> |
| b) <i>risk assessment</i> | e) <i>searches</i> |
| c) <i>visitors</i> | f) <i>forbidden items</i> |

TEXT 1 CELL SEARCH IN POLAND AND THE UK

Every part of a correctional facility and all inmates and odwiedzający are subject to being searched. There are different types of kontrole and most of them will be explained here.

The High Security Estates (maximum security prisons) must have a special programme of routine cell searches, but in other prisons a special programme must also be put in place depending on the ocena ryzyka. Moreover, every time a member of the prison staff obtains information that any zakazane przedmioty are in a cell, a search must be carried out.

During a cell search, also referred to as a kipisz celi, a prison officer looks for unauthorised items, or items that can easily be transformed into something harmful. There are instances when prison officers can search cells without the inmates' knowledge, i.e. an intelligence-led search (when they obtain information that inmates are w posiadaniu illegal items).

In the UK, there are two types of cell search:

- A Routine search including a rub-down search and a cell search (no property record check)
- A Routine-Plus search including a full search, a cell search which may include a property record check.

Based on: Prison Service Instruction 09/2016 CELL, AREA AND VEHICLE SEARCHING accessed through <https://www.gov.uk/government/publications/procedures-for-searching-cells-areas-and-vehicles-psi-092016> (as of 08.07.2021), and On The Regulation of the Minister of Justice of 17 October 2016 on how to protect the organisational units of the Polish Prison Service.

3. Read Text 2 and decide if the sentences 1–10 below the text are true (T), false (F) or if it is not stated (NS) in the text.

- 1) Inmates can be searched by all the prison staff (officers and employees). **T / F / NS**
- 2) Only women are allowed to carry out a full search of female inmates. **T / F / NS**
- 3) When an inmate is visited by their *closest family* no search is required. **T / F / NS**
- 4) A full search may be carried out in any part of the prison. **T / F / NS**
- 5) If the officer performing a search is unable to see underneath the inmate's hair they can gently pull the inmate's hair away. **T / F / NS**
- 6) A female officer is allowed to rub-down search a male offender. **T / F / NS**
- 7) BOSS chair is very inconvenient, so it is used only occasionally. **T / F / NS**
- 8) Hand-held metal detectors can only find items bigger than a 1p coin. **T / F / NS**
- 9) If the searched inmate is shy, they can wear their clothes during a full search. **T / F / NS**
- 10) X-Ray scanners are obligatory in every penal facility. **T / F / NS**

TEXT 2 SEARCHING A PERSON IN POLAND AND THE UK

An inmate may be searched by a Prison Service officer on various occasions, which may include:

- Initial reception to a penal facility
- When returning to prison after escort
- After transfer from another facility
- Following a visit
- During a cell search
- When leaving their cell (in closed-type prisons).

There are two main types of a person search:

- **A rub-down search / frisk search** (US pat-down search)
- Is not intrusive and does not require taking off clothes.
- Is done by a single officer using open hands and fingers spread out.
- An inmate is asked if they have any unauthorised items and to empty their pockets and remove any jewellery, as well as remove any religious headgear.
- An inmate stands with their arms out.
- **Full search / strip search**
- Is more thorough and requires taking off clothes.
- Must be done by two officers of the same sex as the inmate and in a remote place, out of sight of ANYONE else.
- An inmate is never completely naked, either top half or lower half of their body is covered with clothes.
- Officers mustn't touch searched inmates, they can only order them to finger-brush their hair, wide-open their mouth, squat (in the UK women are never asked to squat), etc.

Prison officers can make use of the following technical aids while performing searches:

- X-Ray machines (to search baggage, clothes, goods, etc.)
- Metal Detecting Portals
- Hand-held Metal Detectors (used to detect metallic objects on the person or within the areas of goods/properties)
- BOSS chair (*Body Orifice Security Scanner* – a non-intrusive scanning system implemented into a moulded chair)
- Drug Detection Kit.

Based on: Prison Service Instruction 09/2016 CELL, AREA AND VEHICLE SEARCHING accessed through <https://www.gov.uk/government/publications/procedures-for-searching-cells-areas-and-vehicles-psi-092016> (as of 08.07.2021), and on The Regulation of the Minister of Justice of 17 October 2016 on how to protect the organisational units of the Polish Prison Service.



C. VOCABULARY PRACTICE

4. Match and translate.

I	II	POLISH TRANSLATION
hand-held	detection kit	
completely	aids	
technical	hair	
a rub	metal detectors	
finger-brush	down search	
drug	naked	
a full	item	
cell	search	
a non-intrusive	search	
unauthorised	scanning system	

- 1)

t	h	o	r	u	l	r	e	o	w	n	d	y	s	e	a	n	a	
r	c	h	r	o	u	t	h	a	A	f	s	e	h	.	b	o	b	d
m	o	i	s	g	h	a	r	c										

- 2)

c	a	t	r	a	E	s	c	a	l	l	s	e	a	s	a	e	r	s
n	s	f	f	o	r	n	d	r	c	h	o	r	t	.				

- 3)

e	c	t		s	e		t	e	s		.		e	s		h	e	d		b	e		i	n	g	
	t	o		n	l		n	m	a			a	r		a	r	c		y	i		u	b	j		

- | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | V | Q | G | M | P | Y | K | I | O | O | R | F | B | O |
| E | B | G | H | T | A | G | N | B | W | F | B | D | P | S |
| G | A | A | I | C | X | T | L | N | N | Z | M | N | W | H |
| R | E | S | N | J | R | I | U | A | F | V | X | K | H | A |
| C | I | K | B | U | G | A | B | B | W | R | F | D | V | K |
| V | Q | L | S | A | W | G | E | Z | J | X | B | Q | G | E |
| G | I | I | T | G | D | R | H | S | Y | M | A | E | E | D |
| S | V | O | Z | Z | B | R | S | P | Q | V | Z | Y | M | O |
| E | R | L | D | E | S | I | R | O | H | T | A | N | U | W |
| Y | T | R | A | N | S | F | E | R | T | Y | R | D | S | N |
| K | S | I | R | G | Q | I | E | T | R | Z | N | U | Z | M |
| F | B | O | S | O | E | M | C | V | O | X | V | B | D | Z |
| K | B | J | M | G | S | L | P | O | C | O | D | P | X | O |
| P | T | T | M | K | B | T | L | M | S | T | W | N | Q | B |
| Y | Z | R | F | R | C | I | S | I | E | F | Q | G | P | W |



D. COMMUNICATION

7. **Work with your partner. Decide what commands would you give an inmate during:**
 - a) A rub-down search
 - b) A full search
 - c) A cell search
8. **Work in groups. Why are searches so important? Give as many arguments as you can. Share your ideas with the rest of the class.**
9. **From the point of view of the prison officer carrying out a search, try to predict the problems that can be encountered. Then work in groups and brainstorm your ideas.**
10. **What solutions could you think of to prevent the situations from Exercise 9? Discuss them in groups of three.**



E. DO IT YOURSELF – GLOSSARY

11. **Translate the words and phrases to complete the glossary.**
Check the answers with your partner.

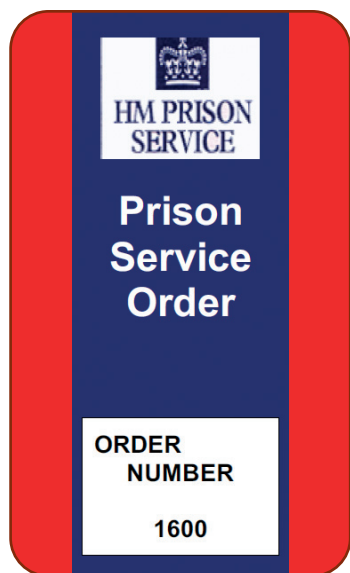
- | | |
|-----------------------------|-----------------------------|
| 1) c _____ s _____ | – kipsisz celi |
| 2) e _____ | – doprowadzenie |
| 3) f _____ i _____ | – zakazane przedmioty |
| 4) f _____ s _____ | – kontrola osobista |
| 5) h _____ m _____ d _____ | – ręczny wykrywacz metalu |
| 6) i _____ | – nielegalne |
| 7) i _____ p _____ o _____ | – w posiadaniu |
| 8) i _____ | – inwazyjne / naruszające |
| 9) m _____ d _____ p _____ | – bramka wykrywająca metale |
| 10) r _____ h _____ | – religijne nakrycie głowy |
| 11) r _____ a _____ | – ocena ryzyka |
| 12) r _____ d _____ s _____ | – kontrola pobieżna |
| 13) s _____ | – kontrola |
| 14) s _____ | – przysiad |
| 15) v _____ | – odwiedziny |
| 16) v _____ | – odwiedzający |

UNIT 13

Use of Force

Łukasz Włodarczyk

Picture taken from:
<https://www.gov.uk/guidance/prison-service-orders-psos#index-and-notes>



A. BEFORE YOU READ



1. Work in pairs and discuss the following questions. Then, share your ideas with the entire class.

- 1) In what situations are prison officers allowed to use power in the form of direct coercive means?
- 2) Are there any rules and regulations considering the use of power by the prison officers?
- 3) Can only Prison Service officers exercise power?
- 4) Is the use of power fair and humane in your opinion?

B. READING PRACTICE



2. Read Text 1 carefully and find words or phrases which mean:

- | | |
|------------------------------|----------------------------------|
| a) adequate to the situation | f) obey law |
| b) break law | g) before |
| c) at work / on the job | h) unauthorised / illegal |
| d) harmony | i) unbiased observer / bystander |
| e) bring back / restore | j) guns |

TEXT 1
USE OF FORCE – GENERAL OVERVIEW

Prison Service officer on duty must at all times maintain order and good conduct of the inmates in and outside the establishment. However, there are situations when the offenders fail to comply with the rules and become violent or refractory. Then, officers are entitled (by the power of Law of 24 May 2013 on measures of direct coercion and firearms) to use direct coercion to reinstate order, which is the goal. There are several rules, which the officers must observe in this respect:

- Prior to the use of any means of direct coercion, the officer must order the recalcitrant prisoner to cease their actions and warn them about the use of power otherwise.
- The strength and type of the means applied must always be reasonable in the circumstances and should cause the least harm possible to the inmate. The most basic and common coercive means is physical force.
- Once the officer reaches the goal, i.e. the order is reinstated, he must stop exercising power.
- Women with visible pregnancy, individuals who look less than 13 years old and persons with visible disabilities belong to the group of people on whom only physical force cannot be used (unless there is a direct, unlawful attempt on the life, health or freedom of the officer or third party, escape attempt, chase after the inmate, a direct attack on the facilities of the establishment).

Based on: The Law of 24 May 2013 on measures of direct coercion and firearms and Prison Service Order Number 1600 USE OF FORCE.

3. Read the text again and decide if the sentences 1–10 are true (T), false (F) or if it is not stated (NS) in the text.

- 1) Prison Service officers can exercise power whenever they want to. **T / F / NS**
- 2) Only men are allowed to use physical force. **T / F / NS**
- 3) When the inmate misbehaves the Prison Service officer must use means of direct coercion at once. **T / F / NS**
- 4) Tall, well-built men must be restrained by more than one officer. **T / F / NS**
- 5) Inmates on whom the direct coercive means will be used must be informed about this fact. **T / F / NS**
- 6) The officers can apply direct coercive means as long as they want to. **T / F / NS**
- 7) Even when a pregnant woman is trying to kill a person no direct coercive means can be used. **T / F / NS**
- 8) Any type of means of direct coercion can be applied in any situation, it is up to the Prison Service officer who uses them. **T / F / NS**
- 9) There are certain limitations to which means of force can be used on disabled people. **T / F / NS**
- 10) Prison Service officers must protect people only. **T / F / NS**

4. Read Text 2 and label the photographs below according to the means of direct coercion presented in each of them.

TEXT 2
CATALOGUE OF DIRECT COERCIVE MEANS
USED BY THE PRISON SERVICE OFFICERS IN POLAND

1. Physical strength in the form of techniques of:
 - a) transport
 - b) defence
 - c) attack
 - d) incapacitation
 (in the UK known as *Personal Safety Techniques*)
2. Cuffs – usually metal or plastic objects used to restrain the limbs:
 - a) worn on the hands (wrists) *ratchet handcuffs*
 - b) put on the legs (ankles) *leg irons / ankle restraints / legcuffs*
 - c) combined (handcuffs and leg irons connected with a chain) *transport restraints*
 - d) flexible restraints (disposable) made of plastic
3. Restraint belt / body belt – placed around the inmate's waist paired with handcuffs to secure the offender's arms
4. Safety helmet – made of shock-absorbing materials put on the inmate's head to prevent self-harm injuries
5. Service baton (called *baton* in the UK) – stick-shaped defence equipment
6. Water paralyzing agents – professional “water guns”
7. Service dog – thoroughly selected and specially trained dogs
8. Non-penetrating missiles (non-lethal weapon) – shot from a Mossberg 12mm rifle
9. Chemical incapacitating agents in the form of
 - a) pepper spray
 - b) tear grenades
 - c) other devices intended for the throwing of incapacitating agents
10. Items designed to incapacitate persons by means of electricity: stun guns, tasers – gunlike devices that use propelled wires or direct contact to electrically stun and incapacitate a person temporarily).
11. Security cell (UK *special accommodation* or *safe cell relocation*) – a dedicated cell used to hold, for the shortest necessary time (max. 48 hours in Poland), a violent or refractory prisoner to prevent that prisoner injuring themselves (as a product of violent or refractory behaviour) or others, damaging property or creating a disturbance. In Poland, such cells comprise two spaces:
 - a) a soundproof cell (should be monitored)
 - b) a vestibule with a table, a stool, a toilet and a sink permanently fixed to the floor/wall.

Based on: The Law of 24 May 2013 on measures of direct coercion and firearms and Prison Service Order Number 1600 USE OF FORCE.



1)



2)



3)



4)



5)



6)



7)



8)



9)

Pictures 1–6 taken from: www.galls.com/photos
 Pictures 7–9: Łukasz Włodarczyk

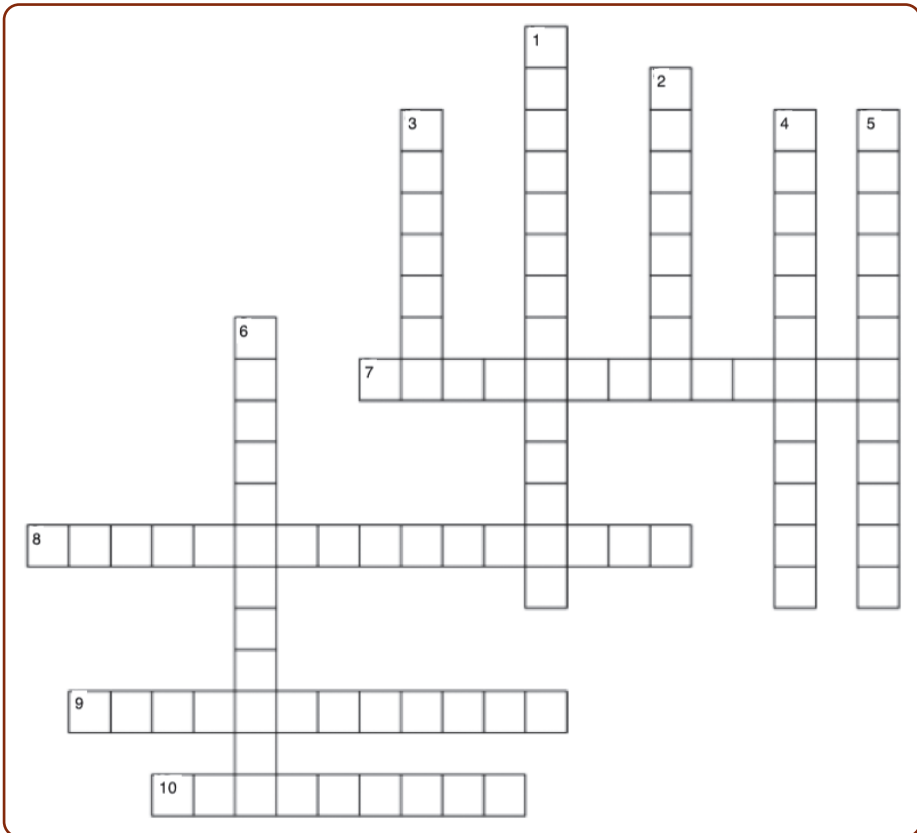


C. VOCABULARY PRACTICE

5. Match and translate.

I	II	POLISH TRANSLATION
transport	missiles	
leg	restraints	
flexible	coercion	
combined	technique	
non-penetrating	cuffs (restraints)	
defence	irons	
hand-held	restraints	
means of direct	stun gun	
disposable	a chain	
connected with	material	

6. Use the clues to fill in the crosswords below. Words can go across or down. Letters are shared when the words intersect.



ACROSS

7. worn around the inmate's waist to limit arms movements
8. the most basic means of direct coercion
9. put on a violent inmate's head to prevent accidents
10. these are used to limit arm movements

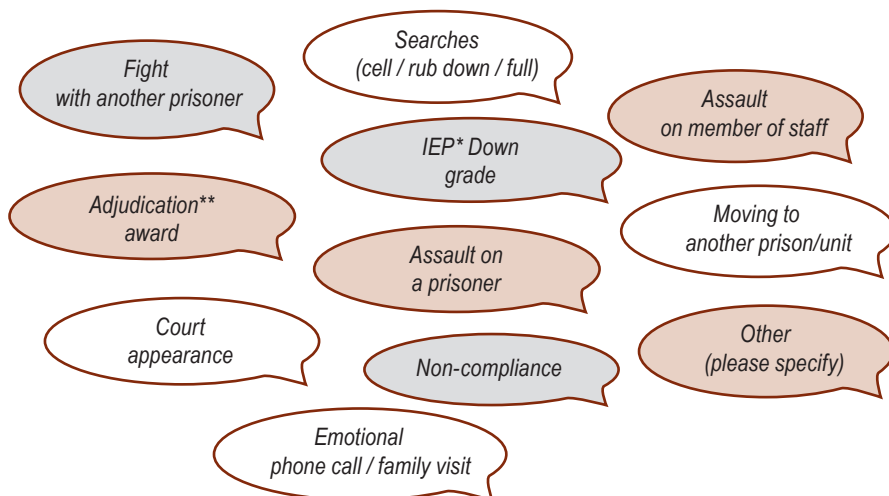
DOWN

1. type of missiles which are non-lethal
2. means of direct ...
3. ... dog
4. can be thrown at a rioting mob of inmates to disorientate them
5. a soundproof room used to safely separate violent inmates
6. stick-shaped object used for self-defence



D. COMMUNICATION

7. Work with your partner. Imagine you had to use force while on duty. Describe the situation. Use these prompts to talk about the incident.



*Incentives and Earned Privileges.

**A prison hearing, where inmates discuss the offence they've committed while being incarcerated. Typical events leading up to an incident taken from HM Prison Service Use of Force Form.

8. Work in two groups. Group I collects arguments **DEFENDING** the use of force by Prison Service officers, and Group II collects arguments **AGAINST** using force by the officers. Then, share your ideas with the rest of the class and discuss the relevance of using force by the officers of the Prison Service.



E. DO IT YOURSELF – GLOSSARY

9. Translate the words and phrases to complete the glossary. Check the answers with your partner.

- | | |
|---------------------|--------------------------|
| 1) a _____ | – zastosowany, użyty |
| 2) a _____ | – atak |
| 3) a _____ | – próba, atak |
| 4) c _____ | – pościg |
| 5) c _____ | – okoliczności zdarzenia |
| 6) c _____ w _____ | – stosować się do... |
| 7) d _____ | – obrona |
| 8) e _____ to _____ | – uprawniony do |
| 9) e _____ | – ucieczka |
| 10) e _____ | – jednostka |

- | | |
|--|---|
| 11) f _____ | – obiekty |
| 12) f _____ | – broń palna |
| 13) i _____ | – obezwładnienie |
| 14) i _____ | – osoba |
| 15) l _____ i _____ | – kajdanki na nogi |
| 16) l _____ | – kończyny |
| 17) n _____ m _____ | – pociski niepenetracyjne |
| 18) o _____ | – przestrzegać |
| 19) o _____ | – przestępca |
| 20) o _____ | – ład, porządek |
| 21) o _____ | – w przeciwnym razie |
| 22) p _____ s _____ | – gaz pieprzowy |
| 23) p _____ s _____ | – siła fizyczna |
| 24) r _____ h _____ | – kajdanki szczękowe (z mechanizmem zapadkowym) |
| 25) r _____ | – uzasadniony, zasadny |
| 26) r _____ | – przywrócić |
| 27) r _____ | – oporny, niewspółpracujący |
| 28) r _____ | – ograniczyć, obezwładnić |
| 29) r _____ b _____
(b _____ b _____) | – pas obezwładniający |
| 30) r _____ | – strzelba |
| 31) s _____ h _____ | – kask zabezpieczający |
| 32) s _____ c _____ | – cela zabezpieczająca |
| 33) s _____ b _____ | – pałka służbowa |
| 34) s _____ d _____ | – pies służbowy |
| 35) s _____ | – dźwiękoszczelny |
| 36) s _____ g _____ / t _____ | – paralizator |
| 37) t _____ g _____ | – granat łzawiący |
| 38) t _____ | – czasowo |
| 39) t _____ p _____ | – osoba postronna |
| 40) u _____ | – bezprawny |
| 41) v _____ | – przedsięwzięcie |
| 42) v _____ | – agresywny |

UNIT 14

External Escorts

Łukasz Włodarczyk



Photograph: Łukasz Włodarczyk



A. BEFORE YOU READ

1. Work in pairs and discuss the following questions. Then, share your ideas with the entire class.

- 1) What situations call for external escorts?
- 2) Is there any risk associated with the transportation of inmates?
- 3) Are there any different types of external escorts?
- 4) Who is engaged in escorting inmates and what facilities/equipment shall be used?
- 5) Are all inmates treated the same way while being transported?
- 6) In your opinion, how do Prison Service officers feel about escorting prisoners outside the establishment?



B. READING PRACTICE

2. Read the text. Put the phrases A–H back into the text.

- | | |
|----------------------------|-------------------------|
| A) experienced and capable | E) moved outside |
| B) risky activity | F) cellular vehicles |
| C) High-category prisoners | G) health or life |
| D) medical check-ups | H) seats in the vehicle |

ESCORTING PRISONERS IN POLAND – GENERAL OVERVIEW

Prisoners are only (1) _____ an establishment when necessary. They are returned to an establishment once the reason for external movement has been met. Such movements are called escorts. There are two types of them:

- Planned / Security escort – they usually involve (2) _____ and consultations, which can't be performed in the establishment.
- Emergency escort – lifesaving escorts when the inmate's (3) _____ is at risk. The route is usually to and from hospital or any other medical facility.

Transporting/escorting prisoners is a particularly (4) _____ as they can be put at risk to self or to/from others. The escorting officers should be (5) _____.

At least two officers are engaged during an external escort, regardless of the number of the escorted (low category – D-Cat) inmates ranging from 1–10. However, there are special circumstances, under which this rule may be altered.

(6) _____ (Category A prisoners) are escorted individually, or in groups of up to 3 inmates. They are escorted by the specially qualified officers from Prison Service Intervention Group (Grupa Interwencyjna Służby Więziennej – GISW) in special vehicles – (7) _____, colloquially called *sweat boxes* (UK).

The officer in charge of the escort designates prisoners their (8) _____, which they mustn't change during the move. The following vehicles may be used to transport inmates: cellular vehicle (designed to securely hold prisoners), people carrier, van, coach, minibus, lorry (designed and adapted to carry people).

In the UK, there is a separate category for inmates, who pose an escape risk while being escorted – E-List Prisoners.

Adapted from: The Prison Service Act of 9 April 2010 (PL), and Prison Service Instruction on External Prisoner Movement PSI 33/2015 and Regulation of the Minister of Justice of 17 October on how to protect the organisational units of the Prison Service.

3. Read the text again if needed and decide if the sentences if the sentences 1–10 are true (T), false (F) or if it is not stated (NS) in the text.

- 1) Whenever the governor of the establishment finds it appropriate, inmates can be moved back and forth. **T / F / NS**
- 2) The external escort rate is lower in the United Kingdom than in Poland. **T / F / NS**
- 3) A high category prisoner can bleed to death following an attempt on his life as he is not entitled to being moved outside the establishment. **T / F / NS**
- 4) High category inmates shouldn't be transported in groups of over 3 persons. **T / F / NS**
- 5) Inmates can be escorted using public transportation. **T / F / NS**
- 6) There is a special category for British prisoners who are likely to escape. **T / F / NS**
- 7) All inmates should be escorted by Prison Service Intervention Group officers. **T / F / NS**
- 8) Prisoners can sit wherever they want in the escort vehicle. **T / F / NS**
- 9) An inmate is escorted by only one Prison Service officer. **T / F / NS**
- 10) Escorting inmates is dangerous only because they can harm or kill Prison Service officers. **T / F / NS**



C. VOCABULARY PRACTICE 1

4. Read the text again and find the words or phrases which mean:

- | | |
|---|---------------------------|
| a) konwój planowy | f) „więźniarka” (pojazd) |
| b) konwój doraźny | g) dowódca konwoju |
| c) pojazd operacyjno-konwojowy | h) specjalne okoliczności |
| d) osadzony „niebezpieczny” | i) trasa |
| e) specjalnie wykwalifikowani funkcjonariusze | j) ratujący życie |

5. Work in pairs. Use the jumbled letters in each line to create a phrase which refers to the topic of the classes. Then, use the letters marked with numbers 1–14 to solve the riddle underneath the task. Take turns to explain each phrase.

A E S B T W O X

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9 7 14 2

O R F I C N I O E R T S E C F G

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11 1

I R T S N G N V O U T R I P N O E P E

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3

13

O U S Y O N R C S E S R L E R D E P H L I

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8

S R T L F O K E I S

--	--	--	--	--	--	--	--	--	--	--

12

4

S I R T R E S F R M H O O K

--	--	--	--	--	--	--	--	--	--	--	--	--

5 10

L S S E R N O T R P I E I

	-													
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6

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1 2 3 4 5 6 7 8

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9 10 11 12 13 14

D. COMMUNICATION



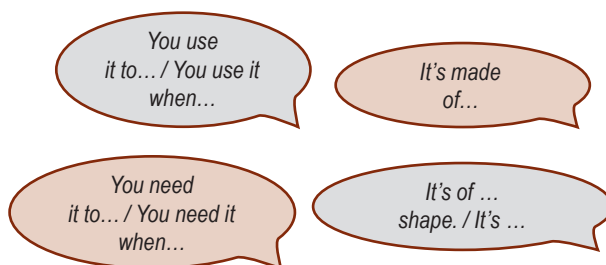
6. Work with your partner. Pick 3 items each from the section below, but don't inform them of your choice. Take turns, try to explain the items you chose without saying their names. After your partner has guessed the phrase, swap roles. You can use the prompts in the speech bubbles.

Escorting officers are equipped with the following:

- tactical uniform
- bulletproof helmet and tactical gloves
- short or long firearm or both and ammunition
- bulletproof vest
- pepper spray or the like
- radio and a mobile phone
- handcuffs/flexible restraints and leg irons, or transport restraints
- other C&R* methods depending on the circumstances
- First Aid Kit

**C&R Control and Restraint*

Based on the Prison Service Act of 9 April 2010 (PL), and Prison Service Instruction on External Prisoner Movement PSI 33/2015.



E. VOCABULARY PRACTICE 2



7. Match and translate.

I	II	POLISH TRANSLATION
tactical	Kit	
bulletproof	vest	
bulletproof	uniform	
First Aid	firearm	
long	helmet	
equipped	methods	
short	with	
C&R	gloves	
escorting	firearm	
tactical	officer	



F. COMMUNICATION

8. Work with your partner. Discuss potential risks in each type of escort listed below.

Take into account:

- The prisoner
- The Prison Service officers
- Third-party / the public

*Typical types of escorts taken from the ESCORT RISK ASSESSMENT FORM
(attached to PSI 33/2015 AI 23/2015 ISSUE DATE 09/12/2015)*

- | | |
|-------------------------|-------------------------|
| 1) Hospital Out Patient | 5) Funeral |
| 2) Bedwatch | 6) Wedding |
| 3) Pregnant Prisoner | 7) Other (please state) |
| 4) Dying Relative | |

9. Look at the callouts, which present issues to consider before an escort taken from the ESCORT RISK ASSESSMENT FORM PSI 33/2015 AI 23/2015 ISSUE DATE 09/12/2015. Choose one and discuss it with your partner.

A: Hospital Escorts/Bedwatch

Has a physical security assessment of the hospital/ward/treatment area been carried out, and what if any problems have been identified (comment on security of treatment areas i.e. access to outer doors/opening windows/floor level/access to TV or day rooms)? Can these be mitigated or, if not, have contingencies been factored into this risk assessment to account of them?

Any known or likely risk to hospital staff?

Any known or identified risk from visits. What arrangements/restrictions will be required for visits to prisoners?

Have the hospital management been consulted prior to the escort taking place?

Any medical information to indicate likely length of bedwatch?

B: Dying Relatives

Has a physical security assessment been undertaken of the venue where the visit is to take place (i.e. is the visit to a hospital/hospice, the home of a dying relative or other another venue), and what problems were identified?

Has information been sought from either your Police Liaison Officer, or the local police concerning the security of the venue?

Staff dress code.

Any available facilities for holding prisoner – i.e. waiting prior to the visit taking place?

Any known or potential problems which may be created by others attending – e.g. family members, victims etc.?

C: Funerals

Has a physical security assessment been undertaken of the venue where the funeral/wake is to take place, and what problems have been identified?

Have you requested information from either your Police Intelligence Officer, or the local police, concerning the likely presence of criminal associates, or large family gatherings which may present security problems?

Where will the prisoner be allowed to attend i.e. service only, burial/cremation only, family home or any combination of the above?

Staff Dress Code – uniform/casually dressed (please delete, as appropriate).

D: Weddings

Has a physical security assessment of the venue been carried out and what problems were identified?

Who will be allowed to attend the ceremony?

What arrangements have been put in place for visits following the ceremony?

Have you requested additional security information from Police Intelligence Officer?

Staff Dress Code – uniform/casually dressed (please delete, as appropriate).

State any arrangements that have been specifically agreed with the presiding official.

E: Others

(e.g.: other external movements not set out above)

Physical Security of venue if known:

Any available facilities for holding prisoner – i.e. waiting prior to visit?

Any issues relating to staff dress code?

Any known or potential problems which may be created by others attending – e.g. family members, victims etc.?

G. DO IT YOURSELF – GLOSSARY**10. Translate the phrases to complete the glossary.**

Check the answers with your partner.

- | | | |
|------------|-----------|------------------------------------|
| 1) a _____ | r _____ | – zagrożony / w niebezpieczeństwie |
| 2) b _____ | h _____ | – kask kuloodporny |
| 3) b _____ | v _____ | – kamizelka kuloodporna |
| 4) c _____ | A p _____ | – osadzony “niebezpieczny” |
| 5) c _____ | v _____ | – pojazd operacyjno-konwojowy |
| 6) d _____ | s _____ | – wyznaczyć miejsce |

- 7) e _____ e _____ – konwój doraźny
- 8) e _____ – konwój
- 9) e _____ m _____ – ruch zewnętrzny
- 10) F _____ A _____ – pakiet medyczny
K _____
- 11) l _____ – ratujący życie
- 12) l _____ f _____ – broń długa
- 13) m _____ c _____ – badania lekarskie
- 14) p _____ e _____ – konwój planowany
- 15) r _____ – trasa
- 16) s _____ f _____ – broń krótka
- 17) t _____ g _____ – rękawice taktyczne
- 18) t _____ u _____ – umundurowanie specjalne

SECTION IV

Dealing with Prisoners



Photograph: Łukasz Włodarczyk

UNIT 15

Prison Education and Job Training

Klaudia Klamka

Photograph taken from: <https://www.pexels.com>



A. BEFORE YOU READ

1. Work in pairs and discuss the following questions.

- 1) Who do you think specifies the rules of education in Polish prisons?
- 2) Which document regulates the right to education in penitentiary institutions?
- 3) What is the main purpose of organising education for prisoners?
- 4) Who is the offer of education mostly addressed to?
- 5) Do you think every convict has the right to education in prison?
- 6) Do inmates get free textbooks or other teaching aids?
- 7) Do you think convicts can go to school outside the prison?
- 8) What is the percentage of prisoners who exercise their right to education?
- 9) What is the most popular form of education organised for prisoners?
- 10) What are the most common professions that inmates want to learn?



B. READING PRACTICE

2. Read the texts and check your answers to the questions in Exercise 1.

TEXT 1

EDUCATION IN POLISH PRISONS – GENERAL OVERVIEW

Teaching is one of the methods of correctional treatment on convicts. In Poland the Minister of Justice, in consultation with the competent minister for education, specifies the detailed rules and manner of providing education in prisons.

Obligatory education is **provided** in prison at the level of elementary school, it is also possible to take advantage of post-elementary education and vocational training.

Inmates who are below 21 years of age, as well as those who do not have a **skilled trade** or will not be able to work in their trade after completing their sentence, take precedence over others in obtaining the ability to be subject to post-elementary school education.

Necessary textbooks and teaching aids are provided free of charge for convicts who do not have sufficient **financial resources**.

If convicts **meet** the generally applied **requirements** in public educations, their conduct is good and they do not **pose a threat** to the legal order, they may, upon the consent of the prison director, receive education in schools outside the prison, as well as participate in consultations and pass exams outside the prison.

Adapted and translated from: Ustawa z dn. 6.06.1997 Kodeks Karny Wykonawczy (The Executive Penal Code) and Implementing Regulation to The Executive Penal Code.

TEXT 2

ORGANISATION OF PRISON EDUCATION IN POLAND

Raising the level of education and gaining professional education plays an important role in the process of preparing convicts for life in freedom. Teaching prisoners, and in particular preparing them to work after serving their sentence, is one of the basic elements of penitentiary interactions. All inmates in prisons and pre-trial detention centres have the opportunity to exercise the right to education, guaranteed and organised under the provisions of the Executive Penal Code.

In Poland, on average, in each school year, education is organised for about 3,500–4,000 inmates. They are subjected to educational and didactic influences, which are one of the most effective elements of **social rehabilitation work**. School students account for approximately 5–6% of all detainees in pre-trial detention centres and prisons. The offer of education is addressed primarily to juvenile offenders (**convicted minors** (US) are covered by compulsory education) and those who are serving a sentence of imprisonment for the first time. Schools and educational institutions operating at prisons and detention centres are organised at all **educational levels**, except for universities. Apart from primary, secondary and post-secondary levels, qualifying vocational courses (out-of-school form) are also conducted for convicts. They have replaced vocational schools for adults.

The most common form of education is **vocational education** organised through qualifying **vocational courses**. Learning is organised in professions that offer employment opportunities after leaving prison. These are primarily occupations in demand on the labour market, such as: cook, painter, floor layer and many others from the group of **service professions**. The group of industrial professions for which schools prepare are: mechanic, machine and device fitter, locksmith, electromechanic, electrician.

The educational offer for persons deprived of their liberty is supplemented by **course training** organised by penitentiary units. The training is addressed primarily to convicted adults who did not have any professional skills or required **professional retraining**. Training courses are organised mainly for convicts who are coming to the end of their sentence in order to increase their chances of taking up paid employment after leaving prison, and thus limiting the phenomenon of **re-offending**.

Training courses are organised in agreement with labour offices, and their scope is adapted to the needs of the local **labour market**. The most popular are training courses for working in such professions as: roofer, cook, construction painter, carpenter, green area gardener and paver. Course training is a very desirable form complementing the professional training of convicts. The relatively short period of implementation and a large variety of training courses are their basic advantages. Taking into account the average length of serving a sentence in penitentiary institutions, which amounts to about two years, the training courses constitute a significant supplement to the educational offer for convicts with short sentences.

Adapted and translated from: <https://sw.gov.pl/strona/centralny-zarzad-slugby-wieziennej-nauczanie-skazanych-w-zakladach-karnych-i-aresztach-sledczych> (as of 18.05.2021).

3. Read the sentences. Decide if they are true (T) or false (F).

TEXT 1

- 1) The Minister of Justice specifies the rules of education in prisons on his own. **T / F**
- 2) Convicts can only receive elementary education. **T / F**
- 3) It is possible for convicts to take school exams outside the prison. **T / F**

TEXT 2

- 4) School students account for only 5–6% of all prisoners because most of them have no right to education. **T / F**
- 5) Training courses are organised regardless of the needs of the local labour market. **T / F**
- 6) On average, convicts serve their sentence for two years. **T / F**
- 7) Course training is particularly popular among convicts with a long sentence. **T / F**
- 8) Teaching prisoners is one of the basic elements of penitentiary interactions because it prepares them to work while serving their sentence. **T / F**



C. VOCABULARY PRACTICE

4. Look at Text 1. Match the definitions to the words in bold.

- 1) any job or occupation that requires specialised training and skill
- 2) create the threat of danger or harm
- 3) to completely fulfil or satisfy the conditions required for something.
- 4) the money you have available for spending
- 5) to give or supply one with something for their use or benefit

5. Look at Text 2. Match the words in bold to their Polish equivalents.

- 1) kształcenie zawodowe
- 2) kursy zawodowe
- 3) zdobycie nowego zawodu

- 4) powrót do przestępstwa
- 5) poziom wykształcenia
- 6) praca resocjalizacyjna
- 7) rynek pracy
- 8) skazani młodociani
- 9) szkolenia kursowe
- 10) zawody usługowe

6. Match the words to make collocations. Look at the underlined expressions in Text 2 to check. Translate into Polish.

- | | |
|-----------------|------------------|
| 1) compulsory | a) interactions |
| 2) employment | b) offenders |
| 3) industrial | c) education |
| 4) paid | d) skills |
| 5) labour | e) employment |
| 6) juvenile | f) office |
| 7) professional | g) professions |
| 8) penitentiary | h) opportunities |

7. Complete the sentences with the correct preposition. Use the underlined phrases from Text 1 as a reference.

- 1) The plans were drawn up consultation the World Health Organisation.
- 2) Try to take advantage every opportunity that comes your way.
- 3) Drinking by those 21 years age is strongly linked with changes in brain development.
- 4) Applicants with spouses serving in the military will take precedence all others.
- 5) During your stay at this institution, your room will be subject weekly inspections.
- 6) Sex education lessons will be allowed for children only the consent parents.
- 7) You can download the materials free charge from our website.
- 8) We want to encourage members to fully participate the running of the club.

8. Put the words in the box under the correct heading in the table. Use Text 2 as a reference.

mechanic • machine and device fitter • locksmith • electromechanic • electrician • cook • floor layer • roofer • construction painter • carpenter • green area gardener • paver • turner

SERVICE PROFESSIONS	INDUSTRIAL PROFESSIONS

9. Add more words to each category in the table.



D. COMMUNICATION

10. Read the statistics. In groups of 3–4, use your knowledge to compare them with the situation in Poland.

STATISTICS IN THE USA

In the USA there are 2.3 million inmates – the largest prison population in the world (in 2018 there were 698 people incarcerated per 100,000).

A recent study by *the Bureau of Justice Statistics* revealed that 67.8% of prisoners tracked were rearrested within three years of their release, more than half of those landing back in a jail cell in less than one year.

The Prison Studies Project points out that 95% of people living in the prison population will eventually return to society. However, according to the Institute for Higher Education Policy, seven out of 10 will commit a new crime, and half will be back in prison, within three years.

A study conducted by *the American Correctional Association* in the state of Indiana revealed that the rate of recidivism was 20% lower for those who had earned their high school diploma and 44% lower for those who had earned a college degree.

According to *the Center for American Progress*, while more than 41% of the US population holds a high school diploma, only 18% of inmates hold a diploma.

Findings from 2008 indicate that somewhere between 35 and 42 percent of correctional facilities offer access to some type of Post-Secondary College Education.

According to the statistics from 2011, only 35 percent of state prisons provide college-level courses, and these programs only serve six percent of incarcerated individuals nationwide.

Adapted from: <https://sites.northwestern.edu/npep/benefits-of-prison-education/> and <https://thebestschools.org/magazine/prison-inmate-education-guide/> (as of 15.04.2021).

11. Work in pairs. Discuss the questions with your partner.

- 1) Which piece(s) of information do you find most surprising?
- 2) According to the statistics, what is the relation between education and recidivism?
- 3) What other benefits of prison education can you think of?

12. Work with another partner. Student A is a prison officer. Student B is an inmate.

Make a conversation according to the following instruction.

A: ask B about his/her previous education

B: tell A as much as possible about the schools you went to

A: encourage B to raise the level of his/her education

B: be reluctant, make excuses

A: present B the benefits of prison education

13. Swap roles and make another conversation.**E. DO IT YOURSELF – GLOSSARY****14. Make your own glossary with jobs that are popular among prisoners.**

- | | |
|-------------------------------|--|
| 1) brukarz | |
| 2) dekarz | |
| 3) elektromechanik | |
| 4) elektryk | |
| 5) kucharz | |
| 6) malarz budowlany | |
| 7) mechanik | |
| 8) monter maszyn i urządzeń | |
| 9) ogrodnik terenów zielonych | |
| 10) posadzkarz | |
| 11) stolarz | |
| 12) ślusarz | |
| 13) tapeciarz | |
| 14) tokarz | |
| 15) _____ | |
| 16) _____ | |
| 17) _____ | |
| 18) _____ | |
| 19) _____ | |

UNIT 16

Discipline in Prison

Agata Czepik

Photograph: Agnieszka Szczepaniak-Olejniczak



A. BEFORE YOU READ

1. Match the following words to their Polish equivalents and answer the questions.

- | | |
|-------------------------|--|
| 1) privilege | a) izolatka |
| 2) solitary confinement | b) zakaz |
| 3) reprimand | c) nagana |
| 4) visitation rights | d) kantyna |
| 5) commissary | e) przenieść do |
| 6) place | f) egzekwować, narzucać |
| 7) transfer to | g) przywilej |
| 8) loss of | h) naruszenie (dyscypliny, porządku), przewinienie |
| 9) adjudication | i) umieścić |
| 10) prohibition | j) wykroczenie, przestępstwo |
| 11) offense (US) | k) prawo do odwiedzin |
| 12) infraction | l) strata (czegoś) |
| 13) enforce | m) nie posłuchać |
| 14) disobey | n) postępowanie dyscyplinarne |

- 1) What are the most common offenses in prisons? Which of them are **minor infractions** and which are **major offenses**?
- 2) What happens if prisoners break prison rules?
- 3) What are the most common forms of disciplinary sanctions?
- 4) What is an adjudication?
- 5) What privileges might be **withdrawn** as a form of punishment?

2. Check the meaning of the words in bold. Then, match the most common prison offenses (A-Q) to the following categories.

- | | |
|---|---|
| A) <i>getting into fight</i> | J) prison mutiny |
| B) failing mandatory drug tests | K) <i>setting fire to any part of the building</i> |
| C) throwing feces or urine at a prison staff member or other inmates ("potting") | L) <i>building a barricade to stop someone coming into a cell</i> |
| D) <i>writing or drawing on walls</i> | M) <i>escaping</i> |
| E) <i>locking somebody up somewhere</i> | N) <i>not following an order</i> |
| F) acid attacks | O) swearing or the use of indecent language |
| G) smuggling alcohol, drugs, cigarettes | P) <i>breaking or damaging things</i> |
| H) <i>causing the death of an inmate</i> | Q) <i>getting drunk</i> |
| I) <i>possessing drugs, mobile phones, knives</i> | |

1) Possession of unauthorized articles

2) Drugs and alcohol abuse

3) Assault or battery (behaving in a way that could offend, threaten or hurt someone else)

4) Causing damage to buildings or property

5) Disobeying lawful orders or stopping prison staff from doing their jobs

6) Homicide

3. Work in pairs. Choose a kind of punishment and explain it to your partner. Your partner should guess the word. Use the expressions in the speech bubbles given below. Swap roles.

solitary confinement	loss of some privileges (a TV in a cell, etc.)
a reprimand	prohibition of food parcels
prohibition of shopping in a prison commissary	loss of visitation rights
confiscation of items	removal of accumulated good conduct credits
extra work duty	transfer to a high-security prison

*It is / is
not a common kind
of punishment.*

*An
inmate loses /
is sent to ... is given...*

*It is
usually given for
small infractions / major
offenses.*

*An
inmate can't.... get
food, watch TV, see his
family, participate in...*

*..... is
withdrawn / reduced*



B. READING PRACTICE

4. Read the text below. Match the words in bold to the following definitions.

- 1) The act of judging a case which takes place in prison
- 2) The isolation of a prisoner in a separate cell
- 3) The release of a prisoner on the promise of good behavior
- 4) Some benefits enjoyed by a particular person
- 5) Strong official disapproval
- 6) The act of stopping something for a time
- 7) Imposed by force
- 8) The killing of a person
- 9) A crime
- 10) The official who is in charge of a prison
- 11) A judge who makes an official decision about something

THE WORLD OF PRISON DISCIPLINE (BRITISH AND AMERICAN PRISONS)

Any prisoner who is accused of breaking a prison rule (committing an **offense**) can be punished through an internal disciplinary system. They must go to a hearing, also known as an **adjudication** or a "nicking". An adjudication is a part of the prison disciplinary system. It is a mini-trial that takes place within the prison.

Adjudications are run either by the **prison governor** (who deals with small infractions) or by an independent adjudicator (major offenses). They decide if a prisoner is guilty or not guilty. Common offenses include the possession of unauthorized articles, stealing, fighting, or failing mandatory drug tests. Serious crimes, such as **homicide**, committed by prisoners are usually referred to the police.

In American correctional facilities all disciplinary hearings are conducted by Disciplinary Hearing Officers. Minor infraction charges may be resolved without the hearing procedure. Serious rule violations result in major disciplinary hearings. Following a disciplinary hearing the unit Deputy Warden reviews the Inmate Disciplinary Report. The Deputy Warden may modify the titled charge, revise the penalty or order the re-hearing.

Both the prison governor and the **independent adjudicator** can impose a range of punishments, including **solitary confinement**. Discipline measures for minor infractions can also result in the loss of some privileges like having a TV in a cell, being able to buy items at the prison commissary, prohibition of food parcels, or the loss of visitation rights.

Other punishments include extra days (up to 42) of imprisonment, confiscation of items, transfer to a high-security prison, or a **reprimand**. Any punishment can be **suspended** (not **enforced** as long as no further offense is committed).

All disciplinary sanctions prisoners receive may be used to deny them certain prison jobs, **privileges**, or **parole**. They usually lose good conduct credits (a sentence reduction given in American prisons to inmates who maintain good behavior) and because of that their sentence cannot be shortened.

Adapted from: <https://www.cps.gov.uk/legal-guidance/prison-related-offences-0> (as of 20.04.2021) and https://corrections.az.gov/sites/default/files/policies/800/0803_032519.pdf (as of 10.09.2021).

5. Mark the following statements as true (T) or false (F).

- 1) Adjudications are run by prison officers. **T / F**
- 2) Adjudications take place outside the prison. **T / F**
- 3) Minor infractions usually result in the loss of some privileges. **T / F**
- 4) Suspended punishment is enforced immediately. **T / F**
- 5) Some offenses might result in shortening the sentences of some prisoners. **T / F**
- 6) Homicide is a serious crime. **T / F**
- 7) A sentence reduction given to inmates who maintain good behavior is called an infraction. **T / F**

6. Read the text again and answer the questions.

- 1) What is an adjudication?
- 2) Who conducts an adjudication?
- 3) What happens if a prisoner commits a serious crime?
- 4) What does a "suspended punishment" mean?
- 5) What are good conduct credits? Why are they important to prisoners?



C. VOCABULARY PRACTICE

7. Complete and translate the collocations below. Choose from the words in the box.

confinement • the police • an offense (US) • articles • governor • infractions • conduct credits • drug tests • rights • a range of punishments • disciplinary system • reduction

- | | | | |
|-----------------|--|----------------|--|
| 1) commit | | 7) impose | |
| 2) solitary | | 8) referred to | |
| 3) internal | | 9) sentence | |
| 4) unauthorized | | 10) minor | |
| 5) mandatory | | 11) good | |
| 6) visitation | | 12) prison | |



D. COMMUNICATION

8. Answer the questions below. Use your own knowledge.

- Are prisoners in Poland given **good conduct credits**?
- Which offenses are the most common in Polish prisons?
- Is an **internal disciplinary system** described above similar to that in Polish prisons?
- Do prisoners have **mandatory drug tests** in Poland?
- Which offenses are **referred to the police** in Polish prisons?
- Do **prison governors** in Poland deal with discipline issues?
- Choose some offenses from Exercise 2. What is the punishment for them in Polish prisons? (use some expressions from Exercise 3).

9. Work in pairs. Complete the glossary below by matching the words in bold to their English equivalents (see the text on page 168). Use the glossary to translate (orally) the text below.

Personel więzienny w USA może udzielić więźniowi **ustnych nagan**, które nie są złożone do jego **akt osobowych**, lub może „spisać” go (sporządzić wniosek o ukaranie), co jest formalnie odnotowane w jego aktach. Jeśli więzień „zostanie spisany”, zostaje uruchomione postępowanie dyscyplinarne i może on zostać ukarany. Karę **stanowi dodatkowy zakres obowiązków**, utrata **przywileju korzystania z kantyny** lub prawa do odwiedzin. Więźniowie mogą także stracić **punkty za dobre sprawowanie**. To zazwyczaj powoduje, że stają się **zdenewrowani**, gdyż punkty wpływają na **skrócenie wyroku** i redukują okres kary (**“za kratkami”**).

- | | |
|------------------------------------|--|
| 1) ustne nagany | |
| 2) akta osobowe | |
| 3) „spisać” | |
| 4) stanowi, obejmuje | |
| 5) dodatkowy zakres obowiązków | |
| 6) przywilej korzystania z kantyny | |
| 7) punkty za dobre sprawowanie | |

8) skrócić wyrok

9) zdenerwowani

10) "za kratkami"

10. Turn to page 169. Work in pairs. Make one copy and cut it up into cards. Student A takes a card and explains the word. Student B guesses the word. Swap roles.

E. DO IT YOURSELF – GLOSSARY



11. Translate the phrases to complete the glossary. Compare with your partner.

- | | |
|----------------------------|---|
| 1) a _____ | – kwas |
| 2) a _____ | – postępowanie dyscyplinarne
(wyrok po postępowaniu) |
| 3) a _____ | – atak |
| 4) b _____ | – pobicie |
| 5) d _____ | – nie przestrzegać |
| 6) e _____ | – egzekwować, narzucać |
| 7) g _____ c _____ c _____ | – punkty za dobre sprawowanie (skrócenie
czasu wyroku) |
| 8) h _____ | – morderstwo |
| 9) i _____ l _____ | – nieprzyzwoity język |
| 10) i _____ a _____ | – niezależny sędzia |
| 11) i _____ | – naruszenie (dyscypliny, porządku),
przewinienie |
| 12) m _____ | – obowiązkowy |
| 13) m _____ | – bunt |
| 14) o _____ | – wykroczenie, przestępstwo |
| 15) p _____ | – zwolnienie warunkowe |
| 16) p _____ | – przywilej |
| 17) p _____ g _____ | – dyrektor więzienia |
| 18) r _____ t _____ | – przekazać komuś coś, kierować do |
| 19) r _____ | – nagana |
| 20) s _____ c _____ | – izolatka |
| 21) s _____ | – zawieszony |
| 22) s _____ | – przeklinanie |
| 23) u _____ | – bezprawny, nielegalny |
| 24) v _____ r _____ | – prawo do odwiedzin |

UNIT 17

Offences Against Discipline

Klaudia Klamka

Picture taken from:
https://forum.thefreedictionary.com/postst209248_abscond.aspx



A. BEFORE YOU READ

1. Work in pairs. Discuss the following questions.

- 1) What are the activities that a prisoner is not allowed to do?
- 2) What kinds of behaviour can an inmate be punished for?
- 3) What happens when they commit an offence?
- 4) Who decides whether they are guilty?
- 5) What kind of punishment can a prisoner be given?
- 6) Can an inmate be subject to extended imprisonment for violating discipline?



B. READING PRACTICE

2. Read the text and check your answers to the questions in Exercise 1.

OFFENCES AGAINST DISCIPLINE IN THE UK

The Prison Rules 1999 is an important piece of legislation that regulates the way prisons in the UK are run. Prison Rules apply to every prison but the **governor** may establish local rules as well. When a prisoner breaks Prison Rules it is called an offence against discipline. The offences are described in details in Prison Rule number 51.

An inmate can be charged for an offence and given a punishment for:

- behaving in a way that could offend, threaten or hurt someone else,
- stopping prison workers from doing their jobs,
- not doing what prison staff tell them to do,
- causing damage to the prison,
- possessing forbidden objects,
- taking drugs and alcohol,
- being in a place in the prison they should not be,
- escaping from prison,
- breaking any prison rules.

If a prison officer thinks an inmate has committed an offence, they will immediately (or within 48 hours) give them a form telling them about the offence. Next, the prisoner will have to go to a hearing called an **adjudication**. It will be run either by the governor or by someone from outside the prison called an independent **adjudicator**. After listening to the prisoner and other witnesses, the governor or the independent adjudicator will decide if the prisoner is **guilty** or not guilty of the offence. Finally, If the prisoner is found guilty, a punishment will be given.

Here is a list of punishments a prisoner could get for committing an offence:

- they could get a **caution**,
- their **privileges** (like having a TV in a cell) could be taken away from them for up to 42 days,
- up to 84 days' worth of any money they earn could be stopped (but they will get enough money to buy stamps and make phone calls to keep in touch with their family),
- they could be locked in a cell by themselves away from other prisoners for up to 35 days (this is called **cellular confinement**),
- they could be stopped from taking part in activities for up to 21 days,
- they could have to do 2 hours extra work a day for up to 21 days.

If the offence is serious enough, they may be given as many as 42 extra days in prison as well as any of the other punishments. Extra days are not part of a sentence but the prisoner will spend the extra time in prison. Extra days can be given only by independent adjudicators (they are district judges).

Adapted from: <http://www.prisonreformtrust.org.uk/> (as of 20.07.2021).

C. VOCABULARY PRACTICE

3. Match parts of the sentences:

A prisoner is guilty of an offence against discipline if he (she):

- | | |
|-----------------------------------|--|
| 1) commits | a) properly |
| 2) intentionally <u>endangers</u> | b) words or behaviour |
| 3) escapes or absconds from | c) the health or <u>personal safety</u> of others |
| 4) uses threatening or insulting | d) quantity of any article than he is authorised to have |
| 5) disobeys | e) any assault |
| 6) intentionally fails to work | f) any <u>lawful order</u> |



- Complete the expressions with the correct preposition.**

10) receives any article [REDACTED] the consent of an officer during the course of a visit.

11) zbiec

6. Match the words to their definitions.

adjudication • assault • caution • confinement • consent • discipline • execution •
governor • privilege • punishment

- 1) _____ – a person in charge of or responsible for a particular organization
- 2) _____ – a special advantage or authority possessed by a particular person or group
- 3) _____ – a spoken warning given by a police officer or official to someone who has broken the law
- 4) _____ – a violent attack
- 5) _____ – the act of doing or performing something in a planned way
- 6) _____ – the act of judging a case, or of making a formal decision about something
- 7) _____ – the act of punishing someone
- 8) _____ – the situation in which a person or animal is kept somewhere, usually by force
- 9) _____ – permission or agreement
- 10) _____ – training that makes people more willing to obey rules and punishments if they are broken, or the behaviour produced by this training

7. Find the words from Exercise 6 in the grid and cross them out.

Then write a sentence with each word.

N	O	I	T	A	C	I	D	U	J	D	A	T	U	C
P	O	W	Z	A	U	S	M	U	D	M	M	N	S	O
S	X	I	L	S	W	R	Z	F	P	D	B	E	F	N
S	A	U	T	V	G	C	X	U	Y	W	G	M	Z	S
D	R	F	A	U	Z	R	N	D	T	E	I	E	B	E
Y	B	E	N	S	A	I	H	H	L	G	O	N	M	N
M	Q	G	P	Z	S	C	I	I	L	U	W	I	D	T
Z	E	O	S	H	O	A	V	X	M	R	D	F	O	L
Y	V	V	M	B	Y	I	U	N	U	H	O	N	B	A
I	X	E	V	Y	R	U	V	L	Y	P	N	O	S	I
K	N	R	E	P	T	X	X	G	T	Y	E	C	K	O
T	Z	N	E	N	I	L	P	I	C	S	I	D	H	N
L	G	O	E	X	E	C	U	T	I	O	N	W	U	E
K	Z	R	F	Q	Q	E	K	V	G	S	V	V	O	Y
L	L	S	N	Y	L	S	R	L	D	Q	E	I	K	C



D. COMMUNICATION

8. Read the following statements that might be directed to a prisoner who has committed an offence against discipline. Then, match the sentences to the correct category (1–8).

- 1) Behaving in a way that could offend, threaten or hurt someone else
 - 2) Stopping prison staff from doing their jobs
 - 3) Escaping from prison
 - 4) Drugs and alcohol
 - 5) Causing damage to the prison
 - 6) Possessing forbidden objects,
 - 7) Being in a place in the prison you should not be
 - 8) Not doing what prison staff tell you to do
- You have accepted from someone who visited you something you are not allowed to have in prison.
 - You have left the place you should be in.
 - You have locked a prisoner up to be kept away from other people.
 - You haven't returned after you had been allowed out of prison for a short time.
 - You have been rude to a prison employee.
 - You have built a barricade to stop a prison officer from coming into your cell.
 - You have been found to be drunk after drinking alcohol.
 - You have written graffiti on the wall that could threaten or frighten someone because of their race.
 - You have run away from an escort.
 - You have tried to help someone else break a prison rule.
 - You have been asked to do work and you aren't doing it properly.
 - You have been ordered to have your urine tested and it shows you had taken some drug you are not allowed to take.
 - You are behaving in a way that could put another inmate in danger.
 - You have destroyed a part of the prison building.
 - You have said something that could threaten someone else.
 - You have stolen something that is not yours from another inmate.
 - You aren't following an order that you should follow.
 - You have hit another inmate because of their race.

9. Work in pairs. Add your own examples to each category and exchange them with your partner.

10. Work with another partner. Write a short conversation between a prison officer (A) and an inmate (B). Then practise the conversation and present it to the group.

Student A: present B a chosen 'accusation'

Student B: make an appropriate reaction



E. DO IT YOURSELF – GLOSSARY

11. Translate the phrases to complete the glossary. Compare with your partner.

1) ab _____

– zbiec

2) ad _____

– orzecznictwo / sądzenie

- | | |
|-----------------------------|--|
| 3) ag _____ | – wbrew czyjejś woli |
| 4) al _____ | – napój alkoholowy |
| 5) as _____ | – w wyniku (czegoś) |
| 6) ass _____ | – napaść |
| 7) be d _____ | – okazywać komuś brak szacunku |
| 8) be g _____ | – być winnym wykroczenia |
| 9) be i _____ | – być odurzonym |
| 10) c _____ | – ostrzeżenie / uwaga |
| 11) co _____ | – być zgodnym z przepisami |
| 12) con _____ | – uwięzienie / zamknięcie w izolacji |
| 13) cons _____ | – zgoda |
| 14) cons _____ | – spożywanie napoju alkoholowego |
| 15) d _____ | – dostarczać czegoś komuś |
| 16) de _____ | – przetrzymywać kogoś wbrew jego woli |
| 17) di _____ | – dyscyplina |
| 18) dis _____ | – być nieposłusznym / sprzeciwiać się |
| 19) d _____ o _____ | – nie przestrzegać nakazu |
| 20) du _____ | – w trakcie widzenia |
| 21) en _____ | – narażać zdrowie innych osób |
| 22) ex _____ | – wykonanie |
| 23) f _____ | – walczyć z kimś |
| 24) h _____ | – mieć w swoim posiadaniu |
| 25) i _____ | – nakłaniać kogoś do popełnienia przestępstwa |
| 26) i _____ | – celowo |
| 27) l _____ o _____ | – nakaz zgodny z prawem |
| 28) o _____ | – utrudniać funkcjonariuszowi wykonywanie zadań służbowych |
| 29) p _____ s _____ | – bezpieczeństwo osobiste |
| 30) p _____ g _____ | – dyrektor więzienia |
| 31) pr _____ | – przywileje |
| 32) pu _____ | – kara |
| 33) q _____ | – ilość |
| 34) un _____ | – niedozwolony przedmiot |
| 35) u _____ i _____ w _____ | – używać obraźliwych słów |
| 36) w _____ c _____ | – bez zgody funkcjonariusza |

UNIT 18

Visiting a Prisoner

Agata Czepik



Photograph: Agata Czepik



A. BEFORE YOU READ

1. Work in pairs. Use your expertise to discuss the following issues. Say as much as you can. You may need some of the words and phrases from the box.

visiting order • book in advance • visit list is monitored / recorded / censored •
restrictions on (stickers, photographs...) • add to a phone call list • is limited to... •
be searched • glass screen • deposit phones... • check for banned items •
confiscate unauthorized items • metal detectors

CONTACTING A PRISONER		
Visits (number of visits / visitors permitted, rules and regulations)	Postal mail (number of letters permitted, rules and regulations)	Phone calls (number of phone calls permitted, rules and regulations)

2. Match some of the words in bold in the text below to their descriptions.

1) _ o _ _ _ _ _ _ _ i _ _ _ _

– visits to a prisoner in which a married couple is able to have sexual relations.

2) _ _ _ _ _ _ _ y _ l _ _ _ _ _ r _ _ _ _ _

– it protects communications between lawyers and clients.

- 3) _ _ s _ _ _ _ a _ _ _ _ _
 - 4) _ _ n _ _ _ _ _ _ _ _ _ _
 - 5) _ _ _ _ _ e
 - 6) _ _ _ i _ _ _ _
 - 7) _ _ _ ff _ _ _ _ _
 - 8) _ _ r _ _ _ _ _ _ _ _ l _ _ _ _ _
 - 9) _ _ c _ _ _ _
- a place where visitors meet with prisoners.
 - secret or private.
 - a husband or wife.
 - having a right to certain privileges.
 - dogs trained to find drugs.
 - things that belong to someone.
 - cupboards, often tall and made of metal, where you can keep your things.

B. READING PRACTICE

3. Read the text and answer the questions below.



VISITING A PRISONER IN THE UK

Prisoners should stay in touch with family and friends during their incarceration. There are three basic forms of communication available to prisoners: letters, visits, and phone calls.

Each prison has different rules about the number of visits, people visiting and the length of a visit. Convicted inmates are usually allowed 3–4 visits a month while remand prisoners are allowed a maximum of seven visits per week.

In British prisons, the prisoner has to complete a **visiting order** (VO). VOs contain the names and addresses of people visiting and a reference number which is used to book a visit. All visits have to be booked in advance either by visitors or by prisoners. Bookings can be made by telephone or by email.

On arrival visitors usually go to the prison's **visitor center**. Since **personal belongings** cannot be taken into the visits hall they are placed in **lockers**. Visitors must provide some identification documents (such as **ID cards**, passports, or driver's licenses) and are searched (patted-down / rub searched). This process often involves **metal detectors** and **sniffer dogs**. From the visitor center families usually go to the **visits hall**.

Conjugal visits are available for inmates who are legally married. It is private time that a prisoner may spend with a **spouse**. Conjugal visits usually take place in designated rooms or apartment-like facilities on prison grounds.

In some cases, a prisoner and a visitor are separated by a glass screen to prevent physical contact. It is called a **closed visit**. A prisoner is usually put on closed visits when there is a risk of smuggling unauthorized items.

Inmates have the right to access a lawyer. They are **entitled** to contact and appoint a lawyer of their choice. If they cannot pay for a lawyer, they should be given the opportunity to obtain legal advice free of charge (**legal aid**). Communications between inmates and lawyers must be **confidential** (safeguarded by the **attorney-client privilege**) which means that letters should not be opened and telephone calls should not be monitored ("unmonitored legal calls").

Adapted from: <https://www.prisonersfamilies.org/visiting-prison> (as of 15.05.2021).

- 1) What are the three basic forms of communication available to prisoners?
- 2) What are the rules concerning visits? Are they similar to the rules in Polish prisons?
- 3) What is a visiting order?
- 4) Who can book a visit?
- 5) What are conjugal visits?
- 6) Why are some inmates put on closed visits?
- 7) What is legal aid? Who qualifies for legal aid?
- 8) What is attorney-client privilege?

4. Read the text again and correct the sentences below.

- 1) A prisoner is put on closed visits when he / she contacts a lawyer.
- 2) All prisons have the same rules about the number of visits.
- 3) A visiting order is completed by correctional officers.
- 4) You don't have to book visits in advance.
- 5) All telephone calls are monitored in prison.
- 6) Conjugal visits are available for all inmates.
- 7) Visitors can take some personal belongings (such as phones or laptop computers) into the visits hall.
- 8) A reference number is not needed.
- 9) Legal aid is the provision of free legal services in civil and criminal matters for rich people.



C. VOCABULARY PRACTICE

5. Match the words to their English equivalents. Choose from the words in bold (in the text above).

- | | | |
|-----|--|---|
| 1) | | szafki |
| 2) | | budynek, w którym odbywają się widzenia |
| 3) | | współmałżonek |
| 4) | | sala widzeń |
| 5) | | tajemnica adwokacka |
| 6) | | uprawniony |
| 7) | | widzenia małżeńskie (intymne) |
| 8) | | widzenie bez kontaktu bezpośredniego |
| 9) | | niedozwolone przedmioty |
| 10) | | poufny |
| 11) | | wykrywacze metalu |
| 12) | | wniosek o wyrażenie zgody na widzenie |
| 13) | | dowody osobiste |
| 14) | | psy szkolone w wykrywaniu narkotyków |
| 15) | | rzeczy osobiste |

6. Match the words below to their English equivalents. Choose from the underlined words in the text.

- 1) chroniony, zabezpieczony
- 2) wyznaczać
- 3) szklany ekran / szyba
- 4) niekontrolowane rozmowy z adwokatem (bez nadzoru)
- 5) tymczasowo aresztowani (aresztanci)
- 6) numer referencyjny
- 7) za darmo, bezpłatnie
- 8) przemycać
- 9) dokumenty tożsamości
- 10) uwięzienie
- 11) skazani
- 12) wcześniej, z wyprzedzeniem
- 13) pomoc prawna (najczęściej darmowa)

7. Choose the correct word / expression.

- 1) provide evidence of your full name, date of birth, any name changes, citizenship or residency status.
 a) unauthorized items b) identification documents c) reference numbers
- 2) When she was in prison they offered her treatment as an alternative to .
 a) a closed visit b) legal aid c) incarceration
- 3) Remand prisoners awaiting trial are held in the same cells as .
 a) attorneys b) convicted inmates c) lawyers
- 4) What is the position of the Commission which should the rule of law?
 a) safeguard b) entitle c) searched
- 5) If you have a valid you will be able to vote.
 a) reference number b) visiting order c) identification document
- 6) Each member state should two members of the Commission.
 a) appoint b) safeguard c) access
- 7) I have to tell my driver two hours what time to pick me up.
 a) free of charge b) unmonitored c) in advance

8. Put the sentences below in chronological order.

- 1) Checking identification documents and searching for unauthorized items.
- 2) Going to the visits hall.
- 3) Booking a visit.
- 4) Completing a visiting order.
- 5) Arriving at the prison's visiting center.

**D. COMMUNICATION**

- 9. You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word. A turns to page 170. B turns to page 176.**

**E. DO IT YOURSELF – GLOSSARY**

- 10. Translate the phrases to complete the glossary. Compare the answers with your partner.**

- | | |
|----------------------------|--|
| 1) a _____ - _____ p _____ | – tajemnica adwokacka |
| 2) c _____ v _____ | – widzenie bez kontaktu bezpośredniego |
| 3) c _____ | – poufne |
| 4) c _____ v _____ | – wizyta małżeńska |
| 5) c _____ i _____ | – skazany |
| 6) e _____ | – uprawniony |
| 7) i _____ a _____ | – z góry, z wyprzedzeniem |
| 8) l _____ c _____ | – dowód osobisty |
| 9) i _____ | – uwięzienie |
| 10) l _____ | – szafka |
| 11) m _____ d _____ | – wykrywacz metalu |
| 12) p _____ b _____ | – rzeczy osobiste |
| 13) r _____ n _____ | – numer referencyjny |
| 14) r _____ p _____ | – tymczasowo aresztowany (aresztant) |
| 15) s _____ | – przeszukać, poddać kontroli |
| 16) s _____ d _____ | – pies szkolony do wykrywania narkotyków |
| 17) s _____ | – współmałżonek |
| 18) v _____ o _____ | – wniosek o wyrażenie zgody na widzenie |
| 19) v _____ h _____ | – sala widzeń |

UNIT 19

Correctional Health Care

Agata Czepik

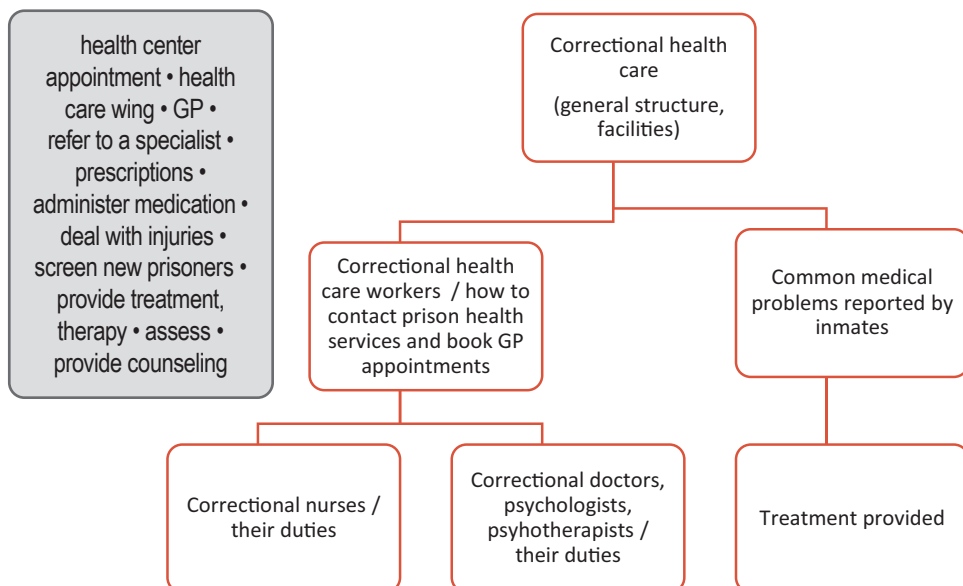


Photograph: Agata Czepik

A. BEFORE YOU READ

1. Work in pairs. Use your expertise to discuss the following issues.

Say as much as you can. You may need some of the words and phrases from the box.



2. Match some common medical problems reported by inmates to the following categories. Then, match the symptoms to some of the diseases.

diabetes • HIV • schizophrenia • sexually transmitted diseases • hepatitis • addictions •
high blood pressure • stroke • tuberculosis (TB) • cancer • psychotic disorder •
arthritis • asthma • bipolar disorder • cirrhosis of the liver • anxiety

A) Chronic diseases:

B) Infectious diseases:

C) Mental disorders:

1) Mood swings (from mania to depression)

2) Increased thirst, frequent urination,
low blood sugar

3) Sudden trouble speaking and walking
severe headache

4) Coughing up blood, fever, chest pain

5) Strange, dangerous behavior, anxiety,
delusions and hallucinations



B. READING PRACTICE

3. Read the text below and fill in the blanks.

general practitioners • schizophrenia • hospitalization • screen •
facilities • diabetes • refer • prison conditions

PRIMARY HEALTH CARE IN PRISONS

Primary health care in prisons has to deal with a wide range of problems. Many medical conditions, especially some mental disorders such as _____ (1), bipolar disorder, psychotic disorder, addictions, depression, and self-injurious behavior are more **prevalent** among prisoners than among the general population. Additionally, **incarceration** might **exacerbate** mental health problems due to severe stress and _____ (2) (such as **overcrowding**).

A large proportion of prisoners have chronic health problems or some infectious diseases including _____ (3), high blood pressure, HIV, epilepsy, sexually transmitted diseases, cancer, **TB**, **hepatitis**, and **cirrhosis** of the liver.

5. Find the following collocations in the text. Choose from the underlined> words. Then, complete the sentences below.

- | | |
|---|----------------------|
| 1) zaburzenia psychiczne | <input type="text"/> |
| 2) badania przesiewowe podczas przyjęcia do więzienia | <input type="text"/> |
| 3) przepisywać leki | <input type="text"/> |
| 4) opieka w nagłych wypadkach | <input type="text"/> |
| 5) odsyłać więźniów do specjalistów | <input type="text"/> |
| 6) podawać leki | <input type="text"/> |
| 7) podstawowa opieka medyczna | <input type="text"/> |
| 8) drobne urazy | <input type="text"/> |
| 9) choroby przenoszone drogą płciową | <input type="text"/> |

- 1) She only had (shallow cuts and bruises) but her father died.
- 2) Gonorrhea is one of the most common .
- 3) Help the doctor to the patient before it's too late!
- 4) By introducing screening tests for (such as schizophrenia or depression) in hospitals, we have a chance to improve the results of treatment.
- 5) Doctors can to alleviate the pain (write an instruction that authorizes a patient to be issued with a drug).
- 6) Doctors Without Borders provide (treat injuries and wounds) in war zones.
- 7) The problem of tuberculosis will not be solved without high-quality (GPs and nurses).
- 8) He went to the doctor repeatedly but his GP didn't him to .
- 9) Upon arrival the inmate will be for mental disorders.

D. COMMUNICATION

6. Read the text again and answer the questions.

- 1) Why are some mental disorders more prevalent among prisoners than among the general population?
- 2) What are the most common health problems in correctional facilities?
- 3) What are the duties of correctional nurses?
- 4) What are the duties of correctional doctors?
- 5) What does mental health treatment involve?



7. Make sentences using the prompts on the right. Check with the teacher.

Then, use the left side of the diagram to act out the roles. Add your own ideas.

A: Czy jesteś uzależniony od narkotyków?

B: Tak.

A: Jakie narkotyki zażywasz i kiedy ostatnio zażywałeś?

B: Amfetaminę. Dwa dni temu.

A: Czy masz jakieś inne problemy zdrowotne? Padaczkę, żółtaczkę, astmę?



You / addict / drugs?

What / drugs / take?

When / last / take?

Have / other / health problems?

A: Czy kiedykolwiek konsultowałeś się z psychiatrą w związku z jakimś problemem psychicznym?

B: Tak.

A: O co chodziło?

B: Samookaleczenie i próba samobójcza.

A: Czy byłeś kiedyś przyjęty do szpitala psychiatrycznego?



You / ever / see / psychiatrist / mental health problem?

What / nature / problem?

Self-harm / suicide attempt.

You / ever / admit / psychiatric hospital?

A: Czy bierzesz jakieś leki?

B: Tak.

A: Na receptę czy bez recepty?

B: Na receptę. Biorę insulinę i leki przeciwbólowe.

A: Insulina jest na cukrzycę. Jak ją zażywasz?

B: Biorę jedną tabletkę każdego dnia.



Take / medication?

Prescription / over-the counter?

Take / insulin / painkillers.

Insulin / diabetes. How / take?

Take / pill / every day.

8. Work in pairs. Complete the glossary below by matching the words in bold to their English equivalents (see the text on page 176). Use the glossary to translate (orally) the text below.

Przemoc w miejscu pracy stanowi poważny problem. Pracownicy więziennej służby zdrowia **mierzą się z ryzykiem** fizycznego lub **werbalnego ataku** ze strony swoich pacjentów. Najwięcej incydentów przemocy w miejscu pracy **ma miejsce w więzieniach dla mężczyzn**. Pracownicy więziennej służby zdrowia mogą zostać ugryzieni, **pchnięci nożem**, **ukłuci zużytą igłą**, lub **ochlapani krwią**. **Narażenie się** na takie choroby zakaźne jak żółtaczka czy HIV może się zdarzyć w każdej z tych sytuacji. Aby zapobiec infekcjom, pracownicy powinni używać sprzętu ochrony osobistej takiego jak maski, rękawiczki, gogle lub **przyłbice**.

- 1) przemoc
- 2) mierzą się z ryzykiem
- 3) atak werbalny
- 4) ma miejsce
- 5) więzienia dla mężczyzn
- 6) pchnięci nożem
- 7) ukłuci
- 8) zużyta igłą
- 9) ochlapani
- 10) narażanie się
- 11) przyłbice

9. Work in pairs. Turn to page 177. Make one copy and cut it up into cards. Student A takes a card and explains the word. Student B guesses the word. Swap roles.

A: It is a kind of...
infectious disease / chronic disease /
mental disorder.



B: It causes...
coughing / seizures / fever

A: The treatment involves...
taking medication / painkillers /
sedatives, therapy

B: The symptoms include...
fainting / delusions / joint pain / yellowing of the
skin / mood swings / feeling thirsty

10. Sit face to face. In pairs find at least 6 differences between two similar pictures by describing them to each other. You mustn't look at each other's pictures. A turns to page 171. B turns to page 178.



E. DO IT YOURSELF – GLOSSARY

11. Translate the phrases to complete the glossary. Compare with your partner.

- 1) a _____ m _____ – aplikować leki
- 2) a _____ – przyjęcie (do więzienia)
- 3) a _____ – wizyta, umówione spotkanie
- 4) a _____ – artretyzm, zapalenie stawów
- 5) a _____ – atak
- 6) a _____ – ocenić, oszacować
- 7) a _____ – astma
- 8) b _____ d _____ – zaburzenia afektywne dwubiegunowe

- 9) c _____ – marskość wątroby
- 10) c _____ – poradnictwo, pomoc terapeutę
- 11) d _____ – cukrzyca
- 12) e _____ c _____ – opieka doraźna, w nagłych wypadkach
- 13) e _____ – pogarszać, nasilać
- 14) g _____ – rzeżączka
- 15) G _____ – lekarz pierwszego kontaktu
- 16) h _____ c _____ – ośrodek zdrowia
- 17) h _____ – żółtaczkę, zapalenie wątroby
- 18) h _____ – hospitalizacja
- 19) i _____ – uwięzienie
- 20) n _____ – igła
- 21) p _____ – recepta
- 22) p _____ – szeroko rozpowszechniony
- 23) p _____ h _____ c _____ – podstawowa opieka zdrowotna
- 24) r _____ t _____ – kierować kogoś do
- 25) s _____ – robić badanie przesiewowe
- 26) s _____ – pchnąć nożem
- 27) s _____ – udar
- 28) T _____ – gruźlica

UNIT 20

Inmate Nutrition

Agata Czepik

Photograph: Agnieszka Szczepaniak-Olejniczak

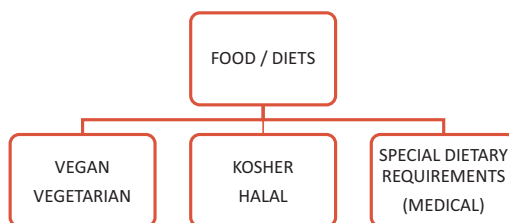


A. BEFORE YOU READ

1. Work in pairs. Check the meaning of the words in **bold**. Then, discuss the following questions. You may need the words and expressions below.

lactose-free diet • plant-based diet • alcoholic drinks • food preparation •
non-kosher animals • slaughtered in the correct procedure • meat and dairy products •
exclude animal products • pork • gluten-free diet • diabetes diet • legumes

- 1) What do you know about a **vegetarian** diet?
- 2) What is a **vegan** diet?
- 3) What is **halal** food?
- 4) What are some Muslim **dietary laws**?
- 5) What are Jewish **kosher** dietary laws?
- 6) What is a prison **commissary**? What products can be **purchased** there?
- 7) How can food be used to **enhance the status** (increase the social status within the **prison hierarchy**)? Give some examples.



B. VOCABULARY PRACTICE 1



2. Match the words below with their descriptions.

nutritious diet • diabetes • hoard • trolley • heating coils •
commissary • contraband • barter • currency

- 1) A diet which provides the body with essential nutrition - _ _ _ _ _ us _ _ _ _
- 2) A large metal basket on wheels, used for transporting heavy or large items - _ _ _ l _ y
- 3) It is a disease that occurs when your blood glucose is too high - _ i _ _ _ _ s
- 4) To accumulate money or objects and hide them - _ o _ _
- 5) Items that have been imported or exported illegally - _ _ _ t _ _ _ n _
- 6) Exchanging goods or services without using money - _ _ r _ _
- 7) The part of an electric heating appliance in which the electrical energy is transformed into heat - _ _ a _ _ _ _ o _ _
- 8) The money that a country uses - _ _ r r _ _ _
- 9) A food store in prison - _ _ _ _ i _ _ _ _

C. READING PRACTICE



3. Read the text below. Match the words in bold to their Polish equivalents below.

You will need one word from the text in Exercise 4.

MEALS IN AMERICAN PRISONS

Prisoners should have a **varied**, nutritious, and balanced diet. Moreover, food should meet their individual needs, such as religious (halal meat or a Jewish kosher diet), cultural (vegan or vegetarian diets), and other special **dietary requirements**. Inmates with some medical conditions (such as **lactose intolerance**, allergy, or diabetes) **are entitled to** a medical diet, which must be **prescribed** by the prison medical staff.

Meals are usually prepared in a central kitchen and delivered on covered trolleys to cells. In some facilities, inmates are taken to the dining hall where meals are served. Some prisons may **permit** cooking while others **prohibit** it. Inmates may use **contraband** items to make **illicit** "stingers" (**heating coils**).

Inmates with good behavior can buy food and other items at prison commissaries. Payments are made through an inmate's commissary **account** with money sent by family members or earned as **wages**. Since prisoners don't have **access** to cash, they use the **barter** system. Products **purchased** from commissaries such as food, stamps, or cigarettes are used as **currency**.

Adapted from: <https://www.prisonlegalnews.org/news/2018/aug/4/prison-food-and-commissary-services-recipe-disaster/> (as of 15.02.2021) and <https://www.aele.org/law/2007JBJUL/2007-07MLJ301.pdf> (as of 12.02.2021).

- 1) grzałka elektryczna, spirala grzewcza
- 2) wykluczony
- 3) waluta
- 4) nabyty
- 5) zakazany, potajemny, niedozwolony
- 6) różnorodny, urozmaicony
- 7) nietolerancja laktozy
- 8) szmugiel, przemyt
- 9) zezwolić
- 10) być uprawnionym do
- 11) przepisany (zalecony)
- 12) zakazać, zabronić
- 13) handel wymienny
- 14) pensja
- 15) konto
- 16) dostęp
- 17) wymagania żywieniowe

4. Read the text below. Fill in the gaps (1–4) with the words in the box.

enhances • hoarding • sex offenders • weak

Illegal trading and (1) _____ of food may be the means of establishing the prisoners' social hierarchy. (2) _____ prisoners who can cook often prepare food for stronger inmates. It usually (3) _____ their social status. (4) _____, who are at the bottom of the hierarchy, are usually **excluded** from such activities.

5. Work in pairs. Answer the questions below.

- 1) What special diets do prisoners get?
- 2) What medical dietary requirements can you name?
- 3) How is food prepared and served in prisons?
- 4) What are "stingers"? What are they used for?
- 5) How are payments made when you purchase items from prison commissaries?
- 6) What items are used as currency in prisons?
- 7) Which inmates are usually excluded from cooking?

D. VOCABULARY PRACTICE 2



6. Choose the correct word.

- 1) A medical diet must be **prescribed / entitled to** by prison medical staff.
- 2) **Illicit / Contraband** in prisons includes alcohol, communication devices, or drugs.
- 3) Alcohol is **prohibited / permitted** in prisons.
- 4) There are three kinds of **medical conditions / dietary requirements**: medical, religious, and personal.
- 5) The black market in prisons is based on a **hoarding / barter system** (exchanging goods).

7. Match the following words and translate.

- | | |
|-------------|-----------------|
| 1) meet | a) conditions |
| 2) access | b) trolleys |
| 3) illegal | c) system |
| 4) dietary | d) to cash |
| 5) lactose | e) the needs |
| 6) barter | f) intolerance |
| 7) medical | g) requirements |
| 8) hoarding | h) offenders |
| 9) covered | i) trading |
| 10) sex | j) of food |

E. COMMUNICATION



8. Answer the following questions. Use your own knowledge.

- 1) Is cooking **permitted or prohibited** in Polish prisons?
- 2) How are meals usually prepared and served in Polish prisons?
- 3) How do **prison commissaries** work in Poland?
- 4) What can be used to make **illicit heating coils** in prison?
- 5) Are **sex offenders** socially isolated in prisons? What can they be **excluded from**?
- 6) What are the things you could **barter** in Polish prisons? How are these items ranked by value?

9. Read the texts below and turn to page 171.

TEXT A

Nutraloaf is a food product used in American prisons as a form of **punishment** for inmates who **misbehave**. It is made in prisons by baking **leftovers** and other ingredients into a **loaf**. It's **bland** and dry. Inmates have to eat it at every meal for many days or weeks. Prisons often serve the loaf to inmates who are in **solitary confinement**.

TEXT B

Fruit is a part of an inmates' diet. However, it can be **hoarded** and **fermented** into "hooch" or "prison wine". It has many different names. Some call it toilet wine because it is usually hidden in **toilet tanks** while fermenting. It is made from **moldy** bread, fruit, and sugar. Drunken inmates often get into fights and **cause trouble**.

Adapted from: Bosworth M., Encyclopedia of Prisons and Correctional Facilities, Sage Publications, Thousand Oaks, 2005, vol. 1, p.331, <http://www.thepizzle.net/lets-go-to-prison-nutraloaf-aka-prison-loaf/> (as of 08.02.2021) and <https://prisoninsight.com/what-is-prison-hooch-and-how-do-inmates-make-it/> (as of 13.02.2021).

10. You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word. A turns to page 172. B turns to page 179.
11. Sit face to face. In pairs find at least 6 differences between two similar pictures by describing them to each other. You mustn't look at each other's pictures. A turns to page 173. B turns to page 180.



F. DO IT YOURSELF – GLOSSARY

12. Translate the phrases to complete the glossary.
Compare the answers with your partner.

- | | |
|---------------------|---|
| 1) a _____ | – konto |
| 2) b _____ | – handel wymienny |
| 3) b _____ | – nijakie, mdłe, mało smaczne |
| 4) c _____ | – kantyna |
| 5) c _____ | – przemysł |
| 6) c _____ | – waluta |
| 7) d _____ | – cukrzyca |
| 8) d _____ l _____ | – zasady żywieniowe |
| 9) e _____ | – wykluczać |
| 10) e _____ t _____ | – być uprawnionym do |
| 11) e _____ | – ulepszać, wzmacniać |
| 12) h _____ c _____ | – grzałka elektryczna, spirala grzewcza |
| 13) h _____ | – gromadzenie, chomikowanie |
| 14) "h _____" | – „alpaga”, więzienne wino |
| 15) i _____ | – zakazany, potajemny |
| 16) l _____ | – resztki |

- | | |
|---------------------|--------------------------------|
| 17) m _____ | – źle się zachowywać |
| 18) m _____ | – spleśniały |
| 19) n _____ | – pożywny |
| 20) p _____ | – pozwalać |
| 21) p _____ | – przypisany, zalecony |
| 22) p _____ | – zakazać |
| 23) p _____ | – nabyć |
| 24) r _____ | – wymagania |
| 25) s _____ o _____ | – przestępcy seksualni |
| 26) s _____ c _____ | – karcer |
| 27) „s _____ ” | – grzałka („buząła”, „watowa”) |
| 28) t _____ | – wózek, stolik na kółkach |
| 29) v _____ | – różnorodny, urozmaicony |

**YOUR NOTES**

SECTION V

Selected Negative Prison-Related Issues



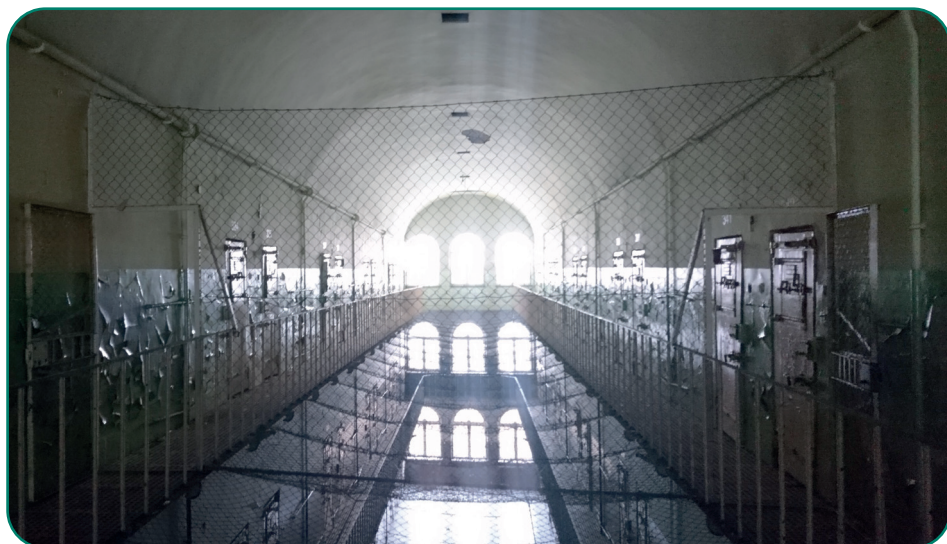
Photograph: Agnieszka Szczepaniak-Olejniczak

UNIT 21

Prison Subculture

Agnieszka Szczepaniak-Olejniczak

Photograph: Agnieszka Szczepaniak-Olejniczak



A. BEFORE YOU READ 1

1. Work in pairs. Read the definition of *subculture* from *Oxford Reference*. Then discuss the questions.

SUBCULTURE – A self-defining group within a society which holds different values and norms to those of the majority. This may be represented by specialized types of material culture or the differences in the way material culture is used.

Source: <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100539443>.
The Concise Oxford Dictionary of Archaeology.

- 1) In light of the above definition, how would you define *prison subculture*?
- 2) What are the typical features of prison subculture? Think about the rules, symbols, typical behaviour, etc.



B. READING PRACTICE 1

2. Read Text 1 and complete the gaps (1-5) with the correct headings (A-F). There is one extra heading which you do not need to use.

- | | |
|---|--|
| A) Features of prison subculture | D) The informal organisation and hierarchy in prison |
| B) The start of the inmate code in prisons | E) The importance of the prison subculture |
| C) Adherence to or violation of the inmate code | F) The adoption of the inmate code |

TEXT 1

PRISON SUBCULTURE (THE INMATE CODE) IN THE USA AND THE UK

(1)

Prisoners form informal organisations controlled by a set of rules and regulations designed by the inmate themselves, known as the convict or inmate code. The inmate code can be defined as a set of maxims, values and norms formulated and accepted by inmates to guide their conduct in prison life.

Prison subculture is the culture of prison society. It is largely the product of socialisation that occurs inside prison. The process of taking on norms and customs of prisons is called prisonisation. The prisonisation model postulates that inmates react or adapt to the deprivations of imprisonment by forming the inmate prison subculture and behaving accordingly. In contrast to this notion is the importation theory which says that the prison subculture is brought in from outside the walls by offenders who have developed their attitude, values, beliefs and norms while on the streets as members of a gang or basically as criminals. In fact, the inmate prison subculture is a product of both importation and indigenous factors.

Power can be granted to prisoners because of their influence and their ability to obtain and give rare goods as well as services, or be earned by prisoners' negative traits or aggression. A new coming inmate has to surrender to the prisons officials, sometimes in very humiliating ways.

(2)

Prisoners are usually dispossessed of goods and services, heterosexual relationships and autonomy. As a result of deprivation, inmates develop frustration, hatred, stress and a negative attitude towards prison and its guards. To fight away this feeling, they form a subculture and develop a common identity by showing respect, loyalty and generosity towards their fellow inmates, by avoiding coming into negative terms with others interests, not being exploitative, and by being resistant towards the prison staff.

(3)

The prison administration has its own norms that prisoners are supposed to adhere to: they should divulge any information they have about other inmates' deviant behaviour and plans of escape or smuggling goods and money, they should work diligently and better themselves, and should refrain from forming close associations with other residents.

The administration and prisoners' codes of conduct are fiercely conflicting. According to the convict code, inmates:

- should not interfere with other inmates' interests and should not inform on fellow prisoners,
- should not exploit fellow residents and should help other inmates,
- should show loyalty to other residents,
- should not trust staff, plead guilty, try to seek favour or please the prison administration,
- should share what they have.

Prisoners also use the argot (jargon) as a reflection of the norms and values comprising the inmate or prison subculture and to refer to different aspects of the prison experience, such as prisoner status, drugs, sexual relations in prison, violence, prisoner behaviour, nicknames for police officers, and prison staff.

(4)

Sentence length, phase of institutional career and the type of social criminal may lead to the inmate code adoption. The longer one is exposed to the prisoners' code, the greater are the chances for its incorporation, but it is not a rule. There are a variety of roles a prisoner plays, which are not inmate code-oriented, e.g. "the right guy" or "the square john". "The right guy" (anti-social inmates) are highly prisonised. "The square john", pro-social inmates, are not prisonised normatively. Still, inmate codes affect prisoners in different ways. The differences are acclaimed to the background, attitudes, values, life philosophy, and status and overall roles played by the prisoner.

(5)

The inmate code is a very powerful socialisation agent. Inmates who go by the set inmate codes usually earn themselves respect and the weak or disloyal ones are looked down upon. The code may be violated in different ways. Prisoners giving information to the guards are branded rat or squealer. Prisoners supporting the guards could be referred to as centre men. An inmate applying force to take from weaker prisoners may be regarded as a gorilla. A merchant is a prisoner manipulating others by economic exploitation. Fags practise homosexuality. Wolves cause aggression and punks submit sexually. Disobedient ball-busters, constantly crossed with the guards, lead to the overall punishment of the prisoners. The violation of the inmate code results in a variety of punishment which include ostracism, corporal punishment or other violence even to the extent of murder.

The inmate code helps to control behaviour in prisons and this makes it an important tool despite the odds.

Adapted from: Prison Subculture Is The Culture Of Prison Society (sociologyindex.com) (as of 16. 06. 2021) and <https://criminology-articles.blogspot.com/2017/10/inmate-code.html?m=0> (as of 15. 06. 2021).

For more information about inmate codes see: Dorpat T.L., Crimes of Punishment: America's Culture of Violence, Algora Publishing, New York, 2007.

3. Read the text again and decide if the sentences below are true (T) or false (F).

- 1) The inmate code could have its root in inmates' lives before the incarceration. **T / F**
- 2) The codes help inmates reduce the feeling of deprivation. **T / F**
- 3) According to the inmate code, prisoners should give support to the treatment facilities under the motivation of bettering themselves. **T / F**
- 4) The inmate code seeks to oppose the set goals and values of prison authorities. **T / F**
- 5) According to the inmate code, none of the inmates' information should be leaked outside their boundaries. **T / F**
- 6) Sentence length always leads to the acceptance and implementation of the inmate code. **T / F**
- 7) Prison subculture is in line with prison administration norms. **T / F**
- 8) Violating the code by a prisoner usually results in calling them names. **T / F**



C. VOCABULARY PRACTICE 1

4. Work in pairs. In your own words define the following phrases from the text:

inmate code

prisonisation

importation theory

deprivation

violation of the code

5. Find synonyms to the prisoners rules in the box. Some phrases may go to more than one category below.

don't stick your nose in other people's business • avoid exploiting fellow prisoners • keep off a man's back • don't have a loose lip • don't be a sucker • don't whine • side with other inmates • don't welsh on debts • don't interfere with other's interests • be resistant to the staff • don't break your word • show respect and loyalty to others

Don't inform

Be loyal

Don't exploit others

Don't trust the staff

6. Match the words with the definitions.

- | | |
|----------------|--|
| 1) wolf | a) a prisoner causing conflict with the guards |
| 2) rat | b) a prisoner who causes aggression |
| 3) fag | c) a sexually submissive prisoner |
| 4) ball-buster | d) a prisoner taking things from weaker prisoners by force |
| 5) right guy | e) a prisoner exploiting other inmates economically |
| 6) merchant | f) an anti-social prisoner |
| 7) punk | g) a homosexual prisoner |
| 8) gorilla | h) a prisoner who gives information to the guards |



D. BEFORE YOU READ 2

7. Do you know any English slang expressions related to prison, inmates or criminal life? If so, write them down. If not, make a short list of examples of prison slang expressions used in Polish (you may also think of the patterns and norms of the “grypsing” group).

8. Work in pairs or small groups. Compare the answers.



E. READING PRACTICE 2

9. Read the mini-glossary (Text 2). Ignore the gaps at this stage.

TEXT 2 CRIMINAL PARLANCE IN THE UK

April

A weapon (as “April fool” rhymes with “tool”).

Baron

An old-fashioned term for the prisoner who would run the (1) market in each prison wing.

Battle taxi

Any police vehicle used to transport riot squad officers to an incident or (2) .

Bed and breakfast

A night in the punishment block before appearing in front of the governor for adjudication, or an overnight (3) in any prison while en route to another one.

Diesel

Slang for prison tea.

Ekky

Another word for the police. It comes from the fact that, when seen in the rear-view mirror of a vehicle, the “police” sign reads – ECILOP (“ekkylop”, which is shortened to ekky).

FTS

“Fuck the System” is a common cry of the prisoner, and a common way of signing off jail mail to others in the same position. To British prisoners, “the system” is everything from straight society and the police to the courts and prison.

Hobbit

An inmate who is willing to cooperate with the prison authorities and to work in a workshop where other prisoners do not want to work. A lesser kind of a prisoner.

Hobbit shop

A prison workshop where repetitive (4) , such as making prison brooms, can be undertaken for a very low wage.

Hotplate hamster

A screw who wangles duty on the hotplate in order to eat prisoners’ rations rather than pay the (5) of a meal in the subsidised staff canteen.

John Wayne

This is prison-issue toilet paper. It is so very tough, just like the (6) played by the actor.

Kanga

Slang for a prison officer (as “kangaroo” rhymes with “screw”). The word is widely used in every prison in England.

Little fellas

A slang phrase for cigarette (7) . The term is widely used in northern prisons in the UK.

Moon

In prison moon is taken to mean “month”.

The Out

The world outside of the prison (8) and fences (as in “I knew him on The Out”).

Polo

It means that somebody has no money (rhyming slang: Polo mint = skint).

Quack

A prison doctor. Most are prison officers who have taken a first aid course which entitles them to wear a white coat and work in the prison (9) , dispensing aspirin and plasters. They are not to be confused with real doctors.

Right guy

An anti-social prisoner.

Screw

A prison officer.

Square john

A pro-social inmate.

Turtles

Gloves you need in order to avoid detection, (10) and imprisonment (“turtle doves” rhymes with “gloves”).

Undies

Youth slang for undercover police officers.

Adapted from: <https://www.theguardian.com/books/2015/aug/15/criminal-alphabet-guide-to-prison-slang> (as of 15.06.2021).

10. Complete Text 2 with the missing words from the box.

work • cowboys • ends • walls • hospital • arrest • black • protest • price • stay

11. Work in pairs. Compare the answers.



F. VOCABULARY PRACTICE 2

12. Work in pairs. Match the British slang terms to their Polish equivalents.

- | | |
|-----------------------|---|
| 1) turtles | a) gliniarz |
| 2) moon | b) czaj |
| 3) little fellas | c) rękawiczki |
| 4) hobbit shop | d) suka / samochód do przewozu więźniów |
| 5) kanga | e) klawisz |
| 6) The Out | f) miesiąc |
| 7) polo | g) git |
| 8) ekky | h) płyta grzewcza / buzała |
| 9) diesel | i) cwel |
| 10) bed and breakfast | j) warsztat |
| 11) april | k) świat zewnętrzny / poza więzieniem |
| 12) battle taxi | l) dołek |
| 13) right guy | m) spluwa |
| 14) hotplate | n) pety |
| 15) hobbit | o) splukany / bez grosza |



G. COMMUNICATION

13. Work in pairs. Ask your partner about the meaning of the prison slang terms. Your partner cannot translate the phrases, but should define them in English. A turns to page 173. B turns to page 180.



H. DO IT YOURSELF – GLOSSARY

14. Work in pairs. Use the underlined words in Text 1 and Text 2 to complete the glossary.

- | | |
|------------------------------------|-------------------------------|
| 1) czynnik | - a g _ _ _ |
| 2) czarny rynek | - b _ a _ _ m _ r _ _ _ |
| 3) dofinansowany | - s _ b _ i _ _ _ _ d |
| 4) hojność, szczodrość | - g _ n e _ _ _ _ _ y |
| 5) klawisz | - s _ _ _ w |
| 6) kurs pierwszej pomocy | - f _ _ _ t a _ _ c _ _ r _ _ |
| 7) nastawienie, stosunek do czegoś | - a _ t _ t _ _ _ |
| 8) nieposłuszny, krnąbrny | - d _ s _ b _ _ i _ _ _ |
| 9) odpowiednio, zgodnie z zasadami | - a _ _ o _ d _ _ _ _ y |

- | | |
|---|---------------------|
| 10) ogrodzenia | - f_n____ |
| 11) pilnie, sumiennie | - d_li____l_ |
| 12) poddać się, ulec | - s_r_e____ |
| 13) pojazd | - v_h____ |
| 14) powtarzalny | - r_p____t____ |
| 15) przezwisko | - n_c_n____ |
| 16) przylgnąć, przynależeć, dopasować się | - a_h____ |
| 17) przypisany, uznany | - a_cl____d |
| 18) przyswojenie, włączenie | - i_n__r____a_t____ |
| 19) rodzimy, miejscowy | - i_n__g____s |
| 20) rozgłaszać | - d_v__g__ |
| 21) skazany | - c_n____t |
| 22) składający się z (czegoś) | - c_m_r____g |
| 23) warsztat | - w_r__h__ |
| 24) wykrycie | - d_t_c____ |
| 25) wyzysk | - e_x____t____n |

UNIT 22

Drugs in Prison

Agata Czepik



Photograph: Agata Czepik



A. BEFORE YOU READ

1. Work in pairs. Check the meaning of the words in **bold**. Then, discuss the following questions.

- 1) What are the most commonly used psychoactive drugs?
- 2) Which psychoactive drugs can be **injected** / smoked / **snorted** / **ingested**?
- 3) Which psychoactive substances are most **addictive**?
- 4) What are the effects of **drug abuse**?
- 5) What are **withdrawal symptoms**?

2. Do the quiz below by choosing true (T) or false (F). Check with the teacher.

- 1) Marihuana is made from cannabis plants (mainly leaves). T / F
- 2) LSD may produce visual hallucinations. T / F
- 3) Heroin is made from coca plants. T / F
- 4) Amphetamine is a strong stimulant, usually in a form of tablets. T / F
- 5) Prescription painkillers cannot lead to drug abuse. T / F
- 6) Heroin is made from opium poppy plants. T / F
- 7) Amphetamine is called "speed" because it speeds up the messages traveling between the brain and the body. T / F
- 8) Drug abuse may lead to self-harm or drug overdose deaths. T / F
- 9) Sedatives help reduce pain. T / F
- 10) Designer drugs are sometimes called "legal high". T / F

3. Match the psychoactive drugs below to their descriptions.

amphetamine • cocaine • heroin • prescription painkillers •
tranquilizers / sedatives • LSD • cannabis • designer drug

- 1) _____ – also known as marijuana, is a psychoactive drug from the cannabis plant. It is usually smoked.
- 2) _____ – also known as coke or crack, is a strong stimulant. It is made from the leaves of a coca plant. It is snorted, smoked, or injected.
- 3) _____ – is made from morphine, a natural substance taken from opium poppy plants. It can be a white or brown powder. People inject, snort, or smoke it.
- 4) _____ – are some of the most commonly prescribed medications which help reduce stress or help users sleep.
- 5) _____ – drugs which are commonly prescribed to treat pain.
- 6) _____ – may be in the form of a powder or tablets. It speeds up the messages traveling between the brain and the body. It is often called “speed”.
- 7) _____ – when it is taken it may produce visual hallucinations.
- 8) _____ – a drug produced by modification of an existing drug resulting in a new substance with similar effects. It is sometimes called “legal high”.

4. Many psychoactive drugs have nicknames / street names. Match the names below to some of the psychoactive drugs in Exercise 3.

- 1) speed / base
- 2) big H / horse / hell dust
- 3) coke / crack
- 4) weed / grass / ganga / herb / joint

B. VOCABULARY PRACTICE 1

5 Match the following words to their Polish equivalents.

- | | |
|------------------------|--------------------------|
| 1) addiction | a) kontrabanda, szmugiel |
| 2) self-harm | b) przemyt |
| 3) suicide attempt | c) izolatka |
| 4) withdrawal symptoms | e) ukryć, kamuflować |
| 5) seizure | f) próba samobójcza |
| 6) contraband | g) zwolnienie warunkowe |
| 7) disguise | h) przemoc |
| 8) smuggling | i) uzależnienie |



- | | |
|--------------------------|---------------------------------------|
| 9) drug trafficking | j) samookaleczanie |
| 10) circumvent | k) napad, atak (np. padaczkowy) |
| 11) drug abuse | l) handel narkotykami |
| 12) parole | m) dreszcze |
| 13) drug overdose | n) objawy odstawienia |
| 14) violence | o) obchodzić, omijać, przechytrzyć |
| 15) vomiting | p) narkomania, nadużywanie narkotyków |
| 16) tremors | r) kontrola osobista |
| 17) solitary confinement | s) wymioty |
| 18) body search | t) przedawkowanie narkotyków |

6. Match the words with the definitions.

overdose • self-harm • suicide attempt • parole • smuggling •
withdrawal symptoms • drug trafficking

- 1) Permission for a prisoner to be released before his period in prison is finished

- 2) Taking a dangerously large dose of a drug _____
- 3) Physical and mental symptoms when a substance is reduced or not given to the body

- 4) The illegal transportation of objects, substances or goods _____
- 5) To deliberately hurt yourself, for example, by cutting yourself _____
- 6) The crime of trading in illegal drugs _____
- 7) An attempt to kill oneself _____

7. Choose the correct word.

- 1) Goods that have been imported or exported illegally are called **contraband / drug abuse**.
- 2) The dealers were sneaking *drug*-infused paper to inmates **preventing / disguising** the narcotics as legal mail.
- 3) The US Bureau of Prisons has started photocopying inmate letters to **prevent / lead to** the smuggling of synthetic narcotics like K-2.
- 4) Keeping an inmate alone in a cell for over 22 hours a day is called **solitary confinement / parole**.
- 5) In *prisons*, **body searches / violence** may constitute security measures to prevent the entry and contraband of drugs.
- 6) A **tremor / vomiting** is an involuntary shaking of a body. It is one of the withdrawal symptoms.

C. READING PRACTICE



8. Read the text and match the words in bold to their Polish equivalents.

Then answer the questions below the text.

- | | |
|------------------------------|--|
| 1) zmniejszyć, zredukować | |
| 2) prowadzić do | |
| 3) zapobiegać | |
| 4) ukryty, zakamuflowany | |
| 5) zmuszany | |
| 6) podawany, przekazywany do | |
| 7) powiązany z | |
| 8) wchodzić, pojawiać się | |
| 9) obchodzić, przechytrzyć | |
| 10) wprowadzany | |

DRUG USE AND DRUG SMUGGLING IN PRISONS

The use of psychoactive drugs has become a significant problem in prisons. Drug abuse and addiction are **linked to** mental disorders including depression, hallucinations, and other problems. The use of psychoactive drugs may **lead to** violence, self-harm, suicide attempts, or drug overdose deaths.

Many drugs, such as heroin, cocaine, or prescription drugs are highly addictive. Individuals who stop the chronic use of drugs often feel the effects of drug withdrawal symptoms. The most common include vomiting, tremors, and seizures.

Drugs **enter** prisons in a variety of ways. One of the most common ways is through visitors and mail. The contraband is **passed to** prisoners during visits using a variety of methods. Drugs are **disguised** in different ways to **circumvent** systems that **prevent** drug smuggling. Drugs may also be thrown over fences and walls or delivered by drones.

Drug trafficking within a prison is usually controlled by gangs and generates a hierarchy. Some weaker inmates are **forced** to act as smugglers or dealers.

To **reduce** the supply of drugs body searches, daily cell inspections and sniffer dogs are used. Additionally, heavier fines are being **introduced** such as solitary confinement or withdrawing parole. Prisons introduce drug treatment programs to fight addiction. One of the most common is methadone maintenance treatment which can reduce drug use in institutions.

Adapted from: <https://medcraveonline.com/FRCIJ/behind-bars-the-truth-about-drugs-in-prisons.html> (as of 15.02.2021).

- 1) What is drug abuse **linked to**? What can it **lead to**?
- 2) What are the most common drug withdrawal symptoms?
- 3) What are the most common ways that drugs **enter** prisons?
- 4) How can inmates **disguise** drugs to circumvent systems set up to **prevent** drug smuggling? (Think of two examples).
- 5) What are some weaker inmates **forced** to do?
- 6) What measures are being **introduced** to **reduce** the supply of drugs?

9. Read the text again. Then, mark the statements as true (T) or false (F).

- 1) Drug abuse is linked to violence. (T / F)
- 2) Heroin is not highly addictive. (T / F)
- 3) Tremors and vomiting are common drug withdrawal symptoms. (T / F)
- 4) One of the most common ways that drugs enter prisons is by drones. (T / F)
- 5) Drug trafficking within a prison does not generate a hierarchy. (T / F)
- 6) Sniffer dogs are used in some prisons to reduce the supply of drugs. (T / F)
- 7) The withdrawal of parole is not used as a fine to fight drug trafficking in prisons. (T / F)



D. VOCABULARY PRACTICE 2

10. Match the words to make phrases and translate them.

- | | |
|-------------------|----------------|
| 1) sniffer | a) search |
| 2) highly | b) systems |
| 3) body | c) parole |
| 4) drug treatment | d) program |
| 5) cell | e) confinement |
| 6) withdrawing | f) inspections |
| 7) solitary | g) addictive |
| 8) circumvent | h) dogs |



E. COMMUNICATION

11. You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: What's 1 across? or What's 2 down?. You and your partner should answer by describing the missing word. A turns to page 174. B turns to page 181.
12. The describing game. Work in pairs or small groups. Define the words. You can use the phrases below. Your partner tries to guess the word. A turns to page 174, B turns to page 181.



F. DO IT YOURSELF – GLOSSARY



13. Translate the phrases to complete the glossary. Compare the answers with your partner.

- | | |
|-------------|--------------------------------|
| 1) a _____ | – uzależniający |
| 2) a _____ | – próba |
| 3) b _____ | – kontrola osobista |
| 4) c _____ | – marihuana |
| 5) c _____ | – przeszukanie celi |
| 6) c _____ | – obchodzić, przechytrzyć |
| 7) c _____ | – kokaina |
| 8) c _____ | – kontrabanda |
| 9) d _____ | – dopalacze |
| 10) d _____ | – ukryć, kamuflować |
| 11) d _____ | – handel narkotykami |
| 12) h _____ | – heroina |
| 13) i _____ | – wstrzyknięty |
| 14) o _____ | – przedawkowanie |
| 15) p _____ | – leki przeciwbólowe |
| 16) p _____ | – zwolnienie warunkowe |
| 17) p _____ | – przepisać (lek) |
| 18) p _____ | – psychoaktywny |
| 19) s _____ | – leki uspokajające |
| 20) s _____ | – napad, atak (np. padaczkowy) |
| 21) s _____ | – samookaleczenie |
| 22) s _____ | – przemyt |
| 23) s _____ | – wciągany nosem |
| 24) s _____ | – izolatka |
| 25) s _____ | – samobójstwo |
| 26) t _____ | – dreszcze |
| 27) w _____ | – objawy odstawienia |
| 28) v _____ | – przemoc |
| 29) v _____ | – wymioty |

**YOUR NOTES**

SECTION VI

Probation and Some Alternatives to Prison

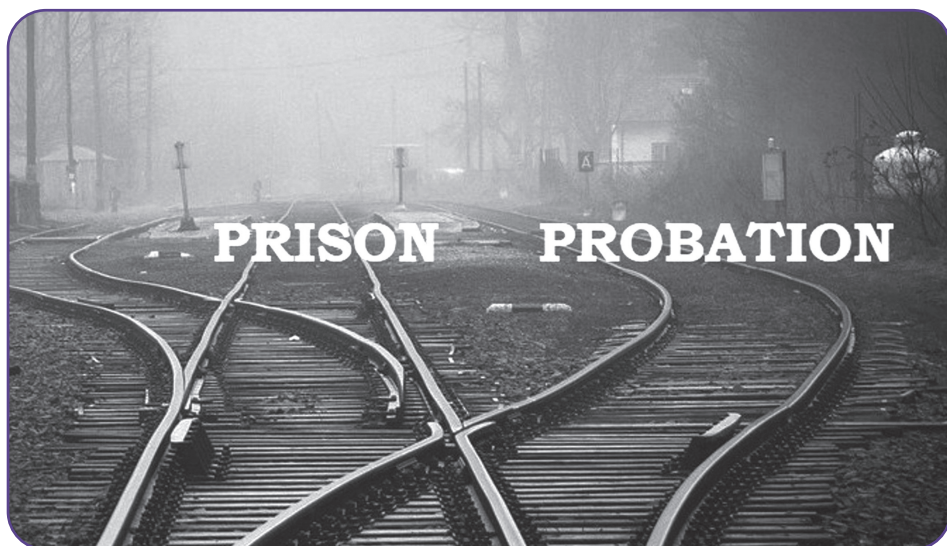


Photograph: Małgorzata Pogorzałek

UNIT 23

Probation

Agnieszka Szczepaniak-Olejniczak



Photograph taken from: <https://pixabay.com>,
modified by Agnieszka Szczepaniak-Olejniczak



A. BEFORE YOU READ

1. Work in pairs. Discuss the following questions.

- 1) What alternatives to prison can you list? In your opinion, which one is the most effective and which one is the least effective? Why?
- 2) As Legal Dictionary says, The word *probation* is derived from *probatum* (Latin for "the act of proving"). Probation is a trial period that must be completed before a person receives greater benefits or freedom. What do you know about probation? Is it popular in Poland? Why? / Why not?
- 3) Do you think it is a good idea to give offenders a second chance? In which situations and under what conditions would you agree to do so?

2. Match the words with their description.

probation officer • offender manager • infringe the rules • recall • community sentence •
make representations • on licence • stick to the rules • parole • provide proof • parole board

o _ _ _ _ _ m _ _ _ _ _

c _ _ _ _ _ s _ _ _ _ _

- someone who works for The National Probation Service (NPS) or Community Rehabilitation Company (CRC)
- a different way in which courts can punish a defendant who has been convicted of committing an offence, other than through serving a jail or prison term

- p_____
- period o_____ l_____
- s_____ t_____ t_____ r_____
- p_____ o_____
- p_____ p_____ (of something)
- p_____ b_____
- r_____
- m_____ r_____
- i_____ t_____ r_____
- the early supervised release of a prison inmate from incarceration
 - time when prisoners must follow certain rules if they are released from prison but still have a part of their sentence to serve a community
 - continue to follow (obey) the rules and do not change or stop it for any period of time
 - a law enforcement official who supervises criminals who have been released from incarceration but who are still under the control of the criminal justice system
 - to give evidence or other support for a fact
 - a panel of people who decide whether an offender should be released from prison on parole after serving at least a minimum portion of their sentence as prescribed by the sentencing judge.
 - being taken back to prison for breaking the rules of probation (breaching somebody's licence)
 - to complain officially to a person or organisation
 - to break the rule or to do something which disobeys it

B. READING PRACTICE



3. Read the text about probation in the UK. Complete the gaps 1–5 with the correct headings A– F. There is one extra heading which you do not need to use.

- | | |
|--|---|
| A) Being taken back to prison | D) Pros and cons of probation |
| B) Overview | E) If you break the rules of your probation |
| C) Meetings with your offender manager | F) Ask to be released again on probation |

PROBATION IN THE UK

(1)

Probation means that you are serving your sentence but you are not in prison. You could be put on probation for several reasons, such as serving **a community sentence** or being released from prison **on licence** or **on parole**. While on probation, you may have to do unpaid work, complete an education or training course or get treatment for addictions. You may also have regular meetings with an “**offender manager**”.

(2)

Meetings with your offender manager will usually happen at your local probation office. At your first meeting your offender manager will explain the rules of your probation and will inform you about the dates, times and places of future meetings. You will also be notified about any appointments you must go to, for example, training courses or treatment, and about the consequences of **infringing the rules** (what happens if you do not do what you are asked).

Your offender manager will ask you to read and agree to a “sentence plan”. This will tell you the rules you have to stick to during your probation and what your responsibilities are. You must tell your offender manager if you plan to change your name or address, if you will not be able to make any meetings you have arranged with them or if you are having problems **sticking to the rules** of your probation.

If you miss a scheduled meeting, you should get in touch with your offender manager and tell them why. You may need to **provide proof**, like a letter from a doctor or your employer. You are allowed to miss meetings or appointments to attend religious or other important events if you give your offender manager advance notice.

(3)

You could go back to court if you break any rules of your probation, for example if you commit another crime, behave aggressively or unacceptably at a meeting, do something your sentence bans you from doing or miss meetings and appointments without a good reason.

(4)

You can be taken straight back to prison if you have been released on licence or parole and you break the rules of your probation. This is known as a “**recall**”. Your offender manager will tell you why you have been recalled. In the UK there are three types of recalls:

- fixed-term recalls (you will be sent back to prison for either 14 or 28 days and when you are released you will be back on probation and licence until the end of your sentence),
- standard recalls (you will go back to prison until the end of your sentence, unless **a parole board** or the Secretary of State for Justice decide to release you right away or set a date (within 1 year) when you can be released on licence),
- indeterminate sentence recalls (your case will be sent to a parole board at least 28 days after you go to prison and they will do one of the following: keep you in prison, ask you to attend a hearing, release you on licence immediately or set a date when you will be released on licence, or delay making a decision about your sentence until they have more information).

(5)

If you have been taken back to prison and think you should be released on probation again, ask the prison in writing. This is called “**making representations**”. You can also ask a family member, friend or legal adviser to write to the prison for you. You must do this within 2 weeks of being told why you are being recalled to prison.

Adapted from: <https://www.gov.uk/guide-to-probation> (as of 01.04.2021).

4. Read the text again and answer the questions.

- 1) For which reasons can offenders be put on probation?
- 2) What may you have to do while on probation?
- 3) What kind of information should be given to an offender manager?
- 4) How can someone break the rules of probation?
- 5) What are the usual consequences of breaking the rules of probation?
- 6) How many kinds of recalls can you list? How do they differ?
- 7) Is there any legal way to be released on probation again after being recalled to prison?

5. Work in pairs. Compare the answers.

C. VOCABULARY PRACTICE



6. Match the underlined words and phrases in the text with their Polish equivalents.

- | | |
|-------------------------------------|--|
| a) serving your sentence | 1) uprzednia informacja |
| b) unpaid work | 2) ustalone/umówione spotkanie |
| c) get treatment for addictions | 3) zabraniać, zakazywać |
| d) appointment | 4) nieodpłatna praca |
| e) miss a scheduled meeting | 5) opuścić zaplanowane spotkanie |
| f) advance notice | 6) uczestniczyć w przesłuchaniu |
| g) break rules | 7) być od razu zabranym na powrót do więzienia |
| h) ban | 8) odbywać wyrok |
| i) be taken straight back to prison | 9) złamać zasady |
| j) attend a hearing | 10) odbywać terapię odwykową |

7. Find the opposites to the following words and phrases in the text.

- 1) to infringe the rules
- 2) indeterminate
- 3) to be taken to prison
- 4) to keep in prison
- 5) to be able to make arranged meetings
- 6) to provide proof

D. COMMUNICATION



8. Work in pairs. Compare Polish and British probation systems and procedures. You may complete the table below and then use your ideas to make sentences.

POLAND	UK
probation officer	probation officer
parole	parole
...	...
...	...

Example:

In Poland and in the UK you may be released from prison on parole.

9. Work in pairs. Student A is an offender manager. Student B is a person on probation.

Make a conversation including the following information:

- date, time, place of meetings,
- obligatory appointments,
- rules of probation,
- consequences of infringing the rules.

10. Work in pairs. Write a conversation between an offender manager and a person on probation who has broken some rules of probation (e.g. by missing appointments, committing another crime).



E. DO IT YOURSELF – GLOSSARY

11. Fill in the missing letters in order to complete the glossary.

- | | |
|--|---------------------------------------|
| 1) uprzednia informacja | – ad__nc__ no__ce |
| 2) umówione spotkanie | – ap__in__nt |
| 3) uczestniczyć w przesłuchaniu | – at__d a he__ig |
| 4) zabraniać, zakazywać / zakaz | – b_n |
| 5) być od razu zabranym na powrót do więzienia | – be ta__n st_a__ht
b__k to p_i__n |
| 6) łamać zasady | – b__k the r_l__ |
| 7) kara pracy na cele użyteczne społecznie | – co__u__ty se_t__e |
| 8) na czas określony | – f__ed-t__m |
| 9) odbywać terapię odwykową | – g_t tr__t__nt f__
ad__c__ns |
| 10) na czas nieokreślony | – in__t__m__ate |
| 11) naruszać zasady | – in_r__e the r__s |
| 12) radca prawny, prawnik (doradca) | – l__al ad__r |
| 13) zwolnienie na okres próby | – l__ce |
| 14) pisać odwołanie | – m__e re__sen__ns |
| 15) opuścić / nie przyjść na zaplanowane spotkanie | – m__s a sch____d
m__t__g |
| 16) kurator, koordynator skazanego, kierownik ds. resocjalizacji | – of____r m____er |
| 17) zwolnienie warunkowe | – pa__e |
| 18) komisja ds. zwolnień warunkowych (UK) / komisja penitencjarna (PI) | – p____e b____d |
| 19) kurator sądowy / opiekun sądowy | – p____on of____r |
| 20) przedstawić dowód | – pr____e p____f |
| 21) ponowne skierowanie do więzienia / wycofanie wyroku w zawieszeniu | – re__l, be r____ed
to p____n |
| 22) zwolnić | – r____se |
| 23) odbywać wyrok (karę) | – s____e a sen____e |
| 24) przestrzegać zasad | – s__k t__t__ru__ |
| 25) nieodpłatna praca | – u_p__d w__k |

UNIT 24

Alternatives to Incarceration

Klaudia Klamka

Picture taken from: <https://pixabay.com>



A. BEFORE YOU READ



1. Look at the picture above. What does it present? Complete the definition of the 'device' using the following words:

punishment • hands • locked • criminals • holes • frame

A **pillory** is a wooden [] with [] for the head and [].
In Europe, in former times, [] were sometimes [] in a pillory as a form of [].

2. Work in pairs. Discuss the following questions.

- 1) Do you think that sending someone behind bars is the best way to correct criminal behaviour?
- 2) What might be the negative aspects of imprisonment?
- 3) Is it possible to serve a sentence outside prison? If so, in what way?
- 4) Can you think of possible advantages of applying other forms of punishment than imprisonment?



B. READING PRACTICE

3. Read the text and check your answers to the questions in Exercise 1.

4. While reading, substitute the Polish words and phrases in *italics* with their English equivalents below.

<i>ensure</i>		<i>purpose</i>	
<i>neglected</i>		<i>re-arrest</i>	
<i>obligation</i>		<i>rules</i>	
<i>on condition that</i>		<i>sentence</i>	
<i>place of residence</i>		<i>type of crime</i>	

ALTERNATIVES TO INCARCERATION IN THE USA

The main *cel* of the legal system is to correct criminal behaviour and allow inmates to reflect on their mistakes. Jails and prisons aren't always the best way to attain this – they are said to be physiologically and physically dangerous. Sending someone behind bars can sometimes do more harm than good. Prisoners may make friends with other criminals, they may have their medical or mental health needs *zaniedbane* or endure further abuse from other inmates and even staff. Fortunately, the legal system gives them multiple alternatives to incarceration. Instead of serving a *wyrok* in prison or jail, a judge can punish a criminal via probation (described in another chapter), house arrest, community service, a divided sentence, and bail or restitution. This depends on the type and nature of the defendant's case.

HOUSE ARREST, similarly to probation, allows defendants to leave jail or prison, but they must serve their sentence within the confines of their home. To track their movement and *upewnić się* that they do not leave the house, authorities will place an electronic device, such as an ankle bracelet on a felon. Moreover, defendants must pay their fines and follow certain *zasady*, such as restraining from alcohol or purchasing firearm. When an inmate breaks any of these guidelines, the authorities will *ponownie aresztować* the violator and send them back to jail or prison.

Just as with probation, house arrest is usually an option for first-time and low-level offenders. However, serious criminals can also serve a part of their sentence under house arrest *pod warunkiem*, że they demonstrate good behaviour in prison.

Courts sometimes may allow felons to leave their *miejsce zamieszkania* to go to school or work, obtain medical treatment, and check-in with a rehab supervisor or probationary officer.

Another alternative to incarceration is COMMUNITY SERVICE, which entails dedicating a certain amount of hours to non-paid work. Community service activities are generally related to the *rodzaj przestępstwa* that a felon committed. The courts commonly require felons that are released on probation to fulfil a certain amount of community service hours. If they don't, the judge will revoke their probation and send the defendant back to jail or prison.

When a former inmate is sentenced to community service (instead of incarceration), they must commit to a certain number of work hours which can be divided into weekly or monthly increments (such as working twenty hours per week). If a criminal does not honour this *zobowiązanie*, the court may count it as a probation violation. Additionally, some judges will require current prisoners to fulfil community service obligations. Usually, this allows them to earn credits that would count towards an early release.

Adapted from: <https://felonies.org/> (as of 15.07.2021).

For further reading on other alternatives to incarceration (divided sentence, bail, restitution), look at: <https://felonies.org/five-alternatives-to-incarceration>.

5. Read the sentences. Decide if they are true (T) or false (F).

- 1) Alternatives to incarceration increase the chance of reoffending. (T / F)
- 2) Alternative ways of punishment reduce prison overcrowding. (T / F)
- 3) Home confinement requires that the offender be placed on electronic home monitoring (EHM). (T / F)
- 4) Due to the use of EHM, house arrest is more expensive for the state than incarceration. (T / F)
- 5) Community service can be a condition alongside other alternatives to incarceration. (T / F)
- 6) Lawbreakers cannot apply to do community service instead of paying an overdue fine. (T / F)

C. VOCABULARY PRACTICE



6. Match the following words and translate into Polish.

- | | |
|---------------|---------------|
| 1) ankle | a) system |
| 2) early | b) violation |
| 3) convicted | c) health |
| 4) first-time | d) supervisor |
| 5) house | e) release |
| 6) legal | f) criminal |
| 7) mental | g) arrest |
| 8) non-paid | h) bracelet |
| 9) rehab | i) offender |
| 10) probation | j) work |

7. Find the words in the puzzle. They can go in any direction. Then write a sentence with each word.

authorities • defendant • felon • firearm • guidelines • incarceration •
probation • suspect • trial • violator

B	F	F	T	U	J	J	T	K	O	A	G	I	L	V
R	S	B	H	C	E	N	E	C	O	S	N	S	A	I
N	O	I	T	A	B	O	R	P	E	C	L	T	I	O
L	V	N	G	G	H	V	A	V	A	P	N	K	R	L
F	E	L	O	N	U	D	F	R	Z	A	S	T	T	A
R	Q	E	U	J	F	I	C	X	D	Q	F	U	K	T
K	J	H	U	K	Q	E	D	N	B	I	T	R	S	O
S	Z	M	X	K	R	I	E	E	R	R	Q	A	G	R
O	X	H	Q	A	W	F	S	E	L	U	R	I	Q	Q
I	V	Y	T	P	E	Z	A	C	D	I	D	E	V	P
R	F	I	M	D	N	R	N	S	Y	J	N	T	C	L
L	O	Y	J	L	M	O	D	M	J	V	M	E	N	B
N	S	E	I	T	I	R	O	H	T	U	A	K	S	B
U	X	X	F	M	H	J	T	M	J	A	J	O	L	R
A	J	X	L	Y	V	O	H	Z	Q	A	L	I	C	F

8. Complete the sentences with the words from Exercise 7.

- 1) The prisoner was sentenced to five months of _____.
- 2) He served a year in prison and was then let out on _____.
- 3) The _____ are being questioned by the police.
- 4) Ten witnesses are expected to testify at the _____ today.
- 5) The jury concluded from the evidence that the _____ was innocent.
- 6) The article gives _____ on how to invest your money safely.
- 7) More than one-third of New Mexico's prison admissions are parole _____.
- 8) He was found guilty of possessing an unlicensed _____.
- 9) No attacks were reported to the _____.
- 10) If you spend any time in prison, you're labelled as a _____ for the rest of your life.

9. Choose the correct word to make collocations:

demonstrate good

earn

fulfil

follow certain

obtain medical

purchase a

restrain from

revoke one's

serve one's

track one's

sentence / credits / behaviour

credits / rules / movement

movement / firearm / obligations

probation / rules / treatment

behaviour / treatment / movement

firearm / sentence / probation

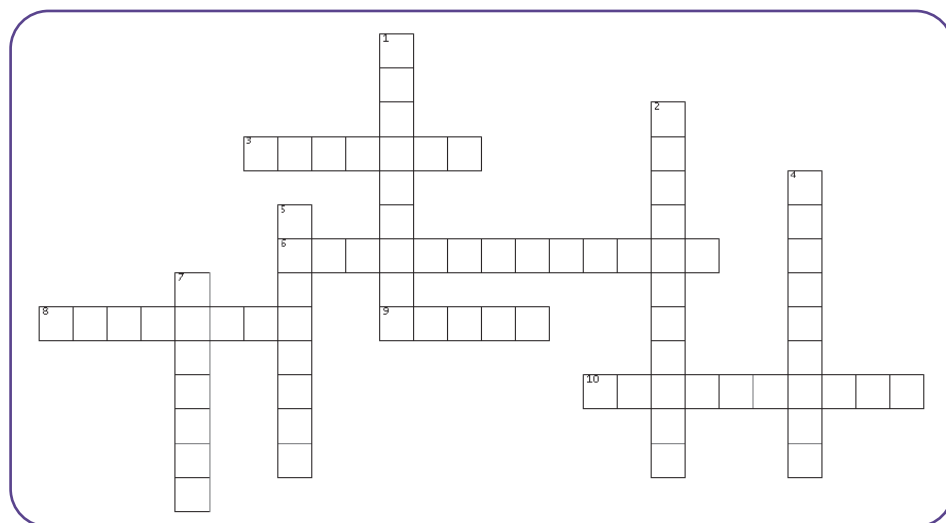
credits / rules / alcohol

probation / behaviour / firearm

rules / sentence / movement

treatment / obligations / movements

D. COMMUNICATION

10. Work with your partner. Choose *Down* or *Across*. Take turns to do the crossword.

ACROSS

3. a person believed to have committed a crime
6. the act of putting or keeping someone in prison
8. a person who has committed a crime
9. the hearing of statements in a law court to judge if a person is guilty of a crime
10. information intended to advise people on how something should be done

DOWN

1. a person in a law case who is accused of having done something illegal
2. a group of people with the official legal power to make decisions or make people obey the laws
4. a period of time when a criminal must behave well and not commit any more crimes to avoid being sent to prison
5. a person that acts against something, especially a law, agreement, principle
7. a gun that can be carried easily

11. Work in two groups. Discuss the topic: *'It should be legal for a criminal to buy freedom for money'*. One group presents arguments 'for', and the other one 'against' the topic. You may share your ideas in the Oxford–Style Debate format.



E. DO IT YOURSELF – GLOSSARY

12. Translate the phrases to complete the glossary. Compare with your partner.

- 1) a _____ – opaska elektroniczna
- 2) a _____ – władze
- 3) c _____ – skazany przestępca
- 4) d _____ – pozwany, oskarżony
- 5) d _____ – dobrze zachowywać się (wykazać się dobrym zachowaniem)
- 6) e _____ – przedterminowe zwolnienie
- 7) e _____ – zdobywać punkty (np. w celu starania się o wcześniejsze zwolnienie)
- 8) fe _____ – przestępca, zbrodniarz
- 9) fi _____ – odbywający karę po raz pierwszy (pierwszy raz skazany)
- 10) fo _____ – przestrzegać pewnych zasad
- 11) fu _____ – wypełniać zobowiązania
- 12) g _____ – wytyczne, wskazówki
- 13) h _____ – areszt domowy
- 14) i _____ – uwięzienie
- 15) l _____ – system prawny
- 16) m _____ – zdrowie psychiczne
- 17) n _____ – nieodpłatna praca
- 18) o _____ – uzyskać pomoc medyczną
- 19) p _____ – zwolnienie warunkowe, wyrok w zawieszeniu
- 20) p _____ v _____ – naruszenie zwolnienia warunkowego
- 21) pu _____ – zakupić broń palną
- 22) r _____ s _____ – osoba nadzorująca terapię odwykową
- 23) re _____ – powstrzymać się od spożycia alkoholu
- 24) r _____ p _____ – cofnąć komuś zwolnienie warunkowe
- 25) s _____ – odbyć karę
- 26) su _____ – podejrzany
- 27) t _____ m _____ – śledzić czyjeś ruchy
- 28) t _____ – proces, rozprawa
- 29) v _____ – gwałcieciel, osoba naruszająca przepisy, przestępca

Communication Activities



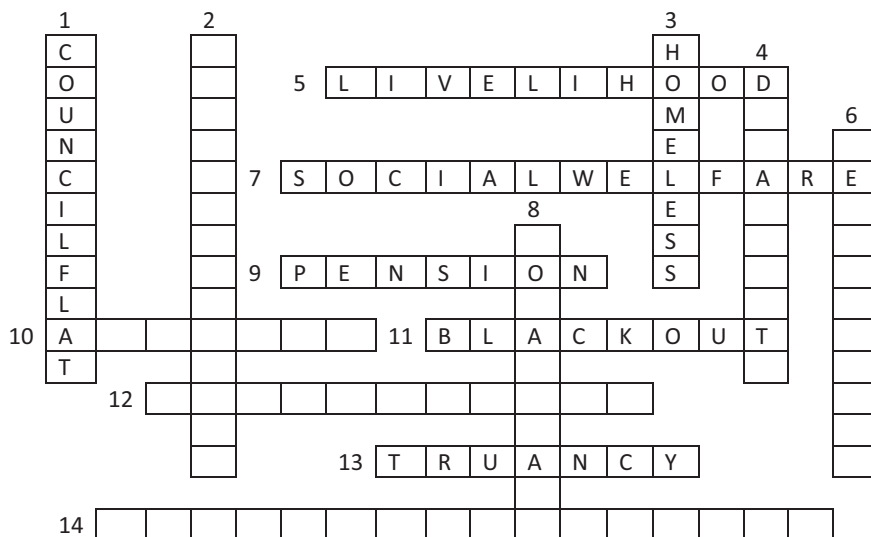
Photograph: Łukasz Włodarczyk

UNIT 10

Exercise 8, page 75.

Student A

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word.



UNIT 16

Exercise 9, page 112.

Work in pairs. Complete the glossary on pages 112–113 by matching the words in bold to their English equivalents (see the text below). Use the glossary to translate (orally) the text on page 112.

The prison staff in the USA can give a prisoner **verbal reprimands** which are not noted in his **records**, or they can “**write up**” a prisoner (write a report) which is formally noted in his records. If a prisoner receives a “write up”, a hearing begins, and they may be punished. Punishment **involves extra work duty**, loss of **commissary privileges**, or visitation rights. Prisoners may also lose their **good conduct credits**. Prisoners usually become very **upset** when they lose them because credits **shorten their sentences** and reduce time **behind bars**.

Adapted from: <https://www.prisonfellowship.org/resources/training-resources/in-prison/faq-breaking-the-rules/> (as of 20.04.2021).

UNIT 16

Exercise 10, page 113.

Work in pairs. Make one copy and cut it up into cards. Student A takes a card and explains the word. Student B guesses the word. Swap roles.

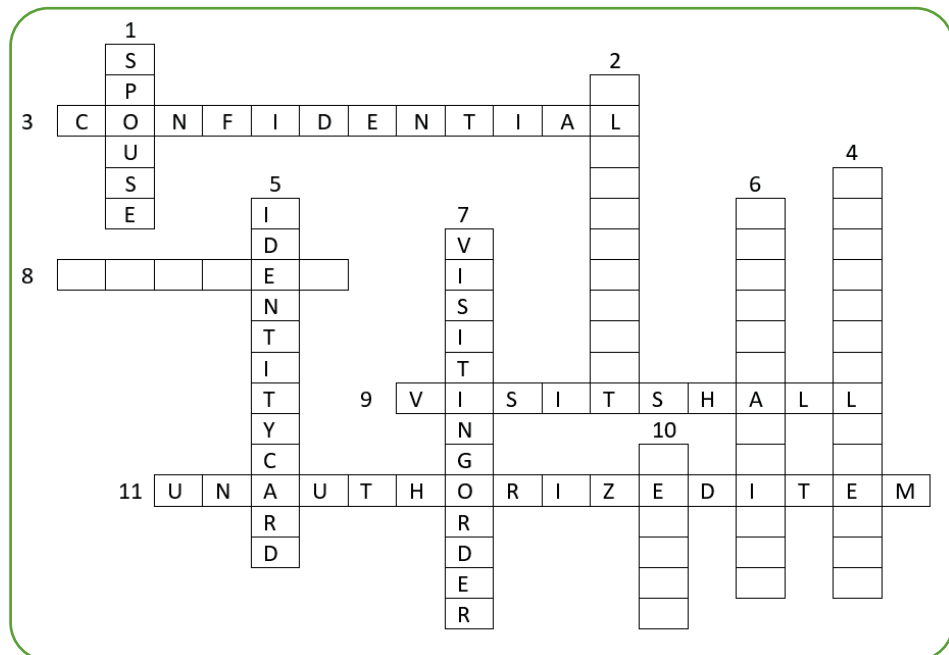
Reprimand	Prison governor	Independent adjudicator
Homicide	Privilege	Minor infraction
Major offense	Battery	Swearing
Mutiny	Visitation rights	Solitary confinement

UNIT 18

Exercise 9, page 124.

Student A

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word.



UNIT 19

Exercise 10, page 130.

Student A

Sit face to face with Student B. In pairs find at least 6 differences between two similar pictures by describing them to each other. You mustn't look at each other's pictures.



Photograph: Agata Czepik

gauze • roller bandage • sticking plaster • blister pack of vitamin C • thermometer • ointment tube • first aid kit • a bottle of hydrogen peroxide • Band-Aid roll • syringe • blood pressure cuff • pills • prescription bottle

UNIT 20

Exercise 9, page 135.

Read the texts on pages 135–136 and complete the glossary below by matching the words in bold to their English equivalents. Use the glossary to translate (orally) the texts below.

Glossary

	A		B
leftovers		toilet tanks	
punishment		fermented	

loaf

solitary confinement

misbehave

bland

hooch

cause trouble

moldy

hoarded

A

„Nutraloaf” jest produktem żywnościowym używanym w amerykańskich więzieniach jako rodzaj **kary** dla więźniów **którzy się źle zachowują**. Jest on wyrabiany w więzieniach poprzez upieczenie **resztek** i innych składników w **bochenek**. Jest on **bez smaku (nijaki)** i suchy. Więźniowie muszą go jeść na każdy posiłek, czasami przez wiele dni lub tygodni. Więzienia często serwują „nutraloaf” więźniom którzy są w **karcerze (więziennej izolatce)**.

B

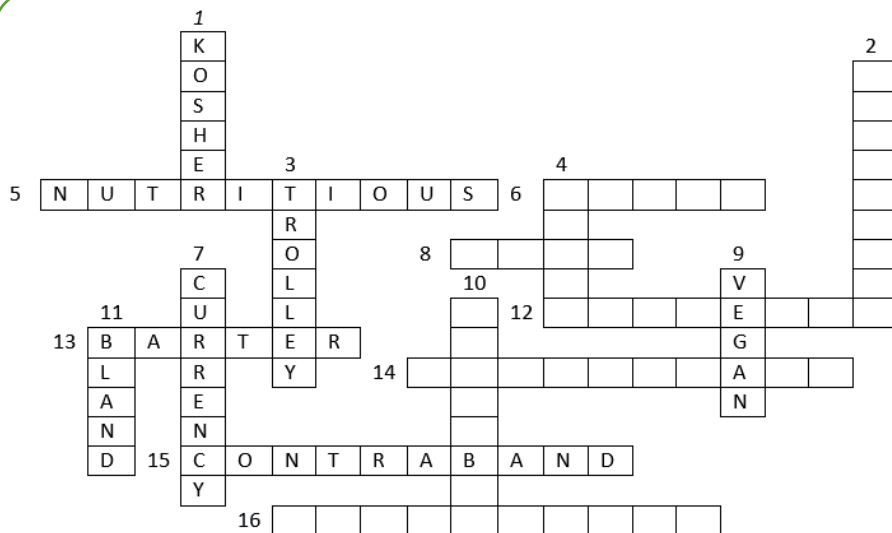
Owoce są częścią diety więźniów. Jednakże, można je **gromadzić i fermentować** na „**alpage**” lub „**więzienne wino**”. Ma ono kilka różnych nazw. Niektórzy nazywają je „winem klozetowym” ponieważ jest zazwyczaj ukryte w **zbiornikach WC** podczas fermentowania. Jest zrobione ze **spleśniałego chleba**, owoców i cukru. Pijani więźniowie często wdają się w **bójki i powodują kłopoty**.

UNIT 20

Exercise 10, page 136.

Student A

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word.



UNIT 20

Exercise 11, page 136.

Student A

Sit face to face with Student B. In pairs find at least 6 differences between two similar pictures by describing them to each other. You mustn't look at each other's pictures.



Photograph: Agata Czepik

salt cellar • spoon • bowl • sugar-bowl • fork • mug • tea towel • plate • saucer •
dessert plate • napkin • knife • teaspoon • chopping board

UNIT 21

Exercise 13, page 146.

Student A

Work with Student B. Ask questions about the meaning of these prison slang terms.

undies • FTS • square john • baron

Example:

A: What does _____ mean?

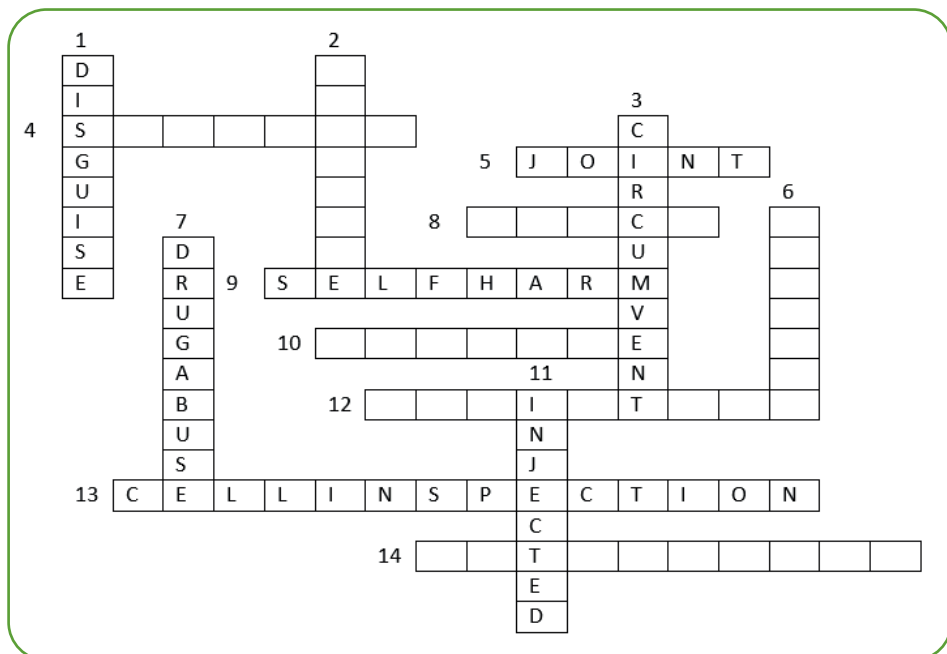
B: It means _____.

UNIT 22

Exercise 11, page 152.

Student A

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word.



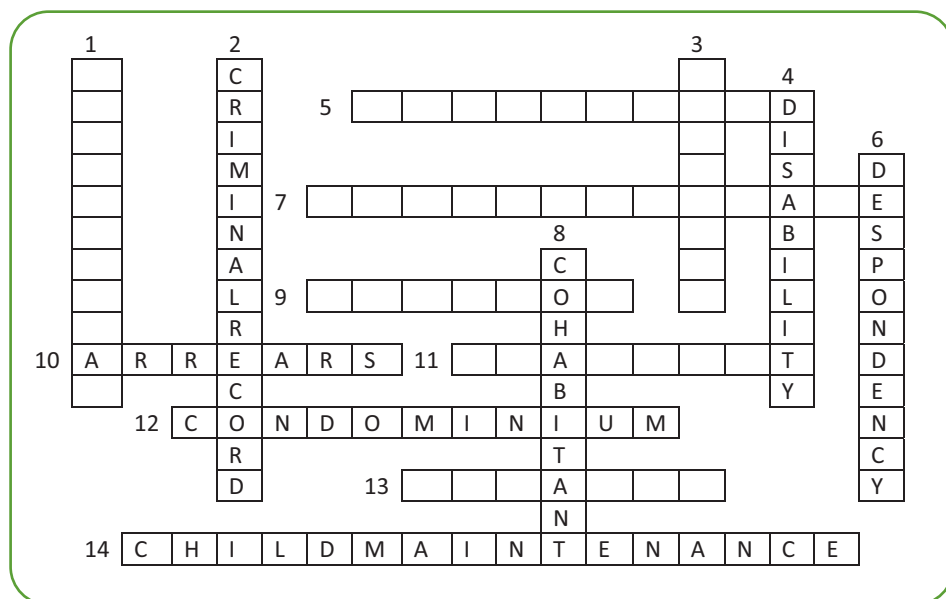
UNIT 22

Exercise 12, page 152.

Student A

The describing game. Work in pairs or small groups. You are A. Define the words. You can use the phrases on page 152. Your partner tries to guess the word.

VIOLENCE	PRESCRIPTION DRUG	CANNABIS
VOMITING	TREMORS	PAINKILLERS
SMUGGLING	SPEED	DRUG OVERDOSE

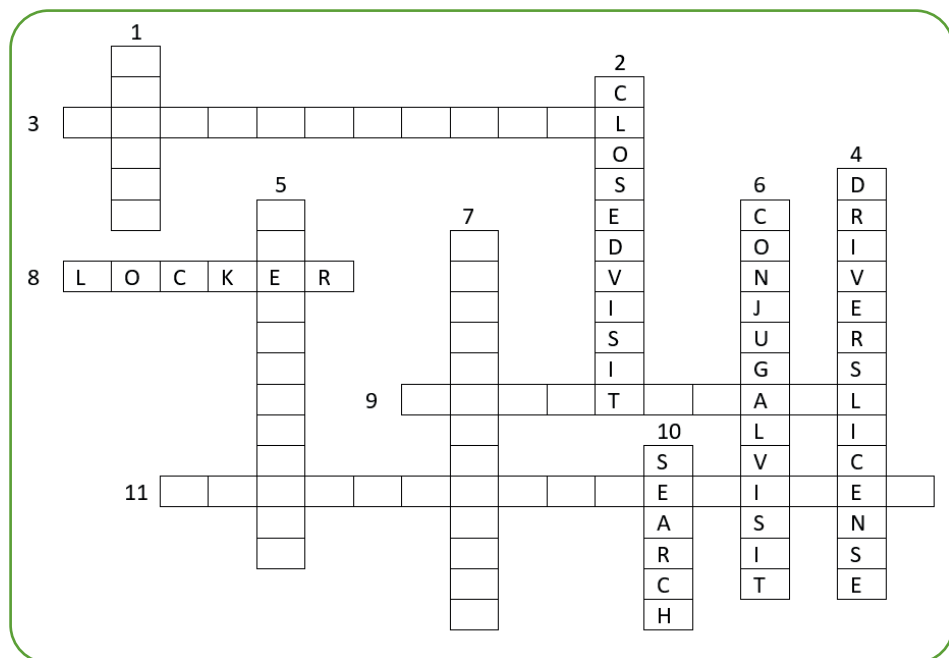


UNIT 18

Exercise 9, page 124.

Student B

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word.



UNIT 19

Exercise 8, page 129.

Work in pairs. Complete the glossary on page 130 by matching the words in bold to their English equivalents (see the text below). Use the glossary to translate (orally) the text on page 129.

Workplace **violence** is a serious problem. Correctional health care workers **face the risk** of physical and **verbal assault** from their patients. Most incidents of workplace violence **occur** in **men's prisons**. Correctional health care workers can be bitten, **stabbed**, **punctured** with a **used needle**, or **splashed** with blood. **Exposures** to such infectious diseases as hepatitis or HIV can happen in any of these situations.

To prevent infections workers should use personal protective equipment (PPE) such as masks, gloves, goggles, or **face shields**.

Adapted from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3496587/> (as of 02.04.2021).

UNIT 19

Exercise 9, page 130.

Work in pairs. Make one copy and cut it up into cards. Student A takes a card and explains the word. Student B guesses the word. Use the phrases on page ... Swap roles.

TB	Hepatitis	Schizophrenia	Diabetes
Arthritis	Psychotic disorder	Cirrhosis	Asthma
Epilepsy	Suicide	Stroke	Bipolar disorder
Drug addiction	Gonorrhea	Cancer	Self-injurious behavior
HIV	Depression	Syphilis	High blood pressure

UNIT 19

Exercise 10, page 130.

Student B

Sit face to face with Student A. In pairs find at least 6 differences between two similar pictures by describing them to each other. You mustn't look at each other's pictures.



Photograph: Agata Czepik

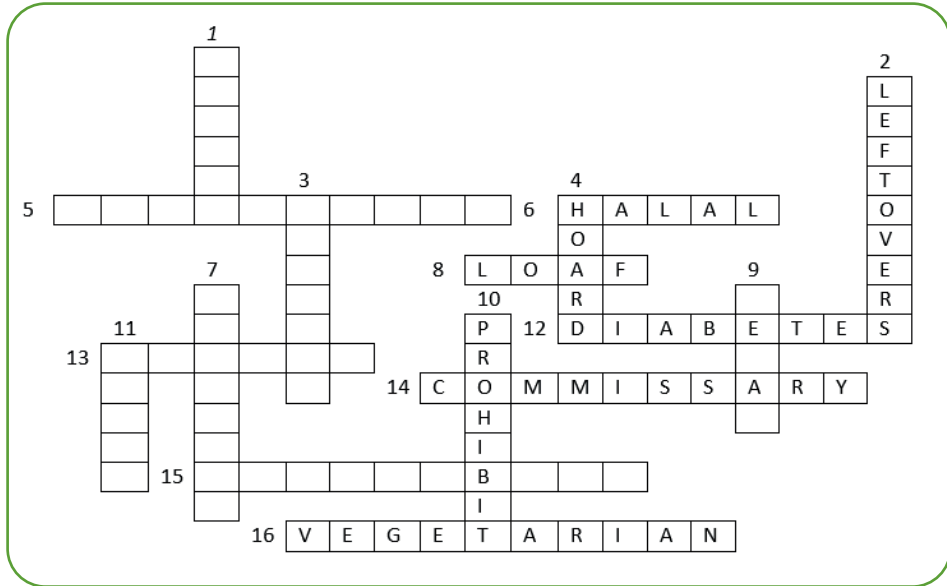
gauze • roller bandage • sticking plaster • blister pack of vitamin C • thermometer • ointment tube • first aid kit • a bottle of hydrogen peroxide • Band-Aid roll • syringe • blood pressure cuff • pills • prescription bottle

UNIT 20

Exercise 10, page 136.

Student B

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word.



UNIT 20

Exercise 11, page 136.

Student B

Sit face to face with Student A. In pairs find at least 6 differences between two similar pictures by describing them to each other. You mustn't look at each other's pictures.

Photograph: Agata Czepik



salt cellar • spoon • bowl • sugar-bowl • fork • mug • tea towel • plate • saucer •
dessert plate • napkin • knife • teaspoon • chopping board

UNIT 21

Exercise 13, page 146.

Student B

Work with Student A. Ask questions about the meaning of these prison slang terms.

hobbit shop • quack • April • John Wayne

Example:

B: What does _____ mean?

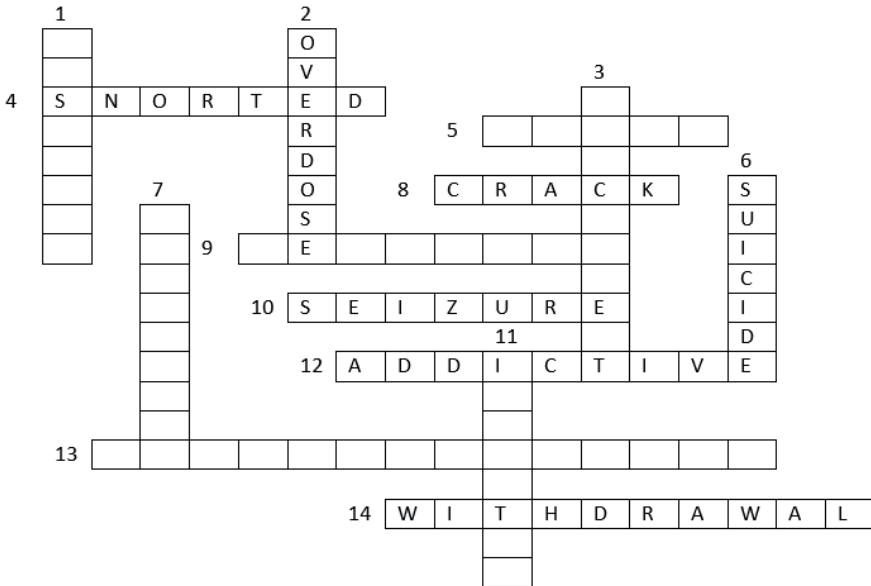
A: It means _____.

UNIT 22

Exercise 11, page 152.

Student B

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues. Take turns asking questions like: *What's 1 across?* or *What's 2 down?* You and your partner should answer by describing the missing word.



UNIT 22

Exercise 12, page 152.

Student B

The describing game. Work in pairs or small groups. You are B. Define the words. You can use the phrases on page 152. Your partner tries to guess the word.

HEROIN	COCAINE	LSD
SEIZURE	SEDATIVES	GRASS
DESIGNER DRUGS	AMPHETAMINE	ADDICTION

**YOUR NOTES**

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