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ДНІПРОВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ВНУТРІШНІХ СПРАВ

**«ПРАВООХОРОННА ДІЯЛЬНІСТЬ»
PROFESSIONAL ENGLISH LANGUAGE GUIDE
FOR POLICE**

**(Практичний курс англійської мови
для працівників Національної поліції України)**

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Навчальний посібник репрезентує прийоми візуалізації, селективної уваги, контекстуального способу запам'ятовування іншомовних слів. Значна увага приділена розвитку навичок ситуативного мовлення в контексті професійного спілкування поліціанта. 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 «Правоохоронна діяльність», науково-педагогічним працівникам та практичним працівникам Національної поліції України.

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UNIT 1
TRAINING OF CADETS.
DNIPRO STATE UNIVERSITY OF INTERNAL AFFAIRS

LEAD-IN

Answer the following questions about the topic:



- 1 What are the advantages of this educational institution?
- 2 What academic disciplines do cadets study?
- 3 What career opportunities are available after graduation?
- 4 What extracurricular and sports activities are available for cadets?
- 5 What facilities and technical resources does the institution provide?
- 6 Does the institution have international partnership programs or exchange opportunities?
- 7 What do graduates say about their education and future careers?

PRONUNCIATION

Check your pronunciation:

cadet /kə'det/, lecture hall /'lɛktʃər
hɔ:l/, firearms training /'faɪəɹɑ:mz
'treɪnɪŋ/, officers' mess /'ɒfɪsərz mɛs/,
on duty /ɒn 'dju:ti/, cleaning the
territory /'kli:nɪŋ ðə 'tɛrɪtɔ:ri/,
professional English /prə'fɛʃnəl 'ɪŋɡlɪʃ/,
basic professional training /'beɪsɪk
prə'fɛʃnəl 'treɪnɪŋ/, course officer /kɔ:rs
'ɒfɪsər/, training ground / 'treɪnɪŋ
graʊnd/, daily routine /'deɪli ru:'ti:n/,
barracks /'bærəks/

KEY WORDS

Try to remember the words and word combinations below:



cadet – курсант



lecture hall –
лекційна зала



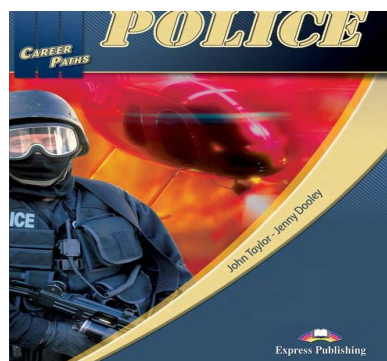
officers' mess –
офіцерська їдальня



on duty – в наряді



cleaning the territory –
підтримувати порядок



professional English –
англійська мова
професійного
спрямування



**basic professional
training** – первинна
професійна підготовка



course officer –
курсний офіцер



training ground –
полігон



daily routine –
розпорядок дня



barracks –
казарма



tactical training –
тактична підготовка



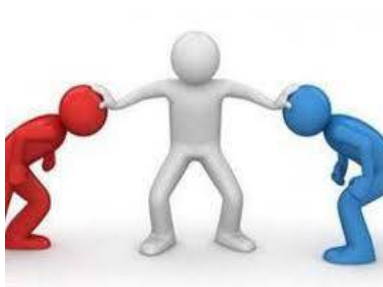
forensic science –
криміналістика



firearms training –
вогнева підготовка



cybersecurity –
кібербезпека



public safety –
громадська безпека



a psychological training center – психологічний
навчальний центр



topography –
топографія



tactical medicine –
тактична медицина



scientific activity –
наукова діяльність



special disciplines –
спеціальні дисципліни

READING

☞ **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

TEXT 1

Dnipro State University of Internal Affairs

Dnipro State University of Internal Affairs (DSUIA) is a higher education institution under the Ministry of Internal Affairs of Ukraine with specific training conditions. Throughout its existence, the institution has evolved from Dnipro Special Police High School to Dnipro State University of Internal Affairs, founded on September 8, 2005. Under the order №298 of the Ministry of Internal Affairs, the university was renamed Dnipro State University of Internal Affairs in May 2024.

DSUIA is one of the leading higher education institutions within the MIA system, with over 35,000 graduates. The main educational units comprise two educational and research institutes, two faculties, and the Institute of Postgraduate Education and Distance Learning.

The educational and scientific activity of the university is provided by twenty departments. According to the license, the university offers the following specialties: Economics (051), Psychology (053), Management (073), Law (081), Law Enforcement (262), Public Management and Administration (281), International Relations, Public Communications, and Regional Studies (291). Applicants are offered general legal disciplines as well as special disciplines that are taught exclusively in higher education institutions of the Ministry of Internal Affairs. The DSUIA offers a full training cycle.

The university promotes equality, freedom, and a barrier-free learning environment, providing educational services on the principles of non-discrimination, diversity, effective involvement, and inclusion of all participants in the educational process.

Considerable attention is paid to the development of physical culture and sports in the work with personnel. To achieve this goal, all conditions for the comprehensive development of the individual have been created at the DSUIA. The university annually graduates athletes from among higher education students who receive titles of champions of Ukraine, Europe, and the world while studying.

In response to current challenges, DSUIA has intensified its military and tactical training programs. Programs for military and professional training of cadets (fire, tactical and engineering training, topography, tactical medicine), individual and small group work have been implemented. Humanitarian demining training for cadets is systematically conducted. The cadets of DSUIA are regularly involved in protecting the state border and ensuring public safety and order.

The practical component has been strengthened within cooperation with the National Police of Ukraine through involving cadets in the work of the National Police of Ukraine.

Joint exercises are held with representatives of the National Guard of Ukraine to improve military training and response in conditions close to combat.

The training of cadets of DSUIA is enhanced by tactical medicine, military and professional training, UAV operator training, and training to work with people with PTSD. The knowledge and skills of specialists with experience in the liberated territories are actively incorporated into the educational process.

On the territory of the university there are educational and training grounds: «Combating Organized Crime and Corruption», «Preventing and Combating Domestic Violence», «Tactical Town», tactical medicine training ground, «Road Safety», «Child-Friendly Crisis Room», and forensic training ground, «A car with traces of bullets and debris», «Burial site», «Mass shooting site», «Civilian infrastructure destruction site», «Shelling site», «Ammunition and explosive remnants site», «Torture room». A classroom for identifying explosive devices, a digitalization center, a center for cybersecurity, cyber hygiene, and countering cyberbullying, as well as a psychological training center have been set up.

Dnipro State University of Internal Affairs responds flexibly to the challenges of today and works proactively to implement the necessary elements in the educational process for training future law enforcement officers.

1. On the basis of the text above match sentences as true (T) or false (F).

1. DSUIA was established in 2005. ____
2. The university is a part of the Ministry of Education and Science of Ukraine.
3. DSUIA provides training in both general legal disciplines and special disciplines.
4. The university does not offer any postgraduate education programs. ____
5. Cadets receive training in tactical medicine, UAV operation, and PTSD management.
6. There are no practical training grounds at DSUIA. ____
7. DSUIA cooperates with the National Police of Ukraine and the National Guard.
8. Students at DSUIA do not participate in sports or physical training. ____
9. The university provides training in cybersecurity and countering cyberbullying.
10. Cadets at DSUIA are involved in ensuring public safety and border protection. ____

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

1. A person training to become a police officer or soldier _____.
2. The study and enforcement of laws and regulations _____.
3. The process of clearing land or areas of explosive devices _____.
4. A place where students and officers practice real-life crime-solving techniques _____.
5. The use of digital technology to protect against cyber threats _____.
6. A method of training that includes fire, tactical, and engineering preparation _____.
7. An academic institution that provides education beyond high school _____.
8. A branch of government responsible for maintaining public order and safety _____.
9. The ability to adjust and respond to new challenges effectively _____.
10. An organized program for teaching and learning _____.

3. In the Text find synonyms and antonyms to the words given below.



Police officer, police informant, protect, soldier, digital technology, cybersecurity

4. Read and translate the dialogue between Sarah and Alex about the the Dnipro State University of Internal Affairs

Alex: Hey, Sarah! Have you heard about the Dnipro State University of Internal Affairs?

Sarah: Yes, I read about it recently. It's a higher education institution under the Ministry of Internal Affairs of Ukraine, right?

Alex: Exactly! It has a long history, evolving from the Dnipro Special Police High School to a full-fledged university in 2005. And just recently, in May 2024, it was officially renamed.

Sarah: That's impressive! What kind of programs does it offer?

Alex: It has a wide range of specialties, including Economics, Psychology, Management, Law, Law Enforcement, Public Administration, and even International Relations. Plus, there are special courses exclusive to MIA universities.

Sarah: Sounds like a great place for future law enforcement officers! Do they focus more on theory or practice?

Alex: They actually have a strong practical component. Students train in tactical medicine, military drills, and even UAV operations. They also work with the National Police of Ukraine and the National Guard.

Sarah: Wow, so they get real hands-on experience?

Alex: Absolutely! They even have training grounds for different scenarios—organized crime, domestic violence prevention, forensic investigations, and even crisis situations like shelling or mass shootings.

Sarah: That's intense but necessary for their future work. Do they also focus on mental health?

Alex: Yes, they have a psychological training center and special programs to help cadets work with people suffering from PTSD. They also promote inclusivity and equal opportunities in education.

Sarah: That's really important, especially in today's world. It sounds like DSUIA is preparing students for real-life challenges.

Alex: Exactly! They are constantly adapting to new threats and making sure their cadets are ready to protect and serve.

Sarah: That's amazing. I'd love to visit their campus someday!

Alex: Me too! It seems like a top-tier university for law enforcement training.

Answer the following questions based on the dialogue.

- a. What is the full name of DSUIA?
- b. Under which ministry does DSUIA operate?
- c. When was the university officially renamed?
- d. What specialties does DSUIA offer?
- e. What kind of special courses are available only in MIA universities?
- f. How does DSUIA balance theory and practice in education?
- g. Which organizations do DSUIA cadets cooperate with for practical training?
- h. What kind of tactical and military training do students receive?
- i. What are some of the specialized training grounds at the university?
- j. How does DSUIA support mental health education for cadets?
- k. What initiatives does the university take to ensure inclusivity and equal opportunities?
- l. Why is it important for cadets to have hands-on experience in real-life scenarios?
- m. How does DSUIA adapt to modern security challenges?
- n. What role do DSUIA graduates play in law enforcement and public safety?

GRAMMAR

Complete the sentences with the correct words:

1. The training of cadets of DSUIA is _____ by tactical medicine, military and professional training.
2. Dnipro State University of Internal Affairs operates under the Ministry of _____.
3. The university was officially renamed in _____ 2024.
4. DSUIA offers a full training cycle, including both theoretical and _____ preparation.
5. The main educational units include two institutes, two faculties, and the Institute of _____ Education and Distance Learning.
6. The university provides training in various fields such as Law, Economics, and _____.
7. Cadets receive military and _____ training to prepare for real-life situations.
8. The university collaborates with the National _____ of Ukraine to enhance practical skills.
9. DSUIA has special training grounds, including a forensic site and a _____ medicine training ground.
10. The university promotes equality, _____, and a barrier-free learning environment.
11. The practical component includes training in tactical medicine, UAV operations, and working with people suffering from _____.

5 випадкових розмовних фраз

I really appreciate that – *Я дійсно це ціную!*

Glad to help – *Радий допомогти!*

It's a pleasure to meet you! – *Приємно познайомитися з вами!*

As you wish – *Як побажаєте!*

It depends on the situation – *Це залежить від ситуації*

Fill in the Blanks:

1. – Thank you for your help! – _____ (*I really appreciate that!*)
2. – Can you help me with this task? – _____ (*Glad to help!*)
3. – Hello! My name is Anna. – _____ (*It's a pleasure to meet you!*)
4. – Should I choose the red or blue dress? – _____ (*As you wish!*)
5. – Should we go on a trip this weekend? – _____ (*It depends on the situation.*)

Present Simple Простий (неозначений) теперішній час

Ствердження	Заперечення	Питання
I work every day. Я працюю кожного дня.	I don't work every day. Я не працюю кожного дня.	Do you work every day? Чи працюєш ти кожного дня?
He works every day. Він працює кожного дня.	He doesn't work every day. Він не працює кожного дня.	Does he work every day? Він працює кожного дня?
I You + V + ... We They	+ do + not + V + ... does	Do + + V + ... ? Does
He She + Vs + ... It	do not = don't does not = doesn't	QW + do + + V + ... ? does

☺ – підмет

Vs – *сміслові дієслова з закінченням -es або -s;*

V – *сміслові дієслова без частки to;*

QW – *question word (питальне слово).*

1. Find mistakes or missing words in the sentences and correct them.

Example: Sentence: The police officer arrest the suspect.

Correction: The police officer is arresting the suspect.

1. The government has introduce new reforms for law enforcement activities.
2. Funding for law enforcement activities have been increased this year.
3. One billion hryvnias have been allocate for law enforcement activities.
4. The bill provide for new regulations on law enforcement activities.
5. Control over law enforcement activities have become stricter.

6. The European Union has provide financial assistance for law enforcement activities.

7. New technologies are actively being introduce into law enforcement activities.

8. Public organization oversee law enforcement activities.

9. Research on the impact of reform on law enforcement activities is ongoing.

10. International experts are analyze expenditures on law enforcement activities.

2. Translate the following sentences from Ukrainian into English.

1. Уряд запровадив нові реформи на правоохоронну діяльність.

2. Фінансування на правоохоронну діяльність було збільшено цього року.

3. На правоохоронну діяльність виділили мільярд гривень.

4. Законопроект передбачає нові правила на правоохоронну діяльність.

5. Контроль на правоохоронну діяльність став більш жорстким.

6. Європейський Союз надав фінансову допомогу на правоохоронну діяльність.

7. Нові технології активно впроваджуються на правоохоронну діяльність

8. Громадські організації здійснюють нагляд на правоохоронну діяльність.

9. Дослідження впливу реформ на правоохоронну діяльність триває.

10. Міжнародні експерти аналізують витрати на правоохоронну діяльність.

UNIT 2

POWERS OF A LAW ENFORCEMENT OFFICER

LEAD-IN

Look at the pictures and answer the following questions below:



General Duties of a Police Officer

- What is the police officer doing in the first image?
- Why is it important for police officers to patrol the streets?
- How does a police officer help ensure public safety?

Patrolling and Interaction with Civilians

- What kind of interaction is shown in the second image?
- How do police officers build trust with the community?
- What challenges might officers face while patrolling?



Arrest and Law Enforcement

- What is happening in the third image?
- Why is it important for arrests to be conducted professionally?
- What rights does a suspect have during an arrest?



Critical Thinking

- How do these images represent the responsibilities of law enforcement?
- What qualities should a good police officer have?
- How can police officers improve their relationship with the public?

PRONUNCIATION

Check your pronunciation:

Police officer – [pə'li:s 'ɒfɪsər] –
поліціант

Law enforcement – [lɔ: in'fɔ:smənt]
– правоохоронна діяльність

Duty – ['dju:ti] – обов'язок

Power – ['paʊər] – повноваження

Patrol – [pə'trəʊl] – патрулювання

Safety – ['seɪfti] – безпека

Arrest – [ə'rest] – арешт

Suspect – ['sʌspekt] – підозрюваний

Crime – [kraɪm] – злочин

Investigation – [ɪn'vestɪ'geɪʃən] –
розслідування

Authority – [ɔ:'θɒrɪti] – влада,
повноваження

Community – [kə'mju:nɪti] – громада

Trust – [trʌst] – довіра

Protection – [prə'tekʃən] – захист

Justice – ['dʒʌstɪs] – справедливість

KEY WORDS

*Try to remember the words and
word combinations below:*



police officer –
поліціант, поліціантка



law enforcement –
правоохоронна
діяльність



duty –
обов'язок



power –
повноваження



patrol –
патрулювання



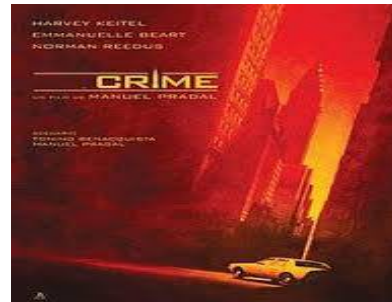
safety –
безпека



arrest –
арешт



suspect –
підозрюваний



crime –
злочин



investigation –
розслідування



authority –
влада



community –
громада



trust –
довіра



protection –
захист



justice –
справедливість

READING

👉 **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

POWERS OF A LAW ENFORCEMENT OFFICER

Law enforcement officers play a critical role in maintaining public safety, enforcing laws, and ensuring justice in society. Their responsibilities encompass a wide range of tasks aimed at protecting individuals and communities from crime and disorder. The primary duties and powers of a law enforcement officer include the following:

Maintaining Public Order. Officers are responsible for preventing disturbances, responding to emergency situations, and ensuring that citizens feel safe in their communities.

Crime Prevention. Through patrols, community engagement, and proactive strategies, officers work to deter criminal activities and enhance security.

Law Enforcement. Officers enforce local, state, and federal laws by investigating crimes, arresting suspects, and gathering evidence.

Investigation and Reporting. Conducting thorough investigations, collecting witness statements, and documenting findings in reports are essential tasks in solving crimes.

Traffic Control and Safety. Officers regulate traffic, issue citations for violations, and respond to accidents to ensure road safety.

Emergency Response. Law enforcement personnel provide immediate assistance in crises, such as natural disasters, medical emergencies, or active crime scenes.

Community Engagement. Building trust with the public through outreach programs and fostering cooperation between law enforcement and civilians.

Testifying in Court. Officers present evidence and provide testimonies in legal proceedings to support criminal prosecutions.

A **police officer** plays a crucial role in **law enforcement** by ensuring public **safety** and maintaining order within the **community**. Their primary **duty** is to prevent **crime**, protect citizens, and uphold **justice**.

One of the main **powers** of a **police officer** is the ability to make an **arrest** when a **suspect** is found violating the law. Officers engage in **patrol** activities to monitor areas, deter criminal activities, and provide a sense of security to the **community**.

Another important aspect of their role is conducting **investigations** to gather evidence and ensure that those responsible for crimes face appropriate consequences. They work under the **authority** of the state, ensuring that laws are enforced fairly and effectively.

Building **trust** between law enforcement and the public is essential. Without public cooperation, effective policing becomes difficult. Officers must balance their **power** with a commitment to **protection** and fairness, ensuring that their actions contribute to a just society.

The duties and powers of law enforcement officers are essential for maintaining a just and orderly society. While they are entrusted with significant authority, they must exercise their powers responsibly and ethically, ensuring that they uphold the rights and freedoms of all individuals. Proper training, accountability, and adherence to legal and moral standards are crucial in the execution of their duties.

1. On the basis of the text above match sentences as true (T) or false (F).

1. A **police officer** is responsible for ensuring public **safety** and order in the **community**. (___)
2. The main **duty** of a **police officer** is to punish criminals. (___)
3. Officers can make an **arrest** if they find a **suspect** breaking the law. (___)
4. **Law enforcement** officers do not participate in **patrol** activities. (___)
5. **Investigations** help gather evidence and ensure that criminals face justice. (___)
6. The **authority** of the state does not influence police work. (___)
7. Building **trust** between the police and the **community** is important for effective policing. (___)
8. The role of a **police officer** is only to enforce laws, without providing **protection** to citizens. (___)

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

1. A person who enforces the law and ensures public safety. _____.
2. The act of maintaining order and preventing crime in society. _____.
3. Something that a person is responsible for doing as part of their job. _____.
4. The legal ability to take action, including making arrests. _____.
5. The act of taking someone into custody when they are suspected of committing a crime. _____.
6. Regular monitoring of areas to prevent crime and ensure security. _____.
7. A person who is believed to have committed a crime. _____.
8. The condition of being protected from harm or danger. _____.
9. An illegal act that breaks the law. _____.
10. The process of collecting evidence and examining facts about a crime. _____.
11. The legal power or control given to an official or organization. _____.
12. A group of people living in a particular area and sharing common interests. _____.
13. The belief and confidence in someone's reliability and honesty. _____.

14. The act of keeping someone or something safe from harm. _____
15. The fair application of laws to ensure that people are treated rightly.
_____.

3. In the Text find synonyms (Block A) and antonyms (Block B) to the words given below.

Block A: Find synonyms (words with similar meanings) in the text.

1. Officer → _____
2. Law → _____
3. Responsibility → _____
4. Control → _____
5. Security → _____
6. Supervision → _____
7. Inquiry → _____
8. Power → _____
9. Society → _____
10. Belief → _____



Block B: Find antonyms (words with opposite meanings) in the text.

1. Danger → _____
2. Disorder → _____
3. Freedom → _____
4. Unfairness → _____
5. Weakness → _____
6. Mistrust → _____
7. Crime → _____
8. Injustice → _____
9. Neglect → _____
10. Suspect → _____



GRAMMAR TASKS

1. Fill in the blanks with the correct form of the verb. Use the correct verb tense based on the context.

1. A police officer _____ (**work**) to ensure public safety.
2. Officers _____ (**arrest**) suspects when they break the law.
3. The police _____ (**investigate**) crimes to gather evidence.
4. Law enforcement _____ (**help**) protect the community.
5. Officers _____ (**patrol**) the streets to maintain order every day.

2. Change the sentences into Passive Voice.

1. The police officer arrests the suspect. _____
2. Officers patrol the streets every night. _____
3. The community trusts law enforcement. _____
4. Investigators gather evidence to solve the case. _____
5. The government gives police officers their authority. _____

3. Complete the sentences with the correct prepositions.

1. The police officer is responsible _____ maintaining order.
2. Officers work _____ the authority of the government.
3. Law enforcement plays a crucial role _____ society.
4. Suspects are taken _____ custody for further investigation.
5. Trust _____ the police is essential for justice.

4. Rewrite the sentences using Modal Verbs (must, should, can, may, have to).

1. It is necessary for officers to follow the law. Officers _____ follow the law.
2. It is possible for suspects to be innocent. Suspects _____ be innocent.
3. Officers are allowed to make arrests. Officers _____ make arrests.
4. Citizens are advised to cooperate with law enforcement. Citizens _____ cooperate with law enforcement.
5. Investigators are required to collect evidence. Investigators _____ collect evidence.

SPEAKING

1. Discussion Questions

1. What are the main duties of a police officer?
2. Why is trust between the police and the community important?
3. What challenges do law enforcement officers face in their daily work?
4. Should police officers have more or fewer powers? Why?
5. How can police officers improve their relationship with citizens?

2. Role-Play

- **Situation 1:** A police officer is explaining to a group of students why law enforcement is important. (One person is the officer, the others are students.)
- **Situation 2:** A citizen is reporting a crime to a police officer. (One person is the citizen, the other is the officer.)
- **Situation 3:** A police officer is interviewing a suspect. (One person is the officer, the other is the suspect.)

3. Describe the Picture



–Description of the Picture:

In the image, a police officer is standing on a busy city street. He is wearing a dark blue uniform with a badge and a radio attached to his shoulder. The officer is directing traffic, raising his hand to stop cars while allowing pedestrians to cross the street safely. Behind him, a police car with flashing lights is parked near the sidewalk.

– Actions in the Picture:

The officer is actively managing traffic and ensuring that everyone follows the rules. He is focused and attentive, carefully observing the movement of vehicles and people. Pedestrians are walking across the crosswalk, feeling safe under the officer's supervision.

– Connection to «Law Enforcement»:

This picture represents the role of law enforcement in maintaining order and public safety. The officer is fulfilling his duty by controlling traffic, preventing accidents, and protecting the community. It highlights the importance of police presence in everyday life and how they help keep society organized and secure.

UNIT 3

WORKING DAY OF A POLICE OFFICER: DAILY TASKS AND DUTIES

LEAD-IN

Look at the pictures and answer the questions below:

1. Do you know what the policemen in the pictures are doing?
2. Do you have any idea about the duties of law enforcement officers?
3. Can you name some of the features of police daily tasks?
4. What qualities should a person have to perform these tasks?



PRONUNCIATION

badge ['bædʒ]; bulletproof vest ['bʊlɪpruːfvest];
directions [daɪ'rekʃnz]; ambulance ['æmbjələns];
to patrol [pə'trəʊl]; emergencies [ɪ'mɜːdʒənsɪz];
lights and sirens ['laɪts ənd saɪəns]; to catch a
thief ['kætʃ ə 'θiːf]; to act fairly ['ækt 'feəli];
traffic jam ['træf.ɪk dʒæm]; clues ['kluːz]

KEY WORDS

Try to remember the words and word combinations below:



to keep people safe –
берегти людей



to make sure –
гарантувати



to follow the laws –
керуватися законами



to put on the uniform –
одягати однострій



badge – жетон



bulletproof vest –
бронезилет



a radio – рація



handcuffs – кайданки



a gas spray – газовий
балончик



to show directions –
вказати дорогу



to provide first aid –
надати першу
допомогу



to call for an ambulance –
викликати швидку допомогу



to patrol the area –
патрулювати ділянку



to respond to emergencies –
реагувати на
надзвичайні обставини



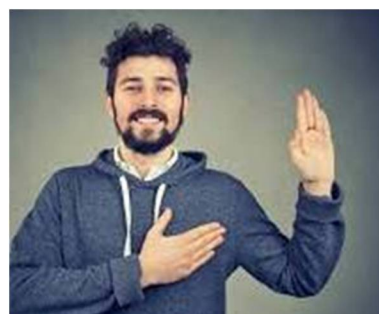
to be in contact with –
бути на зв'язку з к-н.



flashing lights and sirens –
проблискові маячки
та сирени



to make quick decisions –
приймати швидкі
рішення



to act fairly –
діяти чесно



to catch a thief –
зловити крадія



a car accident –
дорожньо-транспортна
пригода



traffic jam –
дорожній затор



to solve crimes –
розкривати злочини



to look for clues –
шукати відгадки



(day, night) shift –
(денна, нічна) зміна

READING

👉 Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.

A Typical Working Day of a Police Officer in Ukraine

Police officers in Ukraine have very important jobs. They work *to keep people safe* and *make sure* that everyone *follows the laws*. Let's learn about a typical day of a police officer and the main tasks they do every day.

Starting the Day

A police officer's day usually starts early in the morning. First, they *put on their uniform*, which includes *a badge*, a hat, and sometimes *a bulletproof vest*. They also carry important tools like *a radio*, *handcuffs*, *a gas spray*, *a taser* and sometimes *a baton*. Before starting work, police officers have a meeting with their team. They talk about the tasks for the day and any important news about the area they will be working in. After the meeting, they go to their assigned location.



Main Tasks and Duties

The job of a police officer includes many different tasks. Here are the most important ones:

☒ **Patrolling the Area**

Police officers often walk or drive around the streets to make sure everything is safe. They check if people are following the rules and help anyone who needs assistance.

☒ **Helping People**

If someone is lost, hurt, or in trouble, a police officer is always ready to help. As a rule, they *show directions*, *provide first aid*, or *call for an ambulance* if needed.

☒ **Responding to Emergencies**

When police officers are on duty, they must always be ready *to respond to emergencies*, *being in contact with* their team through their radios. If there is an emergency, they have to drive quickly to the scene with *flashing lights and sirens*. Police officers must stay calm, *make quick decisions*, and follow the rules to keep everyone safe.

Sometimes, they have to handle difficult situations like arguments or accidents. They need to be polite but firm when talking to people and always **act fairly**. A police officer's main goal is to solve problems and keep the peace.

When someone calls the police about a crime or an accident, officers quickly go to the location to help. They can stop a fight, **catch a thief**, or help someone after a **car accident**.

☒ Investigating Crimes

Police officers ask questions and gather information **to solve crimes**. They talk to people, **look for clues**, and write down everything they discover.

☒ Directing Traffic

If there is a **traffic jam** or a car accident, police officers help to keep the traffic moving safely. They also make sure drivers follow traffic rules.

☒ Teaching and Informing

Police officers visit schools and community centers to teach people about safety. They explain why it's important to follow the rules and how to stay safe.

End of the Day

At the end of the day, police officers return to the station. They write reports about what happened during their **shift**. They might also talk to their team about any problems or difficult situations.

Being a police officer is not easy, but it is very important for our society. Police officers work hard to keep our towns and cities safe. They are brave, helpful, and always ready to protect people.

1. On the basis of the text above match sentences as true (T) or false (F).

1. Police officers in Ukraine start their day by putting on their uniform and attending a team meeting.

2. Police officers do not need to respond to emergencies during their shift.

3. One of the main tasks of a police officer is to help people in need.

4. Police officers only work during the day and have nights off.

5. When directing traffic, police officers ensure that drivers follow the rules.

6. Police officers do not investigate crimes; they only patrol the streets.

7. Helping lost or injured people is not part of a police officer's duties.

8. Police officers visit schools to teach people about safety and rules.

9. After their shift, police officers write reports about their work.

10. Police officers are not allowed to use radios while on duty.



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



1. A situation where a large number of vehicles are unable to move or are moving very slowly due to congestion on the road.

2. To move around a specific area regularly in order to monitor for trouble or maintain security.

3. Emergency signals used by police, ambulances, and fire trucks to alert other drivers and pedestrians to give way or indicate

an emergency.

4. To treat people equally and justly, without bias or favoritism.

5. A pair of metal rings connected by a chain, used by police to secure a person's wrists together.

6. A collision involving one or more vehicles, which may result in damage or injury.

7. A person who steals property or possessions from others without permission.

8. An official symbol or piece of identification worn to show a person's authority or membership in an organization, such as the police.

9. Obeys and respects the rules and regulations established by the government or legal authority.

10. A protective garment worn to prevent injury from bullets, typically made from strong materials.

GRAMMAR TASKS

3. In the Text find synonyms (Block A) and antonyms (Block B) to the words given below.



Block A: *a body armor; unforeseen danger; traffic congestion; policing; a collision; assisting.*

Block B: *to violate the laws; to take off; to act unfairly; to hesitate with decisions; to neglect clues*



1. Among the sentences given below find those where Present Simple is used. Prove your choice. What markers of Present Simple are used in these sentences?

- ☞ Every day he patrols the district keeping the people safe.
- ☞ Now they are talking to witnesses to find out some clues.
- ☞ He seldom violates the laws, although sometimes he acts unfairly.
- ☞ Yesterday was his shift to patrol the streets, but he neglected his duties.
- ☞ Are you going to put on your bulletproof vest?
- ☞ Do you use flashing lights and sirens in your squad car?
- ☞ He provided the first aid to the victims of the car accident.
- ☞ Does she often get into the traffic jam on her way home?
- ☞ Yesterday they were investigating the crime all day long.
- ☞ Don't use a gas spray if you don't know how to do it!

2. Answer YES or NO to the given statement about Present Simple.

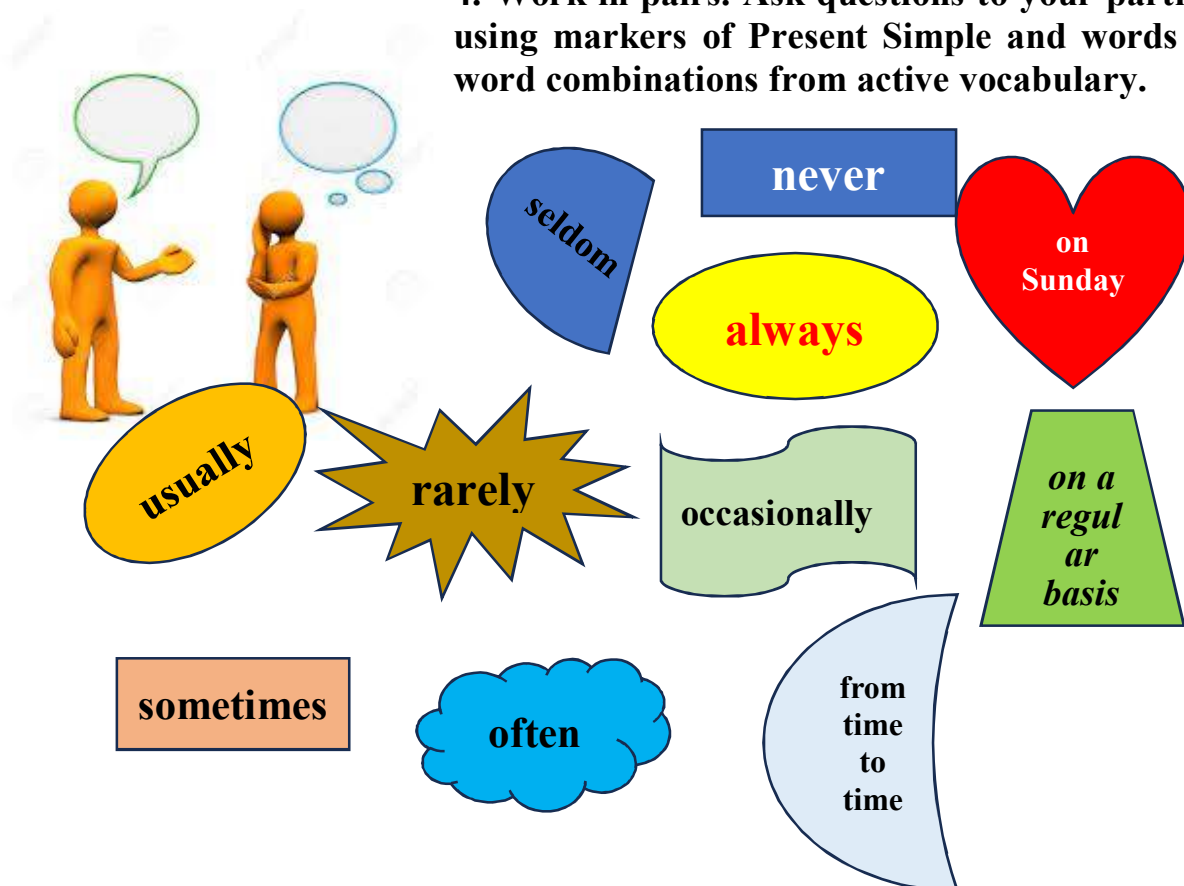
- ☞ It is used to express regular action or permanent state in the present as well as any laws, rules, timetables, universal truths.
- ☞ The verb **to be** is never used in Present Simple.
- ☞ To form interrogative and negative sentences in Present Simple we use auxiliary verbs **Do** or **Does**.
- ☞ We add **s** or **es** to the verbs in Present Simple when they are regular ones.
- ☞ We never use auxiliary verbs **Do** or **Does** in Present Simple sentences where the verb **to be** is applied.
- ☞ Markers always undoubtedly help you to use Present Simple.

3. Write down sentences using the verbs in Present Simple.

(USUALLY) 1. Andrea Schatzmann, an exchange student from Switzerland, (to live) with the Connor family in San Francisco. She (to get) up at 7 am and (to take) a shower. She normally (not to have) breakfast. At half past seven she (to catch) the bus. Her first class (to start) at a quarter past eight. She always (to have) lunch at 12 o'clock in the cafeteria. The cafeteria food (to be) OK and it (to be) cheap too.

Her afternoon classes (to be) from 1:15 till 3:00 pm, so she (to be) at school all day. She usually (to have) dinner with the Connors at about 8:00. Once a week, usually on Sunday mornings, she (to go) swimming. On Saturday evenings she sometimes (to go) out with her friends to a party or maybe to a concert. From time to time she (to invite) friends to her house and they (to listen) to music or (to talk). 2. What time Andrea usually (to get) up? 3. When she (to catch) the bus? 4. She (to take) a shower in the morning? 5. She (to go) home for lunch? 6. When she (to go) swimming? 7. What she (to do) on Saturday evenings?

4. Work in pairs. Ask questions to your partner using markers of Present Simple and words or word combinations from active vocabulary.



Example: Do you *often* see *car accidents* on the roads of Dnipro?

Example: Does she *occasionally* work on the *night shift*?

SPEAKING

- ☞ It never rains but it pours.
- ☞ Every bullet has its billet.
- ☞ The weakest goes to the wall.

Pick out a proverb which is to your liking. Make up a short story using this proverb. Tell your story to the classmates.

- ☞ Silence gives consent.
- ☞ All is well that ends well.
- ☞ Fortune favours the bold.

UNIT 4

POLICE TRAINING IN ENGLISH-SPEAKING COUNTRIES

LEAD-IN

Answer the following questions about the topic:

1. What do you think is the most important skill for police officers to have in their training?
2. How does police training in your country compare to other countries you know about?
3. Why do you believe communication skills are essential for police officers?
4. Have you ever seen a situation where de-escalation techniques were used effectively?
5. In your opinion, how can cultural awareness improve police-community relations?
6. Do you think it's necessary for all police officers to carry firearms? Why or why not?
7. How important is physical fitness for someone working in law enforcement?
8. Can you share an experience where you had to resolve a conflict peacefully?
9. What role do you think mental health training plays in police work?
10. How can community policing help build trust between officers and residents?



PRONUNCIATION

Check your pronunciation:

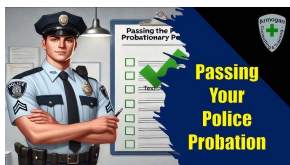
recruits [rɪ'kru:ts]; probationary period [prɒv'beɪʃənəri 'pɪriəd]; firearms training ['faɪəɹɑ:mz 'treɪnɪŋ]; de-escalation techniques [di:ˌɛskə'leɪʃən tek'ni:ks]; legal education ['li:gəl ɛdʒu'keɪʃən]; mental health ['mentəl helθ]; policing degree [pə'li:sɪŋ dɪ'ɡri:]; conflict resolution ['kɒnflɪkt ,rezə'lu:ʃən]; crowd management [kraʊd 'mænɪdʒmənt]; community policing [kə'mju:nəti pə'li:sɪŋ]; cultural awareness ['kʌltʃərəl ə'wɛərnəs]

KEY WORDS

Try to remember the words and word combinations below:



recruits –
новобранці



probationary period –
випробувальний термін



firearms training –
вогнева підготовка



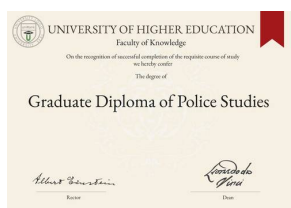
de-escalation techniques –
методи деескалації



legal education –
юридична освіта



mental health –
психічне здоров'я



policing degree –
ступінь в галузі
поліцейської діяльності



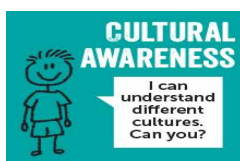
conflict resolution –
врегулювання
конфліктів



crowd management –
управління натовпом



community policing –
громадська поліція



cultural awareness –
культурна обізнаність



physical –
фізичний



fitness training –
фізична підготовка



survival training –
підготовка з виживання



unarmed policing –
неозброєне
патрулювання



public safety –
громадська безпека



supervision –
нагляд / керівництво



multicultural communities –
мультікультурні громади

READING

👉 **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

TEXT 1

Police training in English-speaking countries is designed to prepare officers for their duties. It encompasses academic learning, physical training, and practical exercises. The goal is to develop law enforcement professionals capable of protecting the public, preventing crime, and responding effectively to emergencies. While training programs vary across countries, they share common core principles.

In the United States, recruits typically spend three to six months in a police academy, depending on the state and department. Training includes both classroom instruction and hands-on exercises. A major component is firearms training, as most officers carry guns and must learn to handle them safely. Additionally, de-escalation techniques help officers defuse tense situations and minimize the use of force. Legal education is also essential to the curriculum, covering state and federal laws, constitutional rights, and law enforcement ethics. Another priority is training in handling mental health crises, as officers frequently interact with individuals experiencing psychological distress or substance abuse issues. After completing academy training, new officers enter a probationary period lasting six months to a year, working under the supervision of experienced field training officers. Some states require additional examinations before recruits are fully certified.

In contrast to the United States, police training in the United Kingdom lasts significantly longer, typically ranging from two to three years. Many recruits complete a policing degree before joining the force. The curriculum emphasizes British law and human rights, ensuring officers understand legal principles such as the rights of suspects, the appropriate use of force, and due process. Effective communication and conflict resolution skills are also vital, as officers must interact with victims, suspects, and the public professionally. Another crucial aspect of training is crowd management, especially for large public gatherings like football matches and demonstrations. A distinctive feature of policing in the UK is that most officers do not carry firearms, with only specially trained armed units authorized to

use guns. During their probationary period, recruits apply their training in real-world situations under close supervision.

In Canada, the duration of police training varies by province but generally ranges from six to nine months. Many officers train at the Royal Canadian Mounted



Police (RCMP) academy in Regina, Saskatchewan, while others attend provincial training institutions. A key element of Canadian police training is Indigenous cultural awareness, which provides officers with a deeper understanding of the traditions and history of First Nations, Métis, and Inuit communities. Another critical area is the mental health crisis response, equipping officers with de-escalation strategies and techniques to assist individuals in distress. Firearms and

self-defense training are also integral since Canadian police, like their U.S. counterparts, carry firearms and must complete extensive weapons training. After academy training, recruits progress to a field-training program where they work under the supervision of senior officers.

Across Australia, police training focuses on preparing officers to work effectively in multicultural communities. The length of training varies by state but typically lasts between six months and two years. Community policing plays a central role in the curriculum, teaching officers how to build trust and maintain strong relationships with residents. Given the country's diverse population, recruits receive specialized instruction in cultural awareness to ensure they can communicate effectively with people from different backgrounds. Physical fitness and survival training are also emphasized, as officers need to be physically prepared to handle high-risk situations. Following basic training, new officers enter a probationary period, working under the guidance of experienced mentors before becoming fully independent.

In New Zealand, police training emphasizes understanding Māori culture. The initial training phase lasts approximately 16 weeks at the Royal New Zealand Police College, after which recruits undergo field training. One of the most distinctive aspects of the program is the study of Tikanga Māori, including the Māori language, customs, and traditions. This training helps officers build better relationships with Indigenous communities and approach their work with cultural sensitivity. Conflict resolution and de-escalation strategies are also key components of the curriculum, ensuring that officers are equipped to manage disputes without resorting to force. Additionally, recruits develop a wide range of emergency response skills, as policing in New Zealand requires readiness for situations in urban, rural, and coastal environments. Like Australia, New Zealand follows a community-based policing model, emphasizing cooperation and trust between law enforcement and the public.

1. On the basis of the text above match sentences as true (T) or false (F).

1. Police training in the United States usually lasts between three to six months.
2. Officers in the United Kingdom are required to carry firearms at all times.
3. Canadian police training includes a focus on Indigenous cultural awareness.
4. In Australia, police training emphasizes community policing and building trust with residents.
5. New Zealand police training lasts for one year before recruits begin field training.
6. De-escalation techniques are important in police training across all mentioned countries.
7. The training duration for police in Canada is generally shorter than in the United Kingdom.

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

1. A model focused on building trust between police and the public.
2. Techniques used to resolve disputes peacefully.
3. Strategies for controlling large public gatherings.
4. Understanding and respecting different cultural backgrounds.
5. Methods to defuse tense situations and reduce conflict.
6. Abilities needed to react effectively to urgent incidents.
7. Experienced officers who mentor new recruits.
8. Instruction on handling and using guns safely.
9. The basic rights and freedoms that law enforcement must uphold.
10. The system of ensuring laws are followed and public safety is maintained.
11. Strategies to assist individuals in psychological distress.
12. Exercises to maintain the physical readiness of officers.
13. A trial phase where new officers work under supervision.
14. The protection of citizens and the maintenance of order.
15. New officers undergoing training.
16. The guidance of new recruits by experienced officers.
17. Preparation for handling high-risk or emergency situations.
18. Law enforcement without carrying firearms.
19. Training in laws, constitutional rights, and law enforcement ethics.
20. A formal academic qualification in police studies.

3. In Text 1 find synonyms to the words given below.

rookie, trial period, weapons training, conflict control , legal studies, emotional wellness, public order control, community-oriented policing, body training, emergency skills, diverse populations



4. Read the dialogue between Mark and Samantha about police training in different countries.

POLICE TRAINING AROUND THE WORLD

Mark: Did you hear about the new police training program? It's pretty intense.

Samantha: Yeah, I read that recruits in the U.S. spend three to six months at the academy. That's not a lot of time for all they need to learn.

Mark: Right? And they focus on firearms training and handling mental health crises. It makes sense since they deal with those situations often.

Samantha: Exactly! But it's different in the UK. Their training can take up to three years. They emphasize human rights and legal principles a lot more.

Mark: True, and most UK officers don't carry guns either. Only special units do. That's a big difference from here.

Samantha: For sure. In Canada, they've got that Indigenous cultural awareness training too, which is so important.

Mark: Yeah, understanding the communities they serve is crucial. Plus, de-escalation strategies seem to be a common theme everywhere.

Samantha: Definitely. And Australia focuses on community policing, right? Building trust is key there.

Mark: Yup. It's interesting how each country adapts its training to fit its needs and culture.

Samantha: Makes you think about what kind of cops we want out there. It's all about maintaining safety while respecting people.

Mark: Exactly! Effective training can make such a difference.

Answer the following questions based on the dialogue.

1. What is the typical duration of police training in the United States?
2. What are the main focuses of police training in the United States?
3. How does the police training in the United Kingdom differ from the United States?
4. What is unique about the police training in Canada?

5. What is a common theme in police training across different countries?
6. What is the focus of police training in Australia?
7. How do different countries adapt their police training to fit their own needs and culture?

Decide if the following statements are true (T) or false (F). Correct the false statements.

1. The author mentions that police training in the U.S. lasts longer than in the UK.
2. In the UK, police officers are required to carry firearms at all times.
3. The author notes that Canadian police training includes a focus on Indigenous cultural awareness.
4. De-escalation strategies are not considered important in police training worldwide.
5. Australia emphasizes building trust through community policing in their training.
6. The author believes that effective police training is unimportant for maintaining safety.
7. The training programs in different countries are adapted to meet their specific cultural needs.

Rephrase each sentence using one of the phrases on the list.

1. They hired new officers for the department.
2. The new employees are tested during their first few months on the job.
3. The officers practiced shooting at the range.
4. The team learned how to calm tense situations without using force.
5. The officers studied laws and regulations as part of their training.
6. He completed a university program focused on law enforcement.
7. The workshop focused on resolving disputes peacefully.
8. They trained to handle large groups of people during public events.
9. The strategy involved building trust with local residents.
10. The training included learning about different cultures and traditions.
11. The recruits attended sessions to improve their physical strength and stamina.
12. They learned skills necessary to survive dangerous situations.

EXTRA TASK

Read these opinions. Which one do you agree with the most and why?

1. Sarah: «I really think police training in English-speaking countries needs a big overhaul. Just last year, I saw a video of an officer mishandling a protest, and it broke my heart to see how poorly they were prepared. We need officers who can handle situations with empathy and understanding, not just brute force».

2. Mike: «Honestly, I believe that police training is pretty solid in these countries. My cousin's a cop, and he went through extensive training that included community engagement, which I think makes a difference. He often talks about how he learns to handle conflicts without violence and that gives me hope».

3. Emma: «I don't really know what to think about police training. On one hand, I've seen some cops do amazing work in my neighborhood, but then again, there are those stories that just make you cringe. I guess I'm just caught in the middle, trying to figure out if the good outweighs the bad».

4. Ryan: «This topic just hits me hard because I lost a friend to police violence a couple of years back, and it still feels unreal. I wish the training focused more on de-escalation because I believe my friend's life could have been saved. It just breaks my heart to think about how things might have turned out differently».

GRAMMAR

Group Activity.

In groups, create a poster or infographic comparing police training in at least two English-speaking countries. Be ready to present your poster and explain why each country trains officers in a specific way.

USING TO BE AND TO HAVE IN SIMPLE & CONTINUOUS TENSES (PRESENT, PAST, FUTURE)

1. The Present Simple is used for general facts, habitual actions, and permanent states.

- «To be» → Subject + am/is/are + complement
- «To have» → Subject + have/has + complement

Examples:

- The officer **is** on patrol.
- The suspect **is** in custody.
- The police **have** strong evidence.
- The witness **has** an alibi.

2. The Present Continuous is used for actions happening right now, temporary situations, future arrangements, or trends.

- Subject + am/is/are + verb(-ing) + complement

Examples:

- The officer **is interrogating** the suspect.
- The witness **is providing** a statement.
- We **are investigating** the crime scene.

3. The Past Simple is used for completed actions in the past.

- «To be» → Subject + was/were + complement

- «**To have**» → Subject + had + complement

Examples:

- The officer **was** at the crime scene yesterday.
- The witnesses **were** cooperative.
- The police **had** enough evidence to make an arrest.

4. The Past Continuous describes actions that were in progress at a specific moment in the past.

- Subject + was/were + verb(-ing) + complement

Examples:

- The officer **was chasing** the suspect when backup arrived.
- The detectives **were analyzing** the evidence all night.
- The suspect **was trying** to escape when the police arrived.

5. The Future Simple is used for predictions, promises, and spontaneous decisions.

- «**To be**» → Subject + will be + complement
- «**To have**» → Subject + will have + complement

Examples:

- The police **will be** at the crime scene soon.
- The suspect **will have** a court hearing next week.
- The officer **will be** on duty tomorrow.

6. The Future Continuous describes actions that will be in progress at a specific time in the future.

- Subject + will be + verb(-ing) + complement

Examples:

- The police **will be patrolling** the streets tonight.
- The prosecutor **will be preparing** the case all day.
- The team **will be analyzing** the evidence in the morning.

1. Complete the sentences with the correct form of «to be» (am, is, are, was, were, will be, am/is/are being, was/were being, will be being).

1. The suspect ____ at the police station now.
2. They ____ on patrol last night.
3. The officer ____ at the scene of the crime tomorrow.
4. The lawyer ____ presenting his argument in court right now.
5. The case ____ investigated when new evidence was found.
6. The team ____ preparing a report at this time next week.
7. The new rules ____ strictly followed by all officers.
8. The crime scene ____ examined when the detectives arrived.

2. Complete the sentences with the correct form of «to have» (have, has, had, will have, am/is/are having, was/were having, will be having).

1. The officer ____ a meeting with the chief yesterday. (Past Simple)
2. She ____ a lot of experience in crime investigation. (Present Simple)
3. The lawyer ____ an important case next month. (Future Simple)

4. The suspects ____ an argument when the police arrived. (Past Continuous)
5. The officers ____ a briefing right now. (Present Continuous)
6. The detectives ____ a training session this time next week. (Future Continuous).

3. Each sentence has a mistake. Rewrite them correctly.

1. She was be at the police station yesterday.
2. They is investigating the robbery.
3. The officer having a meeting with the prosecutor now.
4. The criminals was arrested last night.
5. He will has a training session tomorrow.
6. The recruits were be trained last month.
7. The detective will be has a conversation with the witness.

4. Choose the correct form of the verb.

1. The witness (is giving / gives) a statement at the moment.
2. The officers (were patrolling / are patrolling) the streets last night.
3. The judge (will have / will be having) a meeting with the lawyers tomorrow at 2 p.m.
4. The case (was being / were being) investigated when new evidence appeared.

5. The team (have / has) a lot of experience in cybercrime investigations.
6. The officer (am having / is having) lunch right now.

5. Rewrite the following sentences in the indicated tense.

1. The suspect is hiding in the abandoned building. (**Past Simple**)
2. The police officer had a busy day yesterday. (**Future Simple**)
3. The recruits will be learning self-defense techniques next month. (**Present Continuous**)
4. The lawyer is having a discussion with the judge. (**Past Continuous**)
5. The officers investigate cybercrime cases. (**Present Continuous**)
6. The case was being discussed by the detectives. (**Future Continuous**)

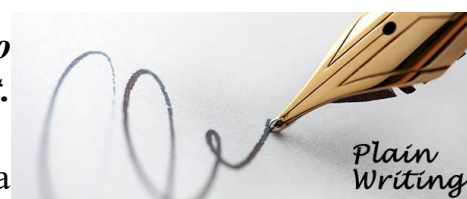
6. Using the given prompts, create correct sentences in the appropriate tense.

1. (The officer / be / in court / yesterday)
2. (They / have / a discussion / now)
3. (The police / be / on duty / tomorrow)
4. (The witnesses / have / a meeting / last night)
5. (The lawyer / be / presenting the case / at 10 a.m. next Monday)
6. (The detectives / have / a training session / this time next week)

7. Write five sentences using «to be» and «to have» in different tenses related to law enforcement.
Example:

– The officer **was patrolling** the area when he saw something suspicious.

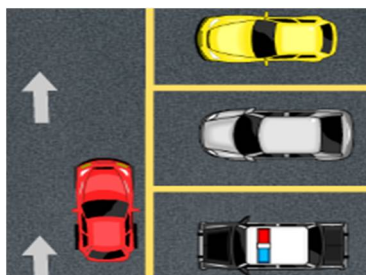
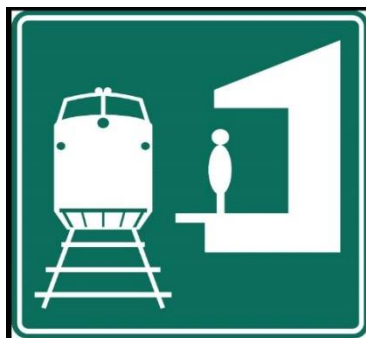
– The lawyer **is having** a discussion with the prosecutor right now.



UNIT 5 GETTING AROUND THE CITY

LEAD-IN

👉 Look through the pictures. What are these places?



PRONUNCIATION

👉 Read the following words and check your pronunciation:

cross [krɒs], police station [pə'li:s,steɪʃ(ə)n],
bus stop [bʌs stɒp], train station [treɪn
steɪʃ(ə)n], on foot [ɒn fʊt], block [blɒk],
crosswalk ['krɒ:swɔ:k], go down [ɡoʊ '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 [ɡəʊ 'əʊvə], go through [ɡəʊ θru:]



a block –
квартал



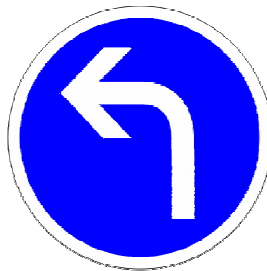
to go along (the street) –
йти / їхати (вулицею)



a grocery store –
продуктовий магазин



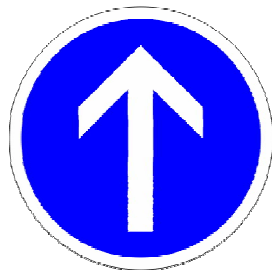
to cross (the street) –
переходити (вулицю)



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:

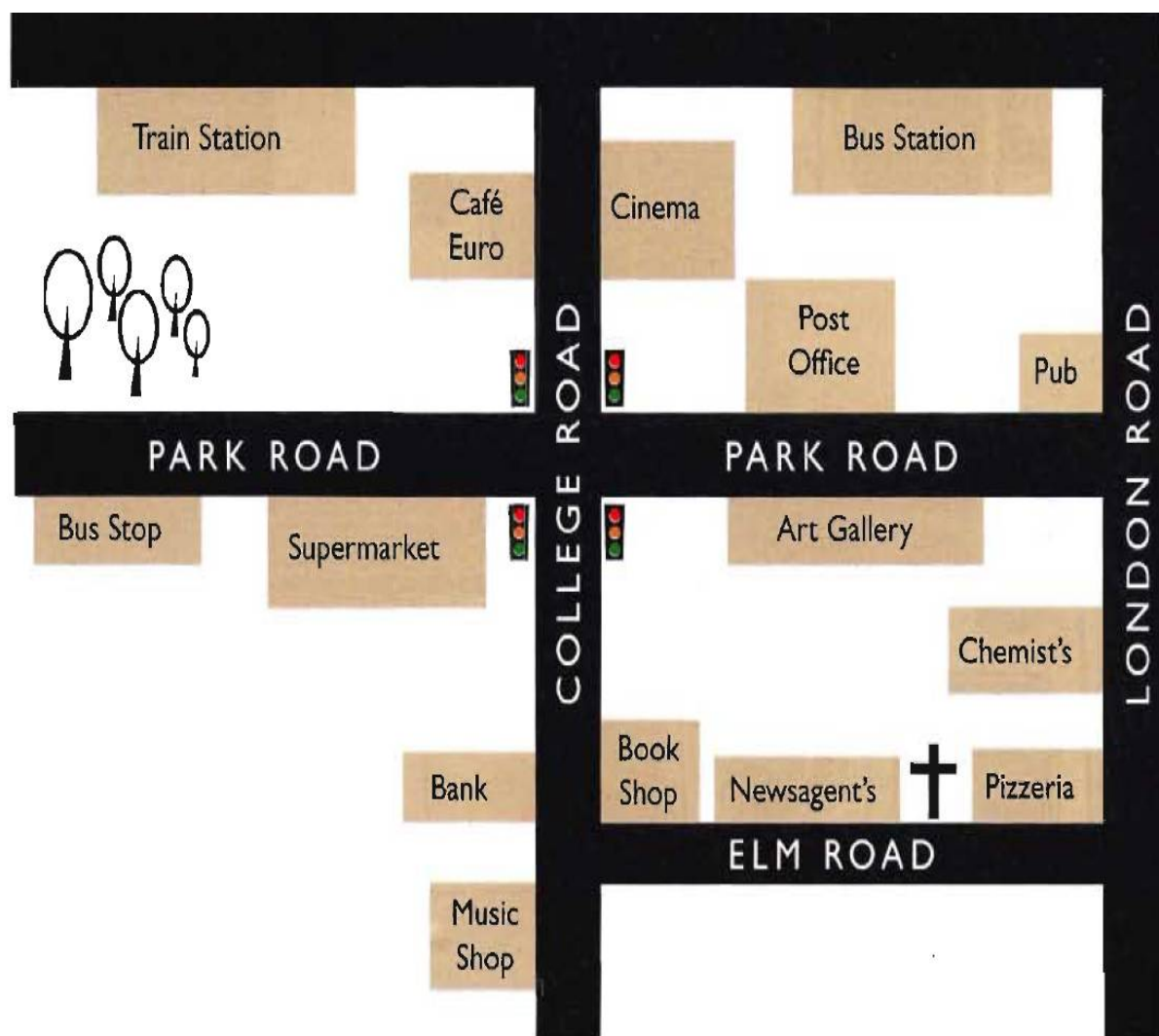
- 1) Maria knows the city in a perfect way.
- 2) The Grand Hotel is not far from the place where Maria is talking with a police officer.
- 3) To get to the Grand Hotel Maria should cross Baldwin Avenue and turn right.
- 4) The girl shouldn't go over Carl Bridge.
- 5) Bus No.11 stops in the central avenue.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

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

- 1) 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.

 SPEAKING

👉 **Maria is at the bus station. Use the map to help her to get to the Elm Road**



GRAMMAR BANK

We use *personal pronouns* (I, me, he, him, etc.) to replace names or nouns when it is clear what they refer to. We use *possessives* (my, your, her) when it is not necessary to name the person the thing belongs to.

Personal Pronouns		Possessive Pronouns	
I	me	my	mine
you	you	your	yours
he, she, it	him, her, it	his, her, its	his, hers, its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

1. Choose the correct word to complete the sentence

- 1) Could _____ take a message, please? (you, your, her).
- 2) They showed us all _____ holiday photos last night. (his, their, theirs).
- 3) I'm sorry but these seats are _____. (my, their, ours).
- 4) Sandy and _____ are going to the café. (I, me, her).
- 5) I saw your sister's paintings yesterday. _____ were very good. (she, they, its).
- 6) They've got two babies and they take _____ everywhere. (they, their, them).
- 7) Let _____ help you with that. (he, my, him).

2. Circle the correct word to complete the sentences

- 1) That's my brother's cup and this is *mine/ theirs/ she*. My grandmother gave it to *he/ him/them*.
- 2) Good morning. Can *I/ me/ mine* help *yours/ you/ his*?
- 3) Ah, there's Jack's watch. Could *him/you/his* pass it to *him/ me/ you*? I'll keep it safe.
- 4) That poor dog has lost one of *his/ its/ hers* legs.
- 5) Look! I've got Poppy's phone number! She gave *him/ his/ me* it last night.
- 6) *Her/ she/ they* never lets *he/ his/ him* watch TV after 9 p.m.
- 7) Do you like *your/ mine / theirs* new car?

Reflexive pronouns are words like myself, yourself, himself, herself, itself, ourselves, yourselves and themselves. They refer back to a person or thing. *We often use reflexive pronouns when the subject and the object of a verb are the same.*

I cut myself when I was making dinner last night.

3. Choose the pronoun to complete the sentence

- 1) Don't worry about the plants. I will water them *me/ by me/ myself*.
- 2) Did you enjoy *you/ yourself/ himself* at the party last night?
- 3) She often talks to *her/ herself/ she* when she is stressed.
- 4) Lisa did her homework *itself/ herself/ himself*.
- 5) He cut *himself/ yourself/ themselves* with a knife while he was doing the dishes.
- 6) Tom and Jack, if you want more milk, help *himself/ yourselves/ ourselves*.
- 7) I wrote the poem *himself/ myself/ herself*.

The main interrogative pronouns are *what, which, who, whom, and whose*. *Who* replaces an unknown person, and *what* replaces an unknown thing.

Who sent the flowers?

Whose performance was your favourite?

The interrogative pronoun *which* is a little different because it represents an option or a choice.

They have pink and red phone cases, so which do you want?

4. Complete the following sentences using the appropriate interrogative pronoun

- 1) ____ did you do yesterday?
- 2) ____ is your mobile number?
- 3) ____ is the correct variant?
- 4) ____ is knocking at the door?
- 5) ____ do they mean?
- 6) ____ language does he speak, Polish or Ukrainian?
- 7) ____ would you like to drink?

Indefinite pronouns are pronouns such as «*anything*» or «*nobody*» that refer to people or things in a general way, without specifying exactly whom or what is being referenced. The main indefinite pronouns are formed by combining *any-, every-, no, some-* with *-body, -one, -thing*.

5. Put in *anything, everything, anywhere, somewhere, nothing, nobody, anybody*

- 1) She lives ____ by the sea.
- 2) She didn't bring ____ to the party.
- 3) Is there ____ in the room?
- 4) She put ____ in the box, all the things that she had.
- 5) ____ lives in that house. It is empty.
- 6) ____ unusual happened. It was a very ordinary day.
- 7) I don't want to travel ____.

When using *much*, the noun will always be singular, it cannot be plural. Thus, *much* is used to refer to large quantities of things that are uncountable in nature. *Many* is used to describe count nouns or nouns that can be counted like books, ideas, leaves, and shoes. When using *many*, the noun will always be plural. We use *a lot of* and *lots of* in informal styles. *Lots of* is more informal than *a lot of*. *A lot of* and *lots of* can both be used with plural countable nouns and with singular uncountable nouns for affirmatives, negatives, and questions.

How many eggs are in this cake?

It was raining but there wasn't much wind.

We've got lots of things to do.

That's a lot of money.

6. Complete the sentences with *much*, *many*, *a lot of*

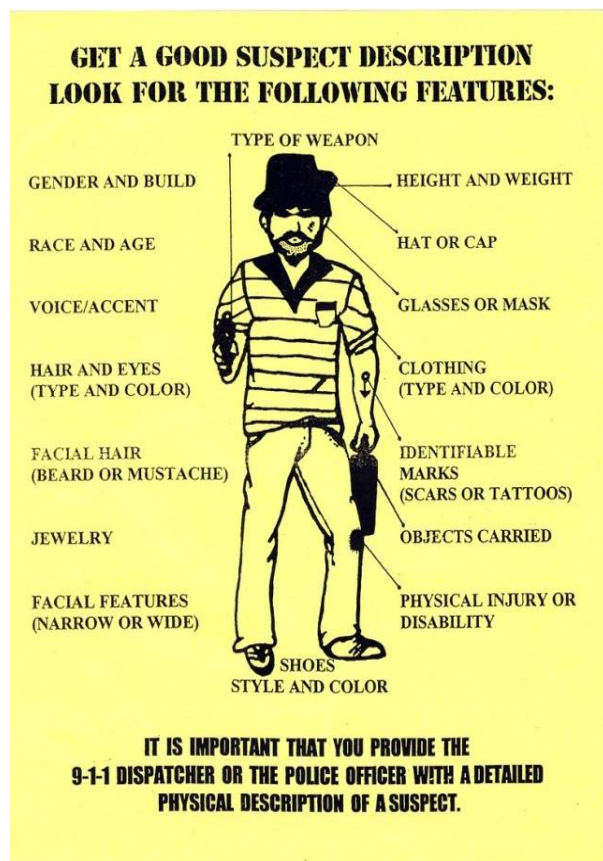
- 1) Do you eat _____ hamburgers?
- 2) I don't eat _____ meat.
- 3) How _____ butter do we need?
- 4) I eat _____ chips. I love them.
- 5) There isn't _____ salt in this soup.
- 6) How _____ cups of tea does your grandmother drink?
- 7) There are _____ books on the table: three or four.

UNIT 6

DESCRIPTION OF A PERSON

LEAD-IN

Answer the questions below.



1. Can you describe your groupmates? Make a brief description of his/her appearance.
2. Prepare a description of your groupmate secretly. Read it aloud. Will your groupmates guess who have you described?

PRONUNCIATION

Check your pronunciation:

age [eɪdʒ]; hight [haɪt]; overweight
[ˌəʊ.və'weɪt]; well-built [ˌwel 'bɪlt];
thin [θɪn]; slim [slɪm]; distinctive mark
[dɪ'stɪŋk.tɪv mɑ:k]; tattoo [tæ'tuː];
facial hair ['feɪ.ʃəl heər]



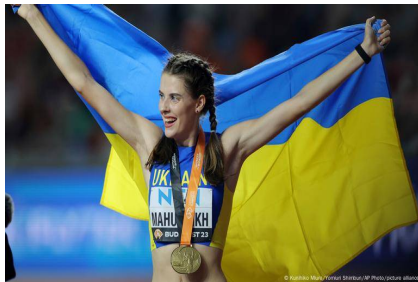
age –
вік



hight –
зріст



to be overweight –
мати зайву вагу



to be well-built –
мати гарну статуру



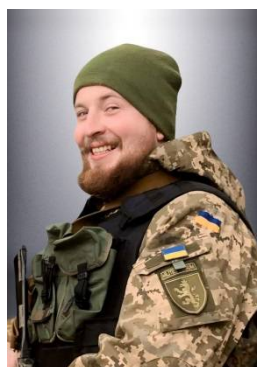
to be thin/slim –
бути худим/струнким



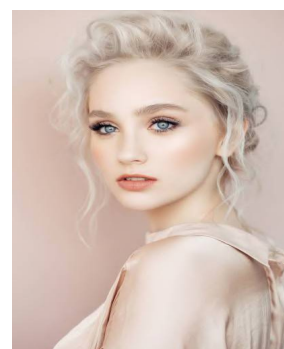
distinctive mark –
відмітна ознака



to have a tattoo –
мати татування



facial hair –
борода / вуса



pale –
блідий

READING

Read the text with keywords

Dave Hedger is wanted for murder. His **age** is 34. His **height** is 191 cm. He is not **overweight**, but **well-build**. His face is **pale**. Dave has a **distinctive mark** – a coloured **tattoo** with a wreath of thorns. Hedger was dressed in black pants and black leather jacket. He didn't have **facial hair** at the time of committing the crime. If you saw the suspect and can describe him, please, contact the police.

Describing suspects' *appearances* is one of the vital tasks you can perform for law enforcement.

When dealing with suspects, notice physical features of the persons. Usually, identifying the person's *gender* does not take much effort. Afterwards, height is usually easy to determine. 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 it is possible, 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. My friend's _____ is 165 cm.
2. Julia is a dancer, that's why she is not overweight, but _____.
3. The suspect was nervous and extremely _____.
4. His _____ is 40.
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. Match the beginnings of the sentences with correct endings

- | | |
|--|--|
| 1. At the time of the robbery Daniel 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 mustache | c. blue jeans, a red sweatshirt and a blue baseball cap. |

GRAMMAR

COMPARISON OF ADJECTIVES

Adjective form	Comparative form	Superlative form
Ending in -e <i>Example:</i> wide, cute	Add -r : wider, cuter	Add -st : widest, cutest
Short words (3 letters) <i>Example:</i> hot, big	Double last consonant and add -er : hotter, bigger	Double last consonant and add -est : hottest, biggest
2-3 consonants at the end <i>Example:</i> light, fast	Add -er : lighter, faster	Add -est : lightest, fastest
Ending in -y <i>Example:</i> happy, lonely	Change y to i and add -er : happier, lonelier	Change y to i and add -est : happiest, loneliest
Long words <i>Example:</i> dangerous, suspicious	Put more before the adjective: more dangerous, more suspicious	Put most before the adjective: most dangerous, most suspicious

NOTE: Always put definite article **the** before the adjective in superlative form: *the most dangerous criminal; the simplest case.*

Be attentive with the following words:

- Good – better – the best
- Bad – worse – the worst
- Fun – funnier – the funniest

1. Write the comparative and superlative forms of the adjectives below

Adjective	Comparative	Superlative
cheap		
beautiful		
reliable		
easy		
heavy		
slow		
new		
dry		
old		
nice		
compact		
bitter		
advanced		
suitable		
warm		
high		
well-built		
pale		
thin		
slim		
overweight		
safe		
dark		
special		
necessary		
specific		
small		
complete		
long		
typical		

2. Complete the sentences with comparatives and superlatives:

- 1) – What is the _____ place you've ever been to? (interesting)
– _____ I've ever been to is _____.
- 2) – What is the _____ building you've ever been in? (tall)
– _____ I've ever been in is _____.
- 3) – Which is the _____, the Sahara or the Gobi desert? (large)
– The _____ is _____.
- 4) – Which is _____, Mount Everest or K2? (high)
– _____ is _____.
- 5) – Which fruit has a _____ smell, bananas or durians? (strong)
_____ have _____.

3. Which one do you prefer? Explain your answers using comparative sentences.

Which house would you choose and why?



A.
\$250,000



B.
\$25,000

Which car is better and why?



A.
\$20,000



B.
\$15,000

Which watch would you like to have and why?



A.
\$250



B.
\$225

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

ORDINAL NUMERALS

FIRST – 1st



SECOND – 2nd



THIRD – 3rd



ORDINAL NUMERALS FORMATION

the cardinal numeral + th

seven – the seventh
seventeen – the seventeenth
seventy – the seventieth

FRACTIONS

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)

Write the following cardinal numerals in words and form the corresponding ordinal numerals:

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

2. Write in English:

1. 145; 534; 718. 3; 3,625; 6,284; 10,000; 8,500; 1,2 mln.
2. Сто курсантів; сотня поліцейських; сотні людей.
3. Тисяча патрульних; тисячі людей; мільйони військових.
4. 16 лютого; 8 Березня; 1 червня; 30 серпня; 25 грудня.
5. Третій поворот наліво; сьомий поліцейський патрульний автомобіль; кожний двадцятий курсант; перша будівля справа – це поліцейське управління / поліцейський відділок.
6. 7.45; 36.6; 146.3; 7.5; 0.5; 99.9; 26.1; 10.56; 34.0.
7. 2/3; 4/7; 1/2; 3/5; 10/10.

3. Fill in the blanks with ordinal or cardinal numerals:

1. September is _____ month of the academic year.
2. June has _____ days. July has _____ days. February has _____ or _____ days.
3. Each season of the year has _____ months.
4. Monday is _____ business day in Ukraine, while it is _____ in the UK.

UNIT 7

POLICE EQUIPMENT

LEAD-IN

Answer the questions below



1. What equipment do the police carry in Ukraine?

2. Which items are issued by the state?

PRONUNCIATION

Check your pronunciation:

equipment [ɪ'kwɪp.mənt]; uniform ['juː.nɪ.fɔːm]; combat boots ['kɒm.bæt buːts]; badge [bædʒ]; leather gloves ['leð.ər ˌglʌvs]; ballistic vest [bə'lɪs.tɪk vest]; holster ['hɒl.stər]; baton ['bæt.ən]



equipment –
спорядження



a uniform –
однострій



combat boots –
берці



a badge –
жетон



leather gloves –
шкіряні рукавички



ballistic vest –
бронежилет



duty belt –
портупея



holster –
кобура



a pistol –
пістолет



handcuffs –
кайданки



a baton –
кийок



flashlight –
ліхтарик

READING

Read the text with key words



Greetings! My name is James Davey, Metropolitan police, London. I work hard every day and sometimes even at the weekend. We also have night shifts from 10 p.m. to 6 a.m. When I am on duty, I wear my **uniform, combat boots, leather gloves** and other **equipment**. I have an **issue badge** on my chest with my personal number. Surely, profession of a police officer is very dangerous. Thus, I typically carry basic equipment with me and use some tools. Sometimes we get in fire attacks, and a **ballistic vest** helps to stop bullets and save life. Moreover, a **duty belt** is necessary to perform professional duties. The main advantage of the duty belt is that I can keep all needed tools close at hand. In some cases we have to defend ourselves **using a pistol**. I usually keep it in a **holster** on my duty belt together with **handcuffs**, which I use to arrest criminals, and they help to prevent them from moving. Sometimes police officers apply a **baton** to disperse a crowd of aggressive people. Finally, I use a **flashlight** when I need to highlight in the darkness and I have a multi-tool as well.

1. Find the wrong word and correct the mistakes

1. Police officers use multi-tool to arrest criminals.
2. I keep my uniform in a holster.
3. A duty belt helps to prevent criminals from moving.
4. Police officers defend themselves using a flashlight.
5. A badge helps to stop bullets.
6. Profession of a police officer is safe.
7. I wear my pistol when I am on duty.
8. Handcuffs prevent me from moving.

2. Find the correct word to match the definitions below

1. police officers use this stick as a weapon;
2. metal rings that police officers put round a prisoner's wrists;
3. an electric light that you can hold in hands to see things in the darkness;
4. special tools, machinery, clothes or other items necessary for a particular working activity;
5. specific clothes people wear to show that they represent a particular organization;
6. a small round metal object that fastens onto one's clothes with a pin and usually has a picture or inscription on it;
7. clothes for fingers and hands;
8. a container for a gun or pistol that is fixed to a belt / duty belt;
9. footwear for special, often military, purposes;
10. a shield that you can wear on your chest and back to protect yourself from wounds.

3. Choose the correct word for each blank

1. heed / fire

- A. The driver paid no _____ to the instructor's warning.
- B. Police are not allowed to _____ on a criminal without establishing a dialogue first.

2. unarmed / armed

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

3. cooperate / approached

- A. My lawyer advises me to _____ fully with the police.
- B. As we _____ the frontier, explosions were heard.

4. 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 |

GRAMMAR

PREPOSITIONS

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	ON	AT
the morning the evening July summer	Monday Friday morning the 16 th of February my birthday	three o'clock midday / night the weekend Easter

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

1) June 9 th	6) midnight
2) 7:30	7) August
3) the afternoon	8) Easter
4) the weekend	9) Wednesday
5) 2025	10) Tuesday morning

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

- 1) Our classes begin ____ 8.30 a.m.
- 2) The first year cadets have breakfast ____ the morning.
- 3) The duty starts ____ 4 p.m. and lasts for 24 hours.
- 4) ____ summer cadets have a one month holiday.
- 5) Sometimes police officers work ____ night.
- 6) During the war police officers worked ____ weekends.
- 7) The longest break is ____ lunchtime.
- 8) He will return ____ Friday ____ the evening ____ 8 p.m.

Prepositions of place are:

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

3. Complete the 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 and other necessary tools?
– ____ their duty belts.
- 3) – What is there ____ of the central building?
– There is a bus stop.
- 4) – Where do you sleep at night?
– In the shelter. It is ____ the first floor.

4. Complete the sentences with prepositions of place.

- 1) The bomb shelter is typically situated ____ the building ____ the ground floor.
- 2) The criminal was seen ____ the roof of the building, but he was apprehended ____ the 2nd and the 3rd floors. Now he is in the patrol car ____ the central entrance.
- 3) He was hiding ____ the bushes.
- 4) Keep a suspicious person ____ you, don't let him go ____ your back.
- 5) If you stand ____ people with the same names, you can make a wish.
- 6) The intersection you need is ____ to the bus stop.

UNIT 8

ASSAULT. INJURIES. FIRST AID

LEAD-IN



Answer the following questions about the topic:

1. What do you think are the main reasons for violence in society today?
2. How can communities work together to prevent assault and promote safety?
3. What measures can individuals take to protect themselves from potential harm?
5. Have you ever felt unsafe in a public place? What happened?
6. Do you believe that laws about assault are strict enough? Why or why not?
7. Have you ever seen someone get injured? What did you do?
8. Why is it important to learn about helping others in emergencies?
9. How would you react if you saw someone fall and get hurt?
10. What should be included in a basic first aid kit?

PRONUNCIATION

Check your pronunciation:

assault [ə'sɔ:lt], harm [hɑ:rm], victim [ˈvɪktɪm], assaulter [ə'sɔ:ltə], pain [peɪn], injuries [ˈɪndʒərɪz], cuts [kʌts], bruises [bru:zɪz], broken bones [ˈbrəʊkən bəʊnz], head injuries [hed ˈɪndʒərɪz], internal injuries [ɪnˈtɜ:nl ˈɪndʒərɪz], emotional trauma [ɪˈmoʊʃənəl ˈtrɔ:mə], bleeding [bli:dɪŋ], swelling [swelɪŋ], dizziness [ˈdɪzɪnəs], confusion [kənˈfju:ʒən]

KEY WORDS

Try to remember the words and word combinations below:



assault –
напад



harm –
шкода, ушкодження



assaulter –
нападник



pain –
біль



injuries –
травми



cuts –
розрізи



bruises –
синці



broken bones –
переломи кісток



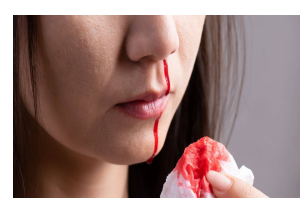
head injuries –
травми голови



internal injuries –
внутрішні травми



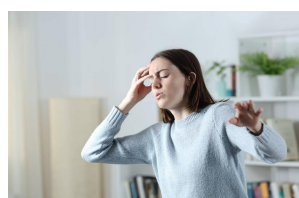
emotional trauma –
емоційна травма



bleeding –
кровотеча



swelling –
набряк



dizziness –
запаморочення



confusion –
сплутаність свідомості



First Aid – перша
допомога



Emergency Services –
служби екстреної
допомоги



self-defense –
самооборона

READING

👉 **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

TEXT 1

Treating Injuries After an Assault

Assault is the intentional use of physical force to harm another person. It can happen anywhere – on the street, at home, or even at work. Assault may manifest in multiple forms, such as hitting, punching, kicking, or using weapons. The **injuries** can range from minor cuts and bruises to serious things like broken bones or head injuries.

The most important thing to understand is that assault is never the victim's fault. It's always the responsibility of the person who did the hurting.

Assault can cause all sorts of problems, not just physical ones. Imagine getting hit – you might have **cuts** and **bruises**, of course. Sometimes, the force can be so strong that it **breaks bones**, which is incredibly painful. **Head injuries** are serious. Even a hard bump to the head can cause **dizziness**, **confusion**, or even make someone lose **consciousness**.

There can also be **injuries** you can't see, like damage to **internal organs**. And let's not forget the emotional toll. Assault can leave people feeling scared, anxious, or even depressed.

If you or someone you know has been assaulted, it's crucial to stay calm and act quickly. First, get to a safe place, away from the **attacker**. If it's not safe to leave, don't try to fight back – just focus on getting to safety. Call for help immediately. Tell them where you are and what happened.

Check for any injuries, like **bleeding** or **swelling**. Ask the person how they're feeling. Stay with them and let them know help is on the way. Try to keep things calm and avoid asking too many questions.

First aid is about giving immediate help. For cuts, clean them with water if possible and apply pressure with a clean cloth to stop the bleeding. If the bleeding is severe, keep pressing and raise the injured area above the heart.

For **broken bones**, don't move the injured person unless necessary. Keep the injured area still and support it with something soft. For head injuries, keep the person still and lying down. Don't give them anything to eat or drink, as they might need surgery. Watch for signs like confusion, vomiting, or passing out, and let the emergency responders know.

It's important to remember that assault can also hurt someone emotionally. Stay calm and reassure them that they're safe. Listen if they want to talk, but don't push them to share if they're not ready.

While you can't always prevent assault, there are things you can do to stay safer. Pay attention to your surroundings, especially in unfamiliar or dark places. Avoid walking alone at night or in isolated areas. If something feels off, trust your gut and leave the situation. Learning some **self-defence** techniques can also help you feel more confident.

Assault is a crime, and it's important to report it to the police. Even if the injuries seem minor, seeing a doctor to check for hidden problems is crucial. Victims of assault often need **emotional support**, so seeking help from a counsellor or therapist can be incredibly valuable.

1. On the basis of the text above match sentences as true (T) or false (F).

1. Assault can only cause physical injuries, not emotional ones.
2. It is important to report an assault to the police, even if the injuries seem minor.
3. The author suggests that victims should try to fight back against their attacker.
4. After an assault, the first step is to get to a safe location.
5. The author emphasizes that the victim is always to blame for the assault.
6. First aid for cuts involves cleaning them and applying pressure to stop bleeding.
7. Learning self-defense techniques can help individuals feel more secure in dangerous situations.

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

1. A sign that shows something is wrong with your health, like pain or fever.
2. Damage to the body that can happen from an accident or attack.
3. Medical care given to improve someone's health after an injury or illness.
4. A state where a person's body reacts strongly to trauma, often leading to confusion or weakness.
5. A significant harm that could be life-threatening or require extensive medical attention.

Maria: First of all, it's not your fault. Assault is never the victim's fault. It's always the responsibility of the person who did the hurting.

Tom: I feel so stupid for letting it happen. Now look at me, I can barely see out of one eye.

Maria: There's more than physical injuries in cases like this. It can affect someone emotionally too.

Tom: Yeah, I know. I wish I could forget about it and move on.

Maria: Well, first things first, let's make sure you're physically okay. How bad does it hurt right now?

Tom: Ahh, it's pretty painful. My arm feels numb.

Maria: Okay, we need to call for help immediately. Should I drive you to the hospital or take an ambulance?

Tom: No, no ambulance. Just take me there yourself.

Maria: Alright, let me grab some cotton wool and tape to clean and dress those wounds.

Tom: Thanks, Maria. I don't know what I would've done without you.

Maria: That's what friends are for. And remember, assault isn't your fault. We'll get through this together.

Answer the following questions based on the dialogue.

1. What happened to Tom?
2. Who hurt Tom, and why?
3. How does Tom feel about what happened?
4. What does Maria say about whose fault it is?
5. What does Maria suggest they do first?
6. Why does Tom refuse to take an ambulance?
7. How does Maria help Tom before they go to the hospital?
8. What does Maria say about friendship at the end?

Decide if the following statements are true (T) or false (F). Correct the false statements.

1. Tom has only a small bruise on his arm.
2. Jack hurt Tom because Tom said something he didn't like.
3. Maria thinks Tom is partly to blame for what happened.
4. Tom feels happy about the situation.
5. Maria suggests calling an ambulance, but Tom refuses.
6. Maria uses cotton wool and tape to clean Tom's wounds.
7. Tom thanks Maria for her help.
8. Maria says that assault is sometimes the victim's fault.

EXTRA TASK

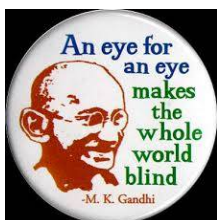
Complete the table below. Write a clear example in the second column that matches the type of assault. If you're unsure about a type of crime, ask for clarification before filling it out.

Type of assault	Example
Physical Assault	
Verbal Assault	
Sexual Assault	
Emotional or Psychological Assault	
Domestic Assault	
Aggravated Assault	
Cyber Assault	
Hate-Motivated Assault	
Child Assault	
Elder Assault	
Battery	

Examples that illustrate each type of assault:

- ✓ He constantly told me I was crazy and that no one would believe me if I spoke up.
- ✓ He grabbed my wrist so tightly that it left red marks and caused pain for hours.
- ✓ He hit me with a baseball bat, breaking my arm in two places.
- ✓ He locked his younger sibling in a closet for hours as a punishment.
- ✓ He punched me in the stomach during the argument, leaving me doubled over in pain.
- ✓ He sent me hundreds of threatening messages online, saying he knew where I lived.
- ✓ He yelled at my elderly neighbor for moving too slowly and threatened to push her.
- ✓ My partner threw a chair at me during an argument, and it barely missed my head.
- ✓ She hit me with a broomstick, leaving a welt on my back.

- ✓ She made inappropriate comments about my body and touched me without my consent.
- ✓ She sent me a series of voicemails filled with insults and threats to ruin my career.
- ✓ She stole money from my grandmother's purse while pretending to clean her house.
- ✓ The babysitter hit the child with a belt for spilling juice on the carpet.
- ✓ They vandalized my house with racist graffiti and threw rocks through my windows.



There are several proverbs and sayings that are indirectly related to the topic of violence (assault), aggression, or conflict. Match each proverb to its correct meaning.

Proverb	Meaning
1. Violence begets violence.	A. Words and ideas are more powerful than physical force.
2. An eye for an eye leaves the whole world blind.	B. Being proactive can prevent problems.
3. The pen is mightier than the sword.	C. Violence leads to more violence.
4. Sticks and stones may break my bones...	D. A calm response can defuse anger.
5. He who lives by the sword dies by the sword.	E. Seeking revenge only makes things worse for everyone.
6. It takes two to tango.	F. Physical harm is painful, but words cannot cause physical damage.
7. Prevention is better than cure.	G. Those who use violence will often meet a violent end.
8. A soft answer turns away wrath.	H. It's better to stop something bad from happening than to deal with it.
9. Two wrongs don't make a right.	I. Both parties are responsible for a conflict.
10. The best defense is a good offense.	J. Responding to a wrong with another wrong doesn't solve the problem.

Complete the sentences with the correct proverb.

1. When he insulted her, she decided to ignore him because she knew that _____.

2. The teacher reminded the students that _____ and encouraged them to solve their problems through dialogue.
3. After the fight, the principal explained that _____ and that both students were responsible for the conflict.
4. The activist spoke about how _____ and urged people to break the cycle of violence.
5. She chose to respond calmly to his anger, remembering that _____.

Discuss the following questions in pairs or small groups. Use the proverbs to support your answers.

1. Do you agree that «violence begets violence»? Can you think of an example from history or your own life?
2. How can «the pen is mightier than the sword» be applied to modern conflicts, such as online arguments or social issues?
3. Is it always true that «sticks and stones may break my bones, but words will never hurt me»? Why or why not?
4. How can «prevention is better than cure» be used to address issues like bullying or domestic violence?
5. Do you think «the best defense is a good offense» is a good strategy in conflicts? Why or why not?

WRITING

1. Write a personal anecdote about a time when you witnessed or experienced an assault. Describe the injuries involved and how it affected you emotionally.

2. Create a flyer for a self-defense workshop. Include information about the benefits of learning self-defense, potential injuries that can occur during an assault, and how to contact emergency services.

3. Write an informative article about the importance of first aid in cases of assault. Discuss common injuries, such as cuts and bruises, and what steps to take to help someone who is bleeding or has head injuries.

4. Write a dialogue between two friends discussing an incident where one of them was assaulted. Include their feelings about the emotional trauma and confusion that followed, as well as how they managed the pain and swelling from their injuries.

5. Write a letter to a local community center suggesting a program on how to handle emergencies related to assaults. Discuss the importance of knowing first aid and how it can help reduce harm and support victims.



GRAMMAR



E-Grammar

Adjectives: Definition, Position, and Degrees of Comparison.

An adjective is a word that describes or modifies a noun or pronoun by providing additional information about its qualities, quantity, or state. Adjectives help to add detail and specificity to sentences.

Adjectives can appear in different positions within a sentence:

1. **Before the noun** – Most commonly, adjectives appear before the noun they modify.

– Example: The **dedicated** detective solved the case.

2. **After the verb** – Adjectives can also follow linking verbs such as «to be,» «seem,» «become,» etc.

– Example: The investigation was **thorough**.

3. **After the noun** – This is less common and often used in legal or poetic language.

– Example: The court-martial **proper** was delayed.

Adjectives can express different degrees of comparison: **positive, comparative, and superlative.**

1. **Positive Degree** – The base form of the adjective, used when no comparison is made.

– Example: The officer is **efficient**.

2. **Comparative Degree** – Used to compare two things. Typically formed by adding «-er» or using «more» before the adjective.

– Example: This case is **more complex** than the previous one.

– Example: The lawyer is **faster** at preparing documents than his colleague.

3. **Superlative Degree** – Used to compare more than two things, showing the highest degree. Formed by adding "-est" or using "most" before the adjective.

– Example: The judge is the **most experienced** in this district.

– Example: The police station is the **largest** in the city.

Some adjectives have irregular forms for their comparative and superlative degrees:

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
far	farther/further	farthest/furthest
little	less	least
many/much	more	most

1. Fill in the blanks with the correct form of the adjective in parentheses.

1. This law is _____ (important) than the previous one.
2. The judge's decision was the _____ (fair) of all.
3. The lawyer presented a _____ (strong) argument than his opponent.
4. The case was _____ (complex) than expected.
5. That was the _____ (difficult) investigation in years.

2. Choose the correct adjective.

1. The _____ (largest/larger) police department is in the capital city.
2. The evidence was _____ (stronger/strongest) than before.
3. This regulation is _____ (less/least) strict than others.
4. The _____ (good/best) strategy is to gather all facts first.
5. The investigation was _____ (farther/further) delayed due to new findings.

3. Rewrite the sentences using the correct form of the adjective.

1. This new law is (strict) _____ than the previous one.
2. The suspect was (nervous) _____ during the second interrogation.
3. That was the (difficult) _____ case we have handled this year.
4. The report was (detailed) _____ than the one submitted earlier.
5. His explanation was (clear) _____ than expected.

4. Rewrite each sentence with the correct adjective forms or necessary corrections.

1. The detective is more smart than his colleague.
2. The courtroom was very silence during the trial.
3. The new law enforcement policy is strictest than the previous one.
4. The experienced officer gave a clear and unambiguous instructions.
5. Her analytical skills are impressiver than her colleague's.
6. The crime scene investigation was detailed and carefuler than expected.
7. The detective's report was detailed than the witness's statement.
8. Among all the officers, he is the more diligent and reliable than his colleagues.
9. The police car was fast, but not as more fast as the high speed chaser's car.
10. The law is juster than any other legal system.

5. Translate the following sentences into Ukrainian.

1. The experienced detective solved the complex case.
2. The strict new policy is more effective than the old one.
3. The reliable witness provided a clear testimony.
4. The efficient police officers maintain a secure environment.
5. The brave officer quickly apprehended the dangerous suspect.

6. Translate the following sentences into English.

1. Досвідчений суддя виніс справедливий вирок.
2. Сувора політика сприяє підтриманню громадського порядку.
3. Надійні докази були зібрані під час ретельного розслідування.
4. Сміливі поліцейські відзначаються високою професійністю.
5. Ефективна співпраця між відділами допомагає розкривати складні злочини.

UNIT 9 PATROLLING

LEAD-IN

Before you read answer the following questions below:



1. What do police officers do on patrol?
2. How do citizens help police find criminals?

PRONUNCIATION

Check your pronunciation:

age [eɪdʒ]; hight [haɪt]; overweight
[ˌəʊ.və'weɪt]; well-built [ˌwel 'bɪlt]; thin
[θɪn]; slim [slɪm]; distinctive mark
[dɪ'stɪŋk.tɪv mɑ:k]; tattoo [tæ'tuː]; facial
hair ['feɪ.ʃəl heər], respond to [rɪ'spɒnd]

KEY WORDS

Try to remember the words and word combinations below:



patrolling –
патрулювання



community policing –
громадська поліція



service call –
сервісний виклик



alarm –
сигналізація



to observe –
спостерігати



to arrest –
заарештувати



encounter – сутичка

Assist

to assist – допомагати



motorists – водії



hazard – небезпека



to enforce – забезпечити виконання



to protect – захищати



to respond to- відгукнутись на

READING

☞ Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.

Increased Patrols in South Watertown

Due to last week's increase in **service calls**, more police will be **patrolling** districts of South Watertown. Several calls regarded violent **encounters** between young tourists and local teens. Officers also responded to three **alarms** that went off in warehouses on Center Street. They **arrested** two young men for trespassing and vandalism. In another incident, officers **assisted** several **motorists** with flat tires on Highland Blvd. The situation was due to a box of roofing nails that fell from the bed of a truck. It took several hours to clear the **hazards** from the roadway. According to police chief O'Donnell, «to **protect** the community and **enforce** the law, we'll increase patrols in several areas. But citizens can help through **community policing** and closely **observing** their own neighborhoods. Let us know when you need help and we'll be there». ...

2. On the basis of the text above match sentences as true (T) or false (F).

1. Last week, the number of service calls decreased.
2. The police will increase patrols in the areas of South Watertown.
3. Several calls concerned peaceful encounters between young tourists and local teens.
4. The police also responded to three false alarms at warehouses on Center Street.
5. Two young men were arrested for trespassing and vandalism.
6. On Surrey Boulevard, police helped motorists with flat tires.
7. According to Police Chief O'Donnell, citizens cannot help the police in maintaining order.

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

1. It is when the police come in answer to a community member's report of suspicious or criminal activity.
2. The action of going through or around a town.
3. It is reaction between two or more people, violent or otherwise.
4. It is a security system to inform people that something is wrong.
5. People who are driving cars.

6. Something that is dangerous and likely to cause damage.
7. Public security is when members of a group watch the community themselves and report any suspicious or criminal activity to police.

3. Fill in the blanks with the correct words or phrases from the word bank.

Word bank: *protect, assist, alarm, community policing, service call, observe*

1. The police reacted swiftly to the_____.
2. Police must _____ citizens from harm.
2. The _____ system was activated when the thief broke in.
3. _____ any motorists with damaged cars.
4. _____ the house for suspicious activity.
5. _____ efforts decreased crime in the area.

GRAMMAR TASKS:

Conjunctions: *and, but, or, so, because, both...and, either...or*

We use conjunctions to join two sentences.

*The suspect was acting suspiciously, **so** the officers decided to detain him.*

*The police officers patrolled the streets **and** monitored traffic flow.*

Exercise 1

Make sentences:

- | | |
|--|--|
| 1. A service call came in about a possible alarm at a local business | so they carefully entered to investigate. |
| 2. The officers arrived at the scene | because was hungry. |
| 3. The officers could search the building | because he was tired after patrolling. |
| 4. While searching the building, the officers encountered a suspect | or are you tired ? |
| 5. The police officer went to bed | so the officers responded immediately. |
| 6. Do you want to go out | and a brief fight began. |
| 7. She bought a sandwich | but they decided to search the building first. |

Exercise 2

Put the words from the box in the sentences:

Because. but. and. so. both...and. either...or

1. You can ...go to the park ... stay home.
2. The movie was ... exciting ... very emotional.
3. She is ... intelligent ... kind.
4. The dog barked loudly, ... the officer knew something was wrong during his patrolling.
6. The patrol car cruised slowly, ... the streets were quiet tonight.
7. The officer patrolled the streets ... he kept a watchful eye on the companies.
8. ... the police officers ... the community volunteers patrolled the neighborhood.
9. The border patrol agents searched the vehicle, ... the didn't find contraband.
10. The security guard patrolled the building ... a window had been left open.



Extra Task

Match the words:

respond to –	заарештовувати
to protect –	спостерігати
to enforce –	сигналізація
hazard –	сервісний виклик
motorists –	громадська поліція
to assist –	патрулювання
encounter –	відгукнутись на
to arrest –	захищати
service call –	водії
to observe –	забезпечити виконання
community policing –	допомагати
alarm –	небезпека
patrolling –	сутичка

UNIT 10

STATE SYSTEM OF UKRAINE

LEAD-IN

Look at the pictures and answer the following questions below:



1. Can you specify the geographical location of Ukraine?
2. Will you name any benefits of the geographical location of Ukraine?
3. Are you familiar with the state system of Ukraine? Do you know any European countries having the same state system?
4. Do you know the meaning of the state symbols of Ukraine?

PRONUNCIATION

Check your pronunciation:

to border ['bɔ:də]; strait ['streɪt]; to separate [səpə'reɪt]; to connect [səpə'reɪt]; unitary ['ju:nɪtəri]; to exist [ɪg'zɪst]; to adopt [əd'ɒpt]; to define [di'faɪn]; legislative [lɛdʒɪs'leɪtɪv]; judicial [dʒu'dɪʃɪəl]; executive [ɪk'zækju:tɪv]; responsible [rəs'pɒnsɪbl]; foreign policy ['fɔrɪn 'pɒləsi]; to approve [ə'pru:v]; to dissolve [dɪsə'ljʊ:t]; popular vote ['pɒju:lə:vəʊt]; to implement [ɪmplə'mənt]; day-to-day affairs ['deɪtə'deɪə'feəz]; to elect [ɪl'ekt]; government policies ['gʌvənmənt 'pɒləsi:z]; crucial role ['kru:ʃɪəl 'rəʊl]; Parliament ['pɑ:ləmənt]; to approve [ə'pru:v]; budget ['bʌdʒət]; to oversee [əʊvə'si:]

KEY WORDS

Try to remember the words and word combinations below:



to border –
межувати



to separate –
розділяти



a strait –
протока



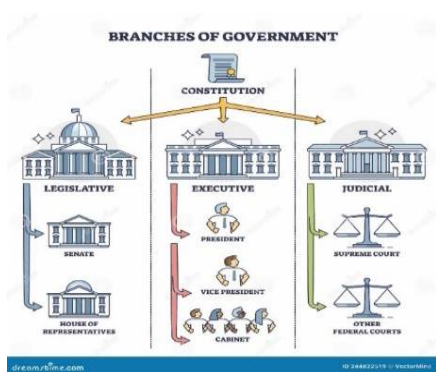
to connect –
з'єднувати



unitary state –
унітарна держава



to adopt the law –
прийняти закон



legislative, executive and judicial branches of government – законодавча, виконавча та судова гілки влади



responsible for –
відповідальний за



foreign policy –
зовнішня політика



approved –
затверджений



to veto the bills –
накласти вето на
законопроекти



to dissolve the Parliament –
розпустити Парламент



to elect by popular vote –
обирати всенародним
голосуванням



to implement the government policies –
запроваджувати
політику уряду



to appoint to a position –
призначати на посаду



day-to-day affairs –
щоденні справи



crucial role –
вирішальна роль



the Parliament (the Verkhovna Rada) –
Парламент
(Верховна Рада)



to approve the state budget –
затверджувати
державний бюджет



to oversee the work of government –
контролювати роботу
уряду

READING

☝ Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.

About Ukraine

Ukraine is a country located in the Eastern Europe. It is the second largest state on the continent after Russia. The capital of Ukraine is Kyiv, located on the Dnieper River in north-central Ukraine. Ukraine **is bordered** by Belarus to the north, Russia to the east, the Sea of Azov and the Black Sea to the south, Moldova and Romania to the southwest, and Hungary, Slovakia, and Poland to the west. In the far southeast, Ukraine **is separated** from Russia by the Kerch Strait, which **connects** the Sea of Azov to the Black Sea.

Ukraine is a **unitary** parliamentary-presidential republic: an elected president exists alongside a prime minister and a cabinet. The Constitution of Ukraine, **adopted** in 1996, defines the framework for the country's governance and, like in most democratic countries, divides it into **legislative, executive, and judicial branches**.

The President of Ukraine

In Ukraine, the President is the head of state who **is responsible for foreign policy**. President also holds executive powers that include submissions to the posts of the Prime Minister, the Ministers of Defense and Foreign Affairs (however, they must **be approved by** the Parliament), the power **to veto the bills** passed by the Parliament, and, in some cases, even **to dissolve the Parliament**.

The president is also the supreme commander-in-chief and chairman of the National Security Council. He appoints and dismisses the top command of the Armed Forces, for example, the Chief of the General Staff.

In Ukraine, the President **is elected by popular vote** for a five-year term with a maximum of two terms. Since 1991, the country has already seen six different politicians in this position. After the latest 2019 elections, Volodymyr Zelenskyy is the President of Ukraine.

The Cabinet

The Prime Minister leads the Cabinet of Ministers of Ukraine, which is the highest body of the executive branch of the Ukrainian government, responsible for **implementing government policies** and managing **day-to-day affairs**. Denys Shmyhal, **appointed** in 2020, is the current Prime Minister of Ukraine.

The Cabinet of Ministers is composed of various ministers appointed by the Parliament upon the Prime Minister's recommendation (with the exception of the Ministers of Defense and Foreign Affairs, who the President recommends).

The number of Ministries, and therefore Ministers, may change depending on the current situation and the country's needs. Currently, the Cabinet consists of 26 members.

The Parliament

The Parliament, the Verkhovna Rada in Ukraine, represents the legislative branch of the government. The Verkhovna Rada plays a ***crucial role*** in shaping and ***passing laws, approving the state budget, and overseeing the work of the government***. Ukrainian parliament consists of 450 members who are elected for five-year term.

1. On the basis of the text above match sentences as true (T) or false (F).

1. Parliament is a legislative branch of power.
2. It is only the President who can veto the bills and dissolve the Parliament.
3. Prime Minister appoints and dismisses the Chief of the General Staff.
4. The President and Prime Minister of Ukraine are elected by popular vote.
5. Denys Shmyhal has been on the post of Prime Minister for 5 years.
6. Being the supreme commander-in-chief and chairman of the National Security Council, the President can pass the laws and approve the state budget.
7. The Constitution of Ukraine was adopted in 1996.
- 8.

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

1. A narrow water passage connecting two larger bodies of water.
2. A republic where power is centralized in a single national government.
3. The elected leader of a republic, typically serving as a head of state and/or government.
4. A legislative body that makes laws and represents the people.
5. A proposed law presented for discussion and approval by a legislature.
6. A government's financial plan outlining expected revenue and expenditures for a specific period.
7. A highly important or decisive function in a situation or process.

3. In the Text find synonyms (Block A) and antonyms (Block B) to the words given below.

Block A:

Key role, to choose, to pass the law, to compose of, to be in charge of, a routine,

Block B:

United, domestic policy, executive, federal, forbidden, to combine



GRAMMAR TASKS



1. Find all the verbs in the above given text and put them into Past Simple form.

2. Fill in the gaps using appropriate markers of Past Simple.

yesterday, 5 minutes ago, last year, 29 years ago, the day before yesterday.

☞ The Constitution of Ukraine was adopted _____.

☞ _____ he was fired. Today is unemployed.

☞ _____ the President vetoed the bill passed by the Parliament.

Yesterday it was reconsidered once more at the meeting.

☞ _____ he was at the conference, but now he is absent.

☞ He was appointed to the post of Prime Minister _____. This year he has been already dismissed.

3. Put the given sentences into interrogative and negative forms. Mind the usage of Past Simple.

☞ Ukraine was a developed country located in the Eastern Europe.

☞ The Verkhovna Rada played a crucial role in shaping and passing laws.

- ✿ The Prime Minister led the Cabinet of Ministers of Ukraine
- ✿ The Parliament represented the legislative branch of the government.
- ✿ They oversaw the work of the government last year.

4. Fill in the gaps using appropriate markers of Past Simple.

yesterday, 5 minutes ago, last year, 29 years ago, the day before yesterday.

- ✿ The Constitution of Ukraine was adopted _____.
- ✿ _____ he was fired. Today is unemployed.
- ✿ _____ the President vetoed the bill passed by the Parliament.
Yesterday it was reconsidered once more at the meeting.
- ✿ _____ he was at the conference, but now he is absent.
- ✿ He was appointed to the post of Prime Minister _____. This year he has been already dismissed.

5. Find and correct the grammatical mistakes in the given sentences.

Mind the usage of Past Simple.

- ✿ Did he played a crucial role in approving the state budget?
- ✿ Yesterday he is elected to the post of the President.
- ✿ He wasn't veto the bills passed by the Parliament.
- ✿ The Parliament represented the legislative branch of the government, wasn't it?
- ✿ The Ministers of Defense didn't responsible for foreign policy.

SPEAKING

1. Briefly describe the main responsibilities of Prime Minister.

2. What are the functions of Parliament of Ukraine?

3. Think of the most acute problems of the state system of Ukraine. What are they, from your point of view?

4. Give your idea how to solve the problem of *red tape* in Ukraine.



UNIT 11

STRUCTURE AND TASKS OF LAW ENFORCEMENT AGENCIES IN UKRAINE

LEAD-IN

Look at the pictures and answer the following questions below:



1. How many law enforcement agencies in Ukraine do you know?
2. What does the National Police of Ukraine deal with?
3. What are the functions of the State Bureau of Investigations (SBI)?
4. What are the main functions of the Border Guard Service?
5. Guess the name of the agency which is aimed at prosecution of corrupt officials?

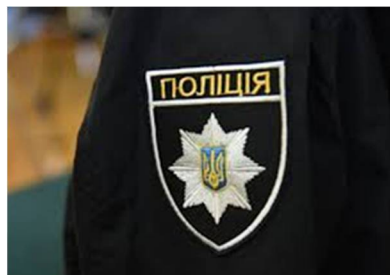
Check your pronunciation:

PRONUNCIATION

to ensure [in'ʃʊ:]; safety ['seifti]; to uphold [ʌp'həuld]; to combat ['kəmbæt]; crime prevention ['kraim pri'vənʃn]; cyber police ['saibə pə'lis]; patrol police [pə'trou: l pə'lis]; bureau ['bjʊ: rəu]; officials [ə'fɪʃiəlz]; judges ['dʒʌdʒiz]; counterintelligence ['kauntər in'telidʒəns]; national security ['næʃnl sə'kjʊərəti]; espionage ['ɛspiənədʒ]; transparency [træns'pærənsi]; prosecutor ['prɔ:sɪkju:tər]; border guard ['bɒdə 'gɑ:d]; illegal migration [il'li:gəl mig'reɪʃn]; smuggling ['smʌɡlɪŋ]; goods movement ['gu:dz 'mu:vmənt]

KEY WORDS

Try to remember the words and word combinations below:



National Police of Ukraine –
Національна поліція України (НПУ)



to ensure public safety –
гарантувати громадську безпеку



to uphold the rule of law – підтримувати верховенство права



to combat crimes –
протидіяти злочинності



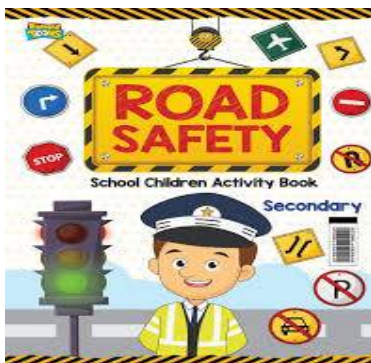
to maintain law-and-order –
підтримувати правопорядок



to investigate crimes –
розслідувати злочини



criminal police –
кримінальна поліція



road safety –
безпека на дорогах



crime prevention –
запобігання злочинам



cyber police –
кібер-поліція



patrol police –
патрульна поліція



**State Bureau
of Investigation –**
Державне бюро
розслідувань (ДБР)



high-ranking officials –
високопосадовці



judges –
судді



**Security Service
of Ukraine –** Служба
безпеки України (СБУ)



counterintelligence –
контррозвідка



**to ensure national
security –** гарантувати
національну безпеку



espionage –
шпіднаж



**National Anti-Corruption
Bureau of Ukraine
(NABU) –** Національне
антикорупційне бюро



**to promote
transparency –**
забезпечувати
прозорість



**Prosecutor General's
Office (PGO) –** Офіс
Генерального
прокурора



uphold justice –
підтримувати
справедливість



State Border Guard Service – Державна прикордонна служба



illegal migration –
нелегальна міграція



smuggling –
контрабанда



State Customs Service –
Державна митна служба



movement of goods –
рух товарів

READING

👉 **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

TEXT

Law enforcement agencies in Ukraine play a crucial role in *ensuring public safety, upholding the rule of law, and combating crime*. The structure of law enforcement in Ukraine is composed of several key agencies. These agencies work together *to keep order, investigate crimes*, and enforce legal rules.

The primary law enforcement body in Ukraine is the **National Police of Ukraine**, which operates under the Ministry of Internal Affairs. The National Police is responsible for *crime prevention* and investigation, public order, and *road safety*. It includes several specialized units such as the *criminal police, cyber police*, and *patrol police*. The National Police also cooperate with international law enforcement agencies to combat transnational crimes.

Another significant institution is the **State Bureau of Investigations (SBI)**, which investigates crimes committed by *high-ranking officials*, law enforcement officers, subversive activities and *judges*. The SBI is independent from other law enforcement agencies.

The **Security Service of Ukraine (SSU)** is deals with *counterintelligence*, counterterrorism, and *ensuring national security*. The SSU monitors threats related

to *espionage*, terrorism, and cyber threats. It plays a key role in protecting state sovereignty and preventing subversive activities.

The **National Anti-Corruption Bureau of Ukraine (NABU)** deals with investigation and prevention of corruption at the highest levels of government. NABU collaborates with the Specialized Anti-Corruption Prosecutor's Office to prosecute corrupt officials and *promote transparency* in public administration.

The **Prosecutor General's Office (PGO)** oversees the prosecution of criminal cases and ensures the legality of investigations. Prosecutors work closely with law enforcement agencies to bring cases to court and *uphold justice*.

Additionally, the **State Border Guard Service** protects Ukraine's borders, *preventing illegal migration, smuggling*, and cross-border crimes. The **Customs Service of Ukraine** is responsible for monitoring the movement of goods across the borders and preventing contraband.

To sum it up, Ukraine's law enforcement system consists of multiple agencies, each with specialized functions aimed at maintaining security, fighting crime, and ensuring justice. Their coordination and cooperation are essential for upholding the rule of law and protecting citizens' rights.

3. On the basis of the text above match sentences as true (T) or false (F).

1. The National Police of Ukraine operates under the Ministry of Internal Affairs.
2. The Security Service of Ukraine (SSU) is responsible for investigating crimes committed by high-ranking officials.
3. The National Anti-Corruption Bureau of Ukraine (NABU) collaborates with the Specialized Anti-Corruption Prosecutor's Office.
4. The State Border Guard Service of Ukraine is responsible for investigating cybercrimes.
5. The State Bureau of Investigations (SBI) operates under the Ministry of Internal Affairs.
6. The National Police of Ukraine has specialized units such as the criminal police and cyber police.
7. The Prosecutor General's Office ensures the legality of investigations.
8. The Customs Service of Ukraine is responsible for preventing illegal migration.
9. The Security Service of Ukraine (SSU) plays a role in counterintelligence and counterterrorism.
10. Ukraine's law enforcement agencies work independently without any coordination.

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



- 
1. A law enforcement unit that investigates and prevents cybercrimes, such as hacking, online fraud, and digital threats.
 2. A division of law enforcement responsible for maintaining public order, ensuring road safety, and responding to emergencies.
 3. Criminal activities that cross national borders, such as human trafficking, drug smuggling, and cybercrime.
4. Senior government or law enforcement officers who hold important positions of authority.
 5. Activities aimed at detecting and preventing espionage, sabotage, or other threats to national security.
 6. The abuse of power for personal gain, often involving bribery or dishonest practices in government or business.
 7. The illegal transportation of goods, people, or substances across borders to avoid taxes or legal restrictions.

3. In the Text find synonyms (Block A) and antonyms (Block B) to the words given below.

Block A: to consist of; to fight; top-level officials; to maintain justice; merchandise; surveillance; numerous; international crimes; illicit trade; to take legal action against.

Block B: danger; dependent; secrecy; irresponsible, insecurity; public disorder; insignificant; to work separately; injustice; illegality.



GRAMMAR TASKS



6. Find irregular verbs (6) in the above given text and put them into Past Simple form.

7. Make up questions (10) to the italicized words. Mind the usage of Past Simple.

☞ That law enforcement agency played *a key role* in protecting state sovereignty *some years ago*.

☞ *The State Bureau of Investigations* was independent from *other law enforcement agencies*.

☞ The Customs Service of Ukraine *was* responsible for *monitoring the movement of goods*.

☞ Prosecutors worked *closely* with law enforcement agencies *to bring cases to court*.

☞ NABU *promoted* transparency in *public administration*.

1. Fill in the gaps using appropriate markers of Past Simple.

many years ago, last year, yesterday, 5 minutes ago, the day before yesterday.

☞ _____ the police arrested a suspect in a robbery case. Today they are going to release him on bail conditions.

☞ The new crime prevention program was introduced in the latest TV news _____. Right now, I am calling up my colleague to share my point of view regarding it.

☞ _____ the government increased funding for law enforcement agencies. This year more new governmental support programs are planned to be implemented.

☞ _____ detectives did not have modern forensic technology. Nowadays the situation has radically changed in a positive way.

☞ _____ the officers conducted a successful anti-smuggling operation; therefore, they were praised by the commander at the yesterday's meeting.

SPEAKING

1. What are the key functions of the National Police of Ukraine, and how does it cooperate with other law enforcement agencies?



2. What is the role of the State Bureau of Investigations (SBI), and why is it important for this agency to remain independent?

3. What threats does the Security Service of Ukraine (SSU) monitor, and what measures does it take to prevent them?

4. What is the main task of the National Anti-Corruption Bureau of Ukraine (NABU), and what challenges does it face in combating corruption?

5. Why is coordination and cooperation between different law enforcement agencies in Ukraine so important?



UNIT 12

STATE SYSTEM OF GREAT BRITAIN

LEAD-IN

Look at the pictures and answer the following questions below:



1. Can you specify the geographical location of Great Britain?
2. Will you name any benefits of the geographical location of Great Britain?
3. Are you familiar with the state system of Great Britain? Do you know any European countries having the same state system?
4. Do you know the meaning of the state symbols of Great Britain?



to separate [səpə'reit]; island ['ailənd]; constitutional monarchy [kə:nstə'tu:ʃənl 'mə:nərki]; peninsula [pə'ninsələ]; washed by ['wɑ:ʃt bai]; England ['ɪŋɡlənd]; Scotland ['skɒtlənd]; Wales ['weɪlz]; Northern Ireland ['nɔ:ðərn 'aɪərlənd]; Parliament ['pɑ:ləmənt]; General elections [dʒ'ɛnərəl ɪl'ekʃənz]; monarch ['mə:nərk]; sovereign ['sə:vri:n]; House of Commons ['haʊs əv 'kɒm.ənz]; Conservative Party [kən'sɜ:vətɪv 'pɑ:ti]; Labour Party ['leɪbər 'pɑ:ti]; constituency [kən'stitju:ənsi]; legislation [lədʒɪs'leɪʃn]; scrutiny ['skru:tɪni]; to preside over [prɪ'zaid 'əʊvə]; House of Lords ['haʊs əv lɔ:dz]; Lord Chancellor [lɔ:d 'tʃɑ:n.səl.ər]; bills ['bɪlz].

PRONUNCIATION

KEY WORDS

Try to remember the words and word combinations below:



The United Kingdom of Great Britain and Northern Ireland – Сполучене Королівство Великої Британії та Північної Ірландії



to separate – розділяти



island – острів



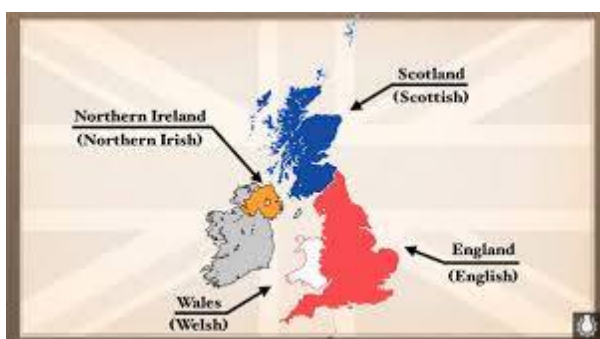
constitutional monarchy – конституційна монархія



peninsula – півострів



to be washed by – омиватися



England, Wales, Scotland, Northern Ireland – Англія, Уельс, Шотландія, Північна Ірландія



Parliament – Парламент



General elections –
загальні вибори



monarch (sovereign) –
монарх (суверен)



The House of Commons –
Палата Громад



the right to vote –
право голосувати



the Conservative Party –
Консервативна партія



the Labour Party –
Лейбористська партія



to put up a candidate –
висувати кандидатуру



constituency –
виборчий округ



to be elected –
бути обраним



legislation –
законодавство



scrutiny – контроль,
пильне спостереження



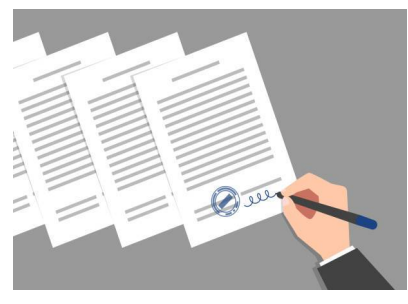
to preside over –
очолювати, головувати



The House of Lords –
Палата Лордів



Lord Chancellor of Great Britain – Лорд-Канцлер
Великобританії



bills – законопроекти

READING

☝ Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.

Geographical position of Great Britain

The full name of the UK is ***the United Kingdom of Great Britain and Northern Ireland***. The United Kingdom is situated on the British Isles. The British Isles consist of two large ***islands***, Great Britain and Ireland, and a great number of small islands (about 5,500).

The British Isles ***are separated*** from the European continent by the North Sea and the English Channel. The western coast of Great Britain ***is washed by*** the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south.

The island of Great Britain consists of three main parts: ***England*** (in the southeast of Great Britain), ***Wales*** (a mountainous ***peninsula*** in the southwest of it), ***Scotland*** (in the northern part of the island).

State System of the Great Britain

The United Kingdom of Great Britain and Northern Ireland is a ***constitutional monarchy***. Britain does not have a written constitution. ***Parliament*** is the most important authority in Britain. The ***monarch*** serves formally as head of state. The present ***sovereign*** is King Charles (the eldest son of Queen Elizabeth II). ***The House of Commons*** consists of Members of Parliament. ***General elections*** are held every five years. All citizens aged 18 have ***the right to vote***. There are few political parties in Britain. The main ones are: ***the Conservative Party, the Labour Party***. Each political party ***puts up*** one ***candidate*** for each ***constituency***. The one who wins the most votes ***is elected*** to be MP for that area. The party which wins the most seats in

Parliament forms the Government; its leader becomes the Prime Minister. The functions of the House of Commons are *legislation* and *scrutiny* of government activities. The House of Commons *is presided over* by the Speaker. The *House of Lords* is presided by the *Lord Chancellor*. The House of Lords has no real power. It's in the House of Commons where new *bills* are introduced and debated. Parliament is responsible for British national policy. Local governments are responsible for organizing such services as education, police and many others.

1. On the basis of the text above match sentences as true (T) or false (F).

1. General elections in the UK are held every five years.
2. The monarch actively controls the Government's decisions.
3. The House of Commons is presided over by the Speaker.
4. The party that wins the most votes in a general election automatically forms the Government.
5. All citizens aged 16 and older have the right to vote in the UK.
6. Northern Ireland occupies one-third of the island of Ireland.
7. The British Isles consist of three large islands: Great Britain, Ireland, and Scotland.
8. The United Kingdom is a constitutional monarchy.

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

1. A king, queen, or emperor who serves as the official head of state.
2. A piece of land completely surrounded by water.
3. A form of government where a monarch is the head of state, but their powers are limited by a constitution or laws.
4. The lower house of the UK Parliament, where members are elected to represent constituencies and make laws.
5. The area where land meets the sea or ocean.
6. A geographical area represented by a member of parliament (MP) in a legislative body.
7. A system of fundamental principles or established rules according to which a state or organization is governed.
8. The upper house of the UK Parliament, consisting of appointed and hereditary members who review legislation.
9. A senior official in the UK government who presides over the House of Lords and has various judicial and governmental responsibilities.
10. Careful examination or review of something, especially government actions or decisions.

3. In the Text find synonyms (Block A) and antonyms (Block B) to the words given below.

Block A: a nominee; to oversee; to choose; a draft; to divide.

Block B: to unite; anarchy; to lose; reckless; neglect.



GRAMMAR TASKS



1. What ways of expressing future time in the English language do you know? Follow the link to learn more about it. <https://www.britishcouncil.org.ua/blog/the-future-in-english>

2. In each sentence choose the appropriate form of the verb.

1. I hope robots ... the housework in the future. (*do; will do; are going to do; are doing*).
2. «I can't find my phone». «Don't worry I ... you». (*am going to help; am helping; will help; help*).
3. Natalie wants to visit Italy. She ... a ticket tomorrow. (*is going to by; buys; will buy; is buying*).
4. Hurry up! The film ... in 10 minutes. (*start; starts, will start; is going to start*).
5. Look! The sky is cloudy. It ... rain soon. (*going to; will; is going to; is*).
6. My brother is 17 years old. He ... 18 in May. (*will be; is; is going to; will*).
7. I'm not feeling well. I ... faint. (*am; will; going to; am going to*).
8. – There isn't any juice left in the fridge. – I know. I ... go to the supermarket this evening. (*am; am going to; will; shall*).
9. – Do you have any plans for Saturday evening? – Yes, I do. I ... with my best friend. (*see; will see; seeing; am seeing*).
10. Those cars are going too fast! They ... crash. (*are going to; are; will; do*).

3. Find and correct the grammatical mistakes in the given sentences.

Mind the usage of future forms.

- ☞ If I will be voted for, I will be responsible for my words and actions.
- ☞ Look at the timetable! London train is going to arrive at 5 p.m.
- ☞ They are visiting us next week in case they have some spare time.
- ☞ Maybe I am going to pass my exam next year.
- ☞ New bills will be debated all day long tomorrow.

SPEAKING



George VI



Elizabeth II



Charles III

What do you know about these monarchs of Great Britain? Make up separate or comparative presentations, sharing some interesting facts from the biographies of these outstanding persons.

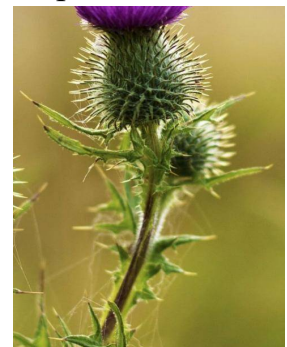
EXTRA READING

*Many countries around the world have adopted a flower as part of their national emblem, usually chosen for historical or cultural reasons. England, Northern Ireland, Scotland and Wales are represented by **the rose, the shamrock, the thistle and the daffodil** respectively. Read on to learn about each of these plants, and discover how they earned their patriotic status.*



Tudor Rose

The national flower of England is the ROSE but not just any rose. The Tudor rose was adopted by Henry VII as England's emblem of peace at the end of the War of the Roses, the civil wars between the royal house of Lancashire, who wore a red rose, and the royal house of York, who wore white. The Tudor rose, which combined both, came to symbolise peace between the houses. The Tudor rose is seen on the dress uniforms of the guards at the Tower of London and in the royal coat of arms.



Thistle

Commonly found in the highlands of Scotland, the thistle is the country's national flower, but it's not clear how it came to attain this status. One legend has it that a sleeping party of Scottish warriors

were spared ambush by a Norse army when a soldier trod on the prickly flower, rousing them with his pained cry. Thistle is an important heraldic symbol. Founded by James III in 1687, the Most Ancient and Most Noble Order of the Thistle is awarded to those who have made an outstanding contribution to the life of Scotland.



Daffodils

The leek was the traditional emblem of Wales until the 19th century. The Welsh name for daffodil *Cenninen Pedr* translates literally as «Saint Peter's Leek», which may have led to the confusion. It may also be because it blooms in early spring, coinciding with St David's Day on March 1, when the flower is traditionally worn.



Shamrock

Not to be confused with the four-leaf clover, the three-leaf shamrock is a registered trademark of the Republic of Ireland, and is also unofficially regarded as the national symbol of Northern Ireland. Its distinctive three-leaf foliage is said to have been used by St. Patrick, the patron saint of Ireland, as a metaphor for the Holy Trinity of the father, the son and the Holy Spirit.

UNIT 13

POLICE FORCES OF THE UNITED KINGDOM

LEAD-IN



Answer the following questions about the topic:

1. What do you think is the main role of police forces in a community?

2. How do you feel about the relationship between police and citizens?

3. Have you ever had an experience with law enforcement?

4. In your opinion, what qualities are important for a good police officer to have?

5. How can police forces improve their connection with the public?

6. Do you believe that police should be involved in community events? Why or why not?

7. What challenges do you think police face in their daily work?

8. How does crime affect people's feelings of safety in their neighborhoods?

9. What changes would you like to see in

how police operate today?

10. How important is it for police to receive training on social issues?

PRONUNCIATION

Check your pronunciation:

Local Police Forces ['ləʊkəl pə'li:s 'fɔ:rsɪz],
Metropolitan Police [ˌmɛtrə'pɒlɪtən pə'li:s],
constables ['kɒnstəbəlz], traffic wardens
['træfɪk 'wɔ:rdənz], custody and security
officers ['kʌstədi ənd sɪ'kjʊrɪti 'ɒfɪsərz],
investigation officers [ɪnˌvestɪ'geɪʃən
'ɒfɪsərz], detention officers [dɪ'tenʃən
'ɒfɪsərz], public cooperation ['pʌblɪk
kooˌɔ:pə'reɪʃən/], accountability
[əˌkaʊntə'bɪlɪti], authority [ə'θɔ:rɪti], oath
[oʊθ], detention [dɪ'tenʃən], resignations
[ˌreɪzɪg'neɪʃənz]

KEY WORDS

Try to remember the words and word combinations below:



Local Police Forces –
місцеві поліцейські сили



Metropolitan Police –
поліція Лондона



Scotland Yard –
Скотланд-Ярд



traffic wardens –
інспектори дорожнього руху



custody and security officers
– офіцери з утримання
та безпеки



investigation officers
– офіцери з розслідувань



constable –
констебль



watchmen –
вартові



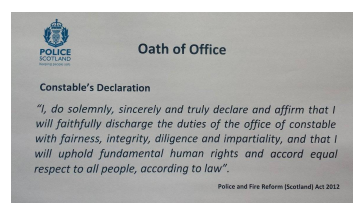
policing by consent –
поліція за згодою



public cooperation –
співпраця з громадськістю



accountability –
підзвітність



oath – присяга



government oversight –
урядовий нагляд



security – безпека



detention – тримання
під вартою



colonial policing –
колоніальна поліція



complaints –
скарги



resignation –
відставка

READING

👉 **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

TEXT 1

Law Enforcement in Great Britain

The UK's policing system is a bit complex, with separate forces for England and Wales, Scotland, and Northern Ireland. Most officers are part of their **local police** force. Just to give you an idea of numbers, in 2021, England had 39 forces, Wales had 4, while Scotland and Northern Ireland each had just one. These local forces are the ones we see keeping our communities safe and working to reduce crime. While the Home Office keeps an eye on things in England and Wales, these forces operate independently from the government.

Beyond the local police, there are specialized forces. Think of the British Transport Police patrolling the railways, the Ministry of Defence Police, and the Civil Nuclear Constabulary. And for really serious, organized crime, there's the National Crime Agency, which is kind of like the UK's version of the FBI.

Police officers have a range of powers to do their jobs, which boils down to protecting people and property, maintaining peace and order, and preventing and solving crimes. A key principle here is «**policing by consent**». This means the police rely on the public's support, which they earn by being open, honest, and accountable.

Interestingly, most police officers in England, Scotland, and Wales don't routinely carry guns. In 2022, out of 142,526 officers in England and Wales, only 6,192 were authorized to carry firearms.

Looking back a bit, policing wasn't always so structured. In the 1700s, local communities handled things with **watchmen** and **constables** – the government wasn't involved. The first professional police force was the City of Glasgow Police, established in 1800. Ireland was the first to have a centrally organized police force, way back in 1814.

London's police force has an interesting history. Back in the early 1800s, the city had a huge population but very few officers. It wasn't until 1829 that Sir Robert Peel, who was Home Secretary in 1822, established the Metropolitan Police, a full-time, organized force for London. Over time, policing became a nationally organized system.

Peel also came up with some important principles for ethical policing. He believed that the police's success should be judged by how little crime there is, not how many people they arrest. He stressed the importance of trust and accountability, famously saying, «The police are the public and the public are the police». This idea of «**policing by consent**» emphasizes the need for public cooperation.

Some historians, however, point out that Peel's ideas might have been influenced by his experience with the Royal Irish Constabulary, and that the development of the English police force wasn't that different from how other **colonial** peacekeeping forces were established. It's also worth remembering that there were instances of police brutality in the 1800s, including excessive force, racial profiling, and even murder charges. Women started becoming police officers during World War I.

Since the 1940s, police forces have been merging and modernizing. Policing hasn't been without its problems. In the 1970s, corruption within the Metropolitan Police led to investigations and **resignations**, and a Police Complaints Board was set up. The 1980s saw tighter procedures to ensure evidence and interviews were reliable, and the West Midlands Serious Crime Squad was disbanded because of evidence tampering.

The way **complaints** against the police are handled has also evolved. The Police Complaints Board became the Police Complaints Authority in 1985, then the Independent Police Complaints Commission (IPCC) in 2004. Now, it's the Independent Office for Police Conduct (IOPC), established in 2018.

Police officers, particularly those in local forces, have specific powers and responsibilities. Before they officially become officers, they make a declaration (or take an **oath**). This gives them the **authority** of a constable in their area, whether that's England and Wales, Scotland, or Northern Ireland.

Besides the **local police**, there are constables in specialized forces like the British Transport Police, the Ministry of Defence Police, and the Civil Nuclear Constabulary. Their powers are connected to their specific duties. Even some companies and councils can employ constables for particular purposes.

Police forces also have civilian staff who support the officers, although they don't have the same powers. These include Police Community Support Officers (PCSOs), who have some police powers, but only when they're on duty, in uniform, and within their designated area. Other staff might work as **investigating** or **detention officers**.

Up until 1991, **traffic wardens** were usually police employees, handling parking enforcement. These days, local authorities are mostly in charge of that. In

Scotland and Northern Ireland, they have **police custody and security officers** who have similar powers to the detention and escort officers in England and Wales.

No overview of UK policing would be complete without mentioning Scotland Yard. It's the headquarters of the Metropolitan Police in London and has become synonymous with police work and detective skills worldwide. Despite its fame, Scotland Yard is only responsible for policing Greater London, excluding the City of London, which has its police force. Scotland Yard's work ranges from everyday crimes to major investigations, including counter-terrorism and organized crime. The Criminal Investigation Department (CID), based at Scotland Yard, is particularly renowned for its handling of complex cases.

1. On the basis of the text above match sentences as true (T) or false (F).

1. The UK's policing system has a single police force for the entire country.
2. Most police officers in England, Scotland, and Wales do not carry firearms regularly.
4. The first professional police force in the UK was established in London.
5. The National Crime Agency is similar to the FBI in the United States.
6. Police officers in the UK are judged by the number of arrests they make.
7. Scotland Yard is responsible for policing the entire City of London.
8. The Independent Office for Police Conduct was established in 2018.

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

1. A person who directs and manages vehicles and pedestrians on the road to ensure safety.
2. An individual responsible for overseeing individuals in custody and maintaining order in facilities like jails or detention centers.
3. The act of taking someone into legal custody by law enforcement due to suspected wrongdoing.
4. The act of keeping someone in a place, usually for legal reasons, against their will for a period of time.
5. A formal promise to tell the truth or fulfill a duty, often made in a legal context.
6. Someone who supervises people held in custody, ensuring their safety and compliance with rules.
7. A professional who gathers facts and information about crimes to solve cases.
8. Any material or information that helps prove whether something is true or false in a legal case.

9. The power or right to make decisions and enforce rules within a specific area or organization.

10. A weapon such as a gun that uses explosive force to shoot projectiles.

11. The process of examining details and gathering information to understand a situation or solve a problem.

3. In text 1 find synonyms to the words given below.



4. Read and translate the dialogue between Sarah and John about the British police system.

Sarah: Do you know where Scotland Yard is? I think we're lost.

John: Yeah, it's just down this block. But be careful of those traffic wardens; they'll issue a ticket in no time.

Sarah: Thanks for the heads-up. Why are there so many police officers in this area?

John: Oh, this is where the Metropolitan Police is based. Local police forces have their stations, but this is like the main office for London.

Sarah: Wow, that's interesting. So what do you call the individual police officers here? In America, they're usually referred to as «officers» or «patrolmen».

John: Here, they're called constables. There are also various roles within the police force, such as traffic wardens, custody officers, security officers, investigation officers, and detention officers...

Sarah: That's a fair number of different positions.

John: Yes, and each one has its duties and responsibilities. They are all sworn to protect and serve the public while upholding the law.

Sarah: Kind of like our police officers taking an oath?

John: Exactly. All these roles work together to ensure public safety.

Sarah: Right. How does public cooperation fit into all this?

John: The police rely on information from the community to help solve and prevent crimes. People must trust and collaborate with the police to keep their neighborhood's safe.

Sarah: That makes sense. And how is the accountability of British police officers enforced?

John: Several measures are in place, such as independent oversight bodies and strict disciplinary procedures. Any misconduct or wrongdoing is taken very seriously and dealt with appropriately.

Sarah: Got it. Is it common practice for police officers here to carry firearms?

John: Not really. Most police officers aren't armed, except in special circumstances where lethal force may be necessary. However, the entire process of obtaining a firearm and using it is heavily regulated and monitored.

Sarah: That's good to know. It must be a significant responsibility for officers who carry firearms.

John: Definitely. They undergo extensive training and are held to a high standard regarding when and how they can use their weapons.

Sarah: I see. Well, thanks for all the information, John. You certainly know a lot about British policing.

John: No worries, happy to share my knowledge. And don't forget, we have jokes too, like «Why did the police arrest the turkey?»

Sarah: Why?

John: For being suspected of foul play!

Sarah: (Laughs) Okay, that wasn't great, but I'll take it. It's better than having no humour in law enforcement at all.

Answer the following questions based on the dialogue.

1. Where is Scotland Yard located according to John?
2. Why does John warn Sarah about traffic wardens?
3. What is the main role of the Metropolitan Police?
4. What are British police officers called, and how do their roles differ?
5. How do British police officers ensure public safety?
6. What role does public cooperation play in policing?
7. How is accountability enforced among British police officers?
8. Are British police officers usually armed? Why or why not?

Decide if the following statements are true (T) or false (F). Correct the false statements.

1. Scotland Yard is located far from where Sarah and John are.
2. Traffic wardens are responsible for solving crimes.
3. Most British police officers carry firearms.
4. Public cooperation is important for solving crimes.
5. John tells Sarah a joke about a chicken.

Complete the sentences with the correct words:

1. Scotland Yard is the _____ of the Metropolitan Police.
2. Traffic wardens can give you a _____ if you park illegally.
3. British police officers are called _____.
4. Police officers take an _____ to protect the public.
5. Firearms are only used in _____ circumstances.

EXTRA TASK

Group Activity.

In groups, create a poster or infographic about the different roles in the British police force (e.g., constable, traffic warden, investigation officer). Include their duties and responsibilities.



GRAMMAR

Present Continuous Tense

The present continuous tense, also known as the present progressive tense, is a fundamental aspect of English grammar that holds particular significance for law students and police officers. This tense allows us to describe ongoing actions or events happening in the present moment, providing a valuable tool for reporting and discussing ongoing activities in the context of law enforcement.

Usage of Present Continuous:

1. *Actions happening now.*

- The suspect is fleeing the scene.
- The officers are apprehending the suspect.

2. *Temporary situations.*

- The witness is providing a statement.
- The suspect is staying at a temporary location.

3. *Future arrangements.*

- We are conducting a raid on the premises tomorrow.
- The meeting with the defense attorney is taking place next week.

4. *Annoyance or complaint.*

- The suspect is constantly violating the restraining order.
- The neighbors are always making excessive noise.

5. *Changing or developing situations.*

- The case is progressing, and we are gathering more evidence.
- The situation at the crime scene is getting more complicated.

6. *Trend or general truth.*

- Criminals are constantly finding new ways to commit fraud.
- Police officers are always striving to protect the community.

7. *Describing ongoing plans or projects.*

- We are currently implementing a new crime prevention program.
- The task force is working on improving community relations.

Structure of Present Continuous Tense

The Present Continuous Tense is formed by using the auxiliary verb «to be» in the present tense, followed by the main verb in its present participle form (-ing).

Structure: Subject + am/is/are + verb(-ing) + ...

Examples:

- I am questioning the suspect.
- He is patrolling the streets.
- They are preparing the case for trial.

Subject	Auxiliary Verb	Main Verb (Base Form + -ing)	Complement
I	am	enforcing	the law
He/She/It	is	arresting	suspects
You/We/They	are	interrogating	witnesses

I **believe** in justice.

He **remembers** the details of the case.

The officer **recognizes** the suspect.

I see the **defendant** sitting in the courtroom.

These documents **belong** to the defense team.



Stative Verbs

believe, know, understand,
remember, recognize, love,
like, hate, want, prefer, smell,
taste, see, hear, feel, have, own,
possess, belong, owe

E-Grammar

Present Continuous Tense

1. Complete using the correct present continuous form of the verbs in brackets. You may have to use some negative forms.

Example: The police officer _____ (arrest) a suspect right now.

Answer: The police officer is arresting a suspect right now.

1. The police officer _____ (investigate) a crime at the moment.
2. The lawyers _____ (prepare) for the trial next week.
3. The judge _____ (listen) to the witness's testimony carefully.
4. The police _____ (question) the suspect about the incident.

5. The prosecutor _____ (present) evidence to the jury in the courtroom.

6. The forensic expert _____ (examine) the fingerprints found at the crime scene.

7. The defense attorney _____ (cross-examine) the witness aggressively.

8. The police officers _____ (patrol) the streets to ensure public safety.

9. The customs officers _____ (inspect) the luggage of the passengers.

10. The prison guards _____ (monitor) the inmates closely.

2. Choose the correct sentence.

1. a) The police is arresting the suspect.

b) The police are arresting the suspect.

2. a) The trial will beginning at 9 a.m. tomorrow.

b) The trial is beginning at 9 a.m. tomorrow.

3. a) Many people are protesting against the new law today.

b) Many people protest against the new law today.

4. a) The detective is interviewing the witness right now.

b) The detective interviews the witness right now.

5. a) The court will sentencing the criminal on Friday.

b) The court is sentencing the criminal on Friday.

3. Choose the correct word from the box to complete each sentence.

arresting, interrogating, investigating, enforcing, detaining

1. The police are currently _____ a suspect in connection with the robbery.

2. The detective is currently _____ witnesses to gather more information.

3. The officers are currently _____ traffic laws to ensure safety on the roads.

4. The suspect is currently _____ at the police station for further questioning.

5. The law enforcement agency is currently _____ organized crime in the city.

4. Find mistakes or missing words in the sentences and correct them.

Example: Sentence: The police officer arrest the suspect.

Correction: The police officer is arresting the suspect.

1. The lawyer meeting with her client right now.

2. They not studying to become police officers.

3. The detective finding the evidence at the crime scene.
4. We not understanding the new law.
5. The judge preside over the court hearing at the moment.
6. He not wearing his uniform while on duty.
7. The police officer arresting the criminal at the bank.
8. The prosecutor presenting her case in the courtroom today.
9. They not obeying the traffic laws.
10. The security guard watching the surveillance cameras now.

4. Translate the following sentences from Ukrainian into English.

1. Детектив слідкує за слідом. 2. Суддя інструктує журі присяжних.
3. Адвокат проводить переговори про угоду. 4. Прокурор подає запит на ордер на обшук. 5. Поліцейський застібає наручники на підозрюваного. 6. Детектив аналізує відбитки пальців. 7. Суддя визначає покарання для відповідача.
8. Адвокат подає клопотання. 9. Прокурор закликає свідка на лаву свідків.
10. Поліцейський перевіряє автомобіль. 11. Детектив проводить оперативно-розшукову операцію. 12. Суддя дотримується закону. 13. Адвокат подає апеляцію. 14. Прокурор представляє заключну промову. 15. Поліцейський надає попередження. 16. Детектив проводить спостереження. 17. Суддя вирішує по запереченню. 18. Адвокат подає позов. 19. Прокурор вимагає проведення нового судового процесу. 20. Поліцейський проводить тест на алкогольне сп'яніння.

UNIT 14 TYPES OF CRIMES

LEAD-IN

Answer the questions below



1. What types of crimes do you know?

2. What Codes regulate punishment for different crimes in Ukraine?

PRONUNCIATION

Check your pronunciation:

arson ['ɑ:.sən]; assault [ə'sɒlt]; treason ['tri:.zən]; bribery ['braɪ.bər.i]; burglary ['bɜ:.glər.i]; hijacking ['haɪ.dʒæk.ɪŋ]; abduction [æb'dʌk.ʃən]; smuggling ['smʌg.lɪŋ]; manslaughter ['mæn.slo:.tər]; ['fɔ:.dʒər.i]; cybercrime ['saɪ.bə.kraɪm]



to prevent crimes –
запобігати злочинам



arson –
підпал



vandalism –
вандалізм



assault –
напад



blackmail –
шантаж



bribery –
хабарництво



burglary –
крадіжка зі зломом



robbery –
пограбування банку



shoplifting –
крадіжка з магазину



pickpocketing –
дрібна крадіжка



hijacking –
угон літака, потяга,
автобуса



kidnapping/abduction
– викрадення людини



theft –
крадіжка



smuggling –
контрабанда



drug trafficking –
торгівля наркотиками



homicide/murder –
умисне вбивство



manslaughter –
вбивство через
необережність



assassination –
вбивство на
замовлення



forgery –
підробка



treason –
державна зрада



cybercrime (hacking)
– кіберзлочин

PRACTICE

1. Link the words from the list with their

DEFINITION	WORD
Betraying one's country by helping its enemies	
Giving money to influence another person	
Setting fire to buildings, cars or property	
Stealing wallets or money from people's pockets	
Selling illegal drugs	
Destroying private or public property purposely	
Stealing in general	
Taking a person away by force demanding money	
Threatening to reveal secrets if money isn't paid	
Breaking into a house to steal something	
Taking control of a plane or train by force	
Attacking someone physically	
Stealing something from a store	
Taking things secretly in or out of a country	
Killing another person on purpose	
Stealing large amounts of money by force from bank	
Illegally copying documents or money	
Killing a famous person or public figure	
Doing something illegal over the internet	
Killing someone by accident	

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

1. Police's task is not only to investigate crimes, but also _____ them.
2. After the _____ victims failed to find 20,550 UAH and valuables in their apartment.
3. We suspect him of _____, because he provided unregistered driving license.
4. Terrorists planned to perform the _____ right before the landing.
5. _____ of military vehicles was a real problem back in 2024.
6. Fraudsters can _____ people to get money illegally.
7. Cyber police prevent and investigate _____.
8. John Fitzgerald Kennedy was killed on purpose; it could have been _____, _____ or _____.
9. _____ is punishable under Art. 111 of the Criminal Code of Ukraine.
10. Corruption and _____ are the most difficult crimes to prevent and combat.

3. Try to guess the meaning of the following words

Word	Definition
hit and run	Driving with much alcohol in blood
child abuse	Crossing the road at an undesignated spot
libel	Marrying someone when you are already married
espionage	Lying in court under oath
lynching	Illegal hunting
identity theft	Damaging someone's reputation by speaking lies
bigamy	Not stopping to help a person hurt in an accident caused by you
domestic violence	Treating a child badly
perjury	Driving above the speed limit
drunk driving	Spying to obtain political or military data
poaching	Behaving violently inside the home
slander	Killing without legal process
speeding	Breaking rules of driving
jay walking	Damaging someone's reputation by writing lies
white-collar crime	Using someone's personal data for one's own gain
traffic offences	Financially motivated non-violent crime

4. Fill in the table

CRIME	CRIMINAL	VERB
kidnapping		
	blackmailer	
		to sell drugs
mugging		
	rapist	
		to steal
robbery		
treason		
	shoplifter	
		to burgle
smuggling		
	thief	
		to kill
murder		
offence		
	violator	
		to attack
fraud		
	vandal	
		to seize
hijacking		
homicide		
	arsonist	
		to bribe
abuse		
	hacker	
		to forge
drunk driving		

GRAMMAR

Present Simple vs Present Continuous

Present Simple	Present Continuous
We use the Present Simple:	We use the Present Continuous:
✓ for permanent states, repeated actions and daily routines. <i>I investigate crimes.</i> <i>He works in law enforcement.</i> <i>They commute to work every day by bus.</i>	✓ for actions taking place now, at the moment of speaking. <i>I am studying grammar now.</i> <i>He is writing a report at the moment.</i> <i>They are commuting to work right now.</i>
✓ for general truths and laws of nature. <i>The Sun sets at the west.</i> <i>Substances boil at 100 °C.</i>	✓ for temporary actions going on around now, not at the moment). <i>He is investigating a complicated case at the moment.</i>
✓ for timetables and programs. <i>The train from Zaporizhzhia arrives at 11:30.</i>	✓ with adverbs <u>always, constantly, continually</u> etc. for actions happening very often, usually to express annoyance, irritation or anger. <i>I am constantly seeing the prosecutor while in court.</i>
✓ for sport commentaries, reviews and narration. <i>The suspect turns around and retreats. (narration)</i>	✓ for actions that we have already arranged to do in the near future, especially when time and place have been decided. <i>They are attending a court hearing at 10 a.m. on Monday.</i>
✓ to give instructions or directions (instead of the imperative). <i>You put every piece of evidence in separate plastic bags.</i> <i>(instead of: Put every piece of evidence in separate plastic bags.)</i>	✓ for changing or developing situations. <i>More and more species are becoming extinct.</i>
The Present Simple is used with <u>usually, often, always, rarely, seldom, every day/week/month/year, in the morning / afternoon / evening, at night, at the weekend, on Mondays, etc.</u>	The Present Continuous is used with <u>now, at the moment, at present, these days, nowadays, still, today, tonight, etc.</u>

Negative forms

<i>I / we / you / they / (plural) don't investigate such cases.</i>	<i>I'm not investigating this case.</i> <i>We / you / they / (plural) aren't investigating this case.</i>
<i>He / she / it / (singular) doesn't investigate such cases.</i>	<i>He / she / it / (singular) isn't investigating this case.</i>

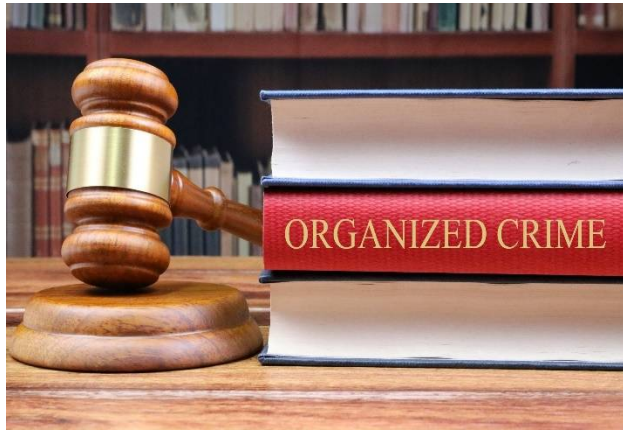
Open the brackets and put the verbs in Present Simple or Present Continuous

1. Why are you smelling (you/smell) the soap?
➤ It _____ (smell) so lovely!
2. Why _____ (you/taste) the soup?
➤ To see if it _____ (taste) good enough and doesn't need extra salt.
3. I _____ (feel) very tired.
➤ You should rest more and not overload yourself, really.
4. I _____ (see) Dany this evening.
➤ I _____ (see). Tell him to call me back then!
5. How much _____ (the bag of tomatoes/weigh)?
➤ I don't know yet. The seller _____ (weigh) it right now.
6. I _____ (think) about investing money in military obligations.
➤ I _____ (think) it is a reliable investment.
7. What _____ (you/look) at?
➤ The sky. It _____ (look) as if it is going to rain.
8. Why _____ (you/feel) the radiator?
➤ It _____ (feel) cold in here. Is the heating on?
9. Dave _____ (be) a sensible person.
➤ Yes, but in this case he _____ (be) rather foolish.
10. Cadets (fit) the old blind from our previous classroom in the new one.
➤ Really? _____ (it/fit) that window?

UNIT 15 ORGANIZED CRIME

LEAD-IN

Read the text and answer the following questions below:



ORGANIZED CRIME

1. What is organized crime?
2. What types of illegal activities do organized crime groups typically engage in?
3. How does organized crime impact society?
4. What organizations help combat organized crime globally?

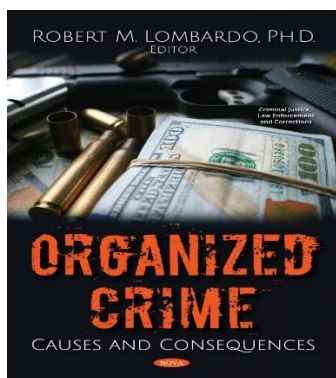
PRONUNCIATION

Check your pronunciation:

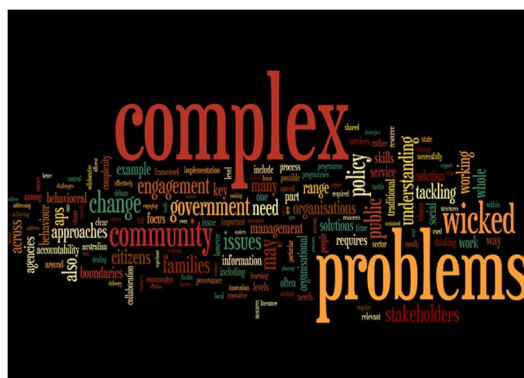
organized ['ɔ:.gən.aɪzd], complex [kəm'pleks], multifaceted [ˌmʌlti'fæs.ɪ.tɪd], society [sə'saɪ.ə.ti], illicit [ɪ'lis.ɪt], extortion [ɪk'stɔ:.ʃən], adopt [ə'dɒpt] cybercrime ['saɪ.bə.kraɪm], corruption [kə'rʌp.ʃən], infiltrate ['ɪn.fil.treɪt], threat [θret], impact ['ɪm.pækt] combating ['kɒm.bæt], awareness [ə'weə.nəs]

KEY WORDS

Try to remember the words and word combinations below:



organized crime –
організована злочинність



complex – складний



money laundering –
відмивання грошей



drug trafficking –
наркоторгівля



human trafficking –
торгівля людьми



weapons smuggling –
контрабанда зброї



extortion – вимагання



corruption – корупція



infiltrate – проникати



influence – вплив



intimidation – залякування



combating – боротьба



international cooperation –
міжнародне співробітництво



prevention –
запобігання



expertise – експертиза



legal frameworks –
правове регулювання



global threat –
глобальна загроза



economic impact –
економічний вплив



undermining – підрив



draining resources –
виснаження ресурсів



challenges – виклики

READING

☝ Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.

Organized crime

Organized crime is a complex and multifaceted issue that poses significant challenges to societies worldwide. Here's a breakdown of key aspects:

Definition and Characteristics:

1) **Structured Groups:** Organized crime involves structured groups of individuals who engage in illegal activities. These groups often have **hierarchical structures, defined roles, and long-term goals.**

2) **Profit-Driven:** A primary motive of organized crime is to generate profit through **illicit means**.

3) **Illicit Activities:** These activities can include a wide range of offenses, such as: **Drug trafficking, Human trafficking, Weapons smuggling, Money laundering, Extortion, Cybercrime.**

4) **Corruption and Violence:** Organized crime groups often use **corruption** to **infiltrate** and **influence legitimate institutions**, including government, law enforcement, and businesses. They may also employ violence and **intimidation** to maintain control and enforce their operations.

5) **Transnational Nature:** Many organized crime groups operate across national borders, making them a global threat.

- **Key Concerns:**

- **Economic Impact:** Organized crime can **destabilize economies** by **undermining** legitimate businesses, **distorting markets**, and **draining resources**.

- **Social Impact:** It can erode public trust in institutions, foster violence and insecurity, and contribute to social problems like drug addiction.

- **Political Impact:** Organized crime can **corrupt political systems**, **weaken the rule of law**, and **undermine democratic institutions**.

- **Combating** Organized

Crime:

– **International Cooperation:** Effective responses require collaboration among law enforcement agencies, governments, and international organizations.

– **Legal Frameworks:**
Strong legal frameworks are essential for prosecuting organized crime offenses and seizing illicit assets.



– **Law Enforcement Strategies:** Law enforcement agencies employ various strategies, including **intelligence gathering, investigations, and targeted operations.**

– **Prevention and Awareness:** Efforts to prevent organized crime include raising public awareness, addressing social and economic inequalities, and strengthening community resilience.

▪ Where to find more in depth information:

– United Nations Office on Drugs and Crime (UNODC): The UNODC provides comprehensive information and resources on organized crime.

– Interpol: Interpol facilitates international police cooperation and provides **expertise** on combating transnational crime.

– Federal Bureau of Investigation (FBI): The FBI provides information on organized crime within the United States, and also on transnational organized crime.

– Britannica: Britannica provides a good overview of the history, and characteristics of organized crime.

1. On the basis of the text above match sentences as true (T) or false (F).

Drug trafficking is a common illicit activity of organized crime.

1. Organized crime seldom involves violence or intimidation.
2. They make money from bad things.
3. They sell drugs.
4. They are friendly to police.
5. They work in many countries.
6. They make economy strong.
7. They follow the law.
8. We can learn about them from the UN.
9. Police work with other countries to stop them.

2. Fill in the blanks with the correct words or phrases from the word bank

Organized crime, complex, multifaceted, challenges, defined roles, drug trafficking, money laundering, violence, infiltrate, intimidation

1. This problem is very _____.
2. _____ is always a part of their activity.
3. They try to _____ the government.
4. They _____ to hide crimes.
5. In these groups, everyone has clearly _____.
6. They use _____ to control people.
7. _____ is a serious crime.
8. Her job is _____ with many different tasks.
9. _____ makes a lot of money illegally.
10. Learning a new language has many _____.

GRAMMAR TASKS DIFFERENCE BETWEEN PRESENT SIMPLE/ PRESENT CONTINUOUS

The present simple is used :

1. ***For permanent states, repeated actions and daily routines.***
 - He works at the police station.
2. ***For general truths and laws of nature.***
 - It rarely rains in the desert.

Interrogative form

Do + I/ you/ we/ they + Verb ?

Yes, I/ you/we/they do.

No, I/you/we/they don't.

Does + he, she, it + Verb ?

Yes, he /she / it does.

No, he/ she/ it doesn't.

The present continuous is used :

1. ***At the moment of speaking***
 - The soldiers are combatting the enemy forces.
2. ***For actions that we have already arranged to do in the near future , especially when the time and place have been decided.***
 - The police are detaining the criminal at 7 pm in the evening.

Interrogative form

Am + I + Verb(ing) ?

Yes, I am.

No, I am not.

Is + he, she, it + Verb(ing)?

Yes, he / she / it is.

No, he/ she/ it isn't.

Are+ you, we, they + Verb(ing) ?

Yes, you / we / they are.

No , you / we / they aren't.

Task 1. Put the verbs in brackets into the Present Simple.

1. _____ (organized crime/ often/ use) illicit means to achieve its goals?
2. _____ (these groups / have) multifaceted operations that include both legal and illegal activities ?
3. _____ (drug trafficking / infiltrate) local communities and cause social problems ?
4. _____ (criminal organizations / use) illicit means to launder money from drug trafficking?
5. _____ (organized crime / infiltrate) sometimes law enforcement agencies to protect their operations?

Task 2. Turn affirmative sentences into question sentences in the Present Continuous.

1. They are facing complex challenges.
2. The government is money laundering to fund illegal activities.
3. The police are conducting complex investigations.
4. The criminal is using a pistol.
5. These local criminals are intimidating people now.

Task 3. Put the verbs into Present Simple or Present Continuous.

Mr. Brave 1) _____ (work) at a police station. He 2) _____ (always / get up) at 5 am because he 3) _____ (start) work at 7 am every morning. Mr. Brave 4) _____ (not / be) at work this morning . At the moment he 5) _____ (pack) his suitcases because he 6) _____ (go) on a business trip today. He is very happy because he 7) _____ (love) his job, he 8) _____ (be) a hardworking police officer. Right now he 9) _____ (look for) his aeroplane tickets. Where are they ? He can't find them . There they are under the bed! Mr. Brave 10) _____ (call) a taxi now. His plane 11) _____ (leave) in half an hour. Where 12) _____ (he / go)?

UNIT 16

CRIME SCENE INVESTIGATION

LEAD-IN

Read the text and answer the following questions below:



PRONUNCIATION

Check your pronunciation:

crime [kraɪm], secure [sɪ'kjʊər], search [sɜ:tʃ], verify ['ver.i.fai], rope [rəʊp], preserve [prɪ'zɜ:v], evidence ['ev.i.dəns], log [lɒg], contaminate [kən'tæm.i.neɪt], investigator [ɪn'ves.tɪ.geɪ.tər]

KEY WORDS

Try to remember the words and word combinations below:



crime scene –
місце злочину



to secure the area –
охороняти територію



to search – шукати



to verify – перевіряти



to rope off –
обгородити територію



to preserve – зберегти



evidence – докази



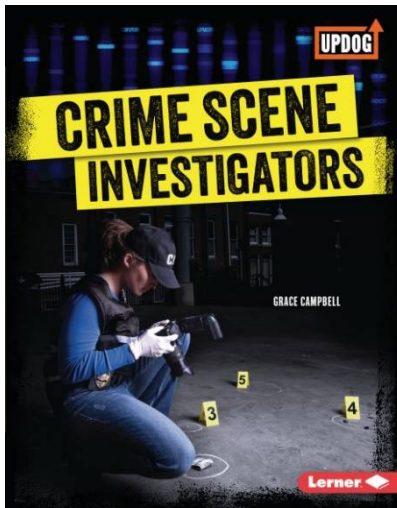
to contaminate – забруднювати



to photograph – фотографувати



to log – зареєструвати



investigator – слідчий



to investigate –
розслідувати

READING

👉 **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

Procedure for First Responders

You may sometimes be the first to respond to a crime scene, which is very important. The following are some basic procedures to follow.

Your first task is to secure the area, so search the location thoroughly to ensure there is no longer any danger. Look for any weapons, especially firearms. If there are victims or witnesses, make sure they are safe. You must verify that any injured person is properly cared for. Call for emergency medical response if necessary.



are not required to do this, but it may help the investigation. So if you take pictures, be thorough, and include weapons or evidence of injuries. These photographs will be essential during the investigation. Be sure to log your observations and other findings in the evidence logbook.

When investigators arrive, relay what you know. Share the evidence and any photographs with the investigators.

Next, rope off the crime scene. It is imperative to preserve the evidence. People in the area may want to enter the crime scene because they want to know what happened. So you must be firm, and make sure no one contaminates the scene. The forensics team should arrive promptly to investigate.

At this point it is safe to photograph the evidence. You



Answer the following questions below:

1. What is the first task when responding to a crime scene ?
2. What should do if there are injured people at the crime scene?
3. Why is it important to rope off the crime scene?
4. What kind of evidence should you photograph?
5. Who should you share the evidence and photographs with?
- 6.

1. On the basis of the text above match sentences as true (T) or false (F).

1. The first step at a crime scene is to photograph the evidence.
2. It is important to ensure the safety of victims and witnesses.
3. You should allow anyone who wants to enter the crime scene to do so.
4. Photographing the evidence is necessary.
5. Securing the area is an unimportant part of responding to a crime scene.
6. You should keep any information about the crime scene to yourself.
7. The forensics team is responsible for photographing the evidence.

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

1. The place where a crime happened.
2. To make a place safe and protected.
3. To look carefully for something.
4. To block an area with a rope to keep people out.
5. To keep something safe and in its original condition.
6. Things that can be used to prove something.
7. Makes something dirty especially by touching it.
8. To look into something carefully to find out the truth.

3. Fill in the blanks with the correct words or phrases from the word bank.

to search, contaminate, crime scene, to log, evidence, to investigate, to preserve, to verify, rope off

1. The police arrived at the _____.
2. They began _____ for clues.
3. The detective tried _____ the suspect's alibi.
4. They _____ the area.
5. It is important _____ the evidence.
6. Do not _____ the crime scene.
7. The police collected _____ from the scene.
8. They _____ all the evidence.
9. The detectives need _____ the case.

GRAMMAR

PRESENT PERFECT

We use Present Perfect :

- **For actions which happened at an unstated time in past.**

The police officer has found evidence.

- ***For actions which started in the past and are still continuing in the present.***

He has been an investigator since 1995.

- ***For actions which have recently finished and their results are visible in the present.***

They have roped off the crime scene.

Time expressions : for , since, already, just, ever, how long, yet , recently, always, never.

Affirmative

I / you / we / they / + **have** + **Verb (ed / III)**

He / she / it + **has** + **Verb (ed / III)**

Negative

I / you / we / they / + **haven't** + **Verb (ed / III)**

He / she / it + **hasn't** + **Verb (ed / III)**

Interrogative

Have + I / you / we / they / + **Verb (ed / III) ?**

Has + He / she / it + **Verb (ed / III) ?**

Task 1 . Put the verbs in brackets into the Prese

1. The police _____ (already / rope off) the crime scene.
2. _____ detectives _____ (search) the area for clues?
3. He _____ (verify) the witness statements.
4. The team _____ (preserve) all the evidence carefully.
5. Fortunately, no one _____ (contaminate) the crime scene.
6. They _____ (not / log) every piece of evidence.
7. The investigators _____ (investigate) the case thoroughly.
8. _____ the police _____ (collect) all the evidence?

Task 2 . Make sentences using the prompts below as in the example.

1. read / a newspaper / yesterday;
I haven't read a newspaper since yesterday.
1. have / a break / this morning;
2. travel / abroad / last summer;
3. watch / TV / last night;
4. buy / a present / December;
5. write / a letter / Christmas;
6. eat / dinner / at a restaurant/ last month.

Task 3. Match two parts

- | | |
|-------------------------|-------------------------------|
| 1. Jarry hasn't typed | a visited Japan? |
| 2. She has always | b talked to them |
| 3. Have you ever | c the letter yet |
| 4. We've already | d to New York twice this year |
| 5. How long have you | e known them? |
| 6. Tim has already been | f wanted to be a singer |

Task 4. Put the verbs in brackets into the correct form of the Present Perfect.

- A: Have you ever given an interview?
B: No, I _____ (never / do) that.
- A: What time does the bus leave?
B: The bus _____ (just / leave) !
- A: Is the new café good?
B: I _____ (not / eat) there yet.
- A: Shall I do the shopping now?
B: No, I _____ (already / do) it.
- A: Would you like to have lunch with me?
B: No, thanks. I _____ (already / yet) .

UNIT 17

INTERNATIONAL POLICE AGENCIES

LEAD-IN



Answer the following questions about the topic:

1. How do you think crime affects people in different countries today?
2. Have you ever heard about international police organizations like Interpol or Europol?
3. Why is it important for countries to work together to fight crime?
4. What types of crimes do you think are most common in your country?
5. Do you believe that training police officers is essential for fighting crime effectively?
6. How can technology help police forces solve crimes more quickly?
7. In your opinion, what challenges do international police organizations face?
8. Have you seen any news stories about international crime that surprised you?
9. How do you feel about the idea of sharing information between countries to catch criminals?
10. What role do you think education plays in improving law enforcement worldwide?

PRONUNCIATION

Check your pronunciation:

[ðə 'dʒenərəl ə'sembli], [ðə ɪg'zekjʊtɪv kə'miti],
[ɪmplɪmen'teɪʃən əv dɪ'sɪʒənz], ['hed,kwɔrtəz],
[ə 'deɪtə,beɪs], [ɪn'telɪdʒəns], ['fju:dʒɪtɪv], [krɒs
'bɔrdər kraɪm], [trænz'næʃənəl kraɪm],
[sɪ'kjʊrɪti], ['bɔrdər], ['kɒntrəvɜrsi], ['gloʊbəl
sɪ'kjʊrɪti], [dʒɔɪnt ɪn'vestri'geɪʃən ti:m],
[mɪs'ju:zd], [nju:'træliɪti], [pə'li:s 'treɪnɪŋ], [red
'nɒʊtɪs], [rɪ'wɔrd], ['ti:mwɜrk], [tu: fə'sɪlɪteɪt]

KEY WORDS

Try to remember the words and word combinations below:



The General Assembly –
Генеральна Асамблея



The Executive Committee –
виконавчий комітет



Implementation of decisions –
– виконання рішень



Headquarters –
штаб-квартира



a database – база даних



intelligence –
інформація, розвідка



fugitive – утікач



transnational crime –
транснаціональна
злочинність



cross-border crime –
транскордонна злочинність



security – безпека



controversy –
суперечка, розбіжності



Global Security – глобальна
безпека



**Joint Investigation Team
(JIT) –** спільна слідча група



misused – неправильно
використаний



neutrality – нейтралітет



Red notice – червоне
повідомлення



reward – винагорода



to facilitate – сприяти

READING

☞ **Read the text paying attention to the key words and word combinations. Make up your own sentences using the active vocabulary.**

TEXT 1



In today's world, crime doesn't stop at national borders. Criminals work across different countries, making it difficult for individual police forces to catch them. That's why international police organizations exist – to help countries work together to fight crime. Three important organizations in this field are Interpol, Europol, and CEPOL. Each has a different role, but they all share the same goal: making the world safer.

Interpol, short for the International Criminal Police Organization, was founded in 1923. It is the world's largest police organization, with 195 member countries. However, Interpol does not have its police officers. Instead, it helps police forces from different countries share information and coordinate their investigations.

Interpol has an extensive database where police officers can check fingerprints, stolen passports, and other important information. One of its best-known tools is the Red Notice. This is not an international arrest warrant, as many believe, but a request for countries to locate and arrest a wanted person.

Because Interpol works with many different countries, it must remain neutral. This means it is not involved in political, military, religious, or racial matters. However, sometimes, countries try to misuse Interpol's systems for political reasons, which has caused some controversy.

Europol, or the European Union Agency for Law Enforcement Cooperation, was created in 1999. Unlike Interpol, Europol focuses only on the European Union (EU). It helps EU countries work together to stop crimes such as drug trafficking, terrorism, cybercrime, and human trafficking.



Europol's headquarters is in The Hague, Netherlands. It does not have police officers but supports investigations by sharing intelligence and analyzing criminal activities. One of Europol's most effective tools is the Joint Investigation Team (JIT), where officers from different countries work together on a case. This teamwork helps solve crimes more quickly and efficiently.



Europol also has a special unit for fighting cybercrime called the European Cybercrime Centre (EC3). Cybercriminals use technology to commit fraud, hack into systems, and steal money, so Europol must constantly develop new strategies to stay ahead of them.

CEPOL, or the European Union Agency for Law Enforcement Training, was established in 2000. While Interpol and Europol focus on operations and intelligence, CEPOL specializes in education. It provides training courses, workshops, and online learning for police officers across the EU.

CEPOL's training programs cover counterterrorism, financial crime, and international cooperation. It also encourages police officers from different countries to share their experiences and best practices. One of its modern training tools is virtual reality (VR), which helps officers practice real-life scenarios in a safe and controlled environment.

Although Interpol, Europol, and CEPOL have different responsibilities, they often collaborate. For example, Interpol may provide global intelligence on a criminal group, Europol may coordinate investigations within Europe, and CEPOL may train officers to handle such cases effectively. This teamwork strengthens international security and ensures police forces are well-prepared to tackle modern challenges.

Crime constantly evolves, and international police organizations must adapt to new threats. Cybercrime, terrorism, and organized crime continue to be significant problems. These organizations invest in artificial intelligence, blockchain technology, and stronger international partnerships to stay ahead.

Despite the challenges, the work of Interpol, Europol, and CEPOL proves that cooperation is key to global security. Countries can track criminals, prevent crimes, and make the world safer by working together.

1. On the basis of the text above match sentences as true (T) or false (F).

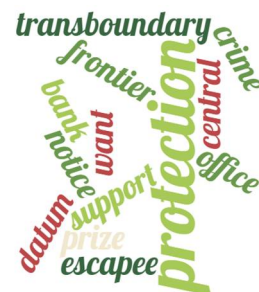
1. Interpol has its own police officers to enforce the law.
2. Europol focuses on helping countries within the European Union.
3. CEPOL is responsible for conducting criminal investigations.
4. Interpol's Red Notice is an international arrest warrant.
5. Europol has a unit specifically for addressing cybercrime.
6. The three organizations often work independently without collaboration.
7. International police organizations are adapting to new types of crime.

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

1. used in a way that is wrong or not intended, often leading to negative consequences.
2. illegal activities that occur across different countries' borders.
3. a request to locate and provisionally arrest a person pending extradition, issued by international police.
4. the cooperative effort of a group working together to achieve a common goal.
5. a person who is running away from law enforcement or hiding to avoid being caught.
6. a disagreement or argument about something important that involves strong feelings.
7. measures taken to protect people, property, or information from harm or danger.
8. a structured collection of information that can be easily accessed, managed, and updated.
9. the main office or center of operations for an organization or company.
10. the state of not supporting either side in a conflict or dispute.
11. the line that separates two areas, especially countries or regions.
12. to make a process easier or help it happen more smoothly.

3. In Text 1 find synonyms to the words given below.

central office, data bank, information, escapee, transboundary crime, protection, frontier, disagreement, worldwide protection, mismanaged, impartiality, wanted notice, prize, collaboration, to support



4. Read and translate the dialogue between Sarah and John about the British police system.

Collaboration and Controversy at The General Assembly

Sam: Did you hear about the meeting at The General Assembly?

Lisa: Yes, they are discussing how to improve global security. It's very important.

Sam: I know! The Executive Committee says we need to implement the decisions well now.

Lisa: Right. They want to improve resources at the Headquarters, too. It's needed!

Sam: What about the database for tracking fugitives? That will help with cross-border crime, right?

Lisa: Definitely. It is important for fighting transnational crime. Sharing intelligence is very important.

Sam: True. But there is some controversy about it. Some people think privacy might be misused.

Lisa: Yes, but keeping neutrality while ensuring security is hard.

Sam: Also, they are working on police training programs. That should help teams work together better.

Lisa: For sure! A strong Joint Investigation Team can really facilitate catching criminals.

Sam: And don't forget red notices. They are helpful for international teamwork. **Lisa:** Yes, and they can reward someone who knows something. Teamwork is key here.

Sam: Exactly. If everyone helps each other, we can solve these problems better.

Answer the following questions based on the dialogue.

1. What is the main topic of discussion at The General Assembly meeting?
2. Why is the Executive Committee focused on implementing decisions well?
3. How can a database for tracking fugitives help with cross-border crime?
4. What are the potential privacy concerns mentioned in the dialogue?
5. How do police training programs contribute to global security?
6. What role do red notices play in international teamwork?

Decide if the following statements are true (T) or false (F). Correct the false statements.

1. The author believes that improving global security is unimportant.
2. The Executive Committee wants to implement decisions effectively.
3. There is no discussion about police training programs in the meeting.
4. The author mentions that sharing intelligence is crucial for fighting crime.
5. Some people are concerned that privacy may be compromised.
6. Red notices are not considered useful for international cooperation.
7. The author thinks teamwork is essential for solving security issues.



Create a table listing the pros and cons of sharing intelligence across borders, as discussed in the dialogue. Consider both the benefits (e.g., fighting crime) and the drawbacks (e.g., privacy concerns).

WRITING

Imagine you are a journalist reporting on the meeting at The General Assembly. Write a news article summarizing the discussion and highlighting the main controversies and solutions proposed.

Design a poster advocating for international teamwork in fighting transnational crime. Include slogans, images, and key points from the dialogue to make your poster persuasive and informative.

EXTRA TASK

Group Activity.

In small groups, discuss the following question: «*How can international organizations like The General Assembly encourage collaboration among countries while respecting cultural and political differences?*» Share your group's ideas with the class.



Past Perfect Tense

The Past Perfect tense is used to express an action that was completed before another action took place in the past. It is formed with **had + past participle**. For example:

– **Example:** *The detective had solved the case before the suspect was apprehended.*

Past Perfect helps to clarify the order of past events, especially when reporting incidents or describing sequences in law enforcement narratives.

Subject	Auxiliary Verb	Main Verb (Past Participle)	Complement
I	had	enforced	the law
You	had	investigated	a crime
He/She/It	had	arrested	suspects
We	had	interrogated	witnesses
They	had	prosecuted	criminals

Example: «By the time the trial started, the detective **had investigated** all the leads».

1. Fill in the blanks with the correct form of the verb.

1. By the time the officers arrived, the suspect _____ (escape) from the building.
2. The detective _____ (interview) all the witnesses before he wrote his report.
3. They _____ (finish) the investigation before the trial began.
4. The prosecutor _____ (gather) all the necessary evidence prior to the hearing.
5. She _____ (not, receive) the crucial documents until after the briefing had started.

2. Choose the Correct Sentence.

1. a) The detectives had collected the evidence before the crime scene was contaminated. b) The detectives had collect the evidence before the crime scene was contaminated.
2. a) The lawyer had prepared the case files before the meeting started. b) The lawyer prepared the case files before the meeting had started.
3. a) By midnight, the team had apprehended the suspect. b) By midnight, the team apprehended the suspect had.
4. a) The officer had already finished his report when the supervisor arrived. b) The officer already finished his report when the supervisor had arrived.
5. a) Before the press conference, the chief had announced the new policy. b) Before the press conference, the chief announced the new policy had.

3. Rewrite each pair of simple past sentences as a single sentence using the Past Perfect to show the correct sequence of events.

1. The suspect left the scene. The detective arrived.
2. The witness gave his testimony. The case was closed.
3. The officer completed his shift. The briefing started.
4. The forensic team collected evidence. The crime scene was secured.
5. The lawyer reviewed the files. The trial began.

4. Find mistakes in the sentences and correct them.

1. By the time the suspect arrived, the detective had already finish his investigation.
2. The officers had not been prepared when the situation escalated quickly.
3. The judge had deliver the verdict before all evidence were reviewed.
4. The team had secure the area before the criminal had escape.
5. She had not received the updated files until the briefing had started.

5. Translate the following sentences into English.

1. Досвідчений суддя виніс вирок до того, як зібрали всі докази.
2. Поліція вже затримала підозрюваного, коли почалася розслідування.
3. Адвокат переглянув справу, перш ніж суд розпочав засідання.
4. Ретельні слідчі дії були завершені до того, як з'явилися свідки.
5. Фахівці з криміналістики закінчили аналіз, перш ніж був складений звіт.

Future Perfect Tense

E-Grammar



The Future Perfect tense is used to express that an action will be completed before a specific moment in the future. It is formed using **will have + [past participle]** of the main verb.

Examples:

- By next year, the detective **will have solved** many cases.
- By the time the trial begins, the prosecutor **will have prepared** all the evidence.
- In the Future Perfect, we use the modal «**will have**» plus the **past participle** of the main verb. This tense is used to describe an action that will be completed before a specific time in the future.

Subject	Auxiliary Verb	Main Verb (Past Participle)	Complement
I	will have	enforced	the law
You	will have	investigated	a crime
He/She/It	will have	arrested	suspects
We	will have	interrogated	witnesses
They	will have	prosecuted	criminals

Example: «By next year, the department **will have prosecuted** several major cases».

6. Fill in the Blanks.

- By tomorrow, the police officer _____ (arrive) at the crime scene.
1. By next week, the detective _____ (complete) the investigation.
 2. By the end of the day, the lawyers _____ (gather) all the necessary documents.
 3. By the time the suspect is brought in, the team _____ (secure) the area.
 4. By 2025, the department _____ (upgrade) all its equipment.

7. Choose the Correct Sentence.

1. a) By the time the trial starts, the judge **will have finished** reviewing the case files.
b) By the time the trial starts, the judge **will finished** reviewing the case files.
2. a) The investigators **will have collected** enough evidence before the crime report is filed.
b) The investigators **will collected** enough evidence before the crime report is filed.
3. a) By next month, the security team **will have improved** their surveillance systems.
b) By next month, the security team **will improved** their surveillance systems.

4. a) The prosecutor **will have prepared** the closing statement by the end of the trial.

b) The prosecutor **will prepared** the closing statement by the end of the trial.

5. a) By the time the new law takes effect, the officials **will have informed** the public.

b) By the time the new law takes effect, the officials **will informed** the public.

8. Rewrite each sentence using the Future Perfect tense.

1. The detective finishes the case. *Model:* By the time the report is due, the detective **will have finished** the case.

2. The officers complete the investigation.

3. The lawyer gathers all the documents.

4. The witness gives their testimony.

5. The department upgrades its technology.

9. Find mistakes in the sentences and correct them.

1. The detective will have finish the case by the end of the week.

2. By tomorrow, the security team will have improve their systems.

3. The lawyer will has finish reviewing the case files by the end of the day.

4. By the time the jury is selected, the court will have compile all necessary documents.

5. The forensic team will have complete their investigation before the report is submitted.

6. By next month, the detective will have interview all potential witnesses.

7. The security guard will have check all the premises before leaving.

8. By the end of the shift, the officer will have secure the building.

9. The detectives will have gather all clues before the suspect's trial.

10. By tomorrow, the legal team will have finish drafting the new policy.

10. Translate the following Ukrainian sentences into English.

До кінця тижня детективи розкриють справу. 2. До початку судового засідання суддя перегляне всі документи. 3. До завершення дня команда забезпечить безпеку місця події. 4. До 2030 року відділ поліції впровадить нові технології. 5. До початку суду свідок дасть детальну заяву.

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