

POLICE LINE DO NOT CROSS

ENGLISH

FOR

ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ
ДЛЯ ПРАЦІВНИКІВ ПРАВООХОРОННИХ ОРГАНІВ

LAW ENFORCEMENT



Міністерство внутрішніх справ України
ДНІПРОВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ВНУТРІШНІХ СПРАВ
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ПРАВА
ТА ПІДГОТОВКИ ФАХІВЦІВ ДЛЯ ПІДРОЗДІЛІВ
НАЦІОНАЛЬНОЇ ПОЛІЦІЇ
КАФЕДРА УКРАЇНОЗНАВСТВА ТА ІНОЗЕМНИХ МОВ

**ENGLISH
FOR LAW ENFORCEMENT**

**Практичний курс англійської мови
для працівників правоохоронних органів**

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Навчальне видання репрезентує прийоми візуалізації, селективної уваги, контекстуального способу запам'ятовування іншомовних слів. Значна увага приділена розвитку навичок ситуативного мовлення в контексті професійного спілкування поліцейського. Граматичний матеріал для активізації в комунікативних вправах був підпорядкований практичній реалізації навчального процесу. Структура посібника побудована так, що іншомовний матеріал опрацьовується в усіх видах мовленнєвої діяльності та пов'язаний з конкретною природною або створеною ситуацією спілкування.

Посібник рекомендовано здобувачам вищої освіти (за спеціальністю 262 «Правоохоронна діяльність» та 081 «Право»), науково-педагогічним працівникам та працівникам правоохоронних органів.

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CONTENTS

Передмова	5
1. Introduction to law: basic terms	7
2. The world of law enforcement	19
3. Police departments	29
4. Operations: Walking and driving directions	38
5. Basic equipment of law enforcement officers	50
6. Equipment: Weapons	60
7. Equipment: Police vehicles	71
8. Description: Suspects	82
9. Operations: Car accidents	96
10. Operation: Crowd control	104
11. Crime, types of crimes	113
12. Operations: Crime investigation	124
13. Crimes against property	137
14. Crimes: Pickpocketing	151
15. Crimes: Auto theft	158
16. Operations: Committing a terrorist act	167
17. Operations: Providing first aid	176
REVISE AND CHECK TEST	187
18. Operations: Handling lost and stolen properties	192
19. Operations: Drug-trafficking	205
20. Punishment	214
21. Operations: Pursuit and Processing suspects	226
22. Operations: Making an arrest	237
23. Crimes: Homicide	246
24. Operations: Crime scene investigation	256
25. Operations: Crime prevention	267
26. Operations: Suspicious objects	277
27. Explosives detection and committing explosions	287
28. Operations: Substances of unknown origin	298
29. Operations: Illicit weapons trafficking	308
30. Operations: Interpol and Europol	318
31. Operations: Organized Crime	325
32. Operations: Cyber Security	331
33. Criminal Justice	336
34. Domestic Violence	343
35. Humanitarian Demining	346
36. Victims of Violence: Ethical and Safety Approaches	358
37. Refugees: Issues to Address	365
38. International Non-governmental	375
REVISE AND CHECK TEST	385
APPENDIX	391
Irregular verbs	392
List of sources	395
Автори	397

ПЕРЕДМОВА

Основу концепції створення посібника складає метод візуалізації та асоціативний характер запам'ятовування іншомовних слів. Лексичний матеріал підлягає наочності й створенню необхідного яскравого образу, є структурованим у змістовому контексті за формою мініповідання. Звертаємо увагу на опорні лексичні терміни та фрази, які подаються у чіткій послідовності відповідно до сюжетної лінії тексту. Ця форма дозволяє застосовувати слово чи фразу в мовленнєвому висловлюванні «тут і зараз». Так, з перших хвилин знайомства з новим словом починається безпосереднє формування англomовних лексичних навичок та вмінь у засвоєнні слововживання через контекстуальний спосіб.

Значна увага приділена розвитку навичок ситуативного усного мовлення, що для здобувачів вищої освіти та практичних працівників органів внутрішніх справ є особливо важливим у контексті професійного спілкування. Представлені в посібнику теми та комунікативні вправи охоплюють такі аспекти діалогічного мовлення поліцейського: при повідомленні про скоєння вбивства, розбійного нападу, пограбування, нанесення тілесного ушкодження, групового порушення громадського порядку або хуліганства зі зброєю, шахрайства, крадіжки, про здійснення вибуху, терористичного акту; при отриманні інформації про виявлення підозрілого предмета, вибухового пристрою; при виявленні речовин невідомого походження; при скоєнні злочинів у сфері незаконного обігу зброї, боєприпасів, злочинів у сфері обігу наркотичних засобів, при розмінуванні; під час спілкування з особами, які постраждали від сексуального насильства; при роботі з переміщеними особами; про співпрацю з міжнародними організаціями.

Посібник репрезентує інтерактивні технології та нестандартні прийоми, методика особистісно-зорієнтованого навчання і механізми формування іншомовної компетенції у змістовому контексті.

Структура посібника побудована так, що мовний матеріал

опрацьовується в усіх видах мовленнєвої діяльності і пов'язаний з конкретною природною або створеною ситуацією спілкування.

Посібник складається з 38-и тем, кожна з яких містить вправи на подолання фонетичних труднощів, граматичні, лексичні вправи та завдання на відпрацьовування мовленнєвих навичок і вмінь використання лексико-граматичного матеріалу, що вивчається в ситуаціях реального спілкування. Вибір граматичного матеріалу для активізації в комунікативних вправах був підпорядкований практичній реалізації навчального процесу. Граматичний та лексичний матеріал складають єдине ціле і є базою для полегшеного запам'ятовування лексичних одиниць.

Під час укладання посібника керувалися сучасними методиками вивчення і викладання мов відповідно до європейських стандартів.

Запропоновані теми можуть вивчатись як системно, так і вибірково.

Навчальний посібник сприятиме ґрунтовному розвитку іншомовних професійних здібностей правоохоронців, стане запорукою їх вільного діалогічного мовлення в контексті професійного спілкування.

Видання розраховане на здобувачів вищої освіти (спеціальності «Правоохоронна діяльність» та «Право»), викладачів та правоохоронців.

Автори

1

INTRODUCTION TO LAW: BASIC TERMS

Vocabulary

Law, types of law,
basic terms, legal
profession

Grammar

The verb 'to be'



LEAD-IN

Look at the pictures and try to guess what sphere of our life they refer to. Choose the correct answer

medicine
music
law
economy



PRONUNCIATION

Check your pronunciation:

law [lɔ:], rules [ru:lz], regulations [ˌregjuˈleɪʃnz],
legislation [ˌledʒɪsˈleɪʃn], judicial [dʒuˈdɪʃl], court [kɔ:t],
police [pəˈli:s], enforce law [ɪnˈfɔ:s lɔ:], punish [ˈpʌnɪʃ],
break the law [breɪk ði: lɔ:], illegal [ɪˈli:gl], branches of law
[brɑ:ntʃɪz əv lɔ:], constitutional law [kɒnstɪˈtju:ʃənl lɔ:],
administrative law [ədˈmɪnɪstrətɪv lɔ:], government body
[ˈgʌvənmənt ˈbɒdi], administrative agencies [ədˈmɪnɪstrətɪv
ˈeɪdʒənsɪz], civil law [ˈsɪvl lɔ:], disputes [dɪˈspju:ts],
property [ˈprɒpəti], criminals [ˈkrɪmɪnls], tort law [tɔ:t
lɔ:], employment/labour law [ɪmˈplɔɪmənt/ˈleɪbə(r)
lɔ:], international law [ˌɪntəˈnæʃnəl lɔ:]

KEY WORDS

Try to remember the words and word combinations below:



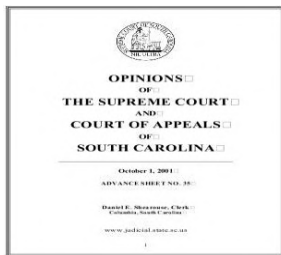
law –
закон, право



rules and regulations –
правила і норми



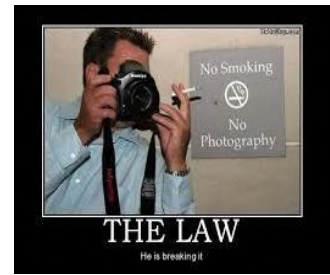
legislation –
законодавство



judicial opinions –
судова практика



to enforce the law –
застосовувати норми закону



to break the law –
порушувати закон



court –
суд



police –
поліція



to punish –
карати

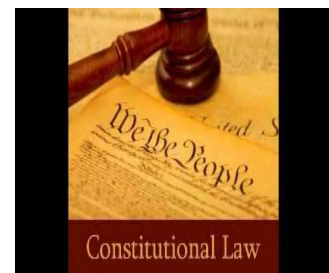


illegal –
незаконний

BRANCHES OF LAW

- CONSTITUTIONAL LAW
- ADMINISTRATIVE LAW
- CRIMINAL LAW
- CIVIL LAW,
- COMMERCIAL LAW

branches of law –
галузі права



constitutional law –
конституційне право

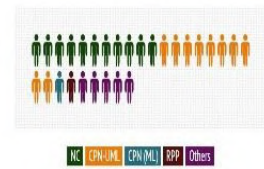


administrative law –
адміністративне право



administrative agencies –
адміністративні органи

Cabinet of Ministers



government body –
орган державної влади



civil law –
цивільне право



remedies –
захист права



disputes –
спори



property –
власність



criminal law –
кримінальне право



criminals –
Злочинці



tort law –
деліктне право



employment/labour law –
трудове право



international law –
міжнародне право

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Law is the body of official **rules and regulations**. Generally, we can find such rules and regulations in constitutions, **legislation**, **judicial opinions** etc. Law is a formal mechanism of social control. The **court** and **police enforce** this system of rules and **punish** people who **break the law** – do something **illegal**.

The **main branches of law** are:

Constitutional law deals with understanding and use of Constitution.

Administrative law is a branch of law that deals with the creation and operation of **administrative agencies** and the legal relationships between such agencies, other **government bodies**, and the public.

Civil law is a part of law that deals with private rights and **remedies** and **disputes** between individuals in such areas as contracts, **property** and family law.

Criminal law is a system of law that deals with crimes and punishment of **criminals**.

Tort law is a part of law that helps people to claim for compensation when someone hurts them or their property.

Employment / Labour law deals with relationships between workers, employers, trade unions and government bodies.

International law regulates relations between countries.

2. Answer the following questions

What is law?

What sources does civil law come from? Match each of the following words with their definitions:

- | | |
|----------------|---|
| 1. Legislation | A. Laws based on previous legal decisions and traditions. |
| 2. Common law | B. Laws created by governing body. |

What kind of law branches can you qualify?

3. Mark the sentences T (true) or F (false)

1. We can find rules and regulations in books and magazines.
2. Law is the body of official rules and regulations.

3. Constitutional law deals with understanding and use of Constitution.
4. Administrative law deals with private rights and remedies and disputes between individuals.
5. Civil law is a part of law that deals with regulations between countries.
6. Areas of civil law are government agencies and bodies.
7. Criminal law is a system of law that deals with crimes and punishment of criminals.
8. Tort law is a part of law that helps people to buy property.
9. Employment / Labour law deals with relationships at work.
10. International law regulates relations between people.

4. Match each of the following words with their definitions

1. law
2. constitutional law
3. administrative law
4. civil law
5. criminal law
6. tort law
7. employment/ labour law
8. international law

- A. regulates relations between countries
- B. is branch of law that deals with the creation and operation of administrative agencies
- C. is the body of official rules and regulations
- D. deals with crimes and punishment of criminals
- E. deals with relationship between workers, employers, trade unions and government bodies
- F. deals with understanding and use of Constitution
- G. is a part of law that deals with private rights and remedies and disputes between individuals in such areas as contracts, property and family law
- H. is a part of law that helps people to claim for compensation when someone hurts them or their property

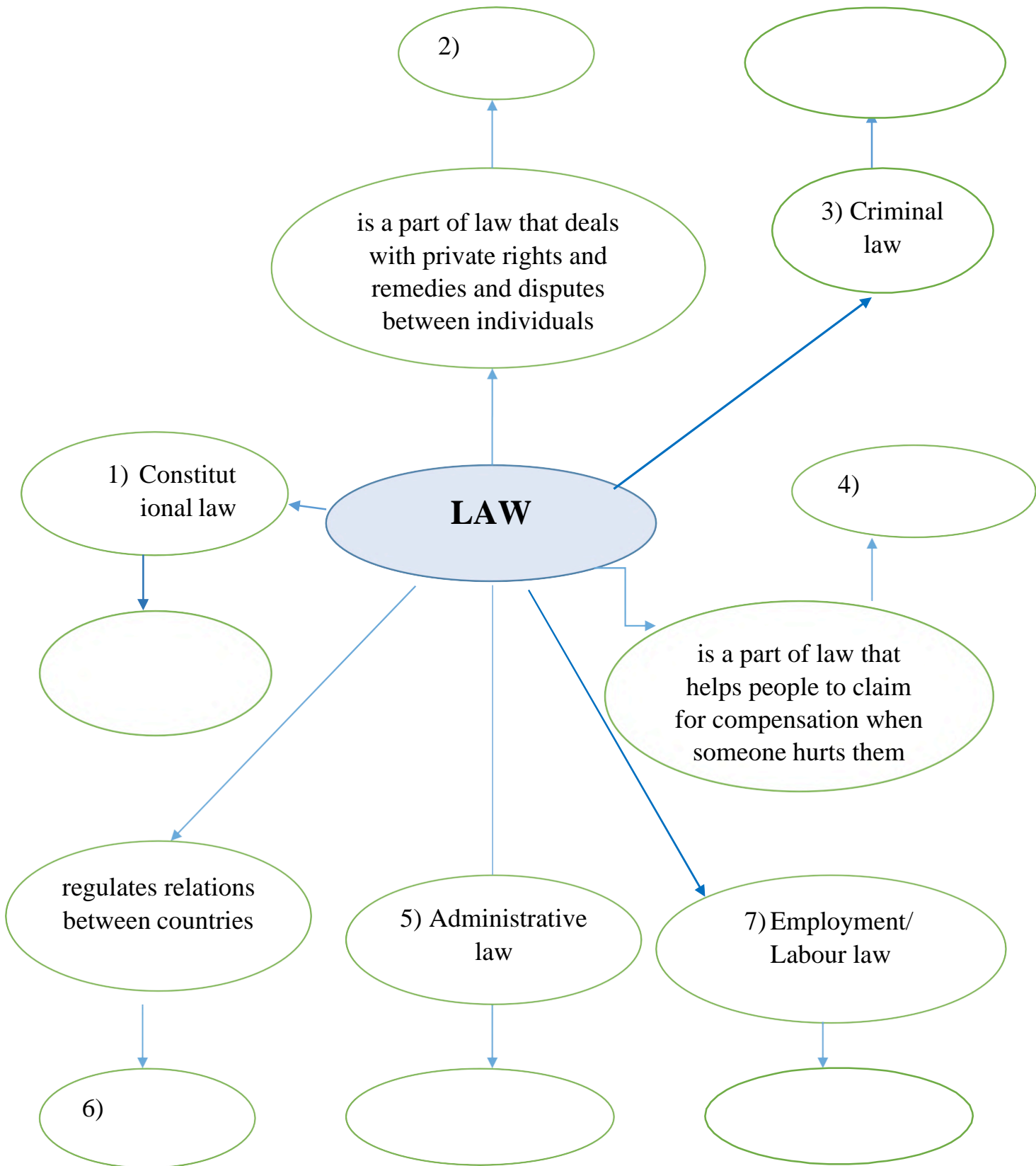


What a law says:

There are several ways to refer to what a law says:

**The law states...determines...prescribes/
according to law...under the law...subject to the
law...under the article...**

5. Complete the diagram with necessary words and definitions



EXTRA READING

**What legal professions do you know?
Which of these professions deal with
law? Choose correct answers**

- a) a teacher;
- b) a judge;
- c) a historian;
- d) a police officer;
- e) a barrister;
- f) an attorney.

Read the text about legal professions. What legal profession is interesting for you?

<p>If people have a problem with the law or they need (1) to take legal action against somebody or a company, they usually need the help of a lawyer. (2) A lawyer is someone who has studied law and has a special qualification to represent people in (3) court or other legal actions. There are many different types of lawyers. They have different names in British and American English. The common names for a lawyer are:</p> <p>(4) Attorney is American word to describe a lawyer. In British English we usually call them (4) a solicitor. Solicitors have special knowledge of different areas of the law such as <u>family</u>, <u>crime</u>, finance, <u>property</u> and <u>employment</u>, advise (5) the accused and help to prepare the (6) defense case.</p> <p>If lawyers work at higher level of courts, they are called (7) counsels in the USA and (7) barristers in the UK.</p> <p>In criminal law the lawyer either represents (8) defense or the (9)</p>	<p>1. порушувати судову справу проти особи або компанії</p> <p>2. юрист</p> <p>3. суд</p> <p>4. юрисконсульт</p> <p>5. обвинувачений</p> <p>6. версія захисту</p>
---	---

prosecution.

(10) **The defense lawyer** is a lawyer who (11) **proves** that (12) **the defendant** is not (13) **guilty** of the charges.

(14) **The prosecutor** is the lawyer who represents the government's side and (15) **seeks to prove** that the defendant is guilty.

Jurors. (16) **A jury** consists of twelve men and women from the (17) **local community**. They sit in the (18) **Crown Court** with a judge and listen to witnesses for the defense and prosecution before deciding whether the accused is guilty or (19) **innocent**.

(20) **Judges**. Judges are trained lawyers, nearly always ex-barristers who sit in the Crown Court and (21) **appeal courts**. The judge rules on points of law and makes sure that the (22) **trial** is conducted properly. He or she does not decide on the guilt or innocence of the accused – that is the jury's job. However if the jury find the accused guilty, then the judge (23) **passes sentence**.

(24) **Coroners**. Coroners have medical or legal training (or both) and investigate violent or unnatural deaths.

(25) **Police officer**. A *police officer is a person who* works for police. Their job is to make sure people (26) **obey the law**.

7. адвокати

8. захист

9. обвинувачення

10. захисник

11. доказувати

12. звинувачений, підсудний

13. винний

14. сторона звинувачення, прокурор

15. шукати докази

16. судова колегія, присяжні

17. місцева громада

18. Суд Корони

19. бути невинним

20. судді

21. апеляційні суди

22. судовий розгляд

23. виносити вирок

24. коронер (слідчий, який розслідує випадки раптової та насильницької смерті)

25. офіцер поліції

26. дотримуватись закону

3. Circle the nouns below. Don't circle the other words

A lawyer court represent help attorney describes solicitor advise case barrister prosecute counsel defend the defense guilty defendant prove prosecution prove seek jury innocent judge decide investigate coroner police officer obey

4. Circle the correct answer

Model: A lawyer / a coroner is a person who represents people in legal actions.

1. The prosecutor / the solicitor is the lawyer who represents the government's side.
2. The defendant / the judge can be guilty or innocent.
3. A jury / a lawyer listens to witnesses for the defense and prosecution before deciding whether the accused is guilty or innocent.
4. A police officer / a judge is a person who officially decides who is the winner in case.
5. A police officer / a defense officer is a person who works for the police.
6. Coroners / prosecutors investigate violent or unnatural deaths.
7. Police make sure people obey the law/break the law.
8. A jury / a court consists of twelve men and women from the local community.

5. Fill in the blanks with necessary word or word combinations below

legal action against court attorney coroners solicitors case the accused barristers a defense lawyer

1. A _____ is a legal action that is decided in the court.
2. A lawyer helps people to take _____ somebody or a company.
3. Solicitors have special knowledge of different areas and advise _____.
4. Lawyers represent people in the _____.
5. _____ is an American word to describe a lawyer.
6. In British English we usually call them _____.
7. _____ are lawyers who work in court.
8. _____ is a lawyer defending against the case.
9. _____ investigate violent or unnatural deaths.

GRAMMAR

AFFIRMATIVE FORMS OF THE VERB «TO BE» IN SIMPLE TENSES

Past Simple		Present Simple			Future Simple		
I		I am	I'm		I	I'll be	
He		He	He's		He	He'll be	
She	was	She	is	She's	She	She'll be	
It		It	It's		It	will be	It'll be
You	here.	You	You're	here.	You	You'll be	here.
We	were	We	We're		We	We'll be	
They		are	They're		They	They'll be	
		They					

USE

We use the verb «be» to talk about:

1. ages - I am 16.
2. occupations – She is a student and her mother is a lawyer.
3. prices – This book is 10 \$.
4. the time – It is nine o'clock
5. feelings and states – I am hungry and he is cold.
6. nationality – We are Ukrainians.
7. colours – His eyes are blue.
8. place – I am in the court.

GRAMMAR BANK

1. Write the form of to be (am, is, are) that is used in each sentence. Then write the grammar structure that follows to be.

be + completion

Model: We **are** in the University.

are + a place

- | | | |
|-----|---------------|---------------------------------|
| 1. | _____ + _____ | He is a police officer. |
| 2. | _____ + _____ | Laws are necessary. |
| 3. | _____ + _____ | Judges are in the court now. |
| 4. | _____ + _____ | My friend is a lawyer. |
| 5. | _____ + _____ | We are from Ukraine. |
| 6. | _____ + _____ | They are professionals. |
| 7. | _____ + _____ | It is necessary. |
| 8. | _____ + _____ | Our profession is interesting. |
| 9. | _____ + _____ | The police officer is busy now. |
| 10. | _____ + _____ | The trial is difficult. |

2. Complete the sentences with the right form of «to be» in Present Simple Tense.

1. Law _____ the body of rules. 2. Laws _____ necessary to govern a society. 3. The main branches of law _____ constitutional law, administrative law, civil law, criminal law, tort law, employment law and international law. 4. A lawyer _____ someone who studied law. 5. Judges _____ trained lawyers. 6. A case _____ a

legal action. 7. A police officer _____ a person who works for police. 8. Attorney _____ American word to describe a lawyer.

3. Make the following sentences plural with «to be» in Present Simple.

Model: I am an attorney.

All members of my family **are** attorneys.

1. A lawyer is a specialist in law. 2. I am a solicitor. 3. A barrister is a lawyer who works in court. 4. The defense lawyer is a defending lawyer. 5. The prosecutor is the lawyer who prosecutes. 6. The judge is a person who presides. 7. The coroner is a person who investigates violent or unnatural deaths. 8. The judge is a person who passes sentence.

4. Make sentences with the singular or plural forms of «to be» in Past Simple.

Model: I **am** at University now (an hour ago).
An hour ago I **was** at University.

1. I am a student now (two years ago). 2. We are late for the trial (yesterday). 3. She is a lawyer (last year). 4. Defense lawyers are very confident of victory (last time). 5. The case is very hard (last month).

5. Make sentences with «to be» in Future Simple.

Model: I **am** a cadet now (be a police officer).
I **will be** a police officer in three years.

1. He is in court now, he (be back) in two hours. 2. The police officer is busy now, he (be free) in three hours. 3. She is a student now, she (be) an attorney after University. 4. An attorney is on holiday now, he (be here) tomorrow. 5. The prosecutor is very confident of victory, the case (be) very interesting tomorrow.

6. Translate the following sentences into English.

1. Право — це збір правил і норм. 2. Закони є необхідними для суспільства. 3. Основними галузями права є: конституційне право, адміністративне право, цивільне право, кримінальне право, деліктне право, трудове право та міжнародне право. 4. Минулого місяця справа була досить складною. 5. Через два роки вона стане юрисконсультантом. 6. Цивільне право – галузь права, яка регулює відносини між фізичними особами. 7. Зараз він у суді, через дві години він буде тут. 8. Вчора ми запізнились до суду. 9. Кримінальне право – галузь права, яка визначає злочини і покарання злочинців.

2

THE WORLD OF LAW ENFORCEMENT

Vocabulary

Law enforcement,
police basic
requirements

Grammar

Present, Future,
Past Simple



LEAD-IN

Discuss the following questions

- Think of the reasons why people make a decision to become police officers.
- Why have you chosen this occupation?

PRONUNCIATION

Check your pronunciation:

police officer [pə'li:s 'ɒfɪsə(r)], police department [pə'li:s dɪ'pɑ:tmənt], keep the peace [ki:p ði: pi:s], protect order [prə'tekt 'ɔ:də(r)], pursue a suspect [pə'sju: ə: 'sʌspekt], arrest a criminal [ə'rest ə: 'krɪmɪnl], respond to emergencies [rɪ'spɒnd tu: i'mɜ:dʒənsɪz], investigate crimes [ɪn'vestɪgeɪt kraɪmz], fight against crimes [faɪt ə'genst kraɪmz], commit a crime [kə'mɪt ə: kraɪm], victim ['vɪktɪm], violate rights ['vaɪələɪt raɪts], suspect [sə'spekt], suspect of a crime ['sə'spekt əv ə: kraɪm], witness ['wɪtnəs], testify/witness ['testɪfaɪ /'wɪtnəs]

KEY WORDS

Try to remember the words and word combinations below



a police officer –
співробітник поліції



a police department –
відділ поліції



to keep peace –
забезпечувати громадський порядок



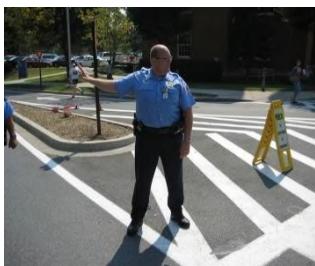
to protect order –
захищати порядок



to pursue a suspect –
переслідувати підозрюваного



to apprehend an individual –
затримувати особу



to enforce traffic laws –
застосовувати правила дорожнього руху



to arrest a criminal –
арештувати злочинця



to respond to emergencies –
реагувати на надзвичайні обставини



to investigate crimes –
розслідувати злочини



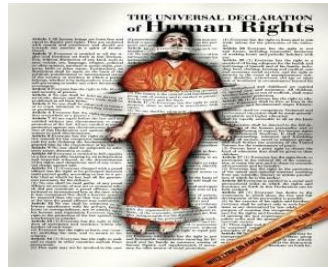
to fight against crimes –
боротися зі злочинністю



to commit a crime –
скоїти злочин



a victim –
жертва



to violate rights –
порушувати права



a suspect –
підозрюваний



to suspect of a crime –
підозрювати у скоєнні злочину



a witness –
свідок



to testify/to witness –
*давати свідчення,
бути свідком*

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

1. What is the main purpose of policing?
2. What do police officers do?
3. Who do police officers deal with when they fight against crimes?



My name is Jim Henry. I am a **police officer**. I work for New York Central **Police Department**. Let me tell you about policing. This is one of the most important jobs in the world: police officers **keep peace, protect order**, law, and citizens. They **pursue** and **apprehend** individuals who break the law, **enforce traffic laws**, **arrest** criminals, **respond to emergencies** and **investigate crimes**. When police officers **fight against crimes**, they deal with many people: criminals – individuals who **commit crimes**, **victims** – people whose rights criminals **violate**, **suspects** – persons who are guilty of a crime or whom police **suspect in the crime**, **witnesses** – persons who see the crime and **testify or witness** what they see, so if you want to be useful for society and like to overcome difficulties, this job is for you.

- **Another way to say that someone is guilty of a crime:**
to accuse smb. of a crime
- **Synonym for the word «crime»:** *offence*
- *to suspect* - to think or believe something to be true or probable
a suspect – is a person who is believed to be guilty of a crime
- In English the word *police* is a **collective noun**. We usually treat it as plural and say, for example: **The police are here.**

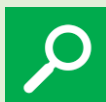
2. Correct the wrong information in each sentence. Cross it out and write the correct word or word combination

Model: Judges work in ~~university~~. the court

1. Police officers work for University. _____
2. Police officers keep calm. _____
3. Police officers commit crimes. _____
4. Criminals are individuals who protect law and order. _____
5. Suspects are persons who are kind. _____
6. Witnesses sing about what they see. _____
7. Victim is a person who breaks the law. _____

3. Complete the table using information from the text: some words can be used more than on

PEOPLE	WHAT THEY DO
police officers	investigate crimes
	fight against crimes
	suffer from criminals
Suspects	
	break the law
Witnesses	
	enforce traffic laws
	protect law, order and citizens
Criminals	
	pursue, apprehend and arrest criminals
	keep peace



To *apprehend* means to take a person to the police station for questioning.
To *arrest* someone means to formally charge with a specific crime.

4. Complete the table with appropriate parts of speech

NOUN	PERSON	ADJECTIVE	VERB PHRASE
law		lawful	to break the law to obey the law
	criminal		to commit a crime
		offensive	to offend smb.
suspicion		suspicious	to suspect a criminal of a crime
evidence/witness		testimonial (witness)	to witness a crime
	arrestee	-	to arrest a suspect

GRAMMAR BANK

	Interrogative		Affirmative		Negative	
FUTURE	I		I		I	
	He		He		He	
	She		She		She	
	Will It be	here?	It will be	here.	It will not be	here.
	You		You		You	
	We		We		We	
	They		They		They	
PRESENT	Am I		I am		I am not	
	He		He		He	
	Is She		She is		She is not	
	It	here?	It	here.	It	here.
	You		You		You	
	Are We		We are		We are not	
	They		They		They	
PAST	I		I		I	
	He		He		He	
	Was She		She was		She was not	
	It	here?	It	here.	It	here.
	You		You		You	
	Were We		We were		We were not	
	They		They		They	

Nouns in English can be countable and uncountable. Countable nouns have a singular and plural forms; uncountable nouns have only one form, normally singular one.
Law is a countable noun; legislation is an uncountable noun. Other examples of uncountable nouns: knowledge, information, news.



We do NOT use an article:

1. Before **plural countable nouns and uncountable nouns** when we mean 'in general': I like **cars**.
Lawyers are professionals who study a lot.
2. Before **abstract nouns**:
 What is **justice**?
Examples of abstract nouns: confidence, honesty, importance, truth, violence, patience, peace.

1. Add article a/an where necessary.

__lawyer, __evidence, __police officer, __police department, __knowledge, __legislation, __truth, __court, __crime, __case, __honesty, __witness, __criminal, __proof, __education, __news, __branch of law, __violence, __victim, __peace, __applicant.

2. Make the positive sentences negative and make the negative sentences positive.

Model: I **am** a police officer.

I **am not** a police officer.

1. The criminal is guilty of a crime.
2. The suspect was not from the USA.
3. The requirements to become a police officer will be serious.
4. Witnesses were in the Police Department.
5. The victim will not be here tomorrow.
6. The woman is a suspect.
7. Criminals are dangerous.
8. Illegal drug use and financial problems were not disqualifiers for becoming a police officer.
9. Police Department is not the place where police officers work.
10. I am a victim.

3. Make the positive sentences interrogative.

Model: The police officer **is** here.

Is the police officer here?

1. Witnesses are persons who see the crime.
2. A criminal is a person who commits a crime.
3. Police officers will be here in 3 hours.
4. He was a victim of a crime.
5. Suspects were in the court yesterday.
6. Valid driver's license is a requirement for a law enforcement officer.
7. Victims will be in the Police Department tomorrow.

4. Translate the following sentences into English.

1. Він не буде поліцейським, він буде суддею.
2. Свідки тут? – Ні, їх тут немає.
3. Він не був жертвою злочину, він був підозрюваним.
4. Ти будеш завтра в поліцейському відділку? – Так, буду.
5. Чи свідок знаходиться тут?
6. Він злочинець? – Ні, він не злочинець, він жертва злочину.
7. Ти був вчора в університеті? – Ні, не був.

READING

Read the text about basic requirements for becoming a police officer in the USA

What do you think is necessary to become a police officer?

- a) be educated;
- b) be a criminal;
- c) be attractive;
- d) be in good physical fit.

<p>Each state has a (1) Commission on Peace Officer Standards and Training (POST) that (2) establishes minimum (3) selection standards for law enforcement officers. These are typical basic requirements to become a police officer:</p> <ul style="list-style-type: none"> • Citizenship (4) Requirement (5) Applicants are normally U.S. citizens. • Minimum / Maximum Age Requirement Applicants are at least 21 years old. The maximum age can (6) vary widely. Some agencies have no maximum age. • Education Requirement It is necessary for police officers to have a high school diploma at a minimum. Some agencies require a bachelor's degree and (7) offer (8) additional pay based on education. A four-year degree or an (9) advanced degree is an (10) advantage in your law enforcement career, particularly when you want a (11) promotion or specialized (12) assignment. 	<p>1. Комісія з нормативів та навчання поліцейських</p> <p>2. встановлювати</p> <p>3. норми відбору</p> <p>4. вимога</p> <p>5. кандидати</p> <p>6. варіювати</p> <p>7. пропонувати</p> <p>8. додаткова виплата</p> <p>9. науковий ступінь (вище ступеня бакалавра)</p>
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<ul style="list-style-type: none"> • (13) Valid Driver License Since most officers (14) start out on patrol, a valid driver license is a requirement for any law enforcement position. • Minimum Fitness Requirement The type of this requirement vary by agency. With enough training and preparation, you can (15) meet the challenge. • (16) Disqualifiers Specific disqualifiers vary from department to department and may disqualify you from (17) police service. These are some typical disqualifiers: <ul style="list-style-type: none"> • (18) Felony conviction (adult or juvenile). • A (19) misdemeanor conviction involving (20) domestic abuse. • (21) Illegal drug use. • (22) Poor driving record. • (23) Poor credit history or other financial problems. 	<p>10. перевага</p> <p>11. підвищення</p> <p>12. призначення</p> <p>13. діючі водійські права</p> <p>14. починати кар'єру</p> <p>15. впоратися з труднощами</p> <p>16. дискваліфікуючі ознаки</p> <p>17. поліцейська служба</p> <p>18. звинувачення в тяжкому злочині</p> <p>19. звинувачення в злочинах невеликої тяжкості</p> <p>20. насильство в сім'ї</p> <p>21. використання заборонених наркотиків</p> <p>22. несприятлива особова картка водія</p> <p>23. погана кредитна історія</p>
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3. Cover the text. Mark the sentences T (true) or F (false)

1. Commission on Crimes establishes minimum selection standards for law enforcement officers.
2. Applicants are not U.S. citizens.
3. Minimum age is 18 years old.
4. Officers must have a high school diploma at a minimum.
5. A four-year degree or an advanced degree is not an advantage for promotion.

4. Choose the correct answer according to the contents of the text

1. This text is about:

- a) basic requirements of becoming a judge;
- b) legal professions;
- c) basic requirements of becoming a police officer;
- d) branches of law.

2. Who establishes minimum selection standards for law enforcement officers?

- a) Commission on Medical Services;
- b) Commission on solicitors;
- c) Commission on legal questions;
- d) Commission on Peace Officer Standards and Training (POST).

3. What are basic requirements of becoming a police officer?

- a) a car, a house, clothes;
- b) citizenship, age, education, valid driver license, sufficient physical training;
- c) age, citizenship, education, singer license;
- d) poor driving record, felony conviction, financial problems.

SPEAKING

Discuss the following questions:

1. What are some requirements to become a police officer in Ukraine?
2. What can disqualify you from police service in Ukraine?

3

POLICE DEPARTMENTS

Vocabulary
Police departments

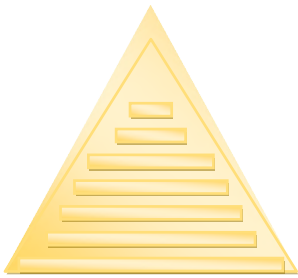
Grammar
Demonstrative pronouns, construction "there is/there are"



LEAD-IN

Look at the scheme and try to complete the police pyramid

MAJOR
CHIEF
CAPTAIN
LIEUTENANT
SERGEANT
ASSISTANT CHIEF
OFFICER



PRONUNCIATION

Check your pronunciation:
cadet [kə'det], divisions [dɪ'vɪʒns], field operation traffic laws ['træfɪk lɔ:z], traffic section ['træfɪk 'sekʃn], special operations division ['speʃl ɒpə'reɪʃnz dɪ'vɪʒn], explosive device dispersal [ɪk'splɔ:sɪv dɪ'vaɪs dɪ'spɜ:sl], SWAT ['swat], K-9 ['keɪ-nəm], investigation department [ɪn'vestɪ'geɪʃən dɪ'pɑ:tmənt], forensics [fə'rensɪks], vice [vaɪs], general administration division ['dʒenrəl əd'mɪnɪ'streɪʃn dɪ'vɪʒn], personnel [ˌpɜ:sə'nel], training ['treɪnɪŋ], records [rɪ'kɔ:dz], department [dɪ'pɑ:tmənt], constable ['kɒnstəbl], promotion [prə'moʊʃn]

KEY WORDS

Try to remember the words and word combinations below



a cadet –
курсант



divisions –
підрозділи



Field Operations –
робота за межами
поліцейського відділку



traffic laws –
правила
дорожнього руху



Traffic Section –
відділ дорожньої
поліції



Special Operations Division –
відділ спеціальних
операцій



Explosive Device
Dispersal –
група санерів



SWAT –
загін спецпризначення



K-9 Team –
команда кінологів



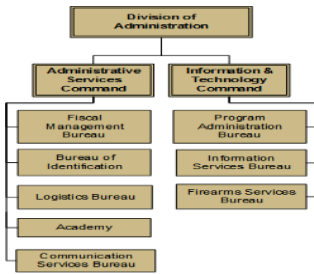
Investigation department –
слідчий відділ



Forensics –
криміналістика



Vice (Narcotic section) –
відділ по боротьбі з
наркотиками



General Administration
Division –

Генеральне управління



Personnel and training –

*відділ професійної
підготовки особового складу*



Records –

*відділ обліку
інформації*



an IT department –
комп'ютерний відділ



a constable –
констебль



to get promotion –
*отримати підвищення
по службі*

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given



This is an American **cadet** – Frank. In three years he will be a police officer. He knows that there is a strict hierarchy in the police structure in his country. For example, there are many **divisions** where police officers work.

1. Field Operations is one of them. Emergency and non-emergency responses are the main part of its operation. Besides this division is responsible for the enforcement of **traffic laws**. So, there is also **Traffic Section**.

2. Special Operations. There are three divisions here. They are: **Explosive Device Dispersal** (Bomb Squad), **SWAT** and **K-9 teams**. This division deals with emergency and non-emergency responses.

3. Investigation department. This division is responsible for solving crimes against persons or property. There are two sections in this division: **Forensics** and **Narcotics/Vice Sections**. Forensic officers work both at crime

scenes and in the lab. Narcotics/Vice officers conduct operations related to illegal substances.

4. General Administration. The task of this division is daily management of the department’s personnel and information infrastructure. There are three sections here: **Personnel and Training, Records and Information Technology.**

So, Frank will be a part of a SWAT team in future. But first he will be a **constable** and after working hard as a constable he can **get promotion** in any police division.



What does SWAT stand for?

SWAT means *Special Weapons And Tactics*

It is a group of highly trained police officers who deal with very dangerous criminals and situations.

WHAT ARE SOME OF THE DIFFERENT JOBS POLICE OFFICERS DO?

- | | |
|----------|----------|
| 1) _____ | 5) _____ |
| 2) _____ | 6) _____ |
| 3) _____ | 7) _____ |
| 4) _____ | 8) _____ |

2. Match each of the following words and phrase with their definitions

WORD/PHRASE	DEFINITION
1. constable	A. police units in the United States that use specialized or military equipment and tactics
2. investigation	B. an officer, having police and minor judicial functions, usually in a small town, rural district, etc.
3. SWAT	C. police division which solves crimes
4. K-9	D. the use of scientific methods and

	techniques to the investigation of crime
5. traffic section	E. police unit that fights against illegal drugs
6. traffic laws	F. this unit enforces traffic laws
7. forensics	G. police unit that uses dogs to search smth. or smb.
8. vice	H. laws which regulate vehicles

3. Complete the table with necessary information

Division	Section	Functions
Field Operations		to enforce traffic laws
Special Operations		to deal with terrorism and hostage situations
		to examine and remove bombs
		to work with dogs
		to work at crime scenes
		to conduct operations and participate in field operations related to illegal substances
		to investigate and solve crimes against persons or property
General Administration		to manage the department's personnel and information infrastructure
		to find important information
		to use computer systems, software, and networks for the processing and distribution of data

4. Read the sentences and choose the correct word

1. There is a police **department/division** in each district of our city.
2. There is a terrorist act situation. Call **vice/SWAT!**
3. There is much important personal information in **Bomb Squad/Personnel and Training.**
4. Bring the crime scene evidence to **K-9 team/Forensics.**
5. These are five new German Shepherds in **K-9 team/Field Operations.**

5. Fill in the blanks in the sentences with the words given below

cadet divisions field pyramid promotion

1. Sergeants are near the bottom of the_____.
2. There are many_____ in the police.
3. A_____ studies six months at the academy.
4. Many people work in the_____ of law enforcement.
5. After working hard as a constable you can get_____ in any police division ranks above the department's inspector.

6. Choose the sentence that uses the underlined part correctly

- 1) ___ A Traffic section gives out tickets for moving violations.
___ B Field Operations officers work in administration.
- 2) ___ A The K-9 team works with dogs.
___ B Explosive Device Disposal monitors the crimes.
- 3) ___ A Records provides officers with equipment.
___ B Narcotics section arrests drug dealers.
- 4) ___ A SWAT's main responsibility is working with dogs.
___ B New officers report to Personnel and Training.
- 5) ___ A Call IT about any Internet problems.
___ B Forensics enforces traffic laws.

Demonstrative pronouns



A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural.



THIS pistol



THAT pistol



THESE pistols



THOSE pistols

This/These	That/Those
<p style="text-align: center;">USE</p> <p>1. we use this (for singular) and these (for plural) when we talk about people or things near the speaker, close to him: Ex.: This is my lawyer. These are witnesses.</p> <p>2-for present or future situations: Ex.: He will be here this week.</p>	<p style="text-align: center;">USE</p> <p>1. we use that (for singular) and those (for plural) when we talk about people or things which are far from us: Ex.: That is a police officer. Those are suspects.</p> <p>2-for past situations: Ex.: We were here that year.3-when we refer to something mentioned before: Ex.: She was there. That is good.</p>

USE

We use **there is/are** to say that something exists.

Models:

There is a witness who can give evidence.

There are many people who work for police.

There is a problem with that criminal trial.

There are police officers who were from Investigation department.

There is much work for police next year.

**Defining clauses**

We use defining clauses to explain what a person, thing or place is or does.

Use **who** for a *person*, **which** for a *thing* and **where** for a *place*.

A police officer is a person **who** works for police.

Law is something **which** regulates relations in society.

Court is the place **where** judges work.

that

You can use **that** instead of who or which: He is a police officer **who/that** investigates this crime.

GRAMMAR
BANK**1. Fill in the gaps with the appropriate form of construction there is/are.**

1. _____ a Police Department, which fights against crimes in our city. 2. _____ many divisions where police officers work. 3. _____ a Traffic Section responsible for enforcement of traffic laws. 4. _____ a strict police hierarchy. 5. _____ five dogs, which help investigate crimes. 6. _____ so many rules that regulate our life. 7. _____ a SWAT Team, which deals with terrorism and hostage situations.

2. Translate the following sentences into English.

1. Існує багато підрозділів поліції, які забезпечують правопорядок.
2. Існує чітка поліцейська ієрархія.
3. Є чимало законів, які регулюють відносини у суспільстві.
4. Є два офіцера поліції, які розслідують цей злочин.
5. Є свідок, який дає свідчення.
6. Існує відділ поліції, де є багато собак.

3. Make the following sentences plural with appropriate demonstrative pronouns.

Model: **This case is** interesting.

These cases are interesting.

1. This division is very important for police work.
2. This police officer is a professional.
3. That person was at Police Department yesterday.
4. This constable will be here tomorrow.
5. That person is a lawyer.
6. That cadet will be a police officer in 3 years.
7. This person was very suspicious.

4. Make the following sentences singular with appropriate demonstrative pronouns.

Model: **These persons** will be here tomorrow.

This person will be here tomorrow.

1. Those persons were in the Police Department yesterday.
2. These cases are interesting.
3. These police officers are professionals.
4. Those persons were very suspicious.
5. Those cadets are from Police Academy.
6. These police officers are from SWAT.
7. Those criminals were guilty of a crime.
8. Those officers were from Traffic Section.
9. Those people were very suspicious.
10. These people are very suspicious.

5. Translate the following sentences into Ukrainian.

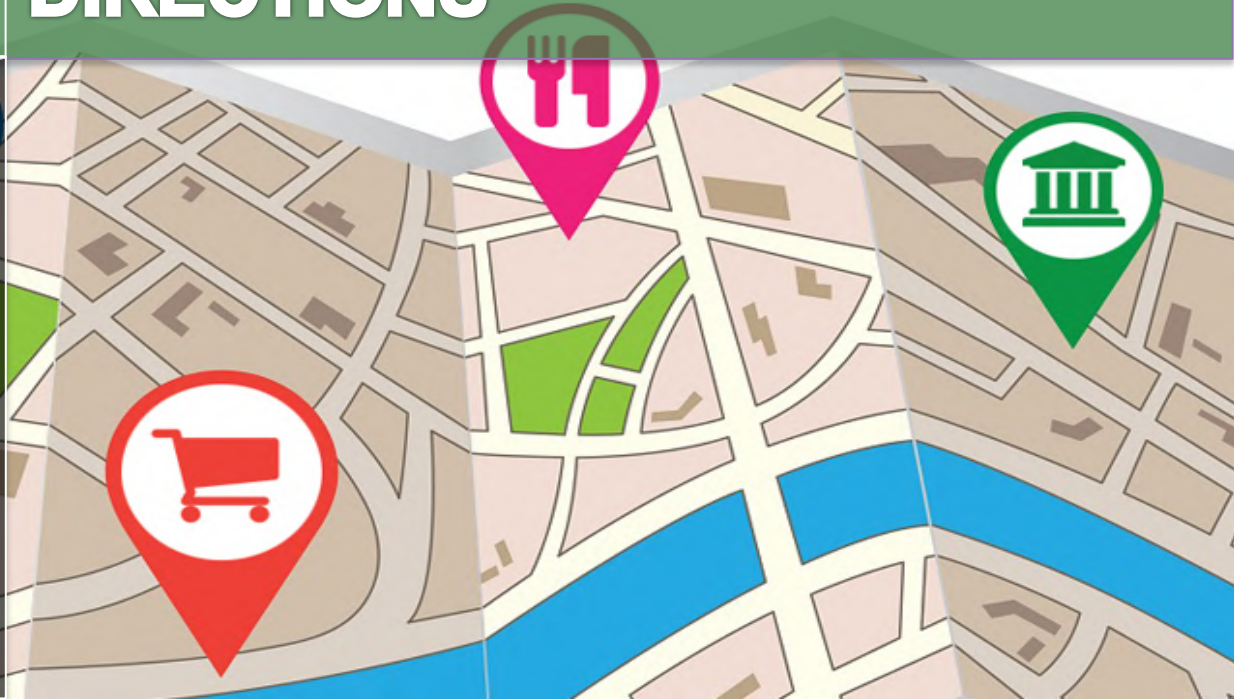
1. There are many divisions in police.
2. There is a strict hierarchy in the police.
3. This officer works in Traffic Section.
4. That person is a suspect.
5. These people are from the court.
6. Those cases were interesting.
7. There is a police officer who works for Vice.
8. There are many divisions where police officers can work.
9. This person is very suspicious.
10. Those criminals were guilty of a crime.
11. That person is from K-9 team.

4

WALKING AND DRIVING DIRECTIONS

Vocabulary
Directions

Grammar
There is / there are



LEAD-IN

Look through the pictures on the map. What are these places?

PRONUNCIATION

Check your pronunciation:

cross [krɒs], police station [pə'li:s,steɪʃ(ə)n], bus stop [bʌs stɒp], train station [treɪnsteɪʃ(ə)n], on foot [ɔn fʊt], block [blɒk], crosswalk ['krɒ:swɔ:k], go down [gəʊ 'daʊn], side street [saɪd stri:t], freeway ['fri:weɪ], intersection [ˌɪntə'sekʃ(ə)n], parking lot ['pɑ:kɪŋ lɒt], u-turn ['ju:tɜ:n], light [laɪt], go over [gəʊ 'əʊvə], go through [gəʊ θru:]

KEY WORDS

Try to remember the words below:



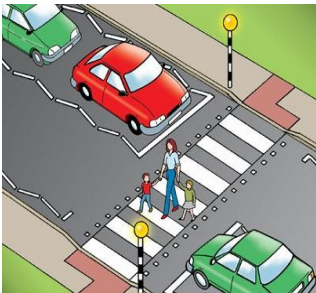
a block –
квартал



to go along (the street) –
йти / їхати (по вулиці)



a grocery store –
продуктовий магазин



to cross (the street) –
переходити (вулицю)



to turn left –
повернути наліво



to go over (the bridge) –
переходити (міст)



to go straight ahead –
йти / їхати прямо



a crosswalk –
пішохідний перехід



at the corner –
на розі (вулиці)



a side street –
провулок



to go on foot –
йти пішки



intersection –
перехрестя

READING

Read the text paying attention to the new words. Then, go back to the section with key words and try to reproduce the given information

Maria is a tourist. She has got lost and asks a police officer the way to the Grand Hotel where she is staying. The officer says the hotel is not very far from here, only a few **blocks**. First Maria should **go along** Park Street until she gets to a **grocery store**. Then she **crosses** Baldwin Avenue and **turns left**. There Maria will see Carl Bridge and she must **go over** it. After that, she should **go straight ahead** and take a **crosswalk**. In about 10 minutes the girl will find herself **at the corner** of Chestnut Avenue and the 5th Lane. There is a bus stop here in a **side street**. If Maria doesn't want to **go on foot**, she can take bus No.11 and get to the hotel, which is near the **intersection** of Park and Elm streets.

1. Mark the statements as true (T) or false (F) according to the text:

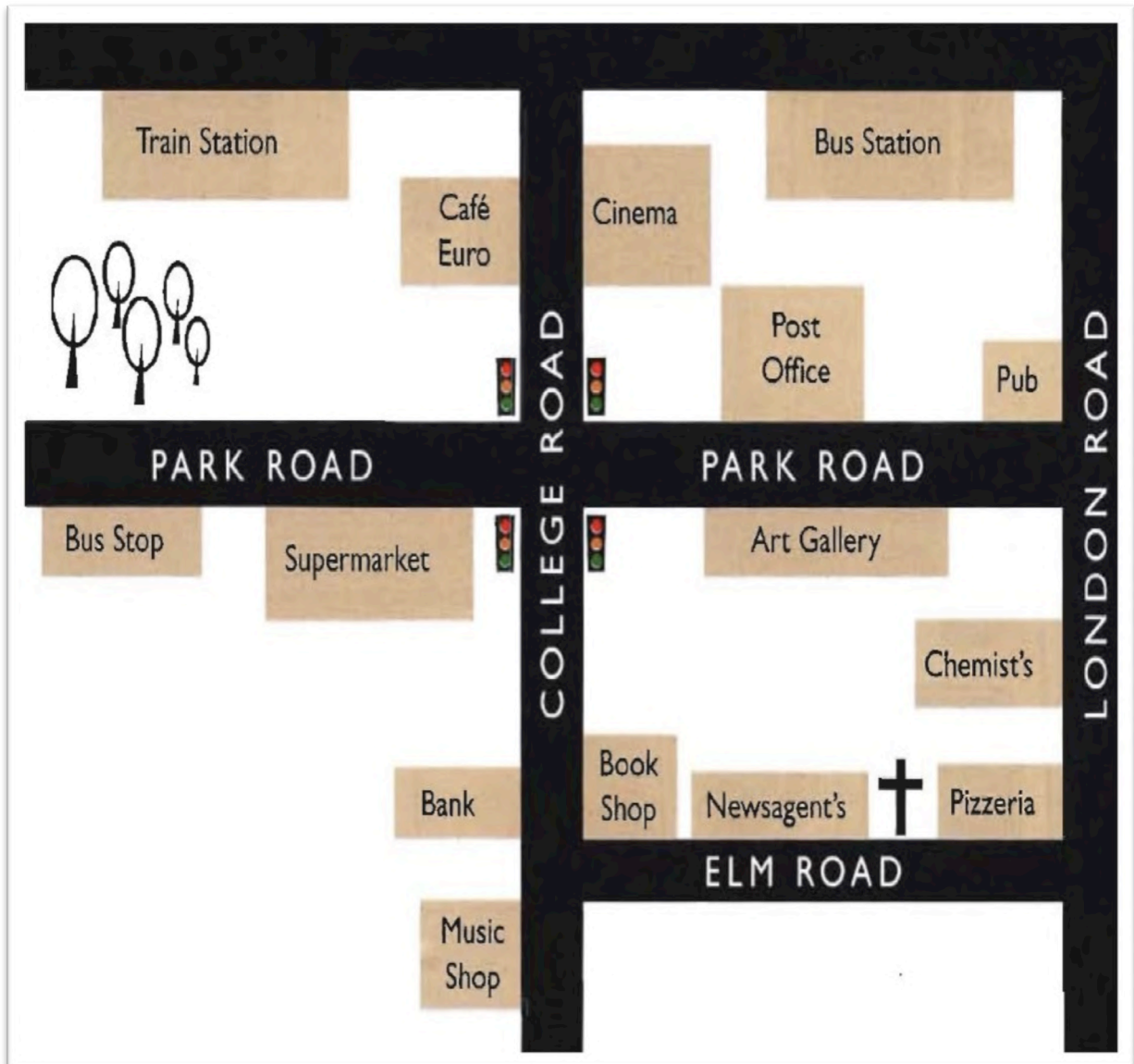
- 1) Maria knows the city in a perfect way.
- 2) The Grand Hotel is not far from the place where Maria is talking with a police officer.
- 3) To get to the Grand Hotel Maria should cross Baldwin Avenue and turn right.
- 4) The girl shouldn't go over Carl Bridge.
- 5) Bus No.11 stops in the central avenue.
- 6) The Grand Hotel is far away from the intersection of Park and Elm streets

2. Find the words from the text to match the definitions below:

- 1) Maria asks a cadet to help her. a place where roads, lines cross each other;
- 2) to walk;
- 3) a point where two roads meet;
- 4) to go from one side to the other;
- 5) a member of the police;
- 6) a specially marked place for people to walk across the street;
- 7) a structure built over a river, road that allows people and vehicles to cross from one side to the other;
- 8) a building where people pay to stay and eat meals;
- 9) a supermarket

READING

Maria is at the bus station. Use the map to help her to get to the ELM Road.



EXTRA SPEAKING

You are a cadet studying in the University of Internal Affairs. Tell your group mate how to get from the university to the railway station

WRITING

1. Match the words with the definitions:

WORD	DEFINITION
1. beside	A. to travel in a specific direction
2. parking lot	B. next to
3. on foot	C. the place where you can leave the car
4. to cross	D. to be walking
5. to go down	E. to go from one side to another
6. intersection	F. to pass without stopping
7. exit	G. a traffic signal to drive slowly, stop, or go
8. u-turn	H. the place where the roads cross
9. freeway	I. a 180 degree change in direction
10. a traffic light	J. a ramp for leaving a freeway or highway
11. to go over	K. to drive on a bridge over water or road
12. to go through	L. a road with many lanes and no intersection

2. Choose the correct word:

police station, bus stop, across, train station, crosswalk, take, parking lot, intersection, side street.

1. The man was taken to the _____ after he was arrested.
2. Mary had to go _____ the street to get to the dentist.
3. Use the _____ when crossing the street.
4. Brenda went to the _____ to wait for the bus to arrive.
5. Dave spent all day at the _____ because his train was delayed.
6. _____ exit 74 to leave the freeway.
7. The major roads are busy go down a(n) _____.
8. The _____ was full, so Nancy parked in the street.
9. There was a red light at the _____.

EXTRA READING

Read the police department website article. Then chose the correct answer

MAYFIELD COUNTRY POLICE STATION LOCATION

Located at 332 Main Street. Easy access driving routed:

From downtown - Take a right from Jefferson Street onto Blake Street. Go through the first intersection. Turn left onto Main Street. The parking lot is just part the police station on the right.

From Sonerville - Drive down Ross Road to the freeway. Take the freeway south to exit 95. Take a left onto highway 141. Take a right at the first light Continue down Main Street.

From Silver Lake - Take Route 17 to Westboro Ave. Then, make a u-turn at the light. Take a right onto the first side street Harrison Ave. Go over the Harrison Bridge. Take a left onto Main Street.



1. Where is the police station?

- A. The police station is on the Main Street;
- B. The police station is downtown;
- C. The police station is from the Jefferson Street onto the Blake Street;
- D. The police station is everywhere.

2. How can you get to the police station?

- A By train;
- B On foot;
- C. By car;
- D. Over the bridge.

3. Which of the following is NOT true?

- A. Drivers from Somerville start on the Ross Road;
- B. Drivers from Silver Lake must take the freeway;
- C. The parking lot is near the police station;
- D. Drivers from downtown must take a right from the Jefferson Street onto the Blake Street.

EXTRA SPEAKING

Read the dialogue and answer the questions below. In pairs, try to act out the dialogue

Allie: Ok, it's this street. No, it isn't. I'm sure she said the first on the right.

Mark: No, she said the second on the right. Relax, Allie.

Allie: Look, let's ask that man there.

Mark: I don't think he knows. He's a tourist.

Allie: Just ask him, please.

Mark: OK. Excuse me! We're lost. Do you know where King Street is?

Man: Sorry, I don't live here – I'm a tourist.

Mark: You see, I was right.

Allie: OK, let's try the second on the right.

Mark: Here it is. King Street. I knew that she said the second on the right.

Allie: There's the restaurant, Donatella's. Can you see anywhere to park?

Mark: That white car's going over there! Do you think you can park in that space?

Allie: Are you saying I can't park?

Mark: Allie, I'm only joking.

Allie: Ok. I'm sorry.



1. Name the people who take part in this conversation.
2. Where are they going?
3. Who is driving the car?
4. Why are they lost?
5. What is the color of the car that is going?
6. What is the name of the street where they are going?
7. Where should they turn to get to the restaurant?

EXTRA SPEAKING

Look at the pictures below and try to match the names of main city objects to the pictures. Where are these objects situated in your city?

a library a theatre a museum a cinema a circus
a bank
a railway station a bus station a shop a university
a market a hospital





We use this construction if we want to introduce some new information about an object or a person being in a certain place.

e.g. There **is** a crosswalk at traffic lights.

There **are** many crosswalks at traffic lights.

PAST TENSE: THERE WAS / WERE

There **was** a crosswalk at traffic lights.

There **were** many crosswalks at traffic lights.

FUTURE TENSE: THERE WILL BE

There will be a crosswalk at traffic lights.

There will be many crosswalks at traffic lights.

Interrogative (questions). Singular.	Negative. Singular.
<ul style="list-style-type: none"> - Is there a crosswalk at a traffic light? – Yes, there is. - Was there a crosswalk at a traffic light? - Will there be a crosswalk at a traffic light? 	<p>There is no (isn't any) crosswalk at a traffic light.</p> <p>There was no (wasn't any) crosswalk at a traffic light.</p> <p>There will be no (won't be any) crosswalk at a traffic light.</p>
Interrogative (questions). Plural.	Negative. Plural.
<ul style="list-style-type: none"> - Are there many crosswalks at a traffic light? - Yes, there are. - Were there many crosswalks at a traffic light? – Yes, there were. - Will there be many crosswalks at a traffic light? – Yes, there will. 	<p>There are no (aren't) crosswalks at a traffic light.</p> <p>There were no (weren't) crosswalks at a traffic light.</p> <p>There will be no (won't) crosswalks at a traffic light.</p>

GRAMMAR BANK

1. Translate into Ukrainian:

- 1) There is an intersection near the university.
- 2) There are two blocks over the bridge.
- 3) There are four traffic lights at the intersection.
- 4) There were two grocery stores in the avenue, but there are three now.
- 5) There will be a new freeway in our oblast.

2. Make the sentences negative and interrogative:

- 1) There is a grocery store at the corner.
- 2) There are five intersections in the avenue.
- 3) There will be a crosswalk in a side street.
- 4) There were two blocks over the bridge.
- 5) There are many hotels in the city.

3. Write questions to get the following answers:

- 1) There is the **Grand Hotel** in the side street.
- 2) There are **five** bus stops in the avenue.
- 3) Yes, there are two **police departments** not far from the university.

4. Translate into English:

- 1) У нашому місті є багато відділків поліції.
- 2) Добре, що в університеті є великий спортзал. У нашій школі спортзал був дуже маленький.
- 3) Скільки курсантів зараз в аудиторії? – П'ятнадцять, двоє в наряді.
- 4) Біля університету є місце для паркування.
- 5) Скільки грошей у гаманці? – У гаманці грошей немає.

5. Confirm or deny what the teacher is saying:

Model: *There is a library in our university.*

- Yes, there is a library in our university.

There is a freeway near the university.

- No, there is no freeway near the university.

- 1) There are ten cadets in the room.
- 2) There is an intersection outside the university.

- 3) There is one traffic light at the intersection in the avenue.
- 4) There is one bridge over the Dnipro.
- 5) There is one University of Internal Affairs in Dnipropetrovsk.



Prepositions of time are: **IN, ON, AT.**

- use **IN** with months, years, parts of the day, seasons.
- use **ON** with dates, days.
- use **AT** with times.

IN

the morning
the afternoon
the evening
March
the summer

on

Monday (morning)
the 12th of July
my birthday

at

three o'clock
midday / midnight
lunchtime
night
the weekend
Easter

1. Complete with *in, on, or at*:

- 1) on July 9th.
- 2) ___ 6.30.
- 3) ___ the evening.
- 4) ___ the weekend.
- 5) ___ 2005.
- 6) ___ lunchtime.
- 7) ___ September.
- 8) ___ Easter.
- 9) ___ Saturday.
- 10) ___ Thursday morning.

2. Complete the following sentences with *in, on or at*:

- 1) The lectures begin ___ 8.30 a.m.
- 2) All cadets do morning exercises ___ the morning.
- 3) The duty begins ___ 4 p.m. and lasts for 24 hours.
- 4) ___ summer cadets have a one month holiday.
- 5) Police officers work ___ day and night shifts.
- 6) Sometimes police officers work ___ weekends.
- 7) We have the longest break ___ lunchtime

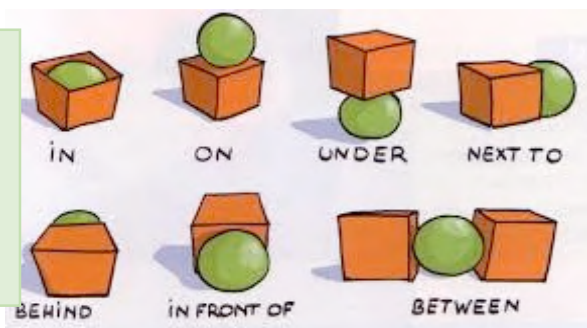
3. Answer the following questions:

- When did you enter the university?
- On what days of the week do you study?
- When does your working day begin?
- When do you have a break?
- When does the academic year start?



Prepositions of place are:

in, on, under, next to, behind, in front of, between.



4. Complete the following micro-dialogues with prepositions of place.

- 1) – Where do you live? – I live ___ barracks. The barracks are ___ the central building.
- 2) – Where do police officers wear handcuffs? – ___ their duty belts.
- 3) – What is there ___ of the central building? – There is a bus stop.
- 4) – Is university cafeteria situated on the first floor? – No, it isn't. It is ___ the first floor.

5. Try to guess what there is:

- 1) in my bag; 2) in my wallet;
- 3) on my tablet; 4) on my duty belt.

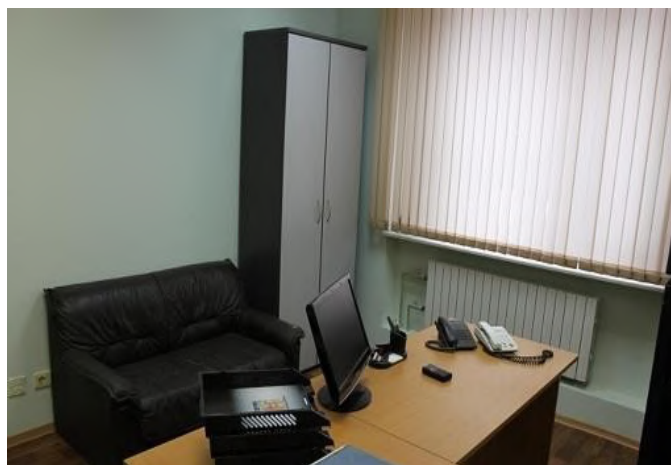
6. Look at the picture for a minute. Try to remember what there is in the police office.

Describe the office. Then ask your neighbor questions about the interior of the office. Make up the questions using the construction

THERE IS / THERE ARE.

Model: - Is there a TV in the room? – No, there isn't.

- Is there a computer in the room? – Yes, there is.



5

BASIC EQUIPMENT OF LAW ENFORCEMENT OFFICERS

Vocabulary
Basic equipment

Grammar
*Present, Past,
Future Simple*



LEAD-IN

Discuss the following questions

- What equipment do officers need to access facilities?
- What equipment do officers need to detain suspects?

PRONUNCIATION

Check your pronunciation:

chief [tʃi:f], uniform ['ju:nɪfɔ:m], badge [bædʒ],
leather ['leðə], bullet ['bulɪt], proof [pru:f],
equipment [ɪ'kwɪpmənt], duty ['dju:tɪ] belt
[belt], restraint [rɪ'streɪnt], highlight ['haɪlaɪt],
baton ['bæt(ə)n], disperse [dɪ'spɜ:s], crowd
[kraʊd], dangerous ['demdʒ(ə)rəs], pistol,
['pɪst(ə)l], advantage [əd'vɑ:ntɪdʒ], holster
['hɔ:lstə], tie [taɪ], securely [sɪ'kjʊəli], prevent
[prɪ'vent], glove [glʌv], boot [bu:t], handcuffs
['hændkʌfs], scissors ['sɪzəz]

KEY WORDS

Try to remember the words below:



a chief inspector –
головний інспектор



a uniform –
форма



leather boots –
шкіряні чоботи



gloves – рукавички



equipment – амуніція



a badge – жетон



a dangerous profession –
небезпечна професія



securely equipped –
безпечно екіпований



a bullet-proof vest –
куленепробивний жилет



a duty belt –
портупея



the main advantage –
головна перевага



to keep close at hand –
тримати наготові



to use a pistol –
застосовувати пістолет



to keep in a holster –
тримати у кобурі



to slap handcuffs –
закрити кайданки



to prevent from moving –
запобігти рухам



a restraint –
обмежувач



a zip-tie –
пасок-змійка



a baton – *кийок*



to disperse a crowd –
розігнати натовп



a flashlight –
ліхтарик



to highlight in the darkness –
підсвітити у темряві



multi-tool –
*багатофункціональний
прилад*



scissors –
ножиці

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given



I am Jim Henry - a **chief inspector** of New York police. I work hard every day. Yesterday, I worked the night shift, which is from 10 at night till six in the morning. Let me tell you about my routine duties. Every day I put on my **uniform, leather boots, gloves** and other **equipment**. I have a **badge** on my chest so everybody can identify me as a representative of Police. Frankly speaking, this profession is very **dangerous**. So I must be **securely equipped** to fulfill my professional duties safely. In my country police officers typically carry basic equipment and use some tools. Sometimes we get in fire attacks and a **bulletproof vest** helps to stop bullets. The second necessary item of my equipment is a **duty belt**. **The main advantage** of the duty belt is that I can keep all the tools **close at my hand**. For example, yesterday I had to defend myself **using a pistol**. I usually **keep it in a holster** on my duty belt. When criminals attack, I **slap handcuffs** on their hands. They help **to prevent criminals from moving**. I also use a **restraint** or a **zip-tie** instead of handcuffs. Sometimes police officers use a **baton** when they need **to disperse a crowd** of aggressive people. Finally, I would like to mention two more items I need. I use a **flashlight** when I need **to highlight in the darkness** and I have a **multi-tool** because there is a knife, **scissors** and other tools inside.

2. In each sentence one word is wrong. Cross it out and write the correct one.

1. Police officers use handcuffs to disperse a crowd. _____
2. I keep my uniform close at my hand. _____
3. A flashlight helps to prevent criminals from moving. _____
4. Police officers defend themselves using a badge. _____
5. A duty belt helps to stop bullets. _____
6. Police officer profession is quite safe. _____
7. I usually keep my multi-tool in a holster. _____
8. Gloves prevent criminals from moving. _____

3. Find the words from the text to match the definitions below

1. a stick used as a weapon by a police officer;
2. metal rings that a police officer puts round a prisoner's wrists to stop them from using their hands or arms;
3. an electric light that you hold in your hand and point at things;
4. all the special tools, machines, clothes etc. that you need for a particular job or activity;
5. a set of clothes that you wear to show that you are part of a particular organization or school;
6. a small round object that fastens onto your clothes with a pin and usually has a picture or writing on it. The American word is button;
7. a piece of clothing that covers your fingers and hands;
8. a leather container for a gun that is fixed to a belt;
9. likely to harm or kill someone, or to damage or destroy something;
10. if a crowd of people disperses, or if someone disperses it, the people separate and go in different directions.

4. Describe the items using the given adjectives in the table

ITEMS	ADJECTIVES
boots	black, leather, reinforced, heavy, expensive, wet
a crowd	aggressive, violent, huge, furious, hostile, angry
a flashlight	lightweight, powerful, bright, small, tiny, rechargeable
equipment	special, military, necessary, protective, durable
a pistol	automatic, semiautomatic, loaded, caliber, discharged
tools	various, valuable, special, available, sharp, essential
handcuffs	stainless, loose, tight, broken, steel, rusty, own
a duty belt / a bullet-proof vest	adjustable, reinforced, reflective, lightweight

SPEAKING

Practice the dialogue between a senior and junior officer. Pay attention to the highlighted words and phrases.

Officer 1: Tell me what happened today when you **discharged your firearm**.



Officer 2: Yes, sir. I arrived at the scene of the robbery and left the car.

Officer 1: It says in the report the suspect drove his van directly toward you.

Officer 2: Correct. I thought he was going to hit me.

So I moved to the side of my car and signaled him to stop.



Officer 1: And he continued to drive toward you.

Officer 2: Exactly. He didn't **heed my order**. I thought it best to **draw my pistol**.



Officer 1: Did you **fire** then?

Officer 2: Negative. I decided to **give a verbal warning** first



Then I **fired a shot** at his vehicle.



Officer 1: And that is when he swerved and crashed into a tree.

Officer 2: Correct. I didn't know if **he was armed**, so I approached the vehicle with my weapon drawn.

Officer 1: Did you fire any **additional shots**?

Officer 2: Negative. That wasn't necessary. He **was unarmed** and cooperated



EXTRA TASKS

1. Choose the correct word for each blank

1. heed / fire

- A. He paid no _____ to her warning.
B. You are not allowed to _____ on the crowd.

2. unarmed / armed

- A. He was _____ when the police apprehended him.
B. The suspect is _____ with a shotgun.

3. cooperate / approached

- A. I will advise my client to _____ fully with the police.
B. As they _____ the wood several shots were heard.

2. Match the verbs (A-F) with the nouns (1-6):

A to carry, to hold, to use, to draw	1. an order
B to give, to heed, to ignore	2. a road
C to slap, to put on, to remove, to unlock	3. a shot
D to carry, to load, to point, to fire	4. handcuffs
E to fire, to take, to aim	5. a baton
F to follow, to go down, to swerve off, to cross	6. a pistol

EXTRA SPEAKING

What do these things have in common?

Windscreen wipers

Bullet-proof vest

Come up with as many ideas as possible

GRAMMAR

PRESENT, PAST and FUTURE SIMPLE TENSES

?	+	—	
Will I you we work? they he she	I You We will work They He She	I You We will not work They He She	F U T U R E
Do I you we work? they	I You We work They	I You We do not work They	P R E S E
Does he work? she	He She works	He does not work She	N T
Did I you we work? they he she	I You We worked They He She	I You We did not work They He She	P A S T

*Contractions: *do not = don't, does not = doesn't, will not = won't, did not = didn't*



Adverbs of frequency (**always, usually, often, sometimes, hardly ever, never**) go before the main verb, but after be.

*He **always** works.* NOT ~~He works always.~~

*He **is always** at work.* NOT ~~He is at work always.~~

Many common verbs are irregular in “+” past simple, for example **go > went**. See the **Irregular verb list** on 333 p.

GRAMMAR BANK

1. Make the positive sentences negative and make the negative sentences positive.

Model: I work as a police officer.

- I don't work as a police officer.

1. He always puts on his uniform. 2. He often gets in fire attacks. 3. Yesterday we used our batons to disperse the crowd. 4. She usually keeps the tools close at her hand. 5. We will work as police officers. 6. Bullet-proof vest defends my body. 7. The criminals attacked us. 8. She has a duty belt with all the necessary tools. 9. I usually use a flashlight to highlight in the darkness. 10. Handcuffs prevented criminals from moving.

2. Make the negative sentences positive. See the Irregular verb list.

1. The other policeman didn't put the handcuffs on him. 2. The police didn't draw their batons. 3. The people didn't break the law. 4. I didn't take my pistol. 5. The police officer didn't give the order to stop. 6. I didn't have a badge on my chest. 7. He didn't give a verbal warning first. 7. The police officer didn't draw his pistol. 8. I didn't think he was going to hit me. 9. They didn't hold batons in their hands. 10. The officer didn't keep the pistol in a holster on his duty belt.

3. Make general questions. *Model: He works as a police officer.*

- Does he work as a police officer?

1. He often gets in fire attacks. 2. Every day she fulfills her professional duties. 3. They will work as police officers. 4. Handcuffs prevented criminals from moving. 5. The police officer drew his pistol. 6. I thought he was going to kill me. 7. He discharged his firearm. 8. A police officer always keeps a pistol in a holster on his duty belt. 9. He will give a verbal warning first. 10. I usually use a flashlight to highlight in the darkness.

4. Translate the following sentences into English.

1. Ви одягаєте форму щодня? 2. У вас є жетон? 3. Поліцейський надів підозрюваному кайданки. 4. Вони не розігнали натовп. 5. Він застосував пістолет. 6. Вони будуть тримати зброю напоготові. 7. Кайданки запобігли рухам злочинців. 8. Він виконав Ваш наказ? 9. Чи зробили Ви усне попередження спочатку? 10. У нього є ліхтарик?

EXTRA SPEAKING

Read the page from a police equipment company's website. Then, choose the correct answer.

Strong Arm Police Equipment Suppliers		
Current Inventory		
Item Code	Description	Cost
P141	Badge: standard five point star. Engraving extra.	\$8
P198	Boots: black, leather, reinforced toe and sole. Avail, sizes M 7-13 W 4-12	\$110
P509	Bulletproof vest: adjustable size, fits over uniform. Optional reinforced front/back plates extra. Call for details.	\$400
P040	Duty belt: adjustable, holds up to ten items.	\$70
P588	Flashlight: lightweight, 20 cm length, uses C batteries (not included).	\$15
P422	Gloves: black leather. Avail sizes S, M, L, XL.	\$20
P188	Handcuffs: stainless steel.	\$30
P454- P499	Holster: all leather. Locking belt clip. Specify gun make and model when ordering.	\$45- 200
P098	Multi-tool: 9 useful tools in one! Case included.	\$65
P905	Radio: five channels. Rechargeable.	\$100
P112	Restraint (pair): nylon web. 12 cm.	\$8
P113	Zip tie (pack of 12): white.	\$6
<p>Click here to place an order. Strong Arm is committed to complete customer satisfaction.</p> <p>Call 1-888-499-5999 or email us for assistance at any time.</p>		

1. What is the purpose of the webpage?

- A to list products available
- B to show a completed order
- C to state required equipment
- D to describe a business

2. Which item is NOT sold with all its needed parts?

- A zip tie
- B multi-tool
- C handcuffs
- D flashlight

3. What is true about the bulletproof vest?

- A It is the most expensive item.
- B It includes plates in all models.
- C It is available in multiple sizes.
- D It can only be ordered by phone.

4. How much does the duty belt cost?

How many items can it hold?

5. Put your own general questions using the information from the table.

6

EQUIPMENT: WEAPONS

Vocabulary

Lethal, non-lethal weapons

Grammar

The definite article, Numerals



LEAD-IN

Try to match the type of firearm with the models used by US Police

1. Handguns
Remington 700

2. Shotguns

3. Grenades

416D caliber 5.56 mm, Smith & Wesson M&P 15T Rifle, Bushmaster BCW A3F- 16M4

4. Submachine Guns

5. Rifles

A. Rifle Car 9mm, Rifle HK416-14, Rifle M4, Rifle

B. Beretta 92FS, 9mm, Glock 17, 9mm, Smith & Wesson

C. Benelli M4 Shotgun, Remington 870 Shotgun, Heckler & Koch, 416D caliber 5.56 mm, Smith & Wesson M&P 15T Rifle, Bushmaster BCW A3F- 16M4

D. White Smoke-110HC, M7 CS gas grenade

E. MP5, Heckler & Koch MP5K

PRONUNCIATION

Check your pronunciation:

standard issue ['stændəd 'ɪʃu:], ammunition [ˌæm.jʊ'nɪʃən], firearm ['faɪə(r)ɑ:m], revolver [rɪ'vɒlvə], pistol ['pɪst(ə)], magazine [ˌmæɡə'zi:n], bullet ['bʊlt], rifle ['raɪfl], cartridge ['kɑ:trɪdʒ], shotgun ['ʃɒtgʌn], shell [ʃel], deadly force ['dedli fɔ:s], use of force [ju:z əv fɔ:s], verbal command ['vɜ:b(ə)l kə'mɑ:nd], comply [kəm'plai], strike [straɪk], hard hand [hɑ:d hænd], pepper spray ['pepə spreɪ]

KEY WORDS

Try to remember the words below:



standard issue firearm –
стандартна вогнепальна зброя



a pistol –
пістолет



a rifle –
звинтівка



a revolver –
револьвер



a shotgun –
рушниця



ammunition –
боєприпаси



a magazine –
магазин



a bullet –
куля



deadly force –
вогонь на ураження



a pepper spray –
перцевий балон



taser –
електрошокер



to comply with
verbal command –
виконувати вказівки



a cartridge –
набі́й



hard hands –
груба сила



a shell –
Гільза

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Each subdivision of police **has standard issue firearm**. Patrol officers receive a 9 mm semi-automatic **pistol**. SWAT team officers also receive **assault rifles**. Detectives have a 38 caliber **revolver**. Each patrol car has one **shotgun**. All officers also carry extra **ammunition**. Patrol officers receive two additional **magazines**. Each magazine holds 10 **bullets**. Officers should follow the regulations for the use of **deadly force**. There are situations when police officers use less harmful methods such as a **pepper spray**. When suspects show strong resistance, police officers may use **the taser** or use a baton. When suspects do not **comply with verbal commands**, police officers can use **hard hands**.

1. Match the words on the left with their definitions on the right

WORD	DEFINITION
1. pistol	A. an electric weapon
2. taser	B. the use of a gun with the intent to kill
3. firearm	C. a small gun you can use with hand
4. deadly force	D. ammunition placed in a weapon
5. magazines	E. a small gun that can be carried

2. Fill in the blanks with the correct words and phrases from the keywords

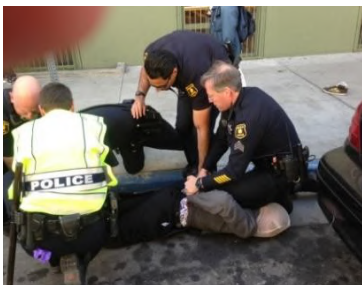
1. Each magazine holds 10_____.
2. A gun cannot fire without _____ in it.
3. SWAT team officers also receive _____.
4. Detectives receive a 38 caliber_____.
5. Officers should follow the regulations for the use of_____.

3. Match the words with their synonyms

WORD	SYNONYM
1. fire piece	1. stun gun
2. taser	2. gun
3. pistol	3. firearm
4. clip of cartridges	4. supplies
5. ammunition	5. magazines

SPEAKING

Look at the pictures and try to find out the right order of the “force continuum”.
Explain your choice



Using THE

<p>(a) A: Where's <i>the</i> police officer? B: He's in <i>the</i> Police Department</p> <p>(b) A: I have two weapons, a revolver and a pistol. Which do you want? B: I'd like <i>the</i> pistol, thank you.</p>	<p>Use <i>the</i> when the speaker and the listener have the same thing or person in mind. <i>The</i> shows that a noun is specific.</p> <p>In (b): Both A and B have the same weapon in mind. When B says «the pistol», both A and B have the same pistol in mind.</p>
<p>(c) The police officer has <i>a</i> baton and <i>a</i> flashlight. <i>The</i> baton is black. <i>The</i> flashlight is red.</p> <p>(d) The Police officer has <i>some</i> batons and flashlights. <i>The</i> batons are black. <i>The</i> flashlights are red.</p> <p>(e) The police Officer uses <i>the</i> evidence he has.</p>	<p><i>The</i> is used with:</p> <ul style="list-style-type: none"> • singular count nouns, as in (c) • plural count nouns, as in (d) • noncount nouns, as in (e) <p>In other words, <i>the</i> is used with each of the three kinds of nouns</p>



Notice in the examples: the speaker is using *the* for the second mention of a noun. When the speaker mentions a noun for the second time, both the speaker and listener are now thinking about the same thing.

First mention: I have a uniform

Second mention: *The* uniform is new.

GRAMMAR BANK

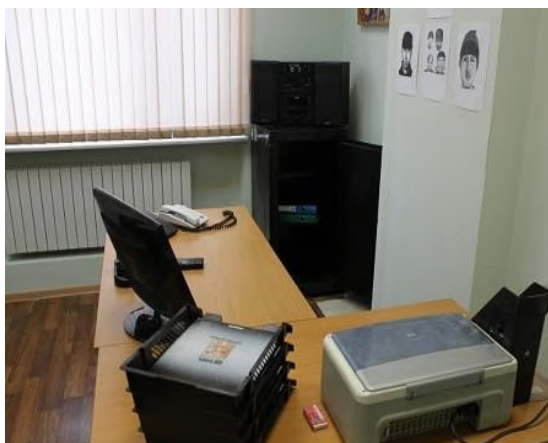
1. Fill in «a / an» or «the» where necessary

1. Police Officer has a baton and _____ restraint. _____ baton is black. _____ restraint is long.
2. Officer John has _____ equipment. _____ equipment consists of _____ handcuffs, _____ duty belt, _____ flashlight and _____ zip-tie.
3. Sometimes he uses _____ taser. He uses _____ taser when he is in danger.
4. There are four kinds of weapons: _____ revolver, _____ shotgun, _____ rifle, and _____ gun. _____ revolver is next to _____ gun. _____ shotgun is between _____ rifle and _____ revolver.
5. _____ lawyer is someone who studied law.

2. Translate into English. Pay attention to the use of articles

1. Він – курсант.
2. Курсанти живуть у казармі.
3. Вони взяли з собою револьвер, рушницю і боєприпаси.
3. Куленепробивний жилет є обов'язковою складовою поліцейської амуніції.
4. Вчора вони відкрили вогонь на ураження.
5. Робота поліцейського – небезпечна професія.

3. Work with a partner. Read the sentences aloud and complete them with *the* or *a / an*. Then change roles. When you have finished speaking, write the answers.



A: Look at the picture below. What do you see?

B: I see _____ computer, _____ printer, _____ phone.

A: Where is _____ computer?

B: _____ computer is on _____ table.

A: Do you see _____ identikits?

B: Yes. I see. _____ identikits are on _____ wall.

A: What about _____ phone? Where is it?

B: It is on _____ right of _____ computer.

A: What do you see on _____ window?

B: There is _____ window-blind on the window.

Using Ø (NO ARTICLE) to make generalizations

- (a) Ø *Police officers* always help people
- (b) Ø *Police officers* use Ø batons and Ø guns
- (c) Officer John likes to listen to Ø music.
- (d) Ø Rice is good for your health.

No article (symbolized by Ø) is used to make generalizations with:

- plural count nouns, as in (a) and in (b)
- noncount nouns, as in (c) and (d)

1. Complete the sentences with *the* or Ø (no article)

Model: Ø sugar is sweet?

Could you please pass me the sugar?

- Everybody needs _____ food to live.
- Officer Mike and I ate at a good restaurant last night. _____ food was excellent.
- ___ salt tastes salty, and ___ pepper tastes hot.
- Could you please pass me _____ salt? Thanks. And could I have _____ pepper too?
- Mr. Steven made some coffee and some tea. _____ coffee was very good. I didn't taste _____ tea.
- Officer Blake likes _____ fruit. He also likes _____ vegetables.
- There was some food on the table. The cadets ate _____ fruit, but they didn't want _____ vegetables.

GRAMMAR

NUMERALS

CARDINAL NUMERALS

1 – one 5 – five 9 – nine
2 – two 6 – six 10 – ten
3 – three 7 – seven 11 – eleven
4 – four 8 – eight 12 – twelve

six + teen

13 – thirteen **16** – sixteen
14 – fourteen **17** – seventeen
15 – fifteen **18** – eighteen
19 – nineteen

six + ty

20 – twenty **60** – sixty
30 – thirty **70** – seventy
40 – forty **80** – eighty
50 – fifty **90** – ninety

100 – a (one) hundred
1000 – a (one) thousand
1.000.000 – a (one) million

FRACTIONS

the cardinal numeral + th

six – the **sixth**
sixteen – the **sixteenth**
sixty – the **sixtieth**

ORDINAL NUMERALS

FIRST – 1st



SECOND – 2nd



THIRD – 3rd



ORDINAL NUMERALS

FORMATION

1/2	a half
1/3	a third
1/4	a quarter
1/5	one fifth
1/6	three quarters
1 1/2	two thirds
1 3/4	one and three quarters

NUMBERS	WRITING
4...19	4 + « th » = 4 (the fourth) 17 (seventeen) + « th » = 17 (the seventeenth)
20, 30.....90	20 (twenty) – «y → i + eth » = 20 (the twentieth)
21-29; 31-39 etc.	20 (twenty) + 7 (seventh) = 27 (the twenty-seventh)
100, 200, 300...900	200 (two hundred) + « th » = 200 (the two hundredth)
101-199...etc.	132 (one hundred and thirty-two) = 132 (the one hundred and thirty-second)
1000-9000	3000 (three thousand) + « th » = 3000 (the three thousandth)
1001...etc.	1000 (one thousands) + 300 (three hundred) + 56 (fifty six) = 1356 (the one thousands three hundred and fifty-sixth)
2,000,000....etc	2,000,000 (the two millionth)

1. Write the following cardinal numerals in words and form the corresponding ordinal numerals

1. 1; 2; 3; 4; 5; 11; 12; 14; 15; 21; 25; 28; 30; 52; 67; 74; 83; 99; 100.

2. Write in English

1. 245; 533; 816.
2. 3,562; 7,324.
3. Сто пістолетів; сотня рушниць; сотні куль.
4. Тисяча гільз; тисячі людей; мільйони військових.
5. 1 Січня; 8 Березня.
6. Номер жетона – п'ятий; шостий поліцейський позашляховик.
7. 3.45; 8.09.
8. 2/3; 4/5.

3. Fill in the blanks with ordinal or cardinal numerals

1. There are _____ months in a year.
2. January is _____ month of the year.
3. September, April, June and November have _____ days. All the rest have _____ except February.
4. There are _____ months in winter.
5. Monday is _____ day in Ukraine and _____ in Great Britain.

WRITING

Fill in the blanks with the word and word-combinations below:
standard issue, shell, shotgun, magazine, ammunition, hard hands, verbal commands

1. A gun cannot fire without _____ in it.
2. Most guns eject the _____ after a shot is fired.
3. Cartridges can be stored in a(n) _____ for later use.
4. All officers receive a(n) _____ firearm.
5. A(n) _____ is not useful for long-range shots.
6. The officer gave _____ to the suspects.
7. _____ is the lowest level of physical force.

EXTRA WRITING

Imagine the situation: you are an officer who shot at a suspect. Make up a weapon report, using the form below

DISCHARGE OF WEAPON REPORT

Officer's name: _____

Number of shots fired _____

Reason shot(s) fired _____

Describe the incident _____

Date _____

Location _____

Name of witness _____

Witness statement _____

EXTRA READING

Read the passage from a training manual and answer the questions

NORTH CITY POLICE DEPARTMENT
Officer Training Manual

When apprehending a suspect, use the least harmful methods possible and proceed to higher levels of force only when necessary.

Use of Force Continuum

Level 1: The **verbal command**. Speak clearly and authoritatively.

Level 2: Empty Hand Control - When individuals do not comply with verbal commands, use **empty hand control**, including both **soft hands** and **hard hands**.

Level 3: Chemical Agents - If a suspect does not comply or begins to show more aggressive resistance to empty hand control, use a chemical agent such as **pepper spray**.

Level 4: CEW, K-9, Strikes - Certain suspects show strong resistance to **mace**. In such circumstances, utilize a **conducted energy weapon (CEW)**. This device will render a suspect immobile, even if he or she is unaffected by the pain that it inflicts. If a CEW is unavailable, use of **batons** and **K-9 units** is acceptable.

Level 5: Deadly Force - As a last resort, deadly force including blows to the head and firearms is authorized. Such force should only be used to protect the life of the officer and members of the public.

What is the passage mainly about?

- A. choosing an appropriate level of force.
- B. selecting a conducted energy weapon.
- C. rendering a suspect immobile
- D. training methods for police officers

When should empty hand control be used?

- A. when soft hands are ineffective.
- B. if a suspect shows resistance to mace.
- C. after verbal commands don't work.
- D. only when a CEW is not available.

What can you infer about batons?

- A. They are not always available to officers.
- B. They are more harmful than chemical agents.
- C. They are only for use while protecting lives.
- D. They are the favored weapon of most officers.

7

EQUIPMENT: POLICE VEHICLES

Vocabulary
Police vehicles

Grammar
*Special questions
in Simple Tenses*



LEAD-IN

Look through the picture. Discuss the questions.

What are these cars used for?
What types of vehicles do police use in our country?
What are some of the features of those?

PRONUNCIATION

Check your pronunciation:

fleet [fli:t], cruiser ['kru:zər], squad car [skwəd kɑ:(r)], lights [laɪts], siren [saɪərən], patrol car [pə'trəʊl kɑ:(r)], traffic car ['træfɪk kɑ:(r)], unmarked [ʌn'mɑ:kt], modification [ˌmɒdɪfɪ'keɪʃ(ə)n], equipment console [ɪ'kwɪpmənt 'kɒnsəʊl], barrier ['bæriə(r)], suspect enclosure ['sʌspekt ɪn'kləʊʒə], mobile data terminal ['məʊbaɪl 'deɪtə 'tɜ:mɪn(ə)l], to input data [tə 'ɪn.pʊt 'deɪtə], an explosion [ən ɪk'spləʊʒn], a radio ['reɪdɪəʊ]

KEY WORDS

Try to remember the words below:



a fleet –
автопарк



a cruiser –
поліцейський позашияховик



a squad car –
патрульна машина



to go from zero to sixty –
розігнатися від
0 to 60 км/г



an unmarked traffic car –
поліцейський автомобіль
без маркування



modern interior equipment –
сучасне внутрішнє
обладнання



an equipment console –
пульт
керування



to switch on lights and sirens –
вмикати маячки
та сирену



a mobile data-terminal –
портативна
інформаційна баз



to input data –
додати інформацію



a suspect enclosure –
огорожене місце для
перевезення злочинців



a barrier –
перегородка



a bulletproof window –
куленепробивне скло



an explosion –
вибух



bullets –
кулі

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Our Police Department purchased 25 new police cars for our **fleet** last week. We purchased 21 **cruisers** to replace our older **squad cars**. They can **go from 0 to 60 km/h** in three seconds. We also acquired several **unmarked traffic cars**. All of these cars have **modern interior equipment** for faster work. There is an **equipment console**. A police officer can **switch on lights and sirens** very quickly. Our cars contain a good communication device – **mobile data terminal**. Officers can **input data** directly from the scene of an incident. All our cars have a **suspect enclosure** for three individuals. It includes an enhanced **barrier** protecting from dangerous suspects. There are **bulletproof windows** in the cars. They help to protect police officers from **explosions** and **bullets**.

2. Match the words on the left with their definitions on the right

WORD	DEFINITION
Fleet	A. small piece of metal that is shot from a gun;
a bullet	B. to add some information;
an explosion	C. a number of vehicles operating together;
a squad car	D. the act of detonation;
to input data	E. a police automobile equipped with a radiotelephone for communicating with police headquarters.

3. Find all the listed words and word combinations. They may run in all directions, in straight lines

R	A	D	I	O	B	I	N	P	U	T	E
H	P	I	L	S	X	A	P	M	E	D	Q
C	R	U	I	S	E	R	N	S	L	A	U
E	X	P	L	O	S	I	O	N	O	T	I
X	N	O	F	L	E	E	T	U	S	E	P
I	P	R	Q	A	S	N	F	N	N	I	M
B	A	R	R	I	E	R	S	A	O	D	E
L	B	D	I	H	P	N	V	P	C	T	N

Words and word combinations: explosion, radio, barrier, equipment console, squad car, input data, cruiser, fleet.

4. Translate the following phrases

1. Поліцейський позашляховик _____
2. Додати факти _____
3. Куленепробивні вікна _____
4. Портативна база даних _____
5. Пульт керування _____

5. Complete the dialogue, using the key words

from zero to sixty, cars, mobile data terminals, cruisers, engines

Officer 1: I'm really impressed with the new cruisers.

Officer 2: Me too. The engines are much more powerful than those in the old patrol cars.

Officer 1: Tell me about them. They are capable of going from zero to sixty in three seconds.

Officer 2: It'll be hard for suspects to get away from us now.

Officer 1: That's for sure.

Officer 2: I also like the new mobile data terminals. They are very easy to use.

Officer 1: I agree. The records and reports show up much faster.

SPEAKING

1. Label the car in the picture. Use these words

UK

Bonnet
Boot
Windscreen
Indicator lights
Driving licence
Tyre
Wheel

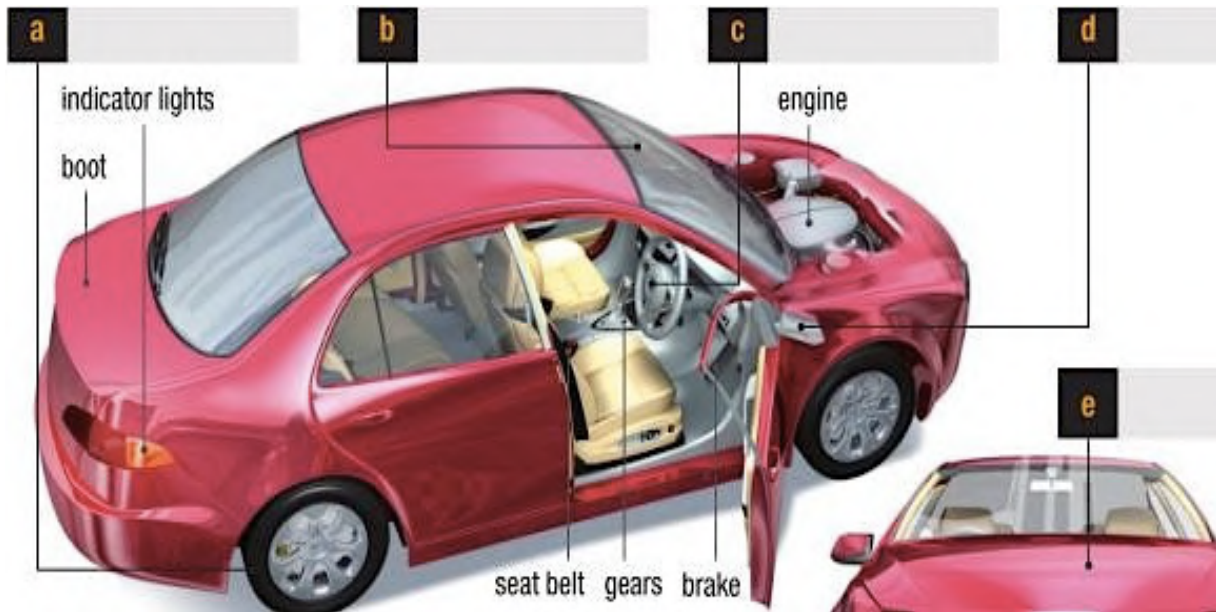
Капот
Багажник
Лобове скло
Вказівник повороту
Водійське посвідчення
Шина
Кермо

US

Hood
Trunk
Windshield
Turn lights
Driver's license
Tire
Wheels

VEHICLE CHECK

windscreen, wheel, mirror, tyre, bonnet



2. Work in pairs. Tell your partner about the car you drive (colour, year, make, model).

GRAMMAR

SPECIAL QUESTIONS IN SIMPLE TENSES (PRESENT, PAST, FUTURE)



Special questions / Wh/How questions are formed by the following scheme:

question word (+ component)	auxiliary	subject	verb
<p><i>Where</i> <i>Why</i> <i>When</i> <i>What</i> <i>How</i> <i>How much equipment</i> <i>How many cruisers</i> <i>How often</i></p>	<p>did do will did does does does does</p>	<p>you police officers the police officer officer Jonson the squad car your department a police officer</p>	<p><i>buy</i> your cars? <i>carry</i> a radio? <i>get</i> firearms? <i>do</i> yesterday? <i>switch on</i> lights and sirens? <i>have?</i> <i>have?</i> <i>use</i> a pistol?</p>



Special question to subject is formed according to the following scheme:

question word	infinitive (verb)	subject
<i>Who</i>	has	a squad car?

GRAMMAR BANK

1. Put the words in the right order to make questions.

Model: a radio uses Who in work his daily?

Who uses a radio in his daily work?

1. many cars does squad How our have fleet?
2. police the What does officer on switch?
3. officers do a carry radio Why police?
4. an unmarked car does patrol Where traffic?
5. a squad What have car does?

2. Ask special questions to the sentences beginning with the words given in brackets.

Model: A police officer switches on lights and sirens very quickly. (what?)

What does a police officer switch on very quickly?

1. The bulletproof vests help to protect police officers from explosions and bullets. (what?)
2. All police officers have a badge number. (who?)
3. The police officer input data directly from the scene of an incident yesterday. (when?)
4. We will get one hundred cruisers for our new fleet next year. (how many?)
5. Police officers use a bullet proof window for protecting. (why?)

3. Write questions to the highlighted words.

1. The officer on duty fixed an explosion **yesterday**.
2. A squad car includes **an enhanced barrier** protecting from dangerous suspect.
3. **A police officer** uses a radio in his daily work.
4. A squad car has a barrier **to protect officers from dangerous suspects**.
5. I saw many police vehicles in **the fleet**.

WRITING

1. Complete the table with following words and phrases

equipment console lights barrier
mobile data terminal sirens communication devices

EXTERIOR OF VEHICLE	INTERIOR OF VEHICLE

2. Find the sentence that uses the underlined parts correctly

1. _____ We placed the suspect in the modifications.
 _____ Each squad car patrols a different neighborhood.
2. _____ Look up the suspect with the cruiser.
 _____ No one knew there was an officer in the unmarked car.
3. _____ Two men were held in the suspect enclosure.
 _____ The sound of the lights frightened the man.
4. _____ There are now ten vehicles in our fleet.
 _____ The officer reported the crime over the siren.
5. _____ The criminal sat in the mobile data terminal.
 _____ The officer in the traffic car caught speeders.

EXTRA SPEAKING

1. Look at these pictures and compare the old police car with the new one



2. Read the dialogue between a police officer and a citizen. In pairs, try to act out a similar dialogue

P.O.: Good morning, sir!

C.: Good morning!

P.O.: Do you know why I've pulled you over?

C.: Sorry, I have no idea. What's the problem? Am I exceeding the speed limit?

P.O.: Yes. You are driving 80 km per hour in a 40 km per hour zone.

C.: Yes, sir. I'm in such a hurry. I'm terribly late for a very important meeting. Sorry for the traffic violation.

P.O.: Can I see your driver's license and passport, please?

C.: Sure. Here you are.

P.O.: Mr. Lopez, do you know that your license expired?

C.: Oh, really? When?

P.O.: One month ago. Is your address correct?

C.: Yes, sir. It's absolutely correct!

P.O.: OK. I'll let you go with a warning for an expired license. And here is your traffic ticket for speeding. Please drive carefully.

EXTRA READING

Read the text about the Robocop car, a police vehicle. Then answer the questions

The Robocopcar

It has three computers: one in the boot, another for video feeds, a third in the dashboard. Two laptops can dock in the glove box.

The car identifies villains. Images are uploaded for facial-recognition tests on national database.

Dashboard screen provides officers with latest intelligence.

Cameras provide 360-degree filming which can be watched live at the command and control center.

Automatic reporting system monitors faults in the vehicle and how the driver is performing.

Fifty different data inputs go into the black box in boot, which relays information to police central server.

All of the devices communicate through 3G and Wi-Fi hotspot "bubble".

Software predicts future crime hotspots, using algorithm based on incidents and intelligence.

Computers can receive live CCTV images of crimes being committed anywhere in the country.

Cameras, front and back, read number plates which are sent to national database for intelligence.

1. What does high-tech «Robocop» car use to identify known criminals?
2. What was the reason for designing on board computers?
3. How does the Robocopcar help police officers in their work?
4. What can help police officers to predict future crime hotspots?
5. How many computers do the officers have there?



EXTRA TASK

1. Read the text and answer the questions

REGISTRATION PLATES

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

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

1. Find a different expression for «registration plate».
2. Find the word which means «the size and style of printed letters».
3. Which of these is NOT a correct format for an EU registration plate?

SUV X27

SUV X27

SUV X27

- a) blue background
black letters
 - b) yellow background
black letters
 - c) white background
black letters
4. Why are German licence plates special?

2. Label the registration plates with these countries. Which registration plates are from vehicles NOT registered in the

Germany	Poland	Brazil	
Romania	India	China	France



8

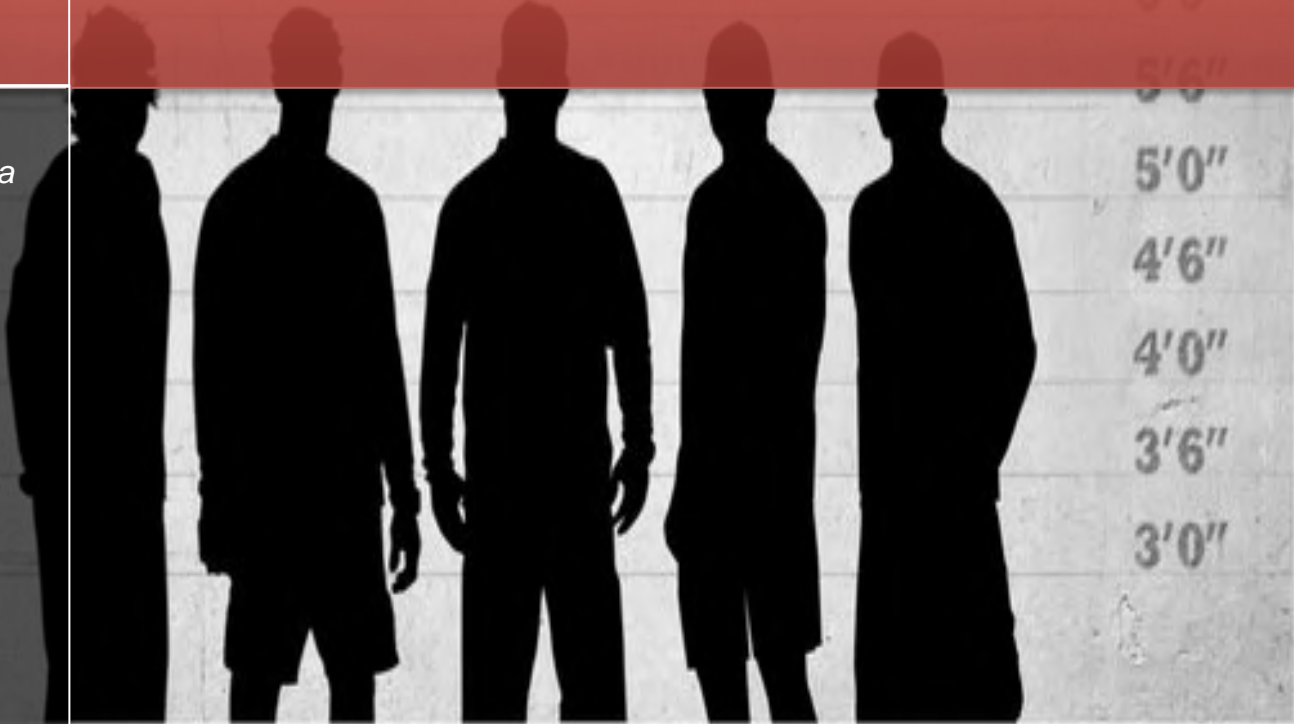
DESCRIPTION: SUSPECTS

Vocabulary

Description of a person

Grammar

Order of adjectives, comparison of adjectives



LEAD-IN

Think about the statements. Discuss the questions after them.

Police officers have to know how to describe a person and obtain a description.

- What is a description?
- Why do we use descriptions in police work?
- When you make a description, what details should you pay attention to?
- Are there any special skills required of police officers to produce a reliable and accurate description of things they have seen?

PRONUNCIATION

Check your pronunciation:

height [haɪt], build [bɪld], complexion [kəm'plekʃən], facial hair ['feɪʃəl heə(r)], distinctive mark [dɪ'stɪŋktɪv ma:k], dress [drəs], overweight [ˌoʊvə'weɪt], mustache [mə'sta:ʃ], pale [peɪl], tattoo [tæ'tu:], thin [θɪn], blonde [blɒnd], glasses ['glɑ:sɪz], scar [skɑ:], freckles ['freklz], sneakers ['sni:kəz], body type ['bɒdi taɪp]

KEY WORDS

Try to remember the words and word combinations below



age –
вік



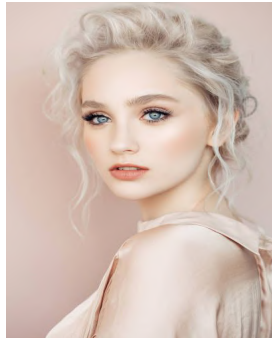
height –
зріст



to be overweight –
мати надмірну вагу



to be well-built –
мати гарну статуру



to be pale –
бути блідим



to have a distinctive mark –
мати відмінну ознаку



to have a tattoo –
мати татування



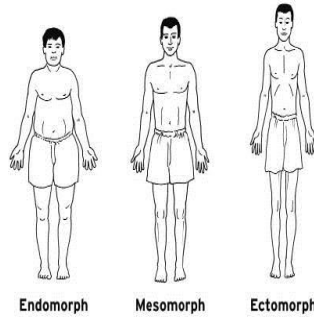
to be dressed in a suit –
бути одягненим у костюм



to have facial hair –
мати волосяний покрив



mustache –
вуса



body type –
тип фігури



to describe a suspect –
описувати підозрюваного



to contact a police
department –
*зв'язатися із відділом
поліції*



to look like a robber –
виглядати як грабіжник



to be thin/slim –
бути худим/струнким



freckles –
веснянки



to wear glasses –
носити окуляри



complexion –
колір шкіри

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

George Collins is wanted for armed robbery. His **age** is 35. His **height** is 180 cm. He is not **overweight**. George is **well-built**. His complexion is **pale**. The robber has a **distinctive mark**. He has got a spider **tattoo**. Collin was **dressed** in a suit. He didn't have **facial hair**. But he may have grown a **mustache** till now. If you saw the suspect and can **describe** him, please, **contact the police department**.

As a security officer, you perform vital services for law enforcement. Describing suspects' *appearances* is one of these tasks.

When dealing with suspects, notice physical features. Usually, you'll quickly identify the person's *gender*. After that, height is usually easiest. Is the person taller or shorter than you? Weight can be more difficult. But you can estimate it by observing the *build*.

Examine the person's face and hair. Can you determine his or her **age** and *race*? Also observe his or her complexion. Take special notice of **distinctive marks** or *scars*.

Then look at *posture*, or how the person stands. If you can, watch his or her *gait*. Is there a *limp*?

2. Match the words on the left with their definitions on the right

WORD	DEFINITION
age	to say what something or someone is like by giving details about them
tattoo	weighs more than is considered healthy or attractive
describe	a design that is drawn on someone's skin
overweight	the number of years that person has lived

3. Fill in the blanks with the correct words and phrases from the keywords

1. Her _____ is 165 cm.
2. John was _____ in a suit.
3. If you see the suspect, please, _____ him.
4. His _____ is 35.
5. Mark doesn't have _____ on his face.

4. Find all the listed words.

Words: complexion, freckles, thin, body, mustache, tattoo, height, age

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

5. To the words given below find synonyms in the text

-
- | | |
|-----------------------|----------|
| 1) to call the police | 1) _____ |
| 2) fat | 2) _____ |
| 3) depict | 3) _____ |
| 4) mustache | 4) _____ |
-

6. Match the beginnings of the sentences with correct endings

- | | |
|---|--|
| 1. At the time of the robbery Den was wearing | a. since then to hide his identity. |
| 2. He is very young. He does not have | b. facial hair. |
| 3. The criminal may have grown a mustache | c. blue jeans, a red sweatshirt and a blue baseball cap. |

GRAMMAR

ORDER OF ADJECTIVES



When there are two or more adjectives in a sentence, they usually go in the following order:

Opinion Adjectives

Fact Adjectives

	size	age	shape	colour	origin	material	used for /	noun
<i>reliable</i>	<i>small</i>	<i>new</i>	<i>round</i>	<i>grey</i>	<i>Swiss</i>	<i>metal</i>	-----	<i>handcuffs</i>

GRAMMAR BANK

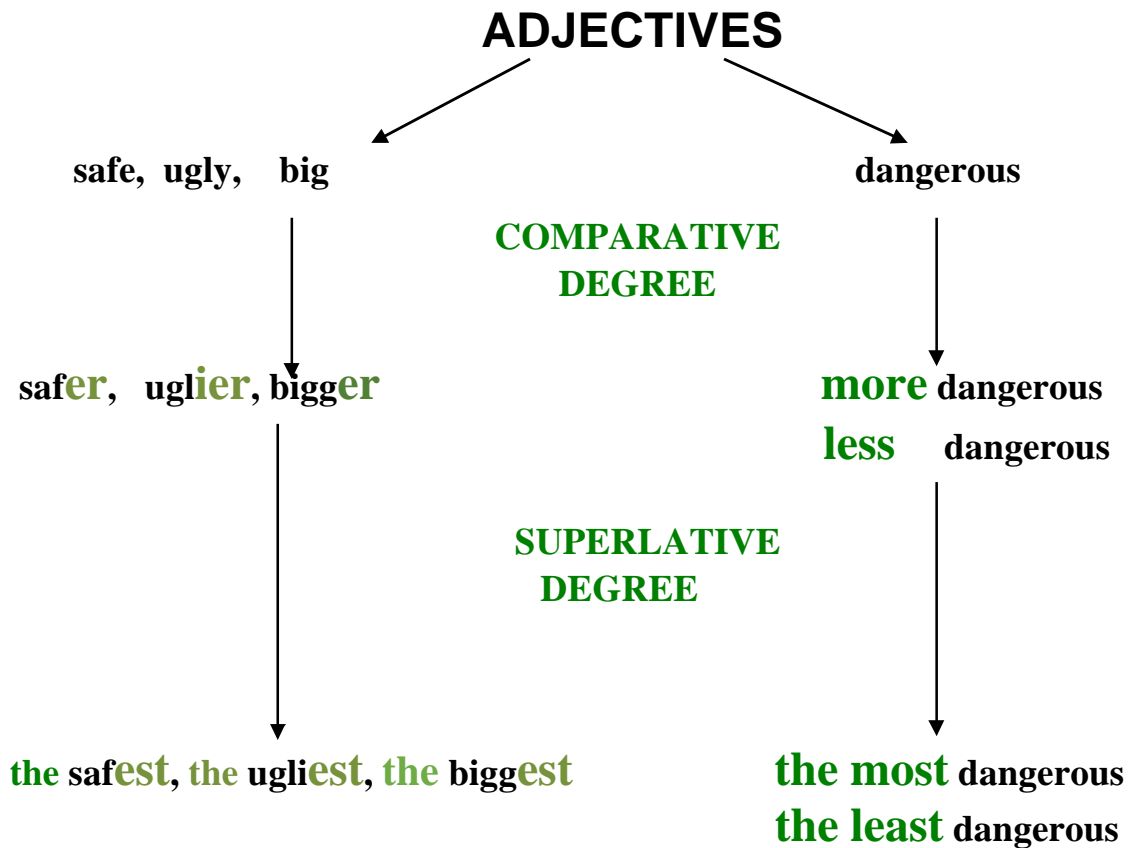
1. Put the adjectives in order in these phrases:

- | | | | |
|-----------|---------|---------------|---------|
| a) grey | short | straight | hair |
| b) brown | large | round | eyes |
| c) red | woolen | long | sweater |
| d) short | silk | red | dress |
| e) cotton | striped | short-sleeved | blouse |
| f) blue | dark | four-door | saloon |

2. What's wrong with these sentences?

1. She has got curly blond long hair.
2. He is wearing a long black leather jacket.
3. He is a middle aged short man.
4. He is driving a black small car.

COMPARISON OF ADJECTIVES



After comparative + **than** or **as...as** we use an object pronoun (me, her, etc.) or a subject pronoun + auxiliary verb:

e.g. This cadet is taller **than me**. This cadet is taller than **I (am)**.
 He is not as intelligent as **her**. He is not as intelligent as **she (is)**.

COMPARISON OF ADVERBS

comperative adverbs :

<p><u>regular</u></p> <p>quickly more quickly</p> <p>slowly more slowly</p> <p>hard harder</p>	<p><u>irregular</u></p> <p>well better</p> <p>badly worse</p>
--	--

REMEMBER!

good – **better** – **the best**
 bad – **worse** – **the worst**
 little – **less (lesser)** – **least**
 many/much – **more** – **most**
 far – **further** – **the furthest**

3. Complete the sentences. Use the comparative form of the adjectives

Model: *bushy* John's mustache is bushier than Peter's

1. *accurate* Her description of a suspect is _____ his.
2. *strong* Ken's build is _____ mine.
3. *tall* This suspect is _____ the other.
4. *pale* This policewoman has _____ complexion _____ the other.
5. *quick* He contacted a police department _____ I.

4. Describe two persons photographed here, using the comparative form of the following adjectives



Alice



Mary

Model: old: Mary is older than Alice.

1. young _____
2. long _____
3. dark _____
4. straight _____
5. smart _____

**EXTRA
READING**

**Read the text and mark the statement as
true (T) or false (F)**

BURGLARY

It was Monday morning (November 15, 2015) when Amelia Klerk called New York Police Department and reported the burglary which had happened at 19, South Street. The woman said that a man tied up her in her own house and escaped with goods valued at around £ 2,000. They included items of jewellery, a video camera, and a TV set.

She described him as a white European, about 1.78 m tall, in his late 20s, well-built, clean-shaven, with a pointed nose and straight dark hair. He was dressed in a gym suit and had a spider tattoo on his left hand.

Mr. Paul Walker, who was a police-officer on duty, asked Amelia about the witnesses, and she answered that she was alone. Then, he told her to keep calm and wait for their arrival.

1. ____ The burglar stole a TV set.
2. ____ According to the author's description, the burglar was tall, well-built and clean-shaven.
3. ____ The events happened in the middle of November.

WRITING

Fill out the report using the information from the text

1. Person reporting:									
Address:		Age:		Sex:					
Complainant:									
Address:									
Incident as Reported									
Reported to:				Time & Date					
2. Where committed			Name of premises						
House No.			Street						
			District or Town						
When committed	Time (24hrs)	Day	Date	Month	Year	No. of witnesses			
At / Between									
If Vehicle Used									
Show Reg. No.									
Description of Suspect / Offender									
Dress		Smart	Casual	Sporting	Scruffy	Vagrant			
Marks		Tattoos	Scar	Deformity	Other identifying marks:				
Enter the Tick in Box Below									
Height	Build	Ethnic origin	Hair colour		Age Range				
<input type="checkbox"/>	under 1.60m	<input type="checkbox"/>	fat	<input type="checkbox"/>	White European	<input type="checkbox"/>	black	<input type="checkbox"/>	under 12yrs
<input type="checkbox"/>	1.60 - 1.75m	<input type="checkbox"/>	heavy	<input type="checkbox"/>	Dark European	<input type="checkbox"/>	brown	<input type="checkbox"/>	12-13yrs
<input type="checkbox"/>	over	<input type="checkbox"/>	medium	<input type="checkbox"/>	Asian	<input type="checkbox"/>	ginger	<input type="checkbox"/>	14-16yrs

1.75 m								
		slim		Arabian		blonde		17-20yrs
		thin		Oriental origin		white		21-29yrs
						grey		30-39yrs
						bald		40-49yrs
						dyed		50-59yrs
								60yrs&over

Complainant requests no publicity (Tick)

Officer in Case.....

Officers Attending Scene (Officers' Time and Date of Arrival)

Reporting Officer

Crime Prevention (Other Supervising Officer)

Witnesses: (Name, address – nature of evidence)

Date

Officer

Rank & No.

**EXTRA
WRITING**

Full name, including any

alias / nickname

age: he / she is 20 years old;
he is 20 years of age; he is
aged 20; he is 20-year-old

youth; he is in his twentieth / early 20th / late 20th; he is about / approximately 20;

age group: young / middle-aged / old / elderly;

age range: under.../ over...;

Appearance

height: tall / short / medium height / average height;

build: fat / heavy / medium / slim / thin / slightly built / well-built;

Think about your group mates. Try to describe one of them so accurately that all the others in the group would identify that person by your description. The following checklist may be of help to you
– but don't mention his / her name!

colour (ethnic origin): Caucasian or white European / dark European / Asian / Afro-Caribbean / Latin-American;
complexion: fresh / ruddy / pale / pimply / uses cosmetics;
hair: length/type – short / long / curly / wavy / bald; colour – dark / brown / blond / grey / dyed / he has got dark hair / he is dark-haired;
hair on face (facial hair): beard / moustache / stubble;
eyes – colour of the eyes: he has got blue eyes / he is blue-eyed;
distinctive (distinguishing) marks: birth marks / moles / warts / scars / tattoos / freckles;
characteristics and habits: drinking / smoking;
dress (clothing): smart / casual / sporting / scruff.

EXTRA TASK

Translate the Ukrainian sentences from the dialogue into English. Work in pairs.

Officer: Can you describe the suspect?

Ann: Так, можу.

Officer: How tall is he?

Ann: Він середнього зросту.

Officer: Can you describe his build?

Ann: У нього міцна статура та широкі плечі.

Officer: What colour are his eyes?

Ann: У нього блакитні очі.

Officer: What colour is his hair?

Ann: Світле.

Officer: What was he wearing?

Ann: Він був вдягнений у сірий костюм, чорну рубашку і чорні черевики.

Officer: Has he any distinctive marks?

Ann: Ні.

Officer: How old is he?

Ann: Здається, приблизно 30.

Officer: What else do you remember about his appearance?

Ann: У нього овальне обличчя, високе чоло і тоненькі губи.

Officer: Thank you for the information.

Ann: Будь ласка.

**EXTRA
SPEAKING**

Read the dialogue between a police officer and a citizen who has lost his bicycle. In pairs, try to act out a similar

My bicycle was stolen

September 29, 2011

Frank: Good morning, officer. I came to report that my bicycle was stolen.

Officer: Can you give me any details?

Frank: I parked my bicycle in front of the book-shop at Mother Tereza Street where I went to buy some postcards. But when I came out it was not there. Looking around I noticed a man riding away on it very fast.

Officer: What was the time of the incident?

Frank: I didn't look at the watch but it was approximately half an hour ago. So it was about 8.30 a.m.

Officer: What kind of bicycle was it?

Frank: It was black and yellow «Ponny» bicycle. It was lady's type.

Officer: Can you describe the suspect?

Frank: He was a young man of 20 years old, thin and rather tall, with dark hair.

Officer: How was he dressed?

Frank: I think he was wearing blue jeans and an orange shirt.

Officer: Do you think you can recognize him?

Frank: I think I can.

Officer: Ok, and now, please, introduce yourself.

Frank: My name is Frank Blake. I'm a citizen of Sweden, I'm on my friend's invitation here.

Officer: Will you show your passport?

Frank: Here it is.

Officer: It will be difficult to find your bicycle but we'll try to do our best.

Frank: Yes, I know, but if you succeed, my mobile phone is 039-7425-557

Officer: Thank you. Good bye.

EXTRA READING

1. Read the article and find the answer to the questions

Match the words and definitions:

detectives **evidence** **murder** **murderer**
to prove **to solve** **victims** **witnesses**

1. _____ *noun* police officers who investigate crimes
2. _____ *noun* people who see something which has happened, and then tell others (e.g. the police) about it.
3. _____ *noun* people who are hurt or killed by somebody in a crime
4. _____ *noun* a person who plans and kills another person
5. _____ *noun* the crime of killing a person illegally and deliberately
6. _____ *noun* the facts, signs, etc. which tell you who committed a crime
7. _____ *verb* to find the correct answer to why something happened
8. _____ (sth) *verb* to use facts and evidence to show something is true

WHO WAS JACK THE RIPPER?

JACK THE RIPPER.

In the autumn of 1888 a brutal **murderer** walked the dark, foggy streets of London, terrorizing the inhabitants of the city.

The **victims** were all women, and the police seemed powerless to stop the murders. There were no **witnesses** to the crimes – so the police had no idea what the murderer looked like. Panic and fear among Londoners was increased by a letter sent to Scotland Yard by the murderer. In the letter he made fun of the

police's attempts to catch him and promised to kill again. It finished «Yours truly, Jack the Ripper». This was the first of many letters sent to the police. The murders continued – seven in total. But in November they suddenly stopped, three months after they had first begun.

Jack the Ripper was never caught and for more than a century historians, writers, and **detectives** have examined the **evidence** and tried to discover and **prove** his identity. Hundreds of articles and books have been written and many films made about the murders. But the question, «Who was Jack the Ripper? » has remained unanswered. There have been plenty of **suspects**, including a doctor, a businessman, a painter, and even a member of the royal family.



The American crime writer Patricia Cornwell tried to **solve** the real-life murderer mystery of Jack the Ripper. After spending a considerable amount of time and money on her investigation, and analysing DNA samples, Cornwell thought she had proved who Jack the Ripper really was. However, other experts disagree with her, and a new theory has recently been put forward.

1. Where and when did the murders take place?
2. How many murders were there?
3. How long did the murders go on for?
4. Who are the main suspects?
5. What does Patricia Cornwell usually do?
6. How did she try to solve the mystery?

2. Have you ever heard about Jack the Ripper? What do you know about him? What do you think he looked like?

9

OPERATIONS: CAR ACCIDENTS

Vocabulary
Car accidents

Grammar
Continuous
Tenses (Present
Continuous
Tense)



LEAD-IN

Look at the picture.

Try to guess what happen next.
Why?
Give your opinion

PRONUNCIATION

Check your pronunciation:

collision [kə'liʒ(ə)n], accident ['æksɪd(ə)nt],
plate [pleɪt], license ['laɪs(ə)n(t)s], ['træfɪk],
damage ['dæmɪdʒ], hurt [hɜ:t], witness
['wɪtnəs], order ['ɔ:də], injury ['ɪndʒ(ə)rɪ],
condition [kən'dɪʃ(ə)n], model ['mɒd(ə)l],
vehicle ['vi:kl], impact ['ɪmpækt], safety
['seɪftɪ], passenger ['pæs(ə)ndʒə]

KEY WORDS

Try to remember the words below



a car mark –
марка



a model –
модель



a vehicle –
автомобіль



a working order –
робочий стан авто



a collision –
зіткнення



an impact –
удар, зіткнення



scratches –
подряпини



an injury –
травма



a car crash –
автокатастрофа



passengers –
пасажери



a traffic officer –
поліцейський ДПС



the traffic accident bulletin –
*постанова про адміністративне
правопорушення*

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Linda is a journalist. Matt is a web designer. He works in a famous company. Linda's **car mark** is BMW. Matt has a BMW too, but another **model**. Now they both are driving their **vehicles**. Their cars are in a good **working order**. Suddenly, Matt's BMW **strikes** Linda's car. Therefore, there is a **collision**. The point of **an impact** is Linda's BMW rear bumper. There are too many **scratches** on it. Luckily, nobody got **an injury** in this **car crash**. The **passengers** called a **traffic officer** and he filled out the **traffic accident bulletin**.

1. Complete the word or phrase so that it has the same meaning as the underlined part

1. Jane had a wound from the accident.

n _r_

2. The car was not in drive condition.

_ _r _____ d _ _

3. We saw the car crash from our window.

_ _ _n _ s _

2. Fill in the blanks with the correct words and phrases from the keywords

1. His _____ is Audi R8.
2. There are too many _____ on his car.
3. The patrol cars always are in a good _____.
4. Alice got an _____ in the car crash yesterday.
5. Mr. Parkin saw the car crash, so he called _____.

GRAMMAR

CONTINUOUS TENSES (PRESENT CONTINUOUS TENSE)

	?	+	-	<p style="text-align: center;">+</p> <p style="text-align: center;"><u>Ving</u></p> <p style="text-align: center;">(speak + ing = speaking)</p>
FUTURE	<p style="text-align: center;">I he she it we you they</p> <p>Will be?</p>	<p style="text-align: center;">I He She It We You They</p> <p style="text-align: center;">will be</p>	<p style="text-align: center;">I He She It We You They</p> <p style="text-align: center;">will not be</p>	
PRESENT	<p style="text-align: center;"><u>Am</u> I he <u>Is</u> she it we <u>Are</u> you they</p>	<p style="text-align: center;">I am He She is It We You are They</p>	+ not	
PAST	<p style="text-align: center;"><u>Was</u> I he she it we <u>Were</u> you they</p>	<p style="text-align: center;">I He She was It We You were They</p>	+ not	



We use the Present Continuous:

- to talk about things that are happening now (at the time of speaking) or around the time when we speak:

She's **buying** a car **now**. (at the moment of speaking)

The cadets **are studying** Forensics **this term**. (around the moment of speaking, not necessarily right now)

- to express current changes:

The number of people having a car crash with alcoholic intoxication **is growing** rapidly



TIMES EXPRESSIONS (TIME ADVERBIALS) USED WITH THE PRESENT CONTINUOUS

at the moment, (right) now, today, this morning / afternoon, this year, these days, at present



STATIVE VERBS

▪ describe states and are not normally used in the Present Continuous (they don't take -ing form), even if they refer to states happening at the moment of speaking:

Do you **understand** what she means?
I don't **believe** you.

REMEMBER THESE VERBS: *to see, to know, to hear, to feel, to want, to like, to understand, to believe, to think* and some others.



PRESENT SIMPLE OR PRESENT CONTINUOUS

- Use the present simple for things that are generally true or always happen
- Use the present continuous for an action happening now or at this moment

GRAMMAR BANK

1. Read the situations and choose the correct verb form in each sentence:

Model: Police officer is talking about young people in his country.

*More and more young people **are going** / go abroad to find work these days.*

1. Officer Johnson doesn't know why the suspect is very quiet.

*What **are you thinking** / do you think about?*

2. Officer Blake is talking to his English friend about the weather in his local area.

*In winter **it's snowing** / snows here all the time.*

2. Use the words in brackets and complete the sentences with the verbs in the Present Simple or Present Continuous:

_____ (they / need) our help? Let's leave them alone – they don't have any injuries.

He _____ (buy) BMW now. This is his favorite car mark.

He _____ (check) the working order of the car now.

The passengers _____ (have) a car crash.

The traffic officer _____ (write) the traffic accident bulletin now.

3. Complete the dialogues forming questions with the verbs in capitals using the Present Simple or Present Continuous:

Model:

A. What ***are you doing?***

B. I am driving my car.

DRIVE

1. A: Who _____ a traffic officer?

B: My girlfriend. She has had an accident.

CALL

2. A: _____ you _____ scratches on your car?

B: Unfortunately, yes. And it's very annoyed me! **HAVE**

3. A: How many hours _____ you _____?

B: Usually no more than seven.

WORK

4. A: What _____ you _____?

B: If you ask me, it's a very good idea.

THINK

4. Read the text. Complete the gaps with the verbs in brackets in the Present Simple or Present Continuous.

Today **is** a nice sunny Saturday, and I (drive) home from grocery shopping. Traffic (to be) heavy as usual downtown. Students from the local university _____ outside (drink, party, and have a rest) in the sun.

Oh, something has happened! I (take) my eyes off the road and the car (to be) in front of me. I have to come to a quick stop. I _____ (think) what to do next. I (slam) on the brakes, but it (not work). Oh, I can't stop the car! Oh, it is moving and moving and moving....

I failed to prevent the accident, unfortunately. It is good that nobody is injured. But, I (count) the money I have to pay for my car!

SPEAKING

Read the dialogue between two people who have an accident. In pairs, try to act out a similar dialogue

Ben: Are you okay?

Stacey: Yeah, I think so. I'm just a little shaken up, but look at my car!

Ben: Mine is in pretty bad shape, too. Good thing, though, it wasn't totalled.

Stacey: Okay, let's exchange insurance information, so we can both get out of here.

Ben: Right. I'll put in a claim today and your insurance should pay to repair both of our cars.

Stacey: What? This accident wasn't my fault. You crashed into me!

Ben: That's only because you swerved in front of me and slammed on your brakes!

Stacey: I did no such a thing. I changed lanes and you began tailgating me. That's why you rear ended me. I'm not to blame here.

Ben: That's your account of what happened, and it doesn't jibe with mine. I say we each call our respective insurance companies and let them battle it out.

Stacey: Fine. There's no point in arguing with someone who won't own up to his mistakes.

Ben: Those are mine.

WRITING

Write the accident report. Make up a driver's name and location. Use today's date and time



ACCIDENT REPORT

Driver's name: _____

Date / time of accident: _____

Description of accident: _____

Location: _____

Cause: _____

Injuries: _____ yes _____ no

Describe: _____

Damage: _____ yes _____ no

Describe: _____

EXTRA READING

Read the memo and mark the statement
T (true) or (F) False

VEHICLE 1

Driver: Paul Harvey

Phone: 555-4004

License number: 400589

Passenger(s): Melissa
Harvey

Vehicle make/model/year:

Fairline F802002

License plate/state: HPO-
399/Missouri

VEHICLE 2

Driver: Wendy Kline

Phone: 555-2390

License number: 874090

Passenger(s): none

Vehicle make/model/year:

Toyota Primus 2008

License plate/state: T54-
RU5/Kansas

Description of the accident:

Vehicle 1 ran a red light striking vehicle 2. Point
of impact was passenger side door of vehicle 2.

Collision caused minor damage, primarily to vehicle 2.

Both vehicles are in working order. No
injuries reported. One witness on scene gave his
name and phone number: Mark Taylor (555-1212).

Witness agrees with driver of vehicle 2.

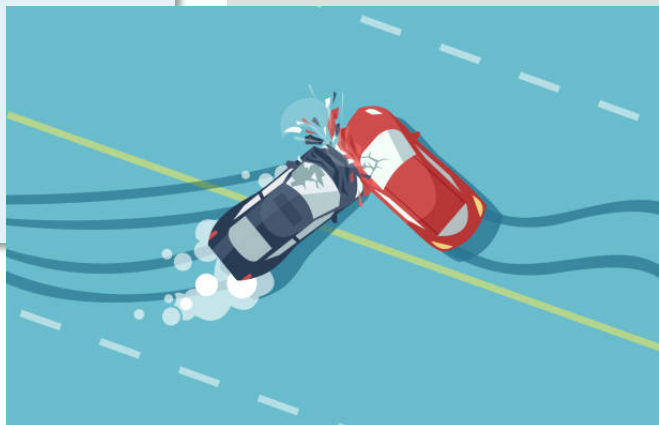
1. Wendy Kline crashed into
Paul Harvey. ____

2. Vehicle 2 received the most
damage. ____

3. A witness was injured in the
accident. ____

4. There were a lot of
passengers in both cars. ____

5. Vehicle 1 was out of
order. ____



10

OPERATIONS: CROWD CONTROL

Vocabulary
Crowd control,
police tactics

Grammar
Ways of
expressing future



LEAD-IN

Discuss the questions

- Where can you see a crowd of people?
- How do people behave in a crowd?
- Where and why do large crowds of people become violent?

PRONUNCIATION

Check your pronunciation:

crowd [kraʊd], presence ['prezəns],
hooligan ['hu:lɪgən], riot ['raɪət], gear
[gɪə], helmet ['helmət], mounted
['maʊntɪd] police [pə'li:s], gas [gæs],
mask [mɑ:sk], tear [tɪə], barrier ['bæriə],
kettling [ketlɪŋ], water ['wɔ:tə], cannon
['kænən]

KEY WORDS

Try to remember the words and word combinations below



a crowd –
натопн



a riot –
бунт, заворушення



mounted police –
кінна поліція



a barrier –
загорода



a riot gear –
*екіпіровка
для використання
під час заворушень*



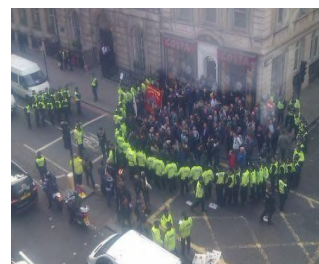
a helmet –
шолом



tear gas –
сльозогінний газ



a water cannon –
водяна гармата



kettling –
утримання натопну

READING

Read the text paying attention to the key words and word combinations. Then, go back to the section with key words and try to reproduce the information given

Crowd control is a public security practice where police manage large **crowds** to prevent fights involving drunk and disorderly people or **riots**. Crowd control can involve privately hired security guards, police officers and **mounted police**. Crowd control is often used at large, public gatherings like street fairs, music festivals, stadiums and public demonstrations. At some events, security guards and police use **special barriers** and fences to direct a crowd. Keeping the crowd comfortable and relaxed is also essential, so things like cooling fans (in hot weather) are sometimes used as well.

Today's police forces are better equipped and better trained to deal with crowds that get out of control. A police officer uses a special **riot gear**: a military **helmet**, **tear gas**, a riot-control suit, and a baton. To control a crowd police may use a **water cannon**, a device that shoots a stream of water. Typically, a **water cannon** can deliver a large volume of water, often over dozens of meters. One of the tactics police use to control large crowds is **kettling**. It involves the formation of large cordons of police officers who then move to contain a crowd within a limited area.

1. Match the words on the left with their definitions on the right

WORD	DEFINITION
1. a barrier	A. situation in which a large crowd of people are behaving in a violent and uncontrolled way
2. a helmet	B. a method of controlling a crowd in which police form lines around the crowd and prevent people from leaving a particular area
3. kettling	C. a strong hard hat that the police wear to protect their heads
4. a crowd	D. a type of fence or gate that prevents people from moving in a particular Direction
5. a riot	E. a large group of people who have gathered to do something

2. Choose the necessary word to each sentence

1. riot gear / water cannon

- A. The mechanic repaired the hose on the _____.
- B. _____ will protect police if it is a very dangerous riot situation.

2. hooligans / riots

- A. The soccer player was attacked by a gang of _____ after the game.
- B. _____ destruct social and political life .

3. riot shield / barrier

- A. The officer set up a _____ to keep people off the street.
- B. The _____ protects police from damages.

4. helmet / gas mask

- A. Sergeant Harris wore a _____ to protect him from flying bottles.
- B. _____ saved Constable Smith tear gas.

3. Fill in the blanks with the necessary word

**riot riot shield riot gear mounted police
kettling gas mask**

- A. Officer Grey protected herself from the tear gas with her _____.
- B. Officers used _____ techniques to confine the crowd.
- C. Without a _____, the officer could not defend himself from the crowd's attacks.
- D. Several people were hurt in the _____.
- E. The captain sent a unit of _____ into the middle of the crowd.
- F. The department ordered new _____ after the old equipment was damaged.

SPEAKING

Ask and answer the questions with a partner

1. What tactics do police use to control crowds of people?
2. What does the riot gear consist of?
3. What does kettling mean?
4. Did you see how police directed the crowd?
5. Are there mounted police in your city?
6. Can police use water cannon at the stadiums?

WE USE - **be going to** :a) for plans, intentions or ambitions we have for the future

e.g. **I'm going to become** a famous detective in five years.

b) for actions we have already decided to do in the near future

e.g. They **are going to become** post-graduate students after getting bachelor degree.

- **to be + infinitive** in formal language

e.g. The president **is to visit** our city.

- **be about to + infinitive** | **be on the point of + -ing form** to refer the action to the near future

e.g. The crowd **is about to move**. The crowd **is on the point of moving**.

- **be sure to** | **be certain to** | **be bound to + infinitive** to express certainty about the future

e.g. You are sure to become a good supervisor.

GRAMMAR BANK

1. Complete each sentence with two to five words, including the words in bold.

Model:

The mayor will open a new sport centre next week.

is *The mayor is to open a new sport centre next week.*

1. We are planning to organize a new sport club next month.

intend We _____ a new sport club next month.

2. Jane was thinking of looking for a new job, but she changed her mind.

going Jane _____ a new job, but she changed her mind.

3. The manager will be angry when he hears the news.

sure The manager _____ when he hears the news.

4. Hurry up! The bus is going to leave.

about Hurry up! The bus _____ to leave.

2. Ask and answer the questions below. Supply as much information as possible. Give answers to four questions in the written form.

Are you...?

- taking an exam tomorrow
- visiting your family this weekend
- wearing uniform at the meeting today
- demonstrating the project this week
- taking part in the competition this term

- **Are you going to...?**
- become a post-graduate after getting bachelor degree
- work in a police department in your home city
- work in a special squad
- teach cadets after graduating from the University
- specialize in criminalistics

EXTRA READING

Read the text and answer the questions

Captain's Memo

From the Desk of Captain Lynwood

Thank you all for volunteering for this year's tournament squad. As many of you know, we are increasing police presence since last year's game sparked riots in and around the stadium. Unfortunately, we were unprepared for the level of violence that broke out. One of our officers was hospitalized because he had to enter a crowd of hooligans without proper riot gear. We hope our preparations and your hard work will keep our officers safe this year.

Firstly, we need to ensure that everyone maintains personal safety. This means that every officer on foot must wear a helmet and carry a riot shield. We will also have a unit of mounted police, who have the advantage of height and speed.

Secondly, we must have adequate resources for dispersing the crowd. Some of you will be assigned to the truck carrying the water cannon. All officers will be assigned gas masks in case we need to fire tear gas.

Finally, we plan to better control the area around the stadium. Before the game, we will set up barriers to limit the movement of people entering and exiting the stadium. This will make crowd control easier, especially if kettling becomes necessary.

1. Choose the correct answer

1. What is this memo about?

- A. about cooperation with traffic police?
- B. about prevention of juveniles' offences?
- C. about police crowd control during the football matches?
- D. about investigation of crimes?

2. What are the advantages of mounted police?

- A. Height and speed.
- B. Weight and quantity.
- C. Force and power.
- D. Mobility and maneuverability.

3. What is the best way to limit the movement of people?

- A. Pacifying.
- B. Pushing.
- C. Kettling.
- D. Persuading.

2. Find the wrong sentences, correct them

1. Police presence increase was necessary because of many football matches last season.
2. Police were well prepared for the level of violence that broke out.
3. Police never care for personal safety.
4. Every officer on foot must wear a helmet and carry a riot shield.
5. Mounted police have the advantage of height and speed.
6. All officers will have gas masks in case they need to fire tear gas.
7. Kettling helps to write police reports.

3. Read the text once again. Are these sentences true or false?

1. One of the officers entered a crowd of hooligans without proper riot gear.
2. All the necessary preparations and hard work will keep police officers safe.
3. Every officer on foot must wear a helmet and carry a badge.
4. All officers will have gas masks to protect themselves from poisonous gases.
5. There is no need to better control the area around the stadium.

6. Police officers will set up riot shields to limit the movement of people entering the stadium.
7. Kettling helps police to direct the crowd.

4. Replace the underlined words and expressions with words and expressions from the text

1. Police are increasing their presence because of the uncontrolled behavior of people in and around the stadium at the football match last year.
2. One of the officers had to enter a crowd of hooligans without proper equipment.
3. Every officer on foot must wear a hard hat and carry a riot shield.
4. Police officers riding horses will help officers on foot.
5. Police must have adequate resources to do something so that an uncontrolled crowd of people go in different directions.
6. Setting up barriers helps to direct people if a safe way of controlling a crowd becomes necessary.

SPEAKING

Practice the dialogue between two police officers

Officer 1: Things are getting ugly, sir. There's an angry crowd forming at the west entrance.

Officer 2: What? I thought we closed the west entrance after the game started.

Officer 1: We did, sir, but they're pushing through our barriers. There are more of them than we expected.

Officer 2: How is your squad responding?

Officer 1: We sent a mounted unit over there, but it's not doing much good. The fans are throwing bottles at the officers.

Officer 2: Well, it sounds like we need something more serious. Is the truck with the water cannon ready?

Officer 1: Yes, it's standing by for your order, sir.

Officer 2: Good. Make sure your mounted officers are out of the way, and then send the truck out there.

2. Read the following proverbs and comment on them. Say, whether you agree or disagree with them. Choose one proverb and make up a story to illustrate it.

1. *Two is a company, three is a crowd.*
2. *Never give advice in a crowd.*
3. *A wise man takes his own decision, the ignorant goes to the crowd.*
4. *Hell is crowded with people of good intentions.*

WRITING

Read the tips for police report writing and decide which of them is the most important one

Writing a police report

There are some tips for proper police report writing.

- Having excellent, consistent shorthand is important for fast police note taking.
- When taking notes at a crime scene, be sure to clearly identify who said or did that (suspects and witnesses). It can be helpful to note clothing descriptions and take pictures of individuals involved using your mobile phone.
- Your written record should include notes about environmental conditions, time and sequence of events.
- When writing a police report, think about the people who may read your report: the insurance company, the victim, the victim advocate, the probation officer. The information in the report may become the basis for press releases.

1. You are going to write a report about the riot at the last football match.

What are you sure to write about?

2. Write your police report and compare it with your neighbour's police report. Was there any piece of information you didn't write about?

EXTRA SPEAKING

Speak on the topic

You are a police officer who was one of those who managed kitting at the football match last Sunday. Tell your cadets how it happened, what the police respond was, how long it took police to restore order, what special riot gear police used.

11

CRIME: TYPES OF CRIMES

Vocabulary

Crime, types of crime, punishment

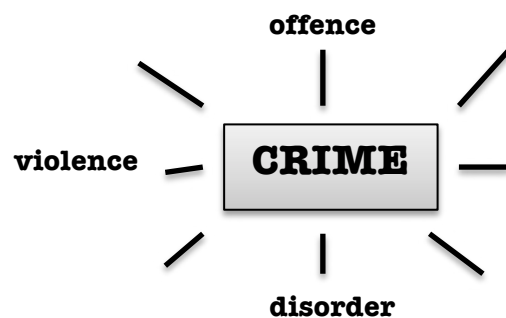
Grammar

Grammar review (Simple Tenses, Continuous Tense, Ways of expressing Future)

LEAD-IN

Discuss the questions then fill in the chart

1. How big a problem is crime where you live?
2. Are there any places in your town where you don't feel it's safe to walk at night?



PRONUNCIATION

Check your pronunciation:

harmful act ['hɑ:mfl ækt], prevent [pri'vent], conviction [kən'vɪkʃn], imprisonment [ɪm'prɪznmənt], fine [faɪn], claim [kleɪm], steal [sti:l], minor offence ['maɪnə(r) ə'fens], parking ['pɑ:kɪŋ], serious crime ['sɪəriəs kraɪm], violent crime ['vaɪələnt kraɪm], kill [kɪl], attack [ə'tæk], prison ['prɪzn]

KEY WORDS

Try to remember the words and word combinations below:



a harmful act –
шкідлива дія



to prevent a crime –
запобігати злочину



conviction –
засудження



punishable by –
що тягне покарання



imprisonment –
тюремне ув'язнення



a fine –
штраф



to claim smth. –
вимагати



to steal –
красти



a minor offence –
проступок



illegal parking –
незаконне паркування



a serious crime –
тяжкий злочин



a violent crime –
насильний злочин



to kill –
вбивати



to attack –
нападати



to go to prison –
отримати
тюремний строк

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Crime is a **harmful act** against the law or public, which the State wishes to **prevent**. Each crime is **punishable by imprisonment, fine** and /or death after **conviction**. Some offences may also be torts and the victim(s) may **claim** compensation for them.

For example, if you **steal** someone's property, you commit a crime and break the law. Some offences are only **minor**, e.g. illegal **parking**; but for more **serious** and especially **violent** crimes, e.g. **killing** or **attacking** someone, a person can **go to prison** for a long time.

Answer the following questions:

1. *What is crime?*
2. *What is the example of minor crime?*
3. *What are the examples of serious crimes?*

2. Match each of the following words and phrases with their definitions

WORD/PHRASE	DEFINITION
1. against the law	A. not serious
2. to steal sth.	B. an illegal activity
3. property	C. go to a place where criminals have to stay after committing a crime
4. to commit a crime	D. to make smb. die

5. offence	E. to do sth. illegal
6. minor	F. against the rules of a country
7. to kill smb.	G. to use force to hurt smb. physically
8. to attack smb.	H. sth. that belongs to you
9. to go to prison	I. to take sth belonging to smb else without permission

3. Look at the words above and cover their definitions. Can you remember the meanings? Test yourself or a partner

4. Choose the synonyms for the words below using the words from the box

to do sth. illegal / crime / to go to jail / offender / not serious / illegal / sth. that belongs to you / to make smb. die /to hurt smb.

to break the law	
offence	
property	
to go to prison	
a criminal	
to kill smb.	
minor	
against the law	
to attack smb.	

1. Write questions to which the words in bold are the answers

1. Each crime is punishable **by imprisonment**.
How
2. A person went **to prison** for a long time for the crime.
Where
3. The state wishes to prevent **crimes**.
What
4. A crime is a **harmful act**.
What
5. **The victims** will claim compensation for torts.
Who

2. Put the verbs in brackets into the correct present form.

1. Police officers ____ (work) in police department.
2. This officer ____ (investigate) the murder now.
3. Criminals ____ (commit) crimes every day.
4. The robber ____ (steal) money from the bank now.
5. The police officer ____ (interview) the witness now.

3. Complete each sentence using a proper way of expressing future.

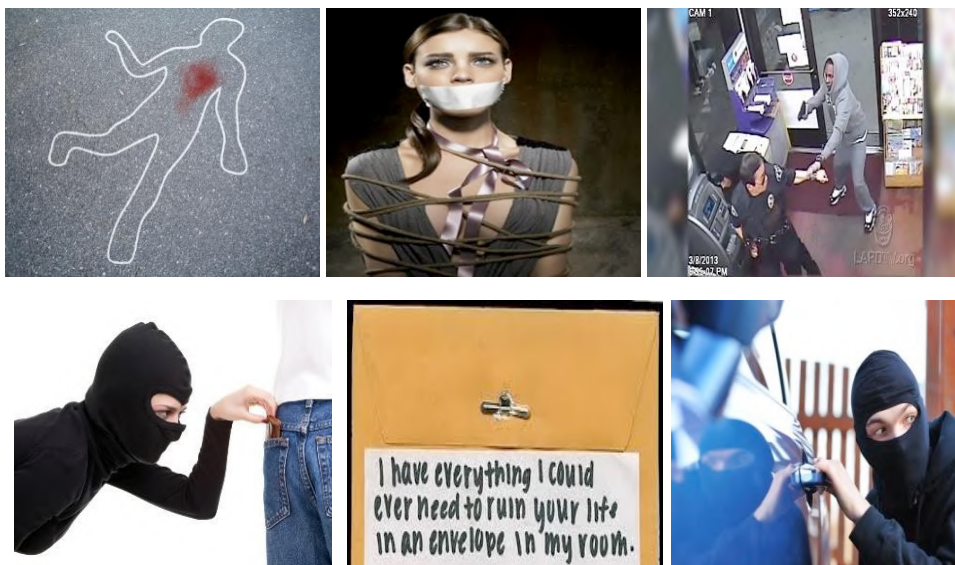
1. I ____ (ask) the witnesses tonight.
2. We ____ (come back) on Monday.
3. I ____ (help) you to investigate the kidnapping.
4. I ____ (investigate) this crime tomorrow.
5. That ____ (be) the problem to investigate this robbery.
6. SWAT ____ (arrive) at 3 p.m.
7. This cadet ____ (be) a constable.

4. Put the verbs in brackets in the Past Simple.

Yesterday the police _____ (find) a body. It _____ (be) a 35-year-old man who _____ (work) at local bar. Police officers _____ (interview) witnesses and they _____ (describe) them a suspect. He _____ (be) a tall young man who _____ (approach) the victim and _____ (kill) him. Witnesses also _____ (say) that the suspect _____ (be) a person who _____ (live) next to the bar. This information _____ (help) police to arrest the suspect and now he _____ (be) in prison for murder.

EXTRA READING

Look at the pictures and try to name the types of crimes shown on them



1. Study the following words and word combinations

treason	<i>зрада</i>
felony	<i>кримінальний злочин</i>
a misdemeanor	<i>кримінальний проступок</i>
a minor offence	<i>нетяжкий злочин</i>
a grave offence	<i>тяжкий злочин</i>
a special grave offence	<i>особливо тяжкий злочин</i>
target of a crime	<i>об'єкт злочину</i>
homicide	<i>вбивство людини</i>
murder	<i>умисне вбивство</i>
kidnapping	<i>викрадення людини</i>
blackmail	<i>шантаж</i>
theft	<i>крадіжка</i>
robbery	<i>розкрадання</i>

burglary	<i>крадіжка зі зломом</i>
fraud	<i>шахрайство</i>
mugging	<i>вуличне пограбування</i>
hijacking	<i>захоплення транспортного засобу</i>
seizure	<i>захоплення</i>
smuggling	<i>контрабанда</i>
vandalism	<i>вандалізм</i>
drug dealing	<i>торгівля наркотичними засобами</i>
drug trafficking	<i>розповсюдження наркотиків</i>

2. Read the text about types of crimes:

Crimes are classified on different grounds.

First is the seriousness of the offence. They are usually classified as **treason, felony, or misdemeanor**. The fundamental distinction between felonies and misdemeanors is the penalty and the power of imprisonment. In general, misdemeanors are usually punishable by a fine or jail time of less than one year.

For example, the Criminal Code of Ukraine classifies crimes depending on the gravity: minor offences, medium grave offences, grave offences, or special grave offences.

A minor criminal offence is an offence punishable by imprisonment for a term up to two years or a more lenient penalty.

A medium grave offence is an offence punishable by imprisonment for a term up to five years.

A grave criminal offence is an offence punishable by imprisonment for a term up to ten years.

A special grave offence is an offence punishable by more than ten years of imprisonment or a life sentence.

The second classification defines crimes according to the target of crime. Under this classification, there are such main categories of crime, defined by Criminal Codes of many countries:

Criminal offences against life and health of a person:

homicide - any killing of a human being by another human being;

murder - willful unlawful cause of death of another person;

Criminal offences against liberty, honor and dignity of a person:

kidnapping - the illegal taking away or transportation of a *person* against that *person's* will;

blackmail - the act of getting money from people or forcing them to do something by threatening to tell a secret or to harm them.

Criminal offences against property:

theft - a covert stealing of somebody else's property;

robbery - the crime of taking property from another person through force or threats;

burglary - an unlawful entry into a building for the purposes of committing an offence;

fraud - taking possession of someone else's property, or obtaining the property title by deceit or breach of confidence;

mugging – an act of robbery with violence, especially in the street;

hijacking - the illegal seizure of a land vehicle, aircraft, or other vehicle while it is in transit.

Economic criminal offences:

smuggling – illegal movement of goods across the customs border of the country;

Crimes against public safety:

terrorism - the use of weapons, explosions, fire or any other actions that expose human life or health to danger or cause significant pecuniary damage or any other grave consequences;

Criminal offences against public order and morality:

vandalism - action involving deliberate destruction of or damage to public or private property.

Criminal offences related to the circulation of narcotics:

drug dealing - the selling or trafficking of illegal drugs.

Criminal offences in office:

bribery - money or some other benefit given to a person in power, especially a public official, in an effort to cause the person to take a particular action.

2. Answer the following questions

1. What classifications of crimes do you know?
2. What is the main document which defines crimes and establishes punishment?

3. Which word is being described? Write it at the end

1. A violation of allegiance to one's sovereign or to one's state. _____
2. It is a minor offence, rather than a serious crime. _____
3. A serious crime for which the traditional punishment is prison for more than a year, or death. _____

4. Look at the list of crimes in the box, then look at the categories below. Write the crime in appropriate space in the table.

1. smuggling 2. homicide 3. kidnapping 4. murder 5. fraud 6. theft
 7. bribery 8. burglary 9. blackmail 10. terrorism 11. drug dealing
 12. vandalism 13. hijacking 14. robbery 15. mugging

Crimes against life and health of a person	Crimes against liberty, honor and dignity of a person	Crimes against property	Economic criminal crimes	Crimes against public safety	Crimes against public order and morality	Crimes related to the circulation of narcotics	Crimes in office

5. Complete the table with the necessary word

Crime	Criminal	Verb
	blackmailer	to blackmail
	-	to bribe
burglary	burglar	
drug dealing		to sell drugs

	-	to commit fraud
hijacking		hijack
	kidnapper	
mugging		to mug
	murderer	to murder
	robber	
smuggling		to smuggle
	terrorist	to set off bombs, etc.
theft		to steal
	vandal	to vandalize
homicide		to kill

6. Look at these situations, then decide which crime was committed in each case

1. *Woman:* When I got home, I discovered that my back door had been broken open.

Police officer: Had anything been stolen?

Woman: Yes, my new laptop and \$200 in cash.

3. *TV newsreader.* A journalist working in the city disappeared this morning. Police later received a note from kidnappers claiming that they had taken him and were holding him hostage.

4. **Police officer:** All the evidence says that you are guilty. Innocent people do not carry marijuana.

Man: But it's not mine! My friend asked me to hold it.

Police officer: I saw that five fifteen minutes ago you tried to sell it to a teenager.

5. **Man:** Give me your purse if you do not want to die in this park.

Woman: I'll give you all I have, just do not touch me.

2. **Man reading newspaper:** I do not believe it. The Foreign minister has been caught giving government secrets to another country

6. **Man:** Look at this note. It arrived in the post today. It says: **"Leave \$10 000 in cash in the bin by the bus stop, or I'll tell everyone your secret"**.

SPEAKING

Read the dialogues between a police officer and a witness of a crime. Work in pairs and act out the dialogue

Dialogue : A police officer and a witness

Officer: Madam, please, try to keep calm and explain what happened to your husband?

Witness: Last night my husband Max and I had dinner in the local restaurant, when suddenly a man ran in, grabbed Max's tie and started shaking him and shouting at my husband!

Officer: Mam, could you describe that man in details? How did he look like?

Witness: Sure! He was as huge as a bear. I think, two meters high, no less!

Officer: Good. I see. Did he have any special features? A scar or, maybe, a tattoo?

Witness: Yes, sir. The man had a scar under his left eye.

Officer: A scar. Ok. What happened next?

Witness: Then my husband stood up and they went out of the restaurant.

Officer: Did anybody come out with them?

Witness: No, sir.

Officer: I see, Mam. They came out... and what happened next?

Witness: In a few minutes I came out. There were no people outside. Sir, please, help me to find my husband!

Officer: Madam, we will try to do everything for this. Thank you for information. Please, stay at home and call me in case of any suspicious actions near your house.

EXTRA SPEAKING

Discuss the following questions:

1. What types of crimes are most/least common in Ukraine?
2. Why do you think people turn to crime?
3. Do you think that criminals are born or made?

12

OPERATIONS: CRIME INVESTIGATION

Vocabulary
Crime
investigation

Grammar
Continuous
Tenses (Past
Continuous
Tense)



LEAD-IN

Work in groups. Two of you are friends. Last night you met, had dinner and went to the cinema. There was a robbery last night. The other two members of your group are police officers. They think you might be suspects, and they want to interview you separately. If you both tell the same story, you are innocent!

FRIENDS

Prepare your story. Use the questions below.

- What time/ where did you meet?
- What time/ where did you have dinner?
- What time/ where did you go to cinema?
- What time did you get home?

POLICE OFFICERS

Prepare to ask your questions.

- What time/ where did you meet?
- What time/ where did you have dinner?
- What time/ where did you go to cinema?
- What time did you get home?

PRONUNCIATION

Check your pronunciation:

bodily injuries [ˈɪŋdʒəri:z], disappear [dɪzəˈpi:ə],
untouched [ʌnˈtʌtʃt], alibi [əˈlɪbaɪ], trace [treɪs], armed
[a:md], victim [ˈvɪktɪm], evidence [ˈeɪdəns], stolen
[ˈstɒlən] item [ˈaɪtɪm], applicant [ˈeplɪkənt],
fingerprints [ˈfɪŋgə:prɪnts], cordon [ˈkɔ:dn], investigate
[ɪnvestɪˈgeɪt], circumstances [ˈsə:kəmstənsɪz], scene
[si:n]

KEY WORDS

Try to remember the words below



to investigate the
circumstances of a crime –
*розслідувати обставини
злочину*



a witness –
свідок



a victim –
потерпілий



to cause bodily injuries –
нанести тілесні ушкодження



to disappear –
зникнути



to keep the crime scene
untouched –
*залишити місце злочину
недоторканим*



to have an alibi –
мати алібі



a number of suspects –
ряд підозрюваних



to be armed –
бути озброєним



evidence –
речовий доказ



an applicant of a crime –
заявник злочину



to leave traces on the body –
залишити сліди на тілі

KEY WORDS



Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Inspector Davis arrived at the country house at

9 a.m. **to investigate circumstances of a crime.** The **witnesses** were in the kitchen. The **victim** was a man, Mr. Taylor. He died because someone had **caused him bodily injuries.** The killer **disappeared.** Inspector Davis asked everyone in the house **to keep the crime scene untouched.** There were a few suspects because the house was full of people the previous night. Two of the suspects **had an alibi.** There were three facts that narrowed **a number of** suspects: the killer **was armed** with a rifle, he left his **fingerprints** and a red scarf as **evidence.** The medical experts stated that the killer **had left traces on** the victim's **body.** First of all, the inspector decided to talk to the **applicant of this crime,** Mr. Cooper. But it turned out that he had **run away.** That is how inspector Davis started **to investigate the circumstances** of the crime in the country house.

Answer the questions according to the text above

1. What happened in the country house?
2. Who was the applicant of the crime? Is this person a suspect? Why?
3. Why did the victim die?

1. Police officers investigate victims of a crime. _____
2. The killer was unarmed with a rifle. _____
3. He asked everyone to keep the crime place untouched. _____
4. He died because someone had made him bodily injuries. _____
5. There were three facts that narrowed the number of victims. _____
6. The killer had put traces on the victim's body. _____
7. An applicant of the crime had an alibi. _____
8. The inspector started to investigate the problems of the crime. _____
9. The killer left his boots and a red scarf as evidence. _____
10. There were few suspects because the house was full of people the previous night. _____

3. Find the words from the text to match the definitions below

1. someone or something that proves that someone was not in the area where a crime happened;
2. a small sign that shows that someone or something was present or existed;
3. the conditions that affect a situation, action, event etc;
4. a mark made by the pattern of lines at the end of a person's finger, which can be used by the police to help find criminals;
5. to become impossible to see or find;
6. someone who sees a crime or an accident and can describe what happened;
7. a wound or damage to part of your body caused by an accident or attack;
8. facts, objects, or signs that make you believe that something exists or is true;
9. to try to find out the truth about a crime or accident;
10. carrying weapons, especially a gun.

EXTRA READING

Read the information on the back of the book. What's it about? Who was the applicant of this crime? Then, read the story



Jeremy

Murder in a country house

The true story of the murder of a rich businessman. **June 22nd 1998** was Jeremy Travers' sixtieth birthday. He had dinner at his country house with his wife, Amanda, his daughter, Barbara, his business partner, Gordon Smith, and his secretary, Claudia Simeone. Next morning when Amanda Travers went to her husband's bedroom she found him in bed ... dead.

Inspector Granger arrived at about 9.00. He was a tall man with a big black moustache. Amanda, Barbara, Claudia, and Gordon were in the living room. The inspector came in.

'Mr Travers died between midnight last night and seven o'clock this morning,' he said. 'Somebody in this room killed him. He looked at them one by one but nobody spoke. 'Mrs Travers. I want to talk to you first. Come into the library with me, please.' Amanda Travers followed the inspector into the library and they sat down.

'What did your husband do after dinner last night?'

'When we finished dinner Jeremy said he was tired and he went to bed.'

'Did you go to bed then?'

'No, I didn't. I went for a walk in the garden.'

'What time did you go to bed?'

'About quarter to twelve.' 'Was your husband asleep?'

'I don't know inspector. We ... slept in separate rooms.'

'Did you hear anything when you were in your room?'

'Yes, I heard Jeremy's bedroom door. It opened. I thought it was Jeremy. Then it closed again. I read in bed for half an hour and then I went to sleep.'

'What time did you get up this morning?'

'I got up at about 7.15. I had breakfast and at 8.00 I took my husband a cup of tea. I found him in bed. He was ... dead.'

'Tell me, Mrs Travers, did you love your husband?' 'Jeremy is ... was a difficult man.'

'But did you love him, Mrs Travers?'

'No, inspector. I hated him.'

SPEAKING

Read the dialogues and try to fill in the table below with the information according to the dialogues

Dialogue 1. *The inspector questioned Barbara Travers.*

Inspector: What did you do after dinner yesterday evening?

Barbara: After dinner? I played cards with Gordon, and then I went to bed.

Inspector: What time was that?

Barbara: It was about half past eleven. I remember I looked at my watch.

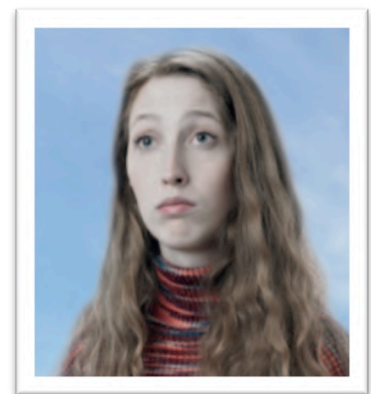
Inspector: Did you hear anything in your father's room?

Barbara: No. I didn't hear anything.

Inspector: Did you have any problems with your father?

Barbara: No. No problems at all. My father was a wonderful man and a perfect father.

Inspector: Thank you, Miss Travers.



Barbara

Dialogue 2. Next, the inspector questioned Gordon Smith

Inspector: What did you do after dinner, Gordon?

Gordon: I played cards with Barbara. Then she went to bed.

Inspector: Did you go to bed then?

Gordon: No, I stayed in the sitting room and I had a glass of whisky. Then I went to bed.

Inspector: What time was that?

Gordon: I don't remember exactly. I didn't look at the time.

Inspector: Did you hear anything during the night?

Gordon: No, I didn't. I was very tired and I slept very well.

Inspector: You and Mr. Travers were business partners, weren't you?

Gordon: Yes, that's right.

Inspector: And it's a very good business, I understand.

Gordon: Yes, inspector, it is.



Gordon



Claudia

Dialogue 1. The inspector questioned Claudia Simeone.

Inspector: What did you do yesterday evening after dinner?

Claudia: I went to my room and had a bath and I went to bed.

Inspector: What time was that?

Claudia: About 11:00.

Inspector: Did you hear anything?

Claudia: Yes, I heard somebody go into Jeremy's room. It was about 12:00.

Inspector: Who was it?

Claudia: It was Amanda, his wife.

Inspector: Are you sure? Did you see her?

Claudia: Well, no. I didn't see her. But I'm sure it was Amanda.

Inspector: You were Mr. Travers' secretary, Claudia.

Claudia: Yes, I was.

Inspector: Were you *just a secretary*?

Claudia: What do you mean?

Inspector: Were you in love with Mr. Travers?

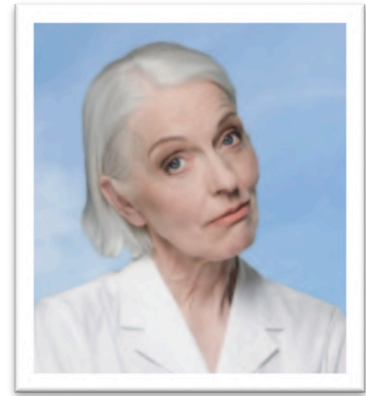
Claudia: No, I wasn't.

Inspector: The truth, please, Claudia.

Claudia: Very well, inspector. Yes, I was in love with him and he said he was in love with me. He said he wanted to leave his wife – Amanda – and marry me. I was stupid. I believed him. He used me, inspector! I was very angry with him!

Inspector: Did you kill him?

Claudia: No, inspector. I loved him.



Amanda

	<i>Amanda</i>	<i>Barbara</i>	<i>Gordon</i>	<i>Claudia</i>
1. What did they do after dinner?	She went for a walk			
2. What time did they go to bed?	11:45			
3. Did they hear anything?	Jeremy's door opened and closed.			
4. Possible motive	She hated him.			

**Try to guess who committed the murder of Jeremy Travers. Who had an alibi?
Give your reasons. Act out the dialogues**

To be continued...

GRAMMAR

PAST CONTINUOUS TENSE

	?	+	-	
FUTURE	<p>I he she it we you they</p> <p>Will be?</p>	<p>I He She It We You They</p> <p>will be</p>	<p>I He She It We You They</p> <p>will not be</p>	<p>+</p> <p><u>Ving</u></p> <p>(speak + ing = speaking)</p>
PRESENT	<p>I he she it we you they</p> <p>Am is Are</p>	<p>I He She It We You They</p> <p>am is are</p>	<p>+ not</p>	
PAST	<p>I he she it we you they</p> <p>Was were</p>	<p>I He She It We You They</p> <p>was were</p>	<p>+ not</p>	



Use Past Continuous (Progressive) to describe an action in progress at a specific time in the past.

e.g. My wife and I were eating at 6:00. They **were not working** that night.
What **were you doing** at six o'clock last night?

Use Past Continuous with *while* to talk about two actions at progress at the same time in the past.

e.g. While she **was driving**, she **was speaking** to someone on her cell phone.



Use Past Continuous with the Simple Past to talk about an action that was interrupted by another action.

e.g. I **was crossing** the street when the accident **happened**.
While he **was skiing**, he **fell**.

! Notice that the time clause (the part of the sentence with *when* or *while*) can come at the beginning or the end of the sentence. Use a coma after a time clause when it comes at the beginning. Do not use a comma when it comes at the end.

1. Read the dialogue between a police officer and a suspect of a crime. Underline all the sentences with Past Continuous. Then act out the dialogue.

[Ding-dong!]

Suspect: Coming! ... Coming! ... Oh! Hi, Officer! Sorry, I took so long. I was taking a shower when you rang.

Officer: Officer Baker, City police. Are you Sal Sanders?

Suspect: Yes, I am.

Officer: Is your wife home?

Suspect: No, Eve is at work. She is a manager at Ligo Diamonds jewellery shop. You know, she was very upset when she heard about the burglary.

Officer: Was your wife working the night of the burglary?

Suspect: No, she wasn't. We were staying at Cypress Ski Lodge when it happened. Don't tell me we are suspects!

Officer: Just for the record, what were you and Mrs. Sanders doing between 6:00 p.m. and 9:00 p.m. last Friday?

Suspect: We were having dinner in our room.

Officer: Were you still eating at 7:00?

Suspect: No. Eve was making a call.

1. The police are questioning another suspect in *last Friday's burglary*. Read this suspect's answers. Use the words in parentheses and the Past Continuous or simple past to write the police officer's questions.

1. **Officer:** _____

Suspect: I was visiting a friend.

2. **Officer:** _____

Suspect: My girlfriend. I got to her house at 5.30, and then I drove her to work.

3. **Officer:** _____

Suspect: Yes, she was working the late shift.

4. **Officer:** _____

Suspect: No, she was working alone.

5. **Officer:** _____

Suspect: I was reading the paper in her office.

6. **Officer:** But there was a terrible blizzard Friday night. The lights went out.

Suspect: I took out my flashlight and looked for my girlfriend.

7. **Officer:** _____

Suspect: She was looking for me.

8. **Officer:** Then _____

Suspect: We quickly left the building.

9. **Officer:** _____

Suspect: We were running because we wanted to get out of the storm.

3. Combine the pairs of sentences. Use the past continuous or the simple past of the verb. Remember to use commas when necessary.

1. The blizzard started. Mr. Ligo attended a party.

When _____.

2. The wind began to blow. The electricity went out.

When _____.

3. He drove home. He listened to the car radio.

While _____.

4. He pulled over to the side of the road. He couldn't see anything.

_____ when _____.

5. He listened to the news. He heard about the burglary.

While _____.

6. It stopped snowing. Mr. Ligo went to the police station.

4. Complete the conversation with the past continuous or the simple past form of the verbs in parentheses.

Reporter: What was the cause of the accident, Officer?

Officer: It looks like there were many causes. First of all, when the accident (happen) _____, the driver (drive) _____ much too fast. The driver is a suspect in a burglary, and she (leave) _____ town. While she (drive) _____, she (speak) _____ to someone on her cell phone. When she (see) _____ the pedestrian, she immediately (step) _____ on the brakes, but it was too late. The victim wasn't paying attention either. He (cross) _____ the street against a red light when the car (hit) _____ him. He (not see) _____ the approaching car because he (talk) _____ to his friend. The friend (not pay) attention, either. He (listen) _____ to music with his headphones. When he (notice) _____ the car, he (try) _____ to push his friend out of the way, but it was too late.

Reporter: How is the victim doing?

Officer: Well, when the ambulance (arrive) _____, he (bleed) _____ from a head wound, but the doctors (stop) _____ the bleeding and they think he will be OK.

5. Read about the explosion at the World Trade Center in New York City. Complete the story with the past continuous or simple past tense form of the verbs in parentheses.



On February 26, 1993, a bomb (explode) exploded in New York City's World Trade Center. At the time, 55,000 people were working in the Twin Towers, and thousands of others (visit) visited the 110-story world-famous tourist attraction.

The explosion, which (take place) took place a little after noon, (kill) killed six people and (injure) injured more than a thousand others. It (take) took all day and half the night to get everyone out of the building.

When the bomb (explode) exploded, the lights (go out) went out, the elevators (stop) stopped, and fires (start) broke out. Many people were in the wrong place at the wrong time. Four co-workers (eat) were eating lunch in their offices when the explosion (shake) shook the Twin Towers. When the blast (occur) occurred, the building's walls (crumble) crumbled and the ceilings (collapse) collapsed. Rescue workers (arrive) arrived within fifteen minutes and (find) found the four workers dead.

One man (walk) was walking in the garage beneath the World Trade Center when the bomb (go off) exploded. He (have) had a heart attack while rescue workers (carry) carried him to the ambulance.

Sixty schoolchildren were luckier. They (ride) were riding the huge elevators when the lights (go out) went out and the elevators (stop) stopped. The children and their teachers (have to) had to stand in the hot, dark space as they waited for help. Six hours later, when the elevator (reach) reached the ground floor, the school bus driver (wait) waited for them. He (drive) drove the children home to their worried families. How did the children feel while all this (happen) happened? "We were scared," they answered. This is one class trip they will never forget.

**You will find out what happened in the country house
reading the dialogue on p. 331**

EXTRA READING

Read a story paragraph by paragraph. Predict what happen next answering the questions



It was a cold, dark night...

It was a cold dark night in November. It was six o'clock and people were going home from work. Vanessa was driving out of the town. She was in a hurry, but she wasn't going home. She stopped to buy a bottle of wine, and then got back into the car and continued driving.

Where do you think she was going?

She was driving to her friend's house to have dinner. Her friend's name was Martin. He was a farmer and he lived in the country. Vanessa was listening to the radio. She began to relax after a hard day at work. She was driving past some trees when suddenly she hit something in the road. She stopped and got out of the car.

What do you think she saw?

There was a dog lying in the road. It was dead. Vanessa moved the dog to the side of the road and then continued her journey. Suddenly she saw in the mirror that there was a black car behind her. When she turned right the car turned right and when she turned left the car turned left too. It was following her!

Why was the van following her?

Vanessa was sure the driver of the car was following her because the dead dog was his, and he was angry. Now he was flashing his lights.

What do you think Vanessa did?

Vanessa drove faster but the car drove faster too. Suddenly the seven o'clock news started on the radio. It said: "The police are looking for a murderer who escaped from prison last night. Be careful! He is very dangerous.

How do you think Vanessa felt? Why?

Vanessa felt very afraid. Now she was sure that the man in the car was the murderer! She drove faster. Martin's farm was very near now but the black car was right behind her! At last she arrived at Martin's farm. She got out of the car and ran up to the door. She rang the doorbell. "Martin! Help, help!" she shouted.

Where do you think Martin was?

Martin was in the kitchen making the dinner when the doorbell rang. He heard Vanessa shouting, so he ran to get his shotgun. He opened the door. At that moment the black car stopped next to Vanessa's car. A tall man got out.

Who do you think the man was?

“That man is the murderer who escaped from prison last night”, Vanessa shouted. “He is going to kill us.” “No, no!” said the tall man. “I’m not the murderer. The murderer is in there, in the back of your car!”

When did the murderer get into Vanessa’s car?

“I was driving behind you,” the tall man said, ‘and I saw you stop when you hit the dog. There was a man behind a tree. I saw him get in your car. I recognized him from newspaper. He’s the murderer who escaped from prison last night. That’s why I was following you.” Martin ran to the car with his shotgun. He opened the back door. There was a man on the floor. “OK,” said martin, “come out, with your hands up.”

Fill the gaps with right words from the text

1. Vanessa was in a _____, but she wasn’t going home.
2. She stopped to buy a bottle of _____, and then got _____ into the car and continued driving.
3. She was driving past some trees when suddenly she _____ something in the road.
4. Vanessa _____ the dog to the side of the road and then continued her journey.
5. Suddenly she _____ in the mirror that there was a black car _____ her.
6. Vanessa was sure the driver of the car was _____ her because the dead dog was his.
7. The police are looking _____ a murderer who _____ from prison last night.
8. He heard Vanessa shouting, so he ran to _____ his shotgun.
9. The murderer is in there, in the _____ of your car.
10. I _____ him from newspaper.

13

CRIMES AGAINST PROPERTY

Vocabulary

Crimes against property

Grammar

Present, Past, Future Perfect Tenses



LEAD-IN

Look at the pictures and answer the following questions.

1. What is this person doing?
2. Have you ever been a witness of crimes against property?
3. Where can it happen?

PRONUNCIATION

Check your pronunciation:

robbery ['rɒbəri], mug [mʌg], knifepoint ['naɪfpoɪnt], threaten ['θreɪn], steal [sti:l], cash [kæʃ], jewellery ['dʒu:əlri], approach [ə'prəʊtʃ], break into [breɪk 'ɪntə], burglary ['bɜ:gləri], rob [rɒb], thief [θi:f], forced entry [fɔ:st 'entri], shoplift ['ʃɒplɪft]

KEY WORDS

Try to remember the words and word combinations below:



to rob – *грабувати*
robbery – *пограбування*
a robber – *грабіжник*



cash –
готівка



to burgle –
здійснювати крадіжку зі зломом
burglary – *крадіжка зі зломом*
a burglar – *крадій*



to break into –
проникнути



forced entry –
проникнення із застосуванням сили



to mug –
грабувати (на вулиці)
mugging –
пограбування
a mugger –
вуличний грабіжник



to attack –
нападати



at knifepoint –
під загрозою смерті



to threaten –
погрожувати



jewellery –
коштовності



to shoplift –
красти (з крамниці)
shoplifting –
крадіжка
a shoplifter –
Крадій



to steal –
красти
a thief –
крадій
theft –
крадіжка

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Tom is watching evening SKY news. The newsreader says that police officers are seeking the man who **has robbed** the bank today in Queens. He took about \$35,000 in **cash**. The police also reported about the **burglary** committed in that district. The criminals **had broken into** celebrities' houses and stolen a lot of valuable things. There were signs of a **forced entry** in four of those houses. The police caught a **mugger** that day. He **attacked** several women in the streets last week. He came up behind them and held them **at knifepoint**. He **threatened** to harm them unless they cooperated. He took only cash and their **jewellery**. The last piece of news was about the arrest of two **shoplifters** who **had stolen** two mobile phones.

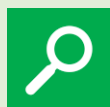
2. Answer the following questions

What category of crimes does robbery refer to?

What are the types of robbery?

3. Complete the table with necessary word

CRIME	VERB	CRIMINAL
robbery		
	mug	
		shoplifter
	burgle	
theft		



What's the difference between to steal and to rob?

You **steal** money or things but you **rob** a person or place.

4. One word in each sentence is wrong. Cross it out

Model: Thieves, robbers, ~~murderers~~ and burglars all steal property.

1. Rob, steal, murder and attack are all verbs.
2. Theft, mugging, robbery and shoplifter are all crimes.
3. Mugger, shoplifter, thief and burglary are all criminals.
4. Shooting, breaking into, murder and homicide are all ways of attacking people physically.
5. Shoplifting, theft, mug and robbery are all nouns.

5. Choose the correct answer

1. The opposite of guilty is _____.
A. wanted B. arrested C. innocent
2. A _____ is a person who enters a house to take something.
A. officer B. shoplifter C. burglar

3. The criminals _____ money or things.
A. mug B. steal C. rob
4. The robber _____ the museum last night.
A. stole B. shoplifted C. robbed
5. When a criminal attacks a person in the street, he is a _____.
A. robber B. mugger C. shoplifter
6. Objects of _____ are people or places.
A. robbery B. Shoplifting C. Mugging
7. A _____ has stolen George's car.
A burglar B. thief C. robber
8. A mugger _____ people in the street.
A attacks B. shoplifts C. burgles

6. One word in each sentence is wrong. Cross it out

Model: The defence must prove that the accused is innocent. **PROOF**

1. A _____ attacked the woman yesterday.	MUG
2. Two _____ broke into the museum.	ROBBERY
3. Someone was accused of auto _____.	THIEF
4. The criminal was apprehended for _____.	SHOPLIFT
5. Two _____ broke into the house and stole some jewellery.	BURGLARY
6. He was arrested for _____ a robbery.	COMMIT
7. Robbery is _____ by imprisonment.	PUNISH

EXTRA READING

Read the following story. Offer your continuation of it.

Bank Robbery

Dorothy said goodbye to her secretary, picked up her briefcase and left the office. As usual, she walked to the underground station, stopping to buy a newspaper on the way.

She sat down on the train and read the headlines on the front page.

The main story was about a bank robbery. She decided to do the newspaper crossword, and remembered that had put her pen in her briefcase.

She put the briefcase on her knee and opened it. She gasped. Inside the briefcase there were several bundles of banknotes.

What happened next?

2. Study the definitions of the following words and phrases.

- | | |
|----------------------|------------------------------|
| 1. reformed criminal | злочинець, який виправився |
| 2. tips | поради |
| 3. opportunist | авантюрист |
| 4. to look for | шукати |
| 5. to snap | ламати |
| 6. to head to | направлятися |
| 7. to ransack | обшукувати |
| 8. loft | горище |
| 9. to lock out | замкнути двері і не впускати |

3. Read the text on how to beat the burglar

Burglary is one of the most common types of crime in the UK with around half a million recorded burglaries taking place in England and Wales each year.

To understand how burglars think we met with **reformed criminal** and the BBC's 'Beat the Burglar' security expert, Michael Fraser. We have combined **tips** from Michael with advice from the MET Police to create our '**Beat the Burglar**' **guide**. By following this guide you can help protect your home and minimise the opportunities for a burglar.

“Burglars are **opportunists**, they are scanning the neighbourhood for a target. Whether it’s a flat or a house – they’re **looking for** an opportunity, a weakness in security.”

What do burglars look for once they’ve identified a target?

A big front window on a property allows a burglar to scan what’s in your house, they’re looking for things like mobile phones, laptops, iPads and gadgets. Then they will check out the quality of the locks on the windows and if there are two locks on the front door. They can use various techniques including fishing for keys through the letter box or **snapping** the lock. If there is a second lock on the door they will move on completely or **head to** the back of the property, which is where most burglaries occur.

As they approach the back of the property they’re looking out for opportunities. Any evidence of pets, such as a cat flap, indicates you probably don’t have the alarm on. A cat flap also weakens the entire area around the door, allowing a burglar to kick the back door in or fish for your keys so it’s important you don’t leave these in the door. They will also look for things lying around such as tools or garden furniture which could help them break in.

What does a burglar do once in the house?

Once they’ve gained entry to the property a burglar will immediately head to the front door. They will then **ransack** upstairs, beginning by kicking the bed over, as this is where many people hide their valuables. They will then head immediately to the kitchen where important documents are generally kept. If the homeowner returns, the noise at the front door confuses them whilst giving the burglar a couple of seconds to escape through the back door, which is open the entire time. The only place they won’t go is the **loft**, once they’re in the loft they’re stuck and they can’t escape. The whole process could take only a minute and a half, escaping through the back of the property with thousands of pounds worth of your belongings.

What advice would you give to homeowners in storing their valuables?

The loft is the safest part of the house. Burglars don’t want confrontation and will ensure they have an immediate escape route. A safe is also an excellent way to store your valuables but ensure it’s secured to the ground or too heavy to be carried away.

Final advice?

I always say to people, imagine if you were **locked out** – what would you do to get into your property? It’s exactly the same process a burglar goes through. Take action before you’re a victim and beat the burglar!

4. Match the definitions with the proper words and phrases

WORDS	DEFINITIONS
1. to lock out	A. useful suggestions
2. reformed criminal	B. to search for someone or something
3. opportunist	C. to make contact with
4. tips	D. a room or space that is just below the roof of a building and that is often used to store things
5. to ransack	E. improved in conduct or character
6. to snap	F. to go in a certain direction
7. to head to	G. to break quickly
8. to look for	H. to prevent from entering by locking a door
9. loft	I. a person who sees a chance to gain some advantage from a situation, often at the expense of ethics or morals
10. to catch up with	J. to search (a place) for something in a way that causes disorder or damage

5. Ask questions to the given answers based on the text

1. What _____.

Burglars can use various techniques.

2. What _____.

Burglars look for things like mobile phones, laptops, iPads.

3. Where _____.

A burglar will head to the front door.

4. What _____.

The loft is the safest part of the house.

5. How long _____.

The whole process could take only a minute and a half.

6. To the words given below find synonyms in the text

1. offence	
2. to have a chat	
3. changed criminal	
4. advice	
5. to seek	
6. belongings	
7. to go	
8. to run away	
9. to seek through	
10. housebreaker	

SPEAKING

Give your own opinions on how to beat the burglar

EXTRA SPEAKING

Practice the dialogue between a police officer and a woman

Officer: Please take a deep breath, Ms. Hernandez, and tell me what happened.

Woman: Okay, officer. I was returning to my hotel and a man suddenly came up behind me.

Officer: What did he look like?

Woman: I don't know. He wore a mask over his face. But I know he had a knife.

Officer: Are you hurt?

Woman: No, he didn't cut me. He just held the knife out and demanded money. So I gave him my cash and ring.

Officer: Well, I'm glad you're all right. You did the right thing.

Answer the following questions:

1. What valuable items do people often carry?
2. How can people avoid being robbed?

GRAMMAR

PRESENT, PAST, and FUTURE PERFECT TENSES

	Interrogative		Affirmative		Negative	
FUTURE	Will It	have found	I He She It You We They	will have found	I He She It You We They	will not have found
		a burglar?		a burglar.		a burglar.
PRESENT	Have We	found	I You We They He She It	have found	I You We They He She It	have not found
	Has She	found		has found		has not found
		a burglar?		a burglar.		a burglar.
PAST	Had It	found	I He She It You We They	had found	I He She It You We They	had not found
		a burglar?		a burglar.		a burglar.

USE

Past Perfect	Present Perfect	Future Perfect
<p>- an action which happened before another past action or before a stated time in the past:</p> <p>e.g. The robber had already escaped when police arrived. (The robber escaped first and then police arrived).</p>	<p>- an action which has taken place but the time of the action is not definite, and the speakers are not interested in it:</p> <p>e.g. He has not arrested the mugger.</p>	<p>- an action which will be finished before a stated future time:</p> <p>e.g. They will have investigated the robbery by Friday.</p>



We use Present Perfect with an action which began in the past, has been going on and is still going on.

In this case either the starting point of the action is specified (by means of the adverb **since**, a prepositional phrase with *since*, or an adverbial clause with the conjunction *since*), or the period during which it continued (by various adverbials, e.g. **for**): e.g. We **have investigated** many crimes **since** 2010. We have known him **for** two years by now.



We often use *yet, just, already, ever, never* with the present Perfect.

1. Use **yet** in «?» and «-» sentences to ask if something has happened or to say if it hasn't happened. Put **yet** at the end of the sentence.

Ex.: -Have you done your work **yet**?

-No, I haven't finished **yet**.

2. Use **just** in «+» sentences to say that something happened very recently.

Ex.: He has **just** started a new job.

3. Use **already** in «+» sentences to say that something happened before now or earlier than expected..

Ex.: I've **already** investigated this crime.

4. When we are talking about our lives, we sometimes use **ever** (=at any time) and **never** (=not at any time). Use **ever** in «?» and **never** in «-» sentences

Ex.: Have you **ever** worked as a police officer?

I have **never** committed any crimes.

5. Put **just, ever, never and already** before the main verb.



Present Perfect or Past Simple?

We use the Past Simple to talk about finished period of time in the past.

“Finished” time expressions: **yesterday, last year, two minutes ago, etc.**

E.g. I arrested three robbers yesterday. (finished period of time)

The Present Perfect is used to talk about things that have happened in a period of time that is not finished, such as today, this month, this year.

E.g. I have arrested three robbers this week. (unfinished period of time)

1. Put the infinitives in past participles:

1. to find; 2. to give; 3. to arrest; 4. to apprehend; 5. to break into; 6. to meet; 7. to bring; 8. to look for; 9. to identify; 10. to commit; 11. to have; 12. to investigate; 13. to leave; 14. to tell; 15. to go; 16. to make; 17. to start; 18. to begin; 19. to witness; 20. to shoplift; 21. to mug; 22. to carry; 23. to ransack 24. to stop; 25. to take; 26. to run away; 27. to discharge; 28. to punish; 29. to do; 30. to seek; 31. to interview; 32. to catch; 33. to fight; 34. to kill; 35. to rob; 36. to steal; 37. to burgle.

2. Put past participles in the infinitives:

1. fought; 2. had; 3. ransacked; 4. run away; 5. stopped; 6. brought; 7. done; 8. punished; 9. met; 10. witnessed; 11. mugged; 12. identified; 13. apprehended; 14. found; 15. given; 16. taken; 17. started; 18. committed; 19. made; 20. sought; 21. killed; 22. told; 23. left; 24. gone; 25. shoplifted; 26. robbed; 27. carried; 28. looked for; 29. broken into; 30. stolen; 31. begun; 32. discharged; 33. investigated; 34. started; 35. caught; 36. arrested; 37. interviewed.

3. Insert «have» or «has».

Model: Lucy has lived in London for 3 years and I have lived here since my childhood.

1. As for me I ___ already caught a robber. 2. We ___ already arrested this mugger. 3. What are you going to do? – I'm going to catch the criminal. – I ___ already done it myself. 4. ___ Mary left for London? 5. I'm sorry I'm late. It ___ taken me too long to get here. 6. What kind of crime ___ John investigated? 7. ___ you arrested two shoplifters? – Yes, we ___. 8. Something ___ gone wrong with this case.

4. Make the sentences negative and interrogative in the Present Perfect.

Model: I have already read the case. I have not (haven't) read the case **yet**. – Have you read the case **yet**?

1. We have already caught the robber. 2. He has just arrested a mugger. 3. This burglar has broken into the house. 4. The mugger has mugged the woman. 5. The thief has stolen the car. 6. The shoplifters have shoplifted the shop. 7. These police officers have apprehended two robbers. 8. He has never burgled. 9. I have never arrested criminals. 10. Have you ever stolen things?

5. Circle the letter of the sentence (a or b) that best describes the situation.

1. It is 2016. I started working in police in 2010. I still work there.

- a. I worked in police for 6 years.
- b. I have worked in police for 6 years.

2. Last year our department solved many robberies.

- a. I worked in police for 6 years.
- b. I have worked in police for 6 years.

3. Officer Johnson worked in police for 10 years, but he does not work anymore.

- a. Officer Johnson has worked in police for 10 years.
- b. Officer Johnson worked in police for 6 years.

4. This month our department have investigated 1 burglary and 2 shopliftings.

- a. They have investigated 3 crimes this month.
- b. They investigated 3 crimes this month.

5. Police officers arrived at the crime scene. When they got police department, they said,

- a. "It was very dangerous".
- b. "It has been very dangerous".

6. Fill in the blanks with the correct form of the verbs giving in the brackets. Use the Present Perfect or the Past Simple tense.

1. He ___ a robbery yesterday (to commit). 2. They ___ two muggers yesterday (to arrest) but they ___ not ___ them today (to arrest). 3. When ___ you last her? (to see) – It ___ in police department two days ago (to be). 4. I ___ her just now (to see). 5. I ___ just ___ her (to see). 6. ___ you ___ the burglar? (to apprehend) – Yes, I ___. I ___ him ten minutes ago. (to apprehend). 7. How long ___ you ___ in this department (to work)? 8. ___ you in court last month (to be)? 9. When ___ you ___ him (arrest)? 10. He ___ many crimes since 2010 (to commit). 10. These police officers ___ ___ this robbery yet (not to investigate) but they ___ (to investigate) three shopliftings last month.

7. Complete the following sentences using the Past Perfect tense.

Model: He ___ all cases by the end of this year (to investigate).

– He **had investigated** all cases by the end of his winter holidays.

1. When the police arrived the burglar ___ already ___ (to escape). 2. I saw that he ___ a mugger (to apprehend). 3. When I ___ (to meet) him he told that he ___ five robbers (to arrest). 4. The burglar was arrested after he ___ a house

(to burgle). 5. When police officers arrived at crime scene, the robber ___ already ___ a house (to escape). 6. He mentioned that muggers ___ this woman (to mug).

8. Make the sentences in the Future Perfect tense.

Model: He ___ all cases by the end of this month (to investigate).

– He **will have investigated** all cases by the end of this month.

1. They ___ this robber by tomorrow (to arrest).
2. We know that this burglar ___ this house by 3 o'clock tomorrow (to burgle).
3. Will you ___ this crime by the end of this year (to investigate)?
4. A burglar ___ not ___ this museum by Friday (to burgle).
5. They ___ this bank by yesterday's evening (to rob).
6. By the end of this week he will ___ three muggers (to punish).

9. Complete the sentences. Put the verbs in the past simple and past perfect.

1. We ___ arrest a criminal because he _____.
(not apprehend, escape)
2. My colleague _____ to tell me that I _____ my gun in his car.
(phone, forget)
3. When I _____ the radio, the news _____.
(turn on, already finish)
4. When we _____ home we saw that somebody _____ the kitchen window.
(get, break)
5. I _____ the TV news to see what _____.
(turn on, happen)
6. When police patrol _____, the criminal _____.
(arrive, already escape)
7. I _____ the case because I _____ the witness.
(not close, not interview)
8. When I _____ home I _____ that I _____ the mobile phone at work.
(get, realize, forget)
9. Luckily it _____ snowing when we _____.
(stop, arrive)
10. When we _____ at a crime scene, we _____ that we _____ the handcuffs.
(arrive, realize, not take)

14

CRIMES: PICKPOCKETING

Vocabulary

Crimes against property

Grammar

Revision



LEAD-IN

Discuss the questions

- Are pickpockets common in your country?
- How does law enforcement address pickpocketing in your country?

PRONUNCIATION

Check your pronunciation:

crime [kraɪm], steal [sti:l], pocket ['pɒkɪt], theft [θeft], violent ['vaɪələnt], crowded ['kraʊdɪd], rob ['rɒb], thing [θɪŋ], prevent [prɪ'vent], distraction [dɪs'trækʃ(ə)n], safe [seɪf], advantage [əd'vɑ:ntɪdʒ], contain [kən'teɪn], punishment ['pʌnɪʃmənt], draw [drɔ:], avoid [ə'vɔɪd], valuables ['vælju:blz]

KEY WORDS

Try to remember the words below:



to stand in a line – *стояти у черзі*



a crowded place – *людне місце*



to bump – *штовхнути*



to protect – *захистити*



to fail – *зазнати невдачі*



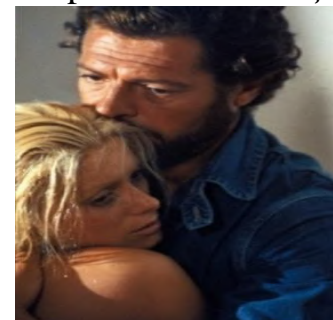
a purse – *гаманець*



personal items – *власні речі*



to cry – *плакати*



to calm down – *заспокоїти*



to explain – *пояснювати*



to point out – *акцентувати увагу*



awareness – *усвідомлення*



a pickpocket – кишеньковий злодій



to victimize – переслідувати



to work together – працювати разом



to create distractions – відволікати увагу



to apprehend a criminal – затримувати злочинця



valuables – коштовності

READING

Read the text paying attention to the new words. Then, go back to the section with key words and try to reproduce the given information

Brad and Kathrin are tourists. One day, they were **standing in a line** to buy tickets for the train. That place was very **crowded**. Suddenly, somebody **bumped into** Kathrin. It was a thief. Brad tried to **protect** her, but he **failed**. The thief stole Kathrin's **purse** and some of her **personal items**. The girl started to **cry**. Brad tried to **calm** her **down** and called the police. The officer **explained** that Katherine had become a victim of pickpocketing. The police officer **pointed out** that **awareness** is very important in crowded places. **Pickpockets** usually **victimize unaware** people. In most cases, they **work together to create distractions**. He promised to **apprehend the criminal** and recommended leaving **valuables** at home.

What is the best way to keep expensive items safe?

1. In each sentence one word is wrong. Cross it out and write the correct one

1. He tried to protect the girl, but he succeeded. _____
2. Suddenly, somebody bumped after the girl. _____
3. The officer explained that the girl had become a victim of pickpocket. _____
4. Pickpockets usually victimize aware people. _____
5. The police officer mentioned that awareness is very important in crowded places. _____
6. The police officer promised to catch the criminal. _____
7. Pickpockets create a crowd to steal valuables. _____
8. Victimize yourself from pickpockets by being aware. _____
9. Pickpockets usually steal unaware people. _____

2. Write the words in the correct order

- 2.
1. keep, items, women, personal, a, handbag, in, their.
2. pickpockets, to find, steal, there, valuables, backpacks.
3. Mr. Jones, a, bumped, man, into, his, wallet, and, stole.
4. things, in, places, often, a, pickpocket, crowded, steals.
5. woman, tall, the, was, says, the, pickpocket.
6. you, stole, who, purse, see, the, your, did, person?
7. bump, just, into, I, someone, felt, me.
8. steal, what, did, pickpocket, the, items?

SPEAKING

Why did these people become the victims of pickpockets? Talk about these situations



EXTRA SPEAKING

Act out the dialogues between a citizen and a police officer

Officer: Are you all right, Miss?

Citizen: No, not at all. Someone has just stolen my purse!

Officer: Try to calm down, please! Did you see the person who stole your purse?

Citizen: No, it was very crowded. I just felt someone bump into me. Then my purse was gone.

Officer: What did you have in your purse?

Citizen: Some personal items: a little money and my ID.

Officer: Okay. Well, don't worry, Miss! We'll do what we can to find the pickpocket and your purse.

Act out the dialogues between a victim and a police officer

Officer: What's the problem?

Citizen: Somebody took my clothes and my bag when I was in the sea!

Officer: When did this happen?

Citizen: Well, I arrived at the beach at nine o'clock this morning and I went for a swim at about ten.

Officer: Did you see the person take your bag?

Citizen: No. When I came out of the sea my bag wasn't there.

Officer: Did you have anything valuable in your bag?

Citizen: Yes! My mobile phone, my credit cards ...

Officer: Well, come with me to the police station, sir.

GRAMMAR

PRESENT, PAST, and FUTURE
PERFECT TENSES

1. Choose the correct verb form.

My parents *had never flown* / *flew* before, and so they were very nervous when we were *arrive* / *arrived* at the airport to take our flight to Benidorm in Spain. I *was leaving* / *left* them at the terminal building with instructions to get in the queue at the check-in-desk while *I went* / *was going* to park my car in the long-term car park. However, when I *got* / *had gotten* back to the check-in desk myself, they were nowhere in sight.

I was looking / looked for them everywhere when it suddenly occurred to me that they *had already / have already* checked in and they *were waiting / are waiting* for me in the departure lounge. This was a real problem because I *have given / had given* all the tickets to my mother, including my own, and so I couldn't check in myself.

I immediately *called / had called* my parents on their mobile. It turned out that they *had become / became* the victims of pickpocketing. All their personal items, including our tickets were gone. When I called them, the police *were documenting / documented* all the things that the thief *stole / had stolen*.

2. Choose the correct verb form.

Meg and Liam McGowan *got / were getting* a nasty surprise when they *had checked in / were checking* in at Heathrow airport yesterday with their baby Shaun. They *had won / won* three free tickets to Rome in a competition and they were *looking forward / looked forward* to their trip. But, unfortunately, they *forgot / had forgotten* to get a passport for their son and so Shaun couldn't fly.

Luckily, they *had arrived / were arriving* very early for their flight so they still had time to do something about it. They *had run / ran* to the police station in the airport to apply for an emergency passport. Meg *was going / went* with Shaun to the photo machine while Liam *had filled in / was filling in* the forms. The passport was ready in an hour, so they *hurried / were hurrying* back to check-in and finally *caught / had caught* their flight.

3. Complete the sentences with the correct verb form.

I (never, hear) _____ of this method of pickpocketing before it (happen) _____ to me in Florence. We (eat) _____ at the café at the train station (which is famous for its pickpockets) and I carelessly (leave) _____ my handbag under the table. I thought that it was safe because I could feel it against my feet.

I noticed a man who (stand) _____ near the table and appeared to be changing his coat. He (take) _____ a long time so I (try) _____ to point this out to my husband, but it was too late. My handbag was gone. The pickpocket (conceal) _____ it under his coat and (disappear) _____! Never leave possessions on the ground if you can avoid it.

Having my handbag stolen was a very traumatic experience although, as the very kind Italian policeman pointed out, I was lucky that it wasn't worse. The pickpocket (take) _____ my credit cards and my camera, which were in my handbag. Luckily my glasses were on the table as it would have been difficult to travel Italy without them.

EXTRA SPEAKING

Read the text where three people are talking about different crimes

Speaker 1 I don't know why, but I always seem to have my wallet stolen when I'm abroad. I guess it's because I'm speaking English and I probably look like a tourist, or something. The last time I was in the center of Barcelona in a very touristy street called the Ramblas, but luckily I wasn't carrying much in my wallet, just a few coins. I've got so used to it now that I always take my personal documents out of my wallet and leave them in the hotel. That way, if I'm robbed, I only lose a bit of money.

Speaker 2 I did something really stupid once. I was travelling home by train and I was really tired, and I fell asleep. Unfortunately, I left my bag with all my things in it on the floor, and I didn't notice when someone took it. I realized what had happened when I woke up and as soon as the train arrived at the station I went straight to the police. Amazingly, the police found my bag, but of course my purse, my phone, and my MP3 player were missing. I can't believe I was so stupid.

Speaker 3 This happened to a friend of mine. It was quite late, about half past eleven, and he was walking home from work, and he went through a park. This guy came up to him and told him to give all his money. Then the guy asked him for his mobile phone, but my friend refused to give it to him and the guy got out a knife and stabbed him with it. By the time my friend got to hospital he was bleeding very heavily, and later the doctors told him he had been really lucky. It just shows it's better not to try to be brave if something like that happens to you.

Write speaker 1-3 next to each sentence below

1. The crime was partly the victim's own fault. _____
2. The victim was hurt during the incident. _____
3. The thief created the distraction. _____
4. The victim didn't lose much because he had learnt to take precautions. _____
5. The crime was committed in a very crowded place. _____
6. The victim refused to give the thief what he wanted. _____
7. The victim recovered one of the stolen belongings. _____
8. He / she has been a victim of the same crime more than once. _____
9. The victim notified the police immediately. _____
10. The crime was committed late at night. _____

15

CRIMES: AUTO THEFT

Vocabulary
*Crimes against
property*

Grammar
Revision

1. Lock your car!
2. Never leave the keys in the ignition or in the vehicle!
3. NEVER leave your car running unattended!
4. Don't leave valuables in sight!
5. NEVER hide a second set of the keys in your car!

LEAD-IN

Read the recommendations of the police officer. What is their main purpose? Add some of your recommendations

POLICE RECOMMENDATIONS

PRONUNCIATION

Check your pronunciation:

vehicle ['vi:ɪkl], auto ['ɔ:tə], theft [θeft],
identification [aɪ,dentɪfɪ'keɪʃ(ə)n], licence ['laɪs(ə)ns],
engine ['endʒɪn], key [ki:], ignition [ɪg'niʃən], idle
['aɪdl], enter ['entə], joyride ['dʒɔɪraɪd], recover
[rɪ'kʌvə], witness ['wɪtnɪs], immediately [ɪ'mi:djətli],
stolen vehicle bulletin ['stəʊlən 'vi:ɪkl 'bulɪtɪn],
recover [rɪ'kʌvə], spike [spaɪk] strip [stri:p]

KEY WORDS

Try to remember the words and word combinations below



a rental car – *орендований автомобіль*



to refill the gas tank – *заповнити бак пальним*



a gas station – *автозаправна станція*



a running engine – *заведений двигун*



keys in the ignition – *ключі у замку запалення*



to idle – *працювати вхолосту*



to enter the car – *сідати в автомобіль*



to drive off – *від'їхати*



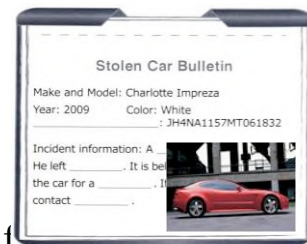
joyride – *поїздка на автомобілі (без дозволу власника)*



to call the police – *викликати поліцію*



VIN - *ідентифікаційний транспортний номер*



to file a stolen car bulletin – *скласти протокол про викрадення транспортного засобу*



a high speed chase –
гонитва на високій
швидкості



to fit the description –
відповідати опису



to use spike strips –
використовувати
шиповані смуги



to arrest – арештовувати



to recover the car – повернути автомобіль



READING

Read the text paying attention to the key words and word combinations. Then, go back to the section with key words and try to reproduce the information given

Last summer my friend with other tourists visited London. They were driving in a **rental car**. After a while, they had to **refill the gas tank**, so they arrived at the **gas station**. They left **the engine running** with the **keys in the ignition** and entered the building. The rental car **was idling** for a few minutes. Suddenly, some teenagers **entered the vehicle** and **drove off**. They took the car for a **joyride**. My friend **called the police** immediately. The patrol police car arrived in a few minutes. At first, the police officer asked **the VIN** of the rental vehicle. Then he **filled out the stolen vehicle bulletin**. After that, the chief officer ordered to start a **high speed chase** to catch the criminals. In 5 minutes, the police officers noticed a car that **fit the description**. They had to **use spike strips** to stop the teenagers. Finally, the police officers arrested them and **recovered the car** to my friend.

1. In each sentence one word is wrong. Cross it out and write the correct one.

1. The police officer asked the keys of the rental vehicle.
2. They left the engine running with the keys in the tank.
3. They took the car for a joytime.
4. The police officer filled out the stolen vehicle card.
5. The rental car was recovering for a few minutes.
6. They had to refill the gas tank, so they arrived at the car station.
7. They had to use spike lines to stop the teenagers.
8. The chief officer ordered to start a high speed run to catch the criminals.
9. The police officers noticed a car that was following the description.
10. After the police officer arrested the criminal, he gave the car to my friend.

2. Find the words from the text to match the definitions below

1. the mechanism that starts a vehicle's engine
2. to let an engine run while the vehicle is not moving
3. a vehicle a person pays to use
4. a piece of metal with grooves that operates a mechanism
5. to write all the necessary information in an official document
6. a combination of letters and numbers that identifies a vehicle
7. the act of stealing a car and driving it at high speed for entertainment
8. the act of following someone quickly in order to catch them
9. to fill something with a liquid
10. an official paper that is filled out when a crime happens

3. Change the word or phrase in the underlined parts of the sentences. Use the key words of this lesson

1. The police got back Mr. Cole's car four days after it was stolen.
2. People traveling away from home need to be aware of bad neighborhoods in the area.
3. The sheriff used a device that had sharp points to stop the reckless driver.
4. Leave the car in its operational mode while I run into the store.
5. Never leave the small specially shaped piece of metal in the ignition or in the vehicle when you are not in the car.

SPEAKING

With a partner, act out the roles below.
Then, switch roles

Officer 1: Is it the bulletin about a stolen car?

Officer 2: Yes. A tourist left it running outside the gas station.

Officer 1: What is the colour of the stolen vehicle?

Officer 2: It is blue.

Officer 1: What is the vehicle make?

Officer 2: Mercedes Benz.

Officer 1: Do we know the license plate number?

Officer 2: I think so. Let me see. Yes. CXR 269. Why?

Officer 1: I think the car in front of us fits the description. Look.

Officer 2: That's it! Do you think we can recover it without an incident?

Officer 1: As long as those kids don't start a high-speed chase.

Officer 2: I'll radio the patrol up the street to get a spike strip ready, just in case.

What types of cars are stolen most in your country?

What are some ways to discourage auto theft?

EXTRA SPEAKING

With a partner, act out the roles below.
Based on the previous dialogue. Then,
switch roles

Officer 1: You are a patrol officer.
Talk to Officer 2 about:

- a stolen car bulletin
- to make and model
- the car in front of you

Officer 2: You are a patrol officer.
Confirm Officer's 1 description of
the stolen vehicle.

EXTRA READING

Before reading the text, study the following words and word combinations

according to	згідно з, відповідно до
on average	загалом
generic cars	звичайні автомобілі
luxury cars	елітні автомобілі
especially	особливо, головним чином
border	кордон
workshop	майстерня, ремонтний бокс
manually	вручну
additionally	крім цього
police authorities	правоохоронні органи
joint database	спільна інформаційна база
a car manufacturer	автовиробник
to combat car thefts	боротися з автомобільними крадіжками
via the internet	через мережу Інтернет

Read the text about car theft

Vehicle theft

Car theft is one of the most common crimes in the richer countries of the world. **According to** the FBI, in the USA a car is stolen **on average** every 26.4 seconds.

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

Especially in Europe, with its relatively small countries and large amount of **borders**, vehicle theft and resale, especially of luxury vehicles, is a highly organized and efficient process: for example, a car that is stolen in Italy will be taken to a **workshop** in that country where its identity will be changed. It will get a new registration plate, false registration documents and the VIN number will be **manually** changed. The car is then driven to another country by a courier who delivers it to the next section of the gang.

Additionally, in some European **police authorities** in countries such as Germany, France, Italy, Sweden, Austria, there is a **joint** European vehicle identification **database** in cooperation with certain **car manufacturers** to **combat** car theft. Many countries have their own national database of stolen cars. In Italy this is even made available to the public **via the internet** so that someone wanting to buy a second-hand car can check to see whether it is stolen before he or she buys it.

Answer some questions about the text

1. What are the two main kinds of car theft in Europe?
2. Why is vehicle theft so highly organized in Europe?
3. What happens to a stolen vehicle when it gets to a workshop?
4. How can the stolen vehicle get to another country?
5. Who has a joint European vehicle identification database? What for?

3. Mark the sentences T true) or F (false)

Mercedes and Audis are considered to be easily re-sellable generic cars. _____

If a stolen car gets to workshop, it will get a new registration plate, false registration documents and the VIN number. _____

Vehicle theft and resale, especially of generic vehicles, is a highly organized and efficient process in Europe. _____

Complete the text below. Use these numbers:

151 4.8 million 37,000 2 26.4

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

1. A journalist is interviewing a police officer. Complete the interview with the correct form of the verbs in parentheses.

Q: How long (be) _____ you _____ a police officer?

A: I (be) _____ a police officer for two years.

Q: What type of training (have) _____ you _____ to become a police officer?

A: I (start) _____ out as a 911 dispatcher, answering emergency calls and interacting with police officers on the job. My tenure in emergency dispatch (last) _____ about six years. Before I (start) _____ to work as a police officer, I (receive) _____ an Associates degree in criminal justice from Johnson & Wales University in Rhode Island.

Q: What do you like best about your job?

A: I like the fact this it is something different every day.

Q: What do you not like about your job?

A: I currently do not enjoy working the overnight hours, as I find I (get, not) _____ enough sleep. Law enforcement is out on the streets 24/7.

Q: Describe your typical day on the job.

A: If there is not anything urgent going on, than I typically (do) _____ patrols of my areas at night. Mainly, I (check) _____ on various businesses – strip malls, stores, gas stations – and make sure no one (break) _____ into them or causing any trouble. Once the sun starts coming up, I (go) _____ around and double check my areas and make sure nothing (change) _____ overnight.

2. Complete the sentences. Use the correct form of the verbs in parentheses.

1. What traits (feel) _____ you _____ are necessary to be successful as a police officer?

2. Vehicle theft (happen) _____ every 5 seconds.

3. We (drive) _____ in a rental car when the accident (happen) _____.

4. The reckless driver (leave) _____ just _____ his car running unattended.

5. Before the patrol officers (start) _____ a high speed chase, they (fill) _____ out the stolen vehicle bulletin.

6. The driver (leave) _____ the engine running, some teenagers entered the car and (drive) _____ off.

7. A man (refill) _____ just _____ the gas tank of the car.

8. I guess, we (recover) _____ the car to the owner by the end of the week.

9. _____ you ever _____ (use) spike strips to stop the criminals?

10. My friend (call, not) _____ the police yet.

11. _____ the rental car _____ (idle) when you came up?
12. Police authorities (combat) _____ with vehicle offences every day.
13. He (buy) _____ never _____ car parts via the internet.
14. _____ you ever _____ (hide) a second set of the keys in your car?
15. They _____ (cross, not) the border yet.

3. Correct the grammar mistakes in the sentences (wrong tense or wrong form).

1. She have never been robbed.
2. Had you ever bought anything via the internet?
3. He left quite early but he yet hasn't arrived.
4. We're lost. We already have been down this road twice.
5. They have their car since 2012.
6. I informed the police 2 hours ago, but they haven't recover my car yet.
7. He has worked for the Highway Patrol before he changed his career.
8. Police officers often deals with death, horrific accidents and people who are under severe emotional stress.
9. Have the car thieves change the registration plate manually?
10. After the car thieves have changed the registration documents and the VIN number, they resold the vehicle to the next section of the gang.

4. Complete the story with a connecting word or phrase below. Then correct the six grammar mistakes with the verbs (wrong tense or wrong form).

after although because but (x2) in the end so (x2) when

A nightmare journey I remember was three years ago _____. I was going to the airport with my friend. We going to Mallorca on holiday and we had to be at Dresden airport two hours before the flight.

We leaved home with plenty of time, _____ when we got to the motorway there was a huge traffic jam! The traffic wasn't moving at all. We didn't knew what to do. It was too late to go another way, _____ we just sat in the car getting more and more stressed. _____ ten minutes the traffic started moving slowly. We decided to leave the motorway and try to found another way to the airport, _____ I wasn't sure of the way and we got completely lost. We was sure we were going to miss the flight. We finally arrive at the airport just thirty minutes before the plane was going to leave. The woman at the check-in-desk said we couldn't check our luggage _____ it was too late _____ we had to run with all our cases to the departure gate.

_____ my friend felt over and hurt her leg, we managed to get to the gate in time and _____ we catch our flight.

16

COMMITTING A TERRORIST ACT

Vocabulary
Terrorist act

Grammar
*Perfect Tenses
(Past Perfect)*



LEAD-IN

Discuss the questions



What terrorist groups do you know?
What do you understand by the word «terrorism»?
What places are most vulnerable to acts of terrorism in Ukraine?
In what way can Ukrainian authorities prevent terrorist acts?

*Who do you think this is? Is this a terrorist?
Where do you think he comes from?
Do WANTED posters have any effect?
What does the terrorist look like?*

PRONUNCIATION

Check your pronunciation:

circumstance ['sə:kʌmstəns]; motive ['məʊtɪv];
explosion [ɪks'pləʊʒən]; arson ['ɑ:sən];
armed attack ['ɑ:md ə'tæk]; capture ['kæptʃə];
hostage ['həʊstɪdʒ]; evacuation [ɪvækju'eɪʃən];
guardian ['gɑ:dɪən]; supply [sə'plaɪ]; dwelling ['dwelɪŋ];
damage extent ['dæmɪdʒ ɪks'tent]

KEY WORDS

Try to remember the words and word combinations below



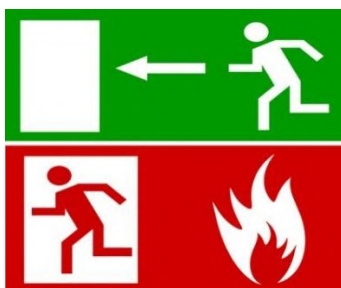
act location –
місце, де відбувся теракт



act circumstances –
обставини теракту



a dwelling –
житловий будинок



to evacuate –
евакуювати



damage extent –
ступінь пошкодження



hostage capture –
захоплення заручників



an armed attack –
озброєний напад



building capture –
захоплення будівлі



to stop a source supply –
зупинити постачання ресурсу



a guardian –
охоронець



a kamikaze –
терорист-смертник



a motive for a crime –
мотив для скоєння злочину



a distinctive mark –
особлива ознака



an explosion –
вибух



an arson attack –
підпал

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

A terrorist **act location** is the first thing the police should know about. Then they must ask about the **circumstances** of the terrorist act. The police should know if the crime takes place in a **dwelling**. Then, their actions should be as follows: **evacuate** all the people from that place. Assess the **damage extent**. Find out if there is a **hostage capture**. **Stop the source supply** just for the further safety. In case of an **armed attack** or a **building capture**, call extra **guardians** for an extra help. The police should also ask if there were any **kamikazes** at the time when a terrorist act happened. When there is no more danger, the police must find out the **motive for a crime**. The policemen should ask the witnesses if the criminals had any **distinctive marks**. The police should also work on preventing further **explosions** or **arsons**. Note these recommendations for your further work at a police department.

2. Match the words on the left with their definitions on the right

WORD	DEFINITION
1. an arson	A. person who protects people
2. to evacuate	B. loud sound caused by something such as a bomb bursting into small pieces
3. an explosion	C. the crime of deliberately making something burn, especially a building
4. the guardian	D. to send people to a safe place from a danger place

3. Find all the listed words. They may run in all directions, in straight lines

Words: arson, mark, explosion, motive, crime, guardian, attack, dwelling

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

4. Translate the following phrases into English

1. Мотив для скоєння злочину _____
2. Місце, де відбувався теракт _____
3. Особлива ознака _____
4. Обставини теракту _____
5. Зупинити постачання ресурсу _____

5. Fill in the blanks with the words from the word bank

distinctive marks, armed attack, explosion, act location

1. In case of _____ police evacuate people from danger zone.
2. Many people died yesterday because of _____.
3. The witnesses described _____ of terrorists.
4. As it was snowing, it was difficult to determine _____.

GRAMMAR

PAST TENSES (PAST PERFECT)

	Interrogative		Affirmative		Negative	
FUTURE	I He She Will It have found You We They	a burglar?	I He She It will have found You We They	a burglar.	I He She It will not have found You We They	a burglar.
PRESENT	I You Have We found They He Has She found It	a burglar?	I You We have found They He She has found It	a burglar.	I You We have not found They He She has not found It	a burglar.
PAST	I He She Had It found You We They	a burglar?	I He She It had found You We They	a burglar.	I He She It had not found You We They	a burglar.



- Use the Past Perfect when you are already talking about the past and want to talk about an earlier past action.
*When the police officers arrived, the terrorists **had captured** the building.*
- Make the past perfect with had / hadn't + past participle.
- The form of the past perfect is the same for all persons.
- had is sometimes contracted to 'd.



had or would?

Be careful: 'd can be *had* or *would*.
I didn't know that you'd evacuated people.
 ('d = had)
If you went by taxi, you'd get there more quickly. ('d = would)



The PAST PERFECT is used with the following time expressions: *before, after, already, just, for, since, till / until, when, by, by the time, never, etc.*

1. Put the infinitives in past participles

1. to evacuate
2. to find
3. to protect
4. to call
5. to keep
6. to understand
7. to have
8. to catch
9. to write
10. to see

2. Put past participles in the infinitives

1. kept
2. call
3. given
4. understood
5. evacuated
6. caught
7. had
8. written
9. seen
10. found

3. Complete the sentences. Put the verbs in the past simple and past perfect

Model: Luckily it *had stopped* snowing when we *left* work (stop, leave).

1. When police officers _____, the kamikaze _____ a hostage. (arrive, capture)
2. When we _____ home, we _____ that somebody _____ an arson attack. (come, see, set)
3. Before police officers _____, an explosion _____. (arrive, happen)
4. The terrorists _____ the building before guardians _____ people. (capture, evacuate)
5. When police _____ people _____ a source supply. (arrive, stop)

4. Make the sentences negative and interrogative

1. They had agreed on the time of the meeting by Monday.
2. Sally had evacuated children before my arrival.
3. They had left for the airport before 5 o'clock.
4. They had stopped a source supply by 9 o'clock.
5. Officer Johnson had fixed that camera by Tuesday.

5. Translate into English

1. Лінда вас бачила вчора перед тим як ви почали роботу? — Ні.
2. Поліцейська машина приїхала вчора до восьмої.
3. Ви вчора приїхали перед вибухом на електростанції? — Так.
4. До кінця минулого тижня поліцейський все ще не знайшов мотив для скоєння злочину.
5. Вчора до 6 години поліцейські звільнили житловий будинок.

SPEAKING

Read the dialogue between a police officer and a citizen who became a witness of a terrorist act. In pairs, try to act out a similar dialogue

Officer: Los Angeles central police department. Officer Cameron. How can I help you?

Citizen: Mr. Cameron, we need urgent help! There is a terrorist act taking place at the South railway station!

Officer: I understand, sir. Please, answer my questions as quickly as possible.

Citizen: Okay, Mr. Cameron.

Officer: Tell me your name, surname and the date of your birth.

Citizen: Matthew Taylor, the 7th of April, 1967.

Officer: Good. Mr. Taylor, the crime is taking place at the South railway station. Are there any victims? If yes, how many?

Citizen: Yes, there is a wounded man and a woman who lost her consciousness. They are staying with a local medical worker.

Officer: Okay. Was there an explosion?

Citizen: Yes, sir. I think that there was a bomb under one of the trains, and it detonated.

Officer: Did you see any suspicious people nearby?

Citizen: No, sir. Everything happened very quickly. I didn't even understand what happened at first.

Officer: I see, Mr. Tailor. Please, stay at the railway station and be ready to cooperate with the police patrol. They are already on their way to help you.

WRITING

Read the phrases of a police officer and fill in the blanks with the responses of a suspect given below. Use only one phrase for each blank. Then read the dialogue.

Officer: Mr. Oliver, you are staying in the police custody as a main suspect in the case of a terrorist act of the 12th of November that took place in the National Bank of Greece.

Suspect:

_____.

Officer: We'll see. Please, answer my questions sincerely. Note that in case of cooperation the strictness of your punishment may be decreased.

Suspect:

_____.

Officer: Good. Mr. Oliver, where were you on Friday, the 12th of November between 3 and 5 p.m.?

Suspect:

_____.

Officer: Can anyone prove that?

Suspect:

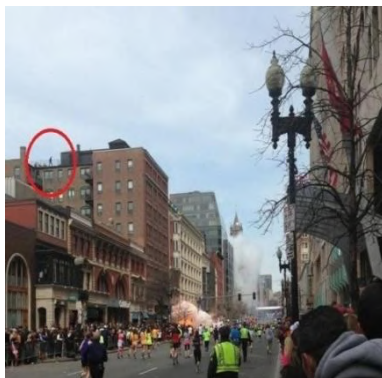
_____.

Officer: Mr. Oliver, we will check the truthfulness of your words. Now you may return to your room.

- *My wife Amelie and my friends Bob Dyllan and Frank York.*
- *I was staying at home with my wife and several friends.*
- *That's not true! I am absolutely innocent!*
- *I understand. Thank you.*

EXTRA READING

Read the story paying attention to the descriptions of location, people and other details. Then look at the pictures and choose one that fits the dialogue most of all. Reproduce the story



On Sunday, the 19th of November officer Jordan received a report from his colleague officer Williams, who worked in the central police department of New Orleans. The report contained information about a terrorist act. The officer claimed that the crime took place at the centre of the city, in a very crowded place. It happened at 2:10 p.m. and the central avenue was full of visitors at that time.

The officer who was directing traffic at that moment noticed a suspicious man on the roof of the building of the central library. He was dressed in a black jacket and trousers of the colour. In his hands, the man was carrying something that looked like a case. He opened the case and at that particular moment the officer heard an explosion.

Some of the people who were passing that place at the moment of explosion were injured, but all of them stayed alive. The police patrol arrived in two minutes and evacuated all the other pedestrians as well as the cars that were left nearby.

The New Orleans police are now searching for the criminals who organized that terrorist act. You may be very helpful if you contact the central police department: 255-376-998 and tell any relevant information.

Plan for the story-telling:

1. What happened? Where did it take place? When did it happen?
2. Tell your groupmates the details of the terrorist act.
3. Tell your groupmates about the victims of the act and the actions of the police patrol.
4. How can citizens help the police in investigating the crime?

17

PROVIDING FIRST AID

Vocabulary
First Aid

Grammar
*Perfect
Continuous
Tenses*



Unresponsive?

Shout for help

Open airway

Not
breathing
normally?

Call an ambulance

30 chest
compressions

2 rescue
breaths,
30 chest
compressions

LEAD-IN

What basic advice on first aid would you give using the steps above?

PRONUNCIATION

Check your pronunciation:

provide [prə'vaɪd], aid [eɪd], bandage ['bændɪdʒ], wrap [ræp], injury ['ɪndʒ(ə)rɪ], burn [bɜ:n], cut [kʌt], blood [blʌd], bleed [bli:d], heavily ['hevɪli], apply [ə'plai], pressure ['preʃə], sterilize ['ster(ə)laɪz], wound [wu:nd], choking ['tʃəʊkɪŋ], check[tʃek], pulse [pʌls], ambulance ['æmbjələn(t)s], resuscitation [rɪ,sʌsɪ'teɪʃ(ə)n], chest [tʃest], compression [kəm'preʃ(ə)n], rescue ['reskjʊ:], breathing ['bri:ðɪŋ], minor['maɪnə], severe [sɪ'vɪə]

KEY WORDS

Try to remember the words and word combinations below



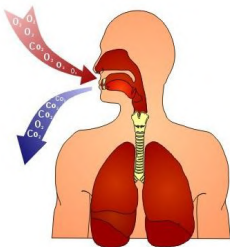
a burn – *онік*



choking – *задуха*



to provide first aid –
надати першу допомогу



to clear the airway –
прочистити
дихальні шляхи



to give CPR –
(Cardiopulmonary resuscitation)
надати серцево-легеневу реанімацію



chest compressions –
непрямий масаж серця



rescue breathing –
штучне дихання



cardiac arrest – *зупинка*
серцевої діяльності



a defibrillator –
дефібрилятор



to check for a pulse –
перевірити пульс



a cut – *поріз*



to sterilize the wound –
обробити рану



to bleed –
кровоточити



to apply pressure –
притиснути



blood – *кров*



to wrap the injury in a
bandage – *накласти
пов'язку на уражену частину тіла*



a bandage – *бинт, пов'язка* a first aid kit – *аптечка*

READING



Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Last week some unknown men committed an arson attack in our department's office. As a result, some victims had minor and severe **burns**. The other injured people were **choking** with smoke. We had no time to lose, so our officers had **to provide first aid**. First of all, they **cleared the airways** of those people who couldn't breathe. The police officers **gave CPR** because some of the injured people were not breathing. When giving CPR, they began with 30 **chest compressions**. Then they continued CPR with **rescue breathing** in a ratio of 30:2. When the ambulance arrived, we had given first aid treatments to those who had choking. Unfortunately, some victims had **a cardiac arrest**, so the medical staff had to use the **defibrillator**. After giving the shock, they **checked for a pulse** of the victims. They also gave medical attention for the people who had minor **cuts** and burns. Firstly, they **sterilized their wounds**. For cuts that **were bleeding** heavily, they **applied pressure** to reduce the **blood** flow. After that they **wrapped the injuries in a bandage**. The medical staff had all necessary medicines and materials in their **first aid kit**.

1. Correct the wrong information in each sentence

1. As a police officer you have to provide first aid kit. _____
2. For minor cuts and burns, cover the injured area. _____
3. If the victim has no pulse, apply pressure. _____
4. After 30 compressions, sterilize the wound. _____
5. When giving CPR, begin with a cardiac arrest. _____
6. Apply pressure to intensify the blood flow. _____
7. Clear the airways if a victim has a cardiac arrest. _____
8. Give CPR with choking in a ratio of 30:2. _____
9. If the heart is beating, but the victim is not breathing, apply pressure. _____
10. Clear the wound. Use chest thrusts or fingers to remove the object. _____

2. Find the words from the text to match the definitions below

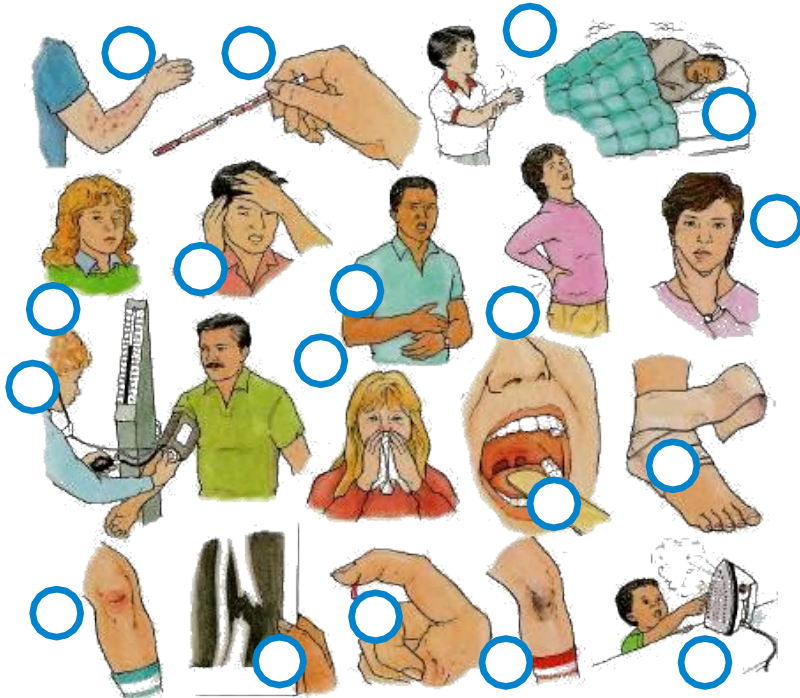
1. a special box containing medicines to treat people who are injured.
2. an injury where the skin breaks.
3. a process used to help someone breathe.
4. a medical care given to an injured person.
5. a technique that pumps blood.
6. a tube that brings air to the lungs.
7. an injury caused by fire, heat, or acid.
8. a piece of cloth that you tie around a wound.
9. to make something completely clean and kill any bacteria in it.
10. when the heart stops working.

3. Translate the following sentences into English

1. Лікарі застосували дефібрилятор, щоб нормалізувати серцебиття жінки.
2. Чоловік закрив поріз пов'язкою.
3. Співробітники поліції надали серцево-легеневу реанімацію, бо поранений не дихав.
4. Стійкий імпульс показує, що людина має нормальне серцебиття.
5. Людина пролила оріп й отримала опік.
6. Співробітники поліції також надали медичну допомогу людям, у яких були незначні порізи й опіки.
7. Ви повинні обробити уражену частину тіла та накласти пов'язку.

EXTRA WORDS

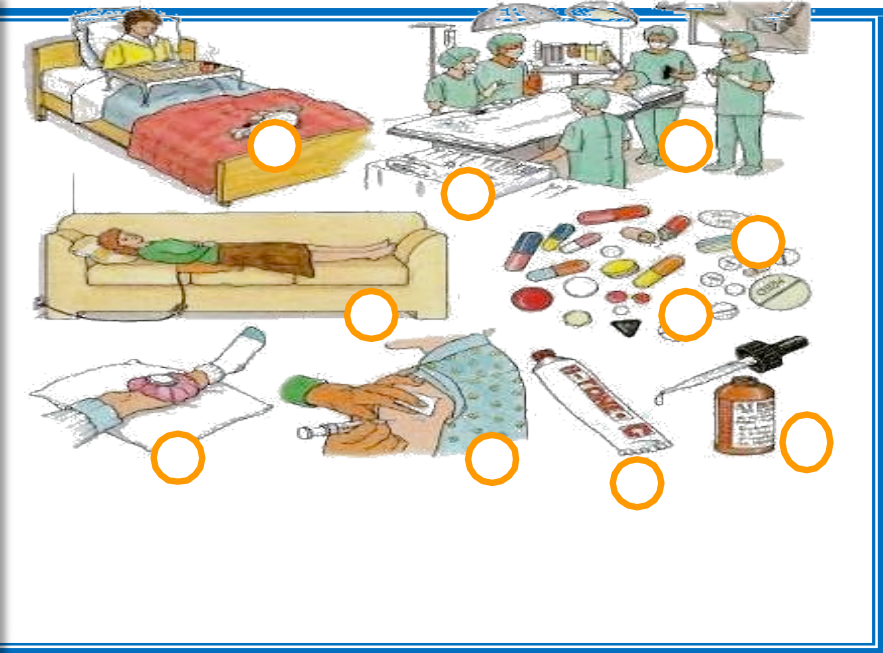
Look at the pictures and find out these people's ailments and injuries. Then choose a suitable treatment for each one of them



1. headache
2. backache
3. toothache
4. stomach ache
5. rash
6. insect bite
7. chills
8. black eyes
9. fever
10. high blood pressure
11. broken bone
12. sore throat
13. infection
14. sprain
15. running nose
16. cut
17. bruise
18. burn



1. bed rest
2. surgery
3. heating pad
4. ice pack
5. capsule
6. tablet
7. pill
8. injection
9. ointment
10. eye drops



SPEAKING

In pairs, talk about symptoms that might occur

1. Using the words on the previous page, ask each other the following questions.

- What's the matter?
- Has this ever happened to you?
- What did you do?
- What other words do you know when you are not feeling well?

1. Use the sample conversation below. Practice this conversation in pairs using the pictures of symptoms.

A: "What's the matter?"

B: "I have a headache."

A: "I'm sorry to hear that. I hope you will feel better soon."

B: "Thanks."

2. Practice dialogues that might occur in emergency situations. Ask and answer questions such as:

"Are you alive?"

"Does it hurt?" / "Where does it hurt?"

"Do you feel any pain?" / "Where do you feel pain?"

"Do you feel any unusual sensations (numbness, coldness or tingling)?"

"Can you breathe normally?"

"Are the injuries / illness serious or minor?"

"How long have you felt like this?"

"How long has the wound been bleeding?"

"What were you doing when it happened?"

"Can you move your leg / arm?"

"Are you taking any medication?"

"Do you suffer any from any allergies?"

"What kind of medical insurance do you have?"

If someone is awake but less alert than usual, ask a few simple questions, such as: What's your name? / What is the date? / How old are you?

EXTRA TASK

How much do you know about basic first aid? Test yourself with these 11 first aid questions and see how good you really are

Can You Answer 11 Basic First Aid Questions? (True or False)

1. When someone is choking, the very first thing you should do is to start the Heimlich maneuver right away.
2. When you have a nose bleed, you should lean forward and pinch your nose.
3. For ankle sprain, you should apply cold compress.
4. For snake bite, apply a splint or cover the area with clean cloth and go to the emergency room as soon as possible!
5. For burns, you should put butter or petroleum jelly to the burned area.
6. When you see a car accident on the road, you should not move the victim; you should wait for paramedics arrive.
7. When you see someone having a seizure, you should put a spoon in his/her mouth so he/she won't bit their tongues.
8. A 5 inch knife got stuck in your stomach; it's wise to quickly pull it out.
9. The first step in performing CPR is to start applying pressure on the person's chest!
10. For minor cuts and wounds, you should wash the wound with clean water and soap first, dry it then cover the wound with clean cloth.
11. If a child has swallowed poison, it's wise not to make the child vomit; it may make the child more ill.

Check if you know the following words and word combinations:

to lean forward

нахилитися вперед

ankle

щиколотка

to apply a splint

застосовувати лангет

to pinch

затиснути

snake bite

укус змії

petroleum jelly

вазелін

paramedic

фельдшер

a seizure

епілептичний
припадок

Check your answers on page 332

GRAMMAR

PERFECT CONTINUOUS TENSE

F U T U R E	Noun + will + have + been + V+ing	<p>+ The wound <u>will have been bleeding</u> for 10 minutes if you don't apply pressure on it.</p> <p>– The wound <u>will not have been bleeding</u> for 10 minutes.</p> <p>? <u>Will the wound have been bleeding</u> for 10 minutes?</p>
P R E S E N T	Noun + have + been + V+ing has	<p>+ The wound <u>has been bleeding</u> for 10 minutes.</p> <p>– The wound <u>hasn't been bleeding</u> for 10 minutes.</p> <p>? <u>Has the wound been bleeding</u> for 10 minutes?</p>
P A S T	Noun + had + been + V+ing	<p>+ The wound <u>had been bleeding</u> for 10 minutes <i>before</i> the police officer applied pressure on it.</p> <p>– The wound <u>hadn't been bleeding</u> for 10 minutes <i>before</i> the police officer applied pressure on it.</p> <p>? <u>Had the wound been bleeding</u> for 10 minutes <i>before</i> you applied pressure on it?</p>



Use **Present Perfect Continuous** to indicate *the duration* of an activity that *began in the past and continues to the present*. We usually use this tense with time words, such as *for, since, all morning, all day, all week*.



Use **Past Perfect Continuous** to talk about the *duration* of an activity that was *in progress* before the main events happened.



Use **Future Perfect Continuous** to talk about the *duration* of an activity that will be *in progress* before the main events in the future.

GRAMMAR BANK

1. Use the present, past or future perfect continuous of the verbs in parentheses.

Model: I (work)___ as a police officer for 5 years.

I have been working as a police officer for 5 years.

1. We (walk)_____ for hours. I think we're lost. 2. The wound (bleed) _____ for ten minutes. 3. We (wait)_____ for the ambulance for over half an hour before it finally arrived. 4. The police officers (clear)_____ the airways of the injured people for nearly ten minutes before they could breathe normally. 5. We (work)_____ as police officers for two years by the end of 2020. 7. She (give)_____ the CPR to the victim since she found him lying on the floor. 8. The victim suddenly realized that the police officer was giving him first aid. He (choke)_____ with smoke for the last five minutes. 9. He (wear) _____ a bandage for a couple of weeks before the wound heals. 10. The nurse (sterilize)_____ the wounds of the injured people all morning.

2. For each of the following sentences make a question.

1. The police officers have been giving the first aid to the injured people for the last two hours. 2. He had been choking for a few minutes before they finally cleared his airways. 3. The wound has been bleeding heavily. 4. They will have been working since September when we join them. 5. She has been waiting for the ambulance for an hour. 6. She had been wearing a bandage for a month before the wound healed. 7. It has been raining all day. 8. We had been on duty for six hours when it happened. 9. He will have been abroad for three weeks when you come. 10. The police officers have been investigating this crime for a year.

3. Correct the errors in verb tense usage.

1. Mr. Ford is waiting in the dentist's office. He was waiting there for the last twenty minutes. He hopes the dentist can see him soon because he has a bad toothache. 2. Every day I fulfill my professional duties. Today I'm on duty again. I am patrolling the streets of the city since morning. 3. They were investigating this crime for a year before the mystery was revealed. 4. The telephone is ringing for almost a minute. Why doesn't someone answer it? 5. The wound was bleeding for a few minutes before they applied pressure to reduce blood flow. 6. She will solve this case for a few months before we know the truth. 7. He is giving the CPR to the injured person since he found him lying on the floor. 8. She will study abroad for six months before we come to visit her. 9. They are waiting for the ambulance all day. 10. We were on duty for six hours when it happened.

EXTRA READING

Read a true story from a British newspaper about an incident during a recent flight. What happened?

We are going to trash!

Everything **was going** smoothly on Virgin Atlantic flight VS043 from London Gatwick to Las Vegas. The 451 passengers were relaxing after lunch when the plane **hit** some turbulence over Greenland. There was no advance warning, so many passengers were out of their seats or were not wearing seat belts when the plane started dropping violently.

Suddenly one of the flight attendants **screamed**: "We're going to crash!" Panic immediately broke out. In the 30 minutes of chaos, passengers desperately clung to their seats, as drinks and magazines flew around the cabin. Amid the terror, the flight attendant screamed every time the plane dropped.

Businesswoman Angela Marshall was travelling with her partner. "Until then the flight **had been** fine", she said afterwards. "**I'd been reading** my book and my partner had been having a nap. But when the flight attendant started screaming, I was totally convinced that we were about to die."

Another passenger said, "It was unreal, like something from a film. People started crying and being sick. That woman shouldn't be a flight attendant. After we landed she was joking and laughing as if nothing had happened, but we all staggered off the plane in a state of shock."

Match the definitions below with the words and word combinations from the text

- | | |
|--|----------------------------|
| 1. sudden and violent changes in wind direction | a. a seat belt |
| 2. to start suddenly | b. be about to |
| 3. to hold on tightly to sb / sth | c. a flight attendant |
| 4. a short sleep especially during the day | d. advance warning |
| 5. be going to do something very soon | e. stagger |
| 6. to walk as if you are about to fall | f. turbulence |
| 7. alarm statement that is done before an event | g. to break out |
| 8. a strong thing fastened to the seat of a plane | h. to cling (clung, clung) |
| 9. someone who looks after the comfort and safety of the passengers on a plane | i. a nap |

2. Copy the highlighted verbs into the chart

1. Past simple regular _____
2. Past simple irregular _____
3. Past continuous _____
4. Past perfect _____
5. Past perfect continuous _____

3. In pairs, look at the sentences and circle the more logical verb form. Be prepared to say why

1. When the plane hit turbulence
2. ... the passengers screamed / were screaming.
3. ...the passengers relaxed / were relaxing.
4. ...they finished / had finished lunch.
5. ...they had flown / had been flying for two hours.

4. In pairs or groups, try to complete the two sentences in four different ways using the four tenses in the Past

1. The police stopped the driver because he ...
2. I couldn't sleep because ...

5. Choose the correct verb form. Sometimes both are possible

1. The crew was exhausted because they *had worked* / *had been working* all night.
2. Jess was exhausted because she *had waited* / *had been waiting* for three hours for her flight to board.
3. We weren't hungry during the flight because we *had had* / *had been having* a meal earlier in one of the airport restaurants.
4. After I *had picked up* / *had been picking up* my luggage, I took a taxi to my hotel.
5. My mother couldn't move her legs because she *had sat* / *had been sitting* down for so long.
6. My flight arrived late because it *hadn't taken off* / *hadn't been taking off* on time.

REVISE & CHECK**CHECK WHAT YOU KNOW
UNIT 1-17****1. Complete the dialogues by using the correct form of the words in parentheses.**

1. A: I'm going to ask you some questions about your job as a police officer. What (you, do) do you do every day to fulfill your duties? Name one thing.

B: I (put on) _____ my uniform, boots and police duty belt.

2. A: What (you, do) _____ last night? Name three separate activities.

B: Last night I (apprehend) _____ some criminals. Then I (give) _____ medical attention and first aid to the victims of the car accident, and later I (fill out) _____ the stolen vehicle bulletin.

3. A: What (you, do) _____ right now?

B: Right now I (talk) _____ to you and I guess my mobile phone (ring) _____. Somebody (need) _____ my help.

4. A: Where were you at this exact time yesterday? And what activity was in progress then?

B: Let me think. At this time yesterday, I (direct) _____ traffic.

5. A: How many car accidents (you, fix) _____ this month?

B: I think I (document) _____ six accidents this month.

6. A: What police department (you, work) _____ for the last five years?

B: I (work) _____ in Field Operations for the last six years.

7. A: Where (you, be) _____ tomorrow morning?

B: I (be) _____ on duty.

8. A: What (you, do) _____ at this exact time tomorrow?

B: I (study) _____ criminal statistics.

9. A: What (you, do) _____ by the time we started our interview?

B: Well, for one thing, I (question) _____ the suspects.

10. A: What (you, do) _____ by the end of this week?

B: I (investigate) _____ the crime about the burglary of celebrities' house.

2. Complete the sentences with a verb in the past simple.

1. They c _____ a terrible crime.

2. The police c _____ the burglar at the scene of the crime.

3. The judge s_____ him to five years in jail.
4. They k_____ the politician's son and asked for a million dollars ransom.
5. Jack the Ripper m_____ seven women in London in the 19th century.
6. Fortunately there were no customers in the bank when the robbery h_____.
7. A witness saw the burglary and r_____ it to the police.
8. A burglar b_____ into my house while I was away and s_____ my laptop.
9. Police i_____ the kidnapping of a millionaire's son in Los Angeles.
10. The mugger t_____ to harm her unless she c_____.

3. Complete the chart.

CRIME	CRIMINAL	VERB
kidnapping		
	blackmailer	
		to sell drugs
mugging		
	rapist	
		to steal
robbery		

4. Complete the sentences with one word.

1. The woman was charged_____ drug dealing.
2. The police officer always point_____ that awareness is very important in crowded places.
3. The police officer filled_____ the traffic accident bulletin.
3. Pickpockets usually work_____ to create distractions.
4. Some teenagers entered the vehicle and drove_____.
5. Handcuffs help to prevent criminals_____ moving.
6. The mugger came up behind them and held them ___ knifepoint.
7. You should take the first turn ___ the right.
8. A police officer can switch___ lights and sirens very quickly.
9. You should go _____ ahead until you see the hotel.
10. Police officers respond _____ emergencies and fight_____ crimes.

5. Read the article. Then choose the correct answers.

Burglar was caught by clever cartoonist

William Ellis Green, aged 82, was making his breakfast when he heard somebody in his garden. 'I went out of the back door and suddenly saw this man running towards me. He pushed me out of the way and took my bicycle from the garden shed.' Mr. Green did not resist, as he knew he would come off second best in a fight with the intruder. The burglar tried to cycle away, but the tires on the bike were flat so it was difficult to ride. 'He kept falling off the bicycle', said Mr. Green, 'at least three or four times.' After the man had fled, Mr. Green called the local police.

When they arrived officers asked him to describe the man, but instead he offered to draw them a picture. 'When Mr. Green started drawing,' said one of the police officers, 'I knew straight away who the burglar was.' 'In fact Mr. Green had worked for more than 20 years in daily newspapers doing caricatures of Australian footballers. 'I had no difficulty in remembering the man's face because he was so close to me,' he said.

Police cruised the neighborhood in a patrol car with the sketch in search of the alleged burglar and they found him within half an hour. 'The cartoon was a perfect likeness of the burglar,' said another police officer.

Police believe that this is the first time they have ever caught a suspect with a cartoon sketch. Phil Rushford, a senior police constable, said that in the past some victims had used their mobile phones to take photographs at crime scene, but they had not been as effective.

A 34-year-old man is expected to be charged with theft, burglary, and assault. The missing bike was later found in a road nearby.

Choose A, B, or C.

1. Mr. Green did not fight the burglar because _____.
A he was wearing his best clothes
B he knew he would lose
C the burglar was too quick
2. 'Flat' means _____.
A broken
B not round
C without air
3. Mr. Green used to be _____.

- A an artist
- B a footballer
- C a journalist

4. 'Cruised' means _____.

- A drove around slowly
- B looked everywhere
- C went at top speed

5. According to the police, _____.

- A crime victims should take photos
- B a drawing can be better than a photo
- C mobile phone photos cannot be used in court

6. 'Assault' means _____.

- A attacking someone
- B stealing property
- C breaking into someone's house

6. Complete each sentence with the right answer (A, B, C or D).

1. The police officers gave _____ because some injured people had no pulse.

- A blood
- B a bandage
- C a kit
- D CPR

2. They _____ waiting for the ambulance for 20 minutes.

- A had been
- B had
- C have been
- D be

3. He _____ crossing the street against a red light when the car _____ him.

- A is, hit
- B was, hit
- C did, hit
- D had, hit

4. The man _____ just _____ the gas tank of the car.

- A has, refilled
- B had, refill
- C have, refilled
- D had, refilled

6. Law is the body of _____.

- A codes
- B rules
- C branches
- D courts

7. The judge is a person _____ presides.

- A which
- B where
- C who
- D what

8. The criminal was not guilty _____ a crime.

- A about
- B in
- C at
- D of

9. A (n) _____ is a person who sees the crime or the suspect.

- A witness
- B criminal
- C accused
- D what

10. _____ many police divisions in police.

- A there is
- B there are
- C there was
- D there

11. _____ persons were very suspicious.

- A this
- B those
- C these
- D that

12. She's lost and is asking the policeman a _____ to the hotel.

- A** way **B** block **C** corner **D** of
 13. _____ a bus stop near the hotel.
- A** there are **B** this **C** that **D** there is
 14. Patrol officers receive a 9 mm semi-automatic _____.
- A** pistol **B** car **C** magazine **D** tazer
 15. Each magazine holds 10 _____.
- A** bullets **B** a bullet **C** bullet **D** the bullets
 16. A police officer switches on _____ very quickly.
- A** a gun **B** lights and sirens **C** an equipment console **D** interior equipment
 17. The police officer _____ data directly from the scene of an incident
- A** reads **B** asks **C** inputs **D** finds
 18. This police officer is _____ that one.
- A** stronger than **B** more strong **C** strong as **D** stronger as
 19. His _____ is 180 cm.
- A** weight **B** height **C** built **D** complexion
 20. Linda's _____ is BMW
- A** car mark **B** car crash **C** car number **D** car colour
 21. He _____ a working order of the car now.
- A** are checking **B** checks **C** check **D** is checking
 22. One of the tactics police use to control large crowds is _____.
- A** riot **B** helmet **C** kettling **D** shield
 23. Look! This officer _____ use water cannon.
- A** does **B** is going to **C** did **D** will
 24. Criminals _____ crimes every day.
- A** fight **B** do **C** commit **D** investigate
 25. The robber _____ money from the bank now.
- A** stole **B** is stealing **C** steals **D** will steal
 26. A _____ is a person who enters a house to take something.
- A** officer **B** shoplifter **C** burglar **D** mugger
 27. The burglar was arrested after he _____ a house.
- A** is burgling **B** burgles **C** had burgled **D** will burgle
 28. When police officers _____, an explosion _____.
- A** arrived, had happened **B** had arrived, had happened **C** arrived, happened
D had arrived, happened
 29. A terrorist act _____ is the first thing the police should know about.
- A** attack **B** members **C** address **D** location

18

OPERATIONS: HANDLING LOST AND STOLEN PROPERTIES

Vocabulary

Handling lost and
stolen properties

Grammar

Modal Verbs



LEAD-IN

Look at the picture and read the question. Give your answer and explain your choice

What is the best place to hide your valuables?

Number these rooms in the order that burglars usually search them.

- The living room
- The kitchen
- The dining room
- The main bedroom
- A child's bedroom
- The study

PRONUNCIATION

Check your pronunciation:

property ['prɒpəti], ownership ['əʊnəʃɪp], chain [tʃeɪn], jewellery ['dʒu:əlri], finder ['faɪndə], lose [lu:z], steal [sti:l], receipt [ri'si:t], restitution [ˌrestɪ'tju:ʃ(ə)n], proof [pru:f], owner ['əʊnə], purchase ['pɜ:ʃəs], claim [kleɪm], custody ['kʌstədi], wallet ['wɒlɪt], goods [gudz]

KEY WORDS

Try to remember the words and word combinations below



a wallet –
гаманець



jewellery –
коштовності



to advertise –
рекламувати



the property –
власність



a finder –
людина, яка щось знайшла



lost –
загублений



the restitution –
повернення втрачених речей власнику



a receipt –
товарний чек



a proof –
підтвердження

READING

Read the text paying attention to the key words. Try to reproduce the information given

Three days ago Mr. Bank found a small box at the bus stop as he was walking along the street. There were three things inside: a **wallet**, a driving license, and a piece of **jewellery**. His first decision was to go to the Lost Property Office. But the owner might know nothing about it. Then, he found a website where everyone could **advertise** lost and stolen property. But it didn't work either. So, Mr. Bank went to the police department **to claim** about the box. He understood that this **property** might be really important for somebody. The police officer thanked the **finder** and recollected that an old man had called the police department three days before and had informed them about the **lost** box. After that, Mr. Bank, as a **finder**, got 400\$ for **the restitution** of the lost property. The old man showed his passport and a **receipt** as a **proof** that it was his box.

1. Mark the sentences as true (T) or false (F) according to the text

- 1) Mr. Bank found a wallet three days ago.
- 2) Mr. Bank's first decision was to go to the police department.
- 3) The website where everyone could advertise lost and stolen property helped Mr. Bank very much.
- 4) Mr. Bank went to the police department to claim about the box.
- 5) Nobody needed the lost property.
- 6) The old man went to the police department to claim about the box.
- 7) Mr. Bank got 400 UAH for the restitution of the lost property.
- 8) The old man showed the certificate as a proof that it was his box.

2. Find the words in the text to match the definitions below

- 1) a small flat case, often made of leather; that you carry in your pocket, for holding paper money;
- 2) an official document or card that says that you are legally allowed to drive a car;
- 3) giving back something that was lost or stolen;
- 4) a piece of paper that you are given which shows that you have paid for something;
- 5) the thing or things that someone owns.

EXTRA TASK

Read the questions and choose your answers. Discuss your choice in pairs

BEAT THE BURGLARS!

1. How long do you think a burglar normally searches someone's house?

- a) 10 minutes
- b) 20 minutes
- c) 30 minutes

2. Which of these are the most common things burglars steal?

- a) TVs, digital cameras, etc.
- b) paintings and antiques
- c) money and jewellery

3. Which of these is more likely to stop a burglar coming into your house?

- d) a dog
- e) b) a burglar alarm

3. Which three of these would most influence a burglar to choose a particular house or flat?

- a) It looks expensive.
- b) There is no one at home.
- c) There aren't many other neighbours nearby.
- d) There are good places to hide around house.
- e) They have burgled the house before.

4. How are burglars more likely to get into a house?

- a) through an open door or window
- b) by breaking a door or window

GRAMMAR

MODAL VERBS

Function of the modal verb	Modal verb	Examples
Necessity to do something; obligation	to have to;	<p>I have to get up at 6a.m.</p> <p>Do you have to get up at 6 a.m.? – Yes, I do.</p> <p>Does he have to get up at 6 a.m.? – No, he doesn't.</p>
	to have got to;	<p>I have got to get up at 5.30 a.m. I am on duty today.</p> <p>Have you got to get up at 5.30 a.m.? – Yes, I have.</p> <p>Has he got to get up at 5.30 a.m.? – No, he hasn't.</p>
	to be to (a planned obligation);	<p>The police officer is to send a patrol car in case of emergency. Three cadets are to be on duty today.</p>
	should, ought to (less strong than must)	<p>You should inform the police if you find a suspicious object.</p>
Absence of necessity	don't have to; needn't	<p>Cadets don't have to pay for tickets in public transport.</p> <p>You needn't don't have to, don't need to work tonight. You may do this work tomorrow.</p>
A duty or an order	must	<p>Cadets must be on duty 24 hours.</p>
Prohibition	must'n; can't	<p>You must'n drive over 60 km per hour. (It's against the law).</p> <p>You can't cross the street here.</p>
A recommendation or a piece of advice	should shouldn't	<p>You should put your wallet in the inside pocket if you don't want to be mugged.</p> <p>You shouldn't miss the classes.</p>

Physical or mental ability, possibility. Ability or possibility in a concrete situation	can, could; to be able to	Tom can speak English. He could speak English when he was seven. The road can get very busy. I wasn't able to write a test yesterday, I was ill.
Asking for permission ; permission	May, might (formal), can (informal), could (more polite)	May I use your car? – Yes, you may . Can I ask you a question, please? Could I ask you a question, please? She may call the police if it is necessary.
Asking for suggestion or instruction (in questions)	shall	Shall I do it today or tomorrow? – You may do it tomorrow.
Possibility	can (theoretically possible); could may might (possible); could might + perfect infinitive (possible but it wasn't)	It can be very hot in July. We could may might be a little late. The criminal could have used the gloves. But he didn't.

The verbs *can, could, may, might, must, will, would, shall, should* and *ought* are **modal verbs**. They do not take a suffix (-s, -ing, -ed). They are followed by a bare infinitive (without the particle *to*), except for *ought* which is followed by *to*-infinitive. *e.g. They **can speak** three foreign languages. You **ought to be** on duty now.*

GRAMMAR BANK

- 1) **Make the sentences negative and interrogative. Mr. Bank could lose his wallet in a bus.**
- 2) You may hide your jewellery here.
- 3) Police should inform the inhabitants about the news.
- 4) He has to claim that you are the owner.

- 5) He has got to interview the suspects every day.
- 6) Mr. Bank was able to get the lost things yesterday.

1. Rephrase the sentences in as many ways as possible.

- 1) Perhaps he will be at work soon.
- 2) Perhaps he won't stay in barracks.
- 3) It's likely they have got the receipt.
- 4) There is no need for you to come at 8.30 today. The classes begin at 10.00 a.m.
- 5) I advise you to send them a letter of apology.
- 6) Everyone is supposed to pay taxes to the government.

2. Underline the correct word(s).

- 1) A. I lost my wallet.
B. You *can* / *could* lose it in any public place.
- 2) A. Excuse me, sir, *may* / *can* I have a look at these books?
B. Yes, you *may* / *can*.
- 3) A. I am on duty today. I *have got to* / *must* work 24 hours.
- 4) A. *May* / *shall* cadets wear casuals on the territory of the university?
B. No, they *may not* / *shall not*. They *may* / *must* wear the uniform.
- 5) A. *Shall* / *could* I speak to the manager, please?
B. I am afraid he is busy at the moment.
- 6) A. You *mustn't* / *needn't* / *couldn't* clean the floor.
B. I see, it has already been cleaned.

SPEAKING

1. Ask questions indicated in brackets

- 1) They had to drive slowly. (Why...)
- 2) After the operation he had to stay in hospital for a month. (How long...)
- 3) We'll have to frisk the house. (What...)
- 4) Police officers have to wear uniform. (What...)
- 5) You will have to show Mr. Brown the way to the station. (Whom...)
- 6) The officer on duty has to answer all emergency calls. (What...)

2. In pairs, read about some strange laws and customs. Some of them are false. Discuss with your partner which ones you think they are

- 1) In Sweden, if you drink and drive, you have to go to prison for six months.
- 2) In France, you are not allowed to call a pig “Napoleon”.
- 3) In Scotland, boys have to wear kilt to school.
- 4) In Germany, every officer must have a view of the sky.
- 5) In Japan, women mustn't wear trousers at work.
- 6) In the UK, parents don't have to send their children to school. They may teach them at home if they prefer.
- 7) In Australia, women mustn't sit on the top floor of the bus, only downstairs.
- 8) In the USA, you shouldn't tip a taxi driver. It is considered an insult.
- 9) In Italy, if you give flowers you should give them in odd numbers, e.g. 1,3,5,7, or 9. It is bad luck to give, for example, two flowers.

3. Answer the questions using a suitable modal verb

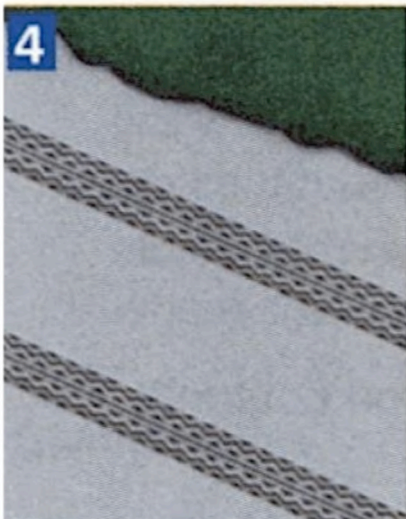
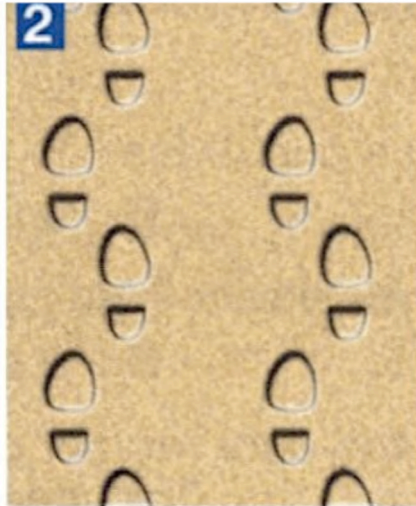


Are the men criminals? –
They may be criminals.

Are they trying to escape?
Are they in the countryside?
Is it a cloudy day?
Is this their own boat?
Are they going to a hiding place?
Are the police chasing them?
What should police do with the men?

EXTRA SPEAKING

Imagine you are a detective. You are in the place where the crime was committed. Some pieces of evidence have been found. Look at the things you have found and answer the questions using modal verbs



- 1) Did the criminals wear gloves?
- 2) How many thieves were there?
- 3) How did they get into the house?
- 4) Were they looking for something?
- 5) Did they want money?

WRITING

1. Please, choose the correct word for each blank:

1. property / claim

A. The boys _____ that they found the wallet.

B. The thief was found with stolen _____.

2. advertise / owner

A. The _____ of the purse was angry with the thieves.

B. If you want many people to know about your website, you should _____ it.

3. receipt / lost

A. To prove the phone belonged to her, Mary produced the _____.

B. She dropped the ring into the river. It was _____ forever.



2. Write the word or phrase with the same meaning as the underlined part

1. Beth sought to be compensated for the stolen property.

2. The person that discovered it returned the wallet to its owner.

3. The speakers Jordan purchased on the street were taken from their original owner.

4. The police would not give the purse to Mary without something to show that it was hers.

EXTRA READING

Read the lost/stolen property form. Then, choose the correct answers.

Lost/Stolen Property Form

Owner: Brian Holmes

Date Items Went Missing: February 12th

Location items last seen:

Common Ground Coffee

Shop 5160 N. Prescott

Property was: lost

Description of Property:

The lost item is one BELL Laptop Computer, black in color, 14 inches by eleven inches by one inch. The owner forgot the item on a table when he left the Common Ground Coffee Shop.

The owner returned in twenty minutes and the computer was gone. Coffee Shop employees report no findings of the item and claim no responsibility for its disappearance.

Owner possesses proof of ownership in the form of a credit card receipt and owner's manual with serial number.

The owner is offering a reward of \$ 300 to the finder for restitution of the lost item. He can be reached by telephone at (555) 613-5555.

1. Why did Brian Holmes file a report?

A to notify police of stolen property;

B to collect a reward for lost property;

C to provide proof of ownership;

D to report a lost piece of property.

2. What does the man offer to prove he owns the item?

A a receipt;

B a credit card;

C a telephone number;

D a photograph.

3. Which is NOT included on the form?

A whether the property is lost or stolen;

B the property's chain of custody;

C the man's phone number;

D a description of the property.

Discuss the following questions in small groups. Give as many answers as possible

1) What should people do when they find a wallet?

2) What do police do with lost property in your country?

EXTRA SPEAKING

Read the dialogue and do the task below. In pairs, try to act out a similar dialogue

A silent theft

Officer: Okay sir. What was the item that you lost?

Victim: My briefcase. I set it down here. I closed my eyes for a minute. Then it was gone.

Officer: What was in the briefcase, sir?

Victim: My wallet was in there with all my credit cards and a checkbook.

Officer: Was there much cash in it?

Victim: Just a couple of dollars.

Officer: Did you notice anything weird while you were sitting here?





Victim: I saw nothing. Whoever took it was totally silent.

Mark the statements as True (T) or False (F). Try to find the proof in the dialogue

1. ____ The thief has the man's wallet.
2. ____ The briefcase contained a cell phone.
3. ____ The man saw the thief as he ran away.

EXTRA TASK

Try to remember the extra words below.

 circle	 triangle
 square	 rectangle

GEOMETRIC SHAPES

 oval

 diamond

Look at the following items and try to describe them, using as many distinguishing features as possible. Pay special attention to the form of each item



19

OPERATIONS: DRUG TRAFFICKING

Vocabulary

Drug trafficking

Grammar

*Modals + have +
3d form of the
verb*



LEAD-IN

Discuss the questions

- Where do illegal drugs typically come from?
- How does drug use affect a community?

PRONUNCIATION

Check your pronunciation:

marijuana [mari'hwa:nə], cocaine [kə(u)'keɪn], illicit drugs [ɪ'lɪsɪt dɹ̩ ɡz], influence [ɪnflʊəns], automatic sentence [ɔ:tə'mætɪk 'sentən(t)s], simple possession ['sɪmpl pə'zeʃ(ə)n], to arraign [ə'reɪn], prohibition [prəu'biʃən], smuggling ['smʌɡlɪŋ], package ['pækɪdʒ], underage [ʌndər'eɪdʒ]

KEY WORDS

Try to remember the words and word combinations below



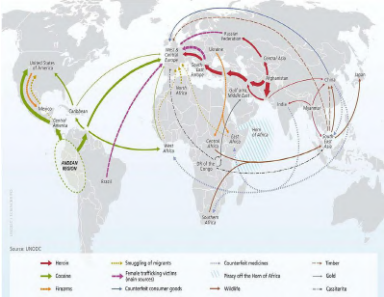
addiction –
залежність



distribution –
розповсюдження



drug prohibition law –
закон, який забороняє наркотики



drug trafficking –
обіг наркотиків



package –
упаковка



drug possession –
зберігання наркотиків



to arraign –
притягувати до суду



to take into custody
взяти під варту



death penalty –
смертна кара



scales
ваги



underage people –
неповнолітні



automatic sentence –
автоматичне обвинувачення

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

The illicit drug trade is a global black market dedicated to the cultivation, manufacture, **distribution** and sale of drugs that are subject to **drug prohibition laws**. Most jurisdictions prohibit trade, except under license, of many types of drugs through the use of drug prohibition laws.

Drug trafficking is widely regarded by lawmakers as a serious offense around the world. Dope often travels a long way to reach users. Cocaine typically originates in South America. And heroin often comes from Southeast Asia and the Middle East. Trafficking carries those drugs to every part of the globe. Powerful cartels run these operations. They rely on user's **addictions** to support these illegal business.

Penalties often depend on the type of drug (and its classification in the country into which the criminals trafficked drugs), the number of **packages** trafficked, where they sold the drugs and how they distributed them. Drug smuggling carries severe penalties in many countries. The criminals **are arraigned** and **taken into custody** for smuggling and sentencing may include lengthy periods and even **the death penalty**. In many countries worldwide, the **illicit drug** trade and also **drug possession** and intent to distribute are directly linked to violent crimes such as murder.

If the drugs are sold to **underage people**, then the criminals get **automatic sentence** and penalties for trafficking may be harsher than in other circumstances.

1. Match the words on the left with their definitions on the right

WORD	DEFINITIONS
1. drug	A. the act of sharing things among a large group of people;
2. underage people	B. an illegal substance;
3. smuggling	C. involving actions that are intended to injure or kill people;
4. drug -trafficking	D. too young;
5. distribution	E. to take something illegally from one country to another;

6. violent crimes	F. buying or selling illegal goods;
7. illegal	G. not allowed by law.
8. scales	H. the effect a drug has on someone
9. possession	I. to knowingly have an illegal substance
10. addiction	J. equipment used to weight drugs

2. Mark the sentences are true (T) or false (F) according to the text

1. The illegal drug trade is a domestic problem of the USA.
2. Most jurisdictions prohibit trade of many types of drugs.
3. Drug trafficking is regarded by lawmakers as a serious offense.
4. The type of the drug doesn't influence the penalty.
5. Drug smuggling carries severe penalties in many countries.
6. Criminals get death penalty for drug smuggling in some countries.
7. If the drugs are sold to underage people, then the criminals get automatic sentence.

3. Look at the words below. Reproduce the sentences where they were used

- | | |
|----------------|--------------|
| 1. illicit | 4. custody |
| 2. trafficking | 5. violent |
| 3. smuggling | 6. Automatic |

4. Read the sentence pairs. Choose which word best fits each blank.

1 cocaine / addiction

A the health clinic treats _____ to drugs and alcohol.

B The dealer had a large quantity of _____ in his car.

2 narcotics / cartels

A Some _____ are used medically, but they are heavily restricted.

B The international drug trade is run by several powerful _____.

3 dope / trafficking

A The officer found _____ in the suspect's pocket

B the man was accused of _____ drugs across the border

READING

Speak on the topic

You think the war on drugs is very important. Tell your group-mates three reasons why. Tell them things that are difficult about this war. Give your ideas on how to make it winnable

EXTRA SPEAKING

Read the dialogue. In pairs, try to act out a similar dialogue

Officer 1: Well, all the physical evidence we found at the house says he's guilty. Innocent people don't just have ten pounds of methamphetamine lying around their homes.

Officer 2: Not to mention the drug residue found on the scales and packaging. Those are pretty good signs of intent to distribute.

Officer 1: And don't forget the money we found. If that isn't proof that he was selling drugs, I don't know make that much cash.

Officer 2: Yeah, I guess it looks like the district attorney has an excellent chance of making the charges stick.

Officer 1: We did everything by the book and made sure we got the search warrant before going in. I just don't see any reason why he won't be convicted.

EXTRA READING

Read the text. Put the correct words from the table below.

Uruguay has become the first country in the world to (1) ____ the marijuana trade, from the drug's production to its distribution. This means it is the only nation where the government has total control of the commercialisation of marijuana (also (2) ____ as cannabis). Uruguay's President said his goal was to try and (3) ____ the activities of drug traffickers and possibly put them out of business altogether. He hopes that his legalisation, (4) ____ with the close monitoring of marijuana sales by the state, will reduce dependence on the drug and drug-related crime. The President said he was (5) ____ aware that the new legislation was "an experiment," which had no (6) ____ of being successful. The legalisation has fallen (7) ____ of an international treaty on drug control. Uruguay is a signatory to the 1961 Convention on Narcotic Drugs. The Convention limits the use of cannabis "to medical and scientific (8) ____ ". The president of the International Narcotics Control Board said he was "surprised" that Uruguay had "(9) ____ decided to break the universally agreed and internationally endorsed legal (10) ____ of the treaty". He warned the move could backfire, saying: "It will not protect young people, but rather have the (11) ____ effect of encouraging early experimentation, lowering the age of first use, and thus contributing to earlier onset of (12) ____ and other disorders."

- | | | | | |
|-----|---------------|-----------------|-----------------|----------------|
| 1. | (a) condone | (b) go ahead | (c) OK | (d) legalise |
| 2. | (a) knowingly | (b) knew | (c) knowing | (d) known |
| 3. | (a) corrupt | (b) disrupt | (c) abrupt | (d) erupt |
| 4. | (a) plus | (b) conjunction | (c) together | (d) unison |
| 5. | (a) nice | (b) total | (c) well | (d) sure |
| 6. | (a) guarantee | (b) promissory | (c) warranty | (d) bond |
| 7. | (a) foal | (b) foul | (c) feel | (d) fail |
| 8. | (a) purposes | (b) porpoises | (c) presupposes | (d) presuppose |
| 9. | (a) knowing | (b) knowingly | (c) knew | (d) known |
| 10. | (a) provisos | (b) proves | (c) provisions | (d) privations |
| 11. | (a) pervades | (b) pre-verse | (c) perverse | (d) pervert |
| 12. | (a) addicts | (b) addictive | (c) addicted | (d) addiction |

<p>might may could+have+3d form of the verb</p>	<p>We are not 100% sure whether something happened or not. e.g. He might have stolen my things. But he was not the only one there.</p>
<p>must+have+3d form of the verb</p>	<p>We have a strong opinion about what happened. e.g. Police officers took him into custody. They found illicit drugs in his bag. He must have distributed illicit drugs.</p>
<p>should ought to+have+3d form of the verb</p>	<p>We criticize someone else’s action in the past. e.g. You should have come ought to have come to me for help. But you didn’t.</p>
<p>couldn’t+have+3d form of the verb</p>	<p>We take an event in the past as improbable or unbelievable. e.g. He couldn’t have stolen my wallet. He is not like that.</p>
<p>needn’t+ have+3d form of the verb</p>	<p>We speak about an action, which happened in the past, though it was not necessary. e.g. You needn’t have touched those things. They were pieces of evidence.</p>

1. Match the sentence with the meaning it expresses.

GRAMMAR BANK

criticism, absence of necessity, possibility, certainty, improbability, absence of necessity, criticism

1. You should have helped her when she asked.
2. It’s ten o’clock. They may have already arrived.
3. You needn’t have opened the window. It’s too cold here.

4. They must have entered the University two years ago. They are cadets of the second year of study.
5. I needn't have run all the way to the University. I was the first to come.
6. He couldn't have been late for the classes. He is a very punctual person.
7. The owner shouldn't have left the window unlocked. The burglar got into the room through it.

2. Rephrase the following sentences in as many ways as possible.

1. It is possible they were on duty yesterday.
2. It wasn't necessary for cadets to take English today. They are having English tomorrow.
3. I advised him to start working at his project long time ago. But he didn't.
4. I don't believe you managed to investigate that case. It was very complicated.
5. I am sure they went to Kyiv last weekend. They are exchanging photos now.
6. I asked him to lock the door when he went out. But he didn't. Now he has no idea where his tablet is.
7. Paul isn't an IT specialist. But he is good at computer science.

3. Comment on the situations using *modals+have+3d form of the verb*.

Model: Tom bought a used car. It is very expensive. – Tom **couldn't have bought** a used car. Tom **couldn't have bought** such an expensive car.

1. My friend has just bought two tickets for the football match. I bought the tickets for that match yesterday.
2. The police officer asked the driver to stop.
3. I tried to find my golden ring, but I didn't.
4. Cadet Petrenko was absent yesterday.
5. Alexander started smoking when he was underage. He has a lot of problems with his health now.
6. You are the presidential candidate for your country. You have just lost the election.
7. When I entered the department today, there were papers all over the floor.

4. Translate into English.

1. Мій приятель потрапив в автомобільну катастрофу. Напевне, він перевищив швидкість. – Не може бути, щоб він перевищив швидкість. Я знаю його, він дуже дисциплінований водій.
2. Грабіжник вихопив з рук хлопця мобільний пристрій. Не слід було батькам купувати дитині такий коштовний гаджет.
3. Вчора на зупинці я знайшов якусь коробку. Я відкрив її, але потім згадав попередження про підозрілі предмети, залишені без нагляду. Даремно я це зробив, слід було зателефонувати в поліцію.
4. Олександр пішов в центр міста вранці. Можливо, він заблукав. Зараз 14.15, а він ще не повернувся.
5. Група чоловіків розповсюджувала нелегальні наркотики. Вони продавали наркотичні засоби неповнолітнім. Слідчі нашого департаменту заарештували їх місяць тому. Напевно, то була важка праця.
6. Слід було повідомити підозрюваному про його права під час затримання.

WRITING

Work with a partner. Look at news reporter's notes for a story and compare them with her finished article

John Kronau (25) arrested by NY State Police.

Frightened cashier at Troy Savings Bank.

Handed her note: "Don't be alarmed – this is bank deposit - please take money out of envelope, put in my account".

Later said: "It was innocent joke".

Added: "I've never been in trouble with police before".

20

PUNISHMENT

Vocabulary

Types of punishment

Grammar

The passive voice in the simple tenses



LEAD-IN

Discuss the following questions

- to make the punishment fit the crime;
- to teach the criminals the lesson;
- to make the criminals pay for their crimes;
- to give the criminals the second chance;
- to deter others;

- to allow opportunity for rehabilitation;
- to ease the burden on tax payers;
- to set an example;
- to punish criminals;
- to teach other the lesson.

PRONUNCIATION

Check your pronunciation:

trespassing ['trespəsɪŋ], probation [prə'beɪʃn], offend [ə'fend], confinement [kən'faɪnmənt], custody ['kʌstədi], assault [ə'sɔ:lt], battery ['bætəri], capital punishment ['kæpɪtl 'pʌnɪʃmənt], life imprisonment [laɪf ɪm'prɪznmənt]

KEY WORDS

Try to remember the words below:



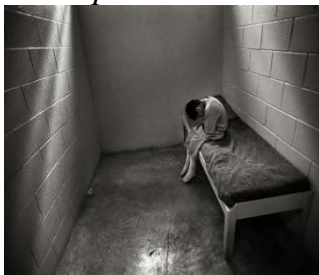
house arrest –
*домашній
арешт*



to be put on probation –
отримати умовний строк



to offend the law –
порушувати закон



confinement –
позбавлення волі



to be in a custody –
під вартою



community service –
громадські роботи



correctional labor –
виправні роботи



capital punishment –
смертна кара

**LIFE
IMPRISONMENT**

life imprisonment –
довічне позбавлення волі



confinement and imprisonment

confinement is the situation in which a person or animal is kept somewhere, especially by force while **imprisonment** is a confinement in a place, especially a prison.



custody is the state of being kept in prison, especially while waiting to go to court for trial



What's the difference between jail and prison?

jail-short term facility that holds criminals awaiting trial or sentencing or both, for a term of less than 1 year, typically for misdemeanors

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given.

The purpose of criminal law is to punish people who commit crimes. The type of punishment depends on the crime. Criminals who commit minor crimes such as *trespassing* usually receive a light punishment. They often get a fine or are **put on probation**.

When criminals **offend the law** many times, they get a heavier punishment. They go to jail – a place of **confinement**. Criminals are kept in jail longer than when they are in **custody** in police station but shorter than when they are kept in a prison. Criminals also go to jail when they are dangerous for others. For example, someone who commits *assault* and *battery* can be sent to jail. When criminals commit more serious crimes, they go to prison – a place for a long-term custody for a crime.

According to the Criminal Code of Ukraine, the following types of punishment may be imposed by a court on persons convicted of criminal offences: fine, **community servise**, **correctional labor**, confiscation of property, **house arrest**, revocation of a military or special title, rank.

Capital punishment or **life imprisonment** are the most serious punishments. They are used for the worst crimes like murder.

1. Match each of the following punishments with their definitions

PUNISHMENT	DEFINITION
1. fine	A. punishment when the accused is to remain in prison for the rest of life
2. probation	B. the most severe of all punishments
3. jail	C. place for long-term custody for a crime
4. prison	D. place for short-term custody for a crime
5. capital punishment	E. money paid usually to superior authority as a punishment for a crime or other offence
6. life imprisonment	F. a kind of punishment which means that the person accused of a crime reports to an officer regularly and according to a set schedule

2. Complete the table using information from the text above

	Punishment	Examples of crimes
Light punishment	a fine 1. _____	2. _____
Heavy punishment	3. _____	assault and battery
Capital punishment		4. _____

3. Place a check next to response that answers the question

- Did the judge agree with capital punishment?
A ___ Yes, he sent the criminal to jail.
B ___ No, he thinks it is wrong to kill people who commit crimes.
- Did James get a fine?
A ___ Yes, he must pay \$300.
B ___ Yes, he has to go to jail for two years.
- Why did Mr. Thomas trespass on Mr. Johnson's property?
A ___ His dog ran into his yard.
B ___ Mr. Johnson asked him to help with English.
- How are criminals punished for crimes?
A ___ It depends on what crime they committed.
B ___ They go to prison for punishment.
- Did the court put Mary on probation?
A ___ No, Mary was not there when the crime happened.
B ___ Yes, but next time she commits the crime, she is going to jail.

4. Decide on punishment for each crime.

PUNISHMENT	CRIME
1. fine of 1000 UAH	A. A man is driving his car and he is drunk.
2. a formal caution	B. A person sells some drugs to a teenager.
3. 6 months in prison	C. Somebody gets on a bus and kills the driver and five passengers.
4. a fine of 500 UAH	D. Teenagers try to destroy a monument.
5. 5 years in prison	E. A husband assaults his wife and his three children see the assault.
6. prison for life	F. A man refuses to pay on the train.
7. must not drive a car for 1 year	G. Parents leave their child at home on his own. The child is scared and walks the streets looking for them.
8. community service	H. A person steals a textbook from a bookshop.

SPEAKING

You are a judge. You must decide how long to send the accused to jail for. The minimum is three months. The maximum is a life sentence. You can also acquit

Case 1 The accused is a doctor. He gave an overdose to an 85-year-old Painter who had terminal cancer. The Painter asked for the overdose. The Painter's family accuse the doctor of murder.

Case 2 The accused found her husband in their bed with another woman. She took the bread knife and killed him.

Case 3 The accused is a prisoner of war. He was a pilot. He dropped an atom bomb on the city killing 200.000 people and injuring many more.

Case 4 The man is a well-known leader of a radical organization. He tried to possess one marijuana cigarette and was sentenced to ten years in prison. He is appealing the decision.

**EXTRA
READING**

Study the following words and word combinations

unconditional discharge	безумовне звільнення
conditional discharge	умовне звільнення
to take into account	взяти до уваги
community service	громадські роботи
remission	звільнення
death penalty	смертна кара
to abolish	відмінити
polls	опитування
parole system	умовно-дострокове звільнення
be released	звільнятися

Sentencing

If it is someone's first offence, and the crime is a minor one, even a guilty person is often **unconditionally discharged**. He or she is set free without punishment.

The next step up the ladder is a **conditional discharge**. This means that the guilty person is set free but if he or she commits another crime within a stated time, the first crime will **be taken into account**. He or she may also be put on probation, which means that regular meetings with a social worker must take place.

A very common form of punishment for minor offences is a fine, which means that the guilty person is sentenced to a certain number of hours of **community service**.

Whenever possible, magistrates and judges try not to imprison people. This costs the state money, the country's prisons are already overcrowded and prisons have a reputation for being "schools for crime". Even people who are sent to

prison do not usually serve the whole time to which they were sentenced. They get «**remission**» of their sentence for «good behavior».

There is no **death penalty** in Britain, except for treason. It **was abolished** for all other offences in 1969. Although public opinion **polls** often show a majority in favour of its return, a majority of MPs has always been against it. For murderers, there is an obligatory life sentence. However, “life” does not normally mean life. A **parole system** operates to give prisoners, even convicted murders under certain circumstances, an opportunity to **be released** “earlier”.

1. What are common forms of punishment for minor offences in Great Britain?
2. Why do magistrates and judges try not to imprison people?
3. Is there death penalty in Great Britain?

3. Mark the sentences T (true) or F (false)

1. If the crime is minor, even a guilty person goes to jail.
2. Conditional discharge means that the first crime is not taken into account when the person commits another crime within a stated time.
3. Community service is a type of fine.
4. To imprison people costs the state money and magistrates try not to imprison people.
5. Prisoners get «remission» of their sentence for «good behavior».
6. People in Britain are against of death penalty.
7. Prisoners do not have any opportunity to be released earlier under certain circumstances.

4. Fill in the blanks with the derivates of the words in brackets.

1. He or she is set free without _____ (punish).
2. The next step up the ladder is a _____ (condition) discharge.
3. This means that the _____ (guilt) person is set free.
4. Public opinion polls often show a _____ (major) in favour of its return.
5. A parole system operates to give _____ (prison) an opportunity to be released “earlier”.

a. Look at the two sentences below and answer the questions

- a. The criminal committed a crime yesterday.
- b. The crime was committed by the criminal yesterday.

1. Do the sentences have the same meaning?
2. Which sentence focuses more on the crime?
3. Which sentence focuses more on the criminal?

The Passive Voice in the Simple Tenses

subject + to be + past participle

Affirmative Forms of the Passive Voice in the Simple Tenses

Tense	Active Voice	Passive Voice
Future Simple	He will investigate the crime.	The crime will be investigated.
Present Simple	He investigates the crime.	The crime is investigated.
Past Simple	He investigated the crime.	The crime was investigated.

Interrogative and Negative Forms of the Passive Voice in the Simple Tenses

	Interrogative	Negative
F U T U R E	Will the crime be investigated?	The crime will not be investigated.
P R E S E N T	Is the crime investigated?	The crime is not investigated.
P A S T	Was the crime investigated?	The crime was not investigated.

USE

- when **the agent** (the person or thing who does the action) **is unknown**:
e.g. He **was shot** (we don't know who shot him);
- when **the agent is unimportant**: e.g. This court **was built** in 1815
(unimportant agent);
- when **the agent is obvious** from the context: e.g. He **was arrested**
(obviously by the police).
- you can use **by** to say who or what is responsible for an action: e.g. The
crime was investigated **by** police.

1. Form Participle II of the following verbs:

1. to commit; 2. to give; 3. to arrest; 4. to speak; 5. to wear; 6. to meet; 7. to bring; 8. to read; 9. to take; 10. to find; 11. to have; 12. to investigate; 13. to ask; 14. to tell; 15. to go; 16. to make; 17. to start; 18. to begin; 19. to witness; 20. to write; 21. to choose; 22. to carry; 23. to want 24. to stop; 25. to look; 26. to put; 27. to discharge; 28. to punish; 29. to do; 30. to say; 31. to interview; 32. to catch; 33. to fight; 34. to kill; 35. to rob; 36. to steal; 37. to burgle.

2. Turn from Active into Passive.

Model: They interview the suspect in the police department.
The suspect is interviewed in the police department.

1. The criminals commit crimes every day. 2. Police officers investigate crimes. 3. They saw the suspect. 4. They witnessed the crime. 5. They built the court building in 1897. 6. They will interview the witnesses. 7. They will punish him for shoplifting. 8. The police officer arrested the suspect 2 hours ago. 9. A pickpocket robbed me of my purse. 10. They asked me about the robbery. 11. They report about the crime every day. 12. They abolished death penalty in 1969. 13. They put him on probation. 14. The judge sentenced him to community service. 15. The jury sent him to jail.

3. Put the verbs in brackets into the Past Simple Passive.

Two men **were seen** (see) breaking into a house in my street last night. The police___(call) and they arrived very quickly. One man___(catch) immediately. The other escaped, but he___(find) very soon. Both men___(take) to the police station where they___(question) separately by a police officer. The two men (charge) with burglary.

4. Make the sentences negative.

Model: The crime was investigated a month ago.
- The crime was not investigated a month ago.

1. The crime was committed yesterday. 2. I was interviewed by the police officer. 3. You will be questioned in police department. 4. The crime was witnessed by them. 5. I was asked about the crime. 6. They will be punished for the crime. 7. Death penalty was abolished in 1969. 8. The lawyer was asked about

the case. 9. The criminals are asked by police officer every day. 10. He was sent to jail for robbery.

5. Make the sentences interrogative.

Model: The robber was punished.

- Was the robber punished?

1. He was sent to prison. 2. Death penalty was abolished in 1969. 3. The police officer will investigate the crime. 4. I was interviewed by the police officer yesterday. 5. He was robbed by the suspect. 6. She was put on probation. 7. They were sentenced to community services. 8. The criminal was accused of shoplifting. 9. They were asked about the burglary. 10. The witnesses are interviewed by the police.

6. Translate into English, using the Passive Voice.

1. Цей злочин не розслідувався поліцією. 2. Хто скоїв цей злочин? 3. Суд присудив йому виправні роботи. 4. Він був засуджений до відбування покарання у тюрмі. 5. Хто розслідував цей злочин? 6. Чи був він засуджений за злочин? 7. Злочинець був заарештований два дні тому. 8. Їх не питали про злочин. 9. Злочини розслідуються поліцією. 10. Йому буде присуджено позбавлення волі. 11. Вони були затримані поліцією. 12. Ці злочинці розшукуються поліцією.

7. Rewrite the sentences in the passive, beginning with the highlighted words.

Model: The criminal committed **the crime** yesterday.

- The crime **was committed** by the criminal yesterday.

1. Police officers investigated **the robbery** last month.
2. This judge imposes **punishment** for crimes every day.
3. They put **the criminal** on probation.
4. Police will arrest **the criminal** for this crime.
5. This investigator interviews **witnesses** every day.
6. The robber robbed **that bank** yesterday.
7. Police officers will ask **me** about the suspect of the crime.
8. I investigate **crimes** every day.
9. Yesterday he apprehended **two thieves**.

8. Translate the article from the Criminal Code of Ukraine into Ukrainian.

Article 64. Life imprisonment

1. The punishment of life imprisonment is imposed for special grave offenses and shall apply only in cases specifically provided for by this Code, where a court does not find it possible to impose imprisonment for a determinate term.

2. Life imprisonment shall not be imposed on persons who committed offenses under 18 years of age and to persons over 65 years of age, and women who were pregnant at the time of offense or at the time of sentencing.

9. Translate Ukrainian phrases of the article from the Criminal Code of Ukraine to complete English sentences.

Стаття 56. Громадські роботи

1. Громадські роботи полягають у виконанні засудженим у вільний від роботи чи навчання час безоплатних суспільно корисних робіт, as determined by the local government authorities.

2. Громадські роботи встановлюються на строк від шістдесяти до двохсот сорока годин and cannot be longer than four hours a day.

3. Громадські роботи не призначаються особам who have been certified to have the first or second degree disability, pregnant women, persons of retirement age and military servants of compulsory military service.

EXTRA SPEAKING

Which of the views of punishment below would you agree with? Give reasons

1. *An eye for an eye, a tooth for a tooth.*
2. *We need punishment as a means to stop people offending.*
3. *The legal justice system should aim to rehabilitate offenders, not take revenge on them.*

21

PURSUIT AND PROCESSING SUSPECTS

Vocabulary
Pursuit and processing suspects

Grammar
Grammar review



LEAD-IN

Discuss the following questions

Don't say YES or NO!

1. Can you drive? Are you a good driver?
2. Have you ever exceeded a speed limit?
3. Do you have a driving licence?
4. Do you drive too fast?
5. Are you a reckless driver?
6. Do you know the traffic rules?
7. Have you ever tried to escape the traffic officer?
8. Do you usually break the traffic rules?

Definitely

Exactly so

Sure Perhaps Maybe

I think so I doubt

I don't think so

No way

It can hardly be so

PRONUNCIATION

Check your pronunciation:

Population [ˌpɒpjə'leɪʃ(ə)n], density ['den(t)sɪtɪ], pursuit [pə'sju:t], apprehend [ˌæprɪ'hend], reckless ['rekləs], assess [ə'ses], nature ['neɪtʃə], violation [ˌvaɪə'leɪʃ(ə)n], processing ['prəʊsesɪŋ], report [rɪ'pɔ:t], alleged [ə'ledʒ(ə)d], record search ['rekɔ:d sɜ:ʃ], confiscate ['kɒnfɪskeɪt], release [rɪ'li:s], bail [beɪl], fingerprint ['fɪŋgəprɪnt], preliminary [prɪ'limɪnəri] detention [dɪ'tenʃən]

KEY WORDS

Try to remember the words below



population density –
густота населення



reckless driving –
нерозважливе керування



to apprehend criminals –
затримувати злочинців



pursuit –
переслідування



to assess the nature of crime –
виявити причину злочину



violation of law –
грубе порушення закону



to write a processing report –
*запротоковувати відомості
про арештованого*



booking of an arrestee –
*процес реєстрації
арештованого*



personal information –
особисті дані



an alleged crime –
інкримінований злочин



to perform a record search –
*провести обшук
і скласти протокол*



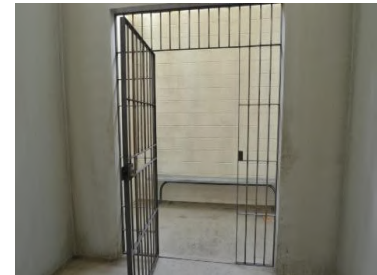
to confiscate personal items –
вилучати особисті речі



to release on bail conditions—
звільнити на умовах застави



to fingerprint –
зняти відбитки
пальців



preliminary detention cell –
камера попереднього
ув'язнення

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given.

Our city streets have steady increase in **population density**. The increase in population has led to an increase in crime. Drivers prefer **reckless driving**. Every day police officers are called to **apprehend more criminals**. Unfortunately, they engage in dangerous **pursuits**. First of all, police **assess the nature of a crime** when they handle suspects who try to escape. The extent of suspect's **violation** may be different. Cooperation with police usually helps in **writing a processing report**. **Booking of an arrestee** is a very accurate procedure. At first, an officer has to find out **personal information** of a suspect. Then he will ask about the nature of the **alleged crime**. Next, the officer will **perform a record search** for the criminal background of an arrestee. **Personal items** will be confiscated. Arrestees get them back if **they are released on bail conditions** or leave jail. Then arrestees will be **fingerprinted**, photographed, and searched. Finally, they will be **released**, placed in a preliminary detention cell, or sent to the local jail.

1. Correct the wrong information in each sentence. Cross it out and write the correct one

1. It is important for everyone, including police officers, to avoid slow driving.
2. The police engage in safe pursuits every day.
3. The police hide the nature of a crime when they handle suspects who try to escape.
4. Each officer should assess the nature of suspect's reliability.
5. The increase in population has led to a decrease in crime.
6. Booking of an arrestee is a very vague procedure.
7. At first, an officer has to find out personal items of a suspect.

8. Personal items of an arrestee will be thrown away.
9. Arrestees will receive their personal items when they are placed in a preliminary detention cell.
10. Arrestees will be released and sent to the local jail.

2. Find the words or word combinations from the text to match the definitions below.

1. the act of chasing someone.
2. without concern for safety.
3. the ratio of people to an area.
4. an investigation of criminal history.
5. details like name and date of birth.
6. to record information about a suspect.
7. to make a determination.
8. to let someone go free.
9. to officially take private property.
10. a list of past crimes.

3. Choose the right word to complete each sentence

1. When criminals are *chased* / *arrested* they are processed in detention center.
2. The conditions of bail are determined by the *criminal* / *authorities*.
3. The *booking* / *assessing* went quickly because the arrestee was cooperative.
4. *Bail* / *search* was set high because the man had a long criminal record.
5. The *pursuit* / *alleged* crime was committed by a young woman.

4. Complete the text with the words given below

booking process / bail / evidence / charges / arrested / stolen / backpack / packet

Sticky Fingers is _____ for stealing a calculator. The police seize the calculator at the scene of the arrest. During the _____, the police find a _____ of illegal drugs and a _____ camera in Fingers's _____. These items will not be returned to Fingers upon his release on _____. The calculator and the camera are _____ of the crime of shoplifting. The drugs are illegal contraband; the police can take them regardless of whether drug _____ are filed against Fingers.

SPEAKING

Act out the dialogue between a booking clerk and an arrestee

Clerk: Yes. Now, I'll also need an emergency contact with a phone number.

Arrestee: My emergency contact is Linda Robinson. Her phone number is 465-778-5689.

Clerk: And what's her relation to you?

Arrestee: She's my wife.

Clerk: All right. Now, do you have any other personal property on you?

Arrestee: Not much. They took my wallet and keys when I got arrested.

Clerk: What else do you have?

Arrestee: Uh, I have some cash in my pocket.

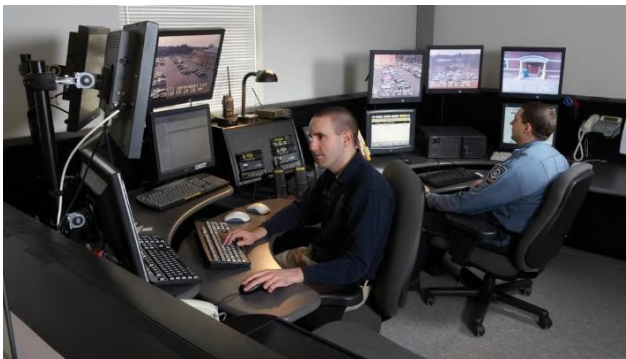
Clerk: I'll need to confiscate that.

Arrestee: Oh, so you are going to take all my money, too? That's just great.

Clerk: There's no need to get upset. I guarantee that you will get all of your items back if you are released on bail conditions.

EXTRA SPEAKING

What is the main task of these dispatchers? Answer and discuss the following questions



What is the purpose of these observations?



What do they see on the displays?

With a partner, act out the roles below:

Officer 1:

You are a police officer. Talk to Officer 2 about:

- a stolen car
- a high-speed chase
- your location
- a stolen car bulletin
- the make and model

Officer 2:

You are a dispatch officer. Talk to Officer 1 about a high-speed chase.

1. Change these sentences to the Passive (affirmative, negative and questions).

Model:

Affirmative: The police officers apprehended the criminals.

- *The criminals were apprehended by the police officers.*

Negative: The police officers didn't apprehend the criminals.

- *The criminals weren't apprehended by the police officers.*

Question: Did the police officers apprehend the criminals?

- *Were the criminals apprehended by the police officers?*

1. *Affirmative:* Police always assess the nature of a crime.
Negative: Police don't always assess the nature of a crime.
Question: Do police always assess the nature of a crime?
2. *Affirmative:* A police officer usually writes a processing report.
Negative: A police officer doesn't usually write a processing report.
Question: Does a police officer usually write a processing report?
3. *Affirmative:* The officer will perform a record search.
Negative: The officer won't perform a record search.
Question: Will the officer perform a record search?
4. *Affirmative:* Police fingerprint, photograph, and search arrestees.
Negative: Police don't fingerprint, photograph, and search arrestees.
Question: Do police fingerprint, photograph, and search arrestees?
5. *Affirmative:* They released the arrestee on bail conditions.
Negative: They didn't release the arrestee on bail conditions.
Question: Did they release the arrestee on bail conditions?
6. *Affirmative:* A police officer will confiscate personal items of an arrestee.
Negative: A police officer won't confiscate personal items of an arrestee.
Question: Will a police officer confiscate personal items of an arrestee?
7. *Affirmative:* Police authorities placed an arrestee in a preliminary detention cell.
Negative: Police authorities didn't place an arrestee in a preliminary detention cell.
Question: Did police authorities place an arrestee in a preliminary detention cell?

2. Form groups of three and follow the directions below:

Speaker A: Your book is open. Give the first cue to Speaker B.

Speaker B: Your book is closed. Change the cue to a passive sentence.

Speaker A: Give the second cue, a question.

Speaker C: Your book is closed. Answer the question, using the passive if possible.

Model:

Speaker A: Someone stole your watch.

Speaker B: My watch was stolen.

Speaker A: What happened to your watch?

Speaker C: It was stolen.

- 1st cue: Someone robbed the bank.
2nd cue: What happened to the bank?
- 1st cue: The police caught the bank robber.
2nd cue: Did the bank robber get away?
- 1st cue: A judge sent the bank robber to jail.
2nd cue: What happened to the bank robber?
- 1st cue: The pilot flew the hijacked plane to another country.
2nd cue: What happened to the hijacked plane?
- 1st cue: The judge will release the arrestee on bail conditions.
2nd cue: Will the judge send the arrestee to jail?
- 1st cue: Police authorities placed an arrestee in a preliminary detention cell.
2nd cue: What happened to the arrestee?
- 1st cue: The police officers apprehended the criminals.
2nd cue: What happened to the criminals?

3. Complete the sentences with the words in parentheses. Some of the sentences are active and some are passive.

1. A few days ago, my car (steal) _____ by one of the teenagers in my neighborhood. He _____ by the police a few blocks from my house.
2. The police (notify) _____ immediately when it happened.
3. I guarantee that you (get) _____ all of your items back if you (release) _____ on bail conditions.
4. When criminals (arrest) _____ they (process) _____ in detention center.
5. The alleged crime (commit) _____ by my neighbor.
6. Bail (set) _____ high because the man (have) _____ a long criminal record.
7. The booking process (go) _____ quickly because the arrestee was cooperative.

GRAMMAR

Before reading the text about booking process, answer some questions and study the following words and word combinations below

1. What are the stages of booking process? 2. How long does booking take?

booking process	процес реєстрації
defendant	звинувачуваний
to post bail	взяти на поруки
a citation	повістка про виклик до суду
a mug shot	фото арештованого
a perpetrator of a crime	виконавець злочину
intrusive	хвилюючий
humiliating	принизливий
the strip search	обшук роздягнутого
an infraction	правопорушення
charges pending	звинувачення яке знаходиться у процесі розгляду
incarceration conditions	умови утримання (у в'язниці)
gang affiliations	приналежність до злочинної групи
to be placed in protective custody	тримати під вартою для безпеки (затриманого)
interrogation	допит

What Happens During Booking?

Defendants who are arrested and taken to jail are normally booked upon arrival. Booking records provide information about the people who are brought to jail. Because booking creates an official arrest record, arrested suspects who can **post bail** immediately often can't be released until after the booking process is complete. Even suspects who receive **citations** instead of being taken to jail often must go through a booking process within a few days of their arrest.

How Long Does Booking Take?

At its slowest, the booking process may take hours to complete. How long it takes depends on how many of the standard booking procedures are conducted (explained below), the number of arrestees being booked at the same time, and the number of police officers involved in the booking process.

Typical Steps in the Booking Process

Step 1: Recording the Suspect's Name and the Crime the Suspect was arrested for?

In olden days, police officers had to handwrite this information. Today all booking records are computerized.

Step 2: Taking a Mug Shot

Mug shots have a variety of possible uses. For instance, a mug shot can help to determine which of two people with the same name was arrested. A mug shot can also help to establish a suspect's physical condition at the time of arrest.

Step 3: Taking the Suspect's Clothing and Personal Property into Custody

At a suspect's request, some booking officers allow suspects to keep small personal items like a wristwatch. Any articles taken from the suspect must be returned upon release from jail, unless they constitute contraband or evidence of a crime.

Step 4: Taking Fingerprints

Fingerprints are a standard part of a booking record, and are typically entered into a nationwide database maintained by the FBI and accessible to most local, state, and federal police agencies. Comparing fingerprints left at the scene of a crime to those already in the database helps police officers identify **perpetrators of crimes**.

Step 5: Conducting a Full Body Search

Police officers routinely make cursory pat-down inspections at the time of arrest. Far more **intrusive** (and to many people, deeply **humiliating**) is **the strip search** that is often part of the booking process.

Strip searches are typically legal even when the arrestee has been brought in for a relatively minor crime, such as **an infraction**, and even when there are no facts that would suggest that the arrestee is carrying a weapon or contraband.

Step 6: Checking for Warrants

The booking officer checks to see if an arrestee has any other **charges pending**, ranging from unpaid parking tickets to murder charges in other states. Suspects with warrants pending are normally not released on bail.

Step 7: Health Screening

To protect the health and safety of jail officials and other inmates, the booking process may include X-rays (to detect tuberculosis) and blood tests (to detect sexually transmitted diseases such as gonorrhea and AIDS).

Step 8: Eliciting Information Relevant to Incarceration Conditions

Jail officials often ask arrestees about **gang affiliations**, former gang affiliations, and other outside relationships. Depending on the answers, an inmate may have to

be placed in **protective custody** or housed in one section of a jail rather than another. Routine questioning along these lines might or might not constitute an “**interrogation**” that requires officers to give a *Miranda* warning to the suspect.

Step 9: Taking a DNA sample

Suspects may be required to provide DNA samples that are entered in national DNA databases.

2. Mark the sentences T (true) or F (false)

1. Today all booking records are handwritten. _____
2. Booking records provide information about the people who are brought to jail. _____
3. Booking officers allow suspects to keep small personal items like a knife. _____
4. If things taken from the suspect constitute contraband or evidence of a crime they are returned upon suspect’s release from jail. _____
5. Fingerprints are not accessible to local police agencies. _____
6. The strip search is always the part of the booking process. _____
7. Strip searches are typically legal even when the arrestee has been brought in for a relatively minor crime. _____
8. Suspects with warrants pending are normally not released on bail. _____
9. The booking process hardly ever includes X-rays (to detect tuberculosis) and blood tests. _____
10. Arrestees are never asked about gang affiliations. _____

3. Complete the following texts with right words given below

legitimate / fine / the strip search / violation

1. In a 2012 case, the U.S. Supreme Court ruled that _____ was _____ even in the case of a person who was stopped for a traffic _____ and arrested for failure to pay an outstanding _____ (the fine had in fact been paid long ago).

require / remove / full / prevent

2. To _____ weapons and drugs from entering a jail, booking officers frequently _____ arrestees to _____ all their clothing and submit to a _____ body search.

affiliation / defendant / question / incriminating

3. Information that suspects disclose in response to a booking officer's questions can be admissible in evidence under the routine-booking-question exception to *Miranda*. But in California, for one, _____ information that an arrestee gives in response to a jailer's _____ about gang _____ is generally inadmissible if the _____ hasn't been Mirandized. (*Pennsylvania v. Muniz*, 496 U.S. 582 (1990), *People v. Elizalde*, 61 Cal. 4th 523 (2015).)

4. To the words given below find synonyms in the text

- | | |
|-----------------|----|
| 1. misdemeanor | 1. |
| 2. offender | 2. |
| 3. behind bars | 3. |
| 4. interfering | 4. |
| 5. relationship | 5. |

5. Fill the sentences with necessary words using the information from the text

1. If you have received a _____ for a traffic or ordinance violation, one of the first things to do is check the court date at the bottom on the front of the citation.
2. Bell was arrested on the count of assault with a deadly weapon and release after posting a \$50,000 _____.
3. The jury concluded from the evidence that the _____ was innocent.
4. Speeding is only a minor _____, but vehicular homicide is a serious felony.
5. We're spending billions of dollars each year on _____.
6. He found it _____ to have to ask for money.
7. The group has _____ with several organizations abroad.
8. The court issued a _____ against city council members who refused to comply with a court order.
9. Law enforcement authorities have the ability to offer the witnesses _____ if someone threatens them.
10. The _____ of the massacre must be brought to justice as war criminals.

22

MAKING AN ARREST

Vocabulary
Making an arrest

Grammar
Continuous tenses in the passive voice



LEAD-IN

Read the texts of proverbs and link separated parts

Crimes may be secret,
A newly committed crime
A crime eats
It's a crime
If you share your friend's crime
Justice is exercised in the proper
prevention

*if you get caught
you make if your own
rather than in the severe punishment
yet not secure
awakens sleeping ones
its own child*

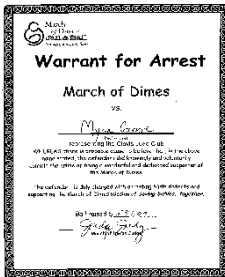
PRONUNCIATION

Check your pronunciation:

arrest [ə'rest], warrant ['wɔr(ə)nt], witness ['wɪtnəs], probable ['prɒbəbl] cause [kɔ:z], frisk [frɪsk], pat [pæt] down [daʊn], personal ['pɜ:s(ə)n(ə)l] safety ['seɪftɪ], advise [əd'vaɪz], resist [rɪ'zɪst], subdue [səb'dju:], juveniles ['dʒu:vnaɪlz], mentally ['ment(ə)li], cursory ['kɜ:səri], conduct [kən'dʌkt], notify ['nəʊtɪfaɪ], immediately [ɪ'mi:diətli]

KEY WORDS

Try to remember the words below



an arrest warrant –
ордер на арешт



to witness – засвідчити
що-небудь



probable cause –
достовірна причина



to conduct a frisk –
проводити обшук



to conduct a cursory pat-down –
проводити поверхневий обшук



personal safety –
особиста безпека



a cause for arrest –
причина для арешту



to place a suspect under arrest –
заарештовувати
підозрюваного



to advise the suspect of
his rights – повідомити
підозрюваному про права



to handcuff –
одягнути кайданки



to resist –
вчиняти спротив



juveniles –
підлітки

READING

Read the text paying attention to the key words and word combinations. Then, go back to the section with key words and try to reproduce the information given

He has a possession of **an arrest warrant**. He **witnesses** someone committing a crime. He has identified **probable cause**. When he stops a suspect a police officer has the right to ask for identification. The officer can ask the suspect for his name, address, license and an explanation of his actions. Police officers have the right **to conduct a frisk** or a **cursory pat-down** of suspects when they believe their **personal safety** may be at risk. Confiscated drugs, weapons, or stolen items during a search provide a **cause for arrest**. **To place a suspect under arrest** is only the first stage of criminal process. In all cases, a police officer should **advise the suspect of his rights**. Then, an officer should **handcuff** the suspect. If the suspect **resists**, any means within reason may be used to subdue his aggression. When **juveniles** are arrested, their parents must be notified immediately. Oftentimes criminals turned to be mentally ill persons.

1. Mark the statements as true (T) or false (F) according to the text

1. Suspects do not have to supply identification when asked by an officer ____
2. Officers can use any reasonable means to arrest a resisting suspect ____
3. Juvenile's parents must be notified before an arrest ____
4. The main condition of making arrests is an arrest warrant ____
5. Police officers are not allowed to ask suspects to give any explanations of their actions ____
6. A suspect has to be advised on his rights when being placed under arrest ____
7. It's more reasonable to arrest someone that to give a warning ____

2. Find the words from the text to match the definitions below

1. a document that allows an arrest to be made;
2. reason to believe a crime was committed;
3. to check someone for weapons or drugs;
4. to be in police custody;
5. without enough attention to details;
6. young people who are not yet adults;

7. the well-being of an individual;
8. freedoms designated by the law;
9. to try to prevent the police from taking you to the police station;
10. to see something happen because you are present when it occurs.

1. Andrea Davidson is walking along a public street when Officer Kevin Daniels walks up to her and says, “Excuse me, I’d like to ask you a few questions.”

Can the officer legally do this?

Does Officer Daniels have to possess reliable information connecting Andrea to criminal activity before he can question her?

Does Andrea have to answer the officer’s questions? Is it a good idea for her to talk to the officer even if she doesn’t have to?

If Andrea believes that she has done nothing wrong, does she have anything to lose by talking to the officer?

2. Officer Daniels removes a gun from Andrea’s coat and arrests her for carrying a concealed weapon.

What constitutes an arrest?

Do police always take an arrested suspect to jail?

Was the officer required to get a warrant before arresting Andrea?



What’s the Difference between a Frisk and a Search?

A search is more extensive than a frisk. An officer conducting a full search can probe extensively for any type of contraband or evidence. A frisk allows officers only to conduct a cursory pat-down and to seize weapons (such as guns and knives), objects that feel like weapons, or objects that an officer can tell from a plain feel are contraband

SPEAKING

Practice the dialogue between a police officer and a suspect

Officer: Let me explain to you why you're being arrested.

Suspect: I'm listening.

Officer: You're under arrest for breaking into a hotel room.

Suspect: I didn't break in. I'm staying at the hotel.

Officer: Several guests witnessed you breaking a window to get in.

Suspect: They're lying. The window was already broken.

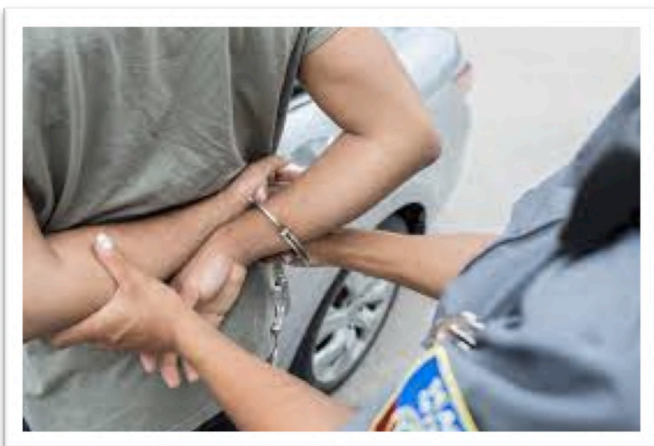
Officer: A guest also reported several things missing from her room.

Suspect: You can't prove that I took anything.

Officer: We'll see. Another officer is on his way to search you. If he finds those items, we will also charge you with a theft. So at this point, I advise you just to cooperate and put your hands behind your back. I don't want to add resisting arrest to your charges.

EXTRA SPEAKING

Act out similar roles based on the given situation and *The Miranda* rights



MIRANDA RIGHTS

1. YOU HAVE THE RIGHT TO REMAIN SILENT.
2. ANYTHING YOU SAY OR DO CAN AND WILL BE USED AGAINST YOU IN A COURT OF LAW.
3. YOU HAVE THE RIGHT TO AN ATTORNEY. IF YOU CANNOT AFFORD AN ATTORNEY, ONE WILL BE APPOINTED TO YOU.
4. DO YOU UNDERSTAND THESE RIGHTS AS THEY HAVE BEEN READ TO YOU?

Affirmative Forms of the Passive Voice in the Continuous Tenses

subject + be + being + V₃

Tense	Active Voice	Passive Voice
Present Continuous	I (you, we, they) have investigated the crime. He is conducting the frisk.	The frisk is being conducted.
Past Continuous	He was conducting the frisk when we came.	The frisk was being conducted when we came.
Future Continuous	He will be conducting the frisk when we come.	_____

Interrogative and Negative Forms of the Passive Voice in the Continuous Tenses

Tense	Interrogative	Negative
Present Continuous	I (you, we, they) have investigated the crime. Is the frisk being conducted?	The frisk is not being conducted.
Past Continuous	Was the frisk being conducted when you came?	The frisk was not being conducted when we came.

GRAMMAR BANK

Rewrite the sentences in the passive

Model: The officer is arresting him.

- He is being arrested by the officer.

1. The police officers are conducting a cursory pat-down now.
2. They are placing a suspect under arrest.
3. The officer was handcuffing the suspect when he started to resist.
4. The police were arresting the juveniles when their parents arrived.
5. They are questioning all the witnesses of this crime.
6. The officer is advising the suspect of his rights.
7. The officer was asking him for identification when the police patrol car drove up.
8. The man was crossing the street when he witnessed teenagers committing a crime.

2. Complete each statement or question in the Present or Past continuous tense of passive voice. The main verb is in parentheses.

1. I _____ by a strange person in the car behind me (follow).
2. _____ they _____ the truth? (tell).
3. The accident happened when the road _____ (repair, not).
4. _____ the victims of the thefts _____ when you arrived? (question).
5. The juveniles _____ when their parents arrived (question).
6. The kidnapping of a millionaire's son in Los Angeles _____ by police now (investigate, not).
7. _____ he _____ at the local police station at the moment? (hold).
8. All the suspects _____ under arrest now (place).
9. The police officer explained me why I _____ (arrest).

3. Correct the errors in the sentences (Simple and Continuous tenses in the passive voice).

1. Two people got hurt and were took to the hospital by ambulance.
2. Dozens of people saw a terrible accident, including my friend, who interviewed by the police.
3. You are arresting because you were witnessed committing this crime.
4. The frisk was being conducted a frisk when we arrive.
5. All the suspects are placed under arrest now.
6. The young man learned that crime doesn't pay when he being arrested for stealing the bicycle.
7. A cursory pat-down is conducting by the police officers now.
8. The suspects were questioned the when the ambulance arrived.
9. The suspect will handcuff by the police if he resists.
10. Probable cause identified and the criminal arrested.
11. Was the officer require to get a warrant before arresting Andrea?

12. The mysterious death of his son was reveal last week.
13. Two men were seeing breaking into a house last night.
14. Crimes commit every day.
15. The victim was being follow by a strange person in the car.
16. Drugs, weapons, or stolen items are confiscate by the police.
17. The witness was walking along a public street when a strange noise heard.
18. The frisks are conducting every day in our district.

EXTRA READING

Read the text and complete each sentence with the right word (A,B,C or D) from the table

AN ARREST

A policeman was sent to (1)_____ the disappearance of some property from a hotel. When he arrived, he found that hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to (2)_____ the boy, he became violent and the policeman had to (3)_____ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to (4)_____ him with the (5)_____ of the camera and cash. They took his (6)_____ locked him in a (7)_____ and (8)_____ him overnight. The next morning he appeared in (9)_____ before the (10)_____. He took a/an (11)_____ and (12)_____ not guilty. Two (13)_____, the owner of the property and a member of the hotel staff, gave (14)_____. After both sides of the case had been heard the boy, the boy was (15) _____ guilty. He had to pay a/an (16)_____ of \$50 and he was given a (17) _____ of three months in prison suspended for two years.

№	A	B	C	D
1	arrest	magistrate	investigate	detain
2	arrest	investigate	charge	save
3	arrest	plead	handcuff	detain
4	arrest	sentence	detain	charge
5	thieving	steal	theft	evidence
6	fingerprints	tiptoes	handcuffs	witnesses
7	prison	dungeon	cell	jail
8	took	charged	handcuffed	detained
9	dungeon	prison	station	court
10	criminal	magistrate	citizen	police officer
11	witness	oath	promise	plead
12	asked	pleaded	promised	begged

13	witnesses	magistrates	friends	opponents
14	criminal	magistrate	investigations	evidence
15	found	sentenced	celled	charged
16	fine	Oath	sentence	money
17	word	sentence	fine	charge

Read the headline of the story. What do you think has happened? Then work in two groups: first group reads the story and the other group asks questions to find out what happened

Police Capture Man in Chimney

A man who tried to break into a house on Friday got stuck in a chimney for fifty hours. The owner of the house returned after a weekend vacation and heard a strange noise in her chimney. She called the police, who found a neighbor stuck upside-down in the chimney. He had climbed onto the roof and was trying to enter the house through the chimney when he got stuck. The man claimed he had returned home drunk, lost his key, and thought this was his house. After the police got him out of the chimney, they arrested him.

Read about four laws in different countries. Two of them are true and two are false. Discuss each one in small groups and decide whether you think it's true or false

Things you probably didn't know about the law in

1. **Singapore.** If you are caught dropping litter on three different occasions, you could get a very embarrassing sentence. You could be arrested and sentenced to cleaning the streets on Sundays. While you are cleaning, you have to wear a big sign saying 'I'm a litter bug' (a person who frequently drops rubbish in the street).
2. **Bolivia.** Kidnapping is considered to be a very serious crime in this South American country. However, if you're found guilty of this crime, the length of your prison sentence will vary depending on whether the person you kidnapped was male or female. A kidnapper will get a much longer prison sentence if the victim is a woman.
3. **The USA.** The Arizona Desert is the only place on the planet where the Saguaro cactus grows. Cutting down one of these plants without a special permit is considered an act of vandalism under Arizona law, and you could be heavily fined if you are found guilty.
4. **Brazil.** If a man is caught wearing a skirt in this country, he can be charged with immoral conduct and fined. However, if this crime is committed at Carnival time – then the police usually turn a blind eye (= pretend they haven't seen you).

23

HOMICIDE

Vocabulary
Homicide

Grammar
*Perfect Tenses in
the Passive Voice*



LEAD-IN

Discuss the following questions

1. Is homicide a frequent crime in Ukraine?
2. What evidence do police look for in case of homicide?

PRONUNCIATION

Check your pronunciation:

foul play [faʊl pleɪ], corpse [kɔ:ps],
morgue [mɔ:g], autopsy [ˈɔ:tɒpsi], coroner
[ˈkɒrənə(r)], body [ˈbɒdi], homicide [ˈhɒmɪsaɪd],
motive [ˈmɒtɪv], bludgeon [ˈblʌdʒən],
manslaughter [ˈmænslo:tə], death [deθ], murder
[ˈmɜ:də(r)], wound [wu:nd], investigation
[ɪnˌvestɪˈgeɪʃn], weapon [ˈwepən]

KEY WORDS



a body –
тіло

Try to remember the words below



foul play –
*поведінка, яка веде
до вбивства*



a murder weapon –
зброя вбивства



a corpse –
трун



a morgue –
морг



to conduct an autopsy –
проводити розтин трупа



a coroner –
слідчий- криміналіст



a cause of death –
причина смерті



a motive –
причина



to bludgeon –
бити дубиною



a blunt object –
тупий предмет





homicide —
вбивство людини



manslaughter –
ненавмисне вбивство



a murderer –
вбивця

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

The **body** of a 45-year-old man was found outside a local bar last night. Police suspect **foul play**. Police have not found **the murder weapon**. The man was identified as Robert Hilton and his **corpse** has been placed in the **morgue**. Later, forensic surgeons will **conduct** a detailed **autopsy**. So far the **coroners** haven't determined the exact **cause of his death**. But the clue is that the victim had multiple **stab wounds**. Moreover, it's evident that the victim was **bludgeoned** with some type of **blunt object**. Police say the **motive** for this crime is still unclear. Only one suspect has been taken into custody for this **homicide**. That was Jared Filler, a 33-year-old regular customer at the bar where homicide took place. He has had two previous arrests and one conviction for **manslaughter**.

1. Match the words (1-6) with definitions (A-F)

WORD	DEFINITION
1 ___ motive	A. to hit with a heavy object
2 ___ coroner	B. an official who investigates deaths
3 ___ foul play	C. an act that intentionally causes death
4 ___ to bludgeon	D. an item used to kill someone
5 ___ murder weapon	E. a reason for committing a crime
6 ___ cause of death	F. the injury or injures that ended someone's life

2. Complete the sentences using words from the box

homicide motive bludgeoned murderer stab wound corpse
murder weapon morgue conduct an autopsy a foul play
cause of death body a blunt object coroner autopsy

1. The _____ for this crime is unclear.
2. Jack was guilty of committing a _____.
3. A(n) _____ showed how the man died.
4. The _____ was the cause of death.
5. The coroner is examining the _____.
6. Police have not found a _____ yet.
7. A _____ of 58-year-old man was found yesterday.
8. Forensic surgeons will _____ a detailed _____.
9. Jim Henry wants to be a _____ in the future.
10. The victim was killed with _____.
11. The suspect _____ the victim to death.
12. A _____ is a person who kills other people.
13. The body is still in the _____.
14. The coroner said that there was no evidence of _____.
15. Police officers are investigating the _____ of the man found yesterday in the park.

3. Study the following words and word combinations

homicide	позбавлення людини життя
justifiable homicide	вбивство з метою самозахисту
suicide	самогубство
manslaughter	ненавмисне вбивство
murder	умисне вбивство
infanticide	вбивство дитини
criminal negligence	злочинна недбалість
malice aforethought	умисний злочинний намір
premeditated murder	завчасно продумане вбивство
emotional factors	емоційні чинники
removal of an eyewitness	усунення очевидця
potential witness	потенційний свідок
reckless manslaughter	вбивство з необережності



Homicide and Murder: What is the difference?

Homicide is a general term; it means any event when a human being dies because of another's actions. The act of killing a person, whether deliberately or unintentionally, is known as *homicide*.

Murder is a type of homicide that involves both *malicious intent* and *prior thought*.

4. Complete the chart with necessary words/word combinations in English or Ukrainian

	позбавлення людини життя
justifiable homicide	
suicide	
	ненавмисне вбивство
	умисне вбивство
infanticide	
criminal negligence	
	умисний злочинний намір
premeditated murder	
emotional factors	
	усунення очевидця
potential witness	
	вбивство з необережності
vehicular manslaughter	
	масове вбивство



Affirmative Forms of the Passive Voice in the Perfect Tenses

subject + have (had, will have) + been + past participle

Tense	Active Voce	Passive Voice
Future Perfect	I will have investigated the crime by 5 p.m. tomorrow.	The crime will have been investigated by 5 p.m. tomorrow.
Present Perfect	I have investigated the crime. He (she, it) has investigated the crime.	The crime has been investigated .
Past Perfect	I had investigated the crime before they came.	The crime had been investigated before they came.

Interrogative and Negative Forms of the Passive Voice in the Perfect Tenses

	Interrogative	Negative
FUTURE	Will the crime have been investigated by 5 p.m. tomorrow?	The crime will not have been investigated by 5 p.m. tomorrow..
PRESENT	Has the crime been investigated?	The crime has not been investigated.
PAST	Had the crime been investigated before they came?	The crime had not been investigated before they came.

1. Turn from Active into Passive.

Model: They have interviewed the suspect in the police department.
The suspect has been interviewed in the police department.

1. The murderer has killed the tourist. 2. When police came, the criminal had already bludgeoned the victim. 3. They will have investigated the murder by next Wednesday. 4. They have found the body of a 45-year-old man. 5. We will have conducted an autopsy by 5 p.m. 6. Police officers had found a murder weapon before the criminal destroyed it. 7. They have placed only one suspect into custody. 8. The witness has identified the suspect. 9. The coroners had placed the corpse in morgue before police arrived. 10. Police will have arrested the suspect by Friday.

2. Make the positive sentences negative.

Model: The suspect has been interviewed in the police department.
The suspect has not been interviewed in the police department.

1. The corpse has been placed in a morgue. 2. The homicide will have been investigated by the end of month. 3. An autopsy has already been conducted. 4. By the time the police arrived, a murder weapon had already been found. 5. The body of a man has already been found by police. 6. The suspect will have been charged with manslaughter by that time. 7. Only one suspect has been taken into custody for this homicide. 8. Before police arrived the criminal had already been caught by citizens.

3. Make the sentences interrogative.

Model: The murderer has been punished.
Has the murderer been punished?

1. The victim had already been bludgeoned before the police arrived. 2. The homicide will have been investigated by May. 3. A suspect has been taken into custody for manslaughter. 4. When they got home the victim had already been killed by a murderer. 5. The police patrol had already been sent when you called. 6. The corpse has been placed in morgue. 7. An autopsy has already been conducted. 8. The murderer has already been found. 9. The motive for this murder has been found. 10. Investigation of this murder will have been ended by that time.

4. Translate the following sentences into English.

1. Коли поліція приїхала, вбивство вже було скоєно. 2. Це вбивство людини ще не розслідувано. 3. Злочинця покарано? 4. Розтин трупа ще не проведено. 5. Чи буде розслідувано вбивство до кінця тижня? 6. До того як прибули поліцейські, тіло вже було доставлено до моргу. 7. Мотив для скоєння злочину ще не з'ясовано поліцією. 8. Цього злочинця вже покарано за вбивство людини? 9. Коли вони прийшли додому, жертву вже вбили. 10. Жертву побито тупим предметом. 11. Чи знайдені вбивці? 12. Це ненавмисне вбивство буде розслідувано до травня. 13. Тіло сорока п'яти річного чоловіка ще не знайдено. 14. Чи знайдено знаряддя вбивства? 15. До того як ви зателефонували, патруль поліції вже було відправлено.

EXTRA READING

1. Study the following words and word combinations

allegedly	нібито
to text	написати СМС-повідомлення
strangling	удушення
to confess to	зізнатись у
emergency services	аварійно-рятувальні служби
to flee	тікати
to break up with smb.	припинити відносини з будь-ким
to raise money	збирати кошти
be charged with smth.	бути звинуваченим в чомусь
abuse	наруга

2. Read the newspaper article about a murder

A man **allegedly** murdered his former girlfriend and then **texted** her mother to say: "I'm sorry I killed your daughter."

25-year-old Juan Camacho has been accused of **strangling** his ex-girlfriend, 28-year-old Veronica Rodriguez in the home they shared in Philadelphia.

Ms. Rodriguez's children, three girls and a boy, were sleeping in the house at the time of the alleged murder.

The victim's mother said she received a text message from Mr. Camacho shortly after she had been killed, as reported by *NBC*.

“He texted me and said 'I'm sorry, I killed your daughter,” said Maribel Guzman.

According to the police, Mr. Camacho **confessed to** killing Ms. Rodriguez in a call to **emergency services** when he said she had been choked to death by him and he was feeling suicidal.

He **fled** the scene, but was later caught by police.

The night before, Ms. Guzman said the alleged killer sent her a message on Facebook to ask how he could win her daughter back.

Ms. Guzman described her daughter as a “good, good woman” who was “always happy.”

She said she last spoke to her daughter via FaceTime on Mother's day, when Ms. Rodriguez told her she **had broken up with** her boyfriend of about six months.

Ms. Rodriguez’s family, who live in Florida, are trying **to raise** \$6,000 needed to bring her body home.

Mr. Camacho **has been charged with** murder, rape, sexual assault and **abuse** of a corpse.

Police said there was no known history of domestic violence at the house or between the couple.

According to the US-based National Coalition Against Domestic Violence, one in five women and one in seven men have been the victim of severe violence by a partner in their lifetime.

3. Match synonyms to the following expressions

- | | |
|-----------------------|--------------------------|
| 1. allegedly | A. to separate |
| 2. to text | B. to be accused of |
| 3. strangling | C. to write SMS messages |
| 4. to confess to | D. it seems |
| 5. to flee | E. choking |
| 6. to break up with | F. to run away |
| 7. to raise money | G. to admit |
| 8. to be charged with | H. to collect money |

4. Match the following sentences as True (T) or False (F)

- ___ A man murdered a child.
- ___ A man texted victim’s mother.
- ___ A man has been accused of strangling his ex-girlfriend.
- ___ The victim didn’t have any children.
- ___ Mr. Camacho confessed to killing Ms. Rodriguez.
- ___ A man fled the scene.
- ___ The man was not later caught by police.

SPEAKING

Practice the dialogue between two police officers. Then play out your own dialogue.

Officer 1: Do we have an ID on this guy yet?

Officer 2: We do. He was a tourist. Officer Manning is on the way to talk to his family at their hotel.

Officer 1: So what's our motive? Was it just a bar fight?

Officer 2: I asked a server if he'd seen anything. He said he saw him arguing with another guy earlier this evening.

Officer 1: It doesn't look like a robbery. They didn't take his cellphone or his wallet.

Officer 2: No, I think it was just an argument gone very wrong. Would you mind calling the coroner's office again? They should be here already.

Officer 1: No problem. It looks like the TV crews are here. Do you want me to tell them to leave?

Officer 2: No, thanks. I'll do it. I want them to keep away so that no information gets leaked.

EXTRA SPEAKING

Work in pairs and discuss the following questions

1. What is the most serious crime? _____
2. What are the causes of murders? _____
3. What are the reasons of homicides? _____
4. Is the capital death an effective form of punishment for a murder? _____

24

CRIME SCENE INVESTIGATION

Vocabulary
Crime scene investigation

Grammar
Review (Active and Passive Voice)



LEAD-IN

Look at the photo of the crime scene. What evidence can we find here?

The item of evidence	The probable cause; ideas about the chain of events.

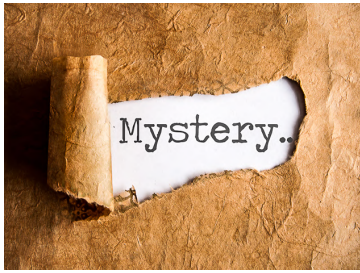
PRONUNCIATION

Check your pronunciation:

Item ['aɪtəm], evidence ['eɪvɪdəns], fingerprint ['fɪŋgəprɪnt], scientist ['saɪəntɪst], forensic [fə'rensɪk] medical ['medɪkl], examination [ɪg,zæmɪ'neɪʃn], search [sɜ:tʃ], expert ['ekspɜ:t], interview ['ɪntəvju:], reveal [rɪ'vi:l], mystery ['mɪstri], cigarette [ˌsɪgə'ret], stub [stʌb], trace [treɪs], lipstick ['lɪpstɪk], hide [haɪd], leave [li:v], untouched [ʌn'tʌtʃt], barrier ['bæriə(r)] tape [teɪp], crime [kraɪm] scene [si:n], body ['bɒdi] material [mə'tɪəriəl], hair [heə(r)], tire ['taɪə(r)] track [træk]

LEAD-IN

Try to remember the words below:



to reveal the mystery –
розкрити таємницю



a forensic scientist –
судмедексперт



evidence-gathering process
процес збирання доказів



a cigarette stub –
недопалок цигарки



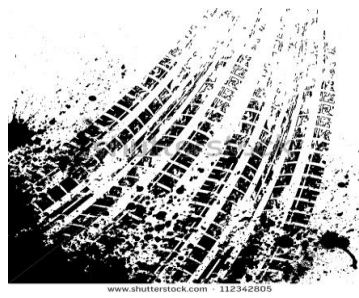
traces of a lipstick –
сліди від помади



an item of evidence –
речовий доказ



a footprint –
відбиток ноги



a tire track –
слід від шини



to leave the crime scene untouched –
*залишити місце скоєння злочину
недоторканим*



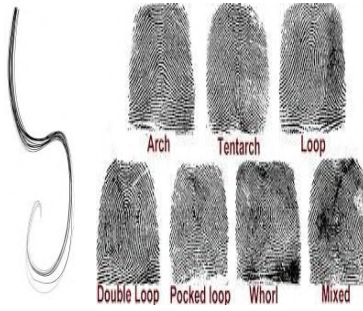
to involve the K-9 unit –
задіяти кінологічний підрозділ



to question the suspect –
допитувати підозрюваного



to hide the facts –
приховувати факти



body materials –
фізичні матеріали



to conduct forensic medical
examination – *проводити*
судово-медичну експертизу

READING



Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

That morning the whole city was shocked by the news about the murder in the Central Park. There were two victims: a man and a woman. Inspector Baldwin arrived at the crime scene **to reveal the mystery** of their death. He was in the park at 5 a.m. The **forensic scientists** determined the time of their death. It happened at 3 a.m. Firstly, Baldwin started the **evidence-gathering process**. The first thing that he found was a **cigarette stub** with the “fresh” **traces of lipstick** on it. Another crucial **item of evidence** was a single dark hair on the coat of the victim, who was blond. The inspector also noticed several **footprints** not far from the road, which led him to another detail – a **tire track**. Inspector Baldwin told the officers **to leave the crime scene untouched**. Then he decided **to involve the K-9** unit. The track led the inspector to a small cottage not far from the city. A young dark-haired woman opened the door. Inspector Baldwin introduced himself and started **to question the suspect**. It was obvious that she was **hiding the facts**. At last, the inspector claimed that he had found her **body materials** at the crime scene. The woman denied everything, so Baldwin decided **to conduct the forensic medical examination**.

To be continued...

WRITING

Fill in the blanks with the words from the word bank. If you manage to do the task correctly, you will find another item of device

body materials **evidence** **leave the crime scene untouched**
reveal the mystery **tire track** **use the K-9 unit**

1. Inspector Baldwin found the woman's _____ at the crime scene.
2. The police officers usually _____ when it's necessary to find the suspects.
3. It is sometimes very difficult to _____ of a crime.
4. If someone doesn't _____, the crime may never be investigated.
5. Inspectors always start their work from searching for searching for some items of _____.
6. The _____ led the police officers to the crime scene.

Write down the key letters from each word in the order that you put them in the exercise above. Write down the key word. That's the new item of evidence

SPEAKING

Read the dialogues and try to fill in the table below with the information according to the dialogues. In pairs, try to act out one of the dialogues

Dialogue

1. The inspector questioned Camilla Woods.

Inspector: What were you doing from 11 p.m. till 2 a.m. yesterday evening?

Camilla: I was staying at home with my boyfriend, Alex Fenimore.

Inspector: Did you stay with him all night?

Camilla: Yes. He left my house in the morning.

Inspector: How can you prove it?

Camilla: You can ask Alex, he will prove it.

Inspector: How can you explain the fact that your hair and a cigarette stub have been found at the murder crime scene earlier this morning?

Camilla: (Starts crying) Look, inspector Baldwin! I didn't do anything bad! We didn't mean to... I...I...

Inspector: Thank you, Miss Woods. You have to stay in the police custody until the investigation ends.

The medical experts, who were staying at the crime scene, phoned inspector Baldwin and claimed that they had found another item of evidence – a bullet. But it wasn't used to kill anyone. Someone had just made one shot into the ground.



Camilla

<<!???!>>

Dialogue # 2. Next the inspector questioned Alex Fenimore.

Inspector: What did you do last night, Alex?

Alex: My girl-friend Camilla Woods and I stayed at her place.

Inspector: Did you go out?

Alex: No, we were staying at home the whole night yesterday.



Alex

Inspector: Why did you shoot into the ground in the Central Park last night?

Alex: What?! Don't tell me I am a suspect! I've just told you that I was staying at home the whole night.

Inspector: Listen, Alex. We know everything, so it's better for you to cooperate. So, why did you shoot into the ground last night?

Alex: I am not going to say a single word without a lawyer.

Inspector: Ok, you have a right for it. I'm going to call the lawyer.

	<i>Alex</i>	<i>Camilla</i>
1. What did they do last night?		
2. What time was it?		
3. Did they go out?		
4. Evidence against them		

Try to guess what happened last night in the Central Park. Did Alex and Camilla commit the murder? Why do you think so? Name the items of evidence against these people and give your reasons

Dialogue # 3. The inspector questioned Camilla Woods for the second time.

Inspector: Camilla, tell the truth, please. What happened last night in the Central Park?

Camilla: Alex and I were staying at home till 9 p.m. Then we decided to go for a walk in the park.

Inspector: What happened next?

Camilla: We started quarrelling and Alex was behaving very aggressively. He tried to kill me. He hit me on the head several times.

Inspector: Did anyone see that?

Camilla: Unfortunately, a young couple was walking by, and the young man tried to protect me... and.. and... (cries).

Inspector: Who was it? Do you know him?

Camilla: No, he was just a passer-by.

Inspector: Ok, continue. What happened next?

Camilla: Alex was very angry. He was drunk and started fighting with the young man..

Inspector: And?

Camilla: At last Alex took out a gun and made a shot! But he made a shot into the ground.

Inspector: But why is the young couple dead? Who killed them?

Camilla: Ok, inspector, if I'm going to tell the truth, will you lighten my punishment?

Inspector: It depends on what you are going to tell. Continue.

Camilla: Alex killed the young man, and he forced me to help him to kill the woman as well. Then we hid their dead bodies...

Inspector: Thank you for information, Miss Woods.

1. Rewrite the sentences in the Passive (without by...).

Model: The police questioned the suspect yesterday.

- The suspect was questioned yesterday.

1. Police found firearms and tool mark evidence.
2. They are examining body materials at the moment.
3. The inspector has found a single blond hair and a cigarette stub at the crime scene earlier this morning.
4. They left the crime scene untouched.
5. The crime scene team was gathering evidence at this time yesterday.
6. Police had searched his flat and found incriminating evidence.
7. Medical experts will give a forensic medical examination report to the inspector tomorrow.
8. The police will have revealed the mystery of their death by the end of this month.
9. The inspector has just documented trace evidence.
10. Before the inspector questioned the suspect, the medical experts had determined the time of the victim's death.
11. The crime scene team has already started the evidence-gathering process.
12. Medical experts were conducting forensic medical examination when the inspector found some other items of evidence.

2. Rewrite the sentences in the Active Voice.

Model: The suspect was questioned yesterday.

- The police questioned the suspect yesterday.

1. All the persons unrelated to the investigation were kept away by the police.
2. Traces of blood and saliva will be protected from contamination by the officers.
3. Potential witnesses are always pulled aside for questioning by the police.
4. The crime scene is being surveyed for danger by the specialists.
5. Tire tracks and odd smell have been noted by the responding officers.
6. All physical evidence will be preserved by the police.
7. The ground within a crime scene was not disturbed by officers.

8. The crime scene perimeter had been cordoned off by the responding officers before the authorized personnel arrived.
9. The crucial evidence is being documented by the specialists.
10. Large footprints are usually cordoned off by the police.
11. Traces of hair and the lipstick have been protected by the police.
12. The most important stage of this investigation hasn't been conducted by the police yet.
13. Members of the public and the media had been kept out of the crime scene area by that time.
14. Has the crime scene area been surveyed by the responding officers yet?

3. Complete the true story with the verb in parentheses in the Past simple Active or Passive.

A thief who (steal) _____ a World Cup ticket from a woman's handbag (catch) _____ after he sat down to watch the game next to the victim's husband.

Eva Hopkins, 42, (mug) _____ as she was going to the Munich stadium for the game between Brazil and Australia. The thief, a 34-year-old man, (discover) _____ the ticket in her bag and he decided to use it.

But when he (take) _____ the woman's seat in the stadium, he (meet) _____ by her husband Brad, 43, who immediately called the police on his mobile.

A Munich police spokesman said, "The thief (find) _____ the ticket in the bag and decided to watch the game". When he sat down next to the victim's husband, officers on duty at the stadium (inform) _____ of the situation and the thief (arrest) _____.

4. Read another true story and circle the right form of the verb.

A parrot has spent five day *interrogating / being interrogated* by police in prison in Argentina. A judge *ordered / was ordered* the parrot, which *calls / is called* Peko, *to hold / to be held* in custody until he told police who his real owner was. Two neighbors, George Machado and Rafael Vega, were disputing who the bird *belonged / was belonged to*.

Judge Osvaldo Carlos decided the parrot should *sent / be sent* to prison until he said the name of the owner. After five days, Peko said George's name and also sung the anthem of his favorite football team. Mr. Machado said, "I knew he wasn't going to let me down. He is a real friend and we *support / are supported* the same football team.

EXTRA READING

Before reading the text, study the following words and word combinations

an approach	підхід
to adhere	дотримуватися
recognition	розпізнавання
to approach	наближатися
crucial	вирішальний
to ensure	забезпечувати
hazard	небезпека, ризик
a sketch	нарис, замальовка
comprehensive	всебічний
accurate	докладний, правильний
factual	справжній, фактичний
to preserve	зберігати
strict	точний, вимогливий

2. Read the text about main phases of a crime scene investigation

The Crime Scene Approach

All crime scene investigators (CSI) must **adhere** to the same set of regulations and the same protocol, which generally includes:

1. Scene Recognition

The initial phase of a crime scene investigation involves identifying and recognizing the scene and the physical evidence to be collected. A crime scene leader is generally responsible for this initial, organizational phase, which involves **approaching** the search using an organized method or pattern. This may mean identifying the number of CSI professionals on the scene, the size of the area, and the extent of the crime scene. Recognizing the scene and the physical evidence at the scene is **crucial** as **to ensure** that the evidence is not compromised in any way and that it can be identified, processed, and packaged in an organized fashion. This phase of the investigation also involves identifying the resources and equipment that may be needed and identifying and addressing any safety concerns or **hazards**.

2. Scene Documentation

The next phase involves documenting and processing the physical evidence. This is done through written notes, diagrams, reports, photographs, and **sketches**. This information must be **comprehensive**, **accurate**, and **factual**, as it may be

used by forensic scientists in the laboratory, by law enforcement officials, and in a court of law.

3. Evidence Collection

Once the crime scene has been properly assessed and all information has been recorded, it is the job of the crime scene investigators to recover the physical evidence at the crime scene through a number of technical and scientific methods and procedures. Proper care must be taken at all times **to ensure** that the physical evidence is collected and **preserved** according to **strict** standards.

3. Answer some questions about the text

1. What are the main tasks of a crime scene leader?
2. What does the initial phase of the crime scene investigation involve?
3. How can the physical evidence be documented and processed?
4. When do crime scene investigators recover the physical evidence at the crime scene?
5. What does the final phase of the crime scene investigation involve?

4. Put the basic stages of crime scene investigation in correct order

- _____ Prepare diagram/sketch of scene
- _____ Prepare narrative description
- _____ Conduct detailed search
- _____ Depict scene photographically
- __1_ Approach scene Secure and protect scene
- _____ Evaluate physical evidence possibilities
- _____ Release crime scene
- _____ Initiate preliminary survey/determine scene boundaries
- _____ Conduct final survey
- _____ Record and collect physical evidence

25

CRIME PREVENTION

Vocabulary
Crime prevention

Grammar
Review (Active and Passive Voice)

LEAD-IN

Complete a table with necessary words

crime	person	verb
		to thief
	burglar	
		to mug
vandalism		
		to rob

PRONUNCIATION

Check your pronunciation:

prevention [pri'ven(t)ʃ(ə)n], target ['tɑ:ɡɪt],
['vʌln(ə)rəbl], cooperation [kəʊ,pə'reɪʃn],
discourage [dɪs'kʌrɪdʒ], device [dɪ'vaɪs],
resident ['rezɪdənt], anticipate [æn'tɪsɪpeɪt],
appraise [ə'preɪz], recognize ['rekəɡnaɪz],
initiate [ɪ'nɪʃɪeɪt], accept [ək'sept], intoxicate
[ɪn'tɒksɪkeɪt], conversation [kɒnvə'seɪʃ(ə)n],
beverage ['bevərɪdʒ], safety ['seɪftɪ]

KEY WORDS

Try to remember the words below



crime prevention –
*запобігання
злочину*



to cooperate with police –
співпрацювати з поліцією



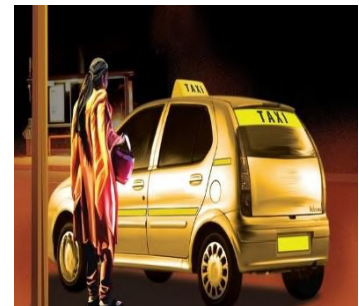
to discourage
criminals –
*збентежувати
злочинців*



to provide information –
надавати інформацію



to recognize a
suspicious person –
*розпізнавати
підозрілу особу*



to appraise for
safety –
*оцінити
ступінь
безпеки*



to initiate
conversation –
*розпочинати
розмову*



an expensive device –
коштовний пристрій



to accept a beverage –
прийняти напій



to become intoxicated –
сп'янути



a vulnerable target –
вразлива мішень



to anticipate crimes –
передбачати злочини

READING



Read the text paying attention to the key words and word combinations.

Hello, again! As a police chief inspector it's my duty to give you some **crime prevention** tips. You have to know that people can prevent crimes if they **cooperate with** police. Visitors and residents can discourage criminals if they stay alert. There were situations when people **provided** important **information** before crimes happened.

Unfortunately, yesterday the young lady became a victim of a crime because she couldn't **recognize a suspicious person**. She called up a taxi but she didn't **appraise a cab for safety** before entering. After a little while, the driver **initiated** conversation with her. They were talking about a lot of things when her mobile phone rang. The driver noticed that it was a valuable and **expensive device**. Soon, the driver offered her a drink and the woman **accepted an opened beverage** from him. Thus, she **got intoxicated** and easily became a **vulnerable target** for the taxi driver. Unluckily, the victim didn't manage to **anticipate this crime**.

1. In each sentence one word is wrong. Cross it out and write the correct one

1. You should initiate conversation with suspicious persons.
2. A passenger should check if a taxi cab is licensed.
3. If you drink some alcohol you will not get intoxicated.
4. You should accept all the things that strangers offer you.
5. Reveal large amounts of money in the presence of strangers.
6. Crime prevention requires the cooperation of residents, victims, and police.
7. If a person is over-intoxicated, he will never become a vulnerable target.

2. Find the words from the text to match the definitions below

1. a piece of equipment intended for a particular purpose.
2. feeling that you do not trust someone or that there is something wrong.
3. to take something that someone offers you.
4. an object, person, or place that is deliberately chosen to be attacked.
5. someone who is easily harmed or hurt emotionally, physically, or morally.
6. to know who someone is or what something is, because you have seen, heard, experienced, or learned about them in the past.
7. to judge how successful, effective, or valuable someone or something is.

3. Mark the following statements as true (T) or false (F). Correct the sentences if they are false

1. Anticipate crimes before they happen and react accordingly. ____
2. Initiate conversation with suspicious persons. ____
3. Reveal large amounts of money in the presence of strangers. ____
4. Recognize suspicious persons/behavior and avoid them. ____
5. Appraise taxi cabs for safety and licensure before entering. ____
6. Accept an opened beverage from someone you do not know. ____
7. Discourage criminals by always being alert. ____
8. Leave vehicles or hotel rooms unlocked. ____
9. Make yourself a vulnerable target by becoming over-intoxicated. ____
10. You shouldn't do anything when crimes occur. ____



4. Underline the word that is different. Say why

robber	burglar	pickpocket	kidnapper
fraud	smuggler	theft	terrorism
evidence	judge	jury	witness
suspicious	offended	criminal	distinctive
target	objective	aim	item

SPEAKING

Practice the dialogue between a police officer and a tourist.

Officer: Did he try to take the backpack?

Tourist: Yes, he tried. But I ran up and took it away from him. He was surprised.

Officer: What did the suspect do then?

Tourist: He ran off that way, through the crowd.

Officer: Did you see what he looked like? What was he wearing?

Tourist: He was quite tall. He had dark hair, a pale complexion and a mustache. He was wearing a green raincoat.

Officer: It sounds like the guy we just picked up. Could you identify him if you saw him?

Tourist: Probably.

Officer: We're going to ask you to do so.

EXTRA SPEAKING

Work with a partner or in a group and read the 5 situations. Discuss what each person should and shouldn't do, give some advice

1. It's 10 pm on Saturday and Sara is waiting for a bus.

Advice: _____

2. Omar is in his car in the city center. He is going to park his car and go to the cinema.

Advice: _____

3. Nadia is going to a friend's house for a meal. She is going to phone for a taxi.

Advice: _____

4. It's 10 pm and Anna is going to get money from a cash machine.

Advice: _____

5. Alex is walking home late at night. Someone walks over to him and asks for his wallet.

Advice: _____



EXTRA SPEAKING

Read the crime prevention pamphlet.
Then, mark the statements as true
(T) or false (F).

Personal safety out and about

Public transport

Know which buses, trains or taxis you will use.
Tell a friend where you are going and when you will return. Get copies of timetables and know how much the fare is.
Wait in busy and well-lit areas.
Sit near other people or the driver. Move if you don't feel safe.



Driving

Keep your car in good condition with lots of petrol. Keep doors locked when driving.
Do not give lifts to people you do not know.
Park in well lit or busy areas and keep valuables out of sight in the boot.



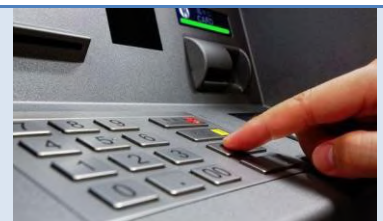
Taxis and private hire vehicles

If you phone a taxi, let the driver tell you the name of the person - don't give your name until the driver does.
Always travel in a licensed vehicle with a licensed driver - check the vehicle's sign and the driver's badge.
When you arrive, ask the driver to wait until you are inside.



Money

Only use a cash machine in a well-lit, busy area.
Be aware of people near you and, if you are worried about anyone, walk away and find another machine.



You should think now about what you would do if someone attacked you.

Would you defend yourself and risk being hurt?

Would you give them what they want? Would you run away?

You can use "reasonable force" in self-defense, but you can't carry a weapon.

Remember: Never carry a knife! It is against the law and dangerous for other people and for yourself!



WRITING

Complete the sentences with one word. Then, go back to the text above and check your answers.

1. Keep doors _____ when driving.
2. When you arrive, ask the driver to wait until you are _____.
3. Know which buses, _____ or taxis you will use.
4. Only use a cash machine in a well-lit, _____ area.
5. Tell a friend where you are going and when you will _____.
6. Do not give _____ to people you do not know.
7. Keep your car in good _____ with lots of petrol.
8. Check the vehicle's _____ and the driver's badge.
9. Get copies of _____ and know how much the fare is.
10. Keep valuables in your car out of sight or in the _____.

Complete the table with appropriate form

NOUN	ADJECTIVE	VERB	VERB PHRASE
	initial		to take the initiative
recognition			to be recognized as
		to prevent	to prevent smb. from doing smth.
suspicion			to come /fall under suspicion

Complete the sentences with the words and word combinations given in the table above

1. His behavior that day made the police _____.
2. Simple _____ measures will reduce the risk of unlawful entry.
3. He was well-camouflaged. Nobody could _____ him.
4. The plaintiffs _____ court proceedings in order to recover their debts.
5. He overcame his _____ fear and entered the building.
6. Lawrence's novel was eventually _____ a work of genius.
7. I'm not sure who took it, but I have my _____.
8. Accident _____ is one of the main aims of the campaign.
9. When he was in power everyone _____.
10. He _____ me from entering the building.

1. Rewrite the sentences in the passive (without by...).**Model:** The police caught the burglar immediately.

- The burglar was caught immediately.

1. Police closed the road after the accident.
2. Somebody has stolen my handbag.
3. The police arrested him for drink-driving.
4. Someone was following Miranda last night.
5. The girl accepted the beverage from a suspicious person.
6. The residents had provided important information to the investigation by 2 o'clock.
7. By Friday, we will have discouraged the criminals who fall under suspicion.
8. The witness notified the police immediately.
9. The visitors have left their hotel rooms unlocked.
10. They are checking the place for safety.
11. The teenagers will recognize suspicious persons.

Read the true story. How does the hypnotist rob banks? Pay attention to the highlighted phrases of the text. Try to translate them.

Hypnotic Bank robber

Bank clerks in Moldova have been told by the police not to make eye contact with customers after a series of robberies. The robber is believed to be a trained hypnotist from Russia.

He is said to put cashiers into a trance before making them hand over tens of thousands of dollars' worth of notes.

It is thought that the criminal begins talking to bank tellers and gradually hypnotizes them. After getting them to give him money, he then brings them back out of the trance and leaves them with no memory of handing over the cash. It is believed that the man has robbed at least three banks in the last month.

Look at the highlighted phrases Do people *know* this information about the robber for sure or do they only suspect it? How is the structure different after *he* and after *it*? Read the rules on the next page

GRAMMAR

It is said that..., he is thought to..., etc.

ACTIVE	PASSIVE
They say that he breaks the law.	It is said that he breaks the law.
People think that he will rob a bank.	It is thought that he will rob a bank.
People say the robber is in his 40s.	The robber is said to be in his 40s.
The police believe that he has left the country.	He is believed to have left the country.



After **it is said (thought / believed)**, etc. use **that + a clause**
After **he is said (thought / believed)**, etc. use **to + infinitive**
Note: After **I / you / we / they**, also use **to + infinitive**



This structure is used especially in reports, news reports and on TV with the verbs:
know, tell, report, understand, expect, say, and think.

GRAMMAR BANK

1. Rephrase the following sentences.

Model: People think the murderer is a woman.

- *It is thought that the murderer is a woman.*
- *The murderer is thought to be a woman.*

- Police believe the burglar is a local man.
It The burglar
- People say the muggers are very dangerous.
It The muggers
- Police think the robber entered through an open window.
It The robber
- Police say the murderer has disappeared.
It The murderer
- Lawyers expect that the trial will last three weeks.
It The trial
- People think the burglar is a teenager.
It The burglar
- They say that he committed a crime.
It He

2. Complete the newspaper crime story using the words in parentheses.

Britain's most polite crime robber

Police in Stockport in the UK are looking for a man who (believe / be) _____ Britain's most polite armed robber.

The robber, who always says 'please' and 'thank you' when he orders shop staff to give him the money in the till, (say / be) _____ a tall man in his early forties. He wears a mask and washing-up gloves during robberies. It (think / he / rob) _____ at least four shops in Stockport in recent weeks.

A police officer said, "He (report / be) _____ polite to his victims, but there is nothing polite about armed robbery. Last week this man used a knife to threaten shop staff. They were terrified. Saying 'please' and 'thank you' cannot change that."

2. Rewrite the sentences.

1. It is said that the smugglers have made the journey several times.
The smugglers *are said to have made the journey several times.*
2. People think that the mugger carries a selection of different knives.
It _____.
3. They know that the rapist is a local man.
The rapist _____.
4. The blackmailer is understood to be a colleague of the victim.
It is _____.
5. It is reported that the president's wife has been kidnapped.
The president's wife _____.
6. People expect the man to be acquitted.
The man _____.
7. They say the police are investigating the theft of a painting by Picasso.
It is _____.
8. The terrorists are thought to be hiding somewhere in France.
_____.
9. It is reported that an art gallery has been damaged by vandals.
An art gallery _____.
10. The suspect is known to be dangerous.
It is _____.

26

OPERATIONS: SUSPICIOUS OBJECTS

Vocabulary
*Suspicious
objects*

Grammar
*Types of
questions*



LEAD-IN

Look through pictures and try to describe what you see.

- Can you find suspicious object?
- Why do you think this is suspicious?

PRONUNCIATION

Check your pronunciation:

suspicious object [sə'spɪʃəs ˈɒbdʒɪkt], to panic [ˈpænik], to fix an appeal [fiks ən ə'pi:l], to keep calm [ki:p ka:m], danger zone [ˈdændʒə zəʊn], unattended [ˌʌnə'tendɪd], to cordon [ˈkɔːdn], anonymous posting [ə'nɒnɪməs ˈpɒstɪŋ], location [ləʊ'keɪʃən], to call up the police [kɔ:l ʌp ðə pə'li:s]

KEY WORDS

Try to remember the words below:



to warn –
попереджати



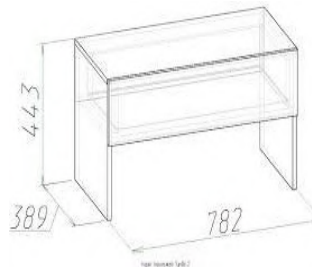
to find an unattended object –
*знайти предмет, залишений
без нагляду*



a suspicious object –
підозрілий предмет



an anonymous posting –
анонімне повідомлення



external features –
зовнішні ознаки



a parcel –
згорток



a plastic bag –
поліетиленовий пакет



location –
місцезнаходження



to fix an appeal –
*зафіксувати
звернення*



to restrict an action –
*не дозволяти робити,
здійснювати що-небудь*



to call up the police –
*викликати наряд
поліції*



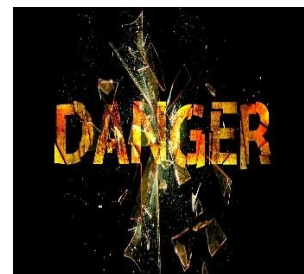
to cordon the location –
*загородити місце
знаходження*



to panic –
удаватися в паніку



to keep calm –
зберігати спокій



danger –
небезпека

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Every day we **are warned** in public transport that we should be very careful with **unattended suspicious objects** left either in a tram or under a seat in the subway or somewhere else. Police officers write many reports about **suspicious objects**. This is one of them.

Today, at 5 p.m., **an anonymous posting** was got by an officer in the Central police department: a man found **an unattended object** not far from the bus stop. He described **the external features** of the object. It was **a parcel** of 30 cm high and 50cm wide in **a plastic bag**. Its **location** was the 7th North Street/ 9. The officer **fixed an appeal** and ordered **to restrict an action**. He told the man not to touch the object and keep away from it. Then he **called up the police**. The police officers arrived, **cordoned the location** and asked the people nearby **not to panic** and **keep calm**. The officers did everything as it should be done. The **suspicious object** was taken to the department and there was no more **danger**.

1. Mark the sentences as true (T) or false (F) according to the text:

1. We are never warned to be careful with suspicious objects.
2. A man found a wallet not far from the bus stop.
3. The Central Police department got an anonymous posting.
4. The man did not describe the external features of the object.
5. The unattended object was a parcel of 50 cm high and 30 cm wide.
6. The parcel was in a plastic bag.
7. The police officers cordoned the location of the suspicious object.
8. The suspicious object was taken to the university.

2. Find the words from the text to match the definitions below

- 1) an object left without anyone in charge;
- 2) to tell people that something bad or dangerous may happen, so that they can avoid it or prevent it;
- 3) a particular place;
- 4) a request of something important;
- 5) to surround or protect an area;
- 6) unknown by name;
- 7) transport available for everyone to use;
- 8) the possibility that someone or something will be destroyed or killed.

3. Answer the questions in pairs

1. Have you ever heard the warnings about suspicious objects?
2. Where did you hear them?
3. Why do you think it is necessary to be careful with unattended objects?

4. Imagine that you are going to the university by subway. Think of your actions in case you see a suspicious object under your seat

5. Describe an object that you may consider to be a suspicious one

SPEAKING

Read the dialogue between a police officer and a citizen who found a suspicious object. In pairs, try to act out a similar dialogue

Officer: New York central police department. Officer Johnson. How can I help you?

Citizen: Good evening, Mr. Johnson. My name is Louis Anderson. I want to report about an unattended suspicious object.

Officer: Ok, Mr. Anderson. Please, tell me what this object is?

Citizen: It is a huge blue metal box.



Officer: What is the size of this box?

Citizen: I'm not sure... But I think it is about 50 cm high and 1 m wide.

Officer: Where is this object located?

Citizen: It is exactly in front of my yard – Downhill Street 11.

Officer: Good. Mr. Anderson, please, keep calm and stay at home. Do not touch the object and stop all the movement and work around it. I am going to send the patrol police car to see the box.

Citizen: Thank you, Mr. Johnson. You've been very helpful.

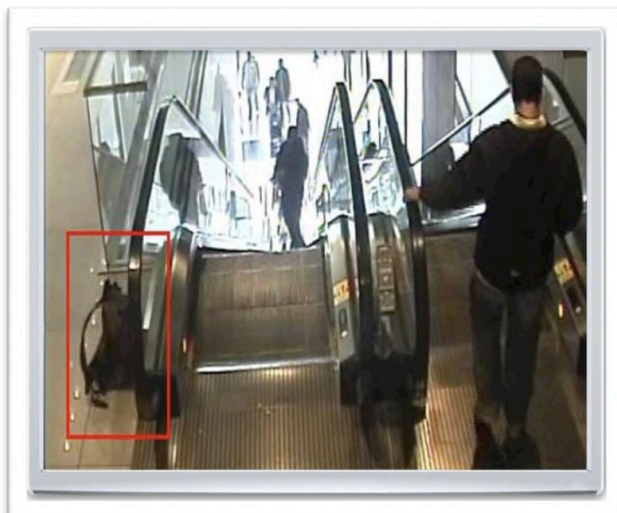
WRITING

Translate the following sentences into English using the key words

1. Поліція затримала підозрюваного, який вчора залишив анонімне повідомлення про неіснуючий підозрілий предмет.
2. Залишена без нагляду сумка є підозрілим предметом.
3. Для ефективного проведення операції необхідно огородити небезпечну зону.
4. Будь ласка, повідомте про місцезнаходження підозрілого предмета.
5. Перш за все, необхідно зафіксувати звернення.

EXTRA SPEAKING

Look at the pictures and say which of these objects look suspicious? Describe the objects



We can form different types of questions:

1. Questions with Yes/No answers (general questions).

Are you a cadet? – Yes, I am.

Do you study in the university? – Yes, I do.

Did you use a computer yesterday? – No, I didn't.

Are police reports written every day? – Yes, they are.

2. Wh – questions.

Where do you study? – I study in the university.

What is your favorite subject? – Physical Training.

How does he get to the university? – He gets to the university on foot.

3. Question Tags.

Question tags are short questions at the end of the statements. They are used when we want to find out if something is true or not. A positive statement is followed by a negative question tag, and a negative statement is followed by a positive question tag.

She looks beautiful, doesn't she?

You don't eat meat, do you?

4. Alternative questions.

Alternative questions begin as the general ones and let the speaker make a choice.

Are you a cadet **or** a student? – I am a cadet.

Did you find a box **or** a parcel? – I found a parcel.

Will you panic **or** keep calm? – I will try to keep calm.

Do people describe internal **or** external features of the object? – People describe external features of the object.

5. Negative questions.

Negative questions are formed with *not*, but there is a difference between the full form and the short form.

Full form: *auxiliary + subject + not + verb*

Did I not tell you to keep calm?

Short form: *auxiliary + n't + subject + verb*

Didn't I tell you to keep calm?

We use negative questions in speech

1) to ask for confirmation

Aren't you a cadet? – Yes, I am.

Didn't you cordon the location? – Yes, I did.

- 2) to express: a) **surprise:** Don't you know where he found a suspicious object? b) **admiration:** Isn't he a real professional! c) **annoyance:** Can't you be on time just for once!

6. Indirect questions.

We use indirect questions when we ask for information politely. The word order in indirect questions is the same as in statements (subject + verb). Indirect questions are introduced with *question words (who, what, where etc.)* or with *if/ whether*.

Direct question: Where is a police department?

Indirect question: I would like to know where the police department is?

Direct question: Has a woman found a suspicious object?

Indirect question: Do you know if/ whether a woman has found a suspicious object?

Indirect questions are used after the following expressions: *I don't know.../ I'd like to know.../ I wonder.../ We need to find out.../ Do you know...?/ Can you tell me...?/ Have any idea...?*

GRAMMAR BANK

1. Put all types of questions to the given sentences.

- 1) Police officers warn people about the danger.
- 2) An officer got an anonymous posting in the morning.
- 3) A suspicious object was taken to the department.
- 4) The police officer will cordon the location of the suspicious object.
- 5) The police officers cordoned the location of the suspicious object.
- 6) The Central Police department got an anonymous posting.

2. Fill in the question tags.

Note common mistakes:

I'm a police officer, am I not? – *incorrect.*

I 'm a police officer, aren't I? – *correct.*

Tom is a police officer, isn't Tom? – *incorrect.*

Tom is a police officer, isn't he? – *correct.*

Everybody is coming to the lecture, isn't they? – *incorrect.*

Everybody is coming to the lecture, aren't they? – *correct.*

- 1) You have to write reports twice a week, ...?
- 2) I am a detective, ...?
- 3) She has never found suspicious objects, ...?
- 4) Everybody knows how to fix an appeal, ...?
- 5) The police officers cordoned the location, ...?
- 6) They were warned about the danger yesterday, ...?
- 7) The parcel is in a plastic bag, ...?
- 8) A police officer can send a patrol police car, ...?
- 9) The people will keep calm, ...?
- 10) He is examining the suspicious object, ...?

3. Turn the following into indirect questions.

Note the common mistake:

Could you tell me where is the bank? – *incorrect.*

Could you tell me where the bank is? – *correct.*

1. Who left this bag here? – Do you know...?
2. Who is that woman? – We need to know...?
3. What time does he start working? – Can you tell me...?
4. What is his special military rank? – I don't know...?
5. Are the police investigating the robbery? – Have you any idea...?
6. Who reported the crime? – I'd like to know...?
7. How did they find the missing jewellery? – I'd like to find out...?
8. Did the caller leave an anonymous message? – Do you know...?
9. When did the police officer fix an appeal? – I wonder...?
10. Where do people usually find suspicious objects? – Could you tell me...?

4. Turn the following into indirect questions.

Note the common mistake:

Could you tell me where is the bank? – *incorrect.*

Could you tell me where the bank is? – *correct.*

1. Who left this bag here? – Do you know...?
2. Who is that woman? – We need to know...?
3. What time does he start working? – Can you tell me...?
4. What is his special military rank? – I don't know...?
5. Are the police investigating the robbery? – Have you any idea...?
6. Who reported the crime? – I'd like to know...?
7. How did they find the missing jewellery? – I'd like to find out...?
8. Did the caller leave an anonymous message? – Do you know...?
9. When did the police officer fix an appeal? – I wonder...?
10. Where do people usually find suspicious objects? – Could you tell me...?

THE ATHENS GAZETTE

TUESDAY, JUNE 14

SUSPICIOUS OBJECT FOUND

A possibly hazardous object, which stopped traffic in Greece on Tuesday afternoon, is now in the building of the Monroe County Sheriff's Office's Hazardous Device Squad for further evaluation.

“Greek police investigated a “suspicious object” outside a home on Long Pond Road, and temporarily cordoned a part of Long Pond, from I-390 to Edgemere Drive”, said Sgt. Jared Rene of the Greece Police Department.

Residents were told to stay in their homes and keep calm.

“As of 7:30 p.m., police report that residents and vehicular traffic can proceed without restriction. No injuries were sustained during the incident and no one is in the police office at this time”, Rene said.

1. The suspicious object was found:

- on Monday;
- on Thursday;
- on Tuesday.

2. The object was located:

- outside a home;
- inside a home;
- outside a shop.

3. Residents were told to:

- leave their homes;
- stay in their homes;
- stay in their gardens.

27

EXPLOSIVES DETECTION AND COMMITTING EXPLOSIONS

Vocabulary
Explosives
detection

Grammar
Conditionals



LEAD-IN

Look through the picture and describe what you see. Why do you think explosives are dangerous and can expose?

Name the explosives from the list

dynamite suspect explosive mechanism public place

PRONUNCIATION

Check your pronunciation:

public place [ˈpʌblɪk pleɪs], explode [ɪkˈspləʊd], witness [ˈwɪtnəs], restrict touching [rɪˈstrɪkt ˈtʌtʃɪŋ], to be injured [tu bi: ˈɪndʒəd], explosive device [ɪksˈplɔːsɪv diˈvaɪs], dynamite [ˈdaɪnəˌmaɪt], remote control [rɪˈməʊt kəʊntrɒl], button [ˈbʌtn], caution [ˈkɔːʃən], fireworks [ˈfaɪə.wɜːks]

KEY WORDS

Try to remember the words below



explode –
впідривати, вибухати



be injured –
травмуватися



a public place –
громадське місце



the opposite way –
у протилежному напрямку



a witness –
свідок



a cannon blast –
гарматний вибух



fireworks –
фєсєрєрк



chase –
переслїдувати



possible suspect –
можливий підозрюваний



застереження



restrict touching –
заборонити доторкування

READING

Read the text paying attention to the new words. Then, go back to the section with key words and try to reproduce the information given

Boston Explosions

Two bombs **exploded** near the finish line of the Boston Marathon on Monday April 15, 2013. Three people were killed and at least 113 **were injured**. The explosions turned the **public place** of the most celebrated event into blood and screams. One of the runners, who came from Pennsylvania to run the race, said people had dropped everything and ran **the opposite way**. Other **witnesses** described what at first sounded like **a cannon blast** or **fireworks**. Later, federal officials told NBC News that Boston police **were chasing** a “**possible suspect**” who had been wounded in the blasts. But they **cautioned** that there was no information at the federal level to consider that person **a suspect**.

A third, **undetonated** device was found near the finish line. The police officer **restricted touching** and asked people to stay inside. Law enforcement officials later revealed that each of two confirmed explosives contained bearings, which functioned as shrapnel in the bombs.

1. Mark the sentences as true (T) or false (F) according to the text

- 1) Two bombs were undetonated near the finish line.
- 2) Three people were killed.
- 3) People ran the other way.
- 4) Nobody heard the cannon blast.
- 5) Police were chasing a possible witness.
- 6) There was no information to consider that man a suspect.
- 7) The police asked people to evacuate.
- 8) Law enforcement officials earlier revealed a very important piece of information.

2. Find the words in the text to match the definition below

- 1) a weapon made of material that will explode;
- 2) a long race of about 42 km;
- 3) as different as possible from something;
- 4) quickly follow somebody in order to catch him or her;
- 5) someone who is thought to be guilty of a crime;
- 6) a sudden strong movement of wind or air;

- 7) someone who runs for sport or pleasure;
- 8) the quality of being very careful to avoid danger or risks.

3. Read the situation and discuss it in groups of three or four

You have found a piece of metal almost rusted and covered by leaves within moss and undergrowth. What could that be? If you had a closer look, the rusty metal piece could turn out to be a grenade.

What do you have to do? What precautions should be taken?

READING

Choose one of the cards below and act out a dialogue according to the given situation

***You are a police officer.** A citizen calls your department and asks for help. He is in a public place, where there is a danger of explosion.*

- Ask him about his location;
- ask about his personal data;
- restrict touching and being near the place of possible explosion.

***You are a citizen.** You are in a public place, where there is a danger of explosion. Call the police department and talk to the police officer.*

- Tell him about your location;
- tell him about your personal data;
- ask how to evacuate people from there if needed.

WRITING

Put the words in the correct order and make up the sentences

1. failed/ bomb/ explode/to/the.

2. called/ man/ police/ the/ the.

3. detonator/ inside/ there/ the/ was/ case.

4. people/ injured/ were/ many/ of/ because/ explosion/ bomb/ the.

EXTRA SPEAKING

Look at the pictures and try to describe what you see. Tell what should be done first



Conditionals are clauses introduced with **if**. The main types of conditionals are: Type 1, Type 2 and Type 3. Conditionals consist of two parts: the **if** –clause and the **main** clause.

Type 1 Conditionals (real present)

IF – clause	Main clause
IF + present simple present cont. present perfect present perfect cont.	future imperative can may might must should could + bare infinitive

They are used to express real or very probable situation in the present or future.
e.g. **If we work** hard, we’**ll finish** the project on time.

Type 2 Conditionals (unreal present)

IF – clause	Main clause
IF + past simple or past continuous	would could might + present bare infinitive

They are used to express imaginary situations which are contrary to reality in present and are unlikely to happen.
e.g. **If he didn’t work** so hard, he **wouldn’t be** a top cadet.

Type 3 Conditionals (unreal past)

IF - clause	Main clause
IF + past perfect or past perfect continuous	would could might + perfect bare infinitive

They are used to express imaginary situations which are contrary to facts in the past. They are also used to express regret and criticism.

e.g. **If I had been** more careful, I **wouldn’t have made** such a big mistake.

We can form conditionals by using words | expressions such as providing |provided that, so |as long as, on condition (that), what if, suppose |supposing, otherwise (=if not), but for, and, or (else), even if, in case of | in the event of etc.

GRAMMAR BANK

1. Choose the most logical way to complete the sentences with *if* or *unless*:

- 1) You'll never find a good job ___ you go to the University.
- 2) Children are much happier ___ they are brought up in the country.
- 3) ___ you want your children to be successful, they must learn English.
- 4) You shouldn't start working in police ___ it is your line.
- 5) You will never get a promotion ___ you are a real specialist.

2. Put the verbs in brackets into the appropriate tense:

- 1) Where would you live (you live) if you could live anywhere in the world?
- 2) If you _____ (not need) to work, what would you do with your life?
- 3) If you could change one thing in your life, what _____ (you change)?
- 4) If you had three wishes, what _____ (they be)?
- 5) If you hadn't entered this University, where _____ (you go)?
- 6) If you had a chance to punish all the criminals, what _____ (you do)?

3. Complete the dialogue with the correct form of the verb in brackets to make conditional sentences:

Steve So where are you going next?

Emily We're not sure. We might carry on into the interior. Have you been there?

Steve Yes, and I wouldn't go (not go) there again if you paid me!

Emily Why not?

Steve Well it's pretty dangerous. I had experience there. If I ___ (not be) really lucky, I wouldn't have survived. If I ___ (be) you, I'd think twice about going there.

Carl Really? What happened to you?

Steve I was camping near the river and I got attacked in the middle of the night by thieves.

Emily Oh no! What happened?

Steve They made me give them my rucksack which had my map, all my food, my passport, and my money. They said they ___ (kill) me if I ___ (not give) them everything I had, so I had no choice. After that I wandered in the jungle for two days and then I must have fainted from the heat and exhaustion. Luckily, two American backpackers found me. If they ___ (not find) me, the ants and mosquitoes ___ (eat) me alive. The Americans helped

me get to the nearest village but then I fell ill with a terrible fever. To be honest with you, if it__ (not be) for the local doctor I__ (die). It was three weeks before I was well enough to travel home.

Emily Weren't your family worried about you?

Steve No, because I was able to send a message to the British Embassy and they contacted my parents. If not, they_ (be) worried sick!

Emily Wow! What a trip! What_ (you |do) if we got attacked by thieves, Carl? You wouldn't do anything silly, would you?

Carl Don't worry. If I had been in the same situation as Steve I__ (give) the thieves everything! I'm not stupid. Anyway, don't worry, after hearing that story I don't think we'll be going into interior!

4. Write unreal conditional sentences based on the situations below:

- 1) I don't understand. I can't explain. – *If I understood, I would be able to explain.*
- 2) I have much work today. I won't go to the gym.
- 3) I'm a cadet. I wear uniform.
- 4) I love the Rolling Stones. I buy all the albums.
- 5) They didn't take precautions. Three people were killed.
- 6) I'm in a public place. I can't shout.
- 7) I don't have a car. I can't drive to the University.
- 8) I have to learn English. I can't learn other languages.
- 9) I can't sing. I'm not in a band.

5. Put the verbs in brackets into the correct tense:

- 1) If I had met the right person, I would have got (get) married.
- 2) If I_____ (go) out more often, I would have met more people.
- 3) I would have had more time if I_____ (not work) so hard.
- 4) I_____ (not work) so hard if I didn't need a good education.
- 5) I would have more free time if I_____ (not be) a cadet.
- 6) If I_____ (not enter) this University, I would have gone to police.

6. Complete the sentences so that they are true for you:

- 1) If I had lived two hundred years ago, _____
- 2) If my parents had worked in police, _____
- 3) If I hadn't studied English, _____
- 4) If I had left school in Kyiv, _____
- 5) If nobody had told me about this University, _____

7. Read the situations and comment on them using different types of conditionals:

- 1) A television set was stolen from Liverpool police station, while police officers were out fighting crime.

Comments: a) If police officers had properly locked the police station, the television set wouldn't have been stolen. b) If at least one police officer had stayed inside, nobody would have got into Liverpool police station.etc.

- 2) Fugitive James Sanders, who escaped from jail in the 1990s, was arrested in Texas after ringing the FBI to ask if he was still on its 'wanted list'.
3) Burglar Frank Gort broke down in court and cried when he was sentenced to seven years in jail, claiming it was his unlucky number. An understanding judge in San Antonio Texas took pity and gave him eight years instead.
4) Police cars were involved in a dramatic chase after a notice was spotted in the back window of a car saying, 'Help us, we have been kidnapped'. It had been put by four unhappy children who didn't want to go on holiday with their parents.
5) Prison authorities in New Zealand have been embarrassed by the escape of convicted thief Cass Mei, who managed to run faster than guards at the prison hospital. He was being treated for asthma and a dislocated knee.

1. Choose three of the sentences beginning below and complete them in a way which is true for you:

IF I...

- ...could live anywhere in my town or city, I'd live...
...won a 'dream holiday' in a competition, I'd go...
...could choose any car I liked, I'd have...
...had more time, I'd learn...
...had to go abroad to work, I'd go to...

2. Answer the following questions using conditional clauses:

- 1) What if police could catch all the criminals?
2) What if there were no criminals at all?
3) What if there were no police?
4) What if all people lived according to the law?
5) What if there were no laws?

3. Make up an oral composition. Your task will be as follows:

the first cadet suggests a sentence with Type 2 or Type 3 conditional clause, the neighbor takes the main clause of the first cadet and transforms it into an if – clause. Every next cadet does the same. Form a story in such a way.

e.g. If I had graduated from the University three years ago, I would have worked in police for three years. – If I had worked in police for three years, I would have a special military rank of senior lieutenant.

EXTRA WRITING

Let's write a story

1. Put the sentences in order to make the first part of a story:

- a) I had always wanted to be a photographer, but at first it was hard to find work.
- b) It happened when I really wasn't expecting it.
- c) Neither of those was the sort of work that I had dreamed of doing and I was afraid that it would continue like that forever.
- d) Sometimes, I got jobs taking photographs for websites that sold electrical equipment.
- e) Then, after two years, I got my first chance of a good photo.
- f) To begin with, I made my living taking photographs at people's weddings.

1	2	3	4	5	6
a					

2. Complete the second paragraph using the picture and notes to help you.

Begin like this:

One day, I was taking photos in the center of the town.



You may find the following expressions helpful.

I knew I had to act fast.

I knew I didn't have a second to lose.

As quickly as I could.

I was just about to... when...

What happened next took me completely by surprise.



3. Now write the final paragraph. Say what happened next to you. Begin by completing the following sentence:

If only I had stopped to think...

EXPLOSIONS IN PUBLIC PLACES

Friday, July 25

Terrorists have frequently used explosive devices as one of their most common weapons. Terrorists do not have to look far to find out how to make explosive devices; the information is readily available in books and other information sources. Explosive devices can be highly portable, using vehicles and humans as a means of transport. They are easily detonated from remote locations.

Bombs have been used to damage and destroy financial, political, social, and religious institutions. Attacks have occurred in public places and on city streets with thousands of people around the world injured and killed.

Learn what to do if you receive a bomb threat or get a suspicious package or letter.

Devastating acts, such as the terrorist attacks on the Oklahoma City and September 11th, have left many concerned about the possibility of future incidents in the United States.

Nevertheless, there are things you can do to prepare for the unexpected. Preparing for such events will reduce the stress that you may feel now, and later, should another emergency arise.

Taking preparatory action can reassure you and your children that you can exert a measure of control even in the face of such events.

1. The text is about:

- terrorists in Oklahoma;
- explosions in the cities;
- the USA police.

2. Attacks have occurred in:

- public places;
- the forests;
- informational sources.

3. What can reassure you?

- knowledge on chemistry;
- taking preparatory action;
- staying at home.

28

SUBSTANCES OF UNKNOWN ORIGIN

Vocabulary
Substances of unknown origin

Grammar
Combinability of Verbs



LEAD-IN

Look through the picture and describe what you see.

- What are features or substances of unknown origin?

PRONUNCIATION

Check your pronunciation:

substance ['sʌbstɪns], envelope ['envələʊp], parcel ['pɑːsɪl], external [ɪks'tɜːnəl], size [saɪz], granular ['grænjʊlə:], liquid ['lɪkɪd], gaseous ['gæzəʊs], health [hælt̪], touching ['tʌtʃɪŋ], duty ['dʒʊti], expert ['ɛkspɜːt], chemical ['kæmɪkəl], expertise ['ɛkspɜːtaɪz], cause [kɔːz], burn [bɜːn], poisoning ['pɔɪzənɪŋ], poisonous ['pɔɪzəʊs], smuggling ['smʌŋɡlɪŋ]

KEY WORDS

Try to remember the words and word combinations below:



an officer on duty –
черговий офіцер



a parcel –
згорток, пакунок



an envelope –
конверт



a medical expert –
медичний експерт



a suspicious substance –
підозріла речовина



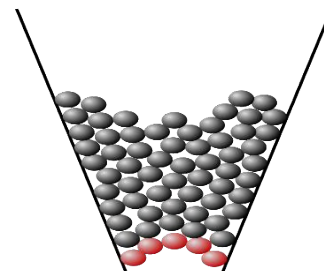
a substance of unknown origin –
речовина невідомого походження



a chemical expertise –
хімічна експертиза



a poisonous substance –
отруйна речовина



a granular substance –
гранульована речовина



a solid substance –
тверда речовина



a liquid substance –
рідка речовина



a gaseous substance –
газоподібна речовина



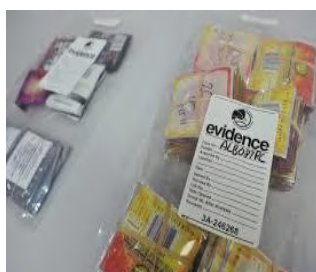
to restrict touching –
заборонити доторкування



to cause poisoning –
спричинити отруєння



smuggling –
контрабанда



drug trafficking –
обіг наркотиків



a state of health –
стан здоров'я



to inform the police –
повідомити в поліцію

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Officer Dan Brown was **on duty** in the airport. He was screening the luggage and suddenly noticed **a suspicious parcel**. Dan opened the parcel and saw a lot of small **envelopes**. Officer Brown called **a medical expert** immediately. Together they opened one of the envelopes and discovered **a suspicious substance** inside. The medical expert looked at it and claimed it was **a substance of unknown origin**. She decided to take the envelopes **for a chemical expertise**. Conducting the expertise, the scientists opened all of the envelopes that had various substances. The content of the parcel proved to be **a poisonous substance**. The first envelope contained unknown **granular substance**. The second envelope contained parts of **solid substance** that looked like bronze. The third envelope was bigger than the others, it contained bottles with **liquid substance**. Finally, the expert found a metal can on the bottom of the parcel. There was **gaseous substance** there. The specialists **restricted touching** the parcel immediately because those substances might **cause poisoning**. Officer Brown pulled the owner of the parcel out of the line and charged him with **smuggling**. After investigating this crime, the criminal was charged with **drug trafficking** as well.

Mind that suspicious substances may influence **the state of health**. Never touch them and **inform the police** immediately.

1. In each sentence one word is wrong. Cross it out and write the correct one

1. Officer Dan Brown was on duty in the police department.
2. Dan opened the box and saw a lot of small envelopes.
3. Officer Brown called a medical expert in an hour.
4. The officer looked at the substance inside and claimed it was substance of unknown origin.
5. The medical expert decided to take the envelopes for screening.
6. The content of the parcel didn't prove to be a poisonous substance.
7. The second envelope contained parts of solid substance that looked like a piece of gold.
8. The expert found a metal can on the bottom of the envelope.
9. The specialists allowed touching the parcel.
10. Officer Brown pulled the owner of the parcel out of the line and charged him with pickpocketing.

2. Write the words in the correct order

1. day, Dan, on, Brown, was, that, duty, officer
2. the, small, there, many, were, parcel, in, envelopes.
3. suspicious, officer, the, a, the, parcel, substance, discovered, inside.
4. for, the, decided, expertise, medical, the, to, take, expert, envelopes.
5. can, parcel, of, the, a, on, found, expert, the, metal, bottom, the.

3. Read the definition given below and find the words in the text which match the definition

4. Do a small quiz to find out whether you can distinguish a suspicious substance or not

1. Which is the distinctive mark of a suspicious substance?
a) red color b) enormous size c) strange smell d) strange noise
2. Choose the words that characterize a substance.
a) gaseous or liquid b) healthy or unhealthy c) big or small d) nice
3. Which are the effects a suspicious substance may cause?
a) change of pulse b) insomnia c) burns and poisonings d) arrest

GRAMMAR

COMBINABILITY OF VERBS

<p style="text-align: center;"><u>Verb + gerund</u></p> <p>I enjoy walking in the park.</p>	<p>A gerund is the -ing form of a verb. It is used as a noun: walking is a gerund. It is used as the object of the verb enjoy.</p>
<p style="text-align: center;">COMMON VERBS FOLLOWED BY GERUNDS</p> <p>enjoy I enjoy working in my garden. finish Ann finished studying at midnight. stop It stopped raining a few minutes ago.</p> <p>quit David quit smoking. mind Would you mind opening the window? postpone I postponed doing my homework. put off I put off doing my homework. keep (on) Keep (on) working. Don't stop.</p> <p>consider I'm considering going to the sea. think about I'm thinking about going to the sea. discuss They discussed getting a new car. talk about They talked about getting a new car.</p>	<p>The verbs in the list are followed by gerunds. The list also contains phrasal verbs (e.g., put off) that are followed by gerunds.</p> <p>The verbs in the list are NOT followed by to + the simple form of the infinitive.</p> <p>INCORRECT: I enjoy to walk in the park. INCORRECT : Bob finished to study. INCORRECT: I'm thinking to go to the sea.</p>
<p>I considered not going to the sea.</p>	<p>Negative form: not + gerund</p>

Common expressions with **GO + -ing**

go boating go dancing go jogging go (window) shopping go (water) skiing
 go bowling go fishing go running go sightseeing go skydiving
 go camping go hiking go sailing go (ice) skating go swimming

<p style="text-align: center;"><u>Verb + infinitive</u></p> <p>Tom offered to lend me some money. I've decided to buy a new car.</p>	<p>Some verbs are followed by an infinitive: AN INFINITIVE = to + the simple form of a verb</p>
<p>I've decided not to keep my old car.</p>	<p>Negative form: not + infinitive</p>

Common verbs followed by infinitives:

want hope decide seem learn need expect promise appear try would like
plan offer pretend intend agree mean refuse forget (can't) afford (can't)
wait



Verbs that can take a gerund or an infinitive, but the meaning is different

Try to be on time. (= make an effort to be on time)

Try doing yoga. (= do it to see if you like it)

Remember to phone him. (= don't forget to do)

I **remember** meeting him years ago. (= I have a memory)

GRAMMAR BANK

1. Choose the correct form of the verb.

1. I'm in charge of *recruiting* / *to recruit* new staff.
2. It's important for me *spending* / *to spend* time with my group mates.
3. *Applying* / *Apply* for a job in police can be complicated.
4. The manager asked me *not saying* / *not to say* anything about the redundancies.
5. My boss wants me *start* / *to start* work earlier.
6. We carried on *working* / *to work* until we finished.
7. Dave is very good at *solving* / *to solve* logic problems.
8. The best thing about weekends is *not going* / *not to go* to work.
9. Tom gave up *smoking* / *to smoke* when he was unwell.
10. I went on a training course to *learning* / *to learn* about the new software.

2. Complete with a verb from the list in the correct form.

not buy commute do leave lock not make retire wear not worry

1. My parents are planning ___ before they are 65.
2. Rob spends three hours ___ to work and back every day.
3. Mark's wife told him ___ about the problems he had at work.
4. Did you remember ___ the door?

5. In the end I decided ___ the shoes because they were very expensive.
6. The manager lets us ___ early on Friday.
7. All employees must ___ a jacket and tie at work.
8. Please try ___ any more mistakes in the report.
9. I don't mind ___ overtime during the week.

3. Complete the sentences in Column A by using a verb from Column B and your own words. Use the verbs in Column B only once.

e.g. I often postpone + write = I often postpone writing thank you notes, and then I have to apologize for sending them late.

Column A

1. I often postpone _____
2. I enjoy _____
3. I'm considering _____
4. Would you mind _____
5. I finished _____
6. I'll never stop _____
7. Do you ever think _____
8. You should _____

Column B

- | | | |
|----------|--------|-------|
| buy | listen | leave |
| close | Love | teach |
| do | make | try |
| eat | Open | visit |
| exercise | Play | watch |
| finish | Take | write |
| about | Give | go |
| keep | Help | learn |

4. Fill in the cells below.

somebody you find very easy to talk to	something you are planning to do in the summer	something you enjoy doing on Sunday mornings
a job you hate doing in the house	a sport, activity, or hobby you love doing , but never have time for	a country you'd like to visit in the future
something you are afraid of doing	a job you'd love to do	somebody you wouldn't like to go on holiday with

READING

Read the dialogue and try to fill in the table below with the information according to the dialogues. In pairs, try to act out one of the dialogues.

"A suspicious neighbour"

Inspector: Good morning sir. Can I ask you several questions about your neighbour, Mr. Perkins?

Witness: Good morning officer. Yes, I'm ready to answer all your questions.

Inspector: OK. Please, tell me when did you last see Mr. Perkins?

Witness: I saw him last Sunday night.

Inspector: Was he alone or with someone else?

Witness: He entered his house with two other men.

Inspector: Did the other men have any distinctive features?

Witness: I didn't notice anything special, except that they were Mexicans.

Inspector: OK. Did they carry anything suspicious?

Witness: Oh... I think, yes. Mr. Perkins and one of the men were carrying large carton boxes.

Inspector: Good. And the last question. Have you ever noticed Mr. Perkins behaving in a strange way? If yes – how did he behave.

Witness: Yes, there was an extraordinary situation a few weeks ago. Mr. Perkins came to my place and asked for some food. I invited him to have a dinner with me and... he ate a lot, I must say. Maybe he's ill...

Inspector: Maybe, sir. Maybe... Thank you for information. You've been very helpful. Take care!

When did Mr. Perkins last appear ?	
With whom did he come home ?	
What did they carry ?	
How did the suspect behave ?	

WRITING

Read the sentences and choose one of the words from the word bank to fill in the gaps

substance *gaseous* *health* *poisonous* *chemical*
burns *envelope* *granular*

1. The officer found a suspicious _____ in the pocket of one of the suspects while frisking him.
2. Last Sunday Miss Pole received an _____ which contained a poisonous substance.
3. Touching suspicious substances may cause _____.
4. The state of _____ of one of the victims was critical.
5. It is necessary to make a _____ expertise in case of finding substances of unknown origin.
6. The can contained a _____ substance that caused poisoning of three people who were nearby at the moment of opening the can.
7. Uranium is in the list of _____ substances.
8. Drugs are mostly _____ substances.

2. Write down how do you say the phrases below in your native language

a state of health of a patient _____

drug trafficking is banned _____

all the drugs are illicit substances _____

the experts restricted touching the object _____

always mark external signs of the substances _____

EXTRA READING

E

Read the text below and answer the questions according to the text

EL CHAPO, MOST-WANTED DRUG LORD, IS CAPTURED IN MEXICO

MEXICO CITY — Just before 7 a.m. on Saturday, dozens of soldiers and police officers descended on a condominium tower in Mazatlán, Mexico, a beach resort known as much as a hangout for **drug traffickers** as for its seafood and surf.

The forces were following yet another tip about the whereabouts of one of the world's most wanted drug kingpins, Joaquín Guzmán Loera — known as El Chapo. With an army of guards and lethally enforced loyalty, he reigned over a worldwide, multibillion-dollar **drug empire** that supplied much of the **cocaine** and **marijuana** to the United States despite a widespread, yearslong manhunt by American and Mexican forces.

Mr. Guzmán faces a slew of **drug trafficking** and organized crime charges in the United States, which had offered \$5 million for information leading to his arrest in the hopes of dealing a crippling blow to an organization that is the country's top provider of **illicit drugs**.

Some Mexicans greeted the news of his capture with a shrug as drug violence continues. There is also uncertainty over what to believe about Mr. Guzmán. "He was somebody who existed," said Gustavo Colin in Mexico City, "and didn't exist."

1. What was the suspect arrested for?

- smuggling;
- drug trafficking;
- murder.

2. Where was El Chapo from?

- from the USA;
- from Indonesia;
- from Mexico.

3. How much money was offered for the information?

- \$ 5,000;
- \$ 5,00;
- \$ 5,000,000.

29

ILLICIT WEAPONS TRAFFICKING

Vocabulary
Weapons
trafficking

Grammar
Reported speech



LEAD-IN

Look at the photo and describe what you see.

- What are some ways that people use guns in your country?

PRONUNCIATION

Check your pronunciation:

weapon ['wæpən], firearms ['faɪə,ɑ:mz],
manufacture [mənʉ'fæktʃə], statutory ['stetjətərɪ]
authorization [ˌɔ:θəraɪ'zeɪʃən], arms [ɑ:mz], serial
['si:rɪəl] number ['nʌmbə], partaker [pə'teɪkə],
supplier [sə'plɑ:ə:], machine [mə'ʃi:n] gun [gʌn],
assault [ə'sə:lt] rifle ['raɪfl]

KEY WORDS

Try to remember the words below



illicit weapons trafficking – *незаконний обіг зброї*



the form of packaging – *форма пакування*



firearms – *вогнепальна зброя*



edged weapons – *холодна зброя*



a machine gun – *кулемет*



a gun – *пістолет*



an assault rifle – *штурмова гвинтівка*



a rifle – *гвинтівка, рушниця*



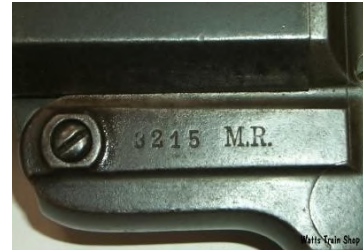
the Kalashnikov rifle – *автомат Калашникова*



a cross bow –
арбалет



caliber of arms –
калібр зброї



a serial number of weapon –
серійний номер зброї



arms transfer –
передавання зброї



arms sales –
збут зброї



a partaker –
спільник у скоєнні злочину



manufacture of weapons –
виготовлення зброї



acquisition of weapons –
придбання зброї



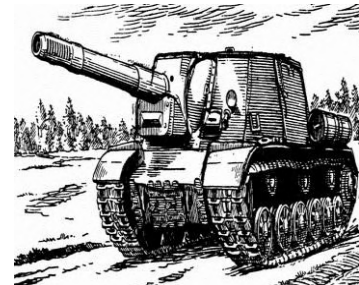
to carry weapons –
носити зброю при собі



a statutory authorization –
дозвіл від влади



possession of weapons –
володіння зброєю



heavy artillery –
важка артилерія

READING

Here are some rules of police acting in case of **illicit weapons trafficking**.

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given.

First of all, find out the **forms of packaging** and the number of arms. Secondly, report about the type of arms. They are **firearms** or **edged arms**. Firearms include: 1) **machine guns, guns, assault rifles, rifles, Kalashnikov rifles** and **cross bows**. After that state **the caliber of arms**. Then find out if there are any bullets. Further on, claim the **serial number of arms**. After recognizing all these details, the police should find out how **the arms transfer** was held. It may be done by the means of **arms sales** or organized by several **partakers**. The police should also take into consideration the places of **manufacture of weapons** as well as the places of **acquisition of weapons**. Mind that all the policemen have the right **to carry weapons**, because their **possession of weapons** is claimed by **the statutory authorization**. In cases of transfers of **heavy artillery**, cooperate with the international law enforcement organizations.

1. Find all the listed words. They may run in all directions, in straight lines.

Words: *partakers, firearms, gun, rifle, weapons.*

P	A	R	T	A	K	E	R	S
G	L	A	G	R	I	F	L	E
U	F	I	R	E	A	R	M	S
N	D	W	E	A	P	O	N	S

2. Fill in the blanks with the correct words and phrases from the word bank

1. Every police officer should know some rules of police acting in case of_____.
2. The police should also take into consideration the places of_____.
3. All the policeman have the right to_____.
4. In cases of transfers of_____, police officers have to cooperate with the international law enforcement organizations.
5. Every possession of weapons is claimed by_____.

3. Translate the sentences from Ukrainian into English, using the key words

1. Щомісяця Нью-Йоркський відділ поліції фіксує випадки незаконного обігу зброї.
2. При передаванні холодної зброї один зі спільників припустився помилки і був затриманий поліцією.
3. Мій брат вивчив усі назви вогнепальної зброї, граючи у комп'ютерні ігри.
4. Вчора поліція затримала трьох спільників, які займалися незаконним обігом зброї.
5. Наступного місяця офіцер Блейк отримає дозвіл від влади на носіння зброї.

WRITING

Imagine the situation: you are an officer who solves illicit weapons trafficking. Make up a weapon report, using the form below

APPLICATION TO TRANSPORT A WEAPON

Applicant's name:_____

Applicant's country of citizenship:_____

Type of weapon:_____

Where was the weapon obtained?_____

What is the purpose of transporting the_____



When we tell others what somebody has said, we can quote their words directly (direct speech) or report them indirectly (reported speech).

STATEMENTS

DIRECT SPEECH	REPORTED SPEECH
<i>PRESENT SIMPLE</i>	<i>PAST SIMPLE</i>
«Tom <u>doesn't</u> have an assault rifle»	Mike (said) that Tom <u>didn't</u> have an assault rifle
<i>PRESENT CONTINUOUS</i>	<i>PAST CONTINUOUS</i>
«We <u>are going</u> to the Police Department with a suspect and his partaker»	Mike said (that) they <u>were going</u> to the Police Department with a suspect and his partaker
<i>PRESENT PERFECT</i>	<i>PAST PERFECT</i>
«Ella <u>has already got</u> a statutory authorization for carrying weapons»	Mike said (that) Ella <u>had already got</u> a statutory authorization for carrying weapons
<i>PAST SIMPLE</i>	<i>PAST PERFECT</i>
«He <u>got</u> a statutory authorization»	Mike said (that) his friend <u>had got</u> a statutory authorization
<i>WILL</i>	<i>WOULD</i>
«Every police officer <u>will</u> know a serial number of a gun»	Mike said (that) every police officer <u>would</u> know a serial number of a gun



Tenses usually change like this: *present* > *past*; *past simple* / *present perfect* > *past perfect*; *past perfect* > *past perfect*, *will* > *would*.

Some modal verbs change, e.g. *can* > *could*; *may* > *might*; *must* > *had to*. Other modal verbs stay the same, e.g. *could*, *might*, *should*, etc.



must changes to *had to* BUT *mustn't* stays the same

«You *mustn't* touch it!»

The officer said I *mustn't* touch it!



In reported speech the following elements of what somebody has said may change:

1). Using *that* after said and told is optional ;

2). **pronouns:**

*I have lost **your** gun, I can find it **myself**. – He told me (that) **he** had lost **my** gun and that he could find it **himself**.*

time and place expressions:

- now – at that time / that
- today – that day
- tomorrow – the next day / the following day
- yesterday – the day before
- 4 hours ago – 4 hours earlier / 4 hours before
- last week – the week before / the previous week
- here – there
- this – that, the

*I lost your gun **4 hours ago**, I can find it myself. – He told me (that) he had lost my gun **4 hours earlier / before** and that he could find it himself.*



After said **don't** use a person or pronoun.

He said he was in panic NOT ~~He said me....~~

After told you **must** use a person or pronoun.

He told me he was in panic, NOT ~~He told he was....~~

QUESTIONS

DIRECT QUESTIONS	REPORTED QUESTIONS
« Are you married?»	She asked him if he was married.
« Did she phone the police?»	He asked me whether she had phoned .
«What is your name?»	I asked him what his name was .
«Where do you live?»	They asked me where I lived .



- When you report a question, the tenses change as in reported statements.
- When a question begins with a verb (not a question word), add if (or whether).
- You also have to change the word order to subject + verb, and not use do / did.

COMMANDS

DIRECT SPEECH	REPORTED SPEECH
«Go away.»	She told him to go away
«Don't worry.»	The officer told me not to worry .
«Can / could you help me?»	I asked the policeman to help me

!! YOU CAN'T USE SAID IN THESE SENTENCES!!!

NOT ~~She said him to go away.~~



- To report an imperative or request, use *told* or *asked* + person + the infinitive with *to*.
- To report a negative imperative, use a negative infinitive (e.g. *not to do*).

1. Write the sentences in Reported Speech:

Model: «He is a criminal»

She told us that he was a criminal.

1. «He is checking a serial number of an arm».

They said that _____.

2. «I've got a statutory authorization for the gun». He told us that _____.

3. «Police officers have a right to carry weapons».

We were told that _____.

4. «The terrorists used weapons of mass destruction».

The police officer reported that _____.

5. «My department has bought new edged weapons».

The officer said that _____.

**GRAMMAR
BANK**

2. Write the sentences in Direct Speech:

Model: He told me that he would use firearms in his police work.

He said: «I'll use firearms in my police work».

1. He told me that he fought with illicit weapons trafficking.

He said:

2. The officer said that that he would arrest a partaker in arms sales the next day

The officer said: _____.

3. Mr. Johnson said that he had used his gun the day before.

Mr. Johnson said: _____.

4. My colleague told me that he had not investigated illicit weapons trafficking yet.

My colleague said: _____.

3. Translate the sentences into the English language. Use the key words and rules of Reported Speech:

1. Він сказав, що вчора відділ поліції зафіксував випадок незаконного обігу зброї.
2. Джордж сказав мені, що його брат вивчив усі назви вогнепальної зброї.
3. Офіцер повідомив, що Нью-Йоркський відділ поліції щомісяця фіксує випадки передавання зброї.
4. Том сказав, що його брат вивчив усі назви вогнепальної зброї, граючи у комп'ютерні ігри.
5. оліцейський Джон повідомив, що вчора він отримав офіційний дозвіл від влади на володіння зброєю.

SPEAKING

Read the dialogue and try to fill in the illicit weapon trafficking bulletin. Pay special attention to the details and try to use the key words

«Fixing an appeal about the case of illicit weapons trafficking»

Officer 1: Officer Johnson, can you hear me?

Officer 2: Yes, Officer Davis. How can I help you?

Officer 1: Johnson, we are in a trouble here. We need some extra police patrols.

Officer 2: What happened?

Officer 1: There is a great number of illicit weapons in the airport and several armed men trying to get them. We have been waiting for those parcels the whole day since our officer fixed an appeal about sending them last night.

Officer 2: Got it. Tell me, are there any firearms?

Officer 1: Yes, all the parcels contain assault rifles and bullets.

Officer 2: Are those armed people the partakers?

Officer 1: I don't know, maybe they have arrived just for the weapons transfer.

Officer 2: Got it. Be careful. I'm sending three extra police patrols.

SPEAKING

Read the text about transporting weapons. Then, choose the correct answer.

COSTA HAVANA CUSTOMS Notice # 17a

Know the Law:

Bringing Weapons into Costa Havana

Costa Havana does not tolerate illegal **possession** of firearms and other dangerous items. You must notify customs of any such items that you plan to bring in.

All weapons must have authorization before being allowed into the country. Before entering Costa Havana, you may be searched by customs agents. They will ensure that no one is bringing **concealed** weapons across our borders.

Do not try to transport weapons illegally. Customs agents will **seize** them and you will be taken into police custody immediately. Illegal possession of handguns, **switchblades** and other common weapons **carries** a **penalty** of up to ten years in prison.

A full list of **prohibited** items is available on the Costa Havana Customs website. Also visit the website for information about obtaining legal permits

Match the words (1-5) with the definitions (A-E)

1. _____ carry
2. _____ penalty
3. _____ concealed
4. _____ possession
5. _____ switchblade

- A. a knife with a springing blade
- B. not visible to others
- C. a legal punishment
- D. to have a particular consequence
- E. the state of having something

1. What is the purpose of the text?

- A. to provide job training for Customs agents
- B. to authorize the transport of certain weapons
- C. to give a full list of prohibited items
- D. to notify travelers of weapons possession policies

2. Which statement is NOT expressed in the text?

- A. Customs agents will seize illegal weapons
- B. Information about permits is available on the website
- C. Travelers entering the country may be searched
- D. People caught with weapons must pay penalty fines

3. How can travelers transport weapons legally?

- A. by obtaining a permit from customs
- B. by showing them to agents before a search
- C. by carrying them only in luggage
- D. by entering weapons into police custody at customs

30

OPERATIONS: INTERPOL, EUROPOL

Vocabulary
Interpol, Europol

Grammar
*Revise and check
test*



INTERPOL

Elements

Indicate

1. The official abbreviation "ICPO"

A. "Organisation internationale de police criminelle"

2. A representation of the globe

B. symbolize peace

3. The scales below the olive branches

C. 'International Criminal Police Organization'.

4. Olive branches

D. symbolizes police action.

5. In French this is "O.I.P.C."

E. symbolize justice

6. A vertical sword behind the globe

F. indicates that INTERPOL's activities are worldwide

LEAD-IN

Look at the emblem of Interpol.

- What elements does it comprise?

PRONUNCIATION

Check your pronunciation:

assembly [ə'sembli], annually ['ænjʊəli], executive [ɪg'zekjʊtɪv], committee [kə'mɪti], implementation [ɪmplɪmen'teɪʃ(ə)n], headquarters [hed'kwɔ:təz], facilitate [fə'sɪlɪteɪt], database ['deɪtəbeɪs], fugitive ['fju:dzətɪv], support [sə'pɔ:t], intelligence agency [ɪn'telɪdʒ(ə)n(t)s 'eɪdʒ(ə)n(t)sɪ], assist [ə'sɪst], cyber ['saɪbə], humanity [hju:'mænəti], launder ['lə:ndə], European Union [juərə'pi:ən 'ju:njən], France [frɑ:n(t)s], Lyon ['laɪənz] governance ['gʌv(ə)nəns(t)s]

KEY WORDS

Try to remember the words below:

 **EUROPOL**

a law enforcement agency –
установа правопорядку



headquarters –
штаб-квартира



The General Assembly –
Генеральна асамблея



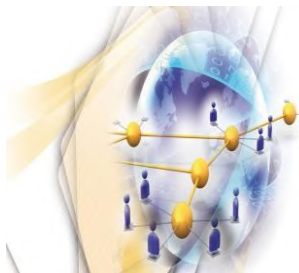
The Executive Committee –
Виконавчий комітет



to meet annually –
щорічно збиратися



implementation of
decisions –
виконання рішень



to facilitate cooperation –
сприяти діяльності



a fugitive –
втікач



to provide round-
the-clock support –
*надавати цілодобову
підтримку*



a database –
інформаційна база



to conduct investigations –
проводити розслідування



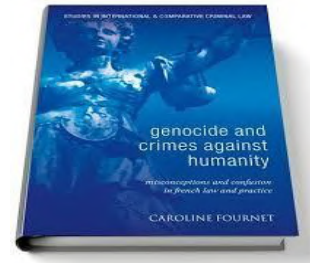
to assist –
сприяти, допомагати



cybercrime –
кіберзлочинність



money laundering –
відмивання грошей



crimes against humanity –
злочини проти людства

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Interpol and Europol are characterized with different functions. Interpol stands for International Criminal Police Organization. On the other hand, Europol is a **law enforcement agency** of the European Union. The **headquarters** of Interpol is situated in Lyon, France. It has a strong network of 190 member countries. **The General Assembly** and **Executive Committee** form the Organization's governance of Interpol. The General Assembly is Interpol's supreme governing body that is composed of delegates appointed by each member country. They **meet annually** to take all major decisions affecting general policy and international cooperation. The General Assembly elects the Organization's Executive Committee. There are 13 members who represent all regions of the world. The Executive Committee controls the **implementation of decisions** made at the annual General Assembly.

The main function of Interpol is **to facilitate** international police **cooperation**: identification, location and arrest of **fugitives** and cross-border criminals. Interpol **provides round-the-clock support** and a wide range of operational assistance to member countries. It has the highest quality **database**. The Interpol officials have the right and the power **to conduct investigations** and arrest the suspects. On the other hand, the officials of Europol are not authorized to conduct investigations and question the suspects. All they can do is **to assist** the other intelligence agencies in the member countries where crimes of different kinds are committed. Interpol and Europol fight against such crimes as illicit drugs, terrorism, **cybercrime**, **money laundering**, **crimes against humanity**.

1. Correct the wrong information in each sentence below

1. Interpol is a law enforcement agency of the European Union.
2. The headquarters of Interpol is situated in The Hague, France.
3. The General Assembly and Executive Committee form the Organization's governance of Europol.
4. The Organization's Executive Committee elects The General Assembly.
5. The officials of Europol conduct investigations and question the suspects.
6. The Executive Committee controls round-the-clock support of Interpol.
7. Interpol has the lowest quality database.
8. There are 13 members in The General Assembly.
9. The Interpol officials usually assist fugitives arrest the suspects.
10. Interpol and Europol fight against such crimes as terrorism, pickpocketing, cyber crime, burglary.

2. Find synonyms to the words given below

- | | |
|----------------|----|
| 1. once a year | 1. |
| 2. refugee | 2. |
| 3. to promote | 3. |
| 4. to help | 4. |
| 5. execution | 5. |

3. Fill the sentences with necessary words using the information from the text

1. INTERPOL provides its member countries with instant, direct access to a wide range of criminal_____, containing millions of records on fingerprints, DNA, stolen motor vehicles, firearms, stolen and lost travel documents and more.
2. INTERPOL _____ international police cooperation even where diplomatic relations do not exist between particular countries.
3. Locating_____requires a high level of cooperation between governments, police authorities and international organizations.
4. INTERPOL _____ and a wide range of operational assistance to member countries, including emergency and crisis response.
5. _____is a fast-growing area of crime as criminals commit a diverse range of criminal activities that know no borders.

SPEAKING

Try to answer and discuss the following questions about Interpol's activities



What information is stored in a database known as the INTERPOL Criminal Information System?

What are the items (profiles) of the forensic data?

What is the purpose of the organized crime networks?



Why do international notices have a colour code? What is the reason to use them?

What do you know about extradition? How is it regulated?

WRITING

Choose the necessary word to complete each sentence:



1. extradition / laundering money

- A.** _____ is regulated by treaties.
B. A lot of countries fight against _____.

2. database / fingerprints

- A.** The _____ is used by all members of Interpol.
B. _____ and DNA profiling can play a crucial role in solving crimes.

2. headquarters / international notices

- A.** The _____ is the center of any police organization.
B. National police agencies receive _____ about wanted people.

EXTRA TASK

Check what you know about International Notices System

SHARING INFORMATION ON CRIME

One of INTERPOL's most important functions is to help police in its member countries share critical crime-related information using the system of international notices. Police can use these notices to alert law enforcement in other countries of potential threats, or to ask for assistance in solving crimes. Notices can also be used by the United Nations Security Council, the International Criminal Court and international criminal tribunals to warn that certain individuals and entities face UN sanctions.

Types of INTERPOL Notices



Red Notice

To seek the location and arrest of a person wanted by a judicial jurisdiction or an international tribunal with a view to his/her extradition.



Yellow Notice

To locate a missing person or to identify a person unable to identify himself/herself.



Blue Notice

To locate, identify or obtain information on a person of interest in a criminal investigation.



Black Notice

To seek information on unidentified bodies.



Green Notice

To warn about a person's criminal activities if that person is considered to be a possible threat to public safety.



Orange Notice

To warn of an event, a person, an object or a process representing an imminent threat and danger to persons or property.



INTERPOL – United Nations Security Council Special Notice

To inform INTERPOL's members that an individual or an entity is subject to UN sanctions.



Purple Notice

To provide information on *modi operandi*, procedures, objects, devices or hiding places used by criminals.

EXTRA TASK

Check what you know about International Notices System

INTERPOL AND EUROPOL

The idea of INTERPOL was born in 1914 at the first International Criminal Police Congress, held in Monaco. Officially created in 1923 as the International Criminal Police Commission, the Organization became known as INTERPOL in 1956.

The chief function of Interpol is **to facilitate the cooperation** among other international police organizations. As the European Union's law enforcement agency, Europol's **mission** is to support its Member States in preventing and combating all forms of serious international crime and terrorism.

Contrary to popular belief, Interpol officers do not travel around the world investigating cases in different countries. Each member country employs its own law enforcement officers to investigate criminal activity in accordance with its own national laws.

The Interpol officials have the right and the power to **conduct investigations** and also make arrests of the suspects in connection with the crimes committed in the areas of **money laundering, terrorism, genocide** and the like. On the other hand, the officials of Europol are not authorized **to conduct investigations and question the suspects** in connection with the various crimes. In other words it can be said that Europol is not entitled to make arrests of the suspects in relation to the various crimes across the continent of Europe. All they can do is **extend their support** to the other intelligence agencies in the member countries where crimes of different kinds are committed.

Interpol is a very large organization when compared to the intelligence agency of Europol. With 190 member countries, it is the second largest intergovernmental organization after the United Nations by member states. It promotes **mutual assistance** among all police authorities within the limits of the law existing in the different countries.

The Interpol has its **headquarters** at Quai Charles de Gaulle in Lyon, France. It is true that its official website has a record number of page views every month.



True or False?

___ Interpol officers travel around the world investigating crimes.

___ Europol has the right and power to question suspects.

___ Europol is not authorized to conduct investigations.

___ Interpol and Europol have the same functions.

___ Interpol is not a large organization compared to Europol.

___ Europol allocates its resources from its headquarters in the Hague.

___ Interpol has its headquarters in Netherlands.

___ Europol investigates such crimes as petty theft.

___ Interpol coordinates police-to-police cooperation.

___ Europol promotes mutual assistance among all police authorities.

31

ORGANIZED CRIME

Vocabulary

Organized crime,
organized crime
groups, human
trafficking

Grammar

Revision



LEAD-IN

Discuss the questions:

- What are some common features of organized crime?
- What types of organized crime are the most common in your country?

PRONUNCIATION

Check your pronunciation:

organized crime [ˌɔːɡən.aɪzd 'kraɪm], bribery ['brɪ.ə.bər.i], counterfeit ['kaʊn.tə.fɪt], legitimate [lə'dʒɪt.ə.mət] business, human trafficking [ˌhjuː.mən 'træf.ɪ.kɪŋ], gang [gæŋ], extortion [ɪk'stɔːʃən], racketeering [ˌræk.ə'tiə.rɪŋ], intimidation [ɪn'tɪm.i'dei.ʃən], money laundering ['mʌn.i 'ləʊ.n.də.rɪŋ], hierarchical [ˌhaɪə'rɑː.kɪ.kəl], to escape prosecution [ˌprɒs.i'kjuː.ʃən].

KEY WORDS

Try to remember the words below:



organized crime –
організована злочинність



bribery – підкуп



counterfeit –
*підробка,
фальсифікація*



legitimate business –
законний бізнес



human trafficking –
торгівля людьми



gang –
*організована група
злочинців*



extortion –
вимагання



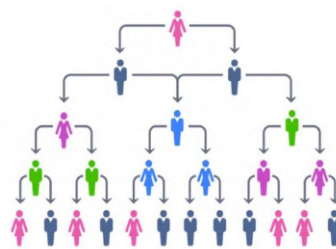
racketeering –
бандитизм



intimidation –
залякування



money laundering –
відмивання грошей



hierarchical –
ієрархічний



to escape prosecution –
*уникнути
переслідування*

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Types of organized crime in the US

In the 21st century, **organized crime** has become part of society and is also a force that undermines our society. Many crime groups and **gangs** are always trying to increase their market share, just as **legitimate business** are. In many ways, organized groups exist in order to make money. They buy and sell different goods (illegal goods, such as drugs or weapons), use **bribery** to corrupt the legal system and **escape prosecution**.

There are common types of organized crime in the United States:

Street Gangs

These groups often use violence to protect their territory. Common business activities include dealing drugs and selling stolen goods. Street gangs are sometimes associated with major prison gangs.

OMG (Outlaw Motorcycle Gangs)

This is a street gang in which members ride motorcycles. They are often strictly **hierarchical** and require members to pay dues. Business dealing may involve **extortion** and types of theft.

The Mafia

The Mafia is an old organization with deep cultural roots. Along with violent crime, it is also known for financial crime. This includes loan sharking, **money laundering**, and producing **counterfeit** money. Many laws against **racketeering** originally targeted the Mafia. However, the modern Mafia is involved in broader range of criminal activity, including drug-related crime, both drug smuggling and dealing, **human trafficking**, and the bribery.

Organized crime groups are not limited by the law, nor by any moral, religious, or humanistic scruples. They use violence and **intimidation** to achieve their purposes.

2. Answer the following questions.

1. What types of organized crime do you know?
2. What are some ways that criminal organizations take money from people?
3. Why is so difficult for law enforcement to combat organized crime?

3. Fill in the blanks from the word bank.

violence, interest, loan, extortion

Criminal organizations often take money by _____, usually under the threat of _____. Sometimes they engage in _____ sharking, charging excessive _____ for lending someone money.

4. Match the words or phrases with their definitions.

WORD/PHRASE	DEFINITION
1. legitimate business	a) the act of forcing someone to pay money
2. counterfeit	b) the practice of obtaining something, especially money, through force or threats
3. extortion	c) criminal activities that are planned and controlled by powerful groups and carried out on a large scale.
4. racketeering	d) made in exact imitation of something valuable
5. human trafficking	e) lawful business enterprise operating in compliance with law
6. organized crime	f) the unlawful act of transporting people in order to benefit from their work, typically in the form of forced exploitation.

5. Look at the list of words and phrases in the box, then look at the categories below. Write the phrases in appropriate space in the table.

money laundering dues OMG prison gang
 human trafficking Mafia extortion gang counterfeit

Criminal organization	Types of crime	Membership requirement

SPEAKING

Read the dialogue between student and professor about organized crime. Work in pairs and act out the dialogue.

Dialogue : A professor and a student

Student: Hey, Professor Klein. What are we covering in class today?

Professor: We're talking about criminal crime organizations.

Student: But we don't have organized crime around here.

Professor: No? What do you think when you hear 'organized crime'?

Student: Hmm. I guess I think of the Mafia.

Professor: Yes, many people do. And you're right, we don't have that here. But we do have violent street gangs.

Student: Oh, I see. I never thought of those as organized crime.

Professor: Well, they actually are. And they engage in extortion, money laundering, and many other illegal activities.

EXTRA SPEAKING

Discuss the following questions:

1. What do you think about courts decision in organized crime cases?
2. Do you believe that organized crime will be stopped by government through international cooperation?

EXTRA READING

1. Work in pairs. Read the text about the Yakuza, an organized crime group in Japan, and about the Italian Mafia.

THE YAKUZA

The Japanese gangsters, The Yakuza, have been part of Japanese Society since 17th century.

The Yakuza are not secret society: Yakuza adopt samurai-like rituals and often bear elaborate body tattoos, so they are easy to recognize.

They engage in extortion, blackmail, smuggling, prostitution, drug trafficking, gambling, loan sharking, day-labour contracting, and other rackets and control many restaurants, bars, trucking companies, talent agencies, taxi fleets, factories, and other businesses in major Japanese cities.

Today, there are estimated to be around 110,000 active Yakuza members in Japan. They have traditional links with the other Asian groups, such as the Triads, and are reported to be developing ties with the Mafa in New York and Vetnamese and Korean gangs in California.



The Italian MAFIA

The Italian Mafia began in the 19th century and was originally from Sicily, but the problem of organized crime in Italy is something that affects the whole country. Today, people believe there are 4 or 5 main Mafia families who operate in Italy, each of which have several thousand members. Traditionally, the Mafia's main activity has been extortion. However, the modern Mafia is involved in broader range of criminal activity, including drug-related crime, both drug smuggling and dealing, people trafficking, prostitution and the bribery of Italian politicians and judges. The Mafia invest the money that they make from these activities in legitimate business.

The Italian mafia has criminal links with groups across the world but operates mainly in Italy, the US and, to some extent, in Australia.



2. Use the prompts below to ask each other questions to find out as much information as possible.

1. Where / operate?
2. What / involved in?
3. Who / links with?
4. What / main business?
5. How / recognize?
6. What / control?

32

CYBER SECURITY

Vocabulary

Cybercrime,
IT fraud, types of
cybercrime

Grammar

Revision



LEAD-IN

In one minute, list some positive and negative aspects of using the Internet. Compare your list with your partner's.

PROS: have immediate access to information
CONS: exposes users to security risk

PRONUNCIATION

Check your pronunciation:

cybercrime ['saɪ.bə.kraɪm], identity theft [aɪ'den.tə.ti θeft], piracy ['paɪ.rə.si], scam [skæm], phishing ['fɪʃ.ɪŋ], illegal downloading [ɪˌdʌʊn'leɪdɪŋ], credit card fraud [frɔ:d], to gain access ['æk.ses], malicious [mə'liʃ.əs] program, launch [ləʊntʃ], to spread viruses [sprɛd vaɪr.əs]

KEY WORDS

Try to remember the words below:



cybercrime –
кіберзлочин



hacking –
хакерство, злом



identity theft –
крадіжка особистості



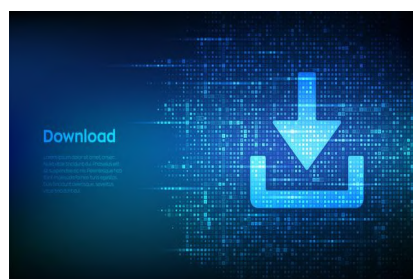
piracy –
піратство



scam –
шахрайство



phishing –
фішинг



illegal downloading –
незаконне завантаження



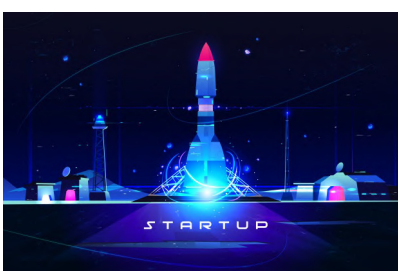
credit card fraud –
шахрайство з
платіжними картками



to gain access –
отримати доступ



malicious program –
зловмисна програма



launch –
запуск



to spread viruses –
розповсюджувати
віруси

READING

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Malicious cyber activity threatens the public's safety and also national and economic security. Some 2.5 million new types of **malicious programme (or malware)** have been **launched** in the recent years.

Cybercrime has become a multi-billion-pound, international criminal industry including unsolicited email **phishing** campaigns to con people out of financial details and passwords.

A key tool for the cyber-criminal is the botnet – a large number of computers that are recruited by a virus and can then be controlled from one place, often without their owner's knowledge. Botnets can include tens of thousands of individual PCs, and have a lot of different types of uses, including mass spamming, **spreading computer viruses**, and **hacking** websites by bombarding them with visitors.

Identity theft occurs when a criminal **gains access** to a user's personal information to steal funds, access confidential information, or participate in tax or health insurance fraud, **credit card fraud**. They can also open a phone/internet account in your name, use your name to plan a criminal activity and claim government benefits in your name. They may do this by finding out user's passwords through hacking, retrieving personal information from social media, or sending phishing emails.

Online **scams** are usually in the form of ads or spam emails that include promises of rewards or offers of unrealistic amounts of money. Online scams include enticing offers that are "too good to be true" and when clicked on can cause malware to interfere and compromise information.

When a movie or song is produced and marketed, everyone involved in the process has monetary gains from the sale of that product. Therefore, that product is protected by copyright law so that it cannot be copied, reproduced or resold without their permission. Besides, distribution of copyright materials (**piracy**) is punishable by law.

Illegal downloading places your computer at high risk of receiving viruses. Most illegal downloading is done through Peer-to-Peer (P2P) software, which allows people to share their files with others. Since you have no idea where you are getting the files from, you have no way of knowing if they are infected with viruses or spyware. Downloading infected files to your computer could result in loss of data, excessive pop ups, slow Internet connection and possible identity theft. An active anti-virus software will not always protect you from viruses obtained through P2P software.

2. Answer the following questions according to the text

1. Why is it not enough to secure a computer network in order to protect it from viruses?
2. How do cyber criminals send out spam emails, viruses and malicious websites?
3. Which of the following words from the article relate to Internet scams, and which relate to crime in general? *credit card fraud, phishing, extortion, identity theft, spamming.*

3. Match each of the following words with their definition

WORD	DEFINITION
1. Hacker	a. an illegal plan to make money
2. Piracy	b. a person who gets into someone else's computer system without permission in order to find out information or do something illegal
3. Identity theft	c. a small factory where workers are paid very little and work many hours in very bad conditions
4. Scam	d. the fraudulent practice of sending emails in order to reveal personal information, such as passwords and credit card numbers
5. Phishing	e. code/ software that is specifically designed to damage, or gain unauthorized access to a computer system
6. Malicious code	f. illegal use of a person's personal data/ identifying information
7. Sweatshop	g. illegal distribution of copyright material

4. Fill in the blanks from the word bank

*spam hacker scam extortion virus fraud
unsolicited sweatshop con*

1. I receive all kinds of _____ in my inbox everyday.
2. The criminal came up with a very clever _____ to steal money from people.
3. People who work in a _____ are usually under a lot of stress.
4. My computer isn't working. It has been infected with a _____.
5. A _____ managed to get past the company's security firewall and steal important financial data.
6. I receive _____ emails almost everyday. I usually delete them immediately.
7. The criminals forced Mr Smith to pay them a large sum of money. He was the victim of _____.
8. Someone stole my credit card details and used them to pay for things on the Internet. I was the victim of credit card _____.
9. The criminal managed to _____ Frank out of \$100 by pretending to work for a charity organisation.

SPEAKING

**Work in pairs.
Discuss the following questions:**

1. Have you been or do you know someone who has been the victim of a scam? What sort of spam do you receive in your email inbox?
2. What precautions can you take to avoid becoming a victim of Internet crime?

WRITING

Fill in the blanks

1. A virus _____ our computer system and erased the hard drive.
2. The virus caused my computer to _____.
3. Some cyber criminals target personal computers so they can _____ someone's identity.
4. Martin didn't _____ the crime; he was at work at the time.
5. The computer virus _____ a lot of problems for the company.
6. Hackers sometimes _____ public services such as power stations and water supplies for fun.

**STEAL,
COMMIT,
CAUSED,
INFECTED,
DISRUPT,
CRASH.**

33

CRIMINAL JUSTICE

Vocabulary

Court, trial, court
etiquette

Grammar

Revision

LEAD-IN

Complete the “Justice system” with the appropriate words.

1. A crime is committed. → 2. Victim/witness is interviewed. → 3. The evidence is _____. →
4. A suspect is arrested and _____ with a crime. → 5. The case goes to _____. →
6. The accused is found _____/found not guilty (_____). → 7. The accused is _____ (e.g. to three months in prison/ released). → 8. The _____ ends.

PRONUNCIATION

Check your pronunciation:

justice ['dʒʌs.tɪs], a trial [traɪəl], a defendant [dɪ'fɛn.dənt], to plead [pli:d] guilty, to acquit [ə'kwɪt] a defendant, to reach a verdict ['vɜː.dɪkt], to determine [dɪ'tɜː.mɪn] a sentence, a defence counsel ['kɑʊn.səl], circumstantial [ˌsɜː.kəm'stæn.ʃəl] evidence, a defence [dɪ'fens] case.

KEY WORDS

Try to remember the words below:



justice –
правосуддя



a trial –
судовий процес



a defendant –
підсудний



to be charged with a crime
бути винним у злочині



to plead guilty –
визнати свою провину



to acquit a defendant –
виправдати підсудного



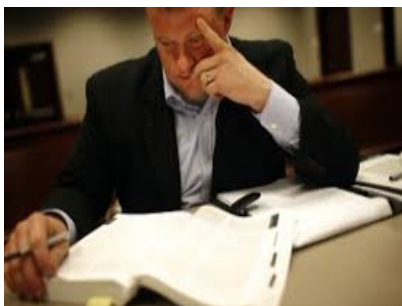
to reach a verdict –
виносити вирок



to determine a sentence
*визначити міру
покарання*



felony charges –
*звинувачення у
тяжкому злочині*



a defence counsel –
адвокат



circumstantial evidence
непрямі докази



a defence case –
версія захисту

Read the text paying attention to the key words and word combinations. Then go back to the section with key words and try to reproduce the information given

Trial

The USA's common law heritage makes it possible for all the states to follow in criminal **trials** a uniform set of procedures. They have developed over centuries.

It is the function of the trial court to find and express the judgement, under law as to the guilt or innocence of an accused person. **Defendants** who **plead not guilty** to **felony charges** can opt for either a jury or a bench trial. In most cases, a defendant chooses to stand trial before a judge sitting alone. It is called a bench trial.

If he chooses a jury trial the first step is the jury selection (which is called the petit jury). Jury members are ordinarily selected by lot or chance, from a master list of persons in the community where the trial will take place.

After a jury has been seated, the trial begins with an opening statement by a prosecutor, which is an attempt to tell the jury what crime the defendant is **charged with**. The defence may then make its own opening statement.

Next the prosecutor presents his or her evidence against the defendant – physical evidence such as fingerprints; testimonial evidence of witnesses or experts; eyewitness evidence; and any **circumstantial evidence**. This is done by calling witnesses and questioning them (direct examination).

After each witness for the prosecution has testified, **defence counsel** may carry out a cross-examination in order to test the truth of what each witness says. The prosecution then is allowed to question the witnesses again on redirect examination in order to give the witnesses an opportunity to clarify any issues raised in the cross examination.

At the next stage (**defense case**) the defendant through his attorney introduces witnesses or other evidence that favour the defendant's claim of being not guilty. The defence may begin with opening statements. Then all the defence witnesses are examined and cross-examined. There may be some further witnesses called by both sides.

At this point a recess is taken in the proceedings to allow the judge to prepare instructions to the jury, and the attorneys of both prosecution and defence prepare their closing arguments. In their closing arguments, the two opposing lawyers present a summary of their case to the jury, emphasizing the evidence that is most favourable to their side.

After the closing statements the judge instructs the jury in the applicable points of the law, in the nature and meaning of evidence they have seen or heard. Then the jury retires to a private room to deliberate the guilt or innocence of the accused. If the agreement is reached, they return to the courtroom where their decision will be announced.

The defendant is asked to stand to hear the verdict of the jury. The judge is then to **determine the sentence**. If the jury cannot **reach a verdict** the judge declares a mistrial. If this happens, the defendant may be tried for the same offence again before a different jury. If the defendant is found not guilty by the jury he is **acquitted**. If the verdict is guilty the defence counsel brings out those facts which should be considered by the court before the sentence is announced by the judge.

In a case tried before a judge sitting alone, the decision of the judge constitutes a termination of the trial.

2. Find in the text the information on:

- the role of the prosecutor at trial;
- the role of the defence counsel
- reaching a jury's verdict.

3. Fill in the table with the words / sentences from the text:

JURY	PROSECUTOR / DEFENCE
Verdict, ...	Opening statement, ...

4. Find the odd word out:

1. Defendant – convict – accused – prosecutor;
2. Defendant – defence counsel – prosecutor – judge – law;
3. Evidence – witness – experts – not guilty;
4. Indictment – verdict – sentence – arrest.

5. Match the beginning with the endings:

1. The function of a trial court is	a. the judge is to determine the sentence.
2. After the opening statements by the prosecutor	b. to determine the guilt or innocence of the accused person.
3. Cross examination includes	c. summarize the case to the jury
4. In closing arguments the two opposing lawyers	d. questioning the defendant/ witnesses by the opposing party.
5. After the verdict is announced	e. he presents evidence against the defendant.

6. Give Ukrainian equivalents to the following English expressions:

A. final verdict; to reach a verdict; to return a verdict; verdict of conviction; verdict of guilty; to agree upon a verdict;

B. convicted defendant; defendant's story; defendant's record; defendant in custody;

C. evidence on oath; false evidence; physical evidence; evidence of guilt; to introduce evidence;

D. trial by jury; bench trial; to stand trial; party to a trial; open trial

SPEAKING

Read the dialogue at the trial. Who do the replies A belong to? Try to fill in the gaps. Work in pairs and try to reproduce the dialogue.

Judge: Mr. Rogers, you have just heard your attorney say you wish to plead guilty to burglary. Is that how you wish to plead?

A: Yes sir.

Judge: How old are you?

A: 26.

Judge: Have you ever been treated for mental problems?

A: No, sir.

Judge: Are you now under the influence of any alcohol, drugs, or medication of any kind?

A: No.

Judge: You do not have to plead guilty. You have the right to plead not guilty and have the following rights at trial: the rights to a ..., to see and hear...testify and have your lawyer question them for you, to call witnesses and present...you want the jury to consider; the right to ... yourself or not to testify; the right to require the...to prove your guilt by the evidence before you can be found guilty. Do you understand these rights?

A: Yes sir.

Judge: Do you understand that if I accept your plea, you give up each of these rights, that there will be no trial and all I have to do is sentence you, and that you give up your right to an appeal?

A: Yes sir.

Judge: Mr. Schuffstal, have any agreements been made between the state and the defendant relative to any plea or any sentence?

Counsel: Yes, Your Honour. My client has agreed to plead guilty to a single charge of burglary in exchange for the prosecution's promise to drop additional charges.

Judge: Mrs. Prosecutor, is this correct?

Prosecutor: Yes, Your Honour.

Judge: Mr. Rogers, has anyone, including your lawyer, or the prosecuting attorney, or anyone else forced or pressured you into entering this plea?

A: No sir.

Judge: Are you pleading guilty because you are guilty?

A: Yes sir.

Key words: jury, prosecutor, evidence, testify, witnesses.

WRITING

Translate into English:

Вердиктом є рішення колегії присяжних. З питання винності підсудного присяжні виносять вердикт:

- без стороннього впливу,
- відкритим голосуванням,
- шляхом єдиногосного рішення або більшістю голосів.

Відповіді даються з кожного питання окремо. Суддя в своєму слові пояснює присяжним, що при винесенні вердикту вони повинні:

- керуватися здоровим глуздом,
- керуватися принципом презумпції невинності,
- оцінювати досліджені в суді докази (свідчення підсудного, потерпілого, свідків, висновки експертів) в їх сукупності.

EXTRA READING

1. Read the text about court etiquette. Then discuss the question

The rules and language of the courtroom

The judicial system is full of traditions and *protocol*. If you are to appear in court, it's good to know the basics.

Before the judge enters the room, the clerk says '*All rise*'. At this point, everyone stands up.

You are *sworn in* by the clerk. Don't lie when you are *under oath*. The result is being charged with *perjury*.

Speak to the judge clearly and *don't interrupt*. Always address the judge as 'Your Honor'.

You cannot *approach the bench*. Only lawyers are allowed to enter '*the well*'. Then they talk to the judge *off the record*.

Why is it important to behave properly in a courtroom?

2. Fill in the blanks using words from the word bank

lies protocols addressing All rise

There are a large number of _____ when appearing in court. For example, when the clerk says '_____', everyone stands up. After being sworn in, a person is then under oath. If a person _____ under oath, he or she risks being charged with perjury. There are also rules for _____ the judge.



3. Read the sentence and choose the correct word.

1. Margaret had to tell the truth because she was **off the record** / **under oath**.
2. All people in court are expected to **address** / **interrupt** the judge as 'Your Honor'.
3. The judge told the lawyers to **approach the bench** / **all rise**.
4. The conversation between the attorney and the judge was **off the record** / **sworn in**.

34

DOMESTIC VIOLENCE

Vocabulary

Domestic
violence, abuse

Grammar

Revision



LEAD-IN

Discuss the following questions

- What is the cycle of domestic violence?
- What are some common abuses of children?

PRONUNCIATION

Check your pronunciation:

domestic violence [dəˌmes.tɪk
'vɪə.ləns], child abuse ['tʃaɪld əˌbjuːz],
to beat [bi:t], spouse [spaʊs], shaken
baby syndrome [ʃeɪ.kən 'beɪ.bi
,sɪn.drəʊm], neglect [nɪ'glekt], child,
molestation [ˌmɒl.es'teɪ.ʃən]

READING

Study the words and word combinations

domestic violence	домашнє насильство
child abuse	жорстоке поводження з дитиною
to beat	бити
spouse	чоловік/ дружина
shaken baby syndrom	синдром струшеної дитини
neglect	недбалість, халатність
child molestation	розбещення дітей

2. Read the text about abuse prevention.

ABUSE PREVENTION

Domestic violence is a common problem. But it's difficult to detect. Victims often don't report abusive **spouses** or partners. Many such victims are dependent on their abusers.

Abusive relationships usually follow the cycle of domestic violence. An abuser (usually the man) hits the victim (usually the woman). But then he apologizes, and the relationship improves. The victim hopes the violence is over. But eventually, the abuser hurts her again.

And it's not just the spouse who suffers. Domestic violence often includes **child abuse**. Sometimes, it's **neglect**. Someone may beat the child, or cause **shaken baby syndrome**. Some family members even engage in **child molestation**.

Fighting domestic violence is tough. But it's worth every effort.

3. Match the words and word definitions.

WORD	DEFINITION
1. hit	A. A person who is harmed by a crime
2. victim	B. The act of harming a child or baby
3. partner	C. Relying on someone else emotionally or financially
4. dependent	D. The act of physically harming a family members
5. child abuse	E. To strike someone with the hands or an object
6. domestic violence	F. A person someone has a close romantic relationship with

4. Fill in the gaps with the correct words from the word bank.

cycle of domestic violence *spouses* *beat* *neglect*
shaken baby syndrom *child molestation*

1. Domestic violence often occurs between_____.
2. _____results from handling a young child very roughly.
3. _____occurs when parents pay little attention to their children.
4. Any sexual activity involving a child is considered_____.
5. The woman left the hous because her husband_____her.
6. In the_____, the abuser hurts the victim, apologizes, and hurts her again.

SPEAKING

Discuss the question

What keeps partners together in an abusive relationship?

Unit 35

Humanitarian Demining



LEAD-IN

Look through the picture. Discuss the questions.



KEY WORDS

Try to remember the words below:

Have you ever found any landmines?
What types of landmines do you know?
What are the safety rules in case of finding a landmine?



humanitarian demining –
гуманітарне розмінування



minefield –
мінне поле



sappers –
сапери



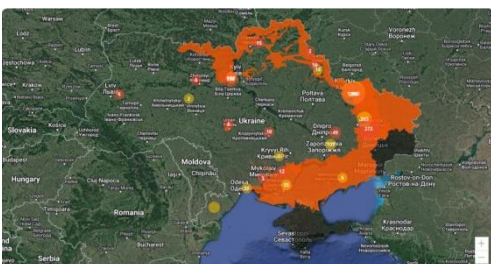
deminers –
розмінувальники



mine awareness and
assistance in mine action –
*просвіта з питань мінної
безпеки*



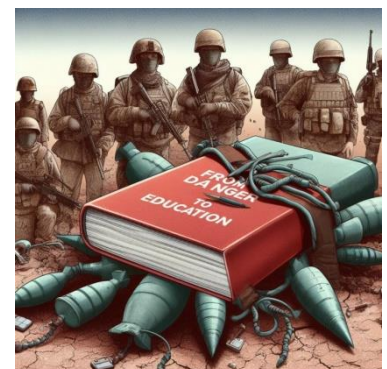
State Emergency Service –
ДСНС



degree of contamination –
ступінь забруднення



buried in fields –
закопані в полях



explosive ordnance risk –
*попередження ризиків від
вибухонебезпечних
предметів*

READING

Read the text about the types of landmines and match their description with the appropriate picture.

What lies beneath



Land mines, potentially hundreds of thousands of them, buried in fields and concealed in devastated cities, pose a deadly threat to military and civilians in liberated territory.

By **Gerry Doyle, Han Huang and Jackie Gu**

PUBLISHED JULY 28, 2023

There are new, advanced types that can sense movement or destroy vehicles from hundreds of meters away. Most common, however, are older, simple weapons that were produced in the tens of millions. That creates a situation where “everything is dangerous”.

THE WEAPONS

PFM-1

One of the most common types found in the Ukraine war is the PFM-1 anti-personnel mine, known colloquially as a butterfly mine, which has a plastic body about the size of a paperback book. With only 37 grams of explosives, it is not meant to create a large blast. Rather, when a person steps on one of the mine’s “wings,” it detonates in an explosion big enough to maim. They are like a leaf. They are green. In grass it is difficult to identify them.



POM-3

The POM-3 anti-personnel mine does not need to be touched to detonate. It also can be scattered by aircraft, rockets and artillery, righting itself after landing with small mechanical “petals”. The mine, about the size and shape of a soft-drink can, inserts a small probe into the ground. When the probe detects vibration – for instance, footsteps nearby – it launches the main mine 1 to 1.5 m into the air. At that point, the 100g explosive payload detonates, spraying deadly metal fragments. Because these mines are dangerous to even approach, one way to safely disable them is to shoot them from a distance.



Grad rocket



PARM

The German-designed PARM mine (short for *Panzerabwehrrichtmine*) is concealed near places where enemy vehicles are expected to pass. When it is triggered via a tripwire, infrared sensor or remote command, it fires a high-velocity rocket with roughly 2 kg of explosives shaped to blast through a vehicle’s armor.



TM-62 series

Among the most numerous anti-vehicle mines is the TM-62 series. They can be placed on the surface or buried in shallow holes. The TM-62M has a metal body, making it easier to detect; the TM-62P3 has a plastic body. Both contain 6.5 to 7.5 kg of high explosives designed to blast upward through the weaker belly armor of a vehicle. If a pressure fuse is installed, 150 kg of mass on the fuse is required to trigger it. Magnetic-influence fuses sense any metal containing iron, such as steel, and detonate when it passes a certain threshold.



Anti-tank mine



2. Put the steps of a demining procedure in the logical order.

THE REMOVAL

Armies don't clear all mines when they advance. Instead they create lanes through which offensive forces can assault enemy positions. Because of that they can use tools that are faster and more destructive, such as "line charges" – ropes of explosives that are fired into a minefield and detonated, triggering mines. The faster that process is, the less time the assaulting force will be exposed to enemy fire.

Such methods as plows or rollers mounted on armored vehicles, could also be used depending on circumstances. Military minefields almost always contain a mix of anti-personnel and anti-vehicle mines to prevent infantry from advancing on foot. Humanitarian demining is more painstaking. Demining workers adhere to the International Mine Action Standards, a United Nations framework developed in the mid-1990s.

	The next step is a technical survey, which involves searching for the edges of minefields using equipment such as ground-penetrating radar and metal detectors. Dogs and rats can be trained to detect the explosives in mines. Surveyors mark the edges of the minefields and note what types of devices may be there.
	Two, a conventional anti-personnel mine is generally activated by pressure on the top. If you excavate it from the side and safely remove it and unscrew the fuse, you remove the explosive and it's just an inert bit of plastic and metal.
	Using survey information, experts will create polygons on a map showing areas of focus.
	One, no-touch mines. If you find those, you blow them in situ.
	Once that is finished, before land is handed over for safe civilian use, "quality control" will be performed using different mine-detecting methods.
	First, in cooperation with mine-action authorities in the country in question, workers will do a non-technical survey to learn about levels of contamination. That involves talking to communities, learning what they have seen, heard and experienced, and sifting through reports and records of battles and emplacements.
	At that point demining begins, with a priority placed on areas that are important to the local population, such as agricultural fields, water sources, urban areas and roads. There are two general types of clearance, both involving highly trained workers in protective gear.

3. Choose the appropriate title from the table for the paragraphs above. Some titles can be used more than once.

Main activities of the NGO Ukrainian Deminers Association (UDA). In accordance with the statutory documents of the Ukrainian Deminers Association, the main directions of the organization's activity are:

Public control over the mine action in Ukraine	Promoting the improvement of the Laws in Ukraine
Legal protection of deminers	Sharing of the information
Rehabilitation of injured deminers	Assistance in the insurance of active deminers
Organization (assistance) of training (pre-training) of deminers	Mine Risk Education (MRE)
Assistance in the job placement of deminers	Image raising of a "deminer"

1. Promoting the improvement of the Laws of Ukraine aimed at protecting the interests of deminers and their families, and improving their socio-economic status by amending and proposing existing legislation through representatives of legislative bodies.

2. Participation in public control over the multinational mine action in Ukraine.

3. Development and implementation of training programs for the training of mine risk education (MRE) trainers and other mine action specialists, their certification and monitoring of activities.

4. Development and implementation of curricula on information on mine hazard among children and adults.

5. Work on the development of both local and regional, national programs and actions aimed at increasing the socio-psychological, material and legal protection of deminers, promoting the comprehensive intellectual, cultural and professional development of the members of the Organization and their families, and implementing them in partnership with local and regional authorities.

6. Conduct mass events aimed at popularizing the profession of «deminer». Formation in the minds of people of understanding the importance of this profession in the life of society, raising the level of spiritual, moral values and authority of the profession of deminer.

7. Legal and social protection of deminers and their families, legal support, assistance in insurance of deminers.

8. Assistance in the job placement of deminer and control over the provision of appropriate working conditions and compulsory insurance.

9. Assistance and participation in the organization of training, retraining of deminers and mine action specialists.

10. Organization of rest and recreation of members of the organization and their families, including abroad.

11. Assistance to persons performing demining and inspectors in the event of occupational injuries; as a consequence, of their duties to receive adequate medical care, pension and invalidity pensions, if necessary.

12. Collection and provision of information on multinational activities in Ukraine and abroad, cases of injury and deaths from mines and explosive objects. Creation of appropriate databases and maps of territories contaminated with mines. Conducting non-technical survey and mapping of landfills.

4. Complete the sentences, using the words from the box

demining, State Emergency Service, buried in fields, sappers, minefield

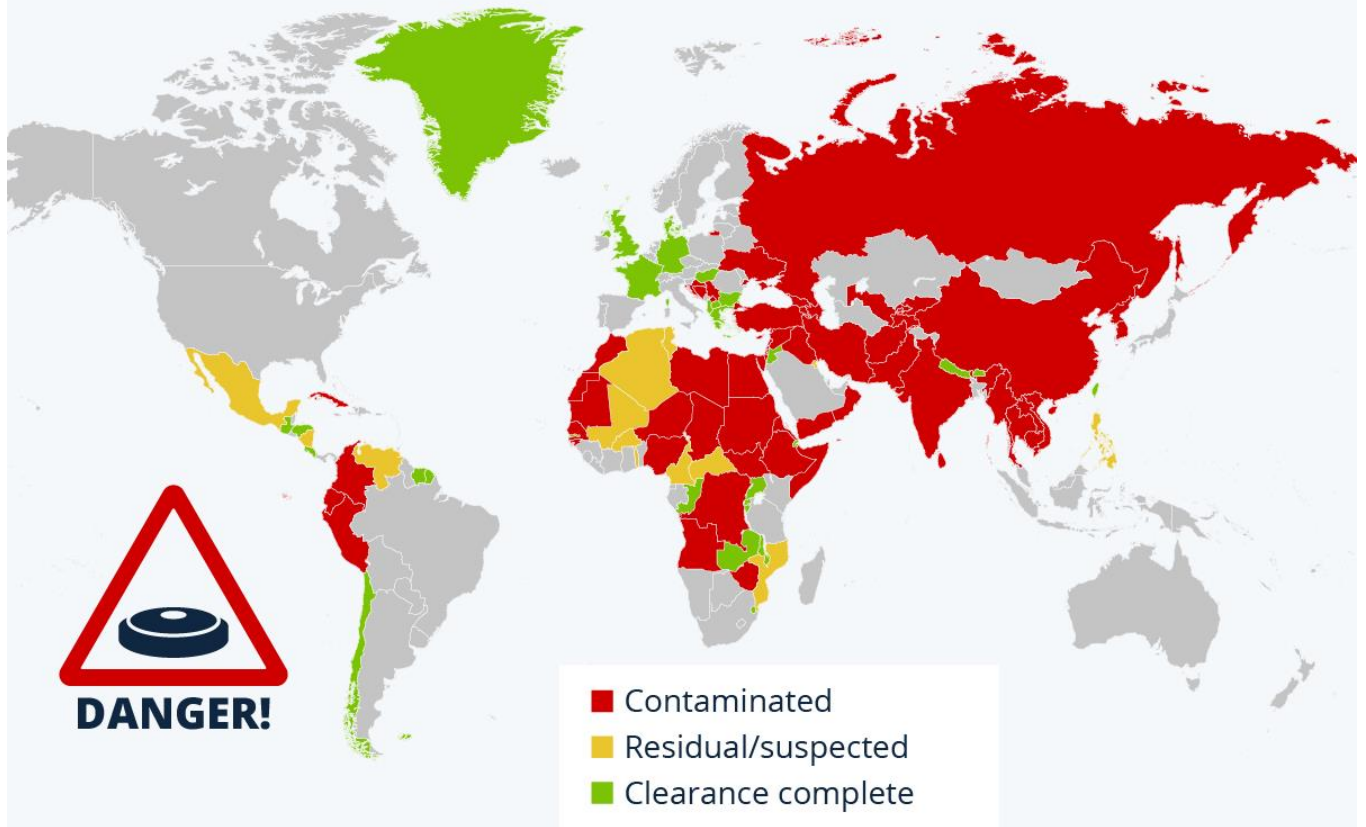
1. Farmers in Belgium and France, even now, find unexploded World War I shells _____.
2. During the offensive, the Russians sent their own tank convoy of six vehicles on the Ukrainian _____.
3. The Lithuanian government has announced the creation of an international coalition that will help _____ Ukrainian territories.
4. The _____ of the State Transport Special Service have been successfully using modern drones provided by Danish partners.
5. Ukraine _____ (SES) has launched a WhatsApp information helpline that will connect users to reliable and trustworthy critical updates.

SPEAKING

1. Work in pairs. Tell your partner about the key steps in case of detecting a landmine .

Where are the Landmines?

Global landmine contamination status as of 2022



Source: International Campaign to Ban Landmines



WRITING

1. Complete the table with following words and phrases

*anti-personnel area-denial command anti-infiltration self-destruct
ambush victim-initiated time-delay*

Uses of landmines	Detonation methods

2. Match the words/phrases with the blanks

1 *landmine / minefield*

A The engineer disarmed a _____ that his platoon found on the road.

B The area was suspected to contain a _____, so the company looked for an alternate route.

2 *command detonation / victim-initiated*

A The _____ mine was set up in a place where walking enemies would easily trigger it.

B The specialist wanted to control when his mines would detonate, so he used _____ mines.

3 *claymore / shrapnel*

A The mine detonated, sending _____ out all around the immediate area.

B The soldier set up a _____ at the entrance to the building.

4 *mine plow / chain flail*

A The _____ pushed the mines out of the way while a squad of soldiers followed.

B The soldiers had to clear the minefield, so they used a _____ to destroy the mines.

5 anti-rersonnel / anti-infiltration

A To prevent movement of enemy vehicles, they set up _____ mines.

B The enemy _____ mines were intended to cause as many casualties as possible.



EXTRA TASK

1. Read the text and answer the questions

German international TV and Radio station “Deutsche Welle” **Mines in Ukraine: “The threat is pervasive”**

Nina Werkhäuser | Peter Hille

September 24, 2022

In Ukraine, entire regions have been contaminated with russian mines. Germany wants to help clear them, but the task is daunting.

Money from Germany

Financial aid from Germany plays a key role. In total, Germany has provided €8.4 million (\$8.14 million) for demining programs since the russian invasion of Ukraine began in February.

The largest chunk of this funding, €6 million, will go to the Halo Trust. Handicap International, and the United Nations Development Program also receives support for demining.

Metal detectors are in short supply

As of September 8, almost 139,000 square kilometers of land in Ukraine have to be checked for mines, booby traps and unexploded ordnance. That represents an area larger than Greece. Mines aren't just found in fields and forests, either – russian soldiers also booby-trapped house doors, washing machines and children's toys.

Excellent detectors are manufactured in Germany, which also wants to support Ukraine in this effort. So far, the German government has announced the delivery of just four remote-controlled demining devices to Ukraine. These could be the remote-controlled robot tEODor, which looks like a mini tank no bigger than a shopping cart. With its gripper arm, it can hold objects weighing up to 100 kilograms. Using a high-pressure water jet, a bolt gun or a shotgun, it is able to destroy explosive devices.



Clearance will take decades

Even before the Russian invasion began in February, Ukraine was heavily laden with mines and munitions, some dating back to the two world wars in the 20th century and some from the war in the Donbas, ongoing since 2014. Even experts cannot currently estimate how many mines will need to be cleared in Ukraine in the coming years.

“The international community needs to know that there is an unprecedented challenge ahead,” said Cunningham of the Halo Trust. “It is of huge proportions, and it requires long-term investment.”



1. How many km² of the Ukrainian land is contaminated with mines and explosives?
2. Was the financial support from Germany enough to carry out complete demining?
3. What tools are used for demining?
4. Why to complete demining may take dozens of years?

VICTIMS OF VIOLENCE: ethical and safety recommendations

LEAD-IN

Look at the pictures and answer the following questions below:



1. What does it mean when we refer to someone as a survivor?
2. What is trauma?
3. Do you have any idea of the stages of trauma? What are they?

PRONUNCIATION

Trauma survivor ['traʊmə sə'vaɪvə],
refuse [rɪ'fju:z], **low self-esteem** [ləʊ
,selfɪ'sti:m], **feel overwhelmed** [fi:l
,əʊvə'welmd], **support groups** [sə'pɔ:t
gru:ps], **managing challenge** ['mæɪɪdʒɪŋ
'tʃæl.ɪndʒ], **gain** [geɪn], **take appropriate
risks** [teɪk ə'prəʊpɪət rɪks], **volunteer
opportunities** [,vɒlən'tɪər ,ɒpə'tʃu:nə.tɪz].

KEY WORDS

Try to remember the words and word combinations below:



trauma survivors

люди, які пережили травму



to refuse

відмовлятись



low self-esteem

занижена самооцінка



to feel overwhelmed

відчувати себе пригніченим



to long

жадати



support groups

групи підтримки



managing challenges

вирішення проблем



to gain

набувати



to take appropriate risks

іти на відповідні ризики

READING

☝ Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.

TEXT 1

A meeting with a survivor can take place either immediately after the violence or much later. It is clear that people's emotions are usually unstable. It is important to be aware of people's reactions to violence and psychological trauma. There are four stages that *trauma survivors* might experience as they heal.

STAGE 1: SILENCE

The initial stage following a traumatic event is often a time of silence for the victim. It's common for people *to refuse to* talk about what happened. This may be due to a number of things, including isolation, shame, guilt, confusion, or denial about the event. A person may have *low self-esteem* at first and may *feel overwhelmed* and disconnected from the rest of the world.

STAGE 2: VICTIMHOOD

Eventually, the victimized may start *to long* for change as the ongoing suffering interferes with daily life tasks and a need to grow and recover begins to form. As this need grows, it allows the person to begin exploring ways to move through the trauma. The person may feel compelled to talk openly with everyone about what happened and the suffering they experienced. Some people will likely be more willing than others to listen. Many people find *support groups* helpful during this stage and may seek counseling or other support.

STAGE 3: SURVIVORHOOD

Once a person processes the traumatic event and continues transitioning away from the victim experience, he or she often begins identifying as a survivor. During this stage, a person has had an opportunity to talk about his or her experience and *has gained* some sense of clarity. The person hasn't forgotten the event, but he or she has a greater understanding about what the event means and the impact it has made on his or her life. Reaching the stage of survivorhood doesn't happen overnight. It may take months or even years to work through the victim stage and reach the point where one feels that the wounds are healing and a sense of relief is possible.

STAGE 4: THRIVING AND THE ABILITY TO ACHIEVE

Most people seem satisfied reaching the stage of survivorhood. They feel like they are *managing challenges* better and have a greater awareness about themselves and their experiences. People feel healed and safe, and *take appropriate risks* in seeking connection with others. They don't feel the need to tell their stories unless it benefits someone else. "Thrivers" feel motivated to take part in the community and may seek out volunteer opportunities or other ways to help others.

1. On the basis of the text above match sentences as true (T) or false (F).

1. Trauma survivors might experience two stages as they heal.
2. At the first stage, people refuse to talk due to being tired.
3. A person may feel disconnected from the rest of the world at the first stage.
4. At the second stage, the person starts exploring ways to move through the trauma.
5. Many people find support groups helpful during the second stage.
6. Reaching the stage of survivorhood happens overnight.
7. At the fourth stage, people feel like they are managing challenges better.

2. Find the words from the text to match the definitions below.

1. Emotional shock and pain or physical injury.
2. A person who is able to continue living their life successfully despite experiencing difficulties.
3. Someone who has been hurt damaged or killed.
4. The condition of being alone, especially when this makes you feel unhappy.
5. A situation in which people do not understand what is happening.
6. To want something very much.
7. To help someone emotionally or in a practical way.

3. In Text 1 find synonyms to the words given below.

Extreme force, to deny, feel affected, to want very much, to acquire/ to earn, provocation, advantage.



4. Fill in the blanks with the correct words or phrases from the given word bank: description, violence, survivor, refer, undefeated.

I was recently reading a blog post and noticed that someone in the comment section asked the question: “What does it mean when we refer to someone as a ___?” We hear about “survivors” of domestic ___ and “survivors” of sexual assault all the time, but what does it mean when we ___ to people in this way? I thought this was a good question to explore. The ___ provided by the National Crime Victim Law Institute states a survivor is “a person who endures adversity, moves through it, and perseveres, or a person with resiliency who remains ____.” I like that definition. (by Marjie L Roddick)

Speaking

5. Work in pairs. Discuss the questions; give reasons for your answers. Make use of the active vocabulary.

1. How many stages may trauma survivors experience as they heal? What are they?
2. Why do victims refuse to talk about what happened at the stage of “silence”?
3. Why do people feel compelled to talk about what happened at the stage of “victimhood”?
4. How long does it take to reach the stage of “survivorhood”?
5. What is the condition for “thrivers” to tell their stories?

EXTRA TASK

Read the article about the Murad Code project. Three sentences have been removed from the text. Choose the correct sentence for each gap.



The Murad Code project is a global consultative initiative aimed at building and supporting a community of better practice for, with and concerning survivors of systematic and conflict-related sexual violence (“SCRSV”). (1) [REDACTED] It also aims at ensuring work with survivors to investigate, document and record their experiences.

The main components of the Murad Code project include:

- **The Murad Code:** a global, voluntary code of conduct for those collecting information from survivors of systematic and conflict-related sexual violence. (2) [REDACTED] The Code is named after the Nobel Peace Prize laureate, Nadia Murad, which reflects its objective to place survivors’ rights and well-being at its heart.
- A set of practical Code-implementation tools and guidance for survivors, those who gather and use information about SCRSV, and policy-makers, managers and funders. (3) [REDACTED] This toolkit will include a “survivors’ charter” or survivors’ perspectives resource addressed to documenters but prepared by survivors to express their wishes on how documenters should engage with them and which reflects the core commitments of the Code, as well as a survivor’s guide for survivors, which will assist them to better understand and demand respect and protection for their rights during documentation processes.
- In partnership with survivors, information-gatherers, policy-makers, funders and other actors around the globe, Code-implementation pilot projects, dialogues, technical and other assistance, “breaking-down-silos” exchanges within and between sectors involved in the gathering and use of SCRSV information, and capturing and sharing of lessons learned.

A The Murad Code’s full title is the “Global Code of Conduct for Gathering and Using Information about Systematic and Conflict-Related Sexual Violence”.

B Its key objective is to respect and support survivors’ rights.

C This toolkit will link the Code’s core commitments and its implementation to helpful guidance, resources, guidelines and international law sources.

Writing

Use the given information and the information found on the net about the Murad Code to complete the notes.

Speaking

Work in groups. Find out the additional information on the net about the Murad Code: interlinked goals, origins and partners, the process to develop the Code.

The Murad Code project is _____.

Its key objective is _____.

The main components of the Murad Code project include: _____.

The main interlinked goals of the Murad Code project are: _____.



REFUGEES: ISSUES TO ADDRESS

LEAD-IN

Look at the pictures and answer the following questions below:



1. What are these people?
2. What are the reasons of their actions?
3. What are the actual needs of these people?
4. Who is in charge of providing support to these people?

PRONUNCIATION

Check your pronunciation:

refugee [ˌref juˈdʒi:], threat [θret],
safety [ˈseɪfti], to flee [fli:], disaster [dɪˈzɑːstə],
persecution [ˌpɜːsɪˈkjuːʃən], racial [ˈreɪʃəl],
permanent residence [ˈpɜːmənənt ˈrezɪdəns],
religious [rɪˈlɪdʒəs], shelters [ˈʃeltəz], provide
with [prəˈvaɪd wɪð], assistance [əˈsɪstəns], adopt
[əˈdɒpt], status and rights [ˈsteɪtəs ənd raɪts],
protection [prəˈtektʃn], deportation [diːpɔːˈteɪʃən],
international [ɪntəˈnæʃnəl], non-governmental
[nɒŋɡʌvəˈmentəl], organizations [ɔːɡənəɪˈzeɪʃnz]

KEY WORDS

Try to remember the words and word combinations below:



refugees –
біженці



to flee the war –
тікати від війни



persecution –
переслідування



natural disasters –
стихійні лиха



threat to life -
загроза життю



danger –
небезпека



to seek protection –
шукати захисту



permanent residence –
*постійне місце
мешкання*



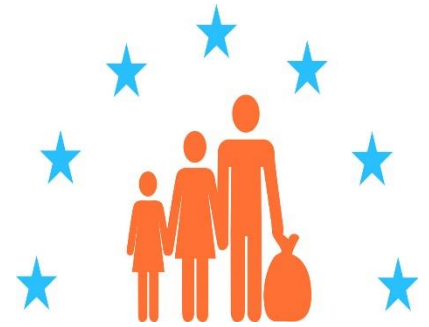
shelters –
укриття



to adapt to changes –
приспосовуватися
до змін



to provide with assistance –
надавати допомогу



status & rights of
refugees – *статус*
та права біженців



deportation –
депортація



to be at risk –
ризикувати



international and
non-governmental organizations –
міжнародні та неурядові організації

READING

👉 Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.

TEXT 1

Refugees are people who are forced to leave their homes due to *a threat to their life* or safety. They may *be fleeing war, persecution, natural disasters*, or other *dangers*. The reasons for refugee can be varied, including *political, racial, religious or economic persecution*. Refugees *seek* refuge and *protection* in other countries or regions where they hope to find safety and better living conditions. They may remain refugees for many years until their situation stabilizes or they *find permanent residence*. Many refugees end up in *shelters* or camps where they *are provided with* basic services and *assistance*. Refugees often have difficulty *adapting to* a new environment, language and culture. International law contains rules governing *the status and rights of refugees*, including their protection from *deportation* to a country

4. Read and translate the dialogue between refugee and volunteer worker. Make up your own dialogue regarding the problems of refugees.

Volunteer Worker: Hello, my name is Sarah, and I'm with the local volunteer organization. How can I assist you today?

Refugee: Hi Sarah, my name is Ahmed. My family and I have just arrived here. We have a young child, and we've lost everything. We have no place to stay and no money for food or other necessities.

Volunteer Worker: I'm so sorry to hear that, Ahmed. We're here to help. Let me gather some information so we can provide the right assistance for your family. How many people are in your family, and what are your most immediate needs?

Refugee: There are three of us: my wife, our three-year-old daughter, and myself. Right now, we desperately need a place to stay and some food. We've been on the move for weeks, and we're exhausted.

Volunteer Worker: I understand. We can provide you with temporary housing and immediate food supplies. Let's start with arranging accommodation. We have partnerships with several local shelters and hotels. I'll need to make a few calls to see what's available. Can you wait a moment?

Refugee: Yes, of course. Thank you so much.

(The volunteer makes a few phone calls.)

Volunteer Worker: Good news, Ahmed. We have a room available at a nearby hotel that works with our organization. It's not far from here, and they can take you in immediately. I'll arrange transportation for you as well.

Refugee: That's a relief. Thank you. What about food and other necessities?

Volunteer Worker: We have a food bank here, and I can get you some supplies to last for the next few days. We also have hygiene kits and some clothes that might fit your daughter. Is there anything specific your family needs, like baby formula or diapers?

Refugee: Yes, we do need diapers and some baby food. Our daughter is very young and needs special care.

Volunteer Worker: Noted. I'll make sure to include those items in your package. Additionally, our organization offers support services like counseling and legal assistance. Would you be interested in speaking with someone about your options moving forward?

Refugee: That would be very helpful. We're not sure what our next steps should be, and any advice would be appreciated.

Volunteer Worker: I'll set up a meeting with one of our counselors for you. They can help you navigate your options for resettlement, work opportunities, and any legal matters. Here's some immediate assistance for now – food, clothing, and hygiene supplies. The transport to the hotel should be here shortly.

Refugee: Thank you so much, Sarah. You've been incredibly kind and helpful. We were feeling so hopeless, but this is a huge relief.

Volunteer Worker: It's my pleasure, Ahmed. We're here to support you and your family through this difficult time. Please don't hesitate to reach out if you need anything else. Take care, and I hope things start looking up for you soon.

Refugee: Thank you. We are very grateful for everything.

Volunteer Worker: You're welcome. Safe travels to the hotel, and I'll check in with you tomorrow to see how you're doing.

EXTRA TASK

Choose the correct word for each blank

***At risk /
in danger***



- ⊗ The elderly are particularly _____ during the flu season.
- ⊗ The rare species is _____ of extinction due to habitat destruction.
- ⊗ Without proper safety measures, the workers are _____ of injury.
- ⊗ Children living in polluted areas are _____ of developing respiratory problems.
- ⊗ After the boat capsized, the passengers were _____ and needed immediate rescue.

*To adopt to /
to provide with*



- ☞ Our new software will _____ users _____ enhanced security features.
- ☞ The company had _____ the changing market conditions to stay competitive.
- ☞ Moving to a new country can be challenging, but it's important _____ the local customs and traditions.
- ☞ As the climate changes, animals & plants must _____ new environmental conditions.
- ☞ The school aims _____ students _____ the best possible education.

*International /
non-governmental*



- ☞ She joined a _____ organization to contribute to their mission of eradicating hunger and poverty.
- ☞ The _____ conference on climate change brought together scientists from over fifty countries.
- ☞ She pursued a career in _____ law to address global human rights issues.
- ☞ The company has established a strong _____ presence, with offices in major cities worldwide.
- ☞ Many _____ organizations rely on donations and volunteers to carry out their missions effectively.

EXTRA READING

- 1. Read and translate the text paying attention to the meaning of the italicized words and word combinations.***
- 2. Make up your own sentences with these words and try to memorize them.***

1. Provision of shelter and housing

Refugees often leave their homes without the opportunity to take even the most necessary things with them. Therefore, ***the primary need*** is to provide safe shelter and housing. This can be ***temporary accommodation*** in refugee camps, social housing or ***private apartments*** provided by ***volunteers*** or charities.



2. Humanitarian aid

This type of assistance includes the ***provision of food, clothing, medicine, hygiene products*** and other necessary items. Humanitarian organizations such as ***the United Nations, the Red Cross*** and others are actively working to provide refugees with everything they need ***to survive***.



3. Medical assistance

Refugees often need ***medical care***, especially if they come from conflict or disaster zones. Medical care includes ***first aid, treatment of diseases, vaccination and psychological support***.



4. Educational programs

Access to education is critical for refugee children. Educational programs include *studying at schools, taking language courses, vocational training* and *preparation for integration* into the new education system. It helps children and young people *to acquire the necessary knowledge and skills* for further life.



5. Legal assistance

Refugees need help in *completing documents, applying for refugee status, finding a job, and solving other legal issues*. Legal advice and support are essential for the protection of refugees' rights and their integration into the new society.



6. Psychological support

Moving to a new country, especially in conditions of forced migration, is a great stress. Psychological support helps refugees *cope with trauma, adapt to a new environment and maintain mental health*.



7. Integration programs

These programs *are aimed at* facilitating *the integration of refugees into the new society*. They include language courses, cultural events, job search training and *adaptation to new living conditions*. Integration programs help refugees find their place in a new community, *develop social ties* and become active members of it.



Providing assistance to refugees is a multifaceted process that requires the *coordination of efforts* of international organizations, government agencies, non-governmental organizations and volunteers. Joint efforts help *ensure decent living conditions* for refugees and contribute to their successful integration into the new society.

SPEAKING

1. Give your title to the above given text. Prove your choice.
2. Briefly describe the initiatives supporting the refugees all over the world.
3. Enumerate the most acute problems the refugees may face.
4. Give your idea how to solve some of the burning issues of refugees.



INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS (INGOS)

LEAD-IN

☞ Look in the picture bellow. What organizations look familiar to you? Google the ones you do not know and prepare brief speech about the aims of each of them.



What do you know about the INGOs the logos you see in the picture?

International non-governmental organizations (INGOs) are associations of national public organizations, unions, groups and individuals from various states, created to promote international cooperation in political, economic, cultural, scientific, technical and other fields of activity.

KEY WORDS:

☞ Try to remember the words below:



actor of international relations - актор міжнародних відносин



apprehension - побоювання



as a consequence - як наслідок



diplomatic practitioner - дипломатичний практик



executive branch - виконавча влада



local authorities - місцева влада



military confrontation - військове протистояння



multinational institutions - багатонаціональні установи



non-governmental organizations - недержавні організації



on the verge of - на краю



open diplomacy - відкрита дипломатія



power politics - силова політика



rivalry of superpowers - суперництво наддержав

READING

📖 **Read the text paying attention to the key words and word combinations. Then answer the questions below the text.**

The United Nations is an international organization created to maintain and strengthen international peace and security, as well as develop cooperation between states. The UN is considered a universal forum endowed with unique legitimacy, the supporting structure of the international system of collective security, and the main element of modern multilateral diplomacy. The UN headquarters is in New York; the UN also has additional offices in Vienna, Geneva and Nairobi. The International Court of Justice is located in The Hague.

1. What is the primary purpose of the United Nations as an international organization?
2. How does the United Nations contribute to maintaining and strengthening international peace and security?
3. Why is the United Nations considered a universal forum with unique legitimacy?

4. Where is the headquarters of the United Nations located?
5. In addition to its headquarters in New York, in which cities does the United Nations have additional offices?
6. Where is the International Court of Justice located?
7. How does the United Nations support the international system of collective security?
8. What role does the United Nations play in modern multilateral diplomacy?
9. How does the United Nations promote cooperation between states?
10. What are some of the key functions of the United Nations according to the text?

 **READING**

👉 Read the text paying attention to the key words and word combinations. Then answer the questions below the text.

The UN was created after World War II by the countries participating in the anti-Hitler coalition; the new organization that replaced the League of Nations was supposed to prevent future wars. The UN was created after World War II by the countries participating in the anti-Hitler coalition; the new organization that replaced the League of Nations was supposed to prevent future wars.

1. When was the United Nations created and what major event prompted its establishment?
2. What was the primary goal of creating the United Nations after World War II?
3. Who were the key countries involved in the creation of the United Nations after World War II?
4. What organization did the United Nations replace, and why was this change deemed necessary?

5. What role did the anti-Hitler coalition play in the formation of the United Nations?
6. How did the experience of World War II influence the creation and objectives of the United Nations?
7. What specific measures were intended to be implemented by the United Nations to prevent future wars?
8. In what ways did the United Nations aim to differentiate itself from the League of Nations?
9. How did the establishment of the United Nations reflect a shift in global diplomacy post-World War II?
10. What historical context led to the founding of the United Nations, and how did it differ from previous international organizations?

 **READING**


📖 Read the text paying attention to the key words and word combinations. Then answer the questions below the text.

Since 2011, 193 countries, almost all the world's sovereign states, have been members of the UN. The UN structure includes six main bodies: the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice and the UN Secretariat. Within the broader UN system there are a number of specialized international agencies, funds and programs, including the World Bank Group, the World Health Organization, the World Food Programme, UNESCO and UNICEF. The chief administrative officer of the UN is the UN Secretary-General; Since 2017, this post has been held by Portuguese diplomat António Guterres.

1. How many countries have been members of the United Nations since 2011, and what percentage of the world's sovereign states does this represent?
2. What are the six main bodies that make up the structure of the United Nations?

3. Can you name some of the specialized international agencies, funds, and programs that operate within the broader UN system?
4. Who currently holds the position of the UN Secretary-General, and when did they assume office?
5. How does the UN Secretary-General play a role in the administrative functions of the United Nations?
6. What is the significance of the General Assembly within the framework of the United Nations?
7. How does the Security Council contribute to peacekeeping and security efforts globally through the United Nations?
8. In what ways does the Economic and Social Council impact global economic and social development under the UN?
9. What is the purpose of the Trusteeship Council within the United Nations system?
10. Can you name some of the key functions of the International Court of Justice within the United Nations?

 **EXTRA
SPEAKING**

 **Act out the dialogues between
a secretary of the General Assembly and a member**

Secretary of the General Assembly: Good morning, how can I assist you today as a member of the General Assembly?

Member: Good morning! I wanted to discuss the upcoming resolution on climate change. Could you provide me with more information on the timeline for its discussion and voting?

Secretary of the General Assembly: Of course. The resolution on climate change is scheduled for discussion during the next General Assembly meeting next week. We anticipate a lively debate among the members before the voting process takes place.

Member: That's great to hear. I also wanted to inquire about the status of the humanitarian aid initiative we proposed last month. Have there been any updates on its implementation?

Secretary of the General Assembly: I'm glad you brought that up. The humanitarian aid initiative has been well-received by many members, and we are in the process of finalizing the details for its implementation. We aim to provide assistance efficiently to those in need as soon as possible.

Member: Thank you for the update. I appreciate your efforts in coordinating these important matters. Is there anything specific you need from us as members to support these initiatives further?

Secretary of the General Assembly: Your continued engagement and support are crucial to the success of these initiatives. Your input and active participation during discussions and voting sessions are invaluable in shaping the direction of our efforts. Together, we can make a meaningful impact on the global stage.

Member: I'm fully committed to contributing to these causes and ensuring that our decisions reflect the best interests of all nations. Thank you for your guidance, and I look forward to working together on these important issues.

Secretary of the General Assembly: Thank you for your dedication and collaboration. Your active involvement is instrumental in driving positive change within the General Assembly. Let's continue to work together towards a better future for all.

Forms of infinitive		
	Active	Passive
Indefinite (Simple)	to write	to be written
Continuous	to be writing	X
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	X

1. Translate the sentences below

- I am glad to close the case.
- I'm glad the case to be closed.
- I hate suspect people.
- I hate to be suspected.
- I know him to be a good person.
- I know him to be working on this case now.
- I know him to have worked on this case.
- I know him to be an honest judge.
- I know him to have ruled on this case that all the losses suffered by company should be covered.
- I know them to have been working on this case for more than several years.
- I know him to have been caught.

2. Translate the sentences below

- Я радий допомагати тобі у цій справі.
- Я радий, що допоміг.
- Ми раді, що суддя чесно судить.
- Я радий, що суддя виніс справедливе рішення по тій справі.
- Я радий бути чесним адвокатами.
- Я радий, що він був чесною людиною.
- Я радий, що я завжди був чесною людиною.
- Я радий, що працюю з вами.
- Я радий, що мав можливість попрацювати з вами.
- Я радий бачити вас!
- Я радий, що побачив Вас!
- Я радий, що відвідую Вас.
- Я радий, що зміг відвідати Вас.
- Я радий, що відвідав Вас.
- Я радий, що ми працюємо з вами.
- Я радий, що ми зараз працюємо разом.

17. Я радий, що ми з вами працювали.
18. Я радий, що ми завжди досягаємо справедливого рішення.
19. Я радий, що рішення суду було винесено вчасно.
20. Я радий, що справу було закрито.
21. Я знав, що він працює над цією справою більше ніж два роки.
22. Я знав, що вона готується стати суддею вже понад декілька років.
23. Я знав, що ми шукаємо підозрюваного.
24. Я знав, що вони шукають підозрюваного вже понад декілька років.

3. Translate the sentences bellow

1. To become lawyer, you will have to read a lot.
2. To become a judge, you will have to read even more.
3. To be a judge, you should be a person of a very strong spirit.
4. I have nothing to proclaim.
5. I have nothing to witness.
6. I have nothing to hide.
7. I have nothing to be ashamed of, but I have a lot to be proud of.
8. We have nobody to question.
9. We have nothing to study.
10. We have no evidences to use in this case.
11. What is to be done with it?
12. What was to be done in the given situation?
13. Who is to blame?
14. Who was to blame?
15. She is not to blame.
16. He is not to blame.
17. I am not to blame.
18. To win the case is to reach the truth.
19. It is out of the question to take a bribe.
20. It was out of the question for him to accept the bribe.
21. It was out of the question to put pressure on the witness.

Extra vocabulary:

formally recognized states - офіційно визнаних держав
 global and regional interaction - глобальна та регіональна взаємодія
 implication of a circumstance - підтекст обставини
 in a rule-based manner - на основі правил
 intermediary between - посередник між
 legislative branch - законодавча гілка влади
 domain of foreign policy - сфера зовнішньої політики
 emergence of an organization - виникнення організації
 non-state counterparts - недержавні відповідники

1. Match the word with their definitions.

a. an object left without anyone in charge	1. property
b. a small flat case, often made of leather	2. a warrant
c. a document that allows an arrest to be made;	3. a vulnerable target
d. to check someone for weapons or drugs;	4. a suspicious object
e. to surround or protect an area	5. smuggling
f. someone who is easily harmed or hurt emotionally, physically, or morally.	6. a wallet
g. to take something illegally from one country to another;	7. a cursory pat-down
h. the thing or things that someone owns	8. to cordon
i. the injury or injures that ended someone's life	9. motive
j. a reason for committing a crime	10. cause of death

2. Fill in the gaps with the necessary word or word combinations from the list.

the nature of a crime; a wallet; drug trafficking; offend; a suspect; advise a suspect of his rights; capital punishment; to claim; illicit drugs; to apprehend

1. Three days ago Mr. Bank found a small box at the bus stop as he was walking along the street. There were three things inside: a driving license, and a piece of jewelry.

2. Mr. Bank went to the police department ___ about the box.
3. The trade is a global black market dedicated to the cultivation, manufacture, distribution and sale of drugs that are subject to drug prohibition laws.
4. _____ is widely regarded by lawmakers as a serious offense around the world.
5. When criminals __ the law many times, they get a heavier punishment. They go to jail – a place of **confinement**.
6. _____ or life imprisonment are the most serious punishments. They are used for the worst crimes like murder.
7. Every day police officers are called _____ more criminals.
8. First of all, police assess _____ when they handle suspects who try to escape.
9. To place _____ under arrest is only the first stage of criminal process.
10. In all cases, a police officer should _ .

3. Choose the correct form of the verb.

A large amount of valuable jewellery **has stolen** | **has been stolen** from Forest Manor. A man **arrested** | **was arrested** yesterday and **is questioned** | **is being questioned** by the police at the moment. He **thought** | **is thought** to be the criminal, although so far no proof **has found** | **has been found**. The robbery **has carried out** | **has been carried out** by two men, but so far no clue **has discovered** | **has been discovered** as to the second man identity. The police say that he may **have left** | **have been left** the country.

4. There are eight unnecessary words in the text below. Cross them out.

Ten-year-old Martin Witts, who was been rescued from a fire at his home last week, has to be discharged from hospital today. He is said by to be fullyrecovered from his injuries. The fire it was started by accident when a pan was knocked over. Smoke was seen to coming from the house by Mr. Steven Free, who did broke down the door and rescued Martin and his parents, who they were not seriously injured. Mr. Free was awarded a medal for the bravery.

Steven Ellis robbed a bank. The police believe that Allan Reeves helpedhim. A policeman asked Reeves these questions:

1. How long have you been out of prison?
2. Have you worked since then?
3. Does your sister give you money?
4. Who else gives you money?
5. Do you know Steven Ellis?
6. How long have you known Steven?
7. Have you seen Steven recently?
8. When did you see him last?
9. How much money did Steven take?
10. Were you Steven's partaker?

5. Later the policeman talked about the interview. Complete what he said, using the given questions.

1. I asked him *how long he had been out of prison*, and he replied that he had left prison six months before.
2. Then I asked him _____. He told me that he hadn't found a job.
3. I asked him _____, and he said she gave him some money, but not very much.
4. Then I asked him _____. He replied_____.
5. It was interesting for me to know _____, and he said that he and Steven were friends.
6. So I asked him _____, and he said_____.
7. Then I asked him _____, and he said that he couldn't remember.
8. I wondered where _____, and answered_____.
9. I wanted to know _____, but he said nothing.
10. I asked him if _____. The answer was negative.

6. Write questions to which the words in bold are the answers.

1.

They live **in barracks**.

Where do they live?

2. It takes **ten minutes** to get to the University.
3. George is **selfish**.
4. Mary is **tall, with dark hair and green eyes**.
5. All cadets go to the gym **three times a week**.
6. The tablet costs **2000 UAH**.
7. Mike is a **very serious** person.
8. The cadets moved here **ten months ago**.
9. Alex is happy **because he has won the competition**.
10. Classes at the University start **at 8.30 am**.

7. Turn the following into indirect questions.

1. Who stole the bag?
Do you know *who stole the bag*?
2. What is that man?
3. Is he working in police?
4. What is his special military rank?
5. Are the police investigating the robbery?
6. Who called the police?
7. When did the robbery take place?
8. How many partakers were there?
9. What was there in the bag?
10. How did they find the missing things?

8. Form question tags.

1. I am a cadet, ___?
2. You have done your work, ___?
3. You don't speak German, ___?
4. He has to work much, ___?
5. He has got to work much, ___?
6. Everyone did the homework, ___?
7. Cadets speak English, ___?
8. There are many buildings on the territory of the University, ___?
9. She can go home for the weekend, ___?
10. Tom didn't call the ambulance yesterday, ___?

9. Cross out the unnecessary word.

1. Who did gave you this report?
2. That was the supervisor of our year of study, wasn't it he?
3. How far is it the sport centre?
4. Didn't they not pay for the damage?
5. Don't forget to give him a call, will you not?
6. He has got to get up early, hasn't does he?
7. Who did travelled to Kyiv last month?
8. Have you got any idea what time do the classes start?
9. We need to find out where does Boris lives.
10. How long ago have you been studying English?

10. Choose the correct answer.

1. I can't find my wallet. – If I were you, I ___ in my jacket pocket.
A would look B will look C am looking
2. Where is my bank book? – If you ___ in the drawer, you'll find it.
A had looked B look C looked
3. Paul lost his watch. – If he had looked after it, he ___ it.
A wouldn't lose B won't lose C wouldn't have lost
4. Have you seen Daniel recently? – No. If I have time, I ___ him tomorrow.
A would visit B might visit C visit
5. If I had much spare time, I ___ around the world. – Perhaps you will one day.
A will sail B can sail C could sail
6. When ice melts, it ___ water. – Everyone knows that.
A becomes B will become C would become
7. If you had advised the suspect of his rights, you ___ have these problems now.
A wouldn't have had B wouldn't have C won't have
8. If you had locked the door, the burglars ___ in.
A wouldn't get B wouldn't have got C didn't get

9. If you ___ your keys in your pocket, you wouldn't have lost them.
A put B would put C had put

11. Read the text and complete the sentences below using Type 3 Conditionals, as in the example.

The «Titanic» was a British luxury passenger liner which sank during its maiden voyage from Southampton to New York in 1912. On 14th April, the «Titanic» hit an iceberg in the Atlantic Ocean. Distress signals were sent to the «Californian», a ship 20 miles away, but their radio operator was off duty and the signals were not received. Some of the passengers got into lifeboats, but, although the «Titanic» was luxurious, it did not have enough lifeboats for all the passengers on board. As a result, the loss of life was great. Many people died because the sea was very cold. Luckily, another ship, the «Carpathia», rescued some of the passengers. As a result of this disaster, new rules were made to ensure that sea voyages would be safer in future. It is now believed that the «Titanic» sank so quickly because it was too large.

1. If the ship had not hit an iceberg, *it wouldn't have sunk.*
2. If the «Californian's» radio operator had been on duty, _____
3. If the «Titanic» had had enough lifeboats, _____
4. If the sea hadn't been so cold, _____
5. If the «Carpathia» had not arrived, _____
6. If the «Titanic» had not sunk, _____
7. If the «Titanic» had not been so big, _____
8. If the proper rules of safety voyage had been made beforehand, _____
9. If the «Carpathia» had been closer to the «Titanic», _____
10. If the «Titanic» hadn't been so luxurious, _____

12. Fill in the gaps with the necessary word or word combinations from the list.

the nature of a crime; a wallet; drug trafficking; offend; a suspect; advise a suspect of his rights; capital punishment; to claim; illicit drugs; to apprehend

1. Three days ago Mr.Bank found a small box at the bus stop as he was walking along the street. There were three things inside: a driving license, and a piece of jewelry.
2. Mr. Bank went to the police department about the box.
3. The trade is a global black market dedicated to the cultivation, manufacture, distribution and sale of drugs that are subject to drug prohibition laws.
4. _____ is widely regarded by lawmakers as a serious offense around the world.
5. When criminals the law many times, they get a heavier punishment. They go to jail – a place of confinement.

6. _____ or life imprisonment are the most serious punishments. They are used for the worst crimes like murder.
7. Every day police officers are called _____ more criminals.
8. First of all, police assess _____ when they handle suspects who try to escape.
9. To place _____ under arrest is only the first stage of criminal process. 10. In all cases, a police officer should _____.

13. Put the verbs in brackets into the correct form: the infinitive or the –ing form.

1. What are you doing this weekend? – Well, Tom suggested _____ (drive) to the seaside.
2. I'm sure I've failed my exam. – Well, there's no point in _____ (worry) until you get your results.
3. She can't get used to _____ (work) for such a large company.
4. He is too young _____ (stay) out late at night.
5. I don't mind _____ (help) you with writing the article.
6. I advise you _____ (look for) a new job.
7. There is no point in _____ (get) angry with him. It's not his fault.
8. Dad insisted on my _____ (enter) the University.
9. Tom likes _____ (interview) people.
10. Did you remember _____ (take) your entrance exam?

14. Choose the correct sentence.

1. A. Eating junk food it is unhealthy.
B. Eating junk food is unhealthy.
2. A. I'd better to leave now.
B. I'd like leave now.
3. A. I object to your going to the doctor.
B. I object to your go to the doctor.
4. A. He stopped smoking, because there were many people there.
B. He stopped to smoke, because there were many people there.
5. A. Did you remember switching off the computer?
B. Did you remember to switch off the computer?
6. A. You must to work harder.
B. You must work harder.
7. A. Would you mind to give me a lift?
B. Would you mind giving me a lift?
8. A. I went to the library for to borrow some books.
B. I went to the library to borrow some books.
9. A. She was concentrating on writing the report when the phone rang.
B. She was concentrating on write the report when the phone rang.
- 9.A. Unfortunately, I'm afraid of flying.
B. Unfortunately, I'm afraid of fly.

APPENDIX

Lesson 12. Read the dialogue between Gordon and Jeremy to find out what happened in a country house that evening.

Before dinner, Gordon had a drink with Jeremy in the library.

Gordon: Cheers, Jeremy. Happy birthday.

Jeremy: Ah, thanks, Gordon.

Gordon: Listen, Jeremy, I want to talk to you about Barbara.

Jeremy: Barbara? What's the problem?

Gordon: It's not exactly a problem. I am in love with her, and I want to marry her.

Jeremy: Marry Barbara? Marry my daughter! Are you crazy? Never. You don't love Barbara. You only want her money!

Gordon: That's not true, Jeremy. I love her.

Jeremy: Listen to me. If you marry Barbara, when I die all my money goes to Claudia.

Gordon: To Claudia? To your secretary?

Jeremy: Yes.

Gordon: Is that your last word, Jeremy?

Jeremy: Yes, it is.

Amanda: Dinner everybody!

At midnight Gordon finished his whisky and went upstairs.

Jeremy: Who is it? Gordon?

- 1. Lesson 22.** Extra reading. True laws: 1 and 3.
- 2. Lesson 17.** Answers: 1 False, 2 True, 3 True, 4 True, 5 False, 6 True, 7 False, 8 False, 9 False, 10 True, 11 True

IRREGULAR VERBS

1. arise [ə'raɪz]	arose [ə'rouz]	arisen [ə'ri:zn]	піднімати (ся)
2. be [bi:]	was [wɒz], were [weə]	been [bi:n]	бути
3. bear [beə]	bore [bɔ:]	born [bɔ:n]	нести, народжувати
4. become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]	ставати кимось, чимось
5. begin [bɪ'gɪn]	began [bɪ'gen]	begun [bɪ'gʌn]	починати(ся)
6. bend [bend]	bent [bent]	bent [bent]	гнути
7. bind [baɪnd]	bound [baʊnd]	bound [baʊnd]	зв'язувати
8. bite [baɪt]	bit [bɪt]	bitten [bɪtn] (bit [bɪt])	кусати
9. bleed [bli:d]	bled [bled]	bled [bled]	сходити кров'ю
10. blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
11. break [breɪk]	broke [brəʊk]	broken ['brəʊkn]	ламати, повідомляти (новину)
12. breed [bri:d]	bred [bred]	bred [bred]	виросувати
13. bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
14. build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
15. burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	горіти, палити
16. buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
17. cast [kɑ:st]	cast [kɑ:st]	cast [kɑ:st]	розкидати
18. catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
19. choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
20. come [kʌm]	came [keɪm]	come [kʌm]	приходити
21. cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
22. cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
23. dig [dɪg]	dug [dʌg]	dug [dʌg]	рити, копати
24. do [du:]	did [dɪd]	done [dʌn]	робити, виконувати
25. draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати, притягувати
26. dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мріяти, снитися
27. drink [drɪŋk]	drank [draeŋk]	drunk [drʌŋk]	пити
28. drive [draɪv]	drove [drəʊv]	driven [drɪvn]	керувати авто
29. eat [i:t]	ate [et]	eaten [i:tn]	їсти
30. fall [fɔ:l]	fell [fel]	fallen [fɔ:ln]	падати

31. feed [fi:d]	fed [fed]	fed [fed]	годувати
32. feel [fi:l]	felt [felt]	felt [felt]	почувати (себе)
33. fight [fɑ:t]	fought [fɔ:t]	fought [fɔ:t]	битися, боротися
34. find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
35. flee [fli:]	fled [fled]	fled [fled]	тікати, рятуватися
36. fly [flaɪ]	flew [flu:]	flown [flaʊn]	літати
37. forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забувати
38. get [get]	got [gɒt]	gotten [gɒtn] (got [gɒt])	отримувати, розуміти, добиратися
39. give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
40. go [gəʊ]	went [went]	gone [gɒn]	іти, їхати .
41. grow [grəʊ]	grew [gru:]	grown [grəʊn]	виросити
42. hang [hæŋ]	hung[hʌŋ]	hung [hʌŋ]	висіти
43. have[hæv]	had [hæd]	had [hæd]	мати (щось)
44. hear [hɪə]	heard [hɛə:d]	heard [hɛə:d]	чути
45. hide[hɪd]	hid [hɪd]	hidden ['hɪdn]	ховатися
46. hit [hɪt]	hit [hɪt]	hit [hɪt]	вдарити
47. hold[həʊld]	held [held]	held [held]	тримати
48. keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати
49. know [nəʊ]	knew [nju:]	known [nəʊn]	знати
50. lead [li:d]	led [led]	led [led]	лідирувати, вести за собою
51. learn [lɛə:n]	learnt [lɛə:nt]	learnt [lɛə:nt]	вчити(ся)
52. leave [li:v]	left [left]	left [left]	залишати, покидати
53. lend [lend]	lent [lent]	lent [lent]	позичати
54. let [let]	let [let]	let [let]	дозволяти, здавати в оренду
55. light [laɪt]	lit [lɪt]	lit [lɪt]	світити
56. lose [lu:z]	lost [lɒst]	lost [lɒst]	втрачати
57. make [meɪk]	made [meɪd]	made [meɪd]	робити руками (помилку)
58. mean [mi:n]	meant [ment]	meant [ment]	означати
59. meet [mi:t]	met [met]	met [met]	зустрічати, знайомитися
60. put [put]	put [put]	put [put]	класти
61. read [ri:d]	read [red]	read [red]	читати

62. ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	кататися
63. rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	підніматися
64. run [rʌn]	ran [ræn]	run[rʌn]	бігти, їхати (про транспорт)
65. say [seɪ]	said [sed]	said [sed]	сказати
66. see [si:]	saw [sɔ:]	seen [si:n]	бачити
67. sell[sel]	sold [səʊld]	sold [səʊld]	продавати
68. send [send]	sent [sent]	sent [sent]	посилати
69. set [set]	set [set]	set [set]	налаштувати, встановити
70. shake [ʃeɪk]	shook [ʃʊk]	shaken [ʃeɪkn]	трясти
71. shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	світити
72. shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти
73. shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
74. sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
75. sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	потонути
76. sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
77. sleep [sli:p]	slept [slept]	slept [slept]	спати
78. smell [smel]	smelt [smelt]	smelt [smelt]	пахнути, нюхати
79. speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkn]	говорити, розмовляти
80. spend [spend]	spent [spent]	spent [spent]	тратити, проводити (час)
81. spoil [spɔɪl]	spoilt [spɔɪlt]	spoilt [spɔɪlt]	псувати
82. spread [spred]	spread [spred]	spread [spred]	поширювати, намащувати
83. spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	стрибати
84. stand [stænd]	stood [stud]	stood [stud]	стояти
85. steal [sti:l]	stole [stəʊl]	stolen ['stəʊln]	красти
86. stick [stɪk]	stuck [stʌk]	stuck [stʌk]	приклеювати, дотримуватись
87. sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]	жалити
88. stride [straɪd]	strode [strəʊd]	stridden ['strɪdn]	крокувати
89. strike [straɪk]	struck [strʌk]	struck [strʌk]	бити, страйкувати
90. strive [straɪv]	strove [strəʊv]	striven ['strɪvn]	старатися
91. swear [sweə]	swore [swɔ:]	sworn [swɔ:n]	присягатися
92. sweep [swi:p]	swept [swept]	swept [swept]	підмітати
93. swim [swɪm]	swam [swæm]	swum [swʌm]	плавати

94. swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	гойдатися, мінятися
95. take [teɪk]	took [tuk]	taken ['teɪkən]	брати
96. teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
97. tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвати на шматки
98. tell [tel]	told [təʊld]	told [təʊld]	розповідати
99. think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
100. throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
101. thrust [θrʌst]	thrust [θrʌst]	thrust [θrʌst]	штовхати
102. tread [tred]	trod [trɒd]	trodden ['trɒdn]	ступати
103. understand [,ʌndə 'stænd]	Understood [,ʌndə 'stu:d]	understood [,ʌndə 'stu:d]	розуміти
104. upset [ʌp 'set]	upset [ʌp 'set]	upset [ʌp 'set]	засмучуватися
105. wake [weɪk]	woke [wəʊk]	woken [wəʊkn]	прокидатися
106. wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити, одягатися
107. weave [wi:v]	wove [wəʊv]	woven ['wəʊvn]	ткати
108. weep [wi:p]	wept [wept]	wept [wept]	плакати
109. win [wɪn]	won [wʌn]	won [wʌn]	перемагати, вигравати
110. wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	заводити
111. withdraw [wɪ'drɔ:]	Withdrew [wɪð'dru:]	withdrawn [wɪð'drɔ:n]	брати назад, відкликати
112. wring [rɪŋ]	wrung [rʌŋ]	wrung [rʌŋ]	скручувати
113. write [raɪt]	wrote [rəʊt]	written [rɪtn]	писати

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