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ПРАКТИКУМ
З ІНОЗЕМНОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Суми 2025

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С 17 «Практикум з іноземної мови професійного спрямування» для здобувачів вищої освіти спеціальності 081 Право (поліцейські) та 262 Правоохоронна діяльність (поліцейські): навчальний посібник. Суми : Ельдорадо, 2025. 122 с.

Практикум з іноземної мови професійного спрямування призначений для здобувачів вищої освіти спеціальності 081 Право (поліцейські) та 262 Правоохоронна діяльність (поліцейські), які вивчають іноземну мову як засіб професійної комунікації. Посібник орієнтований на розвиток лексичних, граматичних та комунікативних компетентностей, необхідних для професійної діяльності в умовах міжнародного співробітництва.

Практикум містить лексичні та граматичні завдання з тем «Asking for and giving directions»; «Traffic control»; «Equipment of police officers»; «Assault. Body injuries. Providing first aid»; «Describing appearance», передбаченими освітньо-професійною та робочою програмою.

Посібник може бути використаний як для аудиторної роботи під керівництвом викладача, так і для самостійного навчання. Він відповідає сучасним освітнім стандартам і враховує принципи компетентнісного підходу у викладанні іноземних мов.

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Передмова

В умовах сучасного світу, де міжнародна співпраця стає основою успішного функціонування багатьох сфер, включаючи правоохоронну діяльність, знання англійської мови є ключовим інструментом професійної комунікації. Цей підручник створений з метою забезпечити майбутніх працівників правоохоронних органів необхідними знаннями та навичками для ефективного спілкування англійською мовою в професійному середовищі.

Практикум розроблений з урахуванням специфіки роботи правоохоронців, враховуючи ситуації, з якими вони можуть стикатися у повсякденній роботі. Посібник розкриває зміст 5 тем: «Asking for and giving directions»; «Traffic control»; «Equipment of police officers»; «Assault. Body injuries. Providing first aid»; «Describing appearance». Кожна тема містить активний тематичний вокабуляр, граматичний теоретичний матеріал та практичну частину із завданнями на відпрацювання лексичних одиниць та граматики з теми.

Різноманітність та варіативність завдань сприятимуть реалізації диференційованого та індивідуального підходів до навчання. Фахові тексти та система вправ допоможуть майбутнім правоохоронцям оволодіти відповідною термінологічною лексикою, підготують їх до спілкування іноземною мовою у професійному середовищі.

ASKING FOR AND GIVING DIRECTIONS



TOPICAL VOCABULARY

GIVING DIRECTIONS

EXPLANATION



1. If you **go past** or you **pass** a building, traffic light, etc., you reach that point and continue going further.

- *Go past* the supermarket and keep driving straight.



2. If you **go along** a street, you follow that street in a certain direction.

- *Go along* Main Street for two blocks.



3. If you **go up/down** a street, you move in one direction (up) or the other direction (down) on a street.

- *Go down* Elm Street until you see the park.



4. If you **go straight on/ahead**, you keep moving forward without turning. You can also say **go straight along** + name of a street or road.

- *Go straight* on until you reach the traffic lights.
- *Go straight along* Winston Street for a few blocks, and you will see the park on your left.



5. If you **stay on** a street/road, you continue following the same street/road without turning off it.

- *Stay on* Pine Road until you get to the roundabout.

6. If you **go through** a tunnel, you travel into and come out of the other side of the tunnel.

- *Go through the tunnel and continue straight.*



7. If you **go for two/three/etc. blocks**, you continue traveling for the specified number of city blocks.

- *Go for three blocks and then turn right.*

8. If you **walk/drive across** a bridge, you travel over the bridge from one side to the other.

- *Walk across the bridge and turn left at the end.*



9. If you **turn left**, you change direction to your left.

- *Turn left at the next intersection.*



10. If you **turn right**, you change direction to your right.

- *Turn right after the gas station.*



11. If you **take the first/second/etc. right/left**, you make a turn at the first, second, or specified street on your right or left.

- *Take the second right after the bank.*

12. If you **go to the end of the street**, you continue traveling until the street finishes, or you can't go further on that street.

- *Go to the end of the street and you will see the library on your right.*



13. If you **stay on** a street or go up/down a street, etc. **until you get to/come to/reach** [location], you keep following the street until you reach the specified location.

- *Stay on this street until you get to the hospital.*

14. If you **merge onto** a road or the highway/motorway, you join the flow of traffic on the highway from an entrance ramp.

- *Merge onto the highway and stay in the right lane.*



15. If you **exit** a road or the highway/motorway **at** [exit number], you leave the road or highway by taking the specified exit ramp.

- *Exit the highway at Exit 5 and turn left at the stop sign.*

16. If you **turn around**, you change direction to face the opposite way from where you were going.

- We've missed the exit. We need to *turn around*.



EXTRA

How to Ask for and Give Directions in English. Useful Phrases

1. Asking for directions

- Could you tell me how to get to...?
- How do I find...?
- Pardon me, I'm lost, how do I get to...?
- Which is the best way to...?
- Could you direct me to...?
- How do I get to...?
- What's the best way to...?
- Where is...?
- Excuse me, How can I go to...?
- Can you tell me the way to...?
- Excuse me, could you tell me how to get to the bus station
- Excuse me, do you know where the post office?
- Are you from around here?
- I'm looking for this address.
- Are we on the right road for...?
- Is this the right way for...
- Do you have a map?
- Can you show me on the map?

2. Giving directions

- The easiest way is to...
- The quickest way is to...
- The best way is to...
- Turn back/ Go back
- Turn left/ right (into...-street/at the end of...)
- Go along...
- Cross...

- Take the first/ second road on the left/right
- It's on the left/right.
- Go up/down
- It's about 50 meters from here
- It's on you right/left
- It's in the middle of the block
- It's on the corner
- It's next to/ across/ between/ in front of...
- Drive to... street and turn left/right
- Go straight ahead...
- It's this way/that way
- You're going the wrong way
- You're going the wrong direction
- Take this road
- Go down there
- Take the first on the left
- Take the second on the right
- Turn right at the crossroads
- Continue straight ahead for about a mile
- Continue past the fire station
- You'll pass a supermarket on your left
- It'll be on your left/right
- It'll be straight ahead of you

3. How far is it?

- Is it far (From here)?
- Is it a long way?
- How far is it to the airport?
- It's not far (From here).
- It's just around the corner.
- It's quite close.
- It's quite a long way.

- It takes a while.
- It's a long way on foot.
- It's a long way to walk.
- It's about a five-minute walk.
- It's about a ten-minute walk.
- It's about a twenty-minute bus ride.
- It's about a mile from here.

4. If you can't help

- I'm sorry, I don't know.
- Sorry, I'm not from around here.
- I'm afraid I can't help you.
- You could ask the bus driver.

5. Useful phrases: Offer warnings

- Stay in the right lane
- It's a very busy road.
- It's a big hill (if they are walking or on a bike)
- There might be construction.
- If you pass the...you went too far.
- There's no parking.

6. Useful phrases: Offer another solution

- You could ask the bus driver.
- Ask the front desk clerk.
- Follow me. I'll show you the way.
- Do you want me to draw you a map?

Traffic signs

Signs giving orders

Signs with red circles are mostly prohibitive.
Plates below signs qualify their message.



Note: Although *The Highway Code* shows many of the signs commonly in use, a comprehensive explanation of our signing system is given in the Department's booklet *Know Your Traffic Signs*, which is on sale at booksellers. The booklet also illustrates and explains the vast majority of signs the road user is likely to encounter. The signs illustrated in *The Highway Code* are not all drawn to the same scale. In Wales, bilingual versions of some signs are used including Welsh and English versions of place names. Some older designs of signs may still be seen on the roads.



No vehicles over maximum gross weight shown (in tonnes)



Parking restricted to permit holders



No stopping during period indicated except for buses



No stopping during times shown except for as long as necessary to set down or pick up passengers



No waiting



No stopping (Clearway)

Signs with blue circles but no red border mostly give positive instruction.



Ahead only



Turn left ahead (right if symbol reversed)



Turn left (right if symbol reversed)



Keep left (right if symbol reversed)



Vehicles may pass either side to reach same destination



Mini-roundabout (roundabout circulation - give way to vehicles from the immediate right)



Route to be used by pedal cycles only



Segregated pedal cycle and pedestrian route



Minimum speed



End of minimum speed



Buses and cycles only



Trams only



Pedestrian crossing point over tramway



One-way traffic (note: compare circular 'Ahead only' sign)



With-flow bus and cycle lane



Contra-flow bus lane



With-flow pedal cycle lane

Warning signs

Mostly triangular



Distance to 'STOP' line ahead



Dual carriageway ends



Road narrows on right (left if symbol reversed)



Road narrows on both sides



Distance to 'Give Way' line ahead



Crossroads



Junction on bend ahead



T-junction with priority over vehicles from the right



Staggered junction



Traffic merging from left ahead

The priority through route is indicated by the broader line.



Double bend first to left (symbol may be reversed)



Bend to right (or left if symbol reversed)



Roundabout



Uneven road



Plate below some signs



Two-way traffic crosses one-way road



Two-way traffic straight ahead



Opening or swing bridge ahead



Low-flying aircraft or sudden aircraft noise



Falling or fallen rocks



Traffic signals not in use



Traffic signals



Slippery road



Steep hill downwards



Steep hill upwards

Gradients may be shown as a ratio i.e. 20% = 1:5



Tunnel ahead



Trams crossing ahead



Level crossing with barrier or gate ahead

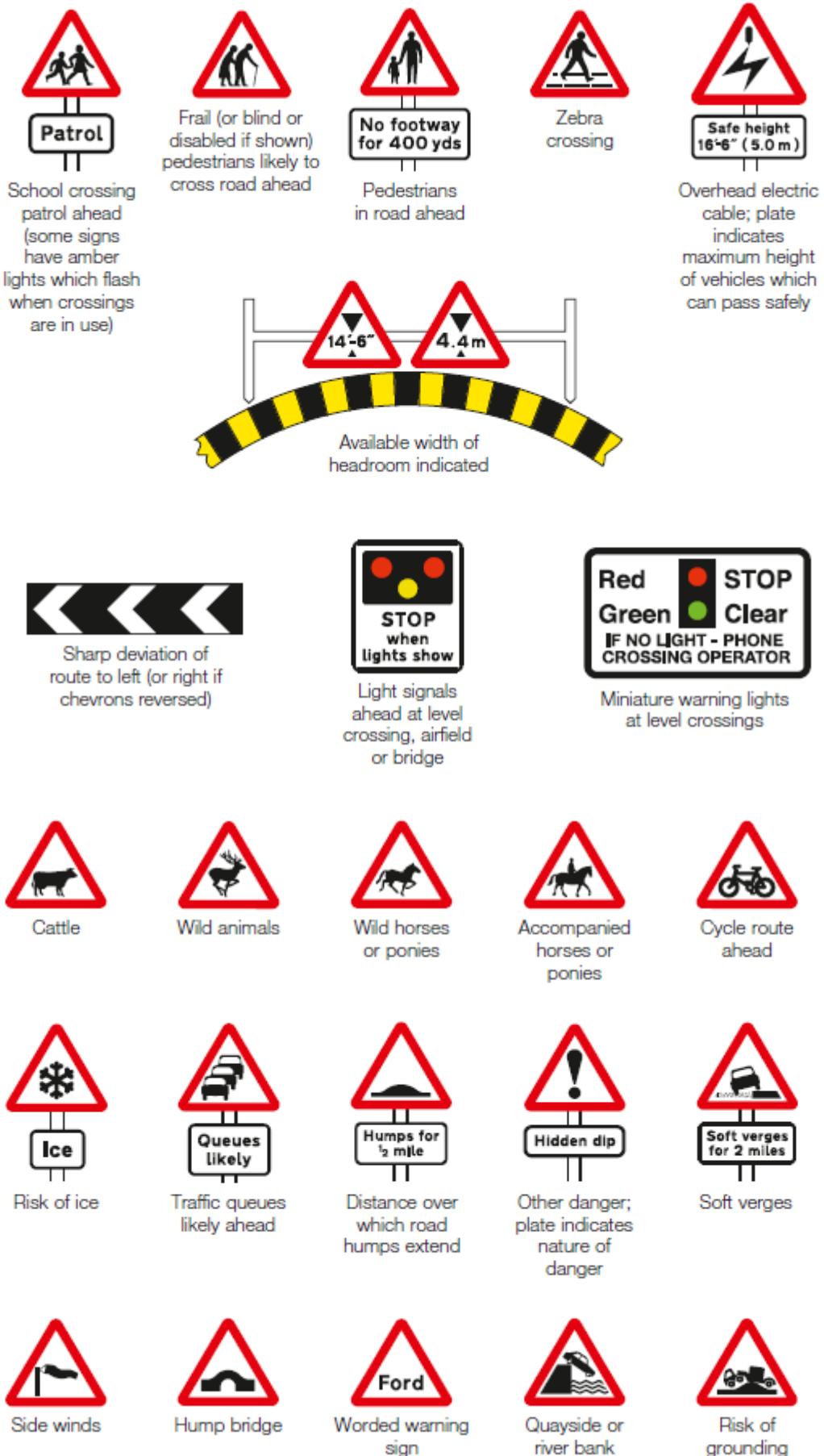


Level crossing without barrier or gate ahead



Level crossing without barrier

Warning signs - continued



Direction signs

Mostly rectangular

Signs on motorways - blue backgrounds



At a junction leading directly into a motorway (junction number may be shown on a black background)



On approaches to junctions (junction number on black background)



Route confirmatory sign after junction

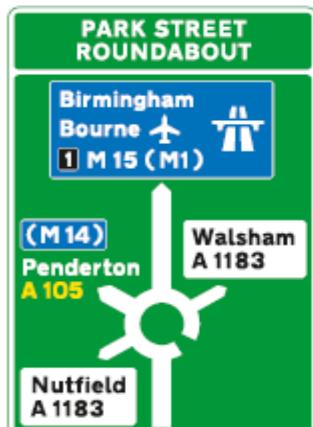


Downward pointing arrows mean 'Get in lane'
The left-hand lane leads to a different destination from the other lanes.



The panel with the inclined arrow indicates the destinations which can be reached by leaving the motorway at the next junction

Signs on primary routes - green backgrounds



On approaches to junctions



At the junction



Route confirmatory sign after junction



On approaches to junctions



On approach to a junction in Wales (bilingual)

Blue panels indicate that the motorway starts at the junction ahead.
Motorways shown in brackets can also be reached along the route indicated.
White panels indicate local or non-primary routes leading from the junction ahead.

Brown panels show the route to tourist attractions.

The name of the junction may be shown at the top of the sign.

The aircraft symbol indicates the route to an airport.

A symbol may be included to warn of a hazard or restriction along that route.

Green background signs - continued



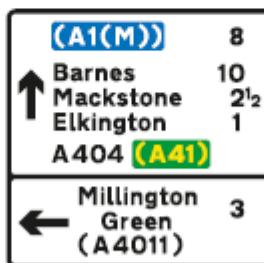
Primary route forming part of a ring road



Signs on non-primary and local routes - black borders



On approaches to junctions



At the junction



Direction to toilets with access for the disabled

Green panels indicate that the primary route starts at the junction ahead.
Route numbers on a blue background show the direction to a motorway.
Route numbers on a green background show the direction to a primary route.

Other direction signs



Picnic site



Ancient monument in the care of English Heritage



Direction to a car park



Tourist attraction



Direction to camping and caravan site



Advisory route for lorries



Route for pedal cycles forming part of a network



Recommended route for pedal cycles to place shown



Route for pedestrians



Symbols showing emergency diversion route for motorway and other main road traffic



Diversion route

Information signs

All rectangular



Entrance to controlled parking zone



Entrance to congestion charging zone



End of controlled parking zone



Advance warning of restriction or prohibition ahead



Parking place for solo motorcycles



With-flow bus lane ahead which pedal cycles and taxis may also use



Lane designated for use by high occupancy vehicles (HOV) - see rule 142



Vehicles permitted to use an HOV lane ahead



End of motorway



Start of motorway and point from which motorway regulations apply



Appropriate traffic lanes at junction ahead



Traffic on the main carriageway coming from right has priority over joining traffic



Additional traffic joining from left ahead. Traffic on main carriageway has priority over joining traffic from right hand lane of slip road



Traffic in right hand lane of slip road joining the main carriageway has priority over left hand lane



'Countdown' markers at exit from motorway (each bar represents 100 yards to the exit). Green-backed markers may be used on primary routes and white-backed markers with black bars on other routes. At approaches to concealed level crossings white-backed markers with red bars may be used. Although these will be erected at equal distances the bars do not represent 100 yard intervals.



Motorway service area sign showing the operator's name

Information signs - continued



Traffic has priority over oncoming vehicles



Hospital ahead with Accident and Emergency facilities



Tourist information point



No through road for vehicles



Recommended route for pedal cycles



Home Zone



Area in which cameras are used to enforce traffic regulations



Bus lane on road at junction ahead

Road works signs



Road works



Loose chippings



Temporary hazard at road works



Temporary lane closure (the number and position of arrows and red bars may be varied according to lanes open and closed)



Slow-moving or stationary works vehicle blocking a traffic lane. Pass in the direction shown by the arrow.



3/4 mile ahead



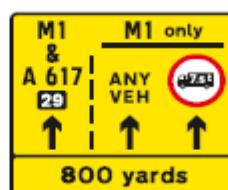
Road works 1 mile ahead



End of road works and any temporary restrictions including speed limits



Signs used on the back of slow-moving or stationary vehicles warning of a lane closed ahead by a works vehicle. There are no cones on the road.



Lane restrictions at road works ahead



One lane crossover at contraflow road works

GRAMMAR

PREPOSITIONS OF LOCATION

EXPLANATION



1. We use the preposition **at** to describe a point near a location; for example, someone can be at the traffic light, at the intersection, at the traffic sign, etc.

- *Turn left **at** the traffic sign to enter the parking lot.*



2. We use the preposition **near** to describe a location that is close to another place, but not necessarily next to it.

- *The pharmacy is **near** the train station.*



3. We use **across the street from** or **opposite** to describe a location on the other side of the street from another place.

- *The library is **across the street from** the park.*
- *The bank is **opposite** the supermarket.*



4. We use the preposition **between** to describe a location that is in the middle of two other places.

- *The cafe is **between** the bookstore **and** the supermarket.*



5. We use the preposition **next to** to describe a location that is immediately on the right or left of another place.

- *The bakery is **next to** the post office.*

6. We use the phrase **on the corner of** to describe the location of a building or structure that is situated at the intersection of two streets.

- *The pharmacy is **on the corner of** Main Street and 5th Avenue.*



AT/ON THE CORNER

7. We use the preposition **on + your/the right** to describe the location of something that is on your right side.

- *After you pass the bridge, the museum will be **on your right**.*



ON THE/YOUR RIGHT

8. We use the preposition **on + your/the left** to describe the location of something that is on your left side.

- *After you pass the bridge, the museum will be **on your right**.*



ON THE/YOUR LEFT

ON THE/YOUR RIGHT

PREPOSITIONS OF TIME

Some common prepositions of time include "in," "on," "at," "during," "before," "after," "since," and "until."

Usage:

"In" is used for general time periods, months, years, and longer durations.

- *"in the morning,"*
- *"in July,"*
- *"in 2022"*

"On" is used for specific days, dates, and weekdays.

- *"on Monday,"*

- *"on June 5th,"*
- *"on Christmas Day"*

"At" is used for precise points in time, specific hours, and times of the day.

- *"at 8 o'clock,"*
- *"at noon,"*
- *"at midnight"*

"During" is used to indicate a period or event within a specific time frame.

- *"during the summer,"*
- *"during the meeting"*

"Before" and **"after"** indicate the order of events or actions.

- *"before dinner,"*
- *"after the movie"*

"Since" is used to specify the starting point of a time period that continues until the present.

- *"since yesterday,"*
- *"since 2010"*

"Until" indicates the endpoint or duration until a certain time or event.

- *"until tomorrow,"*
- *"until the end of the week"*

PRACTICE

TASK 1. Choose the best option for each gap.

1. The bank is _____ the corner of Grey Avenue and Main Street.

- a. past
- b. on
- c. between
- d. along

2. Turn _____ at the traffic lights, then go straight along Wide Street.

- a. opposite
- b. past
- c. left
- d. along

3. The library is on New Street, _____ the park and the cinema.

- a. between
- b. along
- c. down
- d. up

4. Go _____ the tunnel, then turn right.

- a. over
- b. down
- c. up
- d. through

5. _____ on Old Street until you come to the hospital.

- a. Turn
- b. Take
- c. Stay
- d. Go

6. Walk _____ the bridge, then turn left.

- a. through
- b. at
- c. in
- d. across

7. Go straight _____ until you come to the roundabout.

- ahead
- through
- over
- across

8. The school is on the corner of Rose Avenue, _____ the Park.

- across
- through
- next to
- along

9. Walk _____ the library and the supermarket, until you come to Rose Avenue.

- between
- past
- through
- down

10. Go straight _____ Kent Road until you come to the cinema

- along
- across
- opposite
- on

TASK 2. Choose the best option to complete these sentences. You can use each option ONLY ONCE.

down / along / turn / blocks / at / end /

on / next to / take / across

1. Turn left ... the traffic lights.
2. Go to the ... of the street, then turn right.
3. Go past the library and ... the second left.
4. The swimming pool is on Bond Street, ... the street from the theatre.
5. They've opened a new restaurant on the High Street, ... to the bookshop.
6. The church is ... the corner of Main Street and Broad Street, next to the market.
7. Go straight ... Marsh Street until you come to the traffic lights.
8. ... left at the intersection, then go straight along Valley Road.

9. Go straight along Fifth Street for two or three ..., then turn left onto Wide Street.

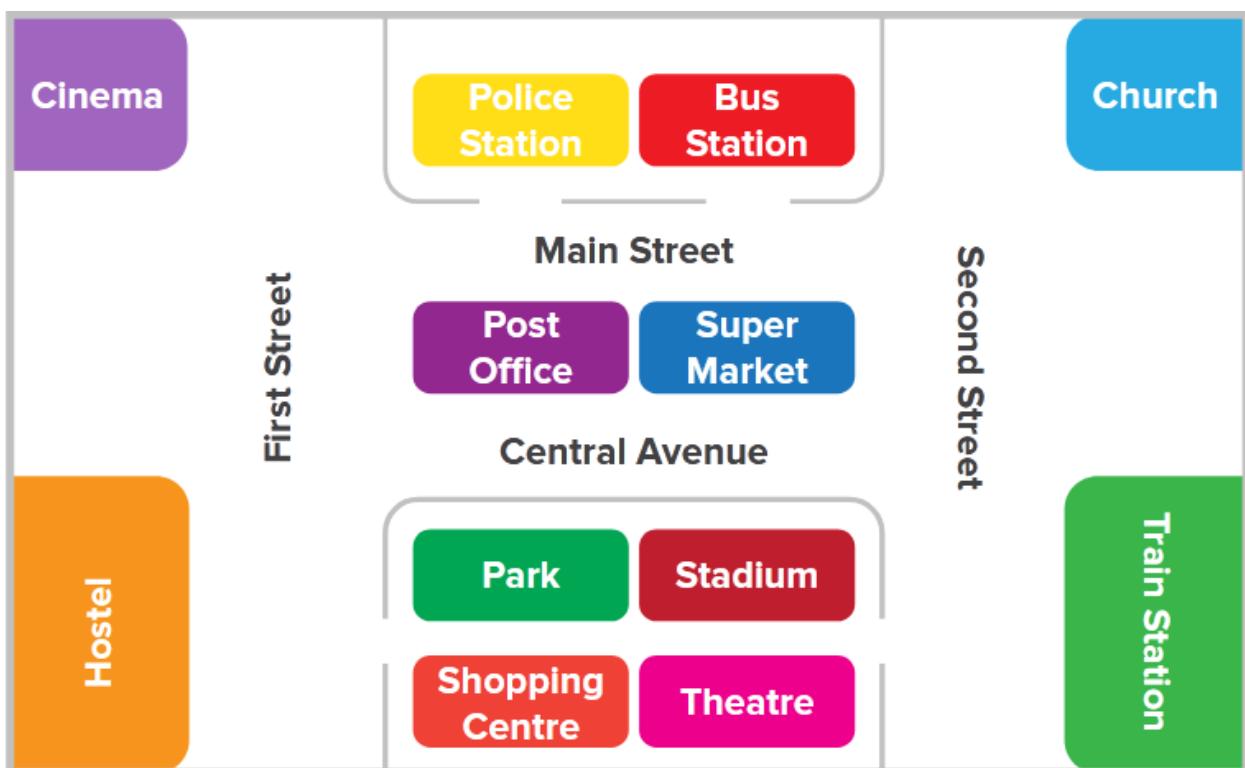
10. Walk ... First Street until you come to a car park at the end of the road.

TASK 3. Complete the sentences with the words from the box. Use each word ONLY ONCE.

across / between / left / opposite / past / stay / straight / take / through / turn

To get to the Belleview cinema, go 1 along Broad Street until you come to a tunnel. Go 2 the tunnel, then 3 left after you come out. After that, 4 the first right and 5 on this street until you come to a bridge. Go 6 the bridge and drive straight ahead until you come to the intersection. 7 Turn at the intersection onto New Street and keep going straight. Go 8 the shopping centre and the church and keep driving until you see a hotel on your left. The cinema is 9 the hotel, 10 the pharmacy and the bakery.

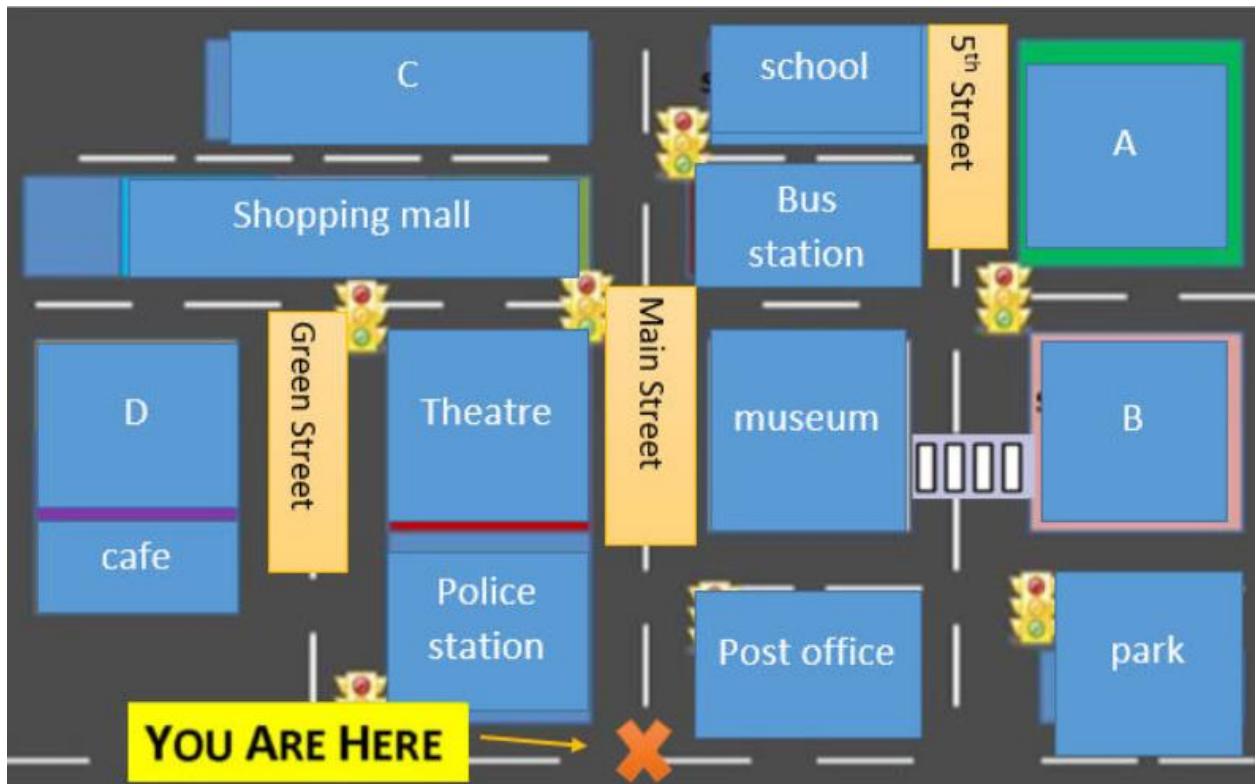
TASK 4. Fill in the gaps with matching prepositions.



Near / next to / far / Opposite/ across / on / between

1. The Police station is ... of the Post Office.
2. The Stadium is ... the Park.
3. The theatre is ... the Train Station.
4. The hostel is ... from the Church.
5. The cinema is ... First Street.
6. The shopping centre is ... from the Hostel.
7. The supermarket is ... the Bus Station and the Stadium.

TASK 5. Look at the map, read the directions and find the places on the map.



Example:

- What's the way to the hospital?
- Go straight two blocks, at the traffic lights turn right, go past the bus station. The hospital is on your right.
- The hospital is letter A

1) - Where do I find the cinema?

- Go along Main Street three blocks, the cinema is next to the shopping mall.

The cinema is letter __

2) - Do you know where the nearest library is?

- Go straight two blocks, at the traffic lights turn left, the library will be opposite the theatre.

The library is letter __

3) - Where do I find the bank?

- Go straight, at the traffic lights turn right, go past the museum, turn right on 5th Street, cross the road at the crosswalk.

The bank is letter __

TASK 6. Pair work

Student A



Ask your partner for directions to the following places (e.g. How do I get to...?) and mark the locations on the map.

1. the restaurant
2. the museum
3. the hospital
4. the pub
5. city hall
6. the book shop
7. the dentist's
8. the phone shop
9. the art gallery

Useful language:

Go straight... Turn left/right. Go past... Go across/ over... next to On the corner opposite/ across from



Student B



Ask your partner for directions to the following places (e.g. How do I get to...?) and mark the locations on the map.

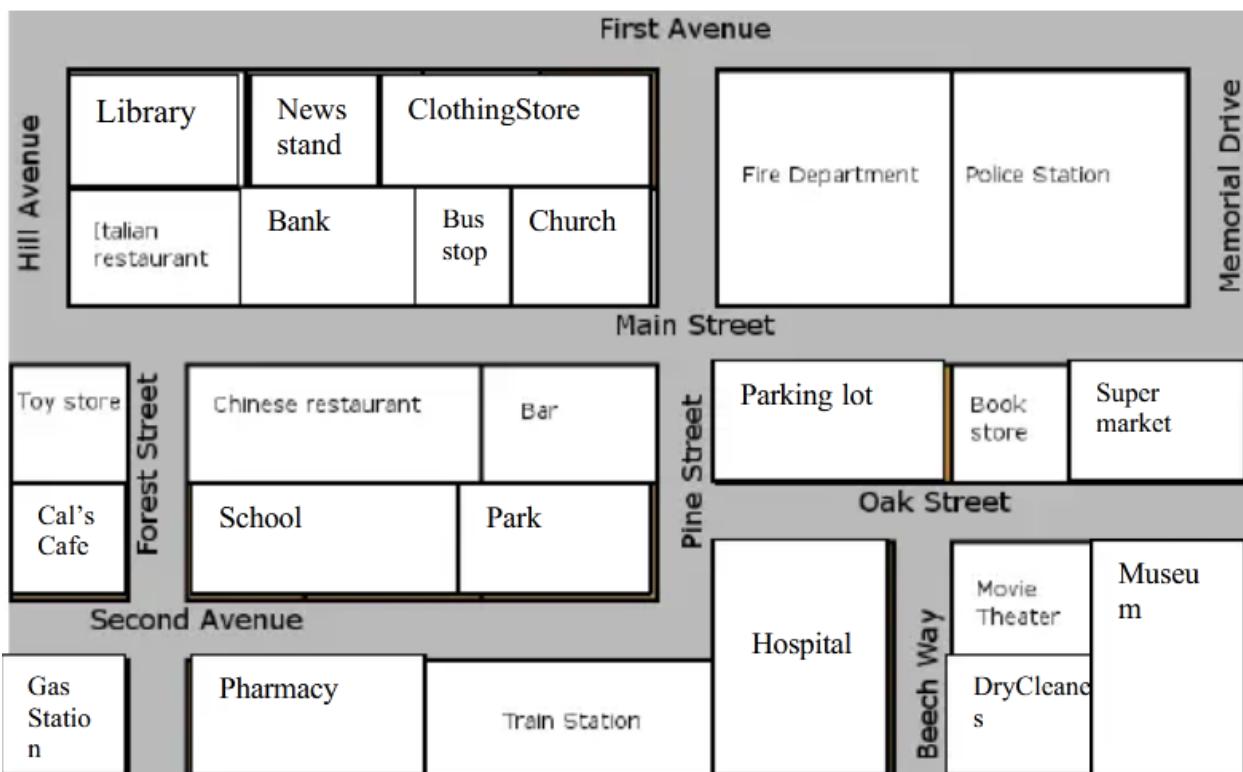
1. the bank
2. the supermarket
3. the library
4. the post office
5. the doctor's
6. the gym
7. the cafe
8. the hotel
9. the subway

Useful language:

Go straight... Turn left/right. Go past... Go across/ over... next to On the corner opposite/ across from



TASK 7. Say if the statements are true or false



- **YOU ARE HERE**

1. The school is next to the pharmacy.	true	false
2. The bar is on the corner of Main Stand Pine St.	true	false
3. The police station is next to the Fire Department.	true	false
4. The toy store is across from the Chinese Restaurant.	true	false
5. The pharmacy is between the train station and the hospital.	true	false
6. The hospital is across from the parking lot.	true	false
7. The news stand is between the library and the clothing store.	true	false
8. Cal's Café is on the corner of Hill Ave. and Main St.	true	false
9. The movie theatre (cinema) is next to the dry cleaners.	true	false
10. The gas station is across from Cal's café.	true	false

TASK 8. Read the dialogues

Tina: Hello, excuse me, do you speak English?

Alex: Hi, yes, a little bit. How can I help you?

Tina: I am not from here. I have to go to the post office. Is it far from here?

Alex: Yes. You should probably take the bus.

Tina: Oh, okay. Thank you. I have another question: Where is the bank?

Alex: I'm sorry. I have no idea.

Tina: No problem, thank you! Bye.

Alex: Goodbye.

Tina: Nice to meet you, Alex. I have to go now, bye!

Alex: Goodbye!

Tom: Good morning, sorry, I am a little lost. Can you help me please?

Lisa: Hello! Sure. Where would you like to go?

Tom: I am looking for the cinema.

Lisa: You have to go straight and then turn right. It is very near, you can walk there.

Tom: Thank you! Have a nice day.

Lisa: You're welcome. Bye.

TASK 9. Create your own dialogue with a partner. Include: polite greeting, where you want to go, how you can get there, saying goodbye.

TASK 10. Write the preposition of time for the following. If a preposition isn't used, put X.

1. _____ Monday	11. _____ noon	21. _____ the evening
2. _____ yesterday	12. _____ Christmas	22. _____ every day
3. _____ the morning	13. _____ the 12th century	23. _____ New Year's eve
4. _____ three o'clock	14. _____ the 12th of April	24. _____ September
5. _____ next year	15. _____ tomorrow	25. _____ next year
6. _____ midnight	16. _____ 11 AM	26. _____ Tuesday night
7. _____ our anniversary	17. _____ night	27. _____ last month
8. _____ last summer	18. _____ the moment	28. _____ dawn
9. _____ summer	19. _____ 1994	29. _____ autumn
10. _____ March	20. _____ the weekend	30. _____ October 26

TASK 11. Circle the correct preposition of time.

1. _____ my wife's birthday, I always bake her a cake and give her a piece of jewelry.
a. at b. in c. on d. X
2. Cinderella's carriage changed into a pumpkin _____ midnight.
a. at b. in c. on d. X
3. Which should we do _____ tonight: go to a concert or see a movie?
a. at b. in c. on d. X
4. We can move to a house _____ two months, but only if we can rent the apartment first.
a. at b. in c. on d. X
5. Typically _____ Christmas, we visit my grandparents in the country.
a. at b. in c. on d. X
6. I need to meet him _____ three o'clock.
a. at b. in c. on d. X

TASK 12. Write sentences using a preposition of time and the following words:

1. 1999: _____
2. 8 o'clock: _____
3. 18th century: _____
4. Tomorrow morning: _____
5. Next month: _____
6. Winter: _____
7. 2025: _____
8. Saturday night: _____
9. Ten minutes: _____
10. Half an hour: _____

TASK 13. Match the signs with their meanings.



word bank

parking

stop

school zone

yield

walk

no parking

railroad

traffic signal ahead

bike lane

right turn

road work

hospital

TASK 14. Write the meaning of each sign on the line.

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____
6.  _____

TASK 15. Do the Road Signs Quiz.

Road Signs Quiz

Tick the correct answer.

1. Triangular signs with a red border tell road users that:

there is a hazard on the road ahead they must not do something



2. Brown road signs usually tell road users:

that there may be tractors on the road about tourist attractions nearby



3. A circular sign with a red border tells road users:

to be extra cautious due to hazards that they must not do something



4. What does this sign mean?

It means car drivers must not exceed 50 miles per hour.
 It means drivers must not drive at a speed lower than 50 miles per hour.



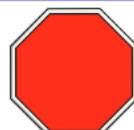
5. What does this sign mean?

There is a residential home on the road.
 There are elderly people who may be crossing the road.



6. Which of the following words would you expect to see inside this sign?

HELP STOP



7. What does this sign mean?

There is a school nearby. Children must hold hands when crossing the road.



8. Where might you see this sign?

On a small, quiet road Where dogs and cats may be crossing the road



TRAFFIC CONTROL



TOPICAL VOCABULARY

- *pedestrian crossing*
- *motorway* AmEng
- *taxis* AmEng
- *traffic lights*
- *pedestrians* use the *pavement*
- *speed limit*
- *petrol station, gas station*
- *to get in the car*
- *to fasten your seat belt*
- *to overtake*
- *road signs*
- *bridge*
- *junctions*
- *a bend in the road*
- *to carry out*
- *to bump*
- *a boot*
- *hit and run*
- *traffic*
- *checkpoint*
- *traffic cone*
- *indicate*
- *pull over*
- *breathalyzer*
- *warrant of fitness*
- *seat belt*
- *car seat*
- *child restraint*
- *aware*
- *vehicle*

Types of road

Road a hard surface for cars, buses etc. to **drive** on

They're planning to build a new road.

My address is 42, Station Road.

Street a road in a town, with houses or shops on each side.

She lives on our street.

We walked along the streets of the old town.

*He was stopped by the police, driving the wrong way down a **one-way street**.*

Turn left on **Main Street** (=the street in the middle of a town, where most of the shops are – used in American English).

These days the same shops are on every **high street** (=the street in the middle of a town, where most of the shops are – used in British English).

Avenue a road in a town, often with trees on each side

The busy avenue is in front of the cathedral.

He lived on Park Avenue.

Boulevard a wide road in a city or town – used especially in street names in the US, France etc. In the UK, streets are usually called avenue rather than boulevard.

The world-famous Sunset Boulevard in Los Angeles.

Lane a narrow road in the country.

a winding country lane

Cul-de-sac a short street which is closed at one end.

The house is situated in a quiet cul-de-sac in North Oxford.

Track especially British English (**dirt road** American English) is a narrow road in the country, usually without a hard surface.

The farm was down a bumpy track.

Ring road British English a road that goes around a town.

The airport is on the ring road.

Bypass (British English) a road that goes past a town, allowing traffic to avoid the centre.

The bypass would take heavy traffic out of the old city centre.

Dual carriageway (British English) / **divided highway** (American English) is a road with a barrier or strip of land in the middle that has lines of traffic travelling in each direction.

I waited until we were on the dual carriageway before I overtook him.

Freeway / expressway (American English) is a very wide road in a city or between cities, on which cars can travel very fast without stopping.

Take the Hollywood Freeway (101) south, exit at Vine Street and drive east on Franklin Avenue.

Motorway (British English) / **highway** (American English) is a very wide road for travelling fast over long distances.

The speed limit on the motorway is 70 miles an hour.

The Pacific Coast Highway

Interstate (American English) is a road for fast traffic that goes between states.

The accident happened on Interstate 84, about 10 miles east of Hartford.

Toll road is a road that you pay to use.

The government is planning to introduce toll roads, in an effort to cut traffic congestion.

Turnpike (American English) is a large road for fast traffic that you pay to use.

He dropped her off at an entrance to the New Jersey Turnpike.

Collocations

Adjectives / nouns + road

busy (=with a lot of traffic)

The children have to cross a busy road to get to school.

quiet (=with little traffic)

At that time of night, the roads were quiet.

clear (=with no traffic or nothing blocking it)

Before you overtake, make sure the road is clear.

a main road (=an important road that is used a lot)

The main road was blocked for twenty-five minutes.

a minor road

France has a huge network of minor roads.

a side road / a back road (=a small road that is not used much)

He drove into a quiet side road and stopped the car.

a country road

He was driving along a quiet country road when a tyre suddenly burst.

a mountain road

A lot of concentration is needed on the narrow mountain roads.

the coast road

He continued along the coast road.

the open road (=a road without much traffic or anything to stop you getting somewhere)

This car is at its best on the open road.

a road is open (=it is not closed or blocked)

We try to keep the mountain road open for most of the year.

a road is closed

The mountain road was closed by snow.

a road is blocked

The main road was blocked for an hour while police cleared the accident.

Verbs

cross a road

She was standing on the pavement waiting to cross the road.

run out into a road

He had to swerve when a child ran out into the road.

a road leads / goes / runs somewhere

We turned into the road leading to the village.

a road winds (=it turns and curves, rather than going in a straight line)

A long road wound through the park.

a road forks (=it starts going ahead in two different directions)

At Salen, the road forks right and left.

a road narrows / widens

After a couple of miles, the road narrows.

Road + noun

a road accident

Her husband was killed in a road accident.

road safety

We share parents' concern for road safety.

road sense (=knowledge of how to behave safely near traffic)

Young children don't have any road sense.

a road junction (=place where two or more roads meet)

It was a busy road junction.

a road network (=system of roads that cross or are connected to each other) the road network in northern France.

GRAMMAR

PRONOUNS

WHAT IS A PRONOUN?

A pronoun is a word that refers to or takes the place of a noun. The noun being referred to is called the antecedent. The identity of the pronoun is made clear by the antecedent. For example:

In this example, the pronoun “he” is referring back to the noun (antecedent) “boy.”

There are many different types of pronouns: personal, possessive, reflexive, intensive, demonstrative, interrogative, relative, indefinite, reciprocal.

Personal

Personal Pronouns are pronouns that refer to a specific person or thing in a sentence and can be divided into two groups: *nominative* and *objective*.

- Nominative personal pronouns can act as the subject of a sentence (I, you, he, she, it, we, they). For example:
I went to the store after work. You should not go to class if you are sick.
- Objective personal pronouns, on the other hand, act as objects of a sentence (me, you, him, her, it, us, them). For example:
Alex came out with Joe and me. Melissa really likes him.

Possessive

Possessive Pronouns are pronouns that show ownership; in other words, something belongs to someone else (my/mine, your/yours, his, her/hers, its, our/ours, their/theirs). For example:

That book is mine.

Their shoes are under the bed.

Reflexive

Reflexive Pronouns are pronouns that are used to show that the subject of the sentence is receiving the action of the verb (myself, yourself, himself, herself, itself, ourselves, themselves). For example:

She can handle the situation herself.

We can write the paper ourselves.

<u>Personal (Nominative)</u>	<u>Personal (Objective)</u>	<u>Possessive</u>	<u>Reflexive</u>
I	me	my/mine	myself
you	you	your/yours	yourself
he	him	his	himself
she	her	her/hers	herself
it	it	its	itself
we	us	our/ours	ourselves
they	them	their/theirs	themselves

Intensive

Intensive Pronouns are pronouns that are used only to place emphasis on the subject and are not essential to the meaning of the sentence. Note: These pronouns look the same as reflexive pronouns, but they act differently in the sentence and are always placed next to the subject that they are emphasizing (myself, yourself, himself, herself, itself, ourselves, themselves). For example:

You yourself must go to the police station.

*Here, the pronoun “yourself” is used only to place emphasis on the subject “you” and does not change the meaning of the sentence.

Demonstrative

Demonstrative Pronouns are pronouns that are used to identify nouns and answer the question “which one?” (this, that, these, those) For example:

These are the books that John was talking about.

*Here, the pronoun “these” identifies which books John was talking about.

Interrogative

Interrogative Pronouns are pronouns that are used only in reference to a question (who, what, which, whom, whose). For example:

Which one of these pens is yours?

Who is that girl?

Relative

Relative Pronouns are pronouns that are used to connect clarifying information to nouns or other pronouns within a sentence (who, that, which, whom, whose, whoever, whichever, whomever, whatever).

Who vs. Whom

Who is used when referring to a subject.

Who went to the store after work?

Who sings this song?

Whom is used when referring to an object.

With whom did Alex go out?

The letter should be addressed to whom?

Note: Refer back to the Personal Pronouns section on page 1 of this skills page. “Who” works like a nominative pronoun, while “whom” works like an objective pronoun.

Who vs. That

Who is used to refer to people or animals with names.

Liz, who wrote the review, got in trouble.

That is used to refer to things.

The paper that I wrote last night vanished.

That vs. Which

That is used in essential clauses (clauses necessary for understanding the subject of a sentence).

The pizza parlor that is down the street from the college is great.

*The subject is unclear without the additional information. Which pizza parlor? *The one that is down the street from the college.*

Which is used in nonessential clauses (clauses unnecessary for understanding the subject of a sentence).

My mom's jewelry was stolen, which upset her very much.

*The subject is clear without the additional information.

Note: For more information on essential and nonessential clauses, see the skills page on [Independent and Dependent Clauses](#).

Indefinite

Indefinite Pronouns are pronouns that are used in reference to a person or thing that is not specific or not known. Indefinite pronouns are also used to identify a general group of people or things (i.e. everyone, everybody, anyone, anybody, somebody, most, all, each every, some, none, one, few, both, many, several). For example:

Everybody has to take the Writing Proficiency Examination in order to graduate.
All of the seniors were excited for graduation.

Note: Singular indefinite pronouns must always take singular verbs. For more information on indefinite pronouns, see the skills page on [Pronoun Antecedent Agreement](#).

Reciprocal

Reciprocal Pronouns are pronouns that are used to refer to a mutual set of people (each other, each other's, one another, one another's). For example:

We need to help one another survive.
They had remembered each other's phone numbers.

Note: It is also important to be clear when using pronouns. For example: *He* really should not do *that*. (Who is *he*? What is *that*?)

MANY / MUCH / A LOT OF

Many for countable, much for uncountable in (?) and (-)

We use **many** before **plural** (countable) nouns and **much** before **uncountable** nouns. We use them in **negative** sentences and **questions**. We don't often use them in affirmative sentences.

- *There isn't **much coffee** in the jar.*
- *Were there **many people** in the party?*

Too much/too many, so much/so many

Note that **much/many** are more common in negatives and questions than in affirmative sentences. However, we use **too much** and **too many** or **so much** and **so many** in affirmative sentences.

- *There's **too much salt** in the soup.*
- *You eat **too many biscuits**.*
- *There were **so many people** that we had to leave.*
- *He ate **so much cake** that it made him sick.*

How much/how many

We use **how many** and **how much** to ask about quantity.

- ***How many concerts** have you ever been to?*
- ***How much coffee** have you had today?*

A lot of/lots of/plenty of

Before both countable and uncountable

We use **a lot of**, **lots of** (more informal), or **plenty of** before both **plural** (countable) and **uncountable** nouns. We normally use them in positive sentences.

- *She spends **a lot of time** watching TV.*
- *We had **lots of good** moments together.*
- *We've got **plenty of time**.*

Of before noun; no at the end of a sentence

We must always use **a lot of** or **lots of** including **of** at the end. However, we can use the expressions **a lot** or **lots** (without **of**) at the end of a sentence.

- *'How many beers did you have?' 'I don't know; I had **lots/a lot**.'*
- *I like her **a lot**.*
- *I don't want any more cake, thanks. I've had **plenty**.*

(A) few/(a) little/a bit of

Few for countable; little for uncountable

We use **(a) few** before **plural** (countable) nouns and **(a) little** or **a bit of** (more informal) before **uncountable** nouns in affirmative, negative and interrogative sentences.

- *I have to do **a few things** this afternoon.*

- *He always gets good results with very **little effort**.*
- *Can you put **a bit of sugar** in the tea?*

Few or a few? Little or a little?

A few means ‘some but not many; enough’, and **a little** means ‘some but not much; enough’.

Few means ‘almost none; not enough’.

Normally, the difference between **a few/little** (WITH **a**) and **few/little** (WITHOUT **a**) is that **a few/little** is positive in meaning, and **few/little** is negative. Compare:

- *There's **little milk** in the fridge; we have to buy more.* (=Not enough; we need more)
- *'Shall I buy some beers?' 'No, it's OK, there are **a few** in the fridge.'* (=Enough; we don't need more)
- *'Do you speak English?' '**No**, I speak very **little English**.'* (=Negative)
- *'Do you speak English?' '**Yes**, I speak **a little English**.'* (=Positive)

Some/any/no

Some in (+) and any in (?) and (-)

We use **some** in **affirmative** sentences and **any** in **negative** sentences and **questions**.

- *There isn't **any sugar** in the cupboard.*
- *Have you got **any new friends**?*
- *I have **some questions** to ask you.*

No in (+)

We use **no** in **affirmative** sentences.

- *There are **no** biscuits left.*
- *I have **no** questions to ask.*

With both countable (plural) and uncountable

Some, **any** and **no** can be used before **countable** and **uncountable** nouns. But if we use them before a countable noun, the noun must be **plural**.

- *Is there **any student** in the classroom?*
- *Are there **any students** in the classroom?*
- *There are **no** students in the classroom.*

Some for offers and requests

We use **some** (NOT **any**) in interrogative sentences when we are offering or requesting (=asking for) something.

- *Would you like **some** help?*
- *Can I have **some** tea, please?*

None

None is a pronoun. It means ‘zero’. We use it in affirmative sentences as a pronoun to replace countable and uncountable nouns. This means that it’s not followed by a noun.

- *There were three bottles before we left, and now there is **none**.*
- *‘How much cake did you have?’ ‘**None**.’*

None of

We can also use **none of** + noun (countable or uncountable).

- ***None** of the questions were answered.*

PRACTICE

WARM UP

1. Discuss the questions with your partner.

1. Think of your journey to the university. How many things do you see or pass?
2. Do you have speed limits on motorways in your country?
3. How many lanes do motorways usually have?
4. Do drivers usually stop for pedestrians at pedestrians crossings?
5. Are most petrol stations self-service or do people serve you?

READING

TASK 1. Read and translate the text ‘Vehicle registration plates of Ukraine’.

Since Ukraine’s independence in 1991, the country has used four main systems of vehicle registration plates.

The first system was introduced in 1992 and was based on the last Soviet license plate conception, regulated by the 1977 standard, but with the addition of a new regional suffix corresponding to a Ukrainian province.

In 1993, the left-hand side of the plate was modified with the addition of the national flag over the country code ‘UA’.

1995 saw the introduction of a completely new system consisting of five digits, with a dash between the third and fourth digit, combined with a two letter suffix. It also included a two-digit region code, situated under the National Flag on the lefthand side of the plate.

In order to enable drivers using their vehicle abroad, and in order to adhere to the Vienna Convention on Road Traffic, Ukrainian regular license plates use only those Cyrillic characters where the glyph resembles a letter from the Roman alphabet; a total of 12 characters: А, В, Е, І, К, М, Н, О, Р, С, Т, Х). Before 1995, the ‘Я’ character was also used. For some types of black-background plates can be used completely Cyrillic characters.

Some vehicles, like trolleybuses, are not required to have license plates, because they cannot leave the network they operate on and can be identified by a number painted on the vehicle and assigned to it by the local public transport authority.

Current plates

Regular plate



Public transport plate



Three-line motorcycle plate



Two-line optimized plate



Current plates include a two-letter regional prefix followed by 4 digits then a two-letter serial suffix.

The international vehicle registration code UA is situated in the national-flag-colored band, which also includes the coat of arms, all on the left-hand side of the plate.

License Plates Codes in Ukraine



Diplomatic plates

Current diplomatic plates is black-on-white, all combinations starts with 'D'-prefix followed by six digits. Three-digit group following 'D'-prefix is the code that indicates: in interval 001-199 - embassies by countries, 200-299 - international organizations, 300-399 - consular authority by countries. Last three digits is the serial number. Unofficially issues two-line optimize shaped diplomatic license plates.

Former diplomatic plates is still valid. White-on-red plates consists of smaller font three-digit code (001-100), prefix (CDP for ambassadors, DP for embassy personnel, CC for consular corps, S for staff) and four or five serial digits. Earliest white-on-red diplomatic plates (1995) scheme included the same letter prefixes and four-six digits (depending from number of letters), where the first three was a country code.

There were the same scheme black-on-yellow plates for non-diplomatic purposes (F or IT prefix for foreign companies). Earliest black-on-yellow (1995) scheme included prefix followed by six digits (F for a foreign companies, C for foreigners, B for permanent export). In F-plates first three digits was a country code, in B and C-plates - a region code (from 649 to 673).

After 2004 non-diplomatic plates isn't necessary, but still valid.

Current diplomatic plate

D 036 036

Military and police plates

Military plates were white-on-black, while police plates were white-on-blue. Volunteer military organization plates were coloured white-on-dark green.

Former license plate
(2005-2015)



Current license plate



Temporary series

Currently three main temporary plate types exist:

1) Dealers issues trade plate with non-regional prefix in interval T0-T9. There three shapes of these plates: a) for cars, trucks, buses, trailers; b) for motorcycles; c) for mopeds.

2) Inter-district registration and examination departments (MREV) issues temporary plates with regional coded prefix (01-27) if the vehicle needs re-registration in another region or country. There three shapes of these plates: a) for cars, trucks, buses, trailers; b) for motorcycles; c) for mopeds.

3) Special authorities issues temporary plates for an agricultural and self-propelled construction equipment with TP-prefix in 'moped' shape.

All of these plates were white-on-red.

2015 Current temporary plates



TASK 2. Give the Ukrainian equivalents:

traffic, checkpoint, police officer, uniform, traffic cone, indicate, pull over, madam, consume, be (not) allowed to, alcohol, breathalyzer, test, negative, positive, warrant of fitness (WOF), expire, registration, seat belt, car seat, child restraint, label, checklist, current, aware, cell phone, message, out of sight

TASK 3. Say it in one word:

- a belt that is attached to the seat in a car or a plane and that you fasten around yourself so that you are not thrown out of the seat if there is an accident;
- a device used to control and protect a child in a motor vehicle;
- a piece of paper, etc. that is attached to something and that gives information about it;
- a thing that is used for transporting people or goods from one place to another, such as a car or lorry/truck;
- a regular check to ensure that your vehicle meets required safety standards;
- the vehicles that are on a road at a particular time;
- a device used by the police to measure the amount of alcohol in a driver's breath.

TASK 4. Read and translate the text:

Maryam is driving. Her children are in the car with her. She comes to a traffic checkpoint. There are some traffic cones on the road. A police officer indicates that she needs to pull over.

The police officer asks her if she has drunk any alcohol today. She replies that she has not. He asks her to say her name and address into the breathalyzer. The test is negative. He tells her they are also checking WOF, registration, seat belts and child restraints.

First he checks her WOF. It expires in March 2017 so it is fine. Next, he checks her registration. It is current so it is also fine. Then he checks that Maryam and the children in the car are properly restrained. They are all wearing seatbelts and some of the children are in car seats. He asks the child in the front how old she is. She is 8, so she doesn't need to use a car seat. The 2 children in the back are using car seats as they are aged 7 or under. While the police officer is going through the checklist, Maryam's cell phone beeps. She has a message. The police officer reminds her that she must not use her cell phone when she is driving. She puts the phone in her bag. She is free to go. The police officer thanks her and wishes her a good day.

TASK 5. Mark the statements as (T) True or (F) False

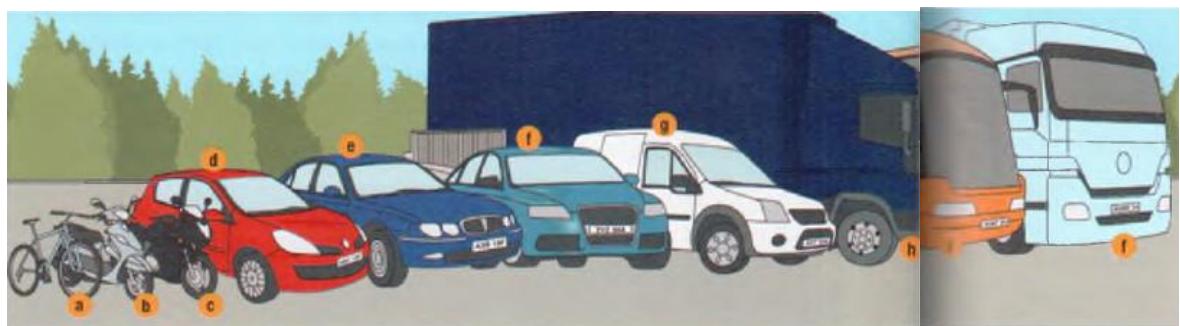
1. Maryam arrives at a traffic checkpoint.
2. The police officer asks Maryam if she has been drinking alcohol.
3. The police officer checks her WOF.
4. The police officer checks her registration.
5. The police officer checks everyone in the car is wearing a seatbelt.

6. The police officer has completed his checklist.
7. The boy is holding a toy. He is in a car seat.
8. The baby is excited to see the toy. He is in a car seat.
9. Maryam's cell phone beeps. She has a message.
10. The police officer reminds Maryam that she must not use her cell phone while driving.

TASK 6. Discuss in mini groups:

Do police officers conduct traffic checks? Why? What is the purpose of the traffic checks?

TASK 7. Read the descriptions of the vehicles. Then match them with the pictures.



- 1 a white van _____
- 2 a metallic blue car _____
- 3 a blue car _____
- 4 a light blue HGV (Heavy Goods Vehicle) _____
- 5 a big, black motorcycle _____
- 6 a silver grey moped _____
- 7 a beige and orange coach _____
- 8 a light blue bicycle _____
- 9 a dark blue lorry _____
- 10 a small, red car _____

TASK 8. Read the text.

REGISTRATION PLATES

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

The typeface for registration plates in Germany is a special one. It is designed to be very difficult to change: for example, it is impossible to change the 0 to a Q, or the P to an R. It is very easy for a radar or license plate reading machine to read this typeface. However, it is more difficult for the human eye to read it because the letters are so narrow.

TASK 9. Look at the vehicle registration plates. Answer the questions.



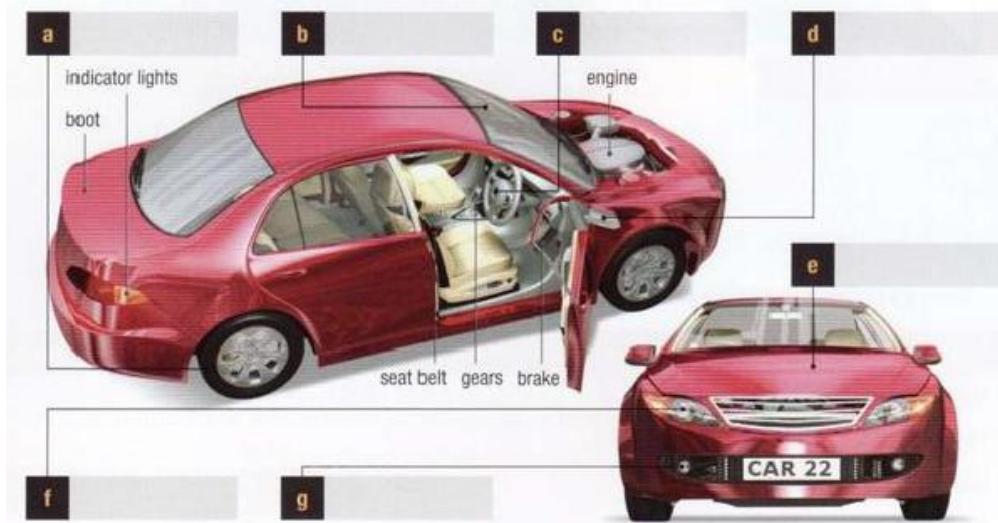
1. Find a different expression for 'registration plate'. 1..... p....
2. Find a word which means 'the size and style of printed letters', t.....
3. Which of these is NOT a correct format for an EU registration plate?

SUV X27 **SUV X27** **SUV X27**

4. Why are German licence plates special?

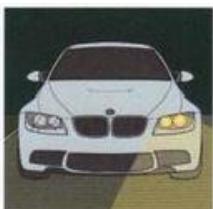
TASK 10. Label the car in the picture. Use these words.

tyre / bonnet / windscreen / steering / wheel / headlights / fog lights / mirror



TASK 11. What are the problems? Complete the sentences with the following words.

out of date / don't work / flat / cracked / overloaded



1 Your driving licence is not valid. It is



2 The lorry is too heavy because it's



3 The driver can't see properly because his windscreen is



4 The front right-hand tyre is completely



5 This vehicle is dangerous. The headlights



TASK 12. Look at the driving license.



A. Find the information.

1. Name and surname of the driver.
2. Nationality of the driver.
3. Date of birth of the driver.
4. Place of birth of the driver.
5. Date of expiry of the license.
6. Address of the driver.

B. Label the license. Use these words.

identity photo / signature / date of birth / issuing body / address

C. Write the questions you need to ask the driver to get the information in Task A.

TASK 13. Choose the correct quantifiers for each gap below.

1. We are really busy now. I have _____ time to spend with my family. Choose TWO correct options
 - a. little
 - b. few
 - c. no
2. There was very _____ space left to park.
 - a. few
 - b. little
 - c. much
3. A: Have you got anything to read? B: Yes, I have _____ magazines.
 - a. a few
 - b. a bit of
 - c. a little
4. People eat _____ cheese in this country. Choose TWO correct options
 - a. a lot of
 - b. much
 - c. plenty of
5. A: Did _____ see you? B: _____ saw me.
 - a. somebody / Nobody
 - b. somebody / Anybody
 - c. anybody / Nobody
6. I always put _____ salt in my food.
 - a. a lot
 - b. plenty of
 - c. much
7. A: Did you like my present? B: Yes, I use it _____.
 - a. a lot
 - b. a lot of
 - c. much

8. My daughter has _____ toys. Choose TWO correct options

- a. plenty of
- b. lots
- c. a lot of

9. I asked _____ questions, but they didn't give me _____ answers.

- a. few / no
- b. little / some
- c. a few / any

10. A: Do you have _____ jokes to tell us? B: Yes, _____.

- a. any / few
- b. any / a few
- c. some / a little

TASK 14. Choose the correct quantifiers to complete the sentences below.

1. Children spend (*a lot of / much / many*) time on social media platforms.
2. The woman we met yesterday spoke (*few / little / a little*) English and we couldn't really understand her.
3. My new Chinese neighbour speaks (*few / little / a little*) English, so we can understand each other.
4. There were very (*much / few / little*) parents at the meeting.
5. We spent (*a lot of / a lot / much*) money to redecorate the house.
6. There are (*a little / a few / few*) apples left, we don't need to buy more yet.
7. Can you put (*a bit / few / a little*) of sugar in my coffee?
8. I've hit my leg and it hurts (*much / a lot of / a lot*).
9. I don't know (*any / no / some*) other students in the school yet.
10. Was there (*nobody / somebody / anybody*) on the top floor?

TASK 15. For each dialogue, fill in the gaps with the words in the box.

much / many / lot / few / any / no

A: How 1 friends do you have on Facebook?

B: I have a 2 ; maybe one thousand. But from all those Facebook friends, very 3 are my real friends. And you?

A: Well, I have 4 time for social networks because I'm always working.
So I don't have 5 friends at all.

B: I don't have 6 time now either, because I work long hours too, but I think I'm addicted to Facebook.

A: Come on, man! If you spend the little time you have on Facebook, you should really go to therapy.

lots / plenty of / little / few

A: I have 7 homework to do and very 8 time to do it.

B: What kind of homework do you have?

A: Trigonometry.

B: Don't worry. I have 9 of experience in maths and science, and I have a 10 hours to spare this afternoon. Would you like me to help you?

EQUIPMENT OF POLICE OFFICERS



TOPICAL VOCABULARY

Law enforcement is a unique job that entails using different equipment for different situations. Officers typically have a standard set of equipment issued to carry while on duty. While not all of the equipment law enforcement officers have is used every day, they must have access to it in the event specific situations arise. Agencies vary on the exact equipment issued to officers, but the following list is typical of what is used to protect officers and help them protect their communities.

Standard Equipment



Baton: A baton may be used for breaking through glass or other potentially harmful materials, or to create a police barrier line. There are different types of batons, some expandable. The use of a baton as a defensive tool is considered a use of force and may only be used within the guidelines of force as laid out by the law enforcement agency.



Radio: Officers rely on their in-car and portable radios for communication with communications personnel—to request backup, report on the status of a call, request more information while in the field—or communicate with other agencies and officers during a large-scale situation.



Firearm: Officers are required to maintain regular certification and training on firearm safety, safe maintenance, and storage of the firearm. While on duty, officers are only permitted to use agency-authorized firearms and may be allowed to carry a back-up firearm. Officers may be required to carry their firearm while off-duty. While the typical firearm is a handgun of some kind, officers may also carry rifles or shotguns in their vehicles. These rifles come in various calibers to provide for a variety of operational capabilities. The use of firearms is strictly guided by an agency's policies.



Badge: Law enforcement officers wear badges to identify themselves and their agencies. A badge may have an officer's identifying badge number and rank. The badge is a symbol of an officer's authority and of the oath to serve and protect which only sworn law enforcement take.



Electric Control Weapon (“Taser”): Its use is considered a less-lethal use of force. It may only be used in compliance with the agency's use of force policy. Such weapons can administer up to 50,000 volts of electricity. It is recommended that officers receive training on correct use, to include only one application of an electroshock weapon at a time, and on the health risks of repeat application.



Handcuffs: These are made of durable steel and used to restrain and control a person during an arrest or detention. Officers may carry more than one pair.



Body Armor: Body armor protects officers from bullets and other potential injuries during violent encounters. It is recommended that all officers wear protective armor while on duty or otherwise engaged in field activities, as body armor has saved thousands of lives. Soft body armor may be worn over or under the uniform shirt. Body armor carriers worn over the shirt often include pockets, which allow equipment to be stored on an officer's torso instead of on the duty belt, more evenly distributing the weight.



Shield: While not used daily, officers facing certain events—such as a potentially aggressive disturbance, riot, or barricade—may require the protection of a shield. Some agencies allow all officers to have access to a shield while on duty as a safety precaution, while in

others they are issued to special tactical teams which are called out when a disturbance arises. Local agency policies will delineate who may use a shield, and when and where.



Pepper Aerosol Restraint Spray (“Pepper Spray”): Pepper Spray is considered a less-lethal use of force. It may only be used in compliance with the agency’s use of force policy. This device provides officers with an additional tool to gain the compliance of resistant or aggressive individuals. Typical policies allow use when verbal dialogue has failed to gain compliance and when preceded by a verbal warning of use. Officers must complete training prior to carrying pepper spray. Officers should assure the suspect that symptoms are only temporary, but should make sure medical attention is provided to monitor symptoms as they arise.



A police ***duty belt*** is a belt, typically constructed of nylon or leather used by police, prison and security officers to carry equipment

easily in a series of pouches attached to the belt, in a readily-accessible manner, while leaving the hands free to interact. This belt can carry any number of useful items, ranging from handcuffs to guns.

GRAMMAR

The grammatical construction “THERE + BE”

ENGLISH
GRAMMAR

There is - There are



Meaning: To say that something exists (or doesn't exist)

A
F
F
I
R
M
A
T
I
V
E

There is + singular noun

There is a book on the desk.

There are + plural noun

There are books on the desk.

There is + uncountable noun

There is some milk in the fridge.

N
E
G
A
T
I
V
E

There isn't + singular noun

There isn't a pen on the table.

There aren't + plural noun

There aren't any pens here.

There isn't + uncountable noun

There isn't any juice in the fridge.

Q
U
E
S
T
I
O
N
S

There is a cat on the chair.

There are cats on the sofa.

Is there a cat on the chair?

Are there cats on the sofa?

How many + plural noun + are there ... ?

CONTRACTIONS

There's = There is

How many students are there in your class?

There's not = There is not

How many days are there in February?

There isn't = There is not

There aren't = There are not

Positive Sentences

We use **there is** for *singular* and **there are** for *plural*.

- **There is** *one table* in the classroom.
- **There are** *three chairs* in the classroom.
- **There is** *a spider* in the bath.
- **There are** *many people* at the bus stop.

We also use **There is** with *uncountable nouns*:

- **There is** *milk* in the fridge.
- **There is** *some sugar* on the table.

- **There is** *ice cream* on your shirt.

Contractions

The contraction of **there is** is **there's**.

- **There's** a good song on the radio.
- **There's** only one chocolate left in the box.

You **cannot** contract **there are**.

- **There are** nine cats on the roof.
- **There are** only five weeks until my birthday.

Negative Form

The negative is formed by putting **not** after *is* or *are*:

- There is **not** a horse in the field.
- There are **not** eight children in the school.
- There is **not** a tree in the garden.
- There are **not** two elephants in the zoo.

We almost always use contractions when speaking.

The Negative contractions are:

- There's not = There isn't
- There are not = There aren't

There aren't with ANY

When we want to indicate that a zero quantity of something exists we use **there aren't any**.

- There aren't **any** people at the party.
- There aren't **any** trees in my street.

We also use this structure with **uncountable** nouns:

- There isn't **any** *water* in the swimming pool.
- There isn't **any** *sugar* in my coffee.

Questions

To form a question we place **is / are** in front of **there**.

Again we use **any** with plural questions or those which use uncountable nouns.

We also use **there is / are** in short answers.

- **Is there** a dog in the supermarket? - No, there isn't.
- **Are there** any dogs in the park? - Yes, there are.
- **Is there** a security guard in the shop? - Yes, there is.
- **Are there** any polar bears in Antarctica? - No, there aren't.
- **Is there** any ice-cream in the freezer? - Yes, there is.

How Many with Are There

If we want to find out the number of objects that exist we use **How many** in the following form:

How many + plural noun + *are there* (+ complement).

- **How many** dogs *are there* in the park?
- **How many** students *are there* in your class?
- **How many** countries *are there* in South America?
- **How many** Star Wars films *are there*?

PRACTICE

TASK 1. Read the page from a police equipment company's website. Then, choose the correct answers.

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

Click [here](#) to place an order.
Strong Arm is committed to complete customer satisfaction.
Call 1-888-499-5999 or [email](#) us for assistance at any time.

1. *What is the purpose of the webpage?*

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

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

- A** zip tie

- B** multi-tool
- C** handcuffs
- D** flashlight

3. *What is true of the bulletproof vest?*

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

TASK 2. Match the words (1-5) with the definitions (A-E).

1. ____ zip tie	4. ____ radio
2. ____ duty belt	5. ____ boot
3. ____ multi-tool	

- A** a device with many uses
- B** a strap that holds an officer's tools
- C** a device used for communication
- D** equipment that protects the foot
- C** an item that binds a suspect's hands

TASK 3. Choose the correct word for each blank.

1. *badge / handcuffs*

- A** The criminal couldn't move because of the ____ .
- B** Robert wears his ____ on his uniform.

2. *gloves / bulletproof vest*

- A** These ____ protect officers' hands.
- B** Modern ____ can stop most bullets.

3. *flashlight / restraints*

- A** The ____ prevented him from moving.
- B** Use your ____ if it is too dark outside.

TASK 4. Group the words into categories based on their purpose or use.

Firearm, handcuffs, body armour, duty belt, baton, taser, shield, pepper spray, radio, badge

- Defensive Items: _____
- Offensive/Protective Equipment: _____
- Communication/Identity: _____

TASK 5. Use each word in a sentence related to law enforcement or another relevant context.

Firearm, handcuffs, body armour, duty belt, baton, taser, shield, pepper spray, radio, badge.

TASK 6. Do the Police equipment quiz. Answer the following questions about police equipment.

1. *What piece of equipment is used by officers to restrain a suspect's hands?*

- A) Baton
- B) Handcuffs
- C) Shield
- D) Badge

2. *Which item is worn by police officers to protect themselves from bullets?*

- A) Body Armour
- B) Duty Belt
- C) Radio
- D) Shield

3. *What is the purpose of a police radio?*

- A) To call for backup and communicate with team members
- B) To play music during patrols
- C) To record conversations
- D) To identify suspects

4. *What piece of non-lethal equipment can incapacitate someone with an electric shock?*

- A) Pepper Spray
- B) Baton
- C) Taser
- D) Firearm

5. *Which item is often used to control crowds or provide protection during riots?*

- A) Shield
- B) Badge

- C) Firearm
- D) Radio

6. *What is the primary function of pepper spray?*

- A) To mark a suspect for identification
- B) To disorient and temporarily disable a person
- C) To clear debris
- D) To defend against wildlife

7. *What is the purpose of a police badge?*

- A) To identify the officer's authority and department
- B) To act as a tracking device
- C) To carry small tools
- D) To hold a camera

8. *What is typically carried on a duty belt?*

- A) Only personal items
- B) Essential equipment such as handcuffs, firearm, radio, and taser
- C) Paperwork and documents
- D) Snacks and drinks

9. *Which piece of equipment is primarily designed to provide physical control or defense in close combat situations?*

- A) Firearm
- B) Baton
- C) Radio
- D) Badge

10. *What is body armour commonly made of to stop bullets or knives?*

- A) Cotton
- B) Kevlar or ballistic fibers
- C) Plastic
- D) Steel

TASK 7. Research the history of one or more police equipment items. Write a short summary of how the item was developed and how its use has evolved.

TASK 8. Add different items of police equipment that belong to the following categories:

Protection: Body armour, ...

Restraint: Handcuffs, ...

Communication: Radio, ...

Weapons: Firearm,

TASK 9. Read the passage from a police manual. Then, mark the statements as true or false.

TULSA POLICE DEPARTMENT
Training Manual

5 Standard Issue Weapons

5.1 Firearms - All officers will be issued at least one **standard issue firearm**. They are to carry it on their person at all times. Patrol officers receive a 9 mm semi-automatic **pistol**. SWAT team officers are also issued a Tiger-16 assault **rifle**. Detectives receive a .38 caliber **revolver**. Each patrol car will have one **shotgun**.

5.1.1. Ammunition - The department requires that officers keep their weapons loaded. In addition, they should carry extra **ammunition**. Patrol officers are issued two additional **magazines**. Each magazine holds 10 **bullets**.

5.2 Cartridges - Only use department approved cartridges in department-issued firearms. The department has selected cartridges with **shells** and **bullets** suitable to police needs.

5.3 Discharge - Officers should follow the regulations for the use of **deadly force** (see section 7.3). They must report whenever a **shot** is fired.

1. SWAT officers receive two firearms.
2. Detectives may choose their own cartridges.
3. Police shotguns hold up to ten bullets.

TASK 10. Match the words (1-5) with the definitions (A-E).

1 <input type="checkbox"/> shot	4 <input type="checkbox"/> cartridge
2 <input type="checkbox"/> firearm	5 <input type="checkbox"/> bullet
3 <input type="checkbox"/> deadly force	

A a rifle or pistol
B ammunition places in a gun
C the object fired from a gun
D the firing of a gun
E the use of a gun with the intent to kill

TASK 11. Fill in the blanks with the correct words and phrases from the word bank.

Word BANK

standard issue shell shotgun magazine
ammunition

1. A gun cannot fire without _____ in it.
2. Most guns eject the _____ after a shot is fired.
3. Cartridges can be stored in a(n) _____ for later use.
4. All officers receive a(n) _____ weapon.
5. A(n) _____ is not useful for long-range shots.

TASK 12. Read a passage from a training manual. Then, answer the questions.



1. *What is the passage mainly about?*

A choosing an appropriate level of force

B selecting a conducted energy weapon

C rendering a suspect immobile

D training methods for police officers

2. *When should empty hand control be used?*

NORTH CITY POLICE DEPARTMENT
Officer Training Manual

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

Use of Force Continuum

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

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

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

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

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

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

3. *What can you infer about batons?*

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

TASK 13. Match the words (1-4) with the definitions (A-D).

1 ____ comply	3 ____ empty hand control
2 ____ baton	4 ____ pepper spray

- A** the use of hands without a weapon
- B** a use of force involving a painful chemical
- C** a blunt weapon
- D** to obey

TASK 14. Choose the correct word for each blank.

1. *use of force continuum / K-9 unit*

- A** The officer's actions followed the _____.
- B** The _____ is hiring a new dog trainer.

2. *hard hands / mace*

- A** The chemicals in _____ hurt the eyes.
- B** Using _____ can bruise suspects.

3. *soft hands / verbal commands*

- A** The officer gave _____ to the suspects.
- B** _____ is the lowest level of physical force.

TASK 15. Write affirmative sentences using *there is* or *there are*.

- 1. _____ five shops.
- 2. _____ a lot of restaurants.

3. _____ a building.
4. _____ some parks.
5. _____ a library.
6. _____ a bus station.
7. _____ a sports centre.

TASK 16. Write the sentences in exercise 15 into the negative form.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.

TASK 17. Write the sentences in exercise 15 into the interrogative form. Add short answers about your city.

1. _____ in your city? _____
2. _____ in your city? _____
3. _____ in your city? _____
4. _____ in your city? _____
5. _____ in your city? _____
6. _____ in your city? _____
7. _____ in your city? _____

TASK 18. Choose the correct words.

1. There's / There are a TV.
2. There's / There are four chairs in the living room.
3. Is there a / Are there any windows in the kitchen?
4. Is there a / Are there any teacher in the classroom?
5. There isn't / There aren't any pencils on the table.
6. There isn't a / There aren't any milk in the fridge.
7. Is there / Are there a bookcase?

TASK 19. Complete the questions and short answers using the correct form of *there is* or *there are*.

1. _____ a tree in this park? No, _____.
2. _____ an internet café in your city? Yes, _____.
3. _____ any hospitals near here? No, _____.
4. _____ any buildings next to your school? Yes, _____.
5. _____ a shop in this street? No, _____.
6. _____ any cinema in your town? Yes, _____.
7. _____ any students in the school? No, _____.

TASK 20. Complete the conversation below with *there's*, *there are*, *there isn't*, *there aren't*, *is there*, *are there*. Use SHORT FORMS when possible.

PHILLIP: Good morning. Can you give me some information about the house in St. Patrick's street?

REAL ESTATE AGENT: Yes, of course. It's a very nice, big apartment. 1 _____ three bedrooms.

PHILLIP: 2 _____ a bathroom in each bedroom?

REAL ESTATE AGENT: No, 3 _____. The main bedroom has got a bathroom, but 4 _____ any bathrooms in the other two bedrooms.

PHILLIP: 5 _____ a dining room?

REAL ESTATE AGENT: No, 6 _____, but there's a large living room with a dining area.

PHILLIP: 7 _____ any balconies?

REAL ESTATE AGENT: No, 8 _____, I'm afraid.

PHILLIP: And 9 _____ a garage?

REAL ESTATE AGENT: Yes, 10 _____ a garage at the front of the house.

TASK 21. Choose the correct forms of *there is*, *there are*, *it is*, *they are*, to complete these sentences.

1. In my street, _____ a bakery, a supermarket and two restaurants.

- a. there's
- b. there are
- c. are there

2. 'Is there a new printer in the office?' 'Yes, _____. '

- a. there's
- b. there are
- c. there is

3. *When I opened the door, _____ a police officer standing in front of me.*

- a. there were
- b. there was
- c. there is

4. *You can go now. _____ any danger.*

- a. There isn't
- b. There is
- c. There aren't

5. *_____ any people in the restaurant last night?*

- a. Was there
- b. Were there
- c. Are there

6. *_____ some money on the table.*

- a. There's
- b. There isn't
- c. There are

7. *_____ many students in class yesterday.*

- a. There aren't
- b. There wasn't
- c. There weren't

8. *'Are there many restaurants in your neighbourhood.' 'Yes, _____.'*

- a. there is
- b. there're
- c. there are

9. *_____ milk and cookies in the kitchen.*

- a. There are
- b. There is
- c. There aren't

10. *_____ a question in the exam that I couldn't answer.*

- a. There is

- b. There was
- c. There were

TASK 22. Complete the sentences using the affirmative, negative or interrogative forms of *there* + *be* in present or past.

1. When I was young, _____ a very good player in my team.
2. _____ any good films on TV today.
3. Everything was perfect. _____ any problems.
4. _____ many people at the cinema last night?
5. Do you want to eat out? _____ a new restaurant in the center.
6. Why _____ two boxes on the sofa? Can you take them away, please?
7. Ten years ago, _____ more shops; now many people buy online.
8. I'm very hungry. _____ any food left?
9. Why _____ a Civil War in the USA in 1861?
10. We need to go shopping; _____ any food in the fridge.

**ASSAULT.
BODY INJURIES.
PROVIDING FIRST
AID**



TOPICAL VOCABULARY

AN ATTACK

attack n	<i>a violent act against a person or place</i>	напад
awareness n	<i>knowledge or perception of a situation or fact</i>	усвідомлення
brawl n	<i>a noisy and violent fight involving a group of people, usually in a public place</i>	вулична бійка
fight n	<i>a violent confrontation</i>	сутичка, боротьба
bleed v	<i>to lose blood, especially from a wound or an injury</i>	кровоточити
beat v	<i>to hit smb / sth many times, usually very hard</i>	бити
heat v	<i>touch with force</i>	ударяти
punch v	<i>to hit smb / sth hard with your fist</i>	бити кулаком
kick v	<i>to hit smb / sth with your foot</i>	бити ногою
notice v	<i>to see or hear smb / sth</i>	помітити
detect v	<i>discover or determine the existence, presence, or fact of</i>	виявити
fall v	<i>to move from a higher to a lower level, typically rapidly and without control</i>	падати
gang n	<i>an organized group of criminals</i>	банда

FIRST AID

KEY WORDS:

Try to remember the words below:



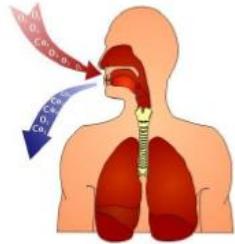
a burn – опік



choking – задуха



to provide first aid –
надати першу допомогу



to clear the airway –
прочистити дихальні шляхи



to give CPR –
(Cardiopulmonary resuscitation)
надати серцево-легеневу реанімацію



chest compressions –
непрямий масаж серця



rescue breathing –
штучне дихання



cardiac arrest – зупинка
серцевої діяльності



a defibrillator –
дефібрилятор



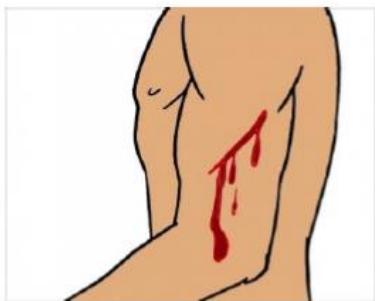
to check for a pulse –
перевірити пульс



a cut – поріз



to sterilize the wound –
обробити рану



to bleed –
кровоточити



to apply pressure –
притиснути



blood – кров



to wrap the injury in a
bandage – накласти
пов'язку на уражену частину тіла



a bandage – бинт, пов'язка



a first aid kit – аптечка

Definition of first aid

1. **First aid** refers to the actions taken in response to someone who is injured or suddenly taken ill
2. **A first aider** is a person who takes this action.

Aims of first aid

- Preserve life
- Prevent the condition from becoming worse
- Promote recovery

Responsibilities and duties of first aider

- Give first aid to the casualty
- Keep a record of all treatment given
- Maintain the first aid box
 - Replenish contents regularly
 - ensure only first aid items are kept in the box.

Responding to emergency

- Be calm in your approach
- Be aware of risks to yourself and others

- Build and maintain trust
- Give early treatment
- Call appropriate help
- Remember your own needs

First Aid Priorities

- Assess a situation quickly and calmly
- Protect yourself and casualty from danger
- Prevent cross contamination
- Provide comfort and reassure the casualties
- Give early treatment, most serious (life-threatening) first
- Arrange appropriate help:
 - Call 995
 - Transfer to the care of a healthcare professional; or home

Calling for ambulance

- Dial 995
- State
 - Your telephone number
 - The exact location of incident
 - Type and gravity if the emergency
 - Number, gender and age of casualties
 - Details of any hazards

Universal Precautions

- Wash your hands and wear disposable gloves
- Cover cuts and grazes with waterproof dressings
- Wear plastic apron and plastic glasses for eye protection
- Use a resuscitation mask (face shield or pocket mask) when giving rescue breaths
- Dispose all waste safely
- Do not touch a wound or the part of dressing that will touch a wound
- Do not breathe, cough or sneeze over the wound
- If you accidentally prick or cut your skin, or splash your eye, wash the area thoroughly and seek medical help immediately

DRSABCD action plan



Danger



Assess danger. Ensure that your surroundings are safe to assist the patient.

Response



Check for patient's responses. Ask for names, squeeze shoulders.
Yes: Make comfortable, check injuries
No: Send for help

Send

Call triple zero (000) for ambulance. Seek help from people around. Provide details about the situation and location



Airway



Open patient's mouth and check for foreign material

Yes: Place patient in recovery position. Clear airway with fingers
No: Leave on back. Tilting head with chin lift to open airway

Breathing

Check for breathing. Look, listen and feel for breathing for about 10 seconds.



Yes: Place in recovery position, monitor breathing and responsiveness
No: Place on back and perform CPR

CPR



Press down 1/3 of depth of chest
Give the patient 30 chest compressions followed by 2 breaths.
Repeat until:
• Ambulance arrives
• Casualty recovers

Defibrillation

Apply AED as soon as possible and follow the prompts. Attach it to the victim's chest.



FIRST AID

What you should know!

BASIC RULES

- **DO NOT** move the patient.
- If the patient is unconscious follow the EMERGENCY RESUSCITATION procedure below
- Keep patient warm and covered.
- **DO NOT** give the patient food drink or allow to smoke.
- Loosen any tight clothing.
- Reassure the patient.
- If you have any doubts about the injury call an ambulance.

BURNS

- Cool the skin immediately with running water and continue this treatment for at least 10 minutes.
- Remove any restrictive jewellery.
- Apply a clean dressing.



BLEEDING

- Raise the wound.
- Apply pressure to the wound with your hand or a clean dry cloth until the bleeding has stopped.
- Apply a clean dressing.

EMERGENCY RESUSCITATION

Recognition and treatment

- 1 Check for danger to yourself or the patient
- 2 Check for a response -
Shout - "Can you hear me" or
"Open your eyes"
- Gently shake their shoulders
- If they respond go to step 6
- 3 Shout for help
- 4 Open the airway -
place one hand on the forehead and using two fingers lift the chin
- 5 Check breathing
- Look listen and feel for no more than 10 seconds
- Is the chest rising and falling?
- Can you hear breathing?
- Can you feel breathe against your cheek?

**IF NOT BREATHING GO TO
STEP 7**

IF BREATHING GO TO STEP 6

6 Place in the recovery position

- Turn them onto their side
- Lift chin forward in open airway position and adjust hand under the cheek as necessary
- Check they cannot roll forwards or backwards
- Monitor breathing continuously
- If injuries allow, turn them to the other side after 30 minutes.



7 Commence cardiopulmonary resuscitation (CPR)

- Call for help - Get someone to call for an ambulance immediately
- If you are on your own, go and call for help and return.
- Reassess and continue with CPR

CPR

8 Give 30 compressions

- Place the heel of your hand in the centre of the chest
- Place other hand on top and interlock fingers
- Keeping your arms straight and your fingers off the chest press down by five to six centimetres and release pressure, keeping your hands in place.
- Repeat the compressions 30 times at a rate of 100 - 120 per minute
(about the speed of "Staying alive")



9 Give 2 rescue breaths

- Ensure the airway is open
- Pinch nose firmly
- Take a deep breath and seal your lips around their mouth
- Blow into the mouth until chest rises
- Remove your mouth and allow chest to fall
- Repeat once more



Continue CPR

- 30 compressions and 2 rescue breaths

Do not stop unless

- emergency help arrives and takes over
- they show signs of recovery
- you become too exhausted to continue

WHAT ESSENTIAL ITEMS SHOULD I KEEP IN MY FIRST-AID-KIT?

3



Every basic first aid kit should include the essential first aid supplies used to treat minor injuries including cuts, scrapes and burns. Depending on your use, you may want to include additional items that will treat possible injuries for your specific use including eye wash, cold packs, splints, CPR masks, gauze and medicines.

The following is a list of the basic first aid essentials that should be included in your first aid kit.



SEE WHAT ESSENTIAL ITEMS YOU
SHOULD KEEP IN YOUR FIRST AID KIT



Bleeding Control



Band-aids

Keeping different shapes and sizes of bandages is always a good idea.



Sterile Gauze Pads:

Gauze pads absorb blood and protect the wound from infection.



Gauze Roll:

Wrap and protect a gauze pad or wound area from infection.



Non-Latex Gloves:

Reduce exposure from blood and other bodily fluids.



Large Pressure Bandage:

A combination of a thick gauze pads and gauze rolls stop bleeding.

Bleeding control supplies help stop bleeding and protect the wound from infection

Other



Antiseptic wipes:

Antiseptic wipes (Peroxide, Alcohol) to clean wounds.



Triple Antibiotic Ointment

Ointment used to help keep a wound site from getting infected.



Eye Pads:

Used to protect an injured eye and absorb fluid drainage.



Eye Wash:

Sterile wash solutions are perfect to help rinse the eye or a wound site.



CPR Shield:

Barrier protects both victim and rescuer from bodily fluids during CPR

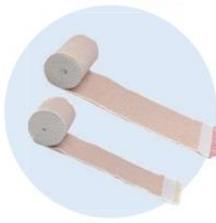
Treating minor injuries includes cleaning, disinfecting, protection of the wound site and reducing bodily fluid exchange.

Strains + Sprains



Tongue Depressors:

Used for splinting or even applying ointments.



Elastic Bandage

Used to help secure dressings, cold packs, wrap and protect an injured area.



Triangular bandage:

Use as a sling, tourniquet or even to help splinting.



Adhesive Tape:

First aid or medical tape, holds gauze dressings and splinting material in place

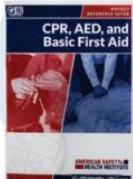


Cold Pack

Instant, ready-to-use cold pack helps control swelling, sprains, fractures, burns and contusions.

Control swelling with cold therapy and wrap the injured area with elastic bandages or splinting material.

First Aid Tools



First Aid Book:

Booklet offering pictures and instructions on how to give basic first aid.



Scissors:

Used to cut clothes, gauze or other items when providing first aid.



Thermometer:

Used to determine body temperature. It is an inexpensive and handy diagnostic tool.



Penlight:

This mini flashlight is perfect for looking in ears, or in throats.



Tweezers:

Remove splinters from under the skin.

First aid tools like an instruction book, instruments and diagnostic supplies help to quickly treat injuries.

Comfort items



Aspirin, Tylenol or Motrin:

Good for fever, swelling, pain and headaches



Antihistamine tablet:

Used for allergic reactions from food, insect bites and seasonal allergies.



Anti-diarrhea:

While traveling, consider including other meds like anti-diarrhea.



Hydrocortisone:

Treats skin irritations, redness and itchiness.



Sting Swabs:

Help provide relief from the discomfort of minor insect stings.

Consider including comfort items like pain relievers, cold tablets and stomach related medicines, especially while away from home.

GRAMMAR

ADVERB

An **adverb** is a word that modifies or describes a verb (“He sings **loudly**.”), an adjective (“**very** tall”), another adverb (“ended **too** quickly”), or even a whole sentence (“**Fortunately**, I had brought an umbrella.”).

- Adverbs provide additional context, such as *how*, *when*, *where*, *to what extent*, or *why* something happens. They can describe the manner, time, place, frequency, or degree of an action or quality.
- Adverbs often end in *-ly*, but some (such as “**fast**”) look the same as their adjective counterparts.
- Adverbs can show comparison (“**more quickly**,” “**most quickly**”) and should be placed near the words they modify to avoid ambiguity.
- Avoid overusing adverbs when stronger verbs or adjectives can convey meaning more effectively.

Placement of adverbs

In general, adverbs should be placed as close as possible to the words they are intended to modify. Putting the adverb in the wrong spot can produce an awkward sentence at best and completely change the meaning at worst. Consider the difference in meaning between the following two sentences:

I almost dropped all the papers I was holding.

I dropped almost all the papers I was holding.

The first sentence is correct if it’s meant to communicate that you nearly dropped the papers but managed to hold on to them—the adverb *almost* comes right before the verb *dropped*, so it’s most naturally understood as modifying *dropped*.

In the second sentence, *almost* has moved to modify the adjective *all*, communicating that you dropped most of the papers.

Be especially careful about the word *only*, which can be an adverb, an adjective, or a conjunction and is one of the most often misplaced modifiers. Consider the difference between these two sentences:

Phillip only fed the cat.

Phillip fed only the cat.

The first sentence implies that all Phillip did was feed the cat. He didn’t pet the cat or pick it up or anything else. The second sentence suggests that Phillip fed the cat, but he didn’t feed the dog, the bird, or any other pet or person who might have been around.

When an adverb is modifying a verb phrase, the most natural place for it is usually the middle of the phrase.

*We are **quickly** approaching the deadline.*

*Huan has **always** loved singing.*

*I will **happily** assist you.*

TYPES OF ADVERBS

Adverbs of Manner	Adverbs of Frequency	Adverbs of Time	Interrogative Adverbs
<p>Adverbs that describe how an action is performed.</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> She sings beautifully. <input type="checkbox"/> The cat purred happily. 	<p>These tell us how often something happens.</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I always eat my vegetables. 	<p>These tell us when an action takes place.</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> We go to the park every Sunday. 	<p>Adverbs used to ask questions about the manner, place, time, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where did you find the book?
Adverbs of Degree	Adverbs of Certainty	Adverbs of Place	Conjunctive Adverbs
<p>These tell us the intensity or degree of an action.</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> She was very excited to see her friends. 	<p>These adverbs tell us how sure we are about something.</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> She is definitely coming to the party. 	<p>These tell us where an action takes place.</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The bird flew upstairs. 	<p>Adverbs that connect two clauses or sentences.</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> She wanted to go out; however, it was raining.

Comparison: Adverbs

With adverbs ending in **-ly**, you must use **more** to form the comparative, and **most** to form the superlative.

Adverb	Comparative	Superlative
quietly	more quietly	most quietly
slowly	more slowly	most slowly
seriously	more seriously	most seriously

Examples

- The teacher spoke **more** slowly to help us to understand.
- Could you sing **more** quietly please?

With short adverbs that do not end in **-ly** comparative and superlative forms are identical to adjectives: add **-er** to form the comparative and **-est** to form the superlative. If the adverb ends in **e**, remove it before adding the ending.

Adverb	Comparative	Superlative
hard	harder	hardest
fast	faster	fastest
late	later	latest

Examples

- Jim works harder than his brother.
- Everyone in the race ran fast, but John ran the fastest of all.

Some adverbs have **irregular comparative and superlative forms**.

Adverb	Comparative	Superlative
badly	worse	worst
far	farther/further	farthest/furthest
little	less	least
well	better	best

Examples

- The little boy ran **farther** than his friends.
- You're driving **worse** today than yesterday !
- He played **the best** of any player.

PRACTICE

TASK 1. Translate the following sentences into Ukrainian.

1. They got caught up in a street brawl.
2. He was bleeding from a cut on his head.
3. A young man was found beaten to death last night.
4. She hit him on the head with her umbrella.
5. She punched him on the nose.
6. She was punched and kicked by her attackers.
7. They threw him to the ground and kicked him hard in the stomach.
8. The first thing I noticed about him was his eyes.
9. I fell over and cut my knee.
10. Police have put out a description of the man they wish to question.

TASK 2. Say it in one word:

1. touch with force;
2. a violent confrontation or struggle to hit smb / sth with your foot;
3. an organized group of criminals;
4. knowledge or perception of a situation or fact;
5. a violent act against a person or place;
6. discover the existence, presence, or fact of;
7. to hit smb / sth many times, usually very hard;
8. to lose blood, esp. from a wound or an injury;
9. a noisy and violent fight involving a group of people, usually in a public place;
10. move from a higher to a lower level, typically rapidly and without control.

TASK 3. Read and translate the following text.

Personal Safety Tips on the Street

An attack is usually a serious crime. While money, jewelry and electronics are often a motivation, these incidents are considered crimes of violence because they involve the threat or actual use of physical violence. The basic rules of prevention are to be sensible and to be alert. The following tips will also help reduce the risk of an attack:

- If possible, don't walk alone during late-night hours. Walk in groups whenever you can – there is always safety in numbers.
- Let a family member or friend know your destination and your estimated time of arrival or return. That way, the police can be notified as quickly as possible if there is a problem.
- Walk on the sidewalk whenever possible. Walk close to the road, avoiding doorways, bushes and other potential hiding places.
- Stay in well-lit areas as much as possible. Wear clothing and shoes that give you freedom of movement.
- Always be aware of your surroundings. If you are wearing headphones, don't turn up the volume so high that you cannot hear outside noises.
- Never hitchhike or accept rides from strangers.
- Report any suspicious activity or person immediately to the police.

TASK 4. Make the following statements as true or false. If the statement is false – correct it.

1. An attack is always aggressive and violent act against a person or place. _____
2. The basic rules of prevention are to be rude and to be angry. _____
3. Let a family member know your destination. _____
4. Wear headphones and turn up the volume so high in crowd. _____
5. Accept rides from strangers. _____
6. Never report any suspicious activity or person to the police. _____
7. Stay in well-lit areas as much as possible. _____
8. Walk alone during late-night hours. _____

TASK 5. Read a training manual. Then, complete the table.



First Aid Guidelines

Until an ambulance arrives, it's your duty to give medical attention and **first aid**. Your initial treatment of an injured person can save lives. Every squad car has a first aid kit - be aware of its location.

Superficial Injuries - For minor **cuts** and **burns**, **sterilize** the injured area. Then wrap the injury in a **bandage**. For a cut that is bleeding heavily, apply pressure to reduce blood flow.

Choking - Clear the **airway**. Use chest thrusts or fingers to remove the object. After the object is removed, check for a **pulse**. If the victim has no pulse, give **CPR**.

CPR - Begin with **chest compressions**. After 30 compressions, perform **rescue breathing**.

Cardiac Arrest - Turn on the **defibrillator**. Remove all metal jewelry and the victim's shirt. Secure the pads to the victim's chest. The machine will tell you when to give a shock. After giving the shock, check the pulse. If the heart is beating, but the victim is not breathing, give CPR.

Medical Problem

Superficial Injury
Choking
Cardiac Arrest

Interior of vehicle

TASK 6. Match the words (1-6) with their definitions (A-F).

1 ____ cut	4 ____ first aid
2 ____ kit	5 ____ chest compressions
3 ____ airway	6 ____ rescue breathing

A a collections of tools

B a technique that pumps blood

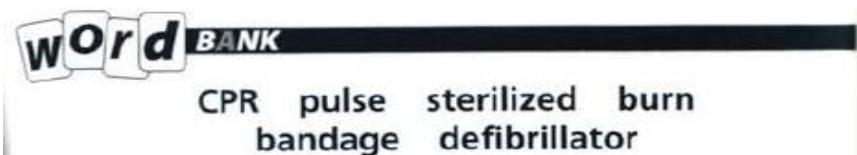
C a tube that brings air to lungs

D an injury where the skin breaks

E a process used to help someone breathe

F medical care given to an injured person

TASK 7. Fill in the blanks with the correct words from the word bank.



1. Doctors used a _____ to normalize the woman's heartbeat.
2. The officer applied pressure to the wound before he _____ it.
3. The police officer gave _____ because the injured man was not breathing.
4. The man covered his cut with a _____.
5. The man spilled boiling water and received a _____.
6. A steady _____ indicated the man had a normal heartbeat.

TASK 8. Read the text paying attention to the key words and word combinations in bold.

Last week some unknown men committed an arson attack in our department's office. As a result, some victims had minor and severe **burns**. The other injured people were **choking** with smoke. We had no time to lose, so our officers had **to provide first aid**. First of all, they **cleared the airways** of those people who couldn't breathe. The police officers **gave CPR** because some of the injured people were not breathing. When giving CPR, they began with 30 **chest compressions**. Then they continued CPR with **rescue breathing** in a ratio of 30:2. When the ambulance arrived, we had given first aid treatments to those who had chocking. Unfortunately, some victims had a **cardiac arrest**, so the medical staff had to use the **defibrillator**. After giving the shock, they **checked for a pulse** of the victims. They also gave medical attention for the people who had minor **cuts** and burns. Firstly, they **sterilized their wounds**. For cuts that **were bleeding**

heavily, they **applied pressure** to reduce the **blood** flow. After that they **wrapped the injuries in a bandage**. The medical staff had all necessary medicines and materials in their **first aid kit**.

TASK 9. Correct the wrong information in each sentence.

1. As a police officer you have to provide first aid kit. _____
2. For minor cuts and burns, cover the injured area. _____
3. If the victim has no pulse, apply pressure. _____
4. After 30 compressions, sterilize the wound. _____
5. When giving CPR, begin with a cardiac arrest. _____
6. Apply pressure to intensify the blood flow. _____
7. Clear the airways if a victim has a cardiac arrest. _____
8. Give CPR with chocking in a ratio of 30:2. _____
9. If the heart is beating, but the victim is not breathing, apply pressure. _____
10. Clear the wound. Use chest thrusts or fingers to remove the object. _____

TASK 10. Find the words from the text to match the definitions below.

1. a special box containing medicines to treat people who are injured.
2. an injury where the skin breaks.
3. a process used to help someone breathe.
4. a medical care given to an injured person.
5. a technique that pumps blood.
6. a tube that brings air to the lungs.
7. an injury caused by fire, heat, or acid.
8. a piece of cloth that you tie around a wound.
9. to make something completely clean and kill any bacteria in it.
10. when the heart stops working.

TASK 11. Translate the following sentences into English.

1. Лікарі застосували дефібрилятор, щоб нормалізувати серцебиття жінки.
2. Чоловік закрив поріз пов'язкою.
3. Співробітники поліції надали серцево-легеневу реанімацію, бо поранений не дихав.
4. Стійкий імпульс показує, що людина має нормальнє серцебиття.

5. Людина пролила окріп й отримала опік.
6. Співробітники поліції також надали медичну допомогу людям, у яких були незначні порізи й опіки.
7. Ви повинні обробити уражену частину тіла та накласти пов'язку.

TASK 12. Practice dialogues that might occur in emergency situations. Ask and answer questions such as:

- “Are you alive?”
- “Does it hurt?” / “Where does it hurt?”
- “Do you feel any pain?” / “Where do you feel pain?”
- “Do you feel any unusual sensations (numbness, coldness or tingling)?”
- “Can you breathe normally?”
- “Are the injuries / illness serious or minor?”
- “How long have you felt like this?”
- “How long has the wound been bleeding?”
- “What were you doing when it happened?”
- “Can you move your leg / arm?”
- “Are you taking any medication?”
- “Do you suffer any from any allergies?”
- “What kind of medical insurance do you have?”

If someone is awake but less alert than usual, ask a few simple questions, such as: What's your name? / What is the date? / How old are you?

TASK 13. How much do you know about basic first aid? Test yourself with these 11 first aid questions and see how good you really are.

Can You Answer 11 Basic First Aid Questions? (True or False)

1. When someone is choking, the very first thing you should do is to start the Heimlich maneuver right away.
2. When you have a nose bleed, you should lean forward and pinch your nose.
3. For ankle sprain, you should apply cold compress.

4. For snake bite, apply a splint or cover the area with clean cloth and go to the emergency room as soon as possible!

5. For burns, you should put butter or petroleum jelly to the burned area.

6. When you see a car accident on the road, you should not move the victim; you should wait for paramedics arrive.

7. When you see someone having a seizure, you should put a spoon in his/her mouth so he/she won't bite their tongues.

8. A 5 inch knife got stuck in your stomach; it's wise to quickly pull it out.

9. The first step in performing CPR is to start applying pressure on the person's chest!

10. For minor cuts and wounds, you should wash the wound with clean water and soap first, dry it then cover the wound with clean cloth.

11. If a child has swallowed poison, it's wise not to make the child vomit; it may make the child more ill.

TASK 14. Circle the adverbs in the following sentences.

1. The children played quietly in their room.

2. You must write back soon.

3. The hawker never delivers the newspaper on time.

4. The woman foolishly left the front door open.

5. I met him yesterday.

6. He ran around the track slowly.

7. I quite agree with you on this.

8. Hasn't he eaten yet?

9. Kirti is very hard working.

10. The old woman wept bitterly.

TASK 15. Classify the kinds of adverbs in the sentences given below.

1. I often go there.

2. He is quite strong.

3. I have warned him already.

4. Jerry ran quickly to catch the bus.

5. We visit them frequently.

6. They went upstairs.

7. My friends greeted me cheerfully at the airport.
8. He went for a walk at 6 o'clock.
9. Susan yelled loudly for the bus driver to stop.
10. The live telecast is going to begin soon.

TASK 16. Complete the sentences with the best adverb. (Hint: Every adverb may not be required)

Slowly / carefully / beautifully / well / loudly / carelessly / easily / excitedly / finally / suddenly / quickly / quietly

1. Come here _____. You have to see this!
2. We knew that she had got the job when we saw her _____ talking on the phone.
3. He _____ put the vase on the table. It fell to the floor.
4. Sharon is throwing a party on Saturday. She _____ finished her PhD.
5. Let's walk _____. I don't want to be the first one at the meeting.
6. Alex _____ put up the bookshelves. It was too difficult for me to do on my own.
7. Everything happened so _____. We had to move to California in less than a month.
8. Why does he always have to talk so _____? You can hear him in the next room!
9. Although she speaks five languages, she did not do _____ on the translation exam.
10. I was so surprised. His new apartment was _____ decorated.

TASK 17. Underline the correct form in parentheses.

1. Mary has felt (bad, badly) since her last cold.
2. Jim arranged the layout (crooked, crookedly).
3. The host nation gave the delegates a (real, really) friendly reception.
4. An unknown arsonist set fire to (most, almost) all the houses on Quivira Road.
5. (Most, Almost) all the votes have now been counted.

TASK 18. In the blanks in these sentences insert good or well—whichever is correct.

1. She has been ill, and she still looks far from _____.

2. Your handwriting is _____, and you write _____ .
3. He has done _____ in his new position.
4. Do you really feel _____ enough to come to the office?
5. He has not been a _____ man since he had that severe attack of illness last winter.

TASK 19. Put the adverb in the right place in the sentence:

1. She goes to bed early (always).

2. We watch TV (never).

3. Julie and Tom go to the cinema (often).

4. I eat fast food (sometimes).

5. I go to the park (rarely).

TASK 20. Fill in the correct form: Adjective or Adverb.

1. Jack has a _____ car, but he doesn't like driving so _____. (FAST, FAST)
2. Tom has _____ improved his English skills since he arrived. (HARD)
3. My dad is _____ improving after his heart surgery. (SLOW)
4. It was one of those matches where all of players _____ played _____. (REAL, BAD)
5. The prisoner was treated _____ by the officers. (BAD)
6. I was _____ surprised to meet her so _____ after our last meeting. (HIGH, QUICK)
7. The young lady always dresses _____. (PRETTY)
8. The plane was flying _____ over the hilltops. (PRETTY, LOW)
9. He has been _____ in the office _____. (LATE, LATE)
10. Some shops in the tourist district close very _____. (LATE)

11. I felt _____ after I had spoken to him like that. (TERRIBLE, GUILTY)

12. She _____ missed her train because she was speaking on the phone. (NEAR)

13. His brother is working _____ for his final exam. (HARD)

14. The arrow _____ missed the boy's head. (NARROW)

15. The young Maradona was a _____ player. (FANTASTIC)

16. Even though the wind was blowing _____, they tried to row the boat _____. (HEAVY, STEADY)

17. From such a great distance even _____ buildings look _____. (HIGH, SMALL)

18. My brother plays football _____ well, but he doesn't like being so _____. (FAIR, FAIR)

19. The Prime Minister's politics were _____ disputed across the country. (WIDE)

20. _____, we were at home when the disaster happened. Others were not so _____. (LUCKY, LUCKY)

TASK 21. Change the underlined adverb to the kind of adverb in brackets. Write the new adverb.

1. The wind in Antarctica blows hard than in Africa. (comparative)

2. I walk slowly on the ice than I do on the rocks. (comparative)

3. People move carefully than penguins. (comparative)

4. I travel fast of all on skis. (superlative)

5. The sun stays long in the sky in December. (superlative)

6. The sun in Antarctica burns the skin badly than in the United States. (comparative)

TASK 22. Write the comparative or superlative form of each adverb in brackets to complete the paragraph correctly.

Allan, Jill, and I went on an expedition to Antarctica. Of the three of us, Allan knew the continent (1. well), so he advised us what to do. Jill skied (2. fast) and (3. skillfully) than I did. However, I was useful because I cooked (4. well) than the other two! We loved watching the penguins, which move (5. gracefully) in the water of all birds. On land, however, they waddle (6. comically) than a baby learning to walk. The wind never stopped blowing. Each day it tried (7. hard) than the day before to knock us off our feet. On our final day it blew (8. fiercely) of all.

We were glad to reach camp.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

TASK 23. Mark the letter of the word or words that complete each sentence.

1. The snow fell yesterday than today.

A heavilier

B most heavily

C heaviest

D more heavily

5. My two partners and I set out together, but I arrived.

A most soon

B soonest

C sooner

D more soon

2. Fresh water freezes than salt water.

A faster

6. You survive the cold than I do.

B fastest

A more better

C fast

B best

D more faster

C better

3. Of all the birds, the penguin walks .

D good

A more clumsily

7. It was stormy all week, but the wind blew on Monday.

B clumsiest

A most hardest

C most clumsily

B hardly

D clumsy

C hardest

4. The whale dives of all mammals.

D more harder

A most deepest

8. I will remember this of all my

vacations.

B deepest

C deeper

D deepest

A best

B better

C most best

D bestest

TASK 24. Write the correct form of the adverb in brackets to complete each sentence.

1. The ice in Antarctica is melting (quickly) now than it did 100 years ago.

2. People explore the continent (comfortably) than they used to.

3. Modern technology works (well) than the old-fashioned kind.

4. Of all people, scientists return to Antarctica (frequently).

5. The wind blows (fiercely) there than here.

6. You can get frostbite in Antarctica (easily) than in the United States.

7. Three teams raced to the South Pole to see which would get there (fast).

8. The winning team worked (hard) than the second-place team.

9. The winners traveled (rapidly) of all.

10. Dogs work (efficiently) in the extreme cold than horses do.

DESCRIBING APPEARANCE

Who is who?



TOPICAL VOCABULARY

Describing People: Appearance

Hair, face, skin and complexion /kəm'plekʃən/



She's got **straight** hair and she's **thin-faced**/ she's got a **thin** face.

She's got **long, wavy** hair and she's **round-faced**/ she's got a **round** face.

She's got **curly** hair and is **black**.

He's got a **crew-cut**. He's **white**.



He's **bald** /bɔːld/ and has freckles.



He's got a **beard** and **moustache** /mʊs'ta:ʃ/ and has a **chubby** face.



He's got **receding** hair and a few **wrinkles** /'rɪŋkəlz/.



He **used to have** black hair but now it's gone **grey**, almost **white**.

What sort of person would you find attractive? **Blonde**, **fair**, **dark** or **ginger-haired** / **red-haired**? She has such **beautiful** **auburn** hair. /'ɔ:bən/ [red-brown]

Fair and **dark** can be used for hair, complexion or skin. Some people like **getting a tan** in summer [exposing their skin to the sun so that it goes darker], although the risks of getting **sunburnt** are well known.

Height and build

Fat may sound impolite. Instead we can say that someone is rather **plump** or **stout**, or a bit **overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. [generally said about men] Someone who is very fat can be described as **obese** /'au'bi:s/, especially when talking in a medical context.

Someone who is thin can be described as **slim** [positive] or **skinny** [negative]. If someone **has a nice figure**, they have an attractive shape. [generally said about women]

General appearance

She's a very **smart** and **elegant** woman, always **well-dressed**; her husband is quite the opposite, very **scruffy** and **untidy-looking** / **messy-looking**.

Chloe looked **stunning** in her red dress. [very attractive]

He's very **good-looking**, but his friend's rather **unattractive**. [opp attractive]

Her eyes are her best **feature**. [the most attractive part of her face]

Do you think **beautiful** women are always attracted to **handsome** men? I don't. I think **personality** matters most.

First impressions are always important.
[your first reaction to someone]

Language help

The suffix **-ish** is useful for describing people (see [Unit 70](#)). She's **tallish**. He has **brownish** hair. He must be **thirtyish** / **in his thirties**.

EXTRA VOCABULARY

Appearance

beautiful, handsome, pretty, agreeable, engaging, winsome, genial, good-looking, pleasant-looking, plain-looking, ugly, dapper, awkward, gallant, extravagant, stylish, elegant

Height

tall, very tall, quite tall; six feet tall; not very tall; short; he is tall; he is taller than his mother; she isn't tall; she isn't as tall as he is;

average (medium) height; he is average height; she is of medium height; diminutive

Weight and Build

stout, plump, fat / thin, slender, lean (men), slim (women), graceful, obese, angly, stocky, well-built, muscular, anorexic, as frail as a sparrow, to watch one's figure, a good puff of wind would be able to rattle his ribs, sinewy hands, fat (impolite) ↗ a bit overweight

Hair

even (lank, straight), curly, plaited, wavy, crisp, abundant, scanty (thin), sleek (smooth), silky, rumpled, dishevelled, luxuriant, bleached, dyed, golden, elaborately dressed, bobbed (shingled), gray, grizzling (grizzled), ash-blonde, black, jet-black, dark, fair, blond, red, reddish.

Hair-cut, to have one's hair cut, hair-do, to do one's hair, pate, beard, moustache.

Face

oval, round, square, long, hard. thin, fleshy, puffy, wrinkled, frenkled, pimpled, clean shaven, swarthy, pasty, tanned (sunburned)

Features

regular, irregular, delicate, forceful, chiseled, clean-cut, large (massive), small

Nose

straight, snub (turned-up), strong (large), Roman, Grecian, small, crooked, aquiline, flat, fleshy, hooked.

A bridge of one's nose

Eyes

clear, anxious, stanted (oblique), wide-apart, clever, narrow, bulging, sunken, near-(short) sighted, long-sighted, cross-eyed, hazel, striking blue (dark, green), kind, under-eye-bags, dark circles, blue-eyed

Eyebrows

thick (bushy), thin, arched, penciled, penthouse, to rise one's eyebrows, to frown (knit) one's eyebrows

Eyelashes

thick, curving

Forehead

high (tall), large (open), narrow, low, broad, doomed

Lips

thick, thin, full, compressed, painted, rosy, to bite one's lips, to compress one's lips, to curl one's lips

Cheeks

plump (chubby), rosy (ruddy) sunken (hollow), pale, stubby (unshaven), wrinkled, dimples in one's cheeks

Complexion

fair, swarthy (dark), sallow (pale), blooming, peaches and cream

Jaw, chin, teeth, hand, legs, shoulder, skin, smile

Related phrases and examples in sentences

What does she look like?

- She is young and good-looking, with dark eyes and long red hair.
- He is tall and thin, with brown hair. He is twenty-five years old.
- She is average height, dark-haired, quite thin, and wears glasses. She's about fifty.
- She is of medium height, with straight black hair and brown eyes.
- He is old, short, medium-build, with gray hair and a beard.
- She has dark eyes, wavy blond hair, and a nice figure. She looks great.
- He is a handsome middle-aged man. She is a pretty young girl.

Who does he take after, his mother or his father?

- He takes after his father in appearance, but he is like his mother in character.
- He looks like his mother, but he takes after his father in character.
- Like his father, he is tall and handsome.
- She takes after her mother. She has the same chestnut hair and green eyes.

Describing People: Personality

Intellectual ability

lots of ability	intelligent / bright / clever / sharp / shrewd / able / gifted / talented / brainy (<i>informal</i>)
lacking ability	stupid / foolish / simple / silly / brainless / daft / dumb / dim / thick (<i>the last five are predominantly informal words, and they can all be offensive</i>)
clever, in a negative way, using brains to trick or deceive	cunning / crafty / sly

Attitudes towards life

- Amal is **pessimistic** while Nia is **optimistic** – he always expects the worst to happen while she looks on the bright side.
- It is strange that one of the twins is so **extroverted** while the other is so **introverted** – Ben loves being the focus of attention while Jake prefers to be alone with his thoughts.
- I feel very **tense** (or **wound up** / **stressed out****) after a very busy day at work but, after a hot bath,
- I'll soon feel **relaxed**.
- Eva is very **sensible** – she'd never do anything stupid. In other words, she's very practical and **down-to-earth**.
- Roberto is very **sensitive** – he gets very **upset** (or **worked-up**, more informal), if he feels people are criticising him.

Attitudes towards other people

Enjoying others' company: **sociable** **gregarious***

Disagreeing with others: **quarrelsome** **argumentative**

Taking pleasure in others' pain: **cruel** **sadistic**

Relaxed in attitude to self and others: **easy-going** **even-tempered** **laid-back****

Not polite to others: **impolite** **rude** **ill-mannered** **discourteous***

Telling the truth to others: **honest** **trustworthy** **reliable** **sincere**

Unhappy if others have what you do not have yourself: **jealous** **envious**

One person's meat is another person's poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

Positive associations	Negative associations
determined	obstinate / stubborn / pig-headed
thrifty / economical	stingy / mean / tight-fisted / miserly*
self-assured / confident	self-important / arrogant / full of yourself**
unconventional / original	eccentric / odd / peculiar / weird**
frank / direct / open	blunt / abrupt / brusque / curt
broad-minded	unprincipled / permissive
enquiring*	inquisitive / nosy**
generous	extravagant
innocent	naive
ambitious	pushy**
assertive	aggressive / bossy**

* These words are much more common in written than in spoken English.

** These words are much more common in spoken than in written English.

Idioms describing people

Positive and negative qualities

positive

She has **a heart of gold**. [very kind, generous]

He's **as good as gold**. [helpful, well-behaved; used generally for children]

negative

She's **as hard as nails**. [no sympathy for others]

He's **a nasty piece of work**. [unpleasant]

Note also:

Her **heart's in the right place**. [is a good and kind person even though they do not always seem so]

He's such **an awkward customer**. [difficult person to deal with]

She's **a pain in the neck**. Nobody likes her. [nuisance, difficult]

He **gets on everyone's nerves**. [irritates everybody]

Idioms based on “head”

You can learn idioms by associating them with a key word or words. Two of the idioms in A, for example, are based on *gold* and two on *heart*. Here is a set of idioms describing people based on the word *head*.

- **your head screwed on** [be sensible, informal]
- **a head for heights** [not suffer from vertigo]
- to have** • **a head like a sieve** [bad memory]
- **a good head for figures** [be good at maths]
- **your head in the clouds** [unaware of reality]

to be head and shoulders above someone [much better than]

to bury your head in the sand [refuse to think about a difficult situation in the hope you won't have to deal with it]

to keep your head [stay calm in a difficult situation]

How people relate to the social norm

She's a bit of **an odd-ball**. [peculiar, strange]

He's really **over the top**. [very exaggerated in behaviour]

He's (gone) **round the bend**, if you ask me. [absolutely crazy/mad]

My politics are very **middle- of- the- road**. [very normal; no radical ideas; neither left- nor right-wing]

Who is who in the class? Idioms for people in the classroom

Sam's **teacher's pet**. [teacher's favourite] Laura's **top of the class**.

Harry is **a real know-all**. [thinks he knows everything]

Ali's a bit of **a big-head**. [has a high opinion of him/herself] Anna's a **lazy-bones**.

The last three idioms are used of people outside the **classroom situation** too.

GRAMMAR

ADJECTIVE

An **adjective** is a describing word. It qualifies or describes a noun. It adds to the meaning of a noun. It is a noun-helper.

e.g.: *Rama is a **big** boy.*

Lazy students fail.

*Govinda is **poor** but honest.*

*England is a **rich** country.*

*Lead is a **heavy** metal.*

*The rose is a **beautiful** flower.*

*Ahmed is a **poor** man.*

Kinds of adjectives

- Adjectives of quality
- Adjectives of quantity
- Adjectives of number
- Demonstrative adjectives
- Distributive adjective
- Possessive adjective
- Interrogative adjective

Adjectives of Quality

It shows the kind or quality of an object or person. Adjectives of quality answer the question “of what kind”?

e.g. *thick forest, old building, wise man, new clothes, young boy.*

- *I know a **funny little** man.*
- *Foch was a **great** soldier.*
- *Bombay is a **big** city.*
- *I like the **little** pedlar who has a crooked nose.*

Adjective of quantity

Adjectives of quantity refers to the quantity. Yet it is an indefinite numeral. It answers the question “how many” or ‘how much’? Eg: some books, many people, all fools’ day, a few words, a little amount, more problems.

e.g.: *Four boys ran down the street.*

- *There are **twenty** girls in the class.*
- *Shakespeare wrote **many** plays.*
- *I want **some** money.*
- *He has **much** money.*
- *There is **little** hope in victory.*

Demonstrative Adjectives

It is an adjective that points to an object or objects, a person or persons.

e.g.: *this girl, that pencil, these boys. those balls.*

- *Come and look at **this** snake.*
- *look at **that** tree.*
- *I like **these** bananas.*
- *I want **those** mangoes, not the others.*
- *Oh! Do look at **that** funny kitten*

Note: the word ‘this’, ‘that’, ‘those’, ‘these’ can function as demonstrative pronouns as well as demonstrative adjectives.

Distributive adjectives

It is an adjective that refers to a person or thing, one at a time. E.g. *each, every, either, neither.*

- ***Each** one teach one.*
- ***Every** girl is a pearl.*
- *Walk along **either** side.*
- *Give support to **neither** party*

Possessive adjective

It is an adjective that denotes possession. It is nothing but the possessive form of the pronoun. E.g. My pen, our school, your sister, his bag, their house, its tail.

Pronoun	Possessive adjectives	Possessive pronoun
I	my	mine
we	our	ours
You	your	yours
he	his	his
she	her	hers
it	its	its
they	there	theirs

Interrogative adjective

It is an adjective used to frame questions. They are, of course, the question words ('what', 'which', and 'whose') preceding a noun in a question. e.g.: What colour do you like?

- *Which book is hers?*
- *Which way shall we go?*

Note: the interrogative words 'what', 'which', and 'whose' function as interrogative adjective as well as interrogative pronoun.

DEGREES OF COMPARISON: ADJECTIVES

The comparative form

We use the comparative form of the adjective to compare **two things**.

- *White meat is **healthier than** red meat.*
- *Travelling by bus is **more comfortable than** travelling by train.*

Less ... than

We can also use the form **less + adjective + than**. **Less** is the opposite of **more**.

- *Peter is **less considerate than** Marta.* (=Marta is more considerate)

(Not) as ... as

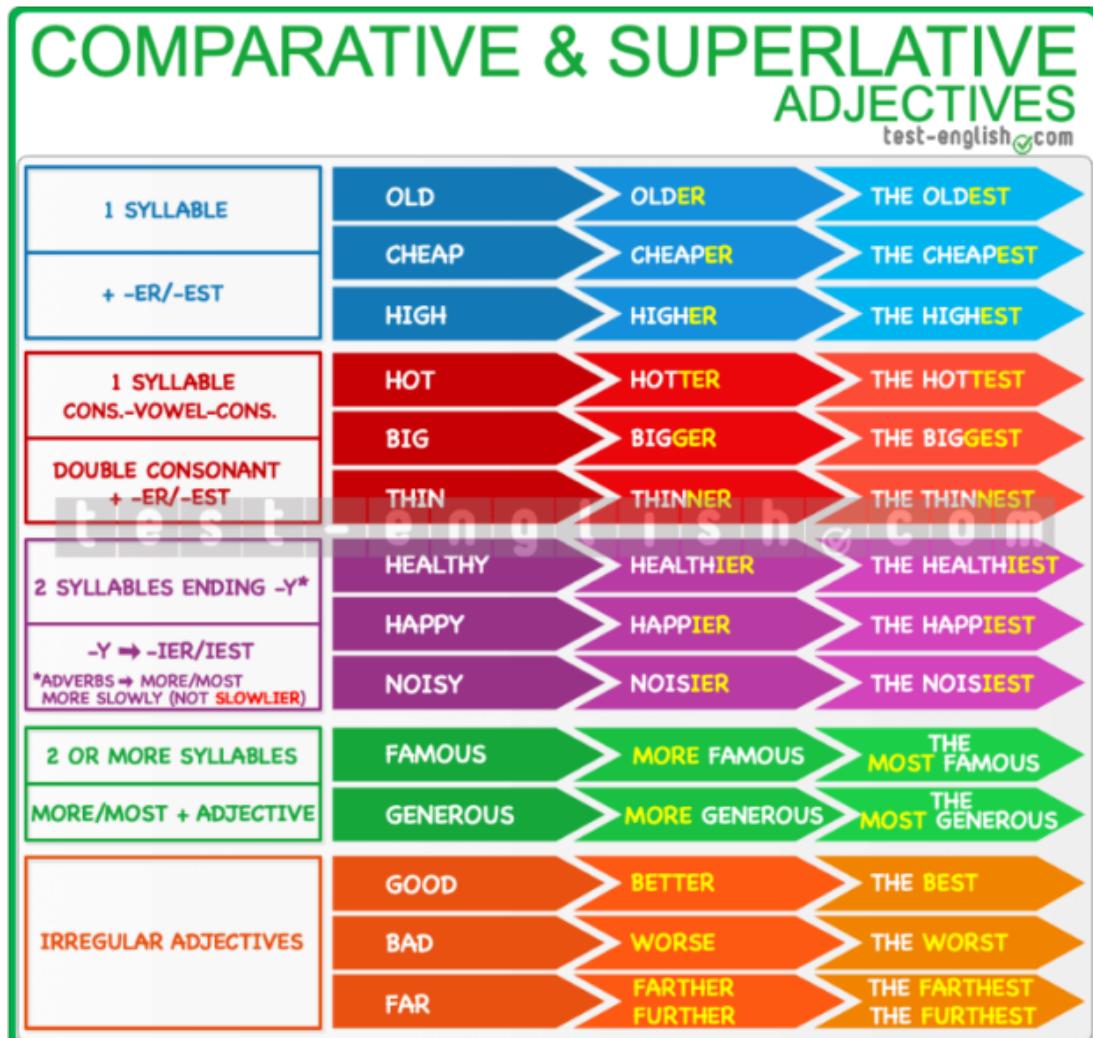
We can also use the form **(not) as + adjective + as**.

- *Peter is **not as considerate as** Marta.* (=Marta is more considerate)

Than me / than I am

After **than** or **as ... as**, we use an object pronoun (**me, you, him, etc.**) or a subject pronoun (**I, you, he, she, etc.**) + auxiliary verb.

- *My sister is taller than me.*
- *My sister is taller than I am.*



Much/a lot/a bit more...

Before the comparative (**more** or **-er**), we can use **much**, **a lot** or **a bit**.

- *He's **a bit taller** than me.*
- *Florence is **much more** interesting than Pisa.*
- *This car is **a lot more** expensive.*

Any/no more than

We can use **any/no** + comparative (*any better, no faster, any more expensive*, etc.). We use **any** in negative sentences and **no** with positive verbs.

- *Your performance was **no better** than mine.*
- *Your performance wasn't **any better** than mine.*

Superlative adjectives

We use the superlative form of an adjective or adverb to compare more than two things.

The most... in...

After the superlative, we use **in** + names of **places** or singular words for **groups of people** (class, school, team, family, etc.)

- *She is the best student **of** the class.*
- *She is **the best** student **in** the class.*
- *He's **the tallest** **in** the family.*
- *Messi is **the best player** **in** the world.*

We normally use **of** + periods of time or a number of people (*of the year, of my life, of my brothers, of the students, etc.*).

- *It was the best evening **of my life**.*
- *I am the tallest **of my brothers**.*

The most... I have ever...

We often use the superlative with the **present perfect tense** and **ever**.

- *This is **the best** movie I've ever watched.*
- *She is **the most beautiful** woman I have ever seen.*

The/my/Tom's best ...

Before the superlative, we always use **the**, or **my/your/his/etc.**, or **Tom's/Jenny's/etc.**

- *He is **the best**.*
- *This is **my most expensive** jacket.*
- *This is **Paul's best** friend.*

The least

The opposite of **the most** is **the least**

- *He is **the least hardworking** student in the class.*

PRACTICE

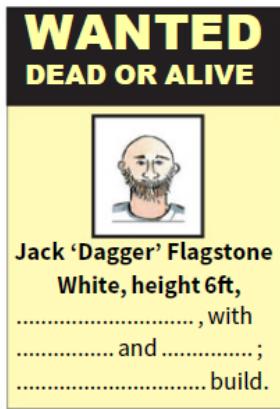
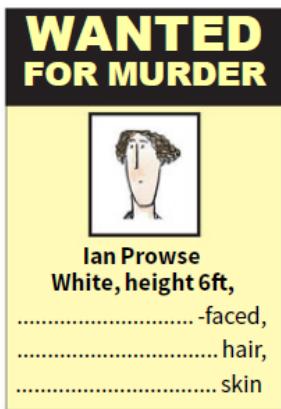
TASK 1. Complete the sentences with the words from Topical vocabulary.

1. I wish I could get a _____ like yours but my skin just goes red in the sun.
2. My cousin used to have a lovely _____ but she's put on weight in all the wrong places since she stopped taking much exercise.
3. Thomas's eyes are his best _____ – they're so large and sparkly and such a deep brown.
4. Jess is in her thirties but she still has the same lovely fresh _____ as her young daughter has.
5. Staff at the bank were told to dress smartly for work so they would always create a good _____ on customers.
6. I'd call her rather _____ than ginger-haired – her hair's dark brown with just a tinge of red in it.
7. George says that the _____ round his eyes just show that he has smiled a lot in his life.
8. Even in jeans Alina manages to look _____.
9. Carla looks beautiful in old clothes and without any make-up but when she's dressed up for an evening out she's absolutely _____.

TASK 2. Answer these remarks with the opposite description.

1. A: I thought you said he was the short, chubby one.
B: *No, no, no, not at all, he's the tall, thin-faced one.*
2. A: Was that his brother, the one with wavy hair?
B: No, completely the opposite, his brother's _____
3. A: She's always quite well-dressed, so I've heard.
B: What! Who told you that? Every time I see her, she's _____
4. A: So Charlene's that rather plump, fair-haired woman, is she?
B: No, you're looking at the wrong one. Charlene's _____
5. A: So, tell us about the new boss; good-looking?
B: No, I'm afraid not; rather _____
6. A: I don't know why, but I expected the tour guide to be fiftyish or rather plump.
B: No, apparently she's only _____

TASK 3. WANTED! MISSING! Complete the gaps in these police posters with your own ideas.



TASK 4. Match the words on the left with their opposites on the right.

1. clever	<i>f</i>	a introverted
2. extroverted		b tight-fisted
3. rude		c courteous
4. cruel		d gregarious
5. generous		e kind-hearted
6. unsociable		f dim

TASK 5. Do you think that the speaker likes or dislikes the people in these sentences? Reword each sentence to give the opposite impression (negative rather than positive or vice versa).

1. Carmen's very thrifty. *Likes* - *Carmen's very stingy.*
2. Molly's usually frank.
3. Grace is quite broad-minded.
4. Sam can be aggressive.
5. Nico's quite bossy.
6. I find Marcus self-important.
7. Don't you think James is nosy?
8. Freya is very original.

TASK 6. Pair the words that have similar meanings.

brainless - *silly*

brainless	curt	gifted	rude	tense
brusque	direct	honest	sensible	tight-fisted
crafty	down-to-earth	impolite	silly	trustworthy
cunning	frank	miserly	talented	wound up

TASK 7. Magazines often publish questionnaires which are supposed to analyse aspects of your personality. Look at the words below and match them to the corresponding question.

*Pessimistic argumentative sensitive sociable
extravagant assertive inquisitive reliable*

1. If you arrange to meet at 7 pm, do you arrive at 7pm? *reliable*
2. When you have a problem, do you think the worst will happen?

3. Do you find it easy to tell your boss if you feel he or she has treated you badly?

4. Do you always look out of the window if you hear a car draw up?

5. Do you often buy your friends presents for no particular reason?

6. Do you frequently disagree with what other people say?

7. Do you lie awake at night if someone has said something unkind to you?

8. Do you prefer to be in the company of other people? _____

TASK 8. Try to complete these idioms from memory if possible.

1. She does a lot of voluntary work; she has a heart...*as gold*, ..
2. Don't expect any sympathy from the boss; she's as hard...*as stone*...
3. I'm sure Ahmed will help you; he's as good...*as gold*...
4. Although Florian sometimes seems a bit bad-tempered his heart is...*as kind as gold*...
5. I don't think you'll like him; he's a nasty...*as stone*...

6. I try to avoid having much to do with Liam. He's rather an...

TASK 9. What do we call...

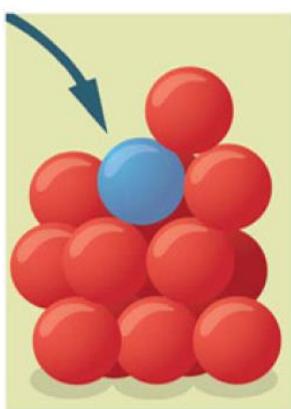
1. an irritating person who knows everything? *A know-all*
2. the person who is the teacher's favourite? _____
3. someone who thinks they are the best and says so? _____
4. the one who gets the best marks? _____
5. a person who is very lazy? _____

TASK 10. Complete the sentences using an idiom on “head”.

1. I'd better write it in my notebook. I have... *a head like a sieve*.
2. Ask Martha to check those sums. She has...
3. Don't ask me to go up that tower. I'm afraid I don't...
4. She's very sensible and knows what she's doing. She...
5. He's quite out of touch with reality. He really...
6. The problem won't go away so there's no point...
7. Max is top of the class,... everyone else.
8. Even when others around him are panicking Raul always...

TASK 11. Which part of the body might a difficult person (a) get on (b) be a pain in?

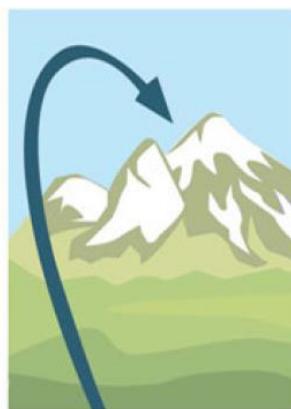
TASK 12. Which of the idioms opposite do you think these pictures represent?



1 *an odd-ball*



2 *a dead end*



3 *a steep climb*



4 *a roundabout*

TASK 13. Complete the chart with the comparatives and superlatives:

Adjective	Comparative	Superlative
long	longer than	the longest
fast	faster than	
pretty		the prettiest
beautiful	more beautiful than	
ugly	uglier than	
thin		the thinnest
fashionable	more fashionable than	

TASK 14. Write the comparative:

a. old <i>older</i>	f. good _____
b. strong _____	g. large _____
c. happy _____	h. serious _____
d. modern _____	i. pretty _____
e. important _____	j. bad _____

TASK 15. Complete the sentences with a superlative:

- This building is very old. *It's the oldest building in Bari.*
- It was a very happy day. It was of my _____ life.
- It's a very good film. It's _____ I've seen.
- It was a very bad mistake. It was _____ in my life.
- It was a very cold day. It was of the _____ year.
- She's a popular singer. She's _____ in the country.
- He's a very boring person. He's _____ I know.
- This house is very big. It is _____ I've lived in.
- My cousin is very tall. He is _____ I have.
- Laura is a very pretty girl. She is _____ I know.

TASK 16. Choose the correct answer:

- Giovanni's car is *bigger / the biggest* than his friend's car.
- Who is *shorter than / the shortest* person in your family?
- Who is *more independent than / the most independent* person you know?
- These sofas are *more comfortable than / the most comfortable* ours.

- e. My brother is *taller than / the tallest* in the class.
- f. Is Daniele's dog *older than / the oldest* yours?
- g. Who is *the best / better than* singer in the world?
- h. We are *younger than / the youngest* the rest of the class.
- i. My hair is *the straightest / straighter* than your hair.
- j. He is more *popular / the most popular* singer in the world.

TASK 17. Write the sentences in the correct order:

- a. taller / than / Francesco / Marco / is.

Francesco is taller than Marco

- b. trousers / Michela / got / has / new / light.

- c. Maria / food / likes / eating / Mexican

- d. an / expensive / Dario / wearing / coat / is

- e. the / Giulia / has / scarf / got / shortest

- f. the / student / he / tallest / is

- g. actress / Sofia / the / was / popular / most

- h. He / the / in Europe / was / footballer / best

- i. plays / than / better / you / Sonia / tennis

- j. father / is / your / than / stronger / mine

TASK 18. Complete the sentences with the correct form of the adjective in brackets:

- a. Carla is *better* (good) than you at sport.

- b. We like wearing the _____ (late) fashion.

- c. These trousers are _____ (comfortable) than those jeans.

d. He is _____ (happy) now than he was last year.

e. You are the _____ (tall) girl in class.

f. My father is _____ (old) than my uncle.

g. The red dress is the _____ (attractive) dress in the shop.

h. I always tell the _____ (fun) jokes to my friends.

i. Your hair is _____ (curly) than my hair.

j. My hair is _____ (short) than yours.

NOTES

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Навчальне видання

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**ПРАКТИКУМ З ІНОЗЕМНОЇ МОВИ
ПРОФЕСІЙНОГО СПРЯМУВАННЯ**

Навчальний посібник

для здобувачів вищої освіти спеціальності 081 Право (поліцейські) та
262 Правоохоронна діяльність (поліцейські)